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The University of Akron Faculty Senate Chronicle

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11-2-2023

## Faculty Senate Chronicle November 2, 2023

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November 2, 2023

47 pages

#### SENATE ACTIONS

1. Approved a resolution brought by the Academic Policies Committee on the Course Evaluation Policy (Appendix A).
2. Approved the list of courses and programs brought by the Curriculum Review Committee (Appendix C).
3. A resolution brought by Senator Evans to have the Faculty Senate Executive Committee schedule an informal senate meeting to discuss research directions.

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## MINUTES OF THE FACULTY SENATE MEETING OF

November 2, 2023

The meeting of the Faculty Senate took place Thursday, November 2, 2023, in Law School Room 180 and in Teams. Senate Chair Kate Budd called the meeting to order at 3:32 pm.

Of the current roster of 44 senators, 34 attended the meeting. Senators Gong, Hreno, Klein and Thomas were absent with notice. Senators Buldum, Duff, Kidd, Rochester, Tsai and Yi were absent without notice.

### *I. Adoption of Agenda*

The agenda was adopted by unanimous consent.

### *II. Adoption of minutes of October 5, 2023 meeting*

The minutes were adopted by unanimous consent.

### *III. Remarks of the Chair*

Welcome to the November meeting of the senate. A quick reminder that our meetings are conducted according to Robert's Rules of Order and that senators who wish to be recognized should hold up their name card. Be sure to hold it facing me and above the head of the person sitting in front of you. Use the mics on the tables when you speak, you will need to press the button to turn on the mic and then press the button again to shut the mic off when you are finished speaking. Those attending virtually should type "request" into the chat window and wait to be recognized. When we vote, I'll ask those present to say "aye" and those online to raise their "hands" to be counted. Don't forget to sign in on one of the attendance sheets circulating the room before you leave. If I mispronounce your name, let me know the correct pronunciation so I can do better next time.

Please be aware that both senate meetings and minutes are part of the public record.

On the agenda we have a proposed revision to the university rule for course evaluations from the Academic Policies Committee. The proposal recommends that a committee of faculty representing diverse units across campus be formed by faculty senate to examine the processes and forms for instructor course evaluations. Once approved by OAA, these would be implemented across the university. Academic units may develop additional questions, processes, or forms as appropriate to the discipline involved.

Our current course evaluations aren't standardized, are outdated and have a poor response rate. Given the importance of course evaluations for measuring the success of teaching in our RTP and merit processes, it behooves us to create evaluations that more accurately measure what's happening in the classroom. The current political climate, through bills like SB83, assume a lack of effective teaching in higher education, which adds urgency to the matter. Further, multiple studies show that course evaluations have historically shown bias against women and minorities. I thank the APC for its recommendation to prioritize student learning - rather than perceptions of the instructor's competence - as a way to address this problem. We must also improve the response rate, as even the most thoughtfully written evaluations must garner a high enough response rate to provide meaningful feedback. Our retention rates speak to our collective excellence in teaching. Let's develop a process that gives us the means to more accurately evaluate our individual strengths as educators.

You were sent a link to the latest initial report from the Program Review Committee. We don't vote to approve the reports from the PRC, but I hope you will all take a few minutes to read them. They are concisely written; it's an easy read for an academic. I personally find them to be insightful and extremely useful, with recommendations that we all might consider for our own departments. I thank Craig Wise and Julie Cajigas for their work to improve and streamline the program review process.

#### *IV. Special Announcements*

None.

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

Members have been appointed to the part-time faculty work group. The Senate EC appointed Kate Budd, Stephanie Davis-Dieringer, Kiirsi Maunula Johnson, and Bill Hazlett. Members representing the administration are Gwen Price, Sarah Kelly, Dan Friesner, and Katie Stoyhoff.

The Senate Faculty Research Committee will be providing informal feedback to the senate representatives on the Research Council for this academic year. If this proves to be advantageous to both groups, we will consider updating the charge of the FRC to reflect this role.

The Senate-EC met with Provost Wiencek and Senior Vice Provost Price. We discussed strategies to ensure that shared governance and senate actions proceed as rapidly as possible while still preserving the time and opportunity for robust discussion. This includes efforts to send out potentially controversial items to senators two weeks in advance of senate.

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

#### XI. Remarks of the President

President Miller thanked senators for their continued service and expressed his pleasure with the current relationship between the Board of Trustees and the university. He referenced the recent designation of UA as a partner in the Sustainable Polymers Tech Hub in Ohio. UA is expecting a substantial sum and will work with the Greater Akron Chamber and the polymer cluster to be ready to respond to upcoming RFPs. Work is focused on research related to polymer scale-up facilities and is intended to be a bridge between ideas and scale model experiments. UA is excited for this joint operation. The announcement of the thirty-one tech hubs included a video conference with President Biden. President Miller recognized Senator Dhinojwala as one of three authors on the successful proposal.

President Miller noted the substantial time being spent with the Ohio legislature and the continued work on Senate Bill 83 now in its 11<sup>th</sup> version, reflecting substantial changes including removal of some of the faculty union-related language. It is not clear when it will come to vote. There is a capital budget with universities receiving what they have been getting (\$87 million). There will also be

community funds; UA can establish a partnership with a community entity for one-time projects. These will likely be focused on regional advancement with many partners involved. President Miller does not anticipate an end to legislation targeting higher education and associated cost, enrollment in certain majors, and how university programs align with current and future workforce needs. He sees these as potentially instructive conversations with a goal to develop deeper relationships with legislators. The goal will be to stay ahead of opportunities so UA can capitalize where possible.

President Miller thanked senate for taking a strong look at the teaching evaluation mode and expressed his view of the excellent teaching at UA.

UA is moving fast on renovation of the Knight Building (previously Polsky Building). Meetings are being held with constituents with particular attention to current tenants. These conversations are also being linked to further decisions on long-term planning for use of various facilities on campus. In the near term, expect to see some first impressions of the reimagined interior. The architects are skilled in taking a creative approach to renovating old buildings. President Miller anticipates initial thoughts to be shared in early December, to coincide with the meeting of the board. This doesn't represent final decisions but an opportunity for discussion.

President Miller referenced his upcoming schedule with many alumni events around the country. He encouraged faculty to get in touch with his office if they are interested in participating in these events.

President Miller invited questions.

None were offered.

## XII. Remarks of the Provost

Provost Wiencek greeted the senate and thanked the Akron Beacon Journal for recognizing the great things happening at UA.

**Enrollment:** Applications are up year over year. He thanked everyone for their efforts.

**Academic Investment Committee (AIC):** The AIC is continuing their work. Within colleges, deans, department chairs and faculty should be talking about ideas for investment. OAA is setting aside a modest amount of funding for investment ideas. This is the first full cycle where faculty can submit ideas to department chairs. Ideas will be routed through deans for consideration for long-term funding. A list of unfunded positions will be kept for future investment. The provost encouraged a culture of thinking of new and innovative ways to move UA forward.

**Senate:** Provost Wiencek recognized senate for making progress on recent initiatives including, CPL, course evaluations, and overall continued collaboration in advancing the university and access to education and research.

**Brightspace:** The provost encouraged faculty to use Brightspace, acknowledging a spectrum of current usage. There is intent to nudge faculty toward increased use as future grade submission is anticipated to happen through Brightspace. He emphasized the importance of “just in time” information for students to maximize performance.

**Complete College America:** The provost announced the participation of UA in the statewide consortia involved in Complete College America, a program, in collaboration with The Bill & Melinda Gates Foundation, meant to move more students toward graduation and close equity gaps. Aspects of the program include defining student success and contributing elements, leveraging IR, pathways/curricular maps, and new technologies.

**Department Visits:** The provost is nearing the end of the department visits and has noted some strong themes across departments. He will end the tour with a summary email to everyone. He noted some frustration with changes in operations (like parking); some issues will be resolved soon. Regarding teaching assistant budgets and remissions, the administration is working with the departments most dramatically impacted. The provost emphasized that we don’t have unlimited resources and, in the past, have been subsidizing at an unsustainable level. A collective decision was made to move money into faculty lines and areas of high growth. We do need to change our practices and processes but don’t want to jeopardize or disturb things immediately.

**Shared Governance in Research:** The provost has been in discussion with VP Bausch on shared governance. They agree that shared governance is about bringing people to the table and is distinct from who, in the end, must make a decision. The Research Council is an advisory body and faculty should talk to the Research Council representatives to make sure voices are heard, however, decisions on ultimate investment are not up to democratic vote. Decisions rest with a senior leader who has the authority to make the ultimate investment decision.

Provost Wiencek invited questions.

Senator Pellegrino voiced concern that the person ultimately responsible for making a decision may imply the voice of the council.

Provost Wiencek concurred that the decision maker must take on responsibility for decisions. He stated the need to have all voices heard to minimize negative impacts and maximize positive impacts. Sometimes neglect happens but the intention is to do our best.

### XIII. Committee Reports

#### Academic Policies Committee – Senator Schulze

Senator Schulze introduced the motion for a committee on faculty evaluations (Appendix A). Chair Budd called for debate on the motion. Senator Baig expressed interest in student involvement on the committee. Senator Stoyhoff posed several questions. First, she felt the motion was significant and should allow for discussion with colleagues in departments. Second, she sought clarification on whether this would put UA in line with what is expected from impending Senate Bill 83.

Senator Schulze noted this was part of the discussion which was initiated last academic year, and it is important to get ahead of any mandate to take control of the process. The idea is to keep questions to a minimum, so this doesn't represent a huge change for departments. Today the committee is asking to begin a process that will allow faculty input from diverse units.

Chair Budd noted the committee will be working over the next few months and will stay abreast of imperatives in Senate Bill 83. She recognized the concerns about what questions will look like and the desire to focus on learning outcomes; there is the opportunity for departments to add their own questions.

Senator Evans shared a comment from a colleague expressing the need to focus on student learning rather than presumptions of the course but that the questions ask about perception. Senator Evans proposed an amendment to include students on the committee.

Senator Schulze expressed concern about whether students are in a position to assess the best question for evaluations but noted her support if it is the will of the body.

Senator Triece provided an observation and question. Her observation is that everything on the evaluation is perception, and she doesn't see how this will get around racial and gender bias. Senator Triece supported a student representative on the committee. She asked if it would be possible to

discuss with colleagues, and how the committee will be selected, and is UA a total outlier in how we do things.

Senator Schulze emphasized the need to get the best data we can and ask questions that keep bias to a minimum.

Chair Budd shared that the EC will solicit nominations, then make appointments to the committee to ensure diversity across colleges.

Senator Bisconti responded to the question about UA's alignment with practices at other institutions. She reported that a survey of Ohio universities with AAUP chapters revealed UA to be the only one without a standard evaluation. She also asked if departments add questions will that data be shared with OAA or kept internal to the department.

Senior VP Price stated the intent to use the standardized question in aggregate to prove quality of teaching. Individual unit questions would be used internally.

Senator Sterns pointed to historical use of standardized evaluations (IDEA assessment).

Chair Budd asked for further debate.

Senator Hartsock spoke in support of the proposed amended language and the benefit in bringing together diverse faculty and student representatives. She motioned to approve the amended language.

Amended language:

**The evaluation processes, forms, etc. shall be determined by an ad-hoc committee constituted by Faculty Senate composed of faculty representing diverse units across campus and student representatives. The resulting processes and forms will be approved by OAA, will be implemented across all units within the University and can be re-evaluated upon the request of Faculty Senate. Units may develop and/or agree upon the use of additional questions, processes, or forms as appropriate to the discipline and/or level involved.**

The motion passed.

Chair Budd brought forward the motion with the amended language. Senator Stoyloff asked for additional time for department discussion. Chair Budd questioned how this would change the motion which asks for a committee to consider the issue. Senator Evans stated this does not prevent departments from having their own evaluations.

Senator Pachnowski noted issues with student evaluations being used by administrators.

Chair Budd called for a vote; the motion passed unanimously.

Computing and Communications Technology Committee – Scott Randby

See written report (Appendix B).

Curriculum Review Committee – Linda Saliga

The committee brings forward 22 program and 26 course proposals for approval (Appendix C). Chair Budd called for debate on the motion; there was none. The motion was approved by unanimous consent.

Program Review Committee – Craig Wise

See the Program Review Committee Initial Report 2022-23 (Appendix E)

Craig Wise and Julie Cajigas provided an overview presentation. Chair Budd called for questions.

Senator Schaeffer noted her appreciation for the waiver for accredited programs but resents the implication that accredited programs don't practice strategic planning and the added work for these faculty. Cajigas apologized for any implication to that effect and noted that faculty can attach their accreditation report. Wise expressed the intent not to create additional work but to collect everything in one place.

Senator Elbuluk referenced serving on the committee and asked what departments are getting out of this effort he perceives as a burden. Cajigas stated the accreditation report can be submitted if it includes the needed information.

Senator Dilling acknowledged the work of the committee and his perception that the committee is asking for more information. Cajigas reasoned that this is to ensure data and information is available. She also sought clarity on whether the information isn't in the accreditation report, or the units don't want to provide the accreditation reports.

Chair Budd encouraged the conversation to move to the committee.

Senator Bisconti announced the new Akron-AAUP leadership. The chapter had a liaison meeting, and the chapter meeting is coming up; look for emailed invitations. The chapter will be hosting the day in the life of a faculty member with Trustee Carter who will be spending time in BCAS departments. This will occur each semester; Senator Bisconti encouraged participation from all colleges.

IX. GSG – Senator Currie

Senator Currie shared that elections have concluded and welcomed new members to GSG. GSG will be focusing on events and professional networking opportunities.

X. USG – Senator Baig

Senator Baig noted exciting events on campus with Rethinking Race events coming up that are open to all.

XI. Report of University Council Representative – Senator Evans

No report

XII. Report of Research Council – Senator Pellegrino

Senator Pellegrino provided highlights from the report (Appendix D). Efforts align with Provost Wiencek's perspective for moving research forward. The Cayuse system is up for initial applications and IRB; it might take a while to learn the process. There will be an upcoming report on peer review that was done for ORA. FRC will be awarding \$150,000 in \$10,000 increments with opportunities for joint proposals for funding up to \$25,000. There is a grant specifically for community-engaged partnerships in the Akron area.

Chair Budd invited questions.

Senator Evans reported hearing issues with the use of Cayuse and asked where questions should go.

Senator Pellegrino suggested inquiries go to ORA or contact himself as representative to the Research Council.

*XIII. New Business*

Senator Evans brought the following motion: Whereas research is of vital importance to the University of Akron, and Vice President for Research Bausch has been at UA for over a year, it is requested that Faculty Senate Executive Committee convene an informal discussion on research direction and support at The University of Akron.

Chair Budd called for debate on the motion; none ensued. The motion passed unanimously.

*XIV. Good of the Order*

New research compliance officer, Jandy Hanna, provided information on research compliance and an updated link for compliance and integrity. She invited senators to contact her directly with questions.

*XV. Adjournment*

Chair Budd adjourned the meeting at 5:21pm

—Angela Hartsock, Secretary.

Questions and comments about the minutes can be emailed to [ahartsock1@uakron.edu](mailto:ahartsock1@uakron.edu).

## APPENDIX A

### Report of the Academic Policies Committee to Faculty Senate Nov 2, 2023

#### Standard Questions for Course Evaluations

APC was asked to consider the following proposal from OAA:

“Given that the current course evaluation process involves the use of a variety of instruments (developed at the unit level),

Given that the data that results is not comparable across units,

Given that a large majority of institutions across Ohio and across the country employ more standardized survey instruments for this purpose,

Given that the current system for building and delivering the course evaluations is controlled solely by one dedicated, competent individual,

Given that the current course evaluation response rate is trending downward,

And, given that the Board of Trustees has asked to understand how course evaluations are used to undergird our confidence in the teaching quality here at UA,

**APC is being asked to consider a revision to rule 3359.20.06 (A) to amend the language as follows:**

**(A) The evaluation processes, forms, etc. shall be determined by the University and implemented across all units within the University. Units may develop and/or agree upon the use of additional questions, processes, or forms as appropriate to the discipline and/or level involved.** *Statistical data and summaries of results, as deemed appropriate by the discipline/level/department faculties, concerning an individual faculty member shall be made available to that faculty member.*

This request is made with the intention that OAA will work with APC to develop a new course feedback instrument that will bring UA more in line with the practices of other Universities which will result in aggregate data which is more meaningful for institutional use.”

APC recognizes many problems associated not only with standard course evaluations, but with course evaluations themselves. It is well established that there are racial and gender biases in the scores instructors may receive on their evaluations and that the data may not be meaningful if only a few students actually fill out the evaluations. Furthermore, standard questions must be approached with caution when we note how they may be as meaningful for courses with one mode of delivery as another. Given the enormous diversity of teaching and methodology across different disciplines, it’s impossible to capture a single style of interaction between faculty and students that is appropriate for all units.

Nonetheless, Pamela Gravestock, a respected scholar of course evaluations, suggests that it is possible to have a centralized evaluation system with some standard questions, but that this needs to be developed thoughtfully. She argues that we need to ask the right questions in order to have meaningful feedback. She points out that questions should focus on student learning, rather than student *perceptions* of the course. Thus, a meaningful question might be “Was this course intellectually stimulating?” rather than questions about the organization of the course or the communication style of the instructor. At the University of Toronto, where Gravestock helped to develop some standard questions for the university, she also adds that in addition to the question “was this course intellectually stimulating?” “There are also questions about whether or not the assignments

and assessment measures used in the course contributed to their learning or allowed them to demonstrate their learning in a course. These are things they are best positioned to respond to and no one else could.” She further points out that before implementing a standard evaluation form (to which different departments could add their own questions), the University of Toronto faculty first developed a set of institutional teaching priorities.

For those interested in Gravestock’s suggestions, see:

<https://www.universityaffairs.ca/features/feature-article/course-evaluations-the-good-the-bad-and-the-ugly/>

Please also see: <https://www.insidehighered.com/news/2020/02/27/study-student-evaluations-teaching-are-deeply-flawed>

Thus, APC has modified that suggested rule change to ensure that questions appropriate to diverse disciplines are considered:

**The evaluation processes, forms, etc. shall be determined by an ad-hoc committee constituted by Faculty Senate *composed of faculty representing diverse units* across campus. The resulting processes and forms will be approved by OAA, will be implemented across all units within the University and can be re-evaluated upon the request of Faculty Senate. Units may develop and/or agree upon the use of additional questions, processes, or forms as appropriate to the discipline and/or level involved.** Statistical data and summaries of results, as deemed appropriate by the discipline/level/department faculties, concerning an individual faculty member shall be made available to that faculty member.

APC urges the university to work with ITL to implement a pilot run of the new evaluations and to accept faculty feedback on the standard questions used in the new survey instrument. We also hope that standard questions may be re-evaluated by the faculty-led course evaluation committee in the future should the need arise.

## APPENDIX B

# Computing & Communications Technologies Committee Report

The CCTC met on Friday, October 13, 2023.

The committee spent some time discussing the new system for obtaining local administrator privileges on university-owned Windows machines.

- The main reason the system was implemented was to reduce the cost of cybersecurity insurance.
- The purpose of the system is logging and auditing in case something goes wrong, it is not for monitoring faculty activities.
- Requests for local administrative privileges are automatically approved. There is no review.
- Technicians in labs should now have persistent administrative privileges.
- Library support technicians now have persistent administrative privileges on circulation laptops.

The committee has requested that Information Technology Services (ITS) provides a clearer explanation of the purpose of the new system.

The IT Service Desk was the next topic of discussion. ITS is working to improve support services, but it is unable to provide sufficient support to students and faculty due to the insufficient funds it is given by the university. Students are not happy and this has a negative effect on enrollment.

The next meeting of the CCTC will be on Friday, November 10.

Scott Randby  
CCTC Chair

## APPENDIX C

CRC Report  
November 2023

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

### ***New Programs***

Allied Healthcare Administration  
Healthcare and Leadership and Management, BS Step Up  
Healthcare and Leadership and Management, BS  
Health Services, AAS  
Dietetics GP Master of Public Health  
Assured Digital Microelectronics Certificate  
Polymer Technology, AAS  
Corrosion Engineering Minor

### ***Edited Programs***

337001BA Geology, Earth Science  
337004BA Geology, Environmental Science  
660111C Professional Selling for Engineering Majors  
360005M Philosophy of Science  
H40012BST Foods and Environmental Nutrition

### ***Inactivated Programs***

398005EMPA Public Administration, EMPA  
398005M Juris Doctor, JD/Public Administration, MPA  
398005MPA Public Administration, MPA  
398007GC Public Administration and Urban Studies – Public Management Certificate  
398008GC Public Administration and Urban Studies – Non-Profit Management Certificate  
398009GC Public Administration and Urban Studies – Local and Regional Development Certificate  
398010GC Public Administration and Urban Studies – Policy Analysis Certificate  
398011GC Public Administration and Urban Studies – Program Evaluation, Certificate  
398012GC Public Administration and Urban Studies – Urban Affairs Certificate  
C50107BM Music Performance, Piano Accompanying  
C50205MM Music, Music Technology, MM

### ***New Courses***

BAHA360 Healthcare Human Resource Management  
BAHA403 Healthcare Planning and Marketing  
CPEN450 Hardware Security and Trust  
SLPA600 Support Systems and Professional Issues in Speech Language Pathology

**Edited Courses**

BAHA200	Introduction to Healthcare Services
BAHA402	Quality Management in Healthcare
BAHA450	Healthcare Externship
COMM331	Data Collection and Information Design
CHFD690	Workshop in Child and Family Development
EDCI308	Instructional Design and Assessment
IHSC501	Advanced Topics in Museums and Archives I
MECE623	Applied Stress Analysis I
MECE661	Failure Analysis of Mechanical Systems
MECE635	Stress Waves in Solids
NUTR580	Community Nutrition
NUTR588	Practicum in Dietetics
NUTR610	Food Systems Management
NUTR616	Clinical Nutrition
NUTR624	Advanced Human Nutrition
NUTR688	Practicum in Nutrition and Dietetics
PHIL210	Legal Reasoning
SLPA608	Advanced Skills in Augmentative-Alternative Communication
SLPA613	Advanced Topics in Augmentative-Alternative Communication
SOCIO401	Applied Research Methods
SPRT100	Career Explorations and Evaluation

**Inactivated Courses**

SPRT364	Sport Ethics
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Program Proposals for Faculty Senate November 2				
Code	Title	Status	Initiator	Received
	<a href="#">: Dietetics GP Masters of Public Health</a>	Added	ls60	10/13/23
	<a href="#">: Assured Digital Microelectronics Certificate</a>	Added	kac58	10/18/23
	<a href="#">: Corrosion Engineering</a>	Added	evanse	10/23/23
	<a href="#">: Polymer Technology</a>	Added	mdf1	10/23/23
<a href="#">275002C</a>	<a href="#">275002C: Allied Healthcare Administration</a>	Added	knk	10/13/23

<a href="#">275005BS</a>	<a href="#">275005BS: Healthcare Leadership and Management, BS Step -Up</a>	Added	knk	10/13/23
<a href="#">275006BS</a>	<a href="#">275006BS: Healthcare Leadership and Management, BS</a>	Added	knk	10/13/23
<a href="#">275007AAS</a>	<a href="#">275007AAS: Health Services, AAS</a>	Added	knk	10/13/23
<a href="#">337001BA</a>	<a href="#">337001BA: Geology, Earth Science</a>	Edited	cholyoke	10/25/23
<a href="#">337004BA</a>	<a href="#">337004BA: Geology, Environmental Science</a>	Edited	cholyoke	10/25/23
<a href="#">360005M</a>	<a href="#">360005M: Philosophy of Science</a>	Edited	jh76	10/13/23
<a href="#">398005EMPA</a>	<a href="#">398005EMPA: Public Administration, EMPA</a>	Deleted	wtlyons	10/13/23
<a href="#">398005MPA</a>	<a href="#">398005MPA: Juris Doctor, J.D./Public Administration, MPA</a>	Deleted	wtlyons	10/13/23
<a href="#">398005MPA</a>	<a href="#">398005MPA: Public Administration, MPA</a>	Deleted	wtlyons	10/13/23
<a href="#">398007GC</a>	<a href="#">398007GC: Public Administration and Urban Studies- Public Management, Certificate</a>	Deleted	wtlyons	10/13/23
<a href="#">398008GC</a>	<a href="#">398008GC: Public Administration and Urban Studies- Non-profit Management, Certificate</a>	Deleted	wtlyons	10/13/23
<a href="#">398009GC</a>	<a href="#">398009GC: Public Administration and Urban Studies- Local and Regional Development, Certificate</a>	Deleted	wtlyons	10/13/23
<a href="#">398010GC</a>	<a href="#">398010GC: Public Administration and Urban Studies- Policy Analysis, Certificate</a>	Deleted	wtlyons	10/13/23
<a href="#">398011GC</a>	<a href="#">398011GC: Public Administration and Urban Studies- Program Evaluation, Certificate</a>	Deleted	wtlyons	10/13/23
<a href="#">398012GC</a>	<a href="#">398012GC: Public Administration and Urban Studies- Urban Affairs, Certificate</a>	Deleted	wtlyons	10/13/23
<a href="#">660111C</a>	<a href="#">660111C: Professional Selling for Engineering Majors</a>	Edited	deb	10/13/23
<a href="#">C50107BM</a>	<a href="#">C50107BM: Music Performance, Piano Accompanying</a>	Deleted	crussell	10/13/23
<a href="#">C50205MM</a>	<a href="#">C50205MM: Music, Music Technology, MM</a>	Deleted	crussell	10/13/23
<a href="#">H40112BST</a>	<a href="#">H40112BST: Food Environmental Nutrition</a>	Edited	liu4	10/18/23

**Course proposals for Faculty Senate November 2**

Code	Title	Status	Initiator	Received
<a href="#">BAHA:200</a>	<a href="#">BAHA:200: Introduction to Healthcare Services</a>	Edited	knk	10/13/23

<a href="#">BAHA:360</a>	<a href="#">BAHA:360: Healthcare Human Resource Management</a>	Added	knk	10/13/23
<a href="#">BAHA:402</a>	<a href="#">BAHA:402: Quality Management in Healthcare</a>	Edited	knk	10/18/23
<a href="#">BAHA:403</a>	<a href="#">BAHA:403: Healthcare Planning Marketing</a>	Added	knk	10/13/23
<a href="#">BAHA:450</a>	<a href="#">BAHA:450: Healthcare Externship</a>	Edited	knk	10/13/23
<a href="#">CHFD:690</a>	<a href="#">CHFD:690: Workshop in Child Family Development</a>	Edited	szentall	10/13/23
<a href="#">COMM:331</a>	<a href="#">COMM:331: Data Collection and Information Design</a>	Edited	alm133	10/13/23
<a href="#">CPEN:450</a>	<a href="#">CPEN:450: Hardware Security and Trust</a>	Added	kac58	10/20/23
<a href="#">EDCI:308</a>	<a href="#">EDCI:308: Instructional Design and Assessment</a>	Edited	kbp9	10/13/23
<a href="#">IHSC:501</a>	<a href="#">IHSC:501: Advanced Topics in Museums and Archives I</a>	Edited	jkearns	10/13/23
<a href="#">MECE:623</a>	<a href="#">MECE:623: Applied Stress Analysis I</a>	Edited	hoofatt	10/13/23
<a href="#">MECE:635</a>	<a href="#">MECE:635: Stress Waves in Solids</a>	Edited	hoofatt	10/18/23
<a href="#">MECE:661</a>	<a href="#">MECE:661: Failure Analysis of Mechanical Systems</a>	Edited	hoofatt	10/13/23
<a href="#">NUTR:580</a>	<a href="#">NUTR:580: Community Nutrition</a>	Edited	ls60	10/23/23
<a href="#">NUTR:588</a>	<a href="#">NUTR:588: Practicum in Dietetics</a>	Edited	ls60	10/23/23
<a href="#">NUTR:610</a>	<a href="#">NUTR:610: Food Systems Management</a>	Edited	ls60	10/23/23
<a href="#">NUTR:616</a>	<a href="#">NUTR:616: Clinical Nutrition</a>	Edited	ls60	10/23/23
<a href="#">NUTR:624</a>	<a href="#">NUTR:624: Advanced Human Nutrition</a>	Edited	ls60	10/23/23
<a href="#">NUTR:688</a>	<a href="#">NUTR:688: Practicum in Nutrition and Dietetics</a>	Edited	ls60	10/23/23
<a href="#">PHIL:210</a>	<a href="#">PHIL:210: Legal Reasoning</a>	Edited	jh76	10/13/23
<a href="#">SLPA:600</a>	<a href="#">SLPA:600: Support Systems and Professional Issues in Speech-Language Pathology</a>	Added	cperry	10/13/23
<a href="#">SLPA:608</a>	<a href="#">SLPA:608: Advanced Skills in Augmentative-Alternative Communication</a>	Edited	jab171	10/13/23
<a href="#">SLPA:613</a>	<a href="#">SLPA:613: Advanced Topics in Augmentative-Alternative Communication</a>	Edited	jab171	10/13/23
<a href="#">SOCIO:401</a>	<a href="#">SOCIO:401: Applied Research Methods</a>	Edited	sn18	10/13/23
<a href="#">SPRT:100</a>	<a href="#">SPRT:100: Career Explorations Into Sport</a>	Edited	kappler	10/18/23
<a href="#">SPRT:202</a>	<a href="#">SPRT:202: Methods of Coaching and Evaluation</a>	Added	mdk24	10/18/23
<a href="#">SPRT:364</a>	<a href="#">SPRT:364: Sport Ethics</a>	Deleted	mdk24	10/13/23

## APPENDIX D

### Report to the Faculty Senate

The University of Akron Research Council

**From:** Senator Jeffrey Pellegrino and Professor Dawn Johnson

**Date of Report:** 24 Oct 2023

In the 15 Sept 2023 Research meeting much of the meeting focused on the transition of Workday for management of grants post-award as well as Cayuse for grant submission/pre-award processes. All grants will now be submitted through Cayuse. Trainings are/will be available. The grant submission process with Cayuse was demonstrated. Cayuse human ethics (HE) will be rolled out for IRB submission and management in November. ORA has also initiated a new proposal deadline policy where general proposals are due at 9 a.m. prior to the sponsor's submission deadline. Subcontractor's budgets and materials are due 5 days and 3 days, respectively, in advance of the sponsor's deadline. Additionally, ORA is working on a new proposal screening process given the DoD policy regarding the risk of foreign entities. The VPRBE has identified the following goals for the next two years:

#### A. Revitalize the Office of Research

1. Increase operational efficiencies, enhance communications with stakeholders, and implement new grants management and human subjects research software platforms (Cayuse)
2. Strengthen research compliance and update policies and processes to reflect best practices (NCURA & Research Compliance Officer)
3. Work with the library to leverage platforms for open access of research to comply with funding agency guidelines

#### B. Facilitate faculty efforts to secure external support for their research and scholarly pursuits (Associate VPRBE)

1. Identify and distribute funding opportunity announcements to colleges, departments, programs, and faculty
2. Promote and help develop university-wide interdisciplinary/collaborative/team-based research initiatives and funding proposals
3. Ensure professional development and training for faculty and staff to facilitate the submission of successful funding proposals and the sound management of funded awards and contracts.

#### C. Strengthen & grow relationships with regional businesses and revitalize operations of University of Akron Research Foundation

1. Enhance opportunities for innovation in support of patents, entrepreneurship, technology transfer, and licensing agreements
2. Increase commercialization of UA technologies

3. Expand interactions between regional businesses and university stakeholders to facilitate mutually beneficial partnerships.

In a personal meeting with the VP of Research Dr. Bausch, 19 Oct 23, she clarified that the Research Council is not part of shared governance and will not have a voting relationship with policy. We discussed the potential for the Senate's Faculty Research Committee to be a sounding board for the Office of Research Administration (ORA) policies to reach a larger portion of faculty. The role of the senate reps on the research council was also clarified. Dr. Bausch indicated that the intent was for the senate reps to both report back to the faculty and to bring the faculty voice to the council. A process that does not have a 1-2 month lag regarding feedback, questions, and concerns is needed.

In the 20 Oct 2023 Research Council Meeting, several updates were given to be shared:

- The National Council of University Research Administrators peer review report will be shared on an intranet source, without the ability to be downloaded in the near future. This report will apparently offer recommendations to the University for short-term and long-term development of research.
- The University Research Day will happen in early April 2024. Discussion of a keynote speaker and theme occurred. If there are any suggestions from the faculty or senate, please reach out to one of us.
- The Cayuse software system for grant proposals is up and running. All proposals going forward will be moved through this system.
- An additional software package Cayuse HE is being started to facilitate all IRB applications to streamline that process.
- New ORA personnel were introduced demonstrating a commitment to have a full team in place to support the research agenda of the University.
- The Faculty Research Committee will be offering 2 workshops live (Nov 27 and 28) regarding the Summer 2024 Faculty Research Grants (up to \$10,000; opportunity for joint project funding of \$20,000. An additional grant has been funded by the Ex[L] Center for a community participatory research project. This raises the funding to \$150,00 to be awarded for Summer 2024.

APPENDIX E

# The University of Akron Program Review 2022-2023 Program Review Committee Initial Report

Buchtel College of Arts and Sciences (BCAS)

Geosciences

School of Communication

College of Engineering and Polymer Science (CEPS)

Biomedical Engineering

1 November 2023

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## PROGRAM REVIEW TIMELINE & REPORTING STRUCTURE 2022-2023

### UA Program Review Timeline Fall 2022 – Fall 2023

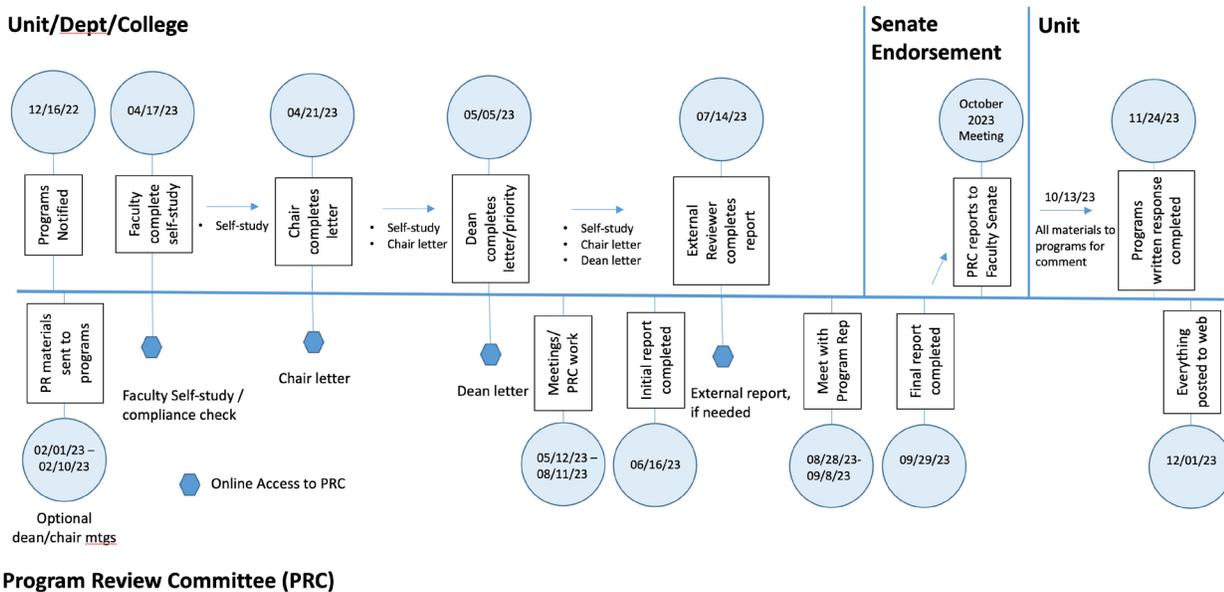


Figure 1. Current timeline and reporting structure for formative program review

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

Program Review Self-Study Template  
Program Review Reviewer Guide  
Program Review Timeline  
Directions for Accessing Benchmark Data  
Access to the program review dashboard

In addition, research programs were provided:

5 Years of Research Expenditure Data

5 Years of Community and Industrial Graduate Assistant Program (CIGA) Data (as appropriate)

## CONTEXTUAL REFERENCE FOR REVIEW

### Supporting Continuous Improvement

The committee will begin this report by providing some contextual reference for its review. The program review is a formative review, completed in the context of supporting continuous improvement of our educational offerings, strengthening the value of our degrees, providing a clear path for our students to identify their ideal area of study, and supporting them through the completion of their degree. As a result of the formative approach, committee comments should not be taken as quantitative appraisals and at no point during the review process were programs compared to one another or to other programs in the university. There is no scoring metric included as part of this process.

It should also be noted that the program review process is subject to continuous improvement. On recommendation by the committee, the PRC became a standing committee of the Faculty Senate (FS) in 2021. This year, the committee is moving forward with substantial changes to the program review process timeline and flow of documentation. Once approved, the program review timeline will be shifted such that service of both the PR committee and the academic units undergoing review will be confined to the nine-month academic year. The proposed schedule, shown in Figure 2, will begin with academic unit notifications and Brightspace invites being shared at the end of Spring Semester, for upcoming cycle 6 this will be Spring 2023, and the self study and supporting letters being completed in the Fall Semester. The bulk of the program review committee work will occur in weeks 1 through 7 of Spring Semester. It is anticipated that the new timeline will be in effect for the upcoming cycle 6 and that programs will be notified by the end of July 2023.

In addition to the shift in the timeline, all document distribution and submittal will occur through the new Program Review Brightspace home.

**UA Program Review Timeline Fall 2023 – Fall 2024**

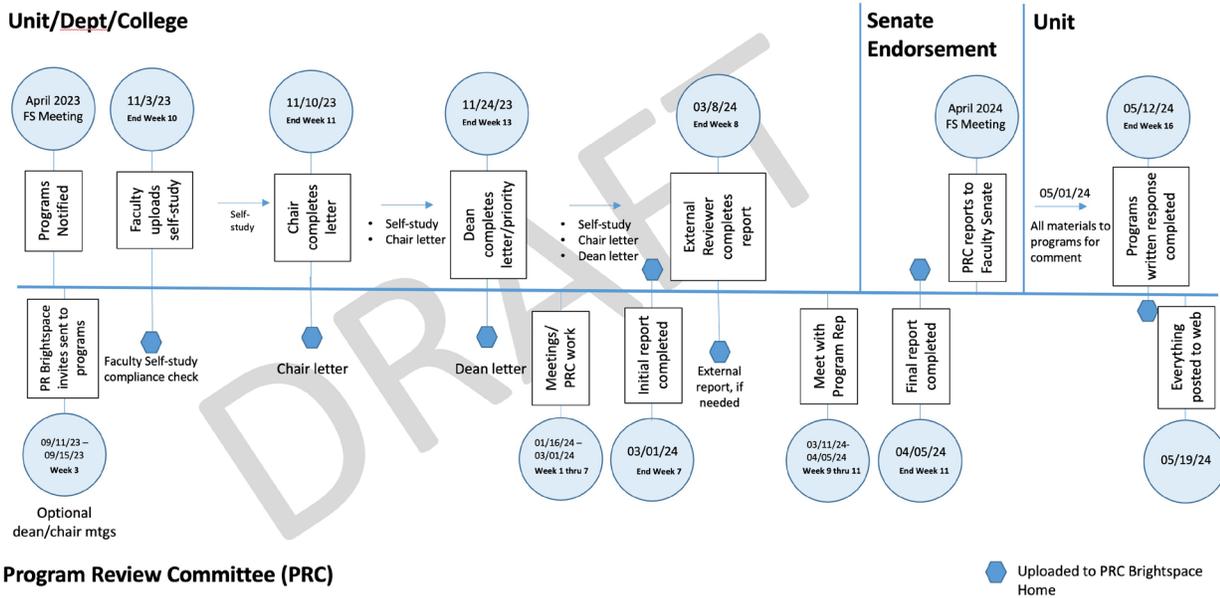


Figure 2. Newly proposed draft timeline for 2023-24 program review

Finally, the committee would like to re-iterate suggestions from previous year’s processes: First, we continue to support an incentive-based program review process. We re-iterate that program review is formative and focuses upon continuous improvement; we believe an incentivized system to encourage high quality self-studies and continuous improvement efforts will help to appropriately focus those efforts. Second, we continue to acknowledge the importance of external reviews. While our finances have restricted our ability to include external reviews in program review, we suggest that these be considered when possible. Specifically, the committee supports the idea that at minimum any program that does not have a campus visit as part of an accreditation should be given the opportunity to request an external reviewer if desired by the unit.. We further note external reviewers should conform to a selection process that includes input from the program faculty, chair, and college dean. Third, the committee acknowledges the need to continuously improve the program review process.

Respectfully submitted by the PRC members (2022-2023):

**Committee Members**

- Linda Shanks (College of Health & Human Sciences)
- Jutta Luettmmer-Strathmann (Buchtel College of Arts & Sciences)
- Jennifer Hebert (Assessment Director)
- Ling Qian (Design & Development Services)
- Jun Ye (Buchtel College of Arts & Sciences)
- Shenyong Wang (College of Engineering & Polymer Science)

Scott Palasik (College of Health & Human Sciences)

Co-Chairs

Craig Wise (College of Engineering & Polymer Science)

Julie A Cajigas (Buchtel College of Arts & Sciences)

**EVALUATION APPROACH**

The 2022-2023 program review committee consisted of nine members. To provide a fair, balanced, and consistent review, all members read and discussed the Geosciences and Biomedical Engineering programs in the review cycle. Julie Cajigas had a conflict of interest as her home department, The School of Communication, was reviewed. All program review discussions were based upon the program review committee’s interpretation of materials provided about the units in the self-study report, the Chair’s letter, and the Dean’s letter. The committee completed a formative review of the three programs, utilizing an approach comparable to a traditional SWOT analysis. Our analysis focused upon Strengths, Challenges, Opportunities and Concerns (SCOC). The committee based their discussions on the SCOC template that was provided to all units upon review notification. The approach agreed upon was ‘holistic’ in that the overall program SCOC was completed rather than a point-by-point SCOC of the topic sections in the self-study template. The committee notes that opportunities may often be seen as concerns and vice versa. We have tried to provide the correct classification of our comments, but we acknowledge we may not always correctly identify overlap or classify as the units intended.

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

Figure 3. SCOC template utilized in program review committee discussions.

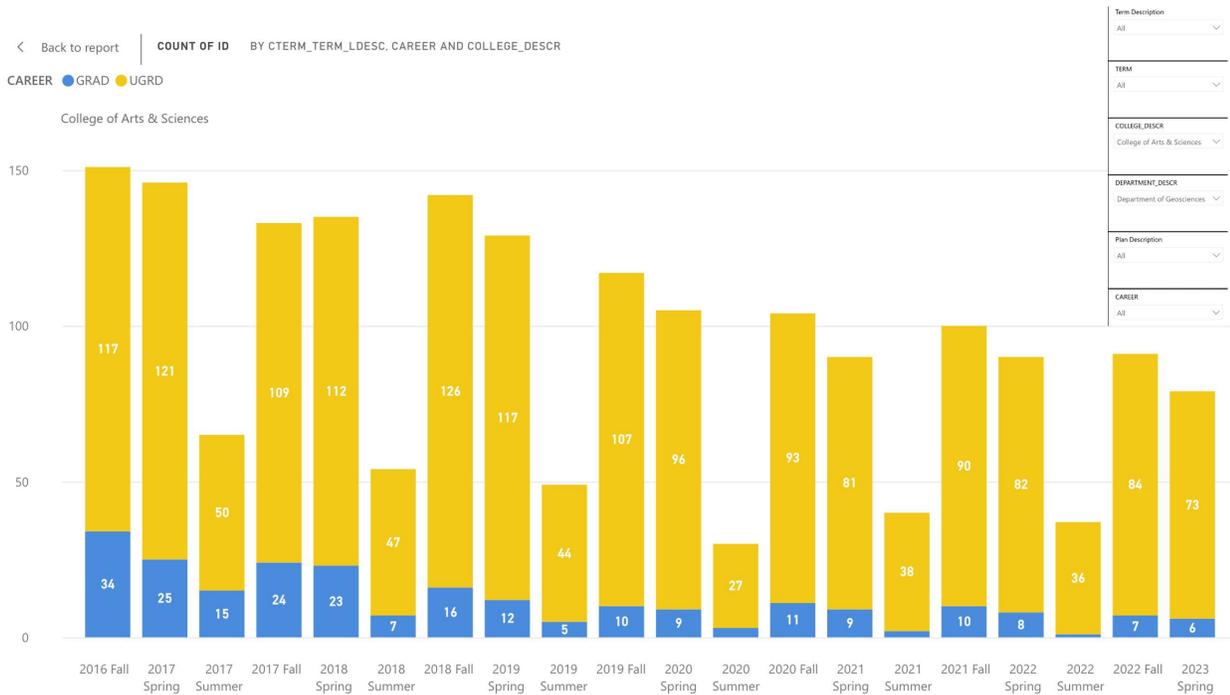
## BUCHTEL COLLEGE OF ARTS & SCIENCES

### I. Geosciences

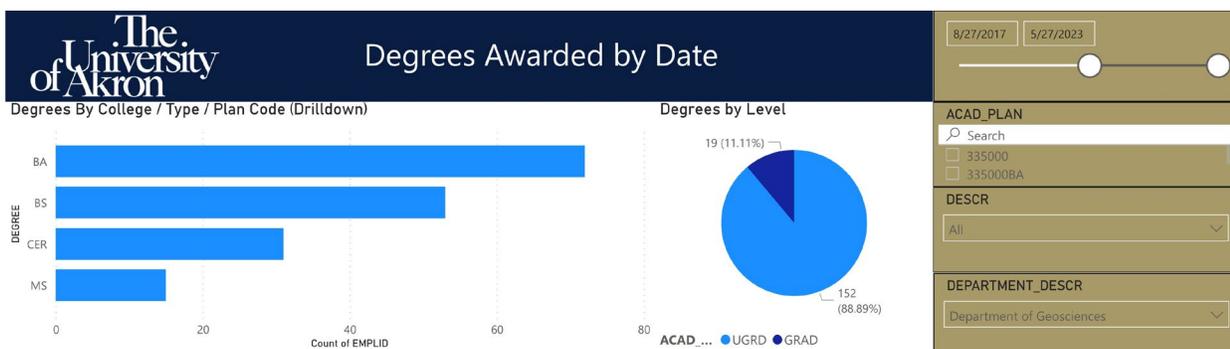
The committee thanks the Geosciences faculty for the effort and time put into the self-study report. Based upon the quality of the self-study, overall the committee felt they understood how the program operates.

Enrollment: Fall 2016 – Spring 2023

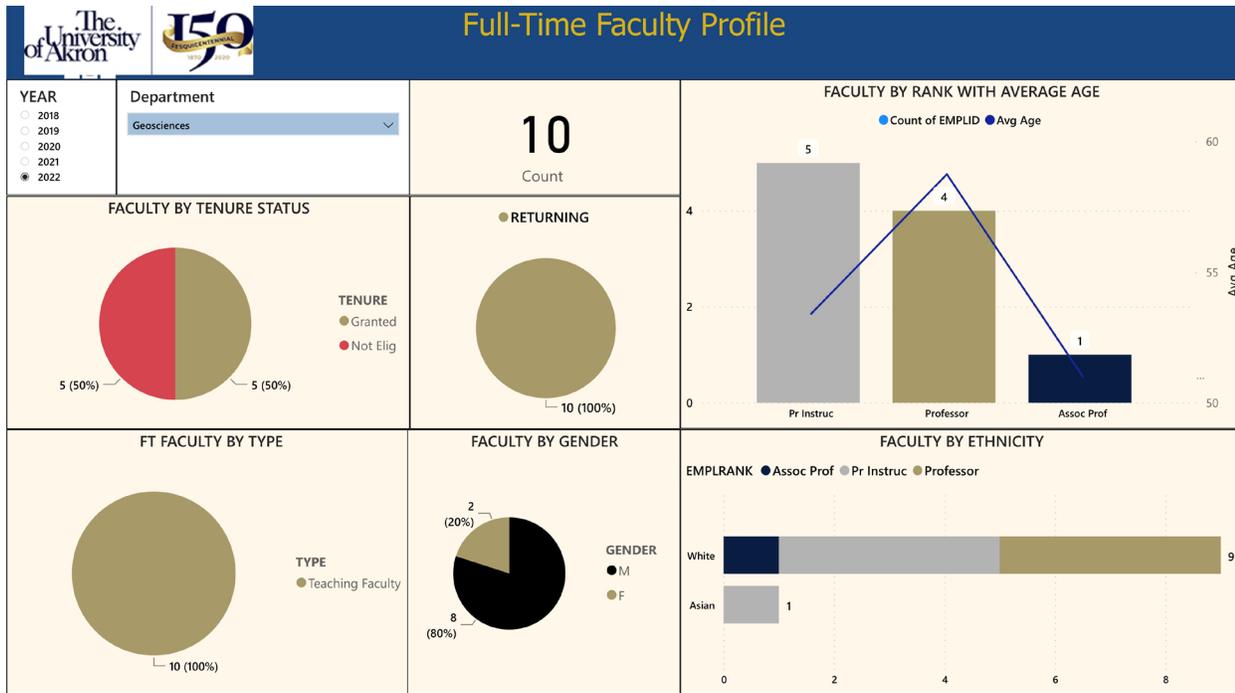
#### Geosciences – Census Headcount



Degrees: Fall 2017 – Spring 2023



Faculty: Fall 2022



Annual Expenditures: 2017-2022

  <b>OAA PROGRAM REVIEW</b> <b>ANNUAL TOTAL EXPENDITURES</b> 5+ Year Spend						
Department	Fund Code	Acct Descr	SPEEDTYPE_KEY			
000358 Geosciences	All	All	All			
LOCATION	2017	2018	2019	2020	2021	2022
ARTS&SCI	\$1,613,543	\$1,499,911	\$1,729,795	\$1,679,673	\$1,503,036	\$1,622,818
000358 Geosciences	\$1,613,543	\$1,499,911	\$1,729,795	\$1,679,673	\$1,503,036	\$1,622,818
10000 Unallocated Fund Bal - Akron	\$1,426,146	\$1,338,722	\$1,559,901	\$1,477,829	\$1,038,064	\$1,067,716
32001 Grants-Federal Funding Source	\$126,757	\$146,549	\$169,801	\$201,844	\$325,626	\$554,234
Comp	\$40,619	\$53,715	\$64,325	\$90,774	\$92,280	\$145,002
Other	\$86,137	\$92,834	\$105,475	\$111,070	\$233,346	\$409,231
32002 Grants-State Funding Source					\$139,182	\$868
Comp					\$43,428	\$548
543685 Senko 1000004996Ohio State					\$43,428	\$548
Other					\$95,754	\$320
543685 Senko 1000004996Ohio State					\$95,754	\$320
32005 Grants-Private Funding Source	\$52,846	\$14,422	\$0			
Comp	\$24,070	\$5,115	\$0			
Other	\$28,776	\$9,307	\$0			
36376 Senko - Unrestricted	\$66	\$218	\$94		\$164	\$0
<b>Total</b>	<b>\$1,613,543</b>	<b>\$1,499,911</b>	<b>\$1,729,795</b>	<b>\$1,679,673</b>	<b>\$1,503,036</b>	<b>\$1,622,818</b>

Strengths:

- Geosciences is a unified, collaborative unit. The self-study document cited the participation of the entire unit, which indicated that it was a collaborative process from a unified faculty.
- Geosciences faculty are highly productive. The Geoscience program’s core strength is faculty productivity. The relatively small faculty is among the top programs statewide in terms of total number of degrees conferred and degrees conferred per faculty member. What follows throughout the strengths section below continues to build the case for a high degree of faculty productivity.
- Geosciences faculty are active in research. The committee noted that, particularly given the small number of tenure-track/tenured faculty (5), the unit has an impressive research output that directly involves both undergraduate and graduate students.
- Geosciences obtains significant external funding. The committee was impressed by the level of external funding obtained by the faculty, including NSF awards of 1.5 million dollars. The unit’s NSF awards are more than those of Bowling Green State University, Kent State University and The University of Toledo combined. The committee also noted that these other three institutions have much larger numbers of tenured and tenure track faculty who are engaged in research.
- Geosciences offers regionally unique experiential learning opportunities. The committee felt that Geoscience’s community engaged learning projects as well as its many field trips and field experiences are one of the unit’s most impressive strengths. The committee also noted that creating experiential and field learning opportunities for students is a time-intensive process that contributes greatly to the workload for these faculty.

- Geosciences supports learning in many other programs. The committee commented on the high level of teaching service provided through Geosciences general education offerings as well as their certificate programs that offer learning opportunities for undergraduate and graduate students in other fields.
- Geosciences collaborates with other disciplines regularly. The committee also commented on the interdisciplinary offerings that Geosciences has worked to create and support.
- Geosciences supports and develops its graduate teaching assistants. The committee was pleased to see that Geosciences has an articulated and well-developed program for providing supervision and guidance to its teaching assistants. This program includes weekly meetings with supervising faculty as well as opportunities for the teaching assistants to collaborate with faculty on some of the experiential and field learning activities.
- Geosciences has stabilized enrollment. Using a three-tier recruitment plan including field camp trips, \$500 research internships and \$500 scholarships, Geosciences has halted enrollment decline and plans to build on that to increase enrollment moving forward.
- Geosciences assessment plan and report for the MS program is strong. The committee noted that the student learning outcomes and assessment materials for the MS program are performing well and allowing them to make continuous improvement based on meaningful data.
- Geosciences has a layered and collaborative advising process. The committee feels that Geosciences is putting commendable effort into advising its students.
- Geosciences' outstanding productivity is being recognized at the College level. The committee notes that Geosciences has been selected by its Dean to receive faculty lines to continue to grow enrollment and research capacity.

Challenges:

- Geosciences faculty are at capacity/over-capacity in terms of workload and output. Currently, with 5 tenure-track/tenured faculty members and 5 non-tenure track faculty members, the committee notes that the unit is outproducing competitor units that are double in size or more. The committee agrees with that the statement made by the chair that faculty in Geosciences are working at full capacity, and a loss of a single faculty member would lead to a significant disturbance in the strengths mentioned above.
- Geosciences' self-study document and chair letter may benefit from the inclusion of a vision for the program's future. The Geoscience document hints at future-oriented goals in the "prospective assessment" section, but does not formulate them as a vision. The committee believes future-oriented goals exist for the program as part of the referenced strategic plan but these were not provided.
- Geosciences' self-study document would benefit from better understanding of assessment feedback from the director of assessment. The committee notes that the feedback from the assessment process as presented in the self-study is focused more on process than student learning outcomes.
- Geosciences undergraduate assessment rubrics may benefit from revision. The committee felt that though the unit's commitment to assessment and continuous improvement were clearly evidenced in the self-study document and chair's letter, the rubrics used to assess

learning outcomes can be improved to yield more useful data. One particular issue was that the BS in Geosciences and the BA in Earth Sciences have the same learning outcomes.

- Geosciences program review self-study document uses at least one data source that the committee questioned. The committee felt that using glassdoor.com to develop the prospective analysis represents a concern with the overall prospective analysis section of the report. There is no readily available information on how glassdoor.com arrives at its average salaries or growth projections. The committee also recognizes the difficulty in finding this data and plans to refine its template to ensure that future self-studies have data from recognized sources, supplemented with data from whatever sources the unit chooses.

#### Opportunities:

- Geosciences might provide clarification regarding the BA vs BS tracks for its Environmental Sciences degree. The committee seeks clarification as to whether there is an active proposal to offer both the BS and BA for Environmental Science or both Geology and Environmental Science. It wasn't clear to the committee if this has been proposed or if it is part of future planning for the unit. The committee felt that offering both the BA and BS for their programs would be beneficial for the unit.
  - If both the BA and the BS in Environmental Sciences and/or Geology are currently offered, the committee recommends that each unique program be addressed separately for assessment purposes. (Currently the BA/BS degrees are all assessed as one multi-track program.) Though we encourage overlap in the assessment process where possible (i.e. where core courses overlap), we also recommend that distinct plans be developed for each unique degree program. Separate assessment processes will allow faculty to capture more accurate information about student learning within each program, which will then enable them to design even more strategic continuous improvement actions. Furthermore, clarifying the assessment processes for faculty might also help to clarify and strengthen understanding of the different programs for students.
- Geosciences has opportunities to strengthen its assessment process. The committee emphasized that Geosciences faculty are invested in the assessment process and in student learning and feel there is opportunity to utilize the overall assessment process to gather information that will allow them to further support continuous improvement. The committee notes that current plans are not on file for several of the Geosciences programs and recommends they reach out to the university assessment director for a consultation on their rubrics and process.
- Geosciences can use assessment data to improve learning outcome achievement. The committee saw low achievement scores on several of the learning outcomes reported in the 21-22 assessment report. These scores offer a good opportunity for Geosciences to guide instructional or curricular changes that will improve these scores in some of the foundational and critical coursework. Upon further review, the committee noted that the low achievement of learning outcomes reported in the 21-22 assessment report are primarily in courses that serve both majors

and non-majors. The committee acknowledges this particular challenge of providing service to general education with regard to learning outcome achievement metrics.

- Geosciences might benefit from revising bulletin listings. During the process of reviewing the self-study, the committee noted that the descriptions and curriculum maps in the undergraduate bulletin would benefit from clarification that may better entice students to select the Geosciences major and plan their coursework. Specifically, the current bulletin listings provide only a “Recommended Sequence” for students coming into the programs as freshmen. It might be more helpful, though, to present a more specific list of “program requirements”. The committee noted that most other programs present this type of list in their program “Requirements” section.
- Geosciences may have opportunity to expand and explore new interdisciplinary program/certificate collaborations that could be unique and leverage strengths of academic units. The committee feels it may be useful to consider collaborative offerings across academic units, particularly with engineering programs such as GIS spatial modeling with surveying/mapping and environmental areas within Civil, Polymer, and Chemical engineering. The committee also noted that there is an opportunity to bring the interdisciplinary programs into focus through the assessment process.

Concerns:

- Geosciences’ undergraduate enrollment has declined. The unit’s enrollment has declined by 34% overall, and by 18% since 2020, which is comparable to UA’s overall enrollment decline. As the quality of the program remains high based on the information in the self-study, this is more likely an external challenge that the unit must face. They have already addressed this in their enrollment plan and have innovative new approaches to continue to meet this challenge.
- Geosciences’ graduate enrollment has not yet stabilized. The unit’s graduate enrollment has also seen significant declines, which again are likely a challenge created by external circumstances. The enrollment has not yet stabilized to the degree that undergraduate enrollment has, however the reinstatement of TA lines has allowed the unit to resume recruitment into the graduate program.

Additional Clarifications:

The above notes were distributed to the Geosciences representative prior to meeting with the committee. The intent was to allow the program time to prepare and to understand where the committee had questions and requested clarifications. Recommended clarifications include the following:

- The committee wondered about the status of curriculum proposals related to offering BA and BS degrees for Geosciences programs to clarify its feedback on those efforts.
- The committee wondered about the faculty numbers on pages 5 and 9 of the self-study which appear to be inconsistent.

Faculty Meeting:

Committee members met with representatives from the Department of Geosciences on 9/8/2023.

The faculty indicated that they appreciated the feedback from the PR committee, especially the acknowledgement that faculty have been at- and over-capacity semester after semester, year after year. Faculty said the stress this causes carries a cost and has had an adverse effect on the department environment. The committee commended the faculty on the data that shows that UA Geosciences outperforms its competitors significantly in terms of per-faculty productivity. The faculty asked if they should expect any external review letters to which the committee responded that external reviews are optional and may be requested by units, but funding may be an issue. There were no such requests in the current program review cycle. The committee confirmed that a final written response to the committee report, if elected, is due by 5:00 pm on November 24<sup>th</sup>, 2023 and should not be written until the final report, which will include notes from the current meeting, is complete.

The faculty addressed the following clarifications identified in the initial committee report:

- Status of curriculum proposals: Three Curriculum Proposals for the undergraduate degrees have been submitted. The BS in geology made it through the system, but the two BAs were rolled back in February 2023, and unfortunately languished in the system without notification to the chair. Once discovered, the chair advocated for expedited approval, especially since they were rolled back for minor errors in wording (“art”). Now, students have to wait another academic year in order to complete the updated degrees (in alignment with the DPR). Current students will be moved forward using course substitution forms. Once approved, all three degrees will look great, and each will have its own program description, course sequence, etc.
- Inconsistent faculty numbers on pages 5 and 9 of the self-study: The faculty indicated that the faculty numbers are consistent on pages 5 and 9. On page 5 the table lists the number of people. However, there is a typo for the column heading of the part-time teachers as it mistakenly says “FTE PT” when it should say “PT”. The text describing the page 5 table correctly mentions that it is the number of people. On page 9 the footnote explains how part time teachers were converted to FTE PT because TT/NTT load is 24hr and PT is typically 12hr. If the part time numbers given in the page 5 table are multiplied by 0.5 then it produces the same numbers shown on page 9.

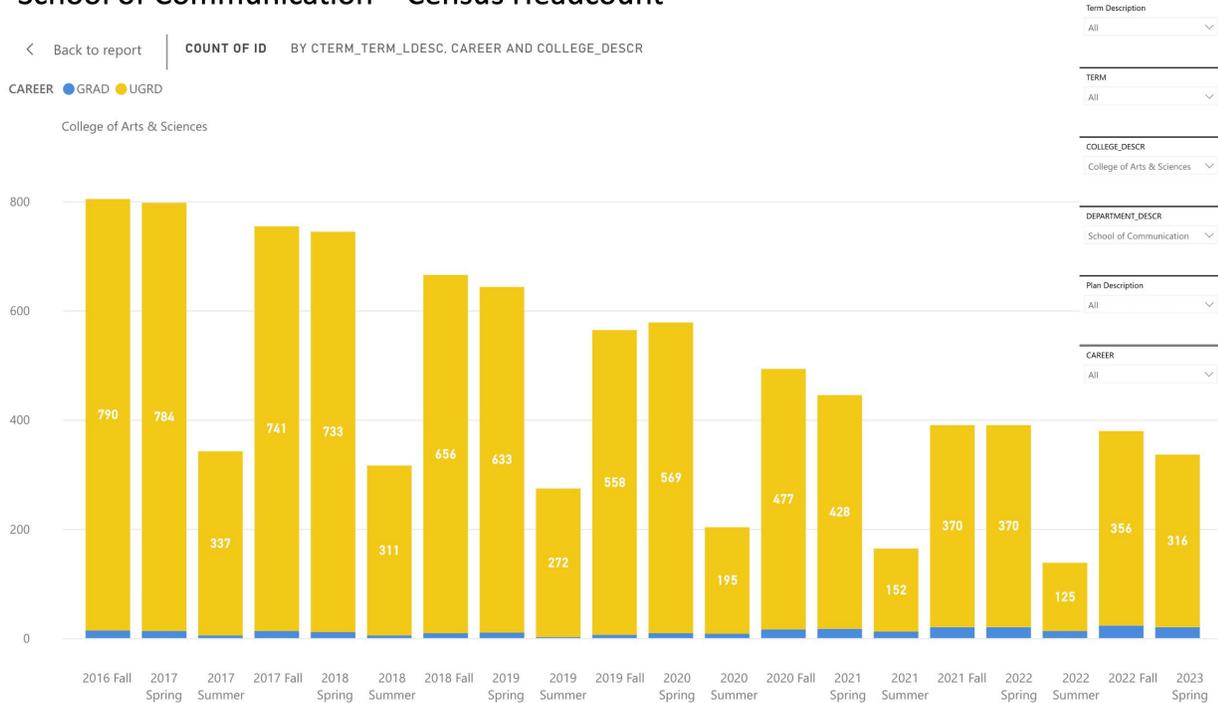
The committee asked about the opportunity to update student learning outcomes (SLO’s) given each of the three undergraduate degrees are operating under the same set of SLO’s. Faculty indicated they will revisit the program wide SLOs this year and consider developing new assessment plans to better capture the distinctions between the three undergraduate degrees. The committee felt more distinction could be beneficial for recruitment and student pathway purposes.

## II. School of Communication

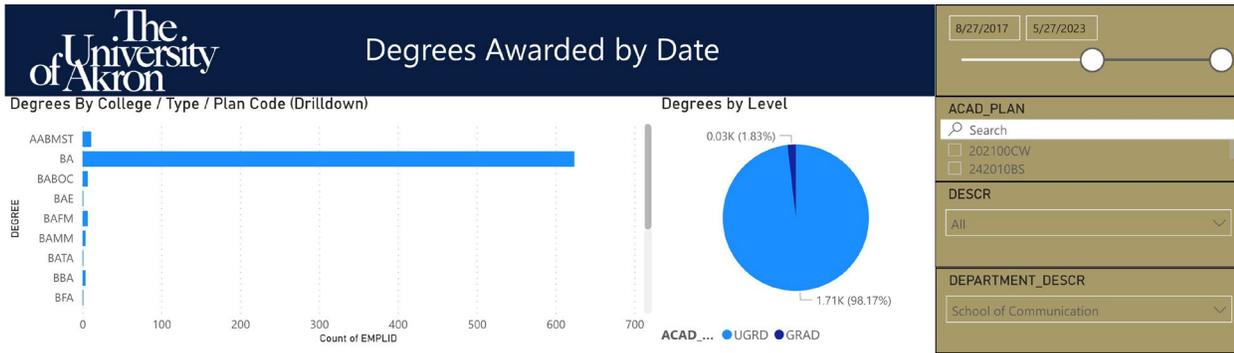
The committee thanks the Communication faculty for the effort and time put into the self-study report. Based upon the quality of the self-study, overall the committee felt they understood how the program operates.

Enrollment: Fall 2016 – Spring 2023

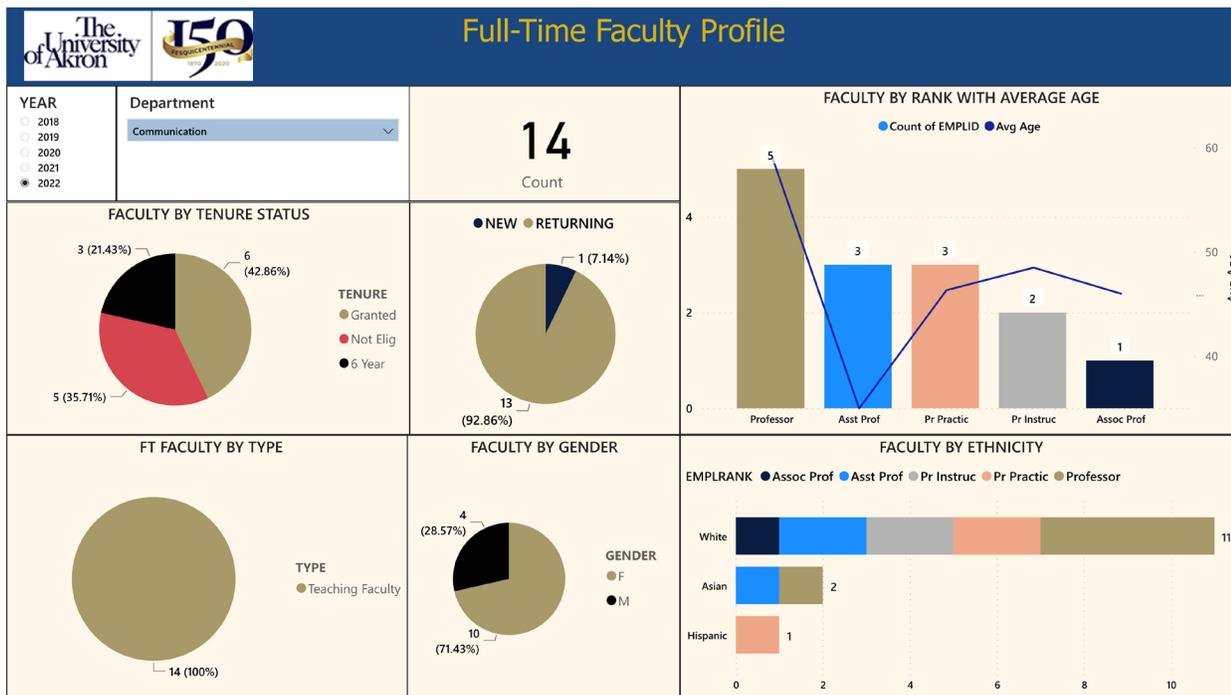
### School of Communication – Census Headcount



Degrees: Fall 2017 – Spring 2023



Faculty: Fall 2022



Annual Expenditures: 2017-2022

  <b>OAA PROGRAM REVIEW</b> <b>ANNUAL TOTAL EXPENDITURES</b> 5+ Year Spend						
Department	Fund Code	Acct Descr	SPEEDTYPE_KEY			
000835 Communication	All	All	All			
LOCATION	2017	2018	2019	2020	2021	2022
<input type="checkbox"/> ARTS&SCI	\$2,669,212	\$2,569,626	\$2,582,485	\$2,367,677	\$1,991,287	\$2,085,043
<input type="checkbox"/> 000835 Communication	\$2,669,212	\$2,569,626	\$2,582,485	\$2,367,677	\$1,991,287	\$2,085,043
<input type="checkbox"/> 10000 Unallocated Fund Bal - Akron	\$2,651,113	\$2,563,341	\$2,581,772	\$2,367,677	\$1,991,287	\$2,085,043
<input type="checkbox"/> Comp	\$2,449,591	\$2,417,449	\$2,297,097	\$2,281,536	\$1,908,845	\$1,950,197
<input type="checkbox"/> Other	\$201,522	\$145,892	\$284,675	\$86,141	\$82,442	\$134,846
<input type="checkbox"/> 32001 Grants-Federal Funding Source	\$10,243	\$5,313	\$633			
<input type="checkbox"/> Comp		\$1,536				
<input type="checkbox"/> Other	\$10,243	\$3,777	\$633			
<input type="checkbox"/> 541325 Endres 1000003005OHC	\$10,243	\$3,777	\$633			
<input type="checkbox"/> 32005 Grants-Private Funding Source	\$7,851	\$971	\$81			
<input type="checkbox"/> Other	\$7,851	\$971	\$81			
<input type="checkbox"/> 36180 Triece - Unrestricted Research	\$5					
<input type="checkbox"/> Other	\$5					
<b>Total</b>	\$2,669,212	\$2,569,626	\$2,582,485	\$2,367,677	\$1,991,287	\$2,085,043

Strengths:

- The School of Communication’s self-study report itself was strong. The committee commended the program for completing a self-study report with abundant and easily accessible data including live links. The committee found the links helpful and demonstrates the faculty have a strong knowledge of their field.
- The School of Communication faculty are highly productive. The committee commends the program faculty for their organization, collaboration, and ability to manage many time-consuming requirements.
- The School of Communication is a complex unit, offering multiple undergraduate programs. The committee noted that the school offers four undergraduate degree majors (Mass Media, Public Relations, Strategic & Organizational Communication (changing to Communication Studies), and the recently acquired Bachelor of Organizational Supervision.
- The School of Communication prospective analysis shows projected growth. The committee commented on the potential for program growth in this school given the employment trends.
  - There is an overall 6-12% expected job growth in communication fields despite the effects of the COVID-19 pandemic.
  - UA’s focus areas of audio, video and film editing skills in Media Studies are seeing significant growth.
  - There is 83.5% job placement for graduates.

- The School of Communication has responded to student need and industry trends with innovative new curricula. The committee commended the programs for continuing to modify their curricula to meet emergent needs.
  - The unit has responded to students and industry trends by launching six (6) new programs during the review period
  - including two forward-thinking, regionally unique fully online undergraduate degrees and one fully online MA to offer flexibility to students.
  - Increased numbers of certificates and minors awarded, as well as an increase in enrollment in the graduate program due to the online MA in Strategic Communication
- The School of Communication provides significant service in its general education coursework. The committee commended the program for its service to other programs, particularly Public Speaking which only counts as one course in the data as presented, when it often has more than 50 sections per semester and taught by all part-time faculty. The program has successfully managed 35 adjunct instructors.
- The School of Communication frequently collaborates across disciplines. The committee commended the program for its interdisciplinary initiative of working with other programs to further identify courses that can serve students outside of Communication. This is a continued effort after already having developed interdisciplinary curriculum with Political Science, Philosophy, Computer Information Sciences, and Management.
- The School of Communication has a plan to increase enrollment. The committee commended the program for pursuing recruitment opportunities with area high school students. It noted the innovative recruiting initiative to develop an intensive converged media summer experience for rising high school seniors to boost awareness and interest as students begin applying to college.
- The School of Communication offers an impressive roster of co-curricular organizations. The committee commended the programs for their co-curricular organizations including WZIP, ZTV, the Buchtelite, PRSSA, and the 2380 Film Club.
- The School of Communication has a strong program assessment process. The committee appreciated the detail with which each program explained their assessment practices. The committee commended these programs for recovering from the loss of an assessment coordinator, evidenced by a strong annual assessment process and very engaged faculty these last few years.
- The School of Communication excels in community engaged learning. The committee felt the programs had strength in unique offerings including their various service to the community.
- The School of Communication has an active research faculty. The committee commended the faculty for their commitment to graduate education and their scholarship and research. Faculty in all programs appear to be actively publishing and making tangible contributions to their respective fields.

#### Challenges:

- The School of Communication paused its MA program. The committee understands the MA in Communication was paused in 2022 despite interest from community partners. It is unclear whether the interest is sufficient to support the program, but the committee feels those partnerships should be explored.
- The School of Communication relies heavily on adjunct faculty, which may not be sustainable long term. The committee commended the programs for their ability to manage the significant

number of adjunct faculty, but questioned if this practice was sustainable, particularly within the Bachelor of Organizational Supervision and the General Education Speech Program.

- The School of Communication would benefit from more support from the College. The faculty has expressed an urgent need for a full-time faculty member in Media Studies though the committee noted this specific need was not echoed in the dean's letter.

#### Opportunities:

- The School of Communication's new assistant director role will benefit delivery of its service courses. The committee commented the benefits associated with the responsibilities of the assistant director position, particularly providing reviews for part-time faculty members, will likely increase the quality of the speech course delivery.
- The School of Communication has an opportunity to leverage specialists from the community to support the growing graduate program. Given that 100% of graduate coursework is being taught by tenured/tenure-track faculty, the committee felt there may be opportunity to incorporate specialists in the community who qualify for ad hoc appointments to teach targeted coursework.
- The School of Communication can create stackable certificate programs as a means of recruitment. The committee wondered about the creation of stackable certificate programs as a means of recruitment and building bridges between specializations.

#### Concerns:

- The School of Communication undergraduate enrollment has declined faster than that of the overall university. The committee notes that undergraduate enrollment in the longstanding communication programs has declined from 401 in Fall 2017 to 210 in Fall 2022, and the number of degrees awarded at the undergraduate level has dropped as well. As the quality of the program remains high based on the information in the self-study, this is most likely an external challenge that the unit must face. It has detailed innovative new approaches to growing its enrollment to meet this challenge.
- The School of Communication does have declining projections in some areas of media in its prospective analysis. The committee noted that, while some areas of media are growing, there are declining market projections for areas of media, and The School of Communication has suspended their news/journalism major.

#### Additional Clarifications:

The above notes were distributed to the School of Communication representative prior to meeting with the committee. The intent was to allow the program time to prepare and to understand where the committee had questions and requested clarifications. Recommended clarifications include the following:

- The committee wondered about the impacts of the declining market projections for some areas of the media (suspended news/journalism major) and the existence of KSU's nearby journalism school.
- The committee wondered which faculty teach in which program.
- The committee wondered about differentiations between minors and certificates offered.

- The committee wondered if program accreditation is a possibility (ACA, NCA, other) and if it could add value and enrollment.
- The committee wondered if a pursuit of TA funding from industry contributions is a possibility.
- The committee wondered if the organizational supervision program is led/chaired by Full-time faculty.

#### Faculty Meeting:

Committee members met with School of Communication faculty on 9/8/23.

The faculty indicated that committee-provided template was difficult to use because it didn't fit their academic unit, which includes many programs (degrees, masters degrees, certificates, minors). In addition, faculty indicated the template asked for information that they did not know how to obtain. Reportedly, subjective data was available, but objective data was not readily accessible. Faculty also asked if the selfstudy report was to be used as a tool for administration for program reduction to which the committee clarified that this program review process is for formative review and feedback, not quantitative comparison between units. The process is intended to support continuous improvement of offerings and pathways within units. Although not specifying which, faculty indicated data provided through the dashboards was inaccurate and not as useful as it needed to be and that their unit was fortunate that they had faculty who know how to process the data necessary for meaningful review. The committee reported that the template has been revised to address their concerns and is working closely with administration to improve the accessibility of, and standardization of, the data provided to units at the start of the program review process.

The faculty addressed the following clarifications identified in the initial committee report:

- Declining market projections for some areas of the media (suspended news/journalism major) and the existence of KSU's nearby journalism school: Representatives clarified faculty are not interchangeable and that the School of Communication could potentially consist of four separate majors (PR; Media Studies; Professional Social Media; Strategic and Organizational Communications) so KSU is not an apples to apples comparison. Faculty also pointed out that Communication hasn't had a news journalism program in 8 years and currently does not have faculty to bring it back. They said the media studies program is the largest (~150 students) and has only 3 FT faculty and relies heavily on 32 PT faculty. Reportedly, freshmen tend to enter the program through Media Studies and many switch to PR or Social Media from there.
- Which faculty teach in which program?: Faculty indicated a listing would be provided in the written response to the final report.
- Differentiations between minors and certificates offered: Faculty indicated that future clarity is a work in progress and is currently being addressed.
- Program accreditation: Faculty indicated accreditation is not an option for programs within our school and pointed out Journalism Schools are accredited but most other Communication programs are not.
- Pursuit of industry-funded TA's: Faculty indicated that they haven't been historically successful in this pursuit but will revisit because the current situation is untenable. The

school lost all of its TA's; difficulties finding adjunct faculty trained in the art of teaching Communications have exacerbated the shortage of instructional resources. They pointed out that finding faculty to teach the Public Speaking Gen Ed classes, their highest demand, is becoming increasingly difficult.

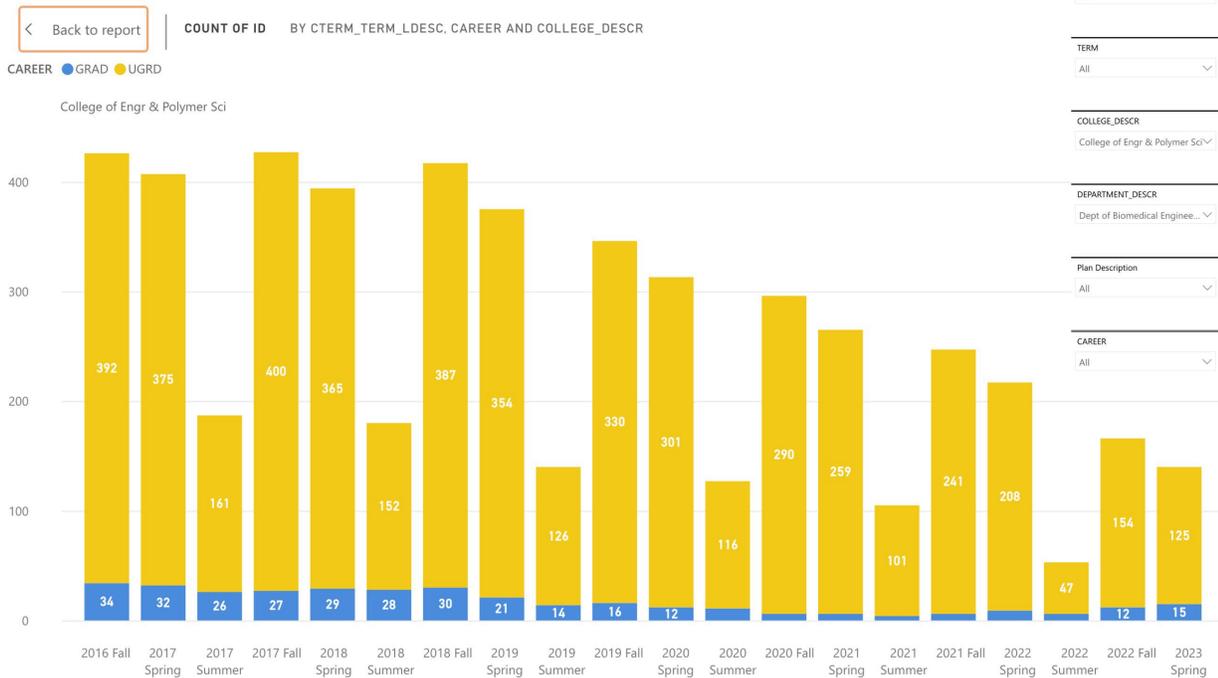
## COLLEGE OF ENGINEERING AND POLYMER SCIENCE

### III. Biomedical Engineering

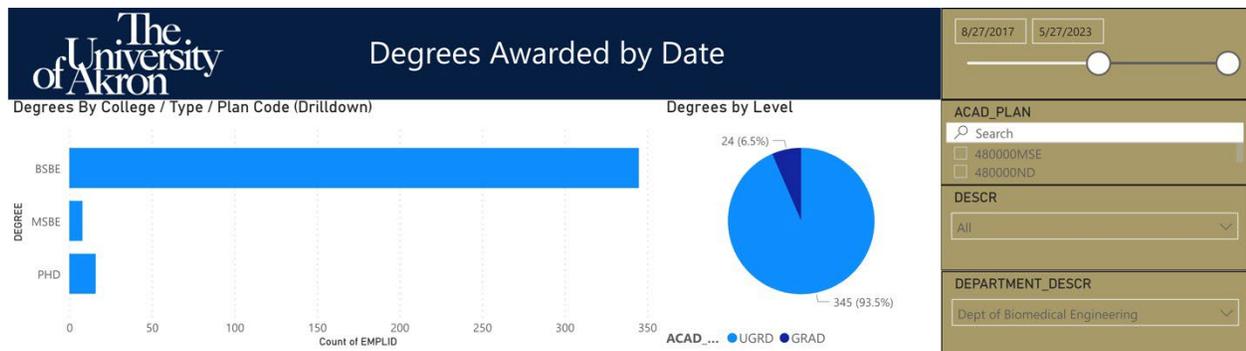
The committee thanks the Biomedical Engineering faculty for the effort and time put into the self-study report. Based upon the quality of the self-study, overall the committee felt they understood how the programs operate.

Enrollment: Fall 2016 – Spring 2023

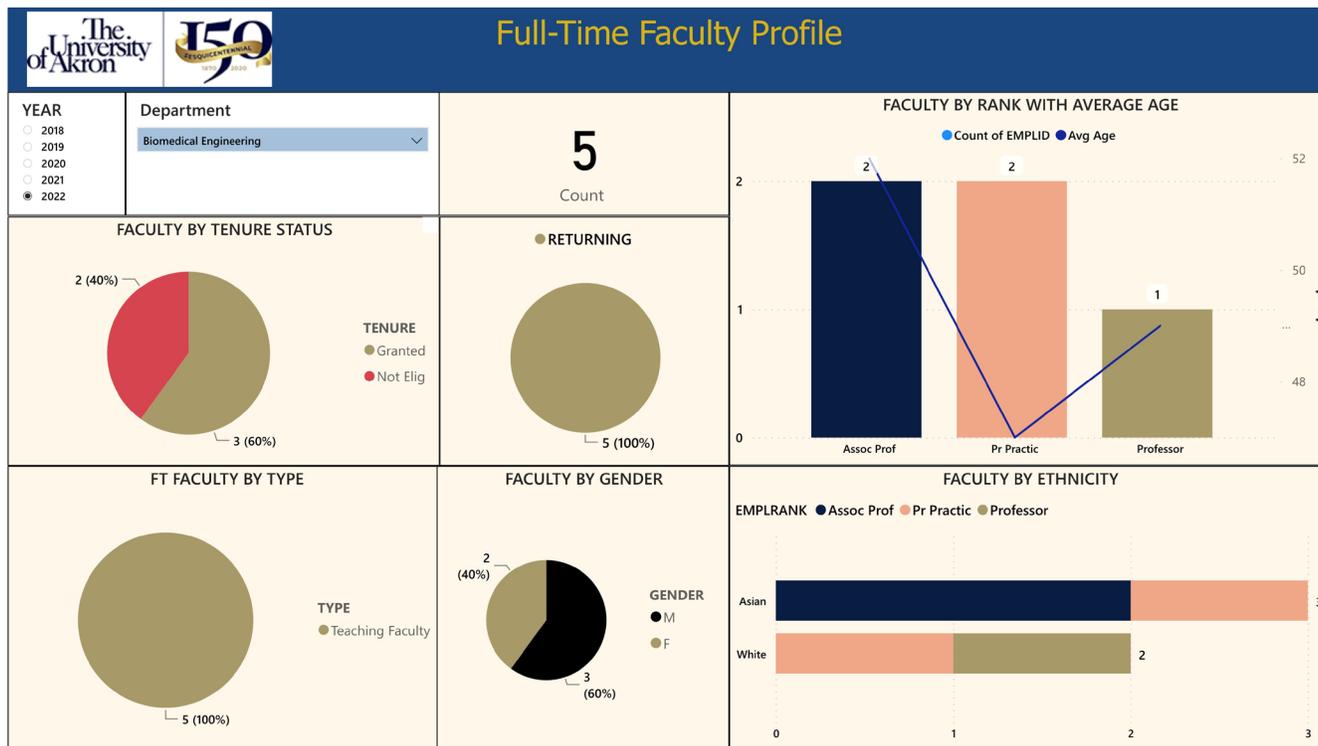
#### Biomedical Engineering – Census Headcount



Degrees: Fall 2017 – Spring 2023



Faculty: 2022



Annual Expenditures: 2017-2022

  <b>OAA PROGRAM REVIEW</b> <b>ANNUAL TOTAL EXPENDITURES</b> 5+ Year Spend						
Department	Fund Code	Acct Descr	SPEEDTYPE_KEY			
000610 Biomedical Engine...	All	All	All			
LOCATION	2017	2018	2019	2020	2021	2022
<input type="checkbox"/> ENGINEERING	\$3,582,410	\$2,764,249	\$2,452,639	\$2,363,481	\$1,914,481	\$1,751,445
<input type="checkbox"/> 000610 Biomedical Engineering	\$3,582,410	\$2,764,249	\$2,452,639	\$2,363,481	\$1,914,481	\$1,751,445
<input type="checkbox"/> 10000 Unallocated Fund Bal - Akron	\$2,332,182	\$1,983,316	\$1,609,212	\$1,349,090	\$1,156,674	\$1,041,651
<input type="checkbox"/> 32001 Grants-Federal Funding Source	\$1,065,280	\$606,156	\$664,169	\$780,526	\$660,579	\$688,729
<input type="checkbox"/> 32002 Grants-State Funding Source	\$32,407	\$10,988	\$0			
<input type="checkbox"/> 32003 Grants-Local Funding Source	\$8,072	\$5,386	\$2,564	\$610	\$1,983	\$2,921
<input type="checkbox"/> 32004 Grants-Corp Funding Source			\$359	\$1,588	\$0	\$5,767
<input type="checkbox"/> 32005 Grants-Private Funding Source	\$141,389	\$158,429	\$176,336	\$231,666	\$95,246	\$12,377
<input type="checkbox"/> 39405 Firestone ResInit-Saunders,Mar	\$2,566					
<input type="checkbox"/> 39416 Firestone Res Init - Yu,Bing	\$513					
<input type="checkbox"/> 39429 Firestone Res Init - Amini, R		(\$25)	\$0			
<b>Total</b>	\$3,582,410	\$2,764,249	\$2,452,639	\$2,363,481	\$1,914,481	\$1,751,445

CONTEXTUAL NOTE: Following the cancellation of BME’s doctorate and MS programs in 2018 and permission to reinstate graduate programs in 2019, three master’s programs have been reinstated: MS in BME (thesis) in Fall 2020, MS in BME (non-thesis) Fall 2022, and the Masters in BME degree (course only) in Fall 2023. Therefore, limited data exists over the review period due to the loss and reinstatement of programs and resources. The committee acknowledged significant faculty efforts were dedicated to the revival of these programs.

Strengths:

- Biomedical Engineering has strong goals and future direction. The committee felt the goals for both graduate programs are appropriate, strong and provide clear direction for the faculty and department leadership.
- Biomedical Engineering faculty are highly research active and are creating opportunities for students. The committee finds the faculty to be very research active and is impressed by the way faculty are involving students at all levels in research and scholarship.
- Biomedical Engineering has strong growth projections in its prospective analysis. The BME program’s employment opportunities for bioengineers and biomedical engineers have an impressive projected growth rate of 10% until 2031, which is faster than the national average.
- The Biomedical Engineering BS program is fully accredited by the Engineering Accreditation Commission of ABET (EAC). The committee commends the program for maintaining this accomplishment.

- The Biomedical Engineering graduate program is growing despite its cancellation and reinstatement. The committee commends the program for growing the graduate program despite its tenuous position following the 2018 cancellation and subsequent reinstatements. Despite continuity and teaching load challenges, the unit has successfully secured external grants and *increased* research expenditures by as much as 62% from 2018 to 2022, which reflects a strong commitment to research and scholarly activity.
- Biomedical Engineering has worked to motivate students. The committee commended the program for its student focus, requesting enhanced marketing efforts, and finding innovative ways to appeal to and motivate students with efforts like expanding departmental scholarships, awards, and competitions.

Challenges:

- Biomedical Engineering is in a recovery phase. The committee noted that while the stated need for more tenure track faculty and expanded elective offerings in BME has been addressed with the hire of three additional faculty members, these faculty members have not yet had time to fully integrate into the program and to support service efforts, including the drafting of its self-study. The self-study document is lacking detail and information, however given the workload of faculty who have persisted over time, this is understandable.
- Biomedical Engineering doesn't detail how TAs are assessed and/or mentored. The committee felt that though student evaluations of teaching assistants have been mostly positive, it would be beneficial to see other kinds of assessment for teaching assistants as well as a process for helping TAs develop their instructional skills.

Opportunities:

- Biomedical Engineering might benefit from an accelerated BS to MS Program. The committee notes that though there has been discussion of an accelerated BS to MS program, it does not appear to have been proposed formally.
- Biomedical Engineering may have opportunities to create joint interdisciplinary programs/certificates and collaborate outside the unit. The committee commented on potential interdisciplinary opportunities with the Non-thesis MS that affords 10 credits from outside of BME such as creating a unique joint program with Materials/Polymer programs. Additionally, the committee wondered if the potential exists to collaborate with the Center for Precision Manufacturing (CPM) to develop more industry and community partnerships. Such initiatives could be unique and distinguish UA from other institutions.
- Biomedical Engineering can leverage its new faculty hires to grow the program. The committee felt that the stated need for more tenure track faculty and expanded elective offerings in BME has been acknowledged and addressed with the hire of three additional faculty with what appear to be a strongly diverse cross-section of capability and expertise. Hires include a Donovan Chair at the Associate Professor level, a TT Assistant Professor and an NTT faculty member with 10 years of experience in the medical device industry.
- Biomedical Engineering has an opportunity to increase awareness of, and interest in, its graduate programs through marketing activities. The committee noted that Biomedical Engineering is attracting self-pay students and generating funds through research dollars to fund teaching and research assistants. The committee concurs that there is a need for the unit to better

publicize its graduate programs to leverage recruiting strengths and help the programs recover and grow.

- Biomedical Engineering has an opportunity to utilize the assessment process to improve and grow. The committee was unable to comment fully on the reviewed programs' assessment process since only one of the three programs has been in place long enough to have a fully developed assessment process. It was noted that the term "understand" should be replaced in the stated SLO's with actionable language such as "identify" or "describe." The committee recommends that Biomedical Engineering continue working with the director of assessment to strengthen and refine their assessment plans and processes.

#### Concerns:

- Biomedical Engineering has suffered from a lack of permanent leadership. The committee acknowledges that lack of permanent leadership has been a challenge for BME. For the past four years, the department has been under the leadership of three interim chairs. The committee urges administration to prioritize stable program leadership.
- Biomedical Engineering has seen its graduate programs cancelled and reinstated. While mentioned earlier in the document, the committee feels the need to acknowledge this specific external concern for the unit. Because programs were cancelled and reinstated, it will likely require significant time and effort to rebuild the program's reputation. The committee recommends increasing marketing efforts touting this high-quality academic unit, particularly targeting undergraduate programs.

#### Additional Clarifications:

The above notes were distributed to the Biomedical Engineering representative prior to meeting with the committee. The intent was to allow the program time to prepare and to understand where the committee had questions and requested clarifications. Recommended clarifications include the following:

- The committee commended the program for including clear goals in the self-study report that linked to the program's strategic plan developed by the faculty. Since it was referenced throughout the self-study, the committee wondered about access to the strategic plan document for contextual reference.
- The committee wondered about how students who are not actively engaged in research are advised. Is there a mechanism for advising students in the non-thesis option?
- As noted in the challenges, this self-study is challenged by the limited data and faculty resources. It appears to be a single-person generated report that would benefit from increased faculty and continuity. The committee noted inconsistencies in industry growth data and recommends better clarification in future reports. (For example, Table II in the self-study is inconsistent with the dean letter).

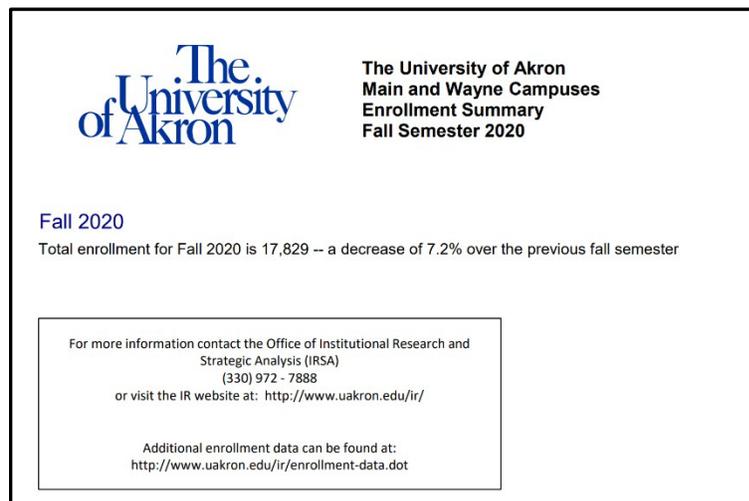
#### Faculty Meeting:

The faculty from the Department of Biomedical Engineering did not request a meeting with the program review committee to correct or clarify items in the initial report.

## APPENDIX: ENROLLMENT, DEGREE AND FACULTY DATA TRENDS

### - Source – Institutional Review

The IR website has not updated UA data trends since 2019. This below statement is what is provided. [Fall 2020 Enrollment Profile.pdf \(uakron.edu\)](#)



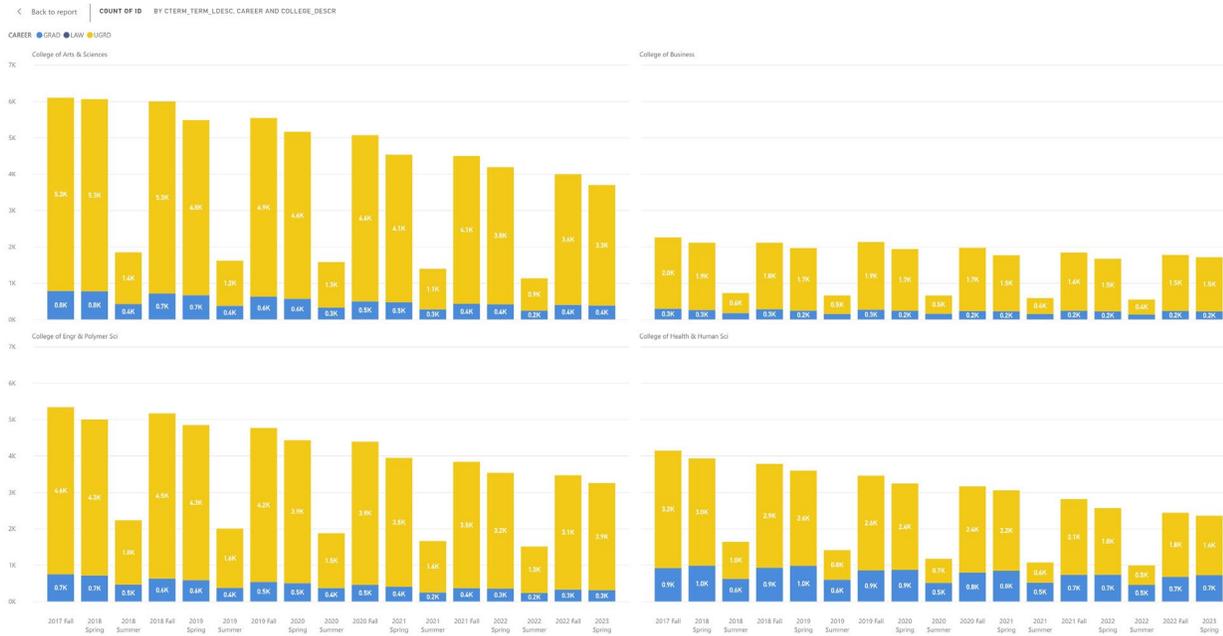
### IT Program Review Dashboards

In lieu of IR data, IT-created dashboards were used with consistent selections.

- Enrollment trends for programs and university were from Fall 2017 - Fall 2023
- Degree awarded by university were from Fall 2017 – Spring 2023
- Faculty trends for programs and university were taken from Fall 2022

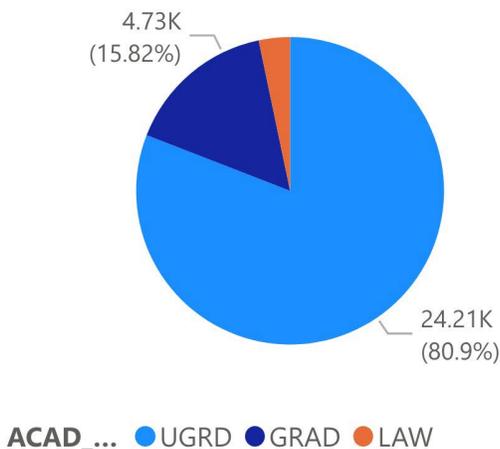
## University Enrollment Trends: Fall 2017 – Spring 2023

### University – Census Headcount



## University Degrees: Fall 2017 – Spring 2023

### Degrees by Level



**ACAD\_PLAN**

Search

- 020000ND
- 020000NDW

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**DESCR**

All

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**DEPARTMENT\_DESCR**

All

## University Faculty Profile: Fall 2022

