The University of Akron

# IdeaExchange@UAkron

2-4-2021

# Faculty Senate Chronicle February 4, 2021

Heather M. Loughney
hl@uakron.edu

February 4, 2021

107 pages

## SENATE ACTIONS

1. Approved a motion brought by the Academic Policies Committee to approve the name change of the College of Business Administration to the College of Business (Appendix A).

2. Approved a motion brought by the Academic Policies Committee to create a crisis policy for the Credit/Non Credit option (Appendix A).

3. Approved a motion brought by the Academic Policies Committee to approve the no-test option for admission (Appendix A).

4. Approved a motion brought by the Academic Policies Committee to create the Center for Intelligence Studies and Safety (Appendix F).

5.  Approved courses and programs brought by the Curriculum Review Committee (Appendix B).

6.  Approved a motion brought by the Computing and Communications Committee to move to Microsoft Teams as the primary video conferencing solution for fall 2021 (Appendix C).

7.  Approved a motion brought by the Computing and Communications Committee to create a committee to review the replacement of Qualtrics and to research possible alternatives (Appendix C).

8.  Approved two motions from the ad hoc Committee on Program Review to create a permanent committee and to create a committee on summative review (Appendix E).

## Table of Contents

MINUTES OF THE FACULTY SENATE MEETING OF

February 4, 2021

The meeting of the Faculty Senate took place Thursday, February 4, 2021 in Teams. Senate Chair Linda Saliga called the meeting to order at 3:04 pm.

Of the current roster of 45 senators, 36 attended the meeting. Senators Allen, Biddle, Gandee, Hreno, Luettmer-Strathmann, Mudrey-Camino, Palmer, Sahl and Tsige were absent without notice.

*I. Adoption of Agenda*

Adoption of Agenda-Chair Saliga noted there was a correction to the agenda with the CCIS proposal being added to old business. No other corrections or comments were offered. The agenda was adopted without dissent.

*III. Remarks of the Chair*

I will start with my usual reminder, please keep your microphone muted and your video off, unless you have the floor, as this will help everyone with bandwidth. If you want to be recognized to speak, you are to type "request" in the chat and if you are a Senator you will be added to the queue. The chat is not a part of the record.

We are a little behind in processing the meeting minutes. We will have the November, December, and February minutes ready for approval in March.

We have many items to consider today. APC is bringing forward a recommendation to change the name of the College of Business Administration to the College of Business, a crisis policy for credit/non-credit, and if allowed, a recommendation to continue the temporary test-optional admissions policy.

CRC has the usual list of proposals that it is asking to be approved, and one program proposal, Global Studies, that it couldn't come to a decision on. There

are two issues with the proposal that kept coming up – one is that there isn't a core set of courses (two students could graduate with this degree and not have taken any courses in common), and the second is the requirement of foreign travel. Dr. McHugh, the author of the proposal, is joining us today to answer any questions you might have.

CCTC is bringing forward a recommendation about video conferencing for the campus and asking for the formation of an ad hoc committee to examine the use of Qualtrics on campus – we would like for those of you who use Qualtrics for your research to volunteer for this committee.

We have a report from the accessibility committee that contains a short list of actions that could help students with disabilities succeed in the online environment.

The ad hoc program review formatting committee is submitting its final report which contains two recommendations. One, that the program review committee become a permanent committee of Faculty Senate, and two, that we agree that summative assessment is a necessary evil and that a different ad hoc committee be formed to work with the administration to determine how this will occur.

Under old business, we have the consideration of the formation of the Center for Intelligence and Security Studies.  Dr. Kaltenthaler is joining us to answer any questions you might have about the center.

And last, but not least, on the agenda is a revision of the Faculty Senate Bylaws.  I apologize for the lateness of sending the document – for some reason, at 3:00 this morning I wondered if we had sent, the answer was no. Even if you had received this last week, we would not be able to vote on the changes until the March meeting.  There are several editorial changes, and two content changes.

The first content change is the addition of a new permanent committee for program review and the second is a change in the apportionment section to include representatives from branch campuses.

With all this on our plate today, I've asked Vice Chair Makki to keep track of the time we spend on each item and we will limit discussion to ten minutes so as not to be here until 6:30 again. Ahead of us, I will move on to special announcements.

*IV. Special Announcements*

Dr. Douglas Cameron, professor emeritus of mathematics, died Dec. 15, 2020. He was 79 years old. Douglas earned his bachelor's degree at Miami University, his Master's degree from The University of Akron in 1965, and received his PhD in Mathematics from the Virginia Technical Institute and State University in 1970, joining the Department of Mathematical Sciences upon graduation. His research areas were topology and the history of mathematics.

Douglas served as an exchange professor at Ohio University, Clemson University, and lived in Moscow, Russia in 1979 to study the history of topology. During his career, he published 27 professional papers and co-authored one textbook. He was serving as associate chair of the department when he retired in 1998.

Douglas spent his retirement traveling around the world – he walked on all seven continents – fishing, writing novels, and supporting Zips athletics.

*V. Report of the Executive Committee*

Since our last senate meeting in December, the Executive Committee has met five times.

In December, we met with Provost Wiencek. We discussed a resolution from the Academic Policies Committee on temporary suspension of dismissal for

academic deficiency. We discussed the need for additional information on factors that led to the Credit/No-credit option for Fall 2020 and the need to be proactive in planning for Spring 2021. The need for a spring 2021 policy was referred to the APC. The committee and the provost agreed on pursuing compensated training in online course delivery for part-time faculty. The provost provided an update on spring enrollment. We discussed a request for syllabi availability prior to the semester. Finally, the provost requested that we entertain the possibility of expanded faculty awards at the close of the academic year.

In January, we met to update the senate bylaws. We met with Provost Wiencek and discussed implementation of a spring semester credit/no-credit policy, the provost shared the intent to use mitigation funds to manage potential losses over the next few years, and the provost provided an update on reorganization in OAA. Finally, the committee met with President Miller, Provost Wiencek, Interim Chief of Staff Cher Hendricks, and Senior Vice President and Chief Financial Officer Dallas Grundy. The CFO shared a budget prediction tool that models revenue over the next six years under different scenarios.

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

VI. Remarks of the President

President Miller extended his thanks to the Senate for their work and he recognized the trustees in attendance. He noted that the leadership team has spent considerable time preparing for the upcoming BOT meeting where they will bring a revised FY21 budget. CFO Grundy and Provost Wiencek reviewed the revised budget with the University Council and the Senate EC; the AAUP negotiating team has also seen it. President Miller noted that the budget gives some transitory breathing space and gives a clear picture of what kind of enrollment growth will be needed. Once approved by the board, the administration will be happy to bring it to university groups for discussion. The interactive planning tool will also be shared, which will be instructive for enrollment growth and consideration of strengths and opportunities. It will be presented to the board and shared with the

campus community. Planning is underway for late spring and next fall. The administration is considering the logistics of an in-person commencement in spring; however, it may require use of the stadium for social distancing. The admissions office will continue on-campus visits. Regarding COVID planning, President Miller had no updates on vaccinations; however, this is under discussion in the IUC. There is no higher education priority group anticipated. There may be changes to social distancing guidelines, reducing the 6-foot distancing to 3-foot distancing. This is an active discussion in IUC, it is anticipated fall will look different. Meetings of the President's Advisory Council, which is a large group from around the country, has provided good intel on what is happening in other states. President Miller also noted that the administration convened a local delegation to discuss the Ayers construction project. The university is continuing fundraising efforts; Kim Cole can describe virtual fundraising efforts. President Miller shared that both the athletic working group and the racial justice working group will be completing their work and reporting back this semester. President Miller entertained questions. No questions were offered.

*VII. Remarks of the Provost*

Provost Wiencek reminded the senate that the board will be meeting in a week. On enrollment, the provost stressed the need to maintain vigilance and work to understand the current situation. Deans are working with admissions and financial aid and developing strategies to react. Concerns rest in application numbers where we are down 11-12%. The provost stated that approximately 85% of applications are likely already submitted, with that pool of students we may expect a 4% decline when looking at admits. The provost turned to yield (fraction admitted that submit deposits) and summer melt (the additional loss from those that submit deposits to those that matriculate in fall). He indicated if we can marginally improve, we will be level with last year or will slightly improve over last year. The provost encouraged the senate to maintain optimism, participate and be proactive. There was a significant decline in the Fall 2020 class, the administration's goal is to hit the fall number but also improve in order to build

positive momentum moving forward. Fall 2020 to spring 2021 retention took a smaller hit than anticipated; the provost credited the work of faculty in keeping students engaged during a difficult time. The provost provided an update on fall scheduling. Regarding COVID requirements, many feel that higher education and K12 should be held to the same requirements. The IUC is recommending continuation of the current (six-foot) social distancing guidelines and a maximum cap of 50 for in-person classes. Fall 2021 may require innovative thinking and possible changes to how we schedule classes including starting class earlier in the day and scheduling weekend classes. The goal is to push the delivery mix toward 50-70% face-to-face. The provost invited input and feedback on fall planning and scheduling.

The Provost provided an update on the university planning group. The sub-group focused on a short-term action plan and have identified three goals. These goals include a budget model that incentivizes enrollment growth, using lessons learned during the pandemic to improve course delivery, and investing in professional and continuing education. The provost indicated there would be opportunities to provide input on this short-term plan.

The Provost announced that Mitchell McKinney has accepted the offer of dean of BCAS. Dean McKinney will join UA at the beginning of the next fiscal year and will have an appointment in the Bliss Institute and the School of Communication. There are ongoing searches in the School of Business and for a director of the School of Polymer Science and Polymer Engineering.

Regarding the OAA reorganization, the provost indicated there is a draft plan awaiting review and approval. The provost stated that the university will move forward with hiring a vice provost of research and business engagement.

The Provost entertained questions.

Senator Budd requested possible flexibility with delivery mode this spring. She noted that we are in slightly different circumstances now with COVID variants spreading and students getting sick. She requested flexibility in switching to online if needed, assuming there is communication with students and the curriculum can be delivered. Provost Wiencek noted that his preliminary thoughts and/or personal bias is that when a learning community makes a commitment the faculty member is the leader in that space. To make changes, a faculty member would first need to talk to the class to see if students are receptive. If a large percentage is opposed to online delivery, then that will be a hurdle. If people are in favor, then communicate with Cher Hendricks, Janet Bean and the registrar to update things. The provost noted that faculty with health concerns are special cases but overall, we have to make sure that we are being deliberative and take things on a case-by-case basis. The provost stated that we don't want to shut down requests but want to acknowledge commitment to students and frustration with online delivery. The provost also noted that IUC has reviewed vaccine requirements for campus and has concluded that the current emergency use allocations make it untenable to require vaccinations.

Senator Schulze requested clarification on the mid-term evaluation being sent to students. She noted that last semester the mid-term evaluation was voluntary (for both students and faculty) whereas now the link is going to all faculty and students. Senator Schulze requested clarification on how this will be used regarding merit and tenure. The provost affirmed that it is not part of merit/tenure and there is intent to continue these evaluations moving forward. The provost confirmed that faculty can opt in or tell students they are not using the evaluation. This is a discretionary and voluntary activity; however, students will have access to the evaluations and could fill it out for any class (faculty could make clear if they do not plan to use it).

*IX. Committee Reports*

    A. Academic Policies Committee (Appendix A)—Chair Klein

First Resolution for Discussion: College of Business Administration name change to College of Business.

There was no discussion on the resolution and it was approved without dissent.

Second Resolution for Discussion: Crisis policy for credit/no-credit

    Chair Klein provided context for the policy stating that the policy needed to happen early and be a consistent crisis policy. The policy shortens the time frame students have to declare intent to use the option; they have 2.5 weeks after grades are posted. However, the policy needs to strongly encourage students to consult with instructors/advisors/other faculty to ensure this is in their best interest and to ensure the option doesn't conflict with some program requirements.

    Discussion:

    Senator Randby expressed concern about the interests of students. He provided his own experience with attempting to contact a student who stopped doing coursework early in the semester and never withdrew and opted for "no-credit". The student is repeating the same behavior this semester and may take the "no-credit" option again. Senator Randby stressed this is not in the best interest of the student.

    Senator Evans expressed a similar but more general concern. Senator Evans noted having heard from advisors of issues related to dismissal and probation and how the policy will affect student success. For students that should pursue a different academic path, that decision-making is being delayed. Senator Evans stated he is not speaking against the proposal but is concerned about consequences for students.

    Chair Klein noted that the APC also voiced similar concerns and the committee encourages faculty to reach out and be proactive so that this decision is not just left to students. This is especially important in schools where the grading basis does not align with this policy.

Senator Rochester expressed that Zip Assist and academic advisors could address some specific student issues.

Chair Saliga asked if we could assume intent to approve. Senator Evans suggested we vote. Upon voting, the senate voted to pass the motion with a vote of 26 in favor and 7 against.

Third Resolution for Discussion: Continuation of no-test option for admission

This item was added to the agenda late and required approval. Chair Saliga asked if there any issues with consideration of the item. None were expressed.

Chair Klein stated this is continuing, on a temporary basis, the no-test option for admission as our sister institutions have done.

Chair Saliga invited questions and comments. No discussion ensued. The motion was approved without dissent.

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

Chair Kraft is recommending the list of courses and programs for approval as distributed.

Chair Saliga invited discussion on the proposals. No discussion ensued; the motion was approved without dissent.

Chair Kraft brought forward the interdisciplinary degree being proposed by CRC.

The author, Jim McHugh, spoke on the proposal. Technically speaking the program is not interdisciplinary but is multidisciplinary. Parallel disciplines, rather than integrated disciplines, bring together specific contributions. Mindset versus core courses were selected using the Department of Education guidelines on global studies. Global studies is about getting students to understand the world through 12 mindset criteria. Mindset courses are not designed to provide a specific set of facts, theories, or concepts. Professor McHugh noted this is a different approach than typical. The committee has spent 3 years on the proposal; the involved faculty represent decades of experience in global studies and we had a process that involved seeking buy-in, considering resources, and coordinating

efforts with the international center. The committee concluded that the mindset courses represent the widest array of mindset approaches to the teaching of that course. Therefore, all students should take these courses, but each student may not take the same set. Pedagogically this represents best practices. Professor McHugh noted the university has not had a global studies program; this represents the best effort at introducing one. The committee is unlikely to go back to the beginning and redesign in a standard way. In response to concerns on the financial burden of a study abroad requirement, Professor McHugh noted that there will be an accommodation for those students that cannot afford it. We cannot guarantee that students won't assume additional expenses, but we do have funds that could help to support those students and MOIs with other universities that address concerns around tuition and room/board. One of biggest concerns will be transportation. This added expense could be made clear. If established, the faculty wish to expand the program and develop a concentration in business, however, they feel it is best to establish first in arts and sciences, then coordinate with the business school. Of note, there will have to be changes to offerings for those that have been discontinued. However, the subtraction of those courses will not impact the ability of students to take courses in those areas.

Senator Makki noted that she was not familiar with the program proposal until now. She is not concerned that the program isn't traditional; she is viewing this in the lens of a traditional liberal arts perspective. Many liberal arts programs have significant flexibility in satisfying degree requirements. The study abroad requirement could be satisfied through experiential learning; some students cannot go abroad for various reasons.

Senator Nofziger expressed strong support for the program and thinks we are behind in having this. She broadly questioned the assertion that there was a process of "getting buy-in". She noted some of her courses are listed in the program, but she has never heard or been contacted about this program.

Professor McHugh noted these are courses the committee recommended based on their experience. He is concerned if there are courses on the list that do not have a global component. Any such course could be removed.

Senator Nofziger noted that individual courses could have global aspects but how do you confirm there is a global component. She questioned how an assessment plan that incorporates a global aspect would work if current artefacts are geared differently.

Professor McHugh noted that assessment requires action words. Anything you do, you do beyond the United States. In terms of artefacts, you should not change the artefact, if they receive an artefact and a global aspect is absent then that would trigger reconsideration. The committee attempted to include only those with evident international focus. They are willing to correct any mistakes on courses that are listed that should not be.

Senator Makki noted that the discussion had exceeded 15 minutes.
Chair Saliga allowed Professor McHugh to continue.

Professor McHugh cited working with Janet Bean to develop assessment. An artefact will be collected at the beginning and end; the study abroad requirement is an essay the has the students apply the mindset criteria to their experience.

Senator Klein served on the committee that helped draft this program. She emphasized there was significant work and thoughtfulness involved. To address courses that are listed, for example in the Middle Eastern Studies certificate program, comparative content is important (a third of the courses should be middle east and major paper should be middle east). We listen to NPR and we hear programs advertised from peer institutions, it is nice to have good programs that don't cost anything using resources and faculty that we already have. It is nice to have something additional to attract students. She stated this is a long

process but has strong support from the dean's office; this is the 3rd time working on a global studies proposal and it would be great to not see this fizzle. This would be a great program to advertise.

Senator Nofziger clarified that we are voting to accept as written.

Chair Saliga confirmed. This would allow it to move forward to the board and then state. Once approved, we could come back and do revisions. It also still has to get through the provost's office.

Senator Nofziger requested clarification on whether typos and incorrectly listed courses could be taken care of.  Chair Saliga affirmed those changes could be made.

The motion was brought to vote and passed with 30 in favor and 1 against.

C.  Communications and Computer Technology Committee—Chair Randby (Appendix C).

First Item: CCTC Video Conferencing Resolution

Chair Saliga invited discussion, none ensued.  The motion passed without dissent.

Second Item: Qualtrics Use Committee

The committee has consensus that research needs of faculty must be considered first. We need an ad hoc committee to take up the charge and report back to CCTC. The hope is that the committee will include faculty who make extensive use of Qualtrics in research.

Senator Makki noted that she uses Qualtrics for research. Microsoft Forms does not satisfy research requirements. She suggests there may be worth in sending a survey to faculty to collect information on needs and features not found in Microsoft Forms.

Chair Saliga noted the subcommittee can do the survey.

Chair Randby noted that the price for a Qualtrics license will increase 140% when the current contract runs out; continuing will require an RFP. There are issues besides usage, including whether the Microsoft alternative will be accessible, the availability of customer support and other issues for consideration.

Chair Saliga noted an announcement will be put in the digest with a request for volunteers within the week. She encouraged senators to volunteer.

D.  Accessibility Committee – Chair Stitz (Appendix D)

Chair Stitz read the committee report. No discussion ensued. Chair Saliga thanked the committee.

E.  Ad hoc Committee on Program Review – Chair Saliga (Appendix E)

First item: Making the committee a permanent senate committee
Chair Saliga brought forward the recommendation. No discussion ensued. The recommendation was assumed approved.

Second Item: Summative Assessment Committee
Chair Saliga brought forward the recommendation to form a separate summative assessment committee. No discussion ensued. The recommendation was assumed approved.

*VIII. AAUP report—Senator Schulze*

Senator Schulze noted that negotiations continue with some positive signs. Mediation limits how much can be said at this point.

*IX. Graduate Council report—Senator Graor*

Senator Graor: no report

*X. GSG report—Senator Banik*

    Senator Banik: no report (not in attendance).

*XI. USG report—Senator Feezel*

    USG has finished our "New Year, New Roo" circuit of events and is now shifting to addressing and advocating for current student concerns. We will likely release a survey in the coming weeks or months to identify student concerns and priorities. Alongside GSG and SBA, we are beginning the selection of a new Student Trustee. In addition, pending approval of the UA Foundation Executive Committee, we will soon move ahead with selecting the first student representatives to serve on the UA Foundation Board as non-voting Student Directors. Please feel free to reach out to me personally with any questions or comments.

*XII. Report of University Council Representatives—Senator Evans & Nicholas*

    Senator Evans noted their work has been focused on the planning group for revision of the strategic plan and the planning process moving forward. He anticipates a forthcoming survey for feedback on priorities. Senator Kraft noted that you can also reach out to UC with feedback if you don't wish to submit the survey.

*XIII. Old Business*

    -CISS proposal (Appendix F)

    Professor Kaltenthaler was in attendance to answer question related to the proposal. Senator Nofziger noted that, since our December meeting, she worked with Professor Kaltenthaler on the proposal and spoke in support. No discussion ensued.

    Chair Saliga noted that the proposal is considered approved without dissent.

*XIV. New Business*

    -Faculty Senate bylaw updates (Appendix G)

Chair Saliga noted that we cannot vote on this today because the bylaws state changes must be under consideration for 27 days.

Senator Randby addressed two things. He noted having served on CCTC for a long time, during that time we have been able to work with the CIO closely. The addition of the CIO as an ex officio member is a nice thing. Second thing, there is a typo in section H, 5(a), in reference to student government and part-time: "which" should be "who".

Bill Rich noted other technical corrections were needed.

Chair Saliga indicated those changes will be addressed. A final version will be sent for review before the March meeting.

*XV. Good of the Order*

Chair Saliga announced a survey coming from Kris Kraft and John Ellis on mental health; they are participating in a national group to address student health issues.

*XVI. Adjournment*

Chair Saliga adjourned the meeting at 4:42PM.

—Angela Hartsock, Secretary.

Questions and comments about the minutes can be emailed to

ahartsock1@uakron.edu.

## APPENDIX A

**Report of the Academic Policies Committee to Faculty Senate**
**February 4, 2021**

1. **CBA Name Change**
   APC approves the change in name of the College of Business Administration to the College of Business.  The faculty of the college voted in favor of the name change.

2. **Crisis policy for CR/NCR, withdrawal**

After consideration at its January 19th meeting, Academic Policies Committee recommends that the modified credit/no credit grading basis be continued, at the undergraduate level and on a temporary basis, for Spring 2021 and beyond so long as the public health crisis persists and with the following conditions:

- Students may select the CR/NCR grading basis after final grades have posted through May 28th at 5:00 pm.  The Office of the University Registrar will publish and implement a proportional timeline for subsequent terms if necessary.
- Students are strongly encouraged to consult with their instructors, advisers, and other university resources regarding the consequences of a shift to the CR/NCR grading basis for grade point average, degree progress, curricula with minimum grade requirements, and potential graduate study.  Students must be aware of the grades that are considered passing in the individual courses they are taking, as program requirements may differ across campus. Departments and schools whose minimum grade requirements for courses within their department or school do not align with the CR/NCR grading basis may retain the letter grading basis for such courses and must notify the Office of the University Registrar and students that these courses are not eligible for the CR/NCR option.
- The Office of the University Registrar will contact students who select CR/NCR to ensure that such changes are to the students' benefit.

After considering modification of the deadline to withdraw from courses, the committee recommends no changes to existing university policy.  Students may submit a written petition to withdraw, after the deadline, for documented extraordinary, non-academic reasons.  Academic Policies Committee encourages flexibility from deans and their designees in considering late withdrawal requests and the benefits thereof, particularly compared to the CR/NCR grading basis.  Though grades of WD and NCR require that the course be repeated, the CR/NCR option allows the student to persist in attempting to earn a passing grade while withdrawal does not.

The committee also recommends that dismissal for academic deficiency be suspended, at the undergraduate level and on a temporary basis, for Spring 2021 and beyond so long as the public health crisis persists.  Students on academic probation for a number of consecutive semesters, though not faced with imminent dismissal, are unlikely to return to good standing.  Academic Policies Committee encourages advisers to proactively counsel such students regarding change of major, utilization of academic reassessment policies, and other options for recovery.

APC recommends that the Graduate School and Law School draft their own policies that are parallel to ours in spirit, but that take into consideration each school's unique requirements.

### 3.  Continuation of test-optional admissions

APC recommends the continuation of our temporary test-optional admissions basis for another calendar year due to the COVID pandemic, as our peer institutions have done.

## APPENDIX B

CRC Report for February 4, 2021
1. We have 47 course proposals and 24 program proposals that we are recommending for approval (see tables below).
2. There is an interdisciplinary degree, Global Studies, being proposed that CRC is not making a recommendation on, but will make the motion that the program be approved, as required by Robert's Rules. The Global Studies proposal can be found in program proposal portion of CIM. It has been downloaded and attached after the tables for item one – the proposal is much easier to read in CIM.

| Course Proposals for Faculty Senate for February 4, 2021 | | | | |
|---|---|---|---|---|
| **Code** | **Title** | **Status** | **Initiator** | **Received** |
| 3600:456 | 3600:456: Philosophy of Race Ethnicity | Edited | wyszyns | 12/11/2020 |
| 4600:585 | 4600:585: 3D Printing and Additive Manufacturing | Added | jchoi1 | 12/11/2020 |
| 7100:470 | 7100:470: Emerging Technologies Studio | Added | mvv | 12/11/2020 |
| 7500:615 | 7500:615: Musical Styles Analysis I | Deleted | wilding | 12/11/2020 |
| 7500:616 | 7500:616: Musical Styles Analysis I: Music Before 1750 | Edited | wilding | 12/11/2020 |
| 7500:617 | 7500:617: Musical Styles Analysis II: Music Between 1750 and 1900 | Edited | wilding | 12/11/2020 |
| 7500:618 | 7500:618: Musical Styles Analysis III: Music Since 1900 | Edited | wilding | 12/11/2020 |
| 7500:621 | 7500:621: Music History Survey: Middle Ages Renaissance | Deleted | wilding | 12/11/2020 |
| 7500:622 | 7500:622: Music History Survey I: Music Before 1750 | Edited | wilding | 12/11/2020 |
| 7500:623 | 7500:623: Music History Survey II: Music Between 1750 and 1900 | Edited | wilding | 12/11/2020 |

| | | | | | |
|---|---|---|---|---|---|
| **Course Proposals for Faculty Senate for February 4, 2021** | | | | | |
| **Code** | **Title** | **Status** | | **Initiator** | **Received** |
| 7500:624 | 7500:624: Music History Survey III: Music Since 1900 | Edited | | wilding | 12/11/2020 |
| 7600:502 | 7600:502: Informatics Data Analysis in Communication | Edited | | kclark | 12/11/2020 |
| 7700:608 | 7700:608: Advanced Skills in Augmentative-Alternative Communication | Added | | jab171 | 12/11/2020 |
| 1900:445 | 1900:445: Special Topics in Human Science and Culture | Edited | jkearns | | 1/21/2021 |
| 1900:545 | 1900:545: Special Topics in Human Science and Culture | Added | jkearns | | 1/21/2021 |
| 2440:134 | 2440:134: Cybersecurity Fundamentals | Added | damson | | 1/27/2021 |
| 3250:601 | 3250:601: Economic Decision Making for Business | Edited | sghosh1 | | 1/21/2021 |
| 3400:563 | 3400:563: United States Constitutional History | Edited | gmartinotrutor | | 1/20/2021 |
| 4100:600 | 4100:600: Curricular Practical Training | Edited | carlett | | 1/21/2021 |
| 5550:607 | 5550:607: Health Behavior Change: Theory to Practice | Added | ro5 | | 1/27/2021 |
| 5550:612 | 5550:612: General Medical Aspects | Edited | ro5 | | 1/20/2021 |
| 5550:615 | 5550:615: Exercise Pathophysiology | Edited | ro5 | | 1/27/2021 |
| 5550:618 | 5550:618: Clinical Exercise Testing Prescription | Added | ro5 | | 1/27/2021 |
| 6200:637 | 6200:637: Business Analysis and Valuation | Edited | tneururer | | 1/20/2021 |
| 6200:647 | 6200:647: Qualified Pensions Profit Sharing | Edited | tneururer | | 1/21/2021 |
| 6200:695 | 6200:695: Graduate Internship in Accounting | Edited | lw37 | | 1/21/2021 |
| 6400:432 | 6400:432: Seminar in Financial Planning | Edited | thomson1 | | 1/20/2021 |
| 6500:301 | 6500:301: Management: Principles Concepts | Edited | knk | | 1/21/2021 |

| Course Proposals for Faculty Senate for February 4, 2021 | | | | |
|---|---|---|---|---|
| **Code** | **Title** | **Status** | **Initiator** | **Received** |
| 6500:370 | 6500:370: Financial Issues in Sport | Added | mjuravich | 1/27/2021 |
| 6500:380 | 6500:380: Global Esports Business Management | Added | sl65 | 1/27/2021 |
| 6500:400 | 6500:400: Esports Event Management | Added | sl65 | 1/27/2021 |
| 6500:404 | 6500:404: Current Topics in Sport Business | Added | mjuravich | 1/27/2021 |
| 6500:422 | 6500:422: Applied Sales in Sport | Added | mjuravich | 1/27/2021 |
| 6500:470 | 6500:470: Sport Business Consulting Project | Added | mjuravich | 1/27/2021 |
| 6800:205 | 6800:205: International Business | Edited | deb | 1/27/2021 |
| 6800:406 | 6800:406: International Business Study Abroad | Edited | deb | 1/20/2021 |
| 6800:6800:498 | 6800:6800:498: International Business Experiential Learning. | Added | deb | 1/27/2021 |
| 7600:510 | 7600:510: Crisis Communication | Edited | kclark | 1/20/2021 |
| 7600:531 | 7600:531: Risk Communication | Edited | kclark | 1/20/2021 |
| 7600:540 | 7600:540: Strategic Social Media | Edited | kclark | 1/20/2021 |
| 7600:541 | 7600:541: Media Entrepreneurship | Edited | kclark | 1/20/2021 |
| 7600:550 | 7600:550: Sport Communication | Edited | kclark | 1/20/2021 |
| 7600:560 | 7600:560: Science Communication | Edited | kclark | 1/20/2021 |
| 7600:599 | 7600:599: Capstone | Edited | kclark | 1/20/2021 |
| 7600:601 | 7600:601: Mixed Methods of Communication Research | Edited | kclark | 1/20/2021 |
| 7600:623 | 7600:623: Applied Communication Theory | Edited | kclark | 1/20/2021 |

| Course Proposals for Faculty Senate for February 4, 2021 | | | | |
|---|---|---|---|---|
| **Code** | **Title** | **Status** | **Initiator** | **Received** |
| 8100:400 | 8100:400: Interprofessional Special Topics | Added | rcs | 1/27/2021 |

| Program Proposals for Faculty Senate for February 4, 2021 | | | | |
|---|---|---|---|---|
| **Code** | **Title** | **Status** | **Initiator** | **Received** |
|  | : Elastomer Science and Engineering | Added | mdf1 | 12/11/2020 |
|  | : Augmentative and Alternative Communication (AAC) | Added | jab171 | 12/11/2020 |
| 380001BS | 380001BS: Criminology Criminal Justice | Edited | sn18 | 12/11/2020 |
| 555230BS | 555230BS: Exercise Science, Applied Exercise Physiology | Edited | kappler | 12/11/2020 |
| 555232BS | 555232BS: Exercise Science-Pre-Professional Concentration | Edited | kappler | 12/11/2020 |
| C10107M | C10107M: Emerging Technologies | Edited | mvv | 12/11/2020 |
| C10200BA | C10200BA: Art Education | Edited | mkstall | 12/11/2020 |
| H40112BST | H40112BST: Food Environmental Nutrition | Edited | liu4 | 12/11/2020 |
|  | : Sport Analytics | Added | mjuravich | 1/27/2021 |
|  | : Business Management | Added | mjb57 | 1/27/2021 |
|  | : Sport Business | Added | mjuravich | 1/27/2021 |
|  | : Esports Business | Added | sl65 | 1/27/2021 |
| 370005C | 370005C: Applied Politics | Edited | mchugh | 1/27/2021 |
| 370005GC | 370005GC: Applied Politics | Edited | mchugh | 1/27/2021 |
| 370005MAP | 370005MAP: Applied Politics | Edited | mchugh | 1/27/2021 |
| 440000MS | 440000MS: Electrical and Computer Engineering | Edited | hrb | 1/27/2021 |
| 555003MS | 555003MS: Physical Education, Exercise Physiology/Adult Fitness, MS | Edited | ro5 | 1/27/2021 |
| 603000MBA | 603000MBA: Business Administration, Interdisciplinary MBA | Edited | thomson1 | 1/20/2021 |

| Program Proposals for Faculty Senate for February 4, 2021 | | | | |
|---|---|---|---|---|
| **Code** | **Title** | **Status** | **Initiator** | **Received** |
| 620002MT | 620002MT: Taxation, MTax | Edited | lw37 | 1/21/2021 |
| 620007MSA | 620007MSA: Accounting, Accelerated BS/MS | Edited | lw37 | 1/20/2021 |
| 620008MT | 620008MT: Accounting, Accelerated BS/Master of Taxation | Edited | lw37 | 1/20/2021 |
| 620022MT | 620022MT: Taxation Direct, MTax | Edited | lw37 | 1/20/2021 |
| 680002BS | 680002BS: International Business | Edited | deb | 1/27/2021 |
| CBACORE | CBACORE: CBA Integrated Core | Edited | thomson1 | 1/20/2021 |

## In Workflow

1. **ARTSCO Chair**
2. **A&S Curriculum Committee Chair**
3. **Curriculum Review Committee chair**
4. **Institutional Research**
5. **Faculty Senate Chair**
6. Provost's Office
7. Registrar
8. PeopleSoft

## Approval Path

1. Wed, 13 Nov 2019 14:46:20 GMT
   Chris Muller (cmuller): Rollback to Initiator
2. Tue, 04 Feb 2020 13:26:45 GMT
   Martha Reynolds (martha2): Approved for ARTSCO Chair
3. Mon, 10 Feb 2020 22:07:06 GMT
   Toni Bisconti (tb33): Approved for A&S Curriculum Committee Chair
4. Fri, 21 Feb 2020 20:40:55 GMT
   Michele Thornton (mdt): Rollback to Initiator
5. Fri, 03 Apr 2020 15:40:26 GMT
   Nancy Marion (nmarion): Approved for ARTSCO Chair
6. Fri, 03 Apr 2020 15:53:44 GMT
   William Thelin (wthelin): Approved for A&S Curriculum Committee Chair
7. Mon, 20 Apr 2020 11:40:24 GMT
   Kristine Kraft (knk): Rollback to Initiator
8. Sun, 20 Sep 2020 13:32:14 GMT
   Nancy Marion (nmarion): Approved for ARTSCO Chair
9. Wed, 07 Oct 2020 23:33:58 GMT
   William Thelin (wthelin): Rollback to ARTSCO Chair for A&S Curriculum
   Committee Chair
10. Fri, 09 Oct 2020 12:53:07 GMT
    Andrew Bonecutter (ajb40): Rollback to Initiator
11. Fri, 30 Oct 2020 14:45:05 GMT
    Ann Usher (ausher): Approved for ARTSCO Chair
12. Mon, 09 Nov 2020 21:04:24 GMT
    William Thelin (wthelin): Approved for A&S Curriculum Committee Chair
13. Thu, 10 Dec 2020 20:36:15 GMT
    Kristine Kraft (knk): Approved for Curriculum Review Committee chair
14. Fri, 11 Dec 2020 14:49:07 GMT
    Karen Greene (greene): Approved for Institutional Research

# New Program Proposal

Date Submitted: Fri, 09 Oct 2020 14:55:40 GMT

## Viewing: **: Global Studies**

Last edit: Fri, 11 Dec 2020 14:48:55 GMT

Changes proposed by: James McHugh (mchugh)

**Program Title**
Global Studies

**Academic Plan**


**Author - Proposed Creators**

| Author Name | Author's Email |
|---|---|
| James T. McHugh | mchugh@uakron.edu |

**Effective Catalog Year**
2021-2022

**Primary College**
College of Arts and Sciences

**Primary Department**
Arts and Sciences Dean's Office

**Is this program Interdisciplinary?**

Yes

**Department**

| Interdisciplinary Department |
|---|
| Buchtel College of Arts and Sciences |

**Is Proposal related to another program proposal?**

No

**Is the current proposal dependent on a related course proposal?**

No

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

Global studies has increasingly become a standard program of universities across the country, especially given an unfortunate tendency for many Americans to remain focused, exclusively, upon their own country. This need is exponentially increasing during the 21st century. Global studies can be applied to any career or professional field that connects to the outside world in a meaningful way. It is instrumental in allowing people to understand the various cultures, languages, values, practices, and social context of that world and enable them to interact with it, successfully. These abilities are not only essential for understanding and appreciating the global environment but, also, are extremely pertinent to the broader goal of enhancing critical thinking skills.

**What are the benefits to the student:**

It is necessary for people in Northeastern Ohio to become increasingly global in their perspective to improve their future prospects. This knowledge also is essential for navigating the increasingly diverse society in which today's students will live. It is necessary to learn from other countries as well, especially as they provide the approaches and experience for dealing with many of the challenges that we currently face and will continue to face, such as, for example, in terms of developing a meaningful health care system for Northeastern Ohio and the United States. These other examples are meaningless, however, unless the diverse contexts in which they occur also are understood and appreciated in a critical manner.

**CIP Code**
302001 - International/Global Studies.

**Delivery Sites**
Uakron (Main Campus)

## Information for the bulletin:

**Bulletin Description**

Global Studies is an multidisciplinary major within the College of Arts and Sciences that includes the humanities, social sciences, languages, and the natural sciences and prepares students to understand and appreciate the interconnected and interdependent nature of the local, national, and international communities that they will enter after graduation by developing a global mindset in relation to the academic, cultural, linguistic, and professional dimensions of a global environment.

**What are the program-specific admissions requirements:**

This program is open to all undergraduate students.

**Program Type**
Bachelor's

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

# Mindset Courses

| Course List | | |
| --- | --- | --- |
| **Code** | **Title** | **Hours** |
| Students must include at least three different disciplines from among these options. At least three credits must be at the 300 level | | 12 |
| 3700:150 | World Politics & Government | |
| 3230:251 | Human Diversity | |
| 3300:389 | Special Topics: Literature & Language. | |
| 3350:250 | World Regional Geography | |
| 3350:275 | Geography of Cultural Diversity | |
| 3400:221 | Humanities in the World since 1300 | |
| 3600:200 | Philosophy of World Religions | |
| 3400:351 | Global History: Encounters and Conflicts | |
| 3600:329 | Philosophy of International Law | |
| 3850:321 | Population, Environment, and Health | |
| 7600:325 | Intercultural Communication | |
| Total Hours | | 12 |

# Language Courses

| Course List | | |
| --- | --- | --- |
| **Code** | **Title** | **Hours** |
| Students must choose at least nine credits at or above the 300 level in the same modern international language. | | 9 |

# Education Abroad

Course List

| Code | Title | Hours |
|------|-------|-------|

Students will participate in an education-abroad opportunity of at least one semester (or its equivalent) in length and which include courses and course credit that may be applied in fulfillment of appropriate Elective Categories and/or Language requirements, provided that they are transferable and meet with the approval of the program director.

# Experiential Courses

Course List

| Code | Title | Hours |
|------|-------|-------|

If they are unable to participate in a study-abroad experience, some students may be allowed to fulfill that requirement and earn credit from a university-approved community-based experience that includes global content and related opportunities at the discretion of the program director. That credit may be applied toward the fulfillment of elective credit for this program, provided that it is consistent with one of the Elective Categories.

## Internship

Course List

| Code | Title | Hours |
|------|-------|-------|

An internship may be used for Elective credit (the number of credits is flexible, though often 3 credits are earned) at the discretion of the program director, provided that its focus and activity is primarily related to a global theme and it conforms to one of the Elective Categories. Examples of internships can include service at institutions such as the Woodrow Wilson International Center for Scholars, the Council on Foreign Relations, the World Health Organization, an embassy or consulate, or a legislative committee dedicated to international activity and affairs.

# Elective Categories and Courses

Course List

| Code | Title | Hours |
|------|-------|-------|
| Students must choose their electives from within one of the following Concentrations and those courses must include at least two different | | 18 |

Course List

| Code | Title | Hours |
| --- | --- | --- |

disciplines. At least nine credits must be at the 300 level or higher and at least an additional three credits must be at the 400 level.

Global Health

| Code | Title | Hours |
| --- | --- | --- |
| 3230:151 | Human Evolution | 4 |
| 3230:309 | Medicine & the Humanities | 3 |
| 3230:410 | Evolution and Human Behavior | 3 |
| 3230:457 | Medical Anthropology | 3 |
| 3400:487 | Science and Technology in World History | 3 |
| 3580:307 | Spanish Conversation: Health Professions & First Responders | 3 |
| 3600:207 | Food Ethics | 3 |
| 3600:361 | Biomedical Ethics | 3 |
| 3600:365 | Environmental Ethics | 3 |
| 3600:464 | Philosophy of Science | 3 |
| 3580:308 | Spanish Composition: Health Professions & First Responders | 3 |
| 3700:413 | Global Public Health Threats | 3 |
| 3850:342 | Sociology of Health & Illness | 3 |

Global Justice and Inequality

| Code | Title | Hours |
| --- | --- | --- |
| 3004:201 | Introduction to International Development | 3 |
| 3230:358 | Indians of North America | 3 |
| 3230:370 | Globalization and Culture | 3 |
| 3230:416 | Anthropology of Sex and Gender | 3 |
| 3300:362 | World Literatures | 3 |
| 3300:467 | Modern European Fiction | 3 |
| 3300:468 | International Poetry | 3 |
| 3400:351 | Global History: Encounters and Conflicts | 4 |
| 3400:378 | Spanish Conquest and Colonization of the Americas | 3 |
| 3400:379 | Modern Latin America | 3 |
| 3400:382 | The Vietnam War | 3 |
| 3400:400 | Gender and Culture in China | 3 |
| 3400:409 | Imperial Spain, 1469-1700 | 3 |
| 3400:416 | Modern India | 3 |
| 3400:438 | Nazi Germany | 3 |
| 3400:461 | The United States as a World Power | 3 |
| 3400:468 | African-American Social & Intellectual History | 3 |
| 3400:469 | African-American Women's History | 3 |
| 3400:476 | Central America & the Caribbean | 3 |

Course List

| Code | Title | Hours |
|---|---|---|
| 3400:489 | Ottoman State and Society | 3 |
| 3400:498 | Race, Nation, and Class in the Middle East | 3 |
| 3600:200 | Philosophy of World Religions | 3 |
| 3600:456/556 | Course 3600:456/556 Not Found | 3 |
| 3600:421 | Philosophy of Law | 3 |
| 3700:300 | Comparative Politics | 3 |
| 3700:311 | Developing States in World Politics | 3 |
| 3700:313 | International Law | 3 |
| 3700:321 | European Politics | 3 |
| 3700:326 | Politics of Developing Nations | 3 |
| 3700:345 | World Politics in Film | 3 |
| 3700:406 | Comparative Constitutional Law | 3 |
| 3700:410 | International Security Policy | 3 |
| 3700:414 | Wealth and Power Among Nations | 3 |
| 3850:320 | Social Inequalities | 3 |
| 3600:329 | Philosophy of International Law | 3 |
| 3850:441 | Sociology of Law | 3 |
| 3850:455 | Family Violence | 3 |

Communities, Conflict, and Human Flourishing

| Code | Title | Hours |
|---|---|---|
| 3200:220 | Introduction to the Ancient World | 3 |
| 3200:361 | The Literature of Greece | 3 |
| 3200:362 | The Literature of Rome | 3 |
| 3230:357 | Magic, Myth, & Religion | 3 |
| 3300:366 | European Background of English Literature | 3 |
| 3300:389 | Special Topics: Literature & Language. | 3 |
| 3400:285 | World Civilizations: China | 2 |
| 3400:286 | World Civilizations: Japan | 2 |
| 3400:287 | World Civilizations: Southeast Asia | 2 |
| 3400:288 | World Civilizations: India | 2 |
| 3400:289 | World Civilizations: Middle East | 2 |
| 3400:290 | World Civilizations: Africa | 2 |
| 3400:291 | World Civilizations: Latin America | 2 |
| 3400:292 | Global Societies: Africa | 3 |
| 3400:294 | Global Societies: India | 3 |
| 3400:295 | Global Societies: Japan | 3 |
| 3400:296 | Global Societies: Latin America | 3 |
| 3400:297 | Global Societies: Middle East | 3 |

Course List

| Code | Title | Hours |
| --- | --- | --- |
| 3400:301 | Modern China | 3 |
| 3400:303 | Modern East Asia | 3 |
| 3400:324 | Europe from World War I to the Present | 3 |
| 3400:325 | Women in Modern Europe | 3 |
| 3400:330 | Modern Africa | 3 |
| 3400:336 | Russia Since 1801 | 3 |
| 3400:337 | France from Napoleon to Degaulle | 3 |
| 3400:341 | Islamic Fundamentalism & Revolution | 3 |
| 3400:372 | Selected Topics: European History | 3 |
| 3400:377 | History of Women in Latin America | 3 |
| 3400:418 | History of Brazil Since 1500 | 3 |
| 3400:443 | Churchill's England | 3 |
| 3400:495 | Special Studies: European History | 3 |
| 3400:499 | Women and Gender in Middle Eastern Societies | 3 |
| 3501:210 | Arabic Culture through Film | 3 |
| 3501:302 | Arabic Media | 4 |
| 3501:303 | Introduction to Modern Arabic Literature | 4 |
| 3501:304 | Cultural Readings in Arabic | 4 |
| 3502:210 | Chinese Culture Through Film | 3 |
| 3502:303 | Chinese Conversation Through Media | 4 |
| 3560:210 | Japanese Culture through Film | 3 |
| 3520:300 | Contemporary French and Francophone Cultures | 3 |
| 3520:311 | Contemporary French Society | 3 |
| 3520:413 | French Cinema | 3 |
| 3520:427 | 20th Century French Literature | 4 |
| 3520:430 | Contemporary Quebec | 3 |
| 3580:360 | Hispanic Culture through Film | 3 |
| 3580:407 | Survey of Hispanic Literature: Spain | 4 |
| 3580:408 | Survey of Hispanic Literature: Spanish-America | 4 |
| 3580:414 | Cultural Politics in the River Plate | 4 |
| 3580:418 | 20th Century Spain: The Avant-Garde in Literature & Art | 4 |
| 3580:419 | Spanish Civil War & its Cultural Impact | 4 |
| 3580:425 | 20th Century Spanish-American Novel | 4 |
| 3580:430 | Women in 20th Century Hispanic Literature | 4 |
| 3580:431 | Hispanic Culture: Spain | 4 |
| 3580:432 | Hispanic Culture: Spanish America | 4 |

Course List

| Code | Title | Hours |
|------|-------|-------|
| 3600:333 | Philosophy of Science and Religion | 3 |
| 3600:424 | Existentialism | 3 |
| 3600:455 | Philosophy of Feminism | 3 |
| 3750:250 | Psychology of Diversity | 4 |
| 3850:325 | Sociology of Women in Global Society | 3 |
| 3850:421 | Race & Ethnic Relations | 3 |
| 3750:435 | Cross-Cultural Psychology | 4 |
| 7800:100 | Experiencing Theatre | 3 |
| 7800:108 | Introduction to the Visual Arts of World Theatre | 3 |
| 7800:435 | History of Theatre and Dramatic Literature: 1800 to Present | 3 |
| 7000:401 | History of Performance and New Media | 3 |
| Border Crossings and Migration | | |
| 3002:201 | Introduction to Pan-African Studies | 3 |
| 3230:150 | Human Cultures | 3 |
| 3230:251 | Human Diversity | 3 |
| 3350:250 | World Regional Geography | 3 |
| 3350:350 | Geography of the United States & Canada | 3 |
| 3350:363 | Africa South of the Sahara | 3 |
| 3350:353 | Latin America | 3 |
| 3350:356 | Europe | 3 |
| 3350:360 | Asia | 3 |
| 3350:460 | Political Geography | 3 |
| 3400:354 | American Immigration | 3 |
| 3400:371 | Selected Topics: North American History | 3 |
| 3400:417 | Latin America and the United States | 3 |
| 3400:381 | History of Canada | 3 |
| 3400:345 | Native North American History | 3 |
| 3400:475 | Mexico | 3 |
| 3400:485 | History, Communities, and Memory | 3 |
| 3501:311 | Arabic Cultural Experience Abroad | 1-8 |
| 3580:311 | Spanish/Spanish-American Cultural Experience | 1-6 |
| 3502:311 | Chinese Cultural Experience Abroad | 1-8 |
| 3520:312 | French/Francophone Cultural Experience Abroad | 1-3 |
| 3600:481 | Philosophy of Language | 3 |
| 3850:321 | Population, Environment, and Health | 3 |
| 3600:340 | Eastern Philosophy | 3 |
| 7800:467 | Multi-Cultural Theatre | 3 |

Course List

| Code | Title | Hours |
|------|-------|-------|
| 7600:325 | Intercultural Communication | 3 |
| Environment, Energy, and Innovation | | |
| 3350:310 | Physical & Environmental Geography | 3 |
| 3350:415 | Environmental Planning | 3 |
| 3370:100 | Earth Science | 3 |
| 3370:135 | Geology of Energy Resources | 1 |
| 3370:211 | Introduction to Environmental Science | 3 |
| 3400:471 | American Environmental History | 3 |
| 3700:417 | Climate Crisis: Global Warming, Renewable Energy, and Related Policy Issues | 3 |
| 3600:327 | Law and Morality | 3 |
| 3600:364 | Digital Ethics | 3 |
| 3600:366 | Engineering Ethics | 3 |
| 3600:461 | Neuroethics | 3 |
| 3700:333 | Social Entrepreneurship | 3 |
| 7600:210 | Multiplatform Production | 3 |
| Global Human Origins | | |
| 3230:304 | Primates: Behavior, Morphology and Evolution | 3 |
| 3230:311 | Human Paleontology: Genus Homo | 3 |
| 3230:400 | Seminar: Human Origins | 3 |
| 3230:420 | The Anthropology of Food | 3 |
| 3240:300 | Historical Archaeology | 3 |
| 3240:313 | Archaeology of Greece | 3 |
| 3240:314 | Archaeology of Rome | 3 |
| 3240:345 | Egyptology | 3 |
| 3240:360 | Ancient Near Eastern Archaeology | 3 |
| 3230:310 | Human Paleontology: The Australopithecines | 3 |
| 3200:363 | Women in Ancient Greece and Rome | 3 |
| 3400:200 | Empires of the Ancient World | 3 |
| 3400:210 | Humanities in the Western Tradition from Ancient Times to 1500 | 3 |
| 3400:307 | The Ancient Near East | 3 |
| 3600:211 | History of Ancient Philosophy | 3 |
| 3600:312 | History of Medieval Philosophy | 3 |
| 3600:313 | History of Modern Philosophy | 3 |
| Security and Diplomacy | | |
| 3400:323 | Europe from Revolution to World War, 1789-1914 | 3 |

Course List

| Code | Title | Hours |
|---|---|---|
| 3400:342 | The Crusades through Arab Eyes | 3 |
| 3400:360 | United States Military History | 3 |
| 3400:395 | Modern Iran | 3 |
| 3400:396 | Iraq in Historical Perspective | 3 |
| 3400:401 | Japan & the Pacific War, 1895-1945 | 3 |
| 3400:429 | Europe in the French Revolutionary Era-1789-1815 | 3 |
| 3600:323 | Advanced Topics in Ethics | 3 |
| 3600:361 | Biomedical Ethics | 3 |
| 3600:362 | Business Ethics | 3 |
| 3600:363 | Ethics of Policing | 3 |
| 3700:150 | World Politics & Government | 3 |
| 3700:304 | Modern Political Thought | 3 |
| 3700:310 | International Politics & Institutions | 3 |
| 3700:328 | American Foreign Policy Process | 3 |
| 3700:334 | Law, Mediation, and Violence | 3 |
| 3700:337 | Terrorism: Perpetrators, Politics and Response | 3 |
| 3700:446 | National Security Intelligence | 3 |
| 3700:447 | Counterterrorism | 3 |
| 3700:352 | Weapons of Mass Destruction | 3 |
| 3700:353 | Future International Threats | 3 |
| 3700:363 | Crime, Punishment, Politics: A Comparative Perspective | 3 |
| 3700:400 | Political Extremism & Violence | 3 |
| 3700:405 | Politics in the Middle East | 3 |
| 3700:445 | Al Qaeda and ISIS | 3 |
| 3700:448 | Intelligence Analysis | 3 |
| 3700:463 | Human Rights in World Politics | 3 |
| 3700:480 | Policy Problems in Political Science | 3 |
| 3750:340 | Social Psychology | 4 |
| 3750:380 | Industrial/Organizational Psychology | 4 |
| 3750:425 | Psychology of Hate | 4 |

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

Plan of Study Grid

**1st Year**

| Fall Semester | Hours |
|---|---|

| | | |
|---|---|---|
| 3230:251 | Human Diversity [1] | 3 |
| 3300:389 | Special Topics: Literature & Language. [1] | 3 |
| 3520:101 | Beginning French I [3] | 4 |
| Tier 1 Speaking Course | | 3 |
| Tier 1 Quantitative Reasoning Course | | 3 |
| | Hours | 16 |

### Spring Semester

| | | |
|---|---|---|
| 3700:150 | World Politics & Government [1] | 3 |
| 3350:275 | Geography of Cultural Diversity [2] | 2 |
| 3520:102 | Beginning French II [3] | 4 |
| Tier 1 Writing Course | | 3 |
| Tier 2 Arts and Humanities Course | | 3 |
| | Hours | 15 |

### 2nd Year
### Fall Semester

| | | |
|---|---|---|
| 3300:362 | World Literatures [1] | 3 |
| 3520:201 | Intermediate French I [3] | 3 |
| Tier 1 Writing Course | | 3 |
| Tier 2 Arts and Humanities Course | | 3 |
| Tier 2 Arts and Humanities Course | | 3 |
| | Hours | 15 |

### Spring Semester

| | | |
|---|---|---|
| 3520:300 | Contemporary French and Francophone Cultures [2] | 3 |
| 3600:331 | Philosophy of Religion [2] | 3 |
| 3520:202 | Intermediate French II [3] | 3 |
| Tier 1 Quantitative Reasoning Course | | 3 |
| Tier 2 Arts and Humanities Course | | 3 |
| | Hours | 15 |

### 3rd Year
### Fall Semester

| | | |
|---|---|---|
| 3400:325 | Women in Modern Europe [2] | 3 |
| 3520:301 | French Conversation [3] | 3 |
| Tier 2 Social Science Course | | 3 |
| Tier 2 Social Science Course | | 3 |
| General Elective Course | | 3 |
| | Hours | 15 |

### Spring Semester

| | | |
|---|---|---|
| 3400:337 | France from Napoleon to Degaulle [2] | 3 |
| 3520:302 | French Composition [3] | 3 |

| | | |
|---|---|---|
| Tier 2 Natural Science Course | | 3 |
| Tier 3 Complex Systems Tag Course | | 3 |
| General Elective Course | | 3 |
| | Hours | 15 |

### Summer Semester

| | | |
|---|---|---|
| 3520:422 | French: Special Topics in Advanced Language Skills, Culture or Literature | 1 |
| Study Abroad Summer Session, l'Universite de Maine, Le Mans, France, includes host institution course on French language and culture. Although this activity often may take place prior to the conclusion of certain other courses, it will be considered to be a pedagogical culmination of the program. [3] | | 3 |
| | Hours | 4 |

### 4th Year

### Fall Semester

| | | |
|---|---|---|
| 3850:325 | Sociology of Women in Global Society [2] | 3 |
| Tier 2 Science Course with Lab | | 4 |
| Tier 3 Critical Thinking Course | | 3 |
| Tier 3 Domestic Diversity Course | | |
| General Elective Course | | 3 |
| | Hours | 13 |

### Spring Semester

| | | |
|---|---|---|
| 3700:395 | Internship in Government & Politics [4] | 3 |
| Tier 3 Global Diversity Tag Course | | 3 |
| General Elective Course | | 3 |
| General Elective Course | | 3 |
| | Hours | 12 |
| | Total Hours | 120 |

[1] Mindset course

[2] Communities, Conflict, and Human Flourishing Major Category Elective

[3] Language Requirement for the Major

[4] Internship at Consulate General of France in Cleveland

**Minimum Required Credits**
39

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

This number is consistent with similar programs at other universities and is necessary to include all Mindset, Elective, Study-Abroad, and Internship opportunities

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

NA -- internship opportunities already described -- no professional certification requirements

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

Study Abroad is required as part of a comprehensive global experience, unless appropriate Experiential course substitute is allowed. Course credit typically is included as part of that experience with tuition arranged as part of the agreement between the University of Akron and the host institution. A student may opt to participate in a Study Abroad opportunity that does not involve specific course credit (especially if that student already has achieved the total credit goals of the program) but that is a decision that will be made by the participating student.

Although a precise dollar figure is not available at this time, funding support for the large variety of study abroad opportunities is extensive and diverse. The University of Akron Education Abroad Office has negotiated separate agreements with individual international universities that serve as host institutions. For students who participate in one of the University of Akron Exchange Programs, the students' University of Akron-based financial aid (e.g., scholarships) typically applies but they must first confirm that arrangement with the Office of Financial Aid. Some University of Akron students actually spend less on a semester abroad than they would on a semester at the University of Akron, depending on housing costs and travel costs. For example, the University of Akron's program with Yonsei University at Mirae program provides University of Akron students with free housing and a stipend that helps with travel expenses. That example is typical of the dozens of agreements that have been reached; however, each negotiated agreement is distinct and it would be extremely difficult to include all of them, especially as new ones are continually being added.

Additionally, other sources of grants and scholarships are available through the Office of Education Abroad. Those sources are continually being updated. The portal for the various links to this diverse information may be found through the following links:

https://uakron.edu/education-abroad/exchange-programs
https://uakron.edu/education-abroad/additional-resource/

The university administration has indicated that it is enthusiastic about this program and willing to provide additional funding support. However, the administration also has indicated that the amount of that support and the specific ways in which it will be provided and directed will be subject to negotiation once the program is approved. Therefore, precise information in this respect is forthcoming.

In the case of a student who is unable to acquire scholarship money, finds that the Study Abroad experience is more expensive than a traditional semester in Akron, and is not willing or able to pay those additional costs, it is left to the student to decide whether or not the Global Studies major is right for her or him. Similarly, a student from out of state may find that coming to Ohio for college may be more expensive and not sufficiently covered by other sources and, thus, decide not to attend UA. In both cases, though, we are convinced that Global Studies and UA are both worth any additional costs that MIGHT be incurred by specific students. We do not believe that the program should be rejected simply because certain students might opt not to take it and, instead, opt to take a different major.

Students who have difficulty with the Study Abroad requirement typically do so NOT because of money but because of time. Students (especially, but not exclusively, non-traditional ones) feel that they do not wish to be away from Northeastern Ohio for the length of time normally required for Study Abroad experiences. Again, in those cases, such students may not believe that this program will be right for them. Fortunately, they have the option of taking other majors while not denying this major to those students who are not so deterred.

**Describe in general the educational goals and objectives:**

The following benchmark objectives have been specified as Student Learning Outcomes [SLO] by the Department of Education for global/international studies programs and they will be used for assessment and other benchmarking purposes for this program:

1) Diversity of the curriculum: multiple disciplines should be included, reflecting the cultural, political, economic, social, technological, and other aspects of the global community that students will be able to apply to their interactions with people and organizations from other parts of the world.

2) Disciplinary breadth: within each discipline, the scope of the influence of international and global studies in shaping that discipline should be indicated by the variety of topics that are indicated so students will be able to apply their discipline to a global, rather than just a regional or national,

environment.

3) A focus on cultural competency: disciplines and curriculum that emphasize the multicultural nature of the global community should be included so students can interact with people and organizations from global cultures other than their own.

4) Meaningful language training: students who complete the program should gain the skills and knowledge necessary to function within a language environment other than English at an intermediate level or better, such as required for basic personal and professional interactions with people and institutions of other languages.

5) Networking opportunities: students should have an opportunity to meet people and experience institutions from other countries and global regions. Study abroad opportunities will include international universities for that purpose. Domestic networking sources, such as the United States State Department, the Woodrow Wilson International Center for Scholars, various embassies and consulates, the International Studies Association, NAFSA: International Association of International Educators, and the Alliance for International Education are a few of the many institutions that support this networking goal.

6) Research and writing skills: students should learn and apply critical thinking and expression skills, consistent with the overall mission of the modern university, to their courses and experiences that have a global dimension so they can apply those skills to an international, rather than just a regional or national, environment.

7) Experiential opportunities: in addition to study abroad opportunities offered as a program requirement, the potential for experiential learning through organizations in the immediate community and throughout northeastern Ohio, including associations and groups relating to various national and ethnic peoples, cultural activities, and local learning initiatives can be made available so students can interact with peoples and organizations of a global character within their own local community.

**Explain how the program will help achieve the goals / objectives of the University in terms of its role and mission:**

The proposed University of Akron program comes closest to the sorts of best practices that have been researched and described in Dana Zartner et al, "Knowledge, Skills, and Preparing for the Future: Best Practices to Education International Studies for Life After College," 19 International Studies

Perspectives, no. 2 (May 2018), pp. 148-169 in the following ways:

1) Diversity of the curriculum
This program will require students to take courses from a minimum of four different disciplines.

2) Disciplinary breadth
It draws from nine different disciplinary programs from all three divisions of the Buchtel College of Arts and Sciences and providing an opportunity for future expansion into other disciplines and, even, other colleges of the university.

3) A focus on cultural competency
It will require multiple courses of extensive cultural content within its core "Mindset" courses.

4) Meaningful language training
The foreign language requirement will be rigorous and demanding by requiring that students complete language courses at or above the intermediate level, which compares, favorably, with similar programs at other institutions.

5) Networking opportunities
The university's Office of International Studies includes institutional support for student networking as part of its mission and these opportunities will be a required feature of study-abroad options.

6) Research and writing skills
The courses that are included overwhelmingly include critical thinking, research, and writing as part of their course requirements.

7) Experiential opportunities
In addition to the study-abroad requirement, additional opportunities for experiential courses close to campus and international internship opportunities (coordinated through the Bliss Institute) will be made available and strongly encouraged.

**Identify any unique resources that make it particularly appropriate for the University to offer the proposed program:**

The university has established a strong International Center that has developed a large number of Study-Abroad opportunities (including funded offerings) including partnership agreements with universities in other countries. The Bliss Institute offers comprehensive resources and support for

internship programs and has expressed strong support for global studies initiatives. Various departments with global studies faculty have developed experiential opportunities in this area.

**Describe career opportunities and/or opportunities for graduate / professional study available for person who complete the program:**

Global studies can be applied to any career or professional field that connects to the outside world in a meaningful way. It is instrumental in allowing people to understand the various cultures, languages, values, practices, and social context of that world and enable them to interact with it, successfully. These abilities are not only essential for understanding and appreciating the global environment but, also, are extremely pertinent to the broader goal of enhancing critical thinking skills. As the United States Department of Education explained in its 2012 report, Succeeding Globally through International Education and Engagement, "globally competencies are not a luxury for a select few but, rather, are essential skills for all individuals." That report may be found at:

https://www.actfl.org/sites/default/files/reports/international-strategy-2012-16.pdf

**What are the benefits to the University:**

Global studies is an essential contribution to the General Education mission of the university. All institutions of higher education typically offer it because of its essential nature yet the University of Akron lags behind in this respect. It will improve the global reach not only of our students but in support of Northeast Ohio in general.

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

No university within the University System of Ohio should lack a global studies program. It is as essential as offering English, both for its particular benefits and in support of the state's General Education goals. The State of Ohio has singled out the need for more global education in its own reports on the subject:

http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Resources/International-Education-Resources

**Are there similar programs offered?**
Yes

**If Yes, where:**

Nationally
Ohio Institutions (public or private)

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

While not as common as disciplines such as History, Political Science, or English Literature, Global Studies or International Studies programs are ubiquitous. However, although they are widely available, truly critical and meaningful international studies curricula is not uniformly available in terms of completeness and comprehensiveness of the program. A comparison with area colleges and universities that offer related programs indicate these critical differences:
Kent State's program is primarily (though not exclusively) focused upon a public policy analysis:
http://catalog.kent.edu/colleges/as/pol/global-studies-ba/#programrequirementstext
Case Western Reserve's program is more regional than global in its focus:
https://artsci.case.edu/international-studies/major-requirements/
Cleveland State's program does not include an actual major but, instead, an internationally enhanced version of its general liberal arts program that includes study abroad opportunities:
https://www.csuohio.edu/class/students/international-studies
Hiram College provides a largely social science focus that is intended to enhance other majors:
https://www.hiram.edu/wp-content/uploads/2018/11/internationalstudies_majorsheet_2018pdf.pdf
A good way to assess this proposal is in relation to another university's program—in this case, a university that has been listed among the ten best in the country. The University of Michigan's program offers a variety of core courses (within the University of Akron proposal, they are called "Mindset Courses") to provide a diversity of options, which is further reflected in the Michigan major's "Subplans," which reflect the same general orientation and criteria as the Akron "Elective Categories." Again, a notable feature that both the Michigan and Akron programs share is the provision for considerable flexibility and diversity of offerings, as may be noted by referencing the Michigan program at the following website:
https://lsa.umich.edu/lsa/academics/majors-minors/international-studies-major.html
The Michigan program reveals a persistent theme among international/global studies programs. The core courses that they offer (like the "Mindset Courses" of the Akron proposal) are not restricted to a rigid and limited set of requirements. The reason is that this sort of multidisciplinary program is not designed to provide a parochial grouping of specific information but, instead,

a general appreciation of the context and complexity of a global community. One of its most important goals is to get students to understand, experience, and appreciate a world beyond their own communities and the United States—a task that is especially needed for students in Northeastern Ohio. It is important to note that the University of Akron program will be unique in requiring a Study Abroad requirement.

**Will this be a joint program with another institution?**

No

**Specify any articulation agreements (direct transfer opportunities) with other institutions that will be in effect for this program:**

A considerable and growing number of articulation agreements have been, and are being, reached with a variety of international universities and other institutions. Because that list is constantly being updated, it is not possible to list them all, here. A list of the current institutions that have education-abroad MOA with the University of Akron include:

Australia, Deakin University

Brazil, China, and France, SKEMA Business School

Egypt, American University in Cairo

South Korea, Yonsei University at Wonju

France, Le Mans Universite

Germany, University of Konstanz

South Korea, Kyung Hee University

Japan, Kansai Gaidai University

France, Rennes School of Business

France, Kedge Business School

South Korea, University of Ulsan

The Netherlands, Hanze School of Applied Sciences

South Korea, Busan University of Foreign Studies

Vietnam, National Economics University

France, L'Universite de Rouen Normandie

China, Henan University

Greece, American College of Greece

Updated lists may be found at the following site:
https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fuakro
n.edu%2Fstudy-abroad%2Fexchange-
programs&data=02%7C01%7Cmchugh%40uakron.edu%7Cb7210125239c464
5623e08d766d4b0a2%7Ce8575dedd7f94ecea4aa0b32991aeedd%7C0%7C0%
7C637090935984081206&sdata=YTG4sdenhOAbesxTnkW8de2ghtgra1WbPx3
0%2F8w6mCQ%3D&reserved=0

**Indicate whether this proposal was developed to align with the standards of a specialized or programmatic accreditation agency?**

No

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

No

## Organizational Structure

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

Global Studies will be housed within the Buchtel College of Arts and Sciences. It will be led by a Director who is a tenured faculty member who reports directly to the Dean of the college. The person who will occupy that position will be chosen through a process that will be determined when the program is approved but which will include input from the faculty who serve on the BCAS Global Studies Committee. The Director will be assisted by the BCAS Global Studies Committee, consisting of faculty members and administrators of the college and International Center. The faculty members of the committee will be designated (in addition to their current faculty titles) as Professor/Associate Professor/Assistant Professor of Global Studies and will

serve advisers to students enrolled in the program. Administrative staff of the college will be available to provide additional administrative support.

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

Faculty who teach these courses will report to their own academic departments but also will cooperate with the program through its director. Chairs of the various departments will report to the Dean and will coordinate with the Director of Global Studies concerning course offerings, class scheduling, advising, and program promotion. Faculty who have the additional Global Studies designation will report to the Director regarding Global Studies matters while continuing to report to their own respective department Chairs concerning their distinct disciplinary matters. The Director will report to the Dean.

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

The lead administrator will be Director of Global Studies. That person will be responsible for promoting and maintaining the program, advising students, reporting to the Dean, coordinating courses and scheduling with department Chairs (including internship coordination with the Bliss Institute), working with the International Center to ensure study-abroad opportunities, and regularly consulting with members of the BCAS Global Studies Committee, including Global Studies faculty members.

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

This proposal was initiated with the enthusiastic support of the former Interim President of the University, John Green, whose term ended in October 2019. President Miller and Dean Urgo also have indicated their support and will discuss additional budgetary support for the program, once it has been approved at the university level. The BCAS Global Studies Committee coordinates with the International Center, whose Executive Director of Global Engagement, Robyn Brown, and Education Abroad Coordinator, Heather Pollack, are members of the BCAS Global Studies Committee.

## Student Enrollment

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

**Full Time**
**Year 1**
4
**Year 2**
12
**Year 3**
18
**Year 4**
24
**Year 5**
40

**Part Time**
**Year 1**
2
**Year 2**
6
**Year 3**
9
**Year 4**
12
**Year 5**
15

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

**Full Time**
**Year 1**
0
**Year 2**
0
**Year 3**
0
**Year 4**
0
**Year 5**
0

**Part Time**
**Year 1**
0
**Year 2**
0
**Year 3**
0

**Year 4**
0
**Year 5**
0

## Faculty

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

No

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

**Full Time**
21
**Part Time:**
0

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

**Full Time:**
18
**Part Time:**
0

**Attach the Faculty Matrix**
Faculty Matrix.docx

**Comments**
All identified FT faculty remain at the university, despite recent cuts. The files are incomplete but more of them can be made available if necessary.

**Please attach the Activities Matrix**
Activities Matrix.docx

## Support Services

**Describe existing administrative services (e.g. admissions, financial aid, registrar, etc) in place to support the proposed request:**

All resources of the Buchtel College of Arts and Science and the university that currently support students with that college will be sufficient for this purpose.

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

No additional administrative resources will be needed from the college or university.

In the event of another "once in a century" global pandemic or other global crisis, the Global Studies Committee has pledged to respond in a timely manner should any such extreme situation arises. That committee has identified three possible ways in which the Study Abroad requirement can be addressed in fulfillment of the program requirements, all of which would be initiated with the permission of the Dean and Provost: 1) Study Abroad may be waived in lieu of an additional Global Studies elective course; 2) participation in a Virtual Study Abroad experience (a beta version currently is being developed through Brightspace); 3) an appropriate, semester-long Experiential Studies event developed by program faculty in cooperation with the internationally-oriented organizations within the local community. Even the temporary absence of Study Abroad due to exigent circumstances would be consistent with the global studies/international studies programs of other universities, though it obviously should be done only in extreme circumstances because the requirement of Study Abroad for BA program completion makes the UA program distinctive, especially within Ohio.

**Describe existing student services (e.g. career services, counseling, testing) in place to support the proposed request:**

The UA International Center has a scholarship program to assist students with various needs, including Study Abroad. While it is not feasible for the International Center to audit, collate, and submit this extensive and shifting information within the confines of this proposal format (also given the current administrative focus of that Center), that information IS available through the links and portals previously described and repeated, below. In addition to the previously mentioned Memoranda of Agreement with a wide range of international universities, these scholarships are drawn from funds provided through that Center. Information regarding these scholarships may be found at the following webpages:
https://www.uakron.edu/education-abroad/scholarship/
https://www.uakron.edu/international/scholarships/
The International Center can provide responses to specific financial questions regarding this financial aid and support, including scholarships to UA students for Study Abroad purposes, as specifically needed.

As with many programs at UA (such as Music) or conditions that require

additional expense to attend UA (such as out-of-state students experience when traveling to Ohio), some students might experience additional expenses in relation to fulfilling the Study Abroad requirement. Education Abroad scholarships and funding can provide assistance to many of these students, especially the ones with greatest financial need. The MOA creates conditions in which, for many of these students, a semester abroad actually can be cheaper.

The International Center also provides advisers and other staff for a wide variety of support through its office on campus:
https://www.uakron.edu/international/about-ua/
https://www.uakron.edu/education-abroad/

All additional student services provided by the college (including BCAS advisers) not provided through the International Center are sufficient for this category of support for participating students.

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

No additional service will be needed.

## Needs Analysis

**Has the institution performed a needs assessment / market analysis to determine a need for the program?**

Yes

**If Yes, briefly describe the results of these findings:**
The needs analysis was performed by external sources. The United States Department of Education has identified a series of "Global Competencies" that all post-secondary students need to learn so they can live and compete within an increasingly interconnected world. Those competencies are not restricted to opportunities in the global economy. They also are essential for students to become effective citizens of the increasingly interconnected and interdependent world, including in the areas of security, diplomacy, environmental policy, health, politics, and emergency management. The key is not merely to possess skills that are specific to these areas but, also, to have a competent understanding and appreciation of the international context in which these events occur, especially in terms of understanding cultural differences, language skills, strategic thinking on a global scale, and the history and background of different countries and societies. Students of

today must learn from other countries and cultures if they are to be prepared for the world they will enter, even if (perhaps especially if) they remain in Northeastern Ohio. Evidence and analysis for this assessment may be found at the site for the Department of Education's 2012 comprehensive report: https://www.actfl.org/sites/default/files/reports/international-strategy-2012-16.pdf
A similar assessment provided by the State of Ohio may be found at the following site:
http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Resources/International-Education-Resources

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

Yes

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

Personnel from programs at other universities and agencies (such as the Woodrow Wilson International Center for Scholars) have been consulted.

## Assessment

**What measures will be used to assess the program?**

The mission of this program is to advance the global mindset of students (in accordance with Department of Education guidelines) as critical thinkers and participants within a global context. They will become proficient in recognizing, appreciating, and interfacing with a global environment in its various facets, leading to an ability to compete in a global marketplace, interact with peoples from different countries and cultures, and competently function as global citizens within their own country and abroad. The objective is to graduate students with eight full semesters of academic work.

Student Learning Outcomes (SLOs):

1. Diversity of the curriculum: students will be able to acknowledge and demonstrate a knowledge of the various disciplinary aspects of the global community so they can apply them to a variety of fields and activities.

2. Disciplinary breadth: students will be able to acknowledge and reveal an understanding of the scope of the influence of global studies on disciplines through its variety of relevant topics so they can interact with these disciplines on a global level.

3. Cultural competency: students will be able to acknowledge and demonstrate an understanding and appreciating the multicultural nature of the global community so they can engage with peoples and organizations from various global cultures.

4. Meaningful language training: students will be able to function at an intermediate language or better (as defined by the Department of Modern Languages) in a language other than English (sign language will not be appropriate for this requirement) so they can communicate and interact with people from different linguistic groups around the world.

5. Networking opportunities: students will engage in meetings and experiencing with peoples and institutions from other countries and global regions, enabling and encouraging future interaction and growth with people and organizations from around the world.

6. Research and writing skills: students will be able to engage in critical application of thinking and expression that demonstrates knowledge and appreciation of the global environment, thus applying those skills on a global level.

7. Experiential opportunities: students will demonstrate potential for learning about the global environment through active participation in internships, organizations, and activities in the immediate community and region, thus applying global learning to the local community.

Assessment Measures

Artifacts (tests and/or essays, depending upon the specific course requirements) of Global Studies students from Mindset courses will be delivered to the Director of the program. That person will evaluate the degree to which an understanding and appreciation of the Student Learning Objectives (Global Competencies) described, above, have been demonstrated by the student through those artifacts. Not all of the SLOs will, necessarily, be demonstrated by each Mindset course.

The Study Abroad requirement will be the culmination of this educational experience. Therefore, upon completion of the Study Abroad component of the program, students will submit a five-page essay describing their experience and indicating the ways in which they encountered and learned from the SLOs during their time abroad, including (but not only) in relation to any academic courses they may have taken during that experience. Students

will be instructed, therefore, that their essay should address the following criteria:

1. Diversity: which different aspects of the country that you visited did you experience, such as its history, art, language, politics, economy, culture, and institutions?

2. Disciplinary breadth: Which aspects of the various Global Studies courses (referencing more than one discipline) that you completed, prior to this experience, were useful for understanding the country that you encountered?

3. Cultural competency: in which ways were you able to appreciate the difference between the country you experienced and your own country of origin, especially in terms of overcoming parochial assumptions that you might have had about other cultures, prior to taking this program?

4. Meaningful language training: how were you able to apply your international language education to this experience abroad? If the country you encountered is a predominantly anglophone one, what other linguistic insights did you gain from your previous courses?

5. Networking opportunities: What sorts of people did you meet during your Study Abroad experience? In what ways do you plan to maintain contact with them? Which institutions and organizations did you encounter and how will your education and career benefit from those experiences?

6. Research and writing skills: how were you able to engage in critical application of thinking and expression in ways that demonstrated your knowledge and appreciation of the country your encountered?

7. Experiential opportunities: what sort of activities and engagements did you experience and in which ways did they deepen your understanding and appreciation of the country you encountered?

In the event of another once-in-a-century event that could potentially disrupt international travel, this artifact will be assigned to individual students either upon the basis of an Experiential Learning assignment or as a reflection upon an upper-level elective designated by the program director.

Curriculum Map
Mindset Courses:
3700:150, SLO 1, 2, 3, 5, 6
3230:251, SLO 1, 2, 3, 5, 6
3350:250, SLO 1, 2, 3, 5, 6
3350:275, SLO 1, 2, 3, 5, 6
3400:221, SLO 1, 2, 3, 5, 6
3600:200, SLO 1, 2, 3, 5, 6
3400:351, SLO 1, 2, 3, 5, 6
3600:329, SLO 1, 2, 3, 5, 6
Foreign Language Courses, SLO 4
Study Abroad, SLO 1, 2, 3, 4, 5, 6, 7

6. Data Collection Plan

Evidence A Evidence B Evidence C
SLO 1 Papers/tests Papers/tests Papers/tests
SLO 2 Papers/tests Papers/tests Papers/tests
SLO 3 Papers/tests Papers/tests Papers/tests
SLO 4 Papers/tests Papers/test Papers/tests
SLO 5 Papers/tests Papers/tests Papers/tests
SLO 6 Papers/tests Papers/tests Papers/tests

7. Data Collection Cycle
Method of data collection (individual faculty reports, test scores on Brightspace, collective faculty evaluation of work, etc.) Semester/AY data will be collected Semester/AY data will be analyzed, conclusions drawn, recommendations made
SLO 1 Artifacts forwarded to Director of Global Studies, who will evaluate them
SLO 2 Artifacts forwarded to Director of Global Studies, who will evaluate them
SLO 3 Artifacts forwarded to Director of Global Studies, who will evaluate them
SLO 4 Artifacts forwarded to Director of Global Studies, who will evaluate them
SLO 5 Artifacts forwarded to Director of Global Studies, who will evaluate them
SLO 6 Artifacts forwarded to Director of Global Studies, who will evaluate them
SLO 7 Artifacts forwarded to Director of Global Studies, who will evaluate them

8. Dissemination of Information
Results and Analysis:
The Director of Global Studies will affirm that Student Learning Outcomes are being achieved by noting examples of incorporation of global diversity, disciplinary global breadth, cultural competency, language ability, networking experiences, critical thinking and expression that incorporates a mindset of the global environment, and experiential activities (as appropriate to the particular course/activity as defined within section 5) into test answers and writing assignments. Examples of references to international communities and their cultures, practices, beliefs, values, and institutions will be particularly noted as examples of compliance with these learning outcomes.

Communication:

Results, analysis, and recommendations will be shared with faculty members of the Global Studies program as they become available during the regularly scheduled meetings of the Global Studies Steering Committee during each academic semester. If appropriate, individual professors who teach the relevant Mindset Courses will be notified and appropriate action will be recommended to them, directly.

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

Artifacts from Mindset courses will be submitted to the Director of Global Studies, who will forward it to an appropriate Global Studies faculty member for assessment. Faculty members will use the SLOs as benchmarks guides regarding whether or not those SLOs are being achieved within these courses.

Because only 12 credits from the Mindset Courses need to be taken, the artifacts will be forwarded for assessment only as relevant. For example, if the student takes 3700:100, 3230:251, 3350:250, 3350:275 to fulfill the required Mindset Courses category, only artifacts from those courses will be forwarded by the professor to the Director of Global Studies, which will be assessed at the end of the semester that the course is taken. Professors will be alerted to the students within their courses who are Global Studies majors for this purpose. Data will be analyzed, conclusions drawn, and, if necessary, recommendations will be made during the following semester by the Director of Global Studies.

Students who have declared for the Global Studies major will have their course selections identified in coordination with the BCAS advisors. The faculty teaching the Mindset courses in which they are enrolled will be contacted at the beginning of each semester and asked to retain appropriate artifacts. They will be contacted, again, at the conclusion of the semester to forward those artifacts to the Director of the program.

Study Abroad essays will be directly submitted by the students to the program director. That assessment will determine whether the student has achieved a sufficient mindset regarding the global environment in terms of those criteria previously indicated. The Study Abroad requirement will not be regarded as completed until a satisfactory essay has been received and assessed and that assessment will be measured on a pass/fail basis in relation to the criteria stipulated, above.

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

The program will coordinate with the International Center to recruit international students and will work with those offices already in place at the university to recruit, retain, and graduate students. The International Center has an extensive network already established to advance that goal. Information pertaining to these resources may be found at the following website:
https://bulletin.uakron.edu/graduate/international-students/#:~:text=The%20International%20Center%20will%20prepare%20the%20Certificate%20of,if%20he%20or%20she%20maintains%20valid%20non-immigrant%20status.

## Mode of Delivery

**Check all that apply**
Traditional

**Reviewer Comments**
**Chris Muller (cmuller) (Wed, 13 Nov 2019 14:46:20 GMT):** Rollback: Rolled back per feedback of Kristine Kraft.
**Toni Bisconti (tb33) (Mon, 10 Feb 2020 22:07:02 GMT):** BCC approves the content of this proposal, but notes that there is no director or established funding for the study abroad requirement. We feel that the success of the program is contingent upon these factors.
**Dimitria Gatzia (dg29) (Thu, 13 Feb 2020 21:30:57 GMT):** This is a response to the BCC's comment from the chair of the Global Studies Program Proposal Committee, Jim McHugh: 1. Through the university's Education Abroad office (especially under the leadership of Heather Pollack, who also is a member of the Global Studies Committee), most of the study abroad opportunities are subsidized in various ways. The university administration currently is seeking additional sources of support. The study-abroad component of the Global Studies major has been considered to be pedagogically essential by the Global Studies Committee and, previously, by BCC. Even with this support, it is true that many students still will need to provide some of their own funding but it is a situation that is generally true for these programs at other universities and the only option would be to abandon the program and deny it to all students. 2. The Director's position is being negotiated with the college and with the university President. The final parameters have not yet been determined but a meeting on February 13 with President Miller will address this aspect of it.
**Michele Thornton (mdt) (Fri, 21 Feb 2020 20:40:33 GMT):** CRC requests the following items be addressed in the revision of the proposal. New program proposals must show a recommended sequence for all credits required to earn the degree, at least 120. Course list and sample plan of study are required. Examples of the beginning of structure and course lists were added

to the proposal for reference. You may want to consider an organizational structure for the program like humanities divisional or multidisciplinary studies. Respond in the proposal with answers to BCC's questions and financial for the program. Identify the networking opportunities. Clarify program goals, for example how is the language requirement more rigorous. Program goals need to be measurable and clearly defined.

**Michele Thornton (mdt) (Fri, 21 Feb 2020 20:40:55 GMT):** Rollback: CRC requests the following items be addressed in the revision of the proposal. New program proposals must show a recommended sequence for all credits required to earn the degree, at least 120. Course list and sample plan of study are required. Examples of the beginning of structure and course lists were added to the proposal for reference. You may want to consider an organizational structure for the program like humanities divisional or multidisciplinary studies. Respond in the proposal with answers to BCC's questions and financial for the program. Identify the networking opportunities. Clarify program goals, for example how is the language requirement more rigorous. Program goals need to be measurable and clearly defined.

**Kristine Kraft (knk) (Mon, 20 Apr 2020 11:40:24 GMT):** Rollback: CRC has reviewed this proposal and has noted a few concerns that need to be addressed: 1. The plan of study appears to be too specific. This plan needs to be general. Students often follow the plan that is posted. For example, for a GenEd course it should say Gen Ed Requirement: Math: unless there is a required gen ed for your program. Also, should it say "Specific" Mindset course instead of an actual course. 2. CRC feels that there is no tangible means to assessment, CRC would like you to work with Jennifer Hebert to work on the assessment. 3. While you have a essay on the study abroad, it appears to be minimal without a solid theme for all students. It is difficult to assess. 4. In the current environment, what is the contingency plan if students are unable, or do not feel comfortable, to travel abroad as this is a component of this degree 5. For clarification purposes: It states that 18 FT faculty will be needed, these faculty are already teaching at the University and not needed to be hired, correct. 6. You state that there will be scholarship monies for travel abroad, how soon will this be a reality for the students. Will this be immediate upon the program starting? 7. This program was developed in a pre-pandemic era, how can this program be adjusted to fit into the changing times. CRC noted that the formatting issues are corrected. We suggest that you speak with other institutions to inquire on their assessment process. We feel that you have the core there, be it is not well articulated in the proposal. Jennifer Hebert is willing to help you with this. You will need to reach out to her for assistance.

**William Thelin (wthelin) (Wed, 07 Oct 2020 23:33:58 GMT):** Rollback: Returning per Jim McHugh's request

**Andrew Bonecutter (ajb40) (Fri, 09 Oct 2020 12:53:07 GMT):** Rollback: Rolling back to originator at his request.
**Kristine Kraft (knk) (Thu, 10 Dec 2020 20:36:13 GMT):** CRC recommends discussion on the Senate Floor regarding this proposal. knk

Key: 471

**APPENDIX C**

# Computing & Communications Technologies Committee Report

The CCTC met on Wednesday, December 9, 2020.

- The committee discussed an updated Information Technology Services (ITS) recommendation that proposes (1) a migration to Microsoft Teams as the primary video conferencing solution for fall 2021, and (2) using Google Meet as an emergency backup solution. The committee passed a resolution supporting the recommendation that it now submits to the Faculty Senate for consideration.
- The committee discussed the vetting of both software and software license agreements. The issue requires additional discussion during the spring semester.

The CCTC met on Monday, January 25, 2021.

- The committee discussed a recommendation from ITS regarding the eventual replacement of Qualtrics with a Microsoft alternative (Microsoft Forms, Customer Experience, and Power Platform).
- The consensus of the committee is that the surveying software feature requirements that faculty and staff need must be determined before any decision is made about how to proceed.
- A subcommittee will be formed charged with determining those requirements, determining if the Microsoft alternative meets those requirements, and reporting back to the CCTC.
- An announcement will be posted in *The Digest* seeking volunteers to serve on the subcommittee. The membership of the subcommittee will be appointed by the Executive Committee of the Faculty Senate.
    - The hope is that the membership of the subcommittee will include faculty and staff who make extensive use of Qualtrics.
- The goal is to form the subcommittee by February 12, and to have the subcommittee submit its recommendation to the CCTC by April 14.

The next meeting of the CCTC will be on Monday, February 22.

Scott Randby
CCTC Chair

# CCTC Video Conferencing Resolution

The following resolution was passed by the Computing and Communcications Technologies Committee on December 9, 2020. The committee submits this resolution to the Faculty Senate.

Scott Randby
CCTC chair

## Resolution

Whereas the statewide licensing agreement for Cisco WebEx ended in 2019, and

Whereas the new statewide licensing agreement for Zoom would cost the university at least $66,000 per year, and

Whereas Microsoft Teams is licensed to the university as part of Office 365, and

Whereas Microsoft Teams is an acceptable video conferencing solution already in use by numerous faculty and staff, and

Whereas Google Meet is available as an emergency backup solution in the event of a Microsoft Teams service interruption; therefore be it

Resolved, that the Faculty Senate endorses the recommendations contained in the *ITS Video Conferencing Recommendation* document.

## ITS Video Conferencing Recommendation

# Background

The University of Akron has used Cisco's WebEx solution for video conferencing for classroom and meeting use for over six years. WebEx had been licensed under a state-wide agreement for a number of years, but which recently ended at the end of 2019. The University is currently licensed for Cisco WebEx through April 2021 with a one-year cost of $68,000.

A new state-wide three-year agreement has been established with Zoom as a replacement for Cisco WebEx. Additionally, a long-term, state-wide agreement is in place for Microsoft's Teams meeting solution. Microsoft Teams is a replacement for Microsoft Skype. Microsoft Teams is automatically licensed to the University of Akron as part of the offerings for Office 365. Based on a review of the pricing offered through the state agreement with

Zoom, the annual fees to the University of Akron would be $66,000 if this solution was chosen for campus-wide use (see Exhibit 1).

With the switch to a significant number of students and faculty operating in an online learning experience as well as staff working remotely, the usage of both video conferencing solutions licensed by the University has been substantial. In the past 90 days, there have been approximately 38,000 sessions held in Cisco WebEx and 33,000 in Microsoft Teams. This trend of increased use of video conferencing technology will continue with the continued need for remote learning and work being completed from home.

Gartner has outlined in their most recent review of meeting solutions that Cisco WebEx, Microsoft Teams and Zoom are the three current market leaders and all three are considered strong viable options (see Exhibit 2). Gartner notes the pace of enhancements and innovation in Microsoft's Team meeting solution. Cisco WebEx is noted for the maturity of its product offering and its security features. Zoom is noted for its user-centric focus and design. There have been outages that have occurred with all three vendor's solutions since the pandemic began.  There have also been significant security issues specifically with Zoom which are still possible with the free version of this service. Additionally, there have been a growing number of complaints of censorship by Zoom (see https://qz.com/1868184/zoom-will-continuecensoring-calls-at-chinas-request/ and https://www.insidehighered.com/quicktakes/2020/10/27/zoomfaces-more-allegations-censorship).

# Recommendation

1) <u>Continue with Cisco WebEx for the remainder of the current academic year.</u> A significant number of video conferences are still being held in WebEx. To maintain some level of familiarity and continuity for students and faculty using this solution for the current academic year, the recommendation is to extend the use of Cisco WebEx from the current end date of April 2021 to August 2021. Negotiations have started with Cisco to provide this service through next August for an approximate cost of $25,000 for the additional time. The expectation is the agreement related to this extension will be consummated by the end of December.

2) <u>Migrate to Microsoft Teams as the primary video conferencing solution for fall 2021</u>

   Our recommendation is to migrate to Microsoft Teams as the University's primary video conferencing solution beginning in August 2021 with the start of the new academic year. With no state-wide agreement currently in place for the Cisco Webex service, further use of WebEx would require

going out for competitive bids. Additionally, a significant factor influencing this recommendation is the savings provided through the elimination of Cisco WebEx. Since Microsoft Teams is included in the Office 365 licensing there are no added costs. The University would recoup the savings related to the cost for the Cisco WebEx service. Additionally, a significant number of faculty and staff are already using the Teams solution. An automated interface with Brightspace will be in place to accommodate the generation of classes in Microsoft Teams as a platform of collaboration which will also support video conferencing. A concern has been raised by students regarding the current need to learn and use multiple video conferencing solutions. A single primary solution will help students focus on learning rather than learning to use multiple tools.

Next spring a focused effort will be made to train faculty and staff regarding the use of Microsoft Teams and this effort will continue into the start of the fall semester. There will be tutorials and training aids developed for students as well.

The following are noted concerns raised over the features and functionality offered with Microsoft Teams with a response made to the concerns passed onto us:

| Issue | Response |
|---|---|
| a. Access to outside users | Outside users can enter video conferences as guests. Guest lecturers can be added to Teams using their email address but could be provided UANET guest accounts if desired. |
| b. HIPAA compliance | A business associate agreement is in place with Microsoft for HIPAA compliance. |
| c. Investment in meeting room technology | One conference room in the University Library has obtained WebEx-specific hardware. Estimate replacement at $4,000. |
| d. Breakout rooms | Breakout rooms generally available in December 2020. A work-around solution is available already. |
| e. Size limitations | Teams currently allows for 300 participants and 10,000 attendees. It will be expanded to 1,000 participants and 20,000 attendees by spring 2021. |
| f. Recordings | All meetings can be recorded and permissions changed for access to these recordings. Recordings are saved in MP4 format and are downloadable. |
| g. Live Events | Teams provides live event streaming capability for large online audiences. |
| h. Whiteboard capability | Teams meetings provide a dedicated whiteboard that can be used by all participants. Teams also has integrations with other whiteboard apps such as Mirro. |

| i. Protection in meetings | Meetings in Teams provides encryption for data in transit as well as data at rest within OneDrive and Sharepoint. Additionally, all Microsoft accounts can be set up with Multi Factor Authentication. Already leverages access provided through updates automated in Active Directory. |
|---|---|

3) <u>Leverage use of Google Meet as a backup solution</u>

As noted, there have been interruptions for access to the video conferencing solutions for all three vendors concerned over the course of the last eight months since the pandemic began. Legitimate concerns exist regarding a backup solution being available if and when these service interruptions occur with Microsoft Teams.
The University is already licensed for Google's video conferencing solution called "Meet" as part of the agreement for the Google Suite. Access and accounts are already available to all students, faculty and employees. Access to this can be made through a link provided in the MyAkron portal or by directly logging in to the Google Suite using the "zips" account.
There are no associated costs with Google Meet as part of the standard Google Suite offering the University is licensed under. There are some limitations offered with the use of Google Meet based on the University's standard licensing. However, this would only be used as a backup when Microsoft Teams is not available understanding these limitations. Training and guides would be provided for the use of this for staff, faculty and students starting in the spring of 2021.

Exhibit 1 - State of Ohio IUC Pricing Terms with Zoom

| **Pricing Matrix**<br>**From UN20-113**<br>**Site License Bundles**<br>**Educational Licenses only, does not include HIPAA enabled accounts** | | | |
|---|---|---|---|
| **Total Size of Institution (Faculty+Staff count)**<br><br>(All full- and part- time active students receive host licenses at no extra cost) | Webinar Add Ons (500 participant) | Conference Room Connectors (H.323/SIP) | Annual Price |
| **Up to 999 Faculty+Staff Count** | 10 hosts | 25 ports | $28,875.00 |
| 1000-2499 Faculty+Staff Count | 25 hosts | 50 ports | $45,377.00 |
| 2500-4999 Faculty+Staff Count | 50 hosts | 100 ports | $66,000.00 |
| 5000-7499 Faculty+Staff Count | 100 hosts | 200 ports | $89,262.00 |
| 7500-9999 Faculty+Staff Count | 200 hosts | 300 ports | $105,131.00 |
| 10000-14999 Faculty+Staff Count | 400 hosts | 400 ports | $138,191.00 |
| 15000-19999 Faculty+Staff Count | 800 hosts | 500 ports | $164,639.00 |
| 20000-29999 Faculty+Staff Count | 1600 hosts | 500 ports | $208,278.00 |
| | | | |
| Zoom Rooms license (added separately; not included in site bundle) | | | $413.25 |

**Once the Faculty/Staff count reaches to the next level, an amendment Quote will be generated. All licenses included in the order will be repriced, on a pro-rated basis at the rate associated with the corresponding tier shown below. Any changes in price will be prospective in the next billing period, and there will be no refunds or credits offered.**

Exhibit 2 – Gartner "Magic Quadrant for Meeting Solutions" Published October 12, 2020

2020 Magic Quadrant ☰

CHALLENGERS  LEADERS

Microsoft  Cisco  Zoom

Google
LogMeIn
Huawei
Adobe
Kaltura
Quanshi
TrueConf
Avaya

BlueJeans by Verizon
Pexip
StarLeaf
Lifesize

ABILITY TO EXECUTE

NICHE PLAYERS  VISIONARIES

COMPLETENESS OF VISION →  As of Sep 2020  © Gartner, Inc

## *Cisco*

Cisco is a Leader in this Magic Quadrant. Cisco offers Webex Meetings, Events and Training to address a variety of use cases; Webex Teams for workstream collaboration; and Cisco Meeting Server for videoconferencing infrastructure. Customers can choose from a variety of deployment options: SaaS, premises-based software, cloud-premises hybrid or managed service. Cisco also offers a range of video endpoints for rooms and personal workspaces. Its operations and channel ecosystem for sales, delivery and support are global. Cisco's three-year roadmap includes improved user meeting experiences through AI-driven features, as well as demand-driven improvements in its infrastructure, security and scaling.

Strengths

- Product range and integration: Cisco has a comprehensive array of video infrastructure, endpoint and meeting application offerings available through a number of fully integrated deployment and API options to natively integrate within customer workflows. These options include hybrid architectures that help maximize conferencing quality and security.
- Geographic presence: Cisco has the most extensive channel ecosystem for sales, delivery and support of meeting solution software and hardware across global regions out of all vendors in this Magic Quadrant. As a result, very large multinational corporations tend to consider Cisco Webex for their meeting requirements.
- Innovation and security: Cisco continues to bring both a market-leading set of security capabilities and innovation to Webex Meetings.

Examples include meeting transcriptions to enable action item follow-up (through the 2019 acquisition of Voicea), AI-enabled conference room experiences, and voice-enabled "join meeting" processes.

Cautions

- Market reaction lacks enthusiasm: Cisco Webex Meetings is a mature solution, but enterprise buyers increasingly turn to alternative solutions that either are preferred by their end users or are more cost-effective.
- Offering process: Cisco's licensing is complex, and there's little flexibility in its offering process. This leads to challenges for partners to cost-effectively shape offers to match the buyer's desired dimensions for Webex Meetings and Teams.
- Leadership changes: Cisco's Collaboration business unit has experienced several changes in executive management over the last two years. Though still seen as a trusted enterprise vendor, buyers are questioning whether Cisco is retaining its focus on operational excellence and clear product strategy through all the changes.

## *Microsoft*

Microsoft is a Leader in this Magic Quadrant. Its Microsoft Office 365 cloud office bundle includes Microsoft Teams for meetings with up to 1,000 participants, and Microsoft Teams Live Events for broadcasts for up to 10,000 attendees. Microsoft offers Skype for Business Server for on-premises deployments and, in combination with its cloud services, supports a hybrid model. Its sales and service operations are geographically diversified. Microsoft's three-year vision for Microsoft Teams is to support social connections, business processes, industry-specific workflows and colocated work across distributed teams that are both remote and in the office.

## Strengths

- Office 365 ecosystem: Microsoft Teams offers a unified client experience for meetings and workstream collaboration, enabling organizations to access a robust set of collaborative capabilities within the broader suite of Office 365 applications, content and room/desktop devices.

- Pace of innovation: Microsoft has advanced Teams' meeting features and capabilities well past the previous iterations of its meeting solutions based on Skype for Business. This is expediting adoption of Teams not only from its Skype for Business customer base, but also across the broader market.

- Deployment flexibility: Microsoft has increased its limits for meetings and broadcasts in Microsoft Teams. This enables Teams to satisfy more use cases demanding larger scale. For customers reliant on Skype for Business Server, there is no dependency on any cloud services, in contrast with most competitors.

## Cautions

- Managing external participants: Guest access is often cited as a concern when using Teams with external participants due to uncertainty of governing access to meeting data. Microsoft Teams has two models for inviting outside meeting participants — guest access and external access. External access limits outside participants so they can only see content shared during the meeting. Microsoft customers would benefit from stronger education efforts so meeting hosts can make the right choice.

- Meeting controls: Microsoft Teams lacks certain features available in some competitors' products, such as the ability to use strong passwords to protect a meeting or lock a meeting. Locking chat to only host interactions is a multistep process that organizers must configure in Teams' channel settings to limit chatter during formal meetings, online classrooms or similar scenarios.

- Visual collaboration: Microsoft customers must select and use additional products within Office 365, such as the Microsoft Whiteboard application, OneNote or other collaboration tools for diagramming, annotation and shared visual collaboration in meetings.

### Zoom

Zoom is a Leader in this Magic Quadrant. It offers Zoom Meeting and Zoom Video Webinar solutions, along with Zoom Room configurations with its partners' hardware devices. Zoom's meeting solutions satisfy a wide variety of well-established and newly defined virtual meeting scenarios. These solutions can be deployed as SaaS, premises-based software, cloud-premises hybrid, managed services or dedicated cloud. Zoom's sales and service operations are geographically diversified. Its three-year vision for its meeting solution set includes recent notable investments to support its strategies for robust vertical market solutions, hardware as a service, hardened security capabilities, and embedding video experiences into common enterprise workflows.

## Strengths

- Wide adoption: Zoom's popularity is a testament to its focus on user-centric design, service reliability and flexible consumption models. Its

well-established freemium use option attracted consumers and enterprises alike in enormous numbers during COVID-19's forced isolation.

- Addresses expanding use cases: Zoom's robust feature set and expanding portfolio create opportunities for its meeting solutions to be used effectively across a variety of use cases in the public sector, the education sector at all levels, healthcare and financial services.

- Offering process: Zoom maintains flexibility in its offering process with new customers, helping it craft proposals that meet the end-user, IT and procurement requirements of the organization to which it is selling.

## Cautions

- Security concerns linger: While Zoom's highly publicized security vulnerabilities have been addressed, some businesses maintain rules barring their employees to join Zoom meetings held by other organizations.

- Need for more indirect channels: The combination of Zoom's rapid growth and its direct customer engagement model is testing the vendor's ability to deliver high-quality IT experiences by remaining attentive to customer needs.

**APPENDIX D**


## Report from the Accessibility Committee


On December 8, 2020, the Committee met with Provost Wiencek to discuss the problems that students with disabilities had and the increased workload of the Office of Accessibility in the online environment. The main result of this meeting was to create a short list of actions that could help these students. Some of the background from this meeting is included in this report.

Many professors have done an excellent job of delivering classes during this pandemic. Some of the comments that Committee members have heard include Faculty members have

- given real-time, one-on-one troubleshooting assistance;

- been flexible and creative in order to support remote students including different ways to give exams; and

- been more understanding about situations arising in this environment and communicated with students reporting COVID related challenges in particular.

However, there have been problems reported as well. We do not have access to the data of the most recent survey from the Institute of Teaching and Learning, but we do know that there are a significant number of issues reported by students in general.

Students with a registered disability comprise a significant 11% of UA's student population. There is not a way to quantify it, but there are students that have a disability and they do not declare it. There are a multitude of reasons, including ethical and legal reasons, that everyone must provide support to this student population. Among these reasons are student recruitment and retention. From a study about Faculty knowledge of accessibility at Northern Kentucky University, they stated that

> Accessibility is a collaborative venture with pertinent stakeholders assuming accountability for the specific layers of the overall process that fall within the university. (Huss and Eastep, 2016)

Essentially, we have an opportunity to help our current students and attract more students by supporting our assertion that we are an inclusive university by taking action. We could be recognized for providing online education well in making our classes widely accessible to our students through universal design and delivering timely accommodations when accessibility cannot be delivered through design.

As reported by the Office of Accessibility, some common problems that students with disabilities are having in the online environment include a lack of

- uniformity in course organization in Brightspace;

- uniformity in how course materials are accessed and how assignments are delivered to the Faculty;

- consistency in the software that is used to support courses;

- consistency in how professors are communicating with students; and the

- responsiveness from some of the Faculty.

Time management and organization are great obstacles for students with disabilities. Students with disabilities are having great difficulties in knowing where they are supposed to be especially with hybrid courses. In some of the asynchronous courses, they feel that they are teaching themselves and it is beyond their ability.

For students with accommodation letters, the American Disabilities Act requires that they have access to materials at the same time as their peers. The Office of Accessibility needs timely responses from Faculty as well. Accommodations must be met regardless of course format (in-person, hybrid, online only).

Due to these issues, one-on-one instruction of students with disabilities and members of the Office of Accessibility have been required on a daily basis. The number of caption requests have tripled. They had to hire a part-time employee to help with these accommodations.

## Short List

# Agreement

The Committee agrees that the following should go on the short list:

1. We need Faculty members that receive the accessibility survey to take the survey to determine

   - Faculty knowledge of and views about accessibility and

   - what type of Faculty accessibility training would be useful.

2. We need support from the Faculty of the accessibility liaison program.

   The accessibility liaison program was approved by the Faculty Senate a year ago. We are rebooting the program, so we need support in the following areas for it to be successful.
   - We need Faculty liaisons for each department on campus

   - We need Faculty support for the accessibility liaisons in the departments

3. There are some suggestions that could be implemented easily by the Faculty and alleviate some of the problems that students with disability are having

- The non-uniformity of organization and technology from class to class

  ▪ Using the template from DDS for Brightspace courses. It will reduce the amount of variability.

  ▪ Taking Best Practices for Teaching Online #BP4TO and using the best practices in online learning to organize content and enhance communication. It will inform students what is expected each week.

      https://brightspace.uakron.edu/d2l/le/discovery/view/course/4437327

  ▪ Setting up the calendar in Brightspace for the students and telling them about setting up notifications. It will notify students when assignments are due and can notify students where they should be for hybrid courses.

  ▪ Limiting the number of interfaces or programs that the student had to use. Consider using Brightspace (can include embedded videos) and MS Teams only if possible. If you must use other technology, be sure to have explicit directions, provide one-on-one support when needed, and have a grace period for mistakes.

- Students can't gauge how they are doing in a course

  ▪ Using the gradebook in Brightspace, so students know when they need to ask for help.

- Captioning considerations

  ▪ Requesting captioning from the Office of Accessibility at least 2 weeks in advance.

  ▪ Using DDS recommendations about recording and storing audio-visual materials.

  ▪ Using third-party videos that already have captions wherever possible.

  ▪ Using MS Teams for live sessions to the live captions (recordings would still need professional captioning).

- There are students that don't know where to go for accessibility help

  ▪ Putting the accessibility statement in syllabi. Students will be informed in writing where to go if they need help. It will help the

Faculty too because students can't say they didn't know where to go to get help.

- Attendance accommodations in the online environment
  - Being as flexible as possible. The Faculty must be flexible in the online environment.
- Accessibility Observer
  - Working with the accessibility observer when needed. This is a role used in Brightspace for captioning or transcribing accommodations, so the Office of Accessibility or Design and Development Services can access course materials to caption or transcribe. There is an addendum in the letter of accommodation to notify faculty when this role is needed.

## Reference

Huss, J. A., & Eastep, S. (2016). Okay, our courses are online, but are they ADA compliant? An investigation of faculty awareness of accessibility at a Midwestern university. I.E.: Inquiry in Education, 8(2), article 2. Retrieved from http://digitalcommons.nl.edu/ie/vol8/iss2/2

**APPENDIX E**

Committee Report – ad hoc committee on Program Review Formatting
Committee Members: Thomas Calderon, Jennifer Hebert, Travis Hreno, Linda
Saliga (Chair), and Marnie Saunders

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

The committee recommends the following:
1       The program review committee becomes a permanent committee of Faculty
        Senate so that the faculty oversee this formative review process.

2        Faculty Senate recognizes that summative assessments are needed and that a
        different committee be formed to work with the provost, and possibly deans,
        to determine formation and implementation of summative assessments.

**APPENDIX F**

# Proposal for a Center for Intelligence and Security Studies

Prepared by
**Karl Kaltenthaler, PhD**
**Department of Political Science**
**kck@uakron.edu**

## Why Create a Center for Intelligence and Security Studies at the University of Akron?

The University of Akron (UA) is very well-placed to make use of a set of outstanding and unique resources to attract students to its programs in national security, criminal intelligence studies, criminal justice, and cybersecurity through the creation of a Center for Intelligence and Security Studies. No other university in Ohio has such a Center nor the combination of resources that would support the proposed Center as does UA.

The University of Akron has a strong profile in intelligence (criminal and national security), cybersecurity, and security studies. The university has a faculty that has the expertise to make a strong core for attracting students to study intelligence and security issues. Our areas of strength related to security studies are intelligence analysis (both criminal and national security), national security, biosecurity, criminal justice, geographic information systems (GIS) and geospatial analysis, public diplomacy/information operations, and cybersecurity. These are areas of strength that have tremendous synergy because, together, they all provide students with the knowledge, skills, and abilities to be successful practitioners in corporate, community, and national security.

Examples of synergies are courses that students take across the various degree programs. Cybersecurity students take courses in intelligence analysis and national security students take courses in cybersecurity or criminal intelligence analysis. A course in intelligence analysis teaches a cybersecurity student how to model intelligence questions related to cyber and how to create intelligence products to describe, explain and predict what is happening in the cyber domain. Likewise, a student interested in national security can learn from classes in cybersecurity how computer systems can be threat vectors as well as assets for protecting national security. The knowledge and skill sets taught in these degree programs are complementary and make for better-trained and more hirable students. These are just a few of the examples of how our degree programs in national security, intelligence, biosecurity, GIS and geo-spatial analysis, communications, and cybersecurity cross-pollinate. With a Center to foster cooperation between faculty, the university, and the practitioner community, those synergies and opportunities for students will only increase. The afore-mentioned programs should build on one another and complement each other rather than act as silos for training their students. We should combine our efforts to create a stronger and more distinct profile for training future security professionals.

There is little competition for this type of education in the state of Ohio and there is strong demand.  Notre Dame College in South Euclid has created undergraduate and graduate programs in national security intelligence studies but these are very small programs, focused overwhelmingly on financial crime, that are not in high demand (the entire institution has 2,000 students) or well-regarded. That college does not have the faculty core to build from to have a successful and growing program that places students in security careers.  The closest, well-regarded program for intelligence and security studies is at Mercyhurst College in Erie, Pennsylvania.  But that program does not include classes in sought-after skill sets such as geographic information systems and computer information systems as we have at UA.  We know that we have strong demand for these types of programs because the cybersecurity, criminal intelligence, and the BA and MA in Security Studies are all very popular degree programs.  Our programs have been praised for their emphasis on a mixture of knowledge and technical and analytic skills and not just knowledge.  This demand for our programs will only grow when a Center can be established that builds on strengths, synergizes skill sets and knowledge, and helps to increase the stature of these programs.

The second major resource the university has is our alumni base, many who hold or have held roles of significant authority in the realm of security in the United States.  We have retired alumni and many others who are currently employed in important positions in the intelligence community, the military, the State Department, police agencies, non-governmental organizations, and other agencies devoted to security.  These alumni can be brought into the offerings of the university more closely to attract new students and enrich the experience of the students who are now here.

A Center for Intelligence and Security Studies, hopefully endowed by a gift or gifts, would be a way to put UA on the map for training security professionals.   A gift would be helpful for expanding student opportunities, but what is more important is coordinating our efforts and  developing new courses and modes of training across the relevant departments to give our students the value-added advantage we can provide by those faculty we have on campus and those former students who we have taught who are now out their making a difference.

## What Would the Center Do?

The proposed Center would do the following:

**Leverage funding from outside sources for education and research**.  For example, there are pools of federal money, such as the Intelligence Community Center for Academic Excellence program (IC-CAE), the National Security Agency Center for Academic Excellence program, to name a couple, that are more easily availed if there is a structure in place to support the programs.  This federal funding can be substantial.  For example, the IC-CAE funding, which lasts three years to set up an intelligence education program, gives the grantee institution $1.8 million.  This can pay for new faculty, new programs, and most importantly, can be a major attraction for new students.

**Timeframe:** The new round of IC-CAE funding has not been announced and there has been no call for proposals.  When there is a call for proposals, there is usually about a month from the announcement to the deadline for submission.  As

soon as the announcement comes out, a proposal for IC-CAE funding will be created and submitted by the director of the Center. It is unclear when a call for proposals will be announced as there is no set timeline for such announcements. They happen irregularly. I have sent a request for information to the Defense Intelligence Agency, which overseas the grant money, to ascertain when the funding announcement will be forthcoming. I have not been given a response to that query.

As soon as the Center is officially created by the University, the director of the Center will approach officers in the Department of Development to work up a plan for approaching potential donors. This is a near-term goal and will start immediately upon the formal approval of the creation of the Center.

**Be a forum for inviting speakers from the real world of security to come and talk to our students and faculty.** There are both local and practitioners based elsewhere who we could invite and would readily speak to our faculty and students. In the past, inviting speakers to campus was done but it was often prohibitively expensive to bring speakers from out of state. Now, virtual speaking engagements have become very common and many speakers are willing to do such speaking for free. With the many connections that core faculty leading the creation of the Center have among practitioners and academic experts, there would be a large group of potential speakers from which our faculty and students can learn.

**Timeframe:** As soon as the Center is formally approved, the director will issue an invitation to the first speaker for this program. The first speaker will be Michael Morell, the former deputy and acting director of CIA. He will speak in the spring of 2021, if he is not called into the Biden administration. He has agreed to speak as the kick-off speaker for the Center. There will be one speaker per semester for the Center's speaker series.

**Hold forums with our UA faculty on real-world security issues, such as biosecurity, cyber conflict, disinformation, policing, espionage, human trafficking, domestic terrorism, climate change, conflict in the Middle East, etc.** Our students and the rest of the UA community would benefit from learning about important and timely issues from our faculty. The Center can serve as a means for organizing faculty talks on issues that are in the news or are otherwise considered important. Our faculty can be "explainers," making sense of issues in accessible ways for the benefit of members of the university and the community outside of the university. The talks can be organized periodically, perhaps one or two per semester. Faculty from within and outside of the Center can be asked to give a talk and it would be up to the faculty to decide if they want to do so. The faculty speaker would not be paid, and the talks would be free to attend. The topics of the talks would be decided by the director of the Center and the faculty fellows. Suggestions for talk topics could come from anyone in the UA community or even from the greater-Akron community.

**Timeframe:** Once the Center is formally approved, the director will meet with the faculty fellows in order to decide what the first "explainer" forum should be. There will be one explainer session in the spring of 2021 and then one in the fall of 2021. The leadership of the Center will then decide how to proceed from there

in terms of keeping it one faculty speaker per semester or move to two. This will likely depend on global events and the perceived need to explain what is happening.

**Hold conferences on security issues with faculty from the region and even nationally. This would be a great opportunity to get student participants involved.** Mini-conferences are a tremendous way to learn, network, and advertise for both faculty and students. The Center can organize mini-conferences, perhaps on an annual or bi-annual basis. These conferences would likely require some form or financial support and thus would be dependent on gifts, grants, or fees. The conferences would only be held if such outside funding is available. The conferences would not be funded by the University. If the Center receives funding from the DIA in the form of the IC-CAE grant, conference funding is an integral part of the grant's purpose.

**Timeframe:** This is a medium to long-term goal. A conference cannot be planned and administered without funding in place for it. Realistically, the first mini-conference would likely not happen before the spring of 2022.

**Act as a place for faculty and students to meet and coordinate inter-disciplinary research efforts.** One of the many benefits that can come from the Center is faculty research collaboration as well as faculty and student joint research work. The Center can act as both a physical space for faculty and students to meet to discuss common research ideas and plans but it is also an organizing principle that ties people together who have common interests and facilitates communication and cooperation. One of the things that has been made clear with students who have come through the undergraduate and graduate Security Studies programs is that work on faculty research projects has been very attractive to employers. This Center would encourage and facilitate further efforts to bring faculty and students together in joint research.

**Timeframe:** As soon as the Center is launched, it will begin the process of discussing faculty research and student fellows. Depending on the timeline for approval of the Center, student fellow applications can be requested in the spring of 2021 for fall 2021 fellowships. The student fellow application process will always be one semester ahead of the start time of the fellowship.

**Act as a place to develop certificate programs for particular expertise, such as counterterrorism, counterintelligence, information operations, geospatial intelligence, open source intelligence collection, to name some possibilities.** A goal that can eventually be achieved once the Center is operational is to start a discussion about what possibilities joint faculty cooperation can offer in terms of creating certificates for students in particular subject and skill areas. Certificates can help students provide evidence to future employers of particular expertise that they have to offer. The certificates would be a way to develop student capabilities in high demand areas without going to the extent of developing degree programs around them.

**Timeframe:** The certificate programs will be a medium-term goal of the Center. It will take the faculty fellows a least a semester to meet and discuss what certificates should be prioritized and put into the curriculum proposal system.

The goal would be to have some certificate proposals ready for the curriculum proposal system by fall of 2021.

## What Would the Center Structure Look Like?

The Center would have a director, who would be a tenured faculty member, with a proven record in academia and significant experience working in the real world of security.  The Center would be physically based in the Department of Political Science.  There is a conference room in the Department of Political Science that is an ideal place for both faculty and students to meet to discuss the operations of the Center.

The Center would have a Board of Advisors.  These individuals would be professionals, currently active or retired, who have worked in the realm of intelligence and security.  These individuals would advise the director and the fellows on programming for the Center and the development of potential new avenues of growth for the Center.  There would be no stipend for the advisors.  In Appendix A, there is a list of individuals who have already committed to serving on the Board of Advisors when the Center comes to fruition.  Appendix B shows the letter that is sent to potential Board of Advisor members to solicit their participation.  It outlines their duties as members of the Board.

The Center would have faculty fellows, University of Akron faculty, nominated by the director and the board of advisors.  Faculty fellows will be invited to participate in the activities of the Center.  Faculty fellows will be drawn from the faculty who work in the areas of concentration of the Center.  A faculty fellowship would not have a time limit on it.  The fellowship would not carry a stipend.

The Center would have student fellows.  Students fellows would be chosen through an application process.  The Center would have up to ten student fellows per year.  The period of fellowship for students would last for a period of two years.  All majors could apply for the fellowship, but the applicants must be willing to do research in one of the Center's areas of concentration.  The student fellows would work with one or more of the faculty fellows on an on-going research project for an academic, private sector, or government purpose.  There would be no stipend for student fellows.  Students may be required to go through a background check if the project involves law enforcement.

## What Would be the Cost to the University for the Center?

There are no planned or anticipated costs to any unit of the university for any aspect of the Center.  There will be no staff hired or shifted into the Center.  There will be no letterhead, cards, or brochures etc. created for the Center at university cost.  All of the advertising for the Center will be done electronically and will be done by the leadership of the Center.  When the Center is able to secure outside funding, from grants or donors, then there might be measures taken that such monies can cover.  At no time is it assumed that grants or donations will be used as start-up money and then at some point the university would take on the

financial burden of the Center.  The Center will never approach the administration or others in the university for financial support.  The Center is envisioned as a completely financially self-sufficient entity on campus.

## Where the Concept Stands Now

The idea to create a Center for Intelligence and Security Studies was approved by a vote in the Department of Political Science on 25 August 2020. **Faculty who have committed to working with the Center:**

> Karl Kaltenthaler, Political Science
> David Cohen, Political Science
> Ronald Gelleny, Political Science
> Diana Kingsbury, Political Science
> David Licate, Criminal Justice Studies
> Sarah St. George, Criminal Justice Studies
> John Nicholas, Computer Science and Computer Information Systems
> Scott Randby, Mathematics
> Yang Lin, Communications

## Appendix A

# Advisory Board to the Center for Intelligence and Security Studies

## Michael Morell, Board Chair



Michael Morell had a 33-year career at the CIA.  His positions included Acting Director and Deputy Director of the Central Intelligence Agency.  Presently, Michael is Senior Counselor and Global Chairman of the Geopolitical Risk Practice of Beacon Global Strategies in Washington D.C.. Michael Morrell is a University of Akron Economics alumnus.

## Boyd Barton

Dr. Boyd Brown is a retired US Army Information Operations (IO) officer and President of Lexington Solutions Group. As a member of the first cohort of Army IO officers, his military IO assignments include service at the Land Information Warfare Activity and Joint Special Operations Command (JSOC) and multiple deployments to the Balkans and the Middle East. In 2006 he joined Booz Allen Hamilton to lead a portfolio of IO contracts supporting Department of Defense and Intelligence Community clients. In 2014 he founded Lexington Solutions Group to provide national security, strategic communication, and management consulting solutions to both government and commercial clients

## Timothy Gembicki

Tim Gembicki is a veteran analyst with over 15 years of experience in the Bureau of Intelligence and Research at the U.S. Department of State. For over two years, he served as the intelligence briefer to the Secretary of State. He is a University of Akron alumnus with a BA in Political Science (1998) and an MA in International Relations (2005).

## Mary Clare Gumbleton

Ms. Gumbleton has been a small business owner for the past 13 years, specializing in federal contracting, grassroots organizing and strategic communications planning and execution. Her depth of experience includes military information operations, full cycle social media campaigns, Psychological Operations, cybersecurity, Big Data Analytics, Open Source and Fusion Intelligence Analysis. Prior to starting her businesses, Ms. Gumbleton held a variety of senior

level positions across the Federal Government, including in the White House, the Treasury Department and the US Department of Education, both in communications and management.

## Michael Herb



Michael Herb is the Director of the Northeast Ohio Regional Fusion Center which is one of eighty fusion centers in the United States recognized by the Department of Homeland Security. In his current role, he facilitates information sharing among Federal, State, and local stakeholders in order to anticipate and counter criminal activity and terrorism. Prior to his current position, he has served as an administrator with the Cuyahoga County Sheriff's Department, a crime analyst with the Cuyahoga County Prosecutor's Office, and was a full-time police officer with the Houston (TX) Police Department.

## Amira Jadoon



Dr. Amira Jadoon is an assistant professor and a research associate in the Department of Social Sciences and the Combating Terrorism Center at the United States Military Academy at West Point. She specializes in international security, economic statecraft, and political violence, with a regional focus on South and Central Asia. Prior to beginning her career in academia and research, Dr. Jadoon worked as a consultant for Deloitte London (U.K.) between 2006-2011.

## Mona Jibril

Dr. Mona Jibril is a Civil Affairs/Influence Analyst, where she integrates Civil Affairs, Civil Military Operation and Influence Operations doctrine and lessons learned into the development in policy and strategy as part of broader MAGTF/Naval initiative. Dr. Jibril is a retired Civil Affairs Colonel with over 25 years of tactical and staff experience.  She holds a PhD in International Relations where she researched the political economy effects of peacebuilding.

## Micah Loudermilk

Micah J. Loudermilk is a chief technologist with the global management and information technology consulting firm Booz Allen Hamilton. As an international cybersecurity business leader, Mr. Loudermilk's work focuses on the development and implementation of national-level cybersecurity programs, strategies, and transformation efforts.

## Paul Mikolashek

Lieutenant General Paul T. Mikolashek (Ret) is currently a Highly Qualified Expert and Visiting Professor with the US Army War College's Center for Strategic Leadership. He had a 35 year career in the US Army as an Infantryman, and served in command and staff assignments in the United States, Germany, Vietnam, Brussels, Italy, and Kuwait. He was the Commanding General, Third United States Army/Army Forces Central Command and as Coalition Forces Land Component Commander during Operation Enduring Freedom and commanded all Army Forces in Middle East and Central Asia. His final assignment was as The Inspector General, US Army.  After retirement he

was a Vice President for Raytheon International.

## Thomas Panagopoulos

Thomas Panagopoulos is a Senior Analyst at the National Geospatial-Intelligence Agency (NGA) and a University of Akron Political Science BA and MA alumnus. At NGA, Thomas provides strategic intelligence to policymakers, warfighter support, and special event planning, and served several years overseas supporting a Combatant Command.

## Timothy Riley

Tim Riley joined the Cleveland Clinic as the Director of Global Security in 2018.  In his position he oversees security for the numerous Cleveland Clinic global locations as well as the international traveler and Expatriates. Prior to joining the Cleveland Clinic, Tim was appointed as a Special Agent with the FBI in March of 1998. The majority of Tim's 20+ year career was spent working Counterterrorism and Intelligence matters.

## Odean Serrano

Dr. Odean Serrano worked for the US Federal Government for over 26 years. She first worked at NASA Kennedy Space Center as a space shuttle operations engineer and then at NASA Headquarters in Washington D.C. Odean joined the National Geospatial-Intelligence Agency (NGA) in 2005 as an Intelligence officer.  Upon retirement in 2018, Dr. Serrano founded the Countering Wildlife Trafficking Institute (CWTI) focusing on advanced locational intelligence (GEOINT) to address transnational crimes to support multi-disciplinary experts specializing in global anti-trafficking missions.

## Christiane Thompson

Christiane Thompson has 25+ years of service for the Department of Defense.  Her experience spans analysis, operations, and military planning and allowed her positions on four continents and two combat zones. Christiane is a University of Akron alumnus with a BA and MA in Political Science.  She is also a graduate of the U.S. Army Command and General Staff College and the School of Advanced Military Studies (SAMS.) As a life-long learner, she continues graduate studies at Harvard University DCE, Cambridge, MA.

## Kathryn Schalow

Kathryn Schalow is Senior Advisor to the Policy, Programs and Resources Office of the Under Secretary for Public Diplomacy (R/PPR). Immediately prior to this role she was the Director of the Office of State Defense Integration in the Political Military Bureau overseeing the Foreign Policy Advisor (POLAD) and Military Advisor to State (MIlad) exchange programs at the Department of State.  She also served as the Director of the Quadrennial Diplomacy and Development Review, a four-year strategic planning tool for the Department.   Ms. Schalow is a career foreign service officer and seasoned public diplomacy professional who has served at U.S. Missions in Bulgaria, South Africa, Thailand and Turkey as well as the EUR, SCA and EAP Bureaus at the Department.

## Wayne Stone

Wayne Stone is the Senior Recanati-Kaplan Resident Fellow at Harvard University. Wayne has served in multiple senior management positions within the United States Intelligence Community, most recently as the Senior Executive Management Officer in the Office of the Director of National Intelligence (ODNI). Prior to this role, he served as the Acting Inspector General of the Intelligence Community. Wayne has been a Senior National Intelligence Officer for more than ten years with the Office of the Director of National Intelligence; and throughout the intelligence community, including senior positions with the Defense Intelligence Agency and the National Geospatial- Intelligence Agency. Mr. Stone retired from the U.S. Army as a Lieutenant Colonel.

## Appendix B

2 October 2020

Dear board member or prospective board member,

Thank you for considering or having accepted a position as a member of the advisory board for the Center for Intelligence and Security Studies at the University of Akron.   You are a highly esteemed individual who has achieved great success in your career and offer experience and insights that are very highly valued by the leadership of the Center for Intelligence and Security Studies at the University of Akron.

The expectations of board members are that they will advise the leadership of the Center for Intelligence and Security Studies on the following types of issues:

- Development of new courses related to intelligence and security studies. The leadership team of the Center may send a synopsis of a new course idea to members of the board to elicit their opinion on the demand for the content of the proposed course in the intelligence and security professions.  The leadership team may also ask for the types of material that should be included in such a course.  Given the number of board members and their busy schedules, the input on new course ideas can come in the form of an email response to the course idea, or if deemed a good idea by the Center leadership and board member, a Teams conversation about the idea.   It is likely that no more than 2 such requests for input will occur in a given calendar year.

- Development of new programs by the Center.  The Center will likely develop workshops, internships, and certificates in the coming years. Your input on such endeavors would be greatly appreciated.  Some of these programs will be best served if shaped by the advice from members of the advisory board.  It is foreseen that such requests for advice on these types of programs would average once a year.

- There will be no annual board meetings or joint sessions of the board, unless board members believe that is necessary or a good course of action on particular subjects that come forward in the future.

- The estimated total number of times that a board member may be asked for input into the workings of the Center per year would be between 2-4 times.

- Board members may be asked, no more than once per year, to lead a Teams discussion with students and faculty affiliated with the Center

about their insights into careers or relevant real world events that are of interest to students or faculty fellows on intelligence and security issues. Of course, the leadership of the Center will not burden members of the board with such virtual Center discussions if they conflict with their work or other time commitments.

Unfortunately, the Center is not in position now to offer compensation for your participation on the board.  But please know, you have the deepest gratitude from the faculty and students at the University of Akron for considering helping with making the Center a success.
Once again, thank you for your time in considering this duty!

Best regards,

Karl Kaltenthaler
Professor

## APPENDIX G

**3359-10-02 The university of Akron bylaws of the faculty senate.**

(A) Name. The name of this body is the faculty senate of the university of Akron.

(B) Duties. As delegated by the board of trustees of the university, the faculty senate is the legislative body of the faculty regarding its academic mission and is empowered to:

(1) Formulate suitable rules, requirements, and procedures for the admission, government, management, and control of the students, courses of study, granting of degrees and certificates, and other internal affairs of the institution necessary to meet the objectives of the university, subject to the approval of the board of trustees, in accordance with the established policies of the board.

(2) Review and offer recommendations concerning proposals for the creation, abolition, or rearrangement of colleges, departments, schools, or divisions of instruction, proposals from university-wide committees, and such other matters as may be referred to the senate by the president of the university. Such proposals shall be forwarded to the executive committee for inclusion on the agenda of senate meetings.

(3) University-wide committees ~~which are~~ created by the senate, shall report to the senate unless otherwise indicated by the senate~~; other university-wide committees shall report to the parties or body creating them and shall file an information copy of such report with the executive committee, except that the president's advisory committee, the provost's advisory committee, appropriate grievance committee, committees dealing with personnel matters, and other committees where the president of the university determines sensitivity is required shall not file such information reports~~ with the senate. The

~~executive committee will include the report on the agenda of~~ the senate meetings.

   (a)   Committee recommendations for senate action shall be distributed to the members of the senate at least seven days before the senate meeting at which the recommendation is to be considered. All messages shall include a statement of the rationale for the recommendation.

   (b)   No committee recommendation that was not distributed in accordance with the foregoing requirement shall be considered by the senate unless the senate consents to its consideration by majority vote.

(4)  All legislation introduced in the faculty senate shall be designated as such; and if passed, shall be forwarded to the president. Within forty-five days of receipt of the legislation, the president shall:

   (a)   Forward the legislation to the board of trustees, or

   (b)   Forward the legislation to the appropriate vice president; or

   (c)   Put the legislation into effect if the president deems it unnecessary to send the matter to the board, or

   (d)   Disapprove and return the legislation to the senate with explanation for the

    president's rejection; and

   (e)   Notify the senate of the disposition of the legislation, indicating whether the legislation has been approved, referred to the board of trustees, referred to the appropriate vice president, or returned to the senate for reconsideration or amendment. In the event that the president refers legislation to the board of trustees, the president shall notify the faculty senate of the board of trustees' eventual disposition of the legislation.

(5)  The senate shall elect a representative to the Ohio faculty council, who serves in that capacity along with the chair of the senate.

(a)     Senate members who are full-time teaching members of the faculties of the colleges are electors of the senate representative. Any full-time faculty member may be elected.

(b)     The election shall be conducted by secret ballot.

(c)     The representative shall be elected at the May meeting of the senate. The term of office shall be for two years. There shall be no limit on the number of terms a person may serve.

(d)     The representative, if not already a member of the senate, shall become an ex- officio, non-voting member.

(C) Officers and executive committee.

(1) Officers. The faculty senate shall elect a chair, vice chair, and secretary biennially from among the membership of the faculty senate. The election shall be by majority vote using a secret ballot. Except for the ex-chair serving pursuant to paragraph (C)(2) of this rule, members of the executive committee shall serve for two years.

(2) Duties of the chair. The chair of the senate presides over regular meetings of the senate, calls special meetings of the faculty senate, acts as or designates the official spokesperson for the faculty senate in all of its external communications, serves on the Ohio faculty council, administers the budget of the senate, serves as chairperson of the executive committee of the senate, forwards to the president all legislation and recommendations passed by the senate, supervises (jointly with the secretary) the clerical staff of the senate, and undertakes such tasks as are directed by the senate. Upon the expiration of the chair's term of office, the ex-chair shall for one year be avoting member ex officio of the senate if he or she otherwise would not be a member. During that period, the ex-chair shall also be a voting member ex officio of the executive committee.

(3) Duties of the vice chair. Assists the chair in such ways as the latter may request; and in the absence of

the chair, the vice chair presides over the meetings of the senate.

(4) Duties of the secretary. The secretary of the senate ~~records,~~ transcribes~~,~~ and distributes the proceedings of the senate to all departments and interested members of the university, assists the chair in such ways as the latter may request, has custody (jointly with the chair) of the books, records, physical facilities, and tangible property of the senate, supervises (jointly with the chair) the clerical staff of the senate, and arranges for the orderly conduct of the business of the senate. In the absence of the chair and the vice chair, the secretary presides over meetings of the senate.

(5) Executive committee. The chair, vice chair, secretary, and four elected members of the senate will serve as the executive committee of the senate. The executive committee of the senate will have the following responsibilities:

  (a) Appoint members to appropriate faculty senate committees.

  (b) Prepare the agenda for each meeting.

  (c) Serve as an advisory committee to the senior vice president and provost on governance matters affecting the academic mission of the university.

  (d) Ensure that the business of permanent and ad hoc committees is completed in a timely fashion.

  (e) Bring matters to the senate or assign matters to committees.

  (f) Consider any questions and complaints regarding elections of members to the senate and make recommendations concerning these complaints to the senate. The executive committee shall further certify the validity of all senate elections.

  (g) When necessary, act on behalf of the senate during the period between the end of the spring semester and the beginning of the fall semester. Such actions shall be reported to the faculty senate for ratification at its next regular meeting.

(D) Committee structure.

(1) The faculty senate shall create such committees as it deems appropriate to the conduct of its business.

(2) The executive committee, at its discretion, may invite non-members of the senate to serve on senate committees.

(3) In special cases, the senate may choose to make part or all of the membership on a committee elective rather than appointed by the executive committee.

(4) The senate committees shall yearly elect their own chairs, who, if not otherwise members of the faculty senate, shall become ex officio, non-voting members.

(5) For organizational purposes, the committees of the senate will have either of two forms:

   (a) University committees, the members of which shall be elected from specified constituencies, or

   (b) Permanent committees, the members of which shall be appointed by the executive committee of the faculty senate.

(E) University committees.
   (1) The faculty rights and responsibilities committee ("FRRC").
      (a) This committee shall concern itself with grievances relating to faculty assessment or evaluation, appointment, retention, tenure, and promotion. This committee

         shall be composed of one member from the tenured faculty of each degree- granting college, elected by its full-time faculty and one full-time faculty member from the university libraries, elected by its full-time faculty.

      (b) For each grievance case submitted by a part-time faculty member three members of the part-time grievance pool shall be selected to be members of the faculty rights and responsibilities committee ("FRRC") for the duration of that case. These members will only participate in FRRC business involving the grievance case in question. These members will be selected by lot by the chair of the FRRC, but part-time faculty members from the same department as the grievant shall not be eligible to serve.

(c) A part-time faculty grievance pool shall be established by each college every fall. The pool will consist of part-time faculty members who have taught at least four semesters at the university of Akron and who have been nominated by the part- time faculty members of that college and who have subsequently confirmed to the college dean their willingness to serve.

(d) Any persons in an administrative position, including interim positions, at or above the decanal rank (deans, associate deans, and persons of similar rank) are ineligible to serve on the committee. Members shall serve overlapping three- year terms so that during two years, three are elected, while four are elected during the third year. The committee shall elect its own chair who, if not already a member of the faculty senate, shall become an ex-officio, non-voting member.

(2) Graduate council. The faculty senate delegates to the graduate council operational responsibility over all matters concerning graduate education, but reserves to itself the right to take up any matters it deems necessary. All action taken by graduate council shall be reported to the senate for final approval. Graduate council shall be composed of two members of the faculty senate who have category two or three graduate faculty status and the elected members of the graduate council. (F) Permanent committees.

(2) Permanent committees of the senate shall be academic policies; curriculum review; athletics; university libraries; reference; research; student affairs; computing and communication technologies; accessibility; and part-time faculty; and program review.

(3) Members of the executive committee shall, in May, and after considering preferences of senate members and then non-senate members, appoint all permanent and ad hoc committees of the senate. To provide some continuity of membership for each committee, the executive committee shall appoint committee members so that, if possible, only one-third of the membership of any committee is terminated each year and members serve a three-year term. At the first

meeting of each committee, the committee shall elect its chair.

(4) ~~The following permanent committees shall have ex-officio members as indicated: athletics, the athletic director or said person's designee and the "NCAA" faculty athletics representative (appointed by the president); university libraries, the dean of university libraries or said person's designee; research, the vice president for research or said person's designee; student affairs, the associated vice president and dean of student life or said person's designee and the associate vice president of enrollment services or said person's designee; computer and communications technologies, the vice president and chief information officer or said person's designee; and curriculum review, the senior vice president and provost or said person's designee and the university registrar or said person's designee; and accessibility, the vice president for student engagement and success or said person's designee.~~ If not already a member of the senate, the chair of each permanent committee shall become an ex-officio, non-voting member for reporting purposes only. Ex-officio members <u>of permanent committees</u> shall be non-voting unless they are members of the senate.

(5) Academic policies committee.

   (a)   Recommends and interprets academic policy on university-wide matters such as admission, retention, graduation, and dismissal requirements.

   (b)   Recommends changes for the improvement of the academic program of the university.

   <u>~~(b)~~(c)   The executive vice president and provost or said person's designee shall be an ex-officio member of the academic policies committee.</u>

(6) Athletics committee.
   (a) Advises faculty senate on all university activities relating to intercollegiate athletics including, but not limited to, conference affiliations and the national collegiate athletic association.

(b)  Coordinates with other faculty senate committees matters of joint concern relating to intercollegiate athletics.

(c)  Provides advice and counsel to the director of athletics concerning individual player eligibility, interpretation of policy, and other matters relating to the athletic program.

(d)  The registrar decides questions of academic eligibility of student athletes. If conflicts arise between the registrar, student athlete, and/or athletic department, the following procedures shall be made by any of the grieved parties to the athletics committee:

Upon reviewing the facts, the committee would make a recommendation to the ~~senior~~ executive vice president and provost.

(e)  Promotes academic achievement among student athletes.

(f)  ~~Reviews team game schedules, seasonal game limitations, and participation in post season events.~~The athletic director or said person's designee and the "NCAA" faculty representative (appointed by the president) shall be ex-officio members of the athletics committee.

(7)  University libraries committee.

(a)  Serves as an advisory group to the dean of university libraries to express the faculty will in the growth and development of the academic support which the libraries supply.

(b)  Provides the dean of university libraries with guidelines and advice on acquisitions, budget, policy, and other matters affecting academic areas.

~~(b)~~(c) The dean of university libraries or said person's designee shall be an exofficio member of the university libraries committee.

(7)  Reference committee.

Reviews legislation referred to it by faculty senate to ascertain if it is drafted properly and does not

conflict with existing rules and regulations or practices.

(8) Research committee (faculty projects).

(a) Reviews research proposals submitted by faculty members.

(b) Recommends the budgeting of sums of the university's support of faculty research proposals to be funded by this committee.

(c) Establishes policies for funding proposals and guidelines for expenditures of those funded.

(c)(d) The vice president for research or said person's designee shall be an exofficio member of the research committee.

(9) Student affairs committee.

(a) Recommends policy, subject to approval of faculty senate, regarding the granting of scholarships, awards, grants, and loans to university students.

(b) Proposes regulations concerning all extracurricular activities (except athletics) to faculty senate.

(b)(c) The associate vice president and dean of student life or said person's designee and the associate vice president of enrollment services or said person's designee shall be ex-officio members of the student affairs committee.

(10) Computer and communications technologies committee.

(a) Provides recommendations to the senate on policy matters concerning utilization of information technology related to the academic functions of the university.

(b) Provides advice and counsel to the vice president and chief information officer on information technology needs related to the academic functions of the university.

(b)(c) The vice president and chief information officer or said person's designee shall be an ex-

officio member of the computer and
communications technologies committee.

(11) Curriculum review committee.

(a) Reviews curricula and course recommendations of
the several colleges and divisions and, when
necessary, submits them to faculty senate for
action.

(b) Considers the mechanics of the academic
programs of the several colleges and divisions,
such as adjustments in admission, retention and
dismissal requirements, and changes in general
bulletin descriptions.

(c) Reviews proposals for changes to courses and
academic programs, and for new courses and
academic programs, and recommends same for
inclusion in the general bulletin.

(c)(d) The executive vice president and provost
or said person's designee and the university
registrar or said person's designee shall be ex-
officio members of the curriculum review
committee.

(12) Accessibility committee.

(a) Reviews and recommends policies regarding
disability and accessibility issues that relate to the
academic function of the university, including
academic policies which apply to faculty or
students, and reports these to the senate for action.

(b) At the request of the curriculum review committee
of the faculty senate, considers the mechanics of
the academic programs of the several colleges and
divisions, such as adjustments in admission,
retention and dismissal requirements, and changes
in general bulletin descriptions, as they may relate
to accessibility/disability issues, and reports such
to the curriculum review committee for action.

(c) At the request of the curriculum review committee
or the faculty senate, reviews proposals for new
courses, course changes, and new programs as
they may relate to accessibility/disability issues,
recommends such proposals for inclusion in the

general bulletin, and reports such to the curriculum review committee for action.

**Formatted:** Font: 10 pt

(c)(d) The vice president for student engagement and success or said person's designee shall be an ex-officio member of the accessibility committee.

(13) Part-time faculty committee.

   (a) Gathers information about matters of concern to part-time faculty.

   (b) Proposes policies concerning part-time faculty.

   (c) Advises the senior vice president and provost on matters related to part-time faculty.

(14) Program review committee.

   (a) Reviews the self-studies submitted by program faculty, providing formative assessment to the program faculty.

   (b) Establishes the template and guidelines for the program review self-studies.

   (c) Modifies the timeline for the program review process and the program review schedule as needed.

   (c)(d)        The dean of the graduate school or said person's designee shall be an exofficio member of the program review committee.

(14)(15) Subcommittees. Each committee may establish subcommittees as it sees fit and having established a subcommittee, may abolish it. No person who is not a member of a standing (permanent) committee may serve as a member of its subcommittees except by appointment of the executive committee. It is each committee chair's responsibility to maintain minutes and pass them on to the incoming chair.

(G) Meetings.

   (1) The number of meetings of the faculty senate shall be determined by the faculty senate as appropriate for the conduct of its business, but at least two general

meetings will be held each semester. All reasonable efforts will be made to schedule regular meetings at a standard time and day to permit coordination of senators' teaching schedules with meeting times.

(2) All meetings of the faculty senate shall be open to members of the university community. Non-members of the senate may make a request to address the senate. Such requests to speak will be granted subject to a vote of the senate.

(3) All meetings of the senate will be announced at least two weeks prior to the scheduled meeting unless the senate declares itself to be meeting in emergency session.

(4) ~~All announcements of meetings will contain a detailed agenda.~~ Requests to have items placed on the agenda of the senate must be submitted in writing to the secretary of the senate at least two weeks prior to the scheduled meeting of the senate.

(5) Items referred to the senate by the president of the university, or the president's designee, for the good of the university, will be automatically placed on the agenda of the senate.

(6) A petition of ten members of the senate may force an item on the agenda of the senate.

~~(6)~~(7) A detailed agenda will be distributed one week before the meeting.

~~(7)~~(8) A majority of the members of the senate shall constitute a quorum.

A roll call vote will be conducted if requested by ~~(8)~~(9) any senator.

~~(9)~~(10) One permanent item on the agenda shall be presidential remarks.

~~(10)~~(11) Special meetings may be called at any time by the chair, or by the executive committee, or upon petition by any seven senate members who present their request in writing to the chair.

~~(11)~~(12) Senate members are expected to regard attendance at all meetings as a primary obligation to their colleagues and to the university. When conflicting professional duties, imperative personal affairs, or illness make attendance at a given meeting impossible, senate members are expected

to notify the secretary in advance of the meetings. Such absence will be separately listed in the minutes as absences with notice.

(H)  Membership.

(1)  Eligibility. Members of the faculty senate shall be elected from the members of the full-time faculty of the university of Akron, excluding deans, department chairs, and other primarily administrative officers with faculty rank; from the part-time faculty; from students; from full-time academic advisors; and from retired faculty.

(2)  Apportionment.

(a)  The full-time faculty of the individual degree-granting colleges, the branch campuses, and the university libraries shall elect representatives from their membership, excluding deans and other primarily administrative officers with faculty rank, apportioned on the basis of the number of full-time faculty within the electorate and appointed to the units during the semester of the election; one senator for each fifteen full- time faculty members or fraction thereof. For purposes of these bylaws the  terms full-time faculty includes all full-time distinguished professors, professors, associate professors, assistant professors, professors of instruction, associate professors of instruction, assistant professors of instruction, professors of practice, associate professors of practice, and assistant professors of practice, excluding visiting faculty members.

(b)  The part-time faculty shall elect two representatives from their membership.

(c)  The full-time academic advisors shall elect one representative from their membership.

(d)  There shall be three student representatives as follows:

(i)  The president of the undergraduate student government;

(ii)  One student appointed by the president of the undergraduate government whose term shall coincide with the president's term;

(iii)  One graduate/professional student elected by that constituency.

(e)  The association of the university of Akron retirees shall elect two senators from its dues-paying membership who are retired faculty members. Senators representing the university of Akron retirees association may not be elected to the executive committee nor serve as chair or vice-chair of any senate committee on which they sit.

(3)  Diversity. To insure the representation of diverse views, all reasonable efforts should be made by the various electing units to elect ~~women and minorities~~members from underrepresented groups to the senate. The senate may appoint up to three additional members from full-time faculty to increase diversity.

(4)  Electorate.

(a)  The eligible electorate, for the full-time faculty membership on the faculty senate, consists of all full-time faculty of the University of Akron. For the purposes of election to the faculty senate, academic deans, department and division chairs, directors of schools, and administrative officers holding full-time faculty appointments will be considered part of the electorate.

(b)  The eligible electorate for the part-time faculty membership on the faculty senate consists of all part-time faculty of the university of Akron.

(c)  The eligible electorate for the full-time academic advisors consists of all full-time academic advisors of the university of Akron.

(d)  The eligible electorate for the graduate/professional student membership on the faculty senate consists of all graduate and professional students currently enrolled at the university of Akron.

(5) Terms of office.

(a) The terms of office for members of the senate shall be three years, with the exception of student government representatives and part-time faculty senators which will serve one-year terms.

(b) New members shall take office at the first senate meeting of the fall semester.

(c) Should any elected member of the senate become an administrative officer on either an acting or a permanent basis during the term for which the member was elected to the senate, the person's seat shall be deemed vacant.

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

(e) Should a member of the senate be unable to discharge the duties of the office, the senate may declare the member's seat vacant.

(f) Senators who are on professional, medical, or administrative leave for one semester or less will retain their seats. If the leave extends past one semester, the senate may declare that seat vacant. The senate may declare vacant the seat of any senator who becomes unable to regularly attend meetings.

(g) The senate may expel any senator who is absent without notice from more than three meetings during an academic year. In such event, the senator's seat shall be deemed vacant.

(h) Should a vacancy occur, the senate shall notify the appropriate unit to conduct a special election to fill the vacant seat.

(6) Elections.

(a)   Elections to the senate shall be subject to the following requirements and to the bylaws and rules of the electing unit except to the extent that they are inconsistent with these requirements:

(i)   ~~General elections in the individual units shall be completed by March fifteenth of each year.~~Election reports for the individual units must be submitted to ~~the faculty senate office by the Friday of the 12<sup>th</sup> week of the~~ spring **Formatted:** Superscript semester.

(ii)  All elections shall be by secret mail or electronic ballot.

(iii) Elections may be conducted using the ranked-choice (i.e., instant-runoff) method.

(iv)  In elections with only one seat at stake, when the ranked-choice method is not used, each winning candidate must secure a majority of the votes cast.  In the event no candidate receives a majority, there shall be a run-off election between the two highest vote-getters.

(v)   In elections with more than one seat at stake, when the ranked-choice method is not used, each winning candidate must receive a number of votes exceeding half of the total number of ballots cast. In the event there are   seats unfilled and the remaining candidates did not achieve a sufficient number of votes, there shall be a run-off election among the highest vote- getters (two per unfilled seat).

(vi)  When the ranked-choice method is not used, all run-off elections are subject to the same procedural requirements as the general elections.

(vii) All special elections are subject to the same procedural requirements as are general elections.

    (b)    Conduct of nominations and elections to the senate from the degree-granting colleges and the university libraries will be the responsibility of the respective deans.

    (c)    Conduct of nominations and elections to the senate from the part-time faculty will be the responsibility of the continuing part-time faculty senator, the faculty senate office, and the office of the senior vice president and provost.

    (d)    Conduct of nominations and elections to the senate from the graduate/professional students will be the responsibility of the graduate student council and the student bar association.

(I)  Amendments.

  (1)  Proposal. Proposed amendments to this rule may be placed on the agenda of a regular or special meeting of the faculty senate by a member of the senate or by petition of twenty per cent of the voting members of the faculty.

  (2)  Procedure. A vote by the senate on a proposed amendment may be taken only after at

    least twenty-seven days have elapsed from the date on which the proposal was formally presented to the senate.

  (3)  Majority. Prior to submission to the board of trustees, a proposed amendment requires the concurrence of sixty per cent of the votes cast by members of the faculty senate.

(J)  Support.

  (1)  Material support. The faculty senate shall have suitable office space, a budget for appropriate expenditures, and at least one full-time secretary for support of its activities.

  (2)  Assigned time. The officers of the senate will receive at least one three-credit course equivalent per semester assigned time for support of their service.

  (3)  Schedules. Collegiate deans, department and division chairs, and directors of schools are to use all reasonable efforts to provide members of the senate

with course schedules permitting attendance at regular meetings of the senate.

(4) Records. All inactive documentary material and related records of the senate will be deposited in and catalogued by the university archives.

(K) Rules. The rules contained in the current edition of "Robert's Rules of Order Newly Revised" shall govern the faculty senate in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the senate may adopt. A person who is not a member of the faculty senate may be appointed parliamentarian by the chair of the faculty senate.

| | |
|---|---|
| Effective: | 9/16/2019 |
| Certification: | |
| | M. Celeste Cook<br>Secretary<br>Board of Trustees |
| Promulgated Under: | 111.15 |
| Statutory Authority: | 3359.01 |
| Rule Amplifies: | 3359.01 |
| Prior Effective Dates: | 09/28/1997, 07/07/1999, 02/14/2000, 08/06/2001,<br>11/24/2001, 05/23/2002, 09/20/2002, 06/09/2003,<br>09/30/2003, 11/21/2003, 06/25/2007, 03/24/2008,<br>10/03/2008, 06/30/2011, 10/01/2012, 11/15/2012,<br>05/23/2013, 07/05/2013, 12/26/2013, 02/01/2015.<br>10/23/2017 |