



May 7, 2015

87 pages

SENATE ACTIONS

- **Approval of APC resolution moving Early Childhood program from College of Applied Science and Technology to Buchtel College of Arts and Science**
- **Approval of APC resolution creating the One World Schoolhouse in the College of Education**
- **Approval of APC resolution creating the Biomimicry Research and Innovation Center**
- **Approval of APC resolution creating the National Center for Choreography**
- **Approval of curriculum proposal list**
- **Approval of Graduate Council resolution revising University Rule 3359-60-06.2**
- **Approval of General Education Learning Outcome Committee Chairs resolution re: graduate credit hour minimum for those teaching General Education courses**

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Minutes of the Faculty Senate Meeting of May 8, 2015

3:02 – 6:10 p.m.

The regular meeting of the Faculty Senate took place Thursday, March 5, 2015 in room 201 of the Buckingham Center for Continuing Education. Senate Chair William D. Rich called the meeting to order at 3:02 pm.

Of the current roster of 62 senators, 46 were present for this meeting. Senators Arter, Huss, Riedl, Schaeffer and Scotto were absent with notice. Senators Bodenschatz, Braun, Fant, Feldt, Freely, Howley, Kidd, King, Marion, Moritz and Youngs were absent without notice.

I. Approval of the Agenda

Senator Raber moved to adopt the proposed agenda. The motion was seconded by Senator Sastry. Chair Rich asked to make the following changes to the agenda: To move Athletics first under committee reports; to reverse the order of Computing and Communication Technologies Committee and Curriculum Review Committees; and to strike to Multiyear Student Experience proposal, since that proposal hasn't been distributed.

The agenda was adopted as amended without dissent.

II. Approval of the Minutes

Senator Raber moved to adopt the minutes of the March meeting. The motion was seconded by Senator Hausknect.

The March minutes were adopted without dissent.

III. Remarks of the Chairman

Chairman Rich remarked as follows:

Welcome to the last regular meeting of the Faculty Senate for this academic year. We have a very full agenda. Accordingly, I will keep my remarks brief. The agenda includes the following action items:

We have **two elections** to conduct:

Faculty Senate Executive Committee: The first is to fill an unexpired term on the Faculty Senate Executive Committee. Senator Ali Hajjafar will be retiring at the end of the academic year. In order to avoid the Executive Committee having a vacancy over the Summer, he resigned his position on the Executive Committee effective yesterday, thereby allowing the Senate to elect a successor today to serve the remainder of his two-year term, which ends in September 2016. Senator Hajjafar has not yet resigned from the Senate. He is present today for his last meeting as a faculty senator. Let me take this opportunity to thank him for his many years of service to this University, and especially for the leadership he has helped to provide as a member of the Faculty Senate Executive Committee and as the Faculty Senate's representative to, and as

chairman of, the University Council's Budget and Finance Committee. It has been an honor and a pleasure to serve with him.

Faculty Senate Representative to the University Council: We will also elect a representative to the University Council. Senator Lillie's term has ended. The term of office is three years.

From the **Academic Policies Committee**, we have four action items:

The transfer of the **Early Childhood program** and the associated faculty member from the College of Applied Science and Technology to the School of Family and Consumer Science in the Buchtel College of Arts and Sciences;

The proposed **National Center for Choreography**;

The proposal for a **Center for Data Science and Information Technology**; and

The proposed **One World Schoolhouse**.

From the **Curriculum Review Committee** we have a set of curriculum change proposals.

From the **Computing and Communications Technology Committee** we have a recommendation that the University make a transition to on-line student evaluations of teaching.

From the **Graduate Council** we have a proposal to amend the part of the Graduate Student Standards rule that concerns international students.

From the **Committee of General Education Learning Outcome Committee Chairs** we have a proposal to amend the new general education requirement to require that those who teach general education courses, including graduate students, have completed at least 18 semester credit hours of graduate courses in the content area.

We also have a report from the **University Libraries Committee** concluding that there would be no academic benefit, and there would be potential harm, from the proposed consolidation of the Science and Technology Library with Bierce Library.

After transacting our other business, we will go into closed session to receive a presentation by President Scarborough about and discuss the plan to market the University as Ohio's Polytechnic University. Only senators, both elected and *ex officio*, the President, the Provost, the General Counsel, and the Faculty Senate's administrative assistant and transcriptionist will be present during the closed session. We will be joined by some members of the University's Board of Trustees. I believe this will be the first time that Trustees have attended a meeting of the Faculty Senate.

During that part of the meeting, we will use a procedure under Robert's Rules of Order known as quasi committee of the whole. This procedure is similar to committee of the whole, with the main difference being that the chair of the assembly remains in the chair during the quasi committee of the whole procedure. The main reason for using this procedure in this instance is that no permanent record is made of the proceedings. The Senate may, if it chooses, take action after it comes out of quasi committee of the whole. The transcriptionist will remain during the quasi committee of the whole is so that she will be prepared to resume transcription once we come out of quasi committee of the whole. She will not be transcribing the proceedings while we are in quasi committee of the whole.

During the April meeting of the Faculty Senate, I said that I would report to you about actions the Administration is taking to improve responses to the kind of incident I spoke about in that meeting, in which flyers threatening sexual assault were left in the College of Arts and Sciences building. I have received a copy of a report from the University's Title IX Executive Committee.

Among other items, the report notes

President Scarborough issued a statement strongly condemning the misconduct in this incident, raising awareness of sexual assault issues, and asking the members of the University community for help in the investigation.

The committee recommends that such threats be reported immediately to the University police, and agreeing to develop additional training so that University personnel are better informed about the process and options. Depending on the nature of the threat, "multiple avenues" for reaching victims will be considered, including cell phones and texting.

Depending on the circumstances, the University will consider providing relocation assistance on a temporary basis.

Finally, let me thank all of you for your service to the University in this body and its committees during the course of this academic year, and wish you an enjoyable summer. In case you wish to celebrate the conclusion of the academic year immediately after this meeting with some excellent beer and superb food, the Zydeco Bistro food truck will be at the Thirsty Dog Brewery on Grant Street just south of this campus until 6:00 or 7:00 p.m. Chef Johnny Schulze, who owns and operates Zydeco Bistro, is married to our Secretary, Pam Schulze. In my opinion, you would be hard-pressed to find Cajun or Creole food as good as Chef Johnny's.

This concludes my remarks.

IV. Special Announcements

No special announcements.

V. Reports

A. Executive Committee

Senator Schulze reported as follows on behalf of the Executive Committee:

Since it last met on April second, the Faculty Senate Executive Committee met four times by itself and once with the president and provost. The Executive Committee first met on April ninth for regular senate business. It discussed the Gen Ed Core 13, graduate assistantship funding and the rebranding campaign.

The Executive Committee next met on April 16 to discuss regular senate business and to prepare for the meeting with the president and provost. The Executive Committee certified the election results of three senators: John Matejkovic reelected in the College of Business Administration, Shannon Osorio reelected for the Part-time Faculty and Marc Haas reelected in the College of Health Professions.

Later that afternoon the EC met with the president, provost and vice provost. The EC discussed the strategic planning process review of deans, replacement for retiring Interim Dean of Libraries, the HLC Focused Site Visit Report, updated normal information, the Vision 2020 Summit, the senate's consideration of Polytechnic University Marketing Campaign and the Wayne College General Education Core 13.

The EC met on April 23rd for regular senate business. The EC discussed the Multiyear Student Experience Learning Outcome Matrix. Members of the EC followed up to learn more about the learning outcomes and how they will be achieved and assessed. We also discussed a request from the president that part of our senate meeting be a closed meeting so that the president and members of the board can discuss the marketing campaign with senators.

We discussed the memorandum of understanding for two proposed new centers: The National Center of Choreography and the Center for Data Science and Information Technology. We discussed the possibility of approving Core 13 General Education classes for online modality over the summer per the president's request.

The EC met on April 30 to prepare the agenda for the upcoming Faculty Senate meeting. The committee also conducted regular senate business including the appointment of Dimitria Gatzia, a faculty member from Wayne College to the Critical Thinking Tagged Learning Outcome Committee. Senator Hajjafar resigned from the Faculty Senate Executive Committee due to his retirement at the end of this academic year. The Executive Committee thanked him for his service. That concludes the Executive Committee report.

B. Remarks of the President

President Scarborough distributed copies of the College level strategic plans developed to date. He announced that, with the completion of the College of Engineering's strategic plan, all nine degree granting colleges have approved strategic plans. The Honors College, the Graduate School, and University Libraries have not yet begun the process. There will soon be new leadership in the Graduate School and the Honors College. University Libraries began their process, but will need to work over the summer since some of their discussions involved budgetary issues, and the budget planning process is still on-going.

The conclusion of the college strategic planning process marks a big milestone. There is still important work to be done before the end of the fiscal year. The budget process must be completed. The budget is being worked on at three levels: First is formal shared governance involving University Council Budget Committee and Chief Financial Officer Nathan Mortimer. In the formal process, the budget is being developed through formal budget hearings and meetings with unit heads and supervisors.

President Scarborough has also worked with the Chair of Faculty Senate, the President of Akron-AAUP, and a department chair representing all the department chairs. These three individuals have been meeting with the President as they walk through the process with the budget director. The goal is to present a budget to the Board of Trustees on June 10th. The next fiscal year begins on July 1. In order for this to be achieved, the informal process needs to finish going through all the budgets in detail. That same level of detail needs to be provided to the UC Budget Finance Committee so that both groups can provide feedback.

Once that feedback is received, the President can engage the management structure of the University to work through the ideas that have surfaced to see whether or not those ideas can be implemented, and, if not, what alternative ideas they may have. If we get this done, the President hopes that we can continue to fill critical leadership positions such as the Dean of the Graduate School and Dean of the Honors College. The budget process, if successful, should lay the foundation for linking resource allocation with strategic planning.

The President discussed the Vision 2020 Summit which met three times: February 13, February 27th, and April 9th. The purpose of the Summit was to gather representatives both internally and externally, to revisit the University's strategic plan, and to determine whether and how the plan needs to be amended.

In the first meeting, the President walked participants through what's happening in higher education in general, and the University of Akron in particular. The second meeting was brainstorming, determining whether Vision 2020 needs to be amended, and how it should be amended.

In the third session, information from the second meeting was presented as a series of ideas for consideration. The goal was to operationalize ideas from the second meeting. Many of the ideas that came out of the College strategic planning process might constitute elements of an ongoing strategic plan that could impact Vision 2020. Examples include the Gen Ed Core, dual-enrollment hybrid degree programs, naming the Honors College (though they have not yet begun their strategic planning process), bringing more sophisticated enrollment management techniques to the Graduate School, and opening an independent school called One World Schoolhouse. Other ideas included developing hybrid degree programs, experiential learning, and growing professional masters degree programs. The President also suggested that the Library can be used to assist underprepared students. The President stressed that it is important to maintain our campus by addressing our deferred maintenance needs.

Today, we will discuss in closed meeting one of the ideas that came from the Vision 2020 Summit. The President said that he does not want to share it too broadly because there is a competitive element to it. Therefore, to discuss it, we must go into closed session.

C. Remarks of the Provost

The Provost talked about his work with the Institute for Teaching and Learning working on talent development. The Provost thanked the faculty for working with him, and expressed appreciation for the faculty's talents. Graduation is the ultimate talent recognition, and we have five of them over the weekend, and Law School graduation is the following week. There are over 3,000 candidates for graduation from 32 states and 28 countries. This includes 59 candidates for doctoral degrees, 114 for juris doctorate degrees, 670 for masters degrees, 1,833 for bachelors degrees, and 402 for associate degrees.

The Institute for Teaching and Learning focuses on faculty development, department chair development, and supporting learning outcomes assessment. It has helped to develop the Rethinking Gender series of faculty presentations with Women's Studies. We recognize talent through nominating our colleagues for various distinguished awards at The University of Akron. This year was the inaugural year for the Excellence in Community Engagement recognition. It was created with the Carnegie Community Engagement classification that the University received this past year.

VI. Elections

A. Faculty Senate Executive Committee (unexpired 2-year term)

Chair Rich called for nominations. Senator Miller nominated Senator Saliga. There were no further nominations. Senator Bouchard moved that nominations be closed and that Senator Saliga be elected by acclamation. Senator Allen seconded.

The motion was adopted without dissent.

B. University Council Representative (3-year term)

Chair Rich called for nominations. Senator Hajjafar nominated Senator Lillie. There were no further nominations. Senator Frank moved that nominations be closed and that Senator Lillie be elected by acclamation. Senator Lazar seconded.

The motion was adopted without dissent.

VII. Committee Reports

A. Academic Policies Committee

Vice Provost Rex Ramsier reported. Academic Policies Committee brings several motions for consideration. The first is the move of the Early Childhood Development Program from the College of Applied Science and Technology to Family and Consumer Sciences in the Buchtel College of Arts and Sciences. This was approved by the faculty in the College of Applied Science and Technology and also by the Buchtel College Council. This comes as a motion from the committee. This does not need a second (Appendix A).

The motion was adopted without dissent.

Vice Provost Ramsier: Next, Academic Policies Committee unanimously recommends that the senate consider taking the following action: The first is to approve this resolution concerning the Center for Data Science and Information Technology. Be it resolved that APC, Academic Policies Committee concludes that the idea of creating a Center for Data Science and Information Technology has merit but that the proposal contains insufficient detail to warrant its approval at this time; resolved that the Department of Business and Information Technology in the College of Applied Science and Technology should be included in the center; and resolved that APC expects that the details of this proposed center will be worked out over the summer and the full proposal may be reviewed and approved by the Faculty Senate Executive Committee. Motion comes unanimously from the Academic Policies Committee.

Senator Bouchard: The College of Arts and Sciences did not approve this as part of their strategic plan. BCAS approved strategic goals, but only for a two month period. The set of priorities were voted on by the college on a temporary basis to get the college through the end of Spring semester. Therefore, it would be premature to move this forward over the summer (Appendix B).

Vice Provost Ramsier: The resolution does not refer to any college approving the center. It is not tied to one college's strategic plan.

Senator Bouchard offered a motion to postpone working on the Center until October 15th.

The motion was defeated.

Chair Rich called for a vote on the main motion.

The motion was adopted without dissent.

Vice Provost Ramsier: Next, Academic Policies Committee recommends the following resolution, that the APC concludes that the One World Schoolhouse proposal has merit and expects that the faculty of the College of Education will develop a detailed plan before implementing said center for said Schoolhouse, and that any resulting changes to the curriculum of the College of Education will be submitted for approval through the normal curriculum proposal system (Appendix C).

Senator Makki: The College of Education faculty representatives support the resolution. They are encouraged by the language in the resolution to include faculty in the process. The faculty will continue to work on the plan over the summer.

Senator Lazar: I am concerned that there is no curriculum approved for the school, which is to be opened in the fall.

Chair Rich: The curriculum being referred to is the curriculum offered to the students in the One World Schoolhouse. If any changes need to be made to the College of Education curricula, then that would need to go through the normal curricular process.

Senator Lillie: It is my understanding that the current College of Education courses and programs as they stand now would not be changed by this particular resolution. If as a result of implementing a school we decided to make changes, those would need to go through the regular curriculum review process. The curriculum of the One World Schoolhouse would be determined by whoever ran the school, not by Faculty Senate.

Senator Lazar: Do current course offerings in the College of Education offer students sufficient guidance for the sorts of training opportunities afforded by the new One World Schoolhouse? I want to be sure none of our curriculum has been changed. It's already set up for our students to have an experience when it opens?

Vice Provost Ramsier: Our students already spend hours in classrooms in schools. That's part of their higher education training. What is referred to in the resolution is that if our students' curriculum has to be modified in order to provide some opportunity for them to be in the One World Schoolhouse, those changes have to come through the curriculum process as well because they may affect our students.

Chair Rich: If the Senate votes to adopt this resolution, it will be expressing its agreement that the proposal has merit, and its expectations about what will be done. The Academic Policies Committee did not believe that this was actually a proposal that required the approval of the Senate.

Chair Rich called for a vote on the motion.

The motion was adopted without dissent.

Vice Provost Ramsier: Next, Academic Policies Committee, or APC, recommends unanimously that the Faculty Senate approve establishing the Biomimicry Research and Innovation Center (Appendix D).

Senator Sastry: My understanding is that we've funded the biomimicry activities for a few years now. Have there been successes for obtaining external competitive funds?

Vice Provost Ramsier: Yes. According to the written proposal, faculty that are involved in this initiative as we call it currently continue to be supported by federal grants on the order of \$3 million since 2013. They've set up partnerships for industry funding Biomimicry fellows, graduate students work as industrial assistants and even partner with our Akron Public Schools STEM high school and middle school. So I think the faculty involved in this are really competitive now. Forming the center after they have been working for a few years seems to be good timing for it.

The motion was adopted without dissent.

Vice Provost Ramsier: Last, from the Academic Policies Committee, we unanimously recommend that the Faculty Senate approve the establishment of the National Center for Choreography (Appendices E & F).

Senator Bouchard: It looks as though basically we, the University, will be providing free space for these people, and there were sort of general talks about having our students have access to some of these dance groups. I was wondering if there is anything in the proposal that some of this \$5 million would perhaps be used to hire dance faculty?

Vice Provost Ramsier: The money that would be used to endow the center from an external source would be used to run the center itself. Our dance program has been primarily grounded in ballet in the past. We have very few—maybe only one permanent ballet faculty member currently. I would support looking at the staffing of the faculty in the dance program, since the center, if approved, is a strategic initiative for the university. I will put that in the record. I think it's something that has to be considered to go along with a strategic initiative as large as this.

The motion was adopted without dissent.

B. Curriculum Review Committee

Vice Provost Ramsier: Curriculum Review Committee brings a list of proposals that came through the system without any remaining issues or objections. It comes to you as a motion for your approval (Appendix G).

Motion to approve the curriculum proposals was adopted without dissent.

C. Graduate Council

Vice Provost Ramsier: The Graduate Council brings forward a resolution. I will read it into the record. Whereas the Student Policy Committee of the Graduate Council recommended that requirements related to international students, meaning graduate students, as outlined in University Rule 3359-60-06.2 be revised for the following reasons: (1) English language proficiency can be demonstrated in a number of ways beyond those listed in the current rule; (2) to bring the rule in line with current practice for measuring English Language Proficiency, which are supported by the academic departments and schools; and (3) to make the rule consistent with the current Graduate Bulletin; and Whereas the Graduate Council has voted to approve the recommendation, whereas the members of the graduate faculty have accepted these changes, be it resolved that the revisions to the University Rule 60-06.2 be approved by the Faculty Senate (Appendix F).

The motion is adopted without dissent.

D. Computing Communications Technology Committee

The CCTC received a recommendation from the Online Evaluation Committee regarding online evaluations. We're submitting the following resolution to this body for consideration. The University should rapidly phase out the use of current paper-based evaluations of evaluation system and broadly adopt the use of the online evaluation system. Adoption of online evaluation should be accompanied by support from the Faculty Senate and the Office of Academic Affairs. A transition plan should be developed which identifies the best practices for instructors to follow in order to maintain a response rate near that of paper evaluations. Further, all necessary steps should be taken to eliminate perceived discrimination against those students who do not have immediate access to web-enabled devices, laptops, smart phones, or tablets, when an instructor gives students the opportunity to take an online evaluation during class (Appendices I & J).

Senator Erickson: I speak against the motion as it is because of concerns about student response rates to online evaluations. This affects RTP, performance evaluations, and merit. The recommendations should go to AAUP and to administration to be considered as part of contract negotiations. I would like to propose that we postpone the vote until September so that a substitute resolution can be developed and brought to the floor for debate. Motion was seconded by Senator Sterns.

The motion to postpone was adopted.

E. Faculty Research Committee

The Faculty Research Committee submitted a written report (Appendix K).

F. Part-Time Faculty Committee

The Part-Time Faculty Committee submitted a written report (Appendix L).

G. University Libraries Committee

After studying the question for a year, the University Libraries Committee believes there would be no academic benefit to the consolidation of the two libraries beyond what might be achieved with any funds realized through cost savings. The University Libraries Committee also believes that the consolidation could lead to academic harm, especially if science and technology students lose ready access to their quiet, technology-enhanced study space and to the Science and Technology Library's excellent model of individualized service and subject expertise.

Finally, it is not clear to the ULC exactly how much money would be saved by consolidation, and we also recognize that there are contrasting opinions on the ability of Bierce Library to serve the additional demand that would be created by the closing of the Science and Technology Library. And to this we attach two documents and the position paper on consolidation of the Bierce and Science and Technology Libraries from November, 2014, and a response to the position paper, University Libraries argument, and faculty response from this spring (Appendix M).

Senator Bouchard moved to adopt the report. Seconded by Senator Saliga.

The motion was adopted without dissent.

H. Committee of General Education Learning Outcome Committee Chairs

In order to abide by both Ohio Board of Regents requirements for both part-time faculty and for those teaching dual-credit courses, and in recognition of the concerns of the HLC regarding the qualifications for graduate students as instructors, the General Education Chairs Committee proposes that those teaching general education courses including graduate students have completed a minimum of 18 credit hours in the content area (Appendix N).

Senator Sastry: I think we should have a minimum GPA of 3.8 listed as part of the resolution.

Senator Allen: Could we have a clarification for what constitutes a teacher? I assume this is a person that has primary responsibility for a class, but would that not also refer to recitation section leaders as well?

Senator Bouchard moved to add the wording: "teachers (i.e. having grading authority)."

Chair Rich: The motion is to insert the parenthetical, “i.e. having grade authority” following the word teaches.

Motion seconded by Senator Erickson.

Senator Lillie: I have a teaching assistant who helps with grading, so he has grading authority, but he’s not the teacher of record. Could we get a definition of what is meant by grading authority?

Senator Bouchard: Grading authority, according to the registrar, is the person who signs the grade sheet or now has their footprint or electronic signature used to submit grades.

Chair Rich called for a vote.

The motion to amend was adopted without dissent.

Senator Sastry: I would like to offer an amendment to insert “with a minimum GPA of 3.8” at the end of the resolution after the words “18 credits in the content area.” Seconded by Senator Cutright.

Senator Saliga: How will we make sure part-time faculty have a 3.8 GPA in their content area? That could get challenging for department chairs.

Senator Allen: A GPA of 3.8 in one department can be very different than a 3.8 in others.

Chair Rich called for a vote.

The motion to amend was defeated.

Chair Rich called for a vote on the main motion.

The motion was adopted without dissent.

G. University Council Representatives

Senator Lillie: I just want to point out that once again we are waiting for the final approval of the bylaws and the structure of the University Council.

VIII. Unfinished Business

There was no unfinished business.

IX. New Business

Senator Sterns: I would like to take a moment to introduce a resolution honoring our colleague Ali Hajjafar. I’m introducing a resolution in gratitude for the service to the Faculty Senate.

Whereas, Dr. Hajjafar was elected to the Senate in 2004 and has served since that time;
Whereas, he was elected to the Executive Committee in September, 2010 and has continued in that role since that time;

Whereas, he has taken on many committee roles and has offered careful and reasoned counsel in the Senate and on the Executive Committee,

We now want to publicly acknowledge his faithful service to the Senate and to The University of Akron and offer a sincere thanks from his colleagues.

Seconded by Senator Harris.

The motion is adopted without dissent.

Senator Miller moved that we consider the marketing campaign as if in the committee of the whole. Seconded by Senator Clark.

The motion is adopted without dissent.

Chair Rich: Transcription will suspend, and the Chair recognizes President Scarborough.

(President Scarborough gave a presentation in closed session.)

X. Adjournment

Chair Rich adjourned the meeting at 6:10 pm.

Minutes prepared by Secretary Pamela A. Schulze.

Appendix A

The Academic Policies Committee recommends that the Faculty Senate adopt the following resolution approving the movement of the Early Childhood program and the faculty member who teaches primarily in that program, from the College of Applied Science and Technology (CAST) to the Buchtel College of Arts and Sciences (BCAS)/School of Family Consumer Sciences (FCS):

Whereas, The faculty of CAST has approved the move of the Early Childhood program and the associated faculty member from CAST;

Whereas, The Buchtel College Council (BCC) has approved the move of the Early Childhood program and the associated faculty member, as a unit, to BCAS/FCS;

Whereas, The Academic Policies Committee concludes that the mission of the Early Childhood program aligns well with the mission of BCAS/FCS and will permit the development of a strong program, drawing on the strengths of faculty members in the School of Family and Consumer Sciences as well as that of the Early Childhood program;

Resolved, That the Faculty Senate recommend that the Early Childhood program and associated faculty be moved, as a unit, to BCAS/FCS, effective July 1, 2015.

Appendix B

Center for Data Science and Information Technology

College strategic plans for both the College of Business Administration and the College of Arts and Sciences call for the creation of an interdisciplinary Center for Data Science and Information Technology.

The purpose of the Center is three-fold: (1) to showcase the university's several academic programs that lead to careers in data science and information technology, (2) to make it easier for outsider employers to identify and recruit data scientists and IT students graduating from the university, and (3) to bring together faculty from across the university who desire to work together to advance data science and information technology.

Major regional employers like The J.M. Smucker Company and Sherwin Williams complain that it is difficult to identify UA students graduating with degrees in data science and information technology when they seek to hire these students.

The broad field of data science and information technology is growing rapidly, particularly in the areas of cloud computing, wireless sensors, Big Data and predictive analytics, and smart mobile devices. Given the growing significance of these fields in the modern economy, the university needs to organize itself to remain competent in these fields.

The proposed Center will also work to maintain relationships with major employees to expand internship, co-op, and other forms of experiential learning opportunities for students studying data science and information technology.

Several academic departments are likely to have faculty who want to be involved with Center activities—faculty from statistics, information systems, business technology, graphic arts, computer science, electrical engineering, and others. The Center will promote interdisciplinary teaching, research, and connections to industry that will benefit both faculty and students.

The proposed opening of the Center is fall 2015.

Appendix C

The University of Akron

College of Education One World Schoolhouse

The primary purposes of the proposed One World Schoolhouse are (1) to distinguish The University of Akron (UA) College of Education as the preferred provider of teacher education in Northeast Ohio, (2) to recruit well-prepared students domestically and internationally who will matriculate into UA academic programs, and (3) to advance primary and secondary education in the United States and abroad through applied teaching and related research.

For UA College of Education students, the One World Schoolhouse and the College's existing relationships with Akron Public Schools will afford UA students the opportunity to train in both independent and public schools as part of their teacher preparation. UA students will work with children much earlier in than UA teacher preparation than at many other universities. They will begin their teacher preparation by working with students in the One World Schoolhouse, which will allow them to hone their teaching skills under the supervision of expert faculty prior to their assignments at other schools. This extra preparation will result in better teaching evaluations of UA's students, which will enhance both the reputation of the College and student's job prospects. Students at UA will experience a broader and more extensive teacher preparation program than at other universities.

The distinguishing features of the One World Schoolhouse are as follows:

- The educational experience will be personalized to the learning needs, styles, and strengths of each student. The curriculum will be tailored to identify each student's unique "hero's journey."
- Two College of Education students will serve as personal education guides for every one student in the One World Schoolhouse.
- Certified teachers and College of Education faculty will serve as educational guides for both One World Schoolhouse students and the College of Education students who serve as educational guides.
- The One World Schoolhouse curriculum will be highly experiential, interactive, and technology-enhanced.

- Students will be organized into elementary, middle school, and high school cohorts. Older students within each cohort will work with younger students to advance each other's learning. This peer-to-peer interaction breaks will break down social barriers between older and younger students, and helps to advance the learning process for both the older and younger students.
- The One World Schoolhouse high school students will enroll in dual enrollment college courses at UA and earn transferable college credit while satisfying their high school graduation requirements. Students will be expected to complete their freshmen year in college while attending the One World Schoolhouse.
- High school students can choose to live in dedicated student housing for One World Schoolhouse students on The University of Akron campus.
- After school activities will include study hall, sports teams, fitness, and other extramural activities.
- The One World Schoolhouse will recruit students from all over the nation and world, which will create a multi-cultural and highly diverse educational environment.
- There will be a dress code at the One World Academy, which will foster self-pride and a commitment to personal excellence.
- Annual tuition at the One World Schoolhouse will be \$18,000. Summer term tuition is \$6,000. Scholarships will be available for students requiring financial aid.

The One World Schoolhouse will open this fall with one elementary school cohort. A middle school cohort will be added in 2016. A high school cohort will be added 2017. The One World Academy will be affiliated with Acton Academy to help with the development of the school.

An interim headmaster of the school will be named by July 1, 2015.

College of Education faculty wishing to work on the development of the school over the summer will be paid a summer stipend.

This proposal will be submitted to the Academic Policies Committee of the Faculty Senate in April.

This proposal will be submitted to the UA Board of Trustees for approval in June.

University marketing will develop a marketing plan to recruit students over spring and summer.

College of Education faculty and university administrators will serve as the Oversight Board of the One World Academy.

Appendix D

Biomimicry Research and Innovation Center

Peter H. Niewiarowski, Ali Dhinojwala, Francis Loth, and Matthew Kolodziej

Executive Summary

The Biomimicry Research and Innovation Center Initiative (BRIC) was funded in September 2012, as one of the Achieving Distinction Awards. This proposal describes the structure and operation of the BRIC as a formally recognized center, for which we seek approval by The University Of Akron Board Of Trustees. The goal of the BRIC is to become an internationally recognized center for biomimicry research, design, teaching and training. The objectives of the BRIC are to: (1) enhance and expand UA's capacity for biomimicry research and teaching, (2) strengthen regional partnerships through collaboration in biomimicry research, education and business, (3) create a K-PhD education and research 'ecosystem' supporting talent and workforce development and competency in biomimicry innovation, and (4) leverage new and existing partnerships to amplify UA's capacity to deliver high quality, unique, and sustainable teaching and research programs in biomimicry.

Since late 2012, the BRIC initiative and Great Lakes Biomimicry (GLBio; 501c3), have worked collaboratively to create a robust interface with partners in the public and private sector. Our efforts connect applied and fundamental biomimicry research at UA to local and regional economic activities and opportunities that include tech transfer, open innovation, venture philanthropy, sponsored research and development, professional training, and workforce development. As set out in the BRIC AD proposal, we have created the necessary foundation to accelerate articulation of a formal BRIC with an emerging regional economic development system based on biomimicry, with BRIC as a core driver. For example, GLBio and BRIC have secured funding for three cohorts of biomimicry fellowships (15) representing \$1.5 million in corporate and foundation investments in graduate training. Basic research in biomimicry at UA continues to be supported by federal grants (~ \$3 million since 2013) and through the AD award we are searching to fill three new faculty positions in biomimicry. We have designed, created and launched 4 new courses in biomimicry at the undergraduate and graduate levels, and we are partnering with teachers and leaders at STEM schools in Akron (NIHF middle and high schools) and Cleveland (MC²) to co-develop biomimicry based curricula for K12 classrooms. Efforts in securing support from corporations for our efforts and schools for dissemination have been aided by our outreach campaign penetrating local, regional and national media. Over the last year, the collaborative efforts of GLBio and BRIC have been featured in events at the City Club of Cleveland (Friday Forum Series), Biomimicry 3.8 Annual Global Conference (Keynote), Case Weatherhead School of Management's Business as an Agent of World Benefit Global Conference, Forbes.com, Crains Business Cleveland, Industry Week, and an upcoming presentation at the Akron Roundtable. The impact of this exposure cannot be overemphasized as it brings new corporate sponsors for fellowships, new schools looking for engagement and visibility of the unique graduate training worldwide. We have already put in place sponsors for the 2016 fellowship cohort when we expect corporate sponsorship of Biomimicry Fellowships to exceed \$2 million (20 PhD fellowships in Biomimicry).

With formal establishment of the BRIC in year three we will have the formal recognition, funding base, and corporate collaboration to accelerate our efforts to create a sustainable model for operation of the BRIC. This will include seeking center grants from federal agencies (e.g., NSF, NIH, DOE, DARPA), capturing revenues from education and tech transfer activities supported by center personnel, and contributions of indirect costs from funding opportunities supported by the BRIC in pre or post award stages. We anticipate establishment of a sustainable model in years 3-5, with execution of that model in years 5-8.

Section I: Vision

Funded by the Achieving Distinction (AD) Initiative in 2012, BRIC addresses four dimensions of relevance that are fundamental to student success, as well as the myriad other ways a university contributes to and is sustained by the region of which it is a part. The principles of AD guide strategic and operational objectives of The BRIC using a paradigm that focuses our attention and efforts at the overlap of high quality programs that are distinctive and economically sustainable. The vision of the BRIC is simply: **Create an internationally recognized center for biomimicry research, design, teaching and training.**

Section II: Mission

A. Statement of mission

The mission of the BRIC that supports this vision has four parts: (1) enhance and expand UA's capacity for biomimicry research and teaching, (2) strengthen regional partnerships through collaboration in biomimicry research, education and business, (3) create a K-PhD education and research 'ecosystem' supporting talent and workforce development and competency in biomimicry innovation, and (4) leverage new and existing partnerships to amplify UA's capacity to deliver high quality, unique, and sustainable teaching and research programs in biomimicry.

M1: Enhance and expand UA's capacity for biomimicry research and teaching

Thirty Faculty are currently associated with the BRIC initiative, with laboratories/studios actively engaged in biomimetic or biologically-inspired research and design across UA colleges of Arts and Sciences, Engineering, and Polymer Science and Engineering. Expertise for research and teaching in biomimicry spans design, studio art, biomaterials, nanotechnology, biomedical/bioengineering, civil engineering, biology, ecology and evolution. During the first two years of the BRIC initiative (2013 and 2014), 1 undergraduate and 3 new graduate courses in biomimicry were created and taught. Additionally, biomimicry research at UA produced more than 75 peer-reviewed publications and generated approximately \$3 million in federal research grants. During 2014, UA researchers requested \$8.5 million for biomimicry research from federal agencies. These efforts and success were facilitated by BRIC initiative, especially through increased collaborative opportunities, research capacity enhancement brought by corporate sponsored biomimicry fellowships for new PhD students, and expanded networking between UA faculty and corporate R&D technical staff. The first of three proposed biomimicry faculty hires will join in Fall of 2015. The BRIC initiative has also provided seed funding to five new collaborative research projects that are expected to lead to new requests for federal research dollars and publications in 2015. Finally, BRIC, in collaboration with its major partner, Great Lakes Biomimicry (GLBio), has secured funding (see below) for 15, 5-year graduate fellowships for PhD students doing biomimicry design/research. Six of these fellows are currently pursuing PhDs in Integrated Bioscience. Three of

the six have started the third year of their fellowships and have passed comprehensive exams and proposal defenses; the new students are also on track to complete their degrees in a timely basis. Nine new fellows will be added in 2015, and we anticipate a third cohort of 8 will be funded to start in 2016. Considering the existing biomimicry faculty, then new faculty hires, the seed money and human resource support for PhD fellowships, when the BRIC secures its formal status it will be well poised to be competitive for federal funding for program grants from NSF and other agencies. In its first year as a formal center, the BRIC will expand its activities beyond fund raising and research expenditures to include organizing and supporting regional and national workshops and symposia, further establishing its leadership position in biomimicry research and innovation

M2: strengthen regional partnerships through collaboration in biomimicry research, education and business

A major driver and function of the BRIC is to provide the interface and visibility for UA biomimicry students and faculty to engage partners to support the articulation of UA biomimicry research and teaching beyond our campus community. Such engagement is a critical component of sustainability of the BRIC through the creation of new revenue streams and demand, and applications for biomimicry. For example, new classes in biomimicry taught in 2013 and 2014 that included faculty and students from BRIC initiative partners such as The Cleveland Institute of Art and Baldwin Wallace University allowed BRIC to build a core audience for and expertise in biomimicry that is regional rather than UA campus limited. Building regional, national and global relationships will remain critical during the first several years of the formal start of BRIC. The BRIC will especially concentrate on its collaboration with GLBio since those efforts have already secured \$1.5 million in corporate sponsored fellowships to support PhD students doing biomimicry research. These “biomimicry fellows” are also bringing the biomimicry paradigm into the R&D of their corporate sponsors creating a long term platform for application and demand of UA biomimicry expertise with global industrial giants such as Goodyear, Sherwin Williams, Parker Hannifin and others. Biomimicry Fellowships provide an additional way to leverage common interests in innovation around biomimicry as it exists in sectors that are too often separate: Business, Research and Education. It is the expectation that as the BRIC becomes a formal center, it will be able to establish a standing population of 20 corporate sponsors (20 Biomimicry Fellows). The BRIC, working with GLBio, will also pursue opportunities for spin-off interactions such as corporate sponsored research and professional development opportunities for both faculty and corporate employees in the regional R&D network around biomimicry. For example, the BRIC initiative and GLBio currently host a biomimicry corporate innovation council made up of fellows and corporate R&D technical staff that meets bi-monthly in an open innovation setting to work on identifying and solving problems of common interest using biomimicry.

M3: Create a K-PhD education and research ‘ecosystem’ supporting talent and workforce development and competency in biomimicry innovation

Expanded biomimicry research, design and teaching positions BRIC and UA as leaders in driving the emerging discipline of biomimicry. BRIC’s robust interface with industry helps connect this fundamental work to its potential for application and commercialization. Both of these elements are at the heart of establishing NEO as a center for innovation driven by biomimicry, but sustainability of the BRIC and the biomimicry paradigm will require development of a skilled and passionate workforce to support new technologies, products and services that biomimicry is poised to deliver. To prepare and orient our future students for academic and career paths in biomimicry, we must also connect to school curricula so that they are informed by biomimicry. With GLBio’s leadership, the BRIC has already begun to impact the problem solvers of the future – our K12 students. GLBio

and partners like the Cleveland Foundation, GAR, and Nord family foundation have provided funding to embed biomimicry fellows in STEM schools in Akron and Cleveland to work with teachers creating curricula informed by biomimicry. Sustainability of BRIC requires this system perspective on helping to develop the pipeline of skills, talent and passion that emerging enterprises based on biomimetic innovation will need. Sustainability of the BRIC and of the biomimicry paradigm as a tool for innovation depends partly upon expanding the audience for and thinking within STEM fields. Women and minorities are chronically underrepresented in many stem fields, in K12, the academy and industry. Biomimicry enhanced STEM speaks to a broader audience because it demonstrates how creativity and passion associated with the Arts and Design fit with STEM. Expanding the input into the STEM pipeline, at all stages, has been identified by both the National Academies of Science and of Engineering.

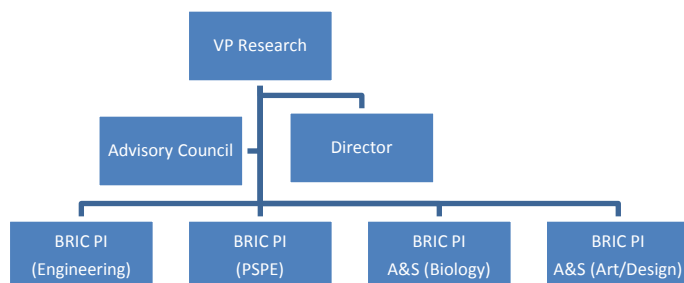
M4:) Leverage new and existing partnerships to amplify UA’s capacity to deliver high quality, unique, and sustainable teaching and research programs in biomimicry.

The BRIC initiative, through its partnership with GLBio has already built collaborative relationships with organizations such as NorTech, TeamNeo, BioEnterprise, JumpStart, NEOInc, Business Volunteers Unlimited, Cuyahoga Valley National Park, Western Reserve Land Conservancy, The Nature Conservancy, Cleveland Metro Parks, Cleveland Zoological Society, Lake Erie Allegheny Partnership, The Great Lakes Science Center, The Akron Art Museum, The Cleveland Institute of Art, and the Cleveland Museum of Natural History. By providing subject matter expertise, professional training, fellowship opportunities, and curriculum design advice and support, BRIC has driven a high level of awareness about biomimicry and our region’s leadership potential and value proposition. Speaking and presentation engagements through regional and international media outlets such as Crain’s Business Cleveland, Forbes.com, The City Club Friday Forum Series, Akron Roundtable and most recently Industry Week, have positioned BRIC to be competitive for private and federal funding of research, teaching and commercial initiatives. For example, BRIC has built broad industry collaboration in an emerging space suitable for grant proposals to NSF STC, RCN, I/UCRC, and SRN multi-organization program grants. As a formal center, BRIC will be able to support both the development and the project management of such projects with industry and other university partners.

B. Rationale and Supporting Documentation

**Section III:
Organizational
Structure and
Membership**

A. Organizational
Structure



As proposed in the Achieving Distinction Proposal, BRIC is a University Center, and will report directly to the OAA. Strategic direction, oversight and management will be the collective responsibility of the BRIC PIs, each PI representing a major dimension of BRIC expertise. BRIC PIs will also facilitate participation and engagement of their college faculty and provide a direct and on-going line of communication with between the Dean of their college and the BRIC. In effect, the BRIC PIs will function analogously as active members of a 'Board of Directors.' Each of the PIs will take turns serving as chair of the PIs for two years on a rotating basis. This structure will insure continuity in interdisciplinary engagement of the BRIC, as well as allow variation in emphasis of programming and execution on a bi-annual basis. During the first two years of its formal establishment, the BRIC PIs will create a search plan to hire a BRIC Director who will supervise and lead the operation of the BRIC. The BRIC director will function much like a CEO, working with the PIs to create vision and strategy, and to lead execution and operation appropriately. An advisory council comprised of the Deans of PSPE, A&S and COE (and potentially other colleges that may wish to join BRIC) and external experts (e.g., representatives from local, regional, national and international companies, universities and other collaborating organizations) will facilitate college and community participation in BRIC initiatives as appropriate and regularly advise the BRIC PIs on strategic initiatives. This board will meet semi-annually to review BRIC activities and provide guidance on enhancing future plans. The size of the Board will be limited to approximately ten members. They will serve a term of four years and may renew their seat for an additional term; Deans of participating colleges will serve permanently. The inaugural cohort of Industrial Sponsors of Biomimicry Fellowships (4), as early adopters of the BRIC initiative, will immediately become representatives of the advisory board.

B. Collaboration

BRIC has already built several strong collaborations including with Great Lakes Biomimicry, the innovation Alliance, The Cleveland Institute of Art, Baldwin Wallace University, and industry.

Section IV: Physical Facilities

A. Required facilities

BRIC builds on existing biomimicry research at UA carried out in research labs and design studies of faculty across the campus. New space to establish a FABLAB will be provided by an external partner, and a small amount of administrative space (~ 400 sq ft) is required for two staff (Director and an assistant) as administrative support for the center activities transition from the VP research office to the BRIC proper. The FABLAB will transition to a sustainable financial model through user fees to support consumables within five years of opening such that funds already allocated to BRIC for FABLAB support can be used for other programmatic initiatives.

B. Future Needs

Future needs will be driven by project requirements and funded by grants or contracts.

Section V: Budget and Funding Sources

A. Funding Sources and Sustainability Plan

The BRIC initiative received start-up funding from the AD program in the amount of a \$4.25 million, 2-year award. \$2.5 million was continuing dollars and \$1.75 million in cash. Campus-wide budget reductions in 2013 reduced the effective award to \$1,976,600 (\$606,000 continuing, \$1.37

million cash). These funds have been allocated to initial start-up costs, including searches for the first three faculty hires in progress. As campus budgeting returns to normal, the BRIC will use AD program make-up funds to the original award amount to continue proposed approved activities in the original AD BRIC execution plan. BRIC will also use the AD investment to build new revenue streams through mechanisms such as Fellowships, corporate sponsored research, professional development and educational materials, corporate memberships. BRIC operating and program funds will also come from IDC distributions according to the following principles:

- All grants submitted by faculty hired by BRIC will receive 50% of the non-central IDC redirect
- Grants submitted by faculty dependent upon the work of BRIC incentive grants will receive 50% of the non-central IDC redirect
- Grants submitted by faculty receiving pre- or post-award support of administrative, logistic or other types will receive a negotiable fraction of the non-central IDC redirect not to be less than 10%

Section VI: Implementation

Phase I (2012-2014)
<ul style="list-style-type: none"> • BRIC Initiative builds internal momentum and external partnerships • Research Incentive grants used to stimulate new collaborations • Corporate sponsored fellows program developed • Corporate sponsors recruited

Phase II (2015 – 2017)
<ul style="list-style-type: none"> • Formal Proposal developed and submitted for UA approval – Spring 2015 • Formal organizational structure established • 3+ new faculty added to BRIC • Strategic and implementation plans developed and launched • Research, training and outreach activities grown to sustainable level • Additional partnerships solidified

Section VII: Expected Outcomes

A. Description

The BRIC will provide multiple returns on investment. Published economic analyses estimate the market opportunity for products, services and processes derived through biomimicry to be in excess of \$1 trillion by 2035. UA researcher and technology transfer opportunities will not only help lead development of a formal basis for biomimicry as an academic area, but it will also establish UA and NEO as a hub for biomimicry research, teaching and business. Thus direct academic benefits will be combined with stimulating regional economic development and job creation. Partnerships with industry will range from teaming with established national and international companies to creating

and helping start-up companies accelerate the delivery of their biomimicry products and services to market.

B. Benefits to The University of Akron

BRIC will formally continue building high quality and distinctive curricula at the undergraduate and graduate levels around biomimicry. Undergraduate opportunities associated with the one of a kind training opportunities at the graduate level will provide strong attraction for students from STEM disciplines as well as those typically underrepresented in STEM. Such attraction should increase the quantity and quality of students attracted to UA, as well as provide them with new opportunities to build career aspirations and capabilities that can't be accomplished at other schools in our region.

C. Methods of assessment

BRIC will be assessed through regular reviews by the Industrial Advisory Board as well as other third party assessments. However, the ultimate metric for assessment will be the generation of continued research funding, publication of research results and the production of intellectual property.

C. Impact on an emerging discipline

Although biomimicry has been practiced on an ad hoc basis in both informal and formal academic environments, it exists as a loose paradigm rather than a discipline. The activities described in the proposal will help catalyze development of an organized interdisciplinary research and teaching paradigm, with the University of Akron as a global leader.

Appendix E

National Center for Choreography

The University of Akron, Dance Cleveland, and the Knight Foundation propose to create a National Center for Choreography on The Akron of Akron campus.

The Knight Foundation will fund an endowment totaling \$5 million, the earnings of which will be dedicated to funding the Center.

The Center will be a separate not-for-profit organization. The University of Akron and Dance Cleveland will have two board seats, respectively, and the Knight Foundation will have one board seat.

The Center's primary activity will be to host national and international dance companies who will work in UA dance studios to create new works of dance. These dance companies will also work with UA dance faculty and students to enhance the university's academic programs in dance.

The primary benefit to the university is the opportunity to enhance the reputation and the quality of its academic programs in dance. Furthermore, the Center will give UA dance students exposure to dance companies who might hire the university's students in the future.

The Center also connects The University of Akron to a prominent dance organization in Cleveland. This connection serves to strengthen the university's broader appeal within this important geographical area.

The Center is expected to be fully self-sufficient. The university's primary contribution to the Center is the use of the university's under-utilized dance studios.

The proposed Center is strong evidence of the university's commitment to both the sciences and the arts and to its strength as a polytechnic (i.e., "many arts") university committed to applied and career-focused higher education.

The Knight Foundation plans to announce its endowed gift on May 13.

Appendix F

REPORT OF THE ACADEMIC POLICIES COMMITTEE TO THE FACULTY SENATE

May 1, 2015

The Academic Policies Committee unanimously recommends that the Faculty Senate take the following actions.

1. **Center for Data Science and Information Technology (CDSIT):** Adopt the following resolution approving the consideration of the CDSIT proposal:

Resolved, That APC concludes that the idea of creating a Center for Data Science and Information Technology has merit, but that the proposal contains insufficient detail to warrant its approval at this time; and

Resolved, That the Department of Business and Information Technology in the College of Applied Science and Technology should be included in the Center; and

Resolved, That APC expects that the details will be worked out over the summer and that a full proposal may be reviewed and approved by the Faculty Senate Executive Committee.

2. **One World Schoolhouse:** Adopt the following resolution in support of the One World Schoolhouse:

Resolved, That APC concludes that the One World Schoolhouse proposal has merit and expects that the faculty of the College of Education will develop a detailed plan before implementing it, and that any resulting changes to the curricula of the College of Education will be submitted for approval through the normal curriculum proposal system.

3. **Biomimicry Research and Innovation Center Initiative (BRIC):** Adopt the following resolution approving the Biomimicry Research and Innovation Center:

Resolved, the APC unanimously recommends that the Faculty Senate approve establishing the Biomimicry Research and Innovation Center Initiative.

4. **National Center for Choreography:** Adopt the following resolution approving the National Center for Choreography:

Resolved, the Academic Policies Committee unanimously recommends that the Faculty Senate approve establishing the National Center for Choreography.

Appendix G

Curriculum Proposals for Faculty Senate
May 7, 2015

CHP-SOCIAL-14-12494	Social Work
CHP-SPLANG-14-12879	Assessment, Play and Therapeutic Interventions with Children
CHP-NURIN-14-12382	Principles of Anesthesia I
CHP-SOCIAL-15-13120	Foundation in Addiction Studies
CHP-SOCIAL-15-13224	Addiction Assessment and Treatment Planning
CHP-SOCIAL-15-13229	Evidence-Based Practices for Addictions
CHP-SOCIAL-15-13230	Addiction Treatment Modalities and Models
CHP-SOCIAL-15-13231	Psychopharmacology in Addiction Treatment
SUMM-ASSOC-15-13275	Technical Mathematics IV
A&S-BIOL-14-12887	Professional Development for Biology Majors
A&S-ECON-14-12785	Principles of Macroeconomics
SUMM-ENGRSCI-14-10061	Safety in Construction
SUMM-ENGRSCI-14-12123	Drafting & Computer Drftg Tech
A&S-ART-13-5897	Art - Sculpture
A&S-COMMUN-14-11985	Communication Internship
A&S-ECON-15-13040	Statistics for Econometrics
A&S-ECON-15-13041	Econometrics
A&S-WOMST-14-12695	Women's Studies
A&S-WOMST-14-8798	Womens Studies
EDUC-EDFOUND-14-12002	Techniques of Research
EDUC-EDFOUND-14-12003	Implementing Assessment in the Classroom
EDUC-EDFOUND-14-12007	Ed Found-Assesment/Evaluation
EDUC-CURR-14-11863	Collaboration with Families and Professionals
EDUC-CURR-14-11206	Introduction to Teaching in the Content Area
EDUC-CURR-14-12298	Instructional Design and Assessment
EDUC-EDFOUND-14-12213	Postsecondary Learner
EDUC-EDFOUND-14-12241	Teaching Training Tech Profess
EDUC-EDFOUND-14-12317	Postsecondary Instructional Technologies
EDUC-EDFOUND-14-12223	Occupational Employment Experience & Seminar
EDUC-EDFOUND-14-12226	Instructional Design Profession
EDUC-EDFOUND-14-12234	Systematic Curriculum Design for Postsecondary Instruction
EDUC-EDFOUND-14-12237	Special Topics: Workforce Education & Training
EDUC-EDFOUND-14-12239	Workshop: Technical Education

Appendix H

THE UNIVERSITY OF AKRON

GRADUATE STUDENT ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS

RESOLUTION

Whereas, The Student Policy Committee of the Graduate Council recommended that requirements related to international students as outlined in University Rule 3359-60-06.2 be revised for the following reasons: 1) English Language proficiency can be demonstrated in a number of ways beyond those listed in the current rule; 2) To bring the rule in line with current practices for measuring English Language proficiency, which are supported by the academic departments/schools; and 3) To make the rule consistent with the Graduate Bulletin;

Whereas, The Graduate Council has voted to approve the recommendation;

Whereas, The members of the Graduate Faculty have accepted these changes; and

Resolved, That the revisions to University Rule 3359-60-06.2 be approved by the Faculty Senate.

Appendix I

Computing & Communications Technologies Committee

Particulars

- Subject: Computing & Communications Technologies Committee meeting report
- Date: [2015-04-21 Tue]

Report

The CCTC met on Thursday, April 9. The committee discussed the report submitted to it by the

Online Evaluation Subcommittee. The CCTC approved a revised version of the report.

This report is

attached. It contains a resolution for the Faculty Senate to consider.

The CCTC will not meet again during this academic year.

Scott Randby
CCTC Chair

Appendix J

Report and recommendations by CCTC on the work of the Online Evaluation Subcommittee

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Charge to the Committee

As requested by the Executive Committee (EC) of the Faculty Senate, the CCTC met on April 10, 2014 and discussed the new subcommittee to examine online evaluations. This committee has the following charge:

The Online Evaluation Subcommittee of the CCTC is charged with the tasks of evaluating the evidence from other institutions that have adopted online evaluation systems, evaluating the evidence from UA faculty that have adopted online course evaluations, quantifying the cost of the current system at UA and making a recommendation to Faculty Senate on expanding the online course evaluation system at UA.

The following people have volunteered to serve on this committee:

Frank Bove--University Libraries, CCTC
Liz Erickson--Buchtel College of Arts & Sciences
Mary Hardin--College of Business Administration, CCTC
Graham Kelly--College of Engineering
Stewart Moritz--Law School, CCTC
Jeanette Quinn--Buchtel College of Arts & Sciences, CCTC
Scott Randby--Summit College, CCTC
John Savery--Instructional Services
Linda Shanks--College of Health Professions, CCTC

Background on the request to CCTC

In 2005, the College of Education and the College of Business Administration were offering fully online courses. The existing paper-based course evaluation system was not suitable for an online course. The Design and Development Services unit programmed the initial system to support online course evaluations and in subsequent iterations this system has been fully integrated with the university authentication system (LDAP) and the class rosters maintained by PeopleSoft. The user interface has been further refined to ensure ease of use, student anonymity, confidentiality of evaluation data and accuracy of reports. Additional information is available at: (http://www.uakron.edu/it/instructional_services/dds/online-course-evaluations/index.dot)

Adoption of the Online Course Evaluation system by UA faculty has grown steadily. In Fall 2013 online evaluations were provided to 43,208 students. In Fall 2014 this number had increased to 47,129 students. The use of the paper-based evaluations decreased by approximately 4,000 students over the same two semesters (73,267 dropped to 69,226). The adoption of the online course evaluation format has spread to most programs and their respective colleges. Of the 131 programs listed in

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Attachment One, 96 programs (~73%) are currently using the Online Course Evaluation system for some or all of the courses taught in the program.

There are two course evaluation systems currently in use at the university. Data merging between the two systems is challenging and time-consuming for those departments where both systems are being used. The question for consideration by the committee is which system best meets the needs of faculty, students and administration to achieve the mandate of accurate assessment of instruction in all formats offered at the university.

Executive Summary

The Online Evaluation Subcommittee of CCTC has reviewed existing literature, surveyed department chairs at the University of Akron and surveyed other higher education institutions regarding their method of evaluation of instruction. After much discussion the committee has reached the following conclusions:

1. Online evaluations are a more cost effective means of evaluation of instruction than traditional paper evaluations. The cost of paper evaluations includes the personnel costs to administer the evaluations, to transcribe the comments made on the evaluations and the cost of copying the evaluations. There is an opportunity cost associated with the time required by the personnel who could use the time to do other important tasks.
2. Online evaluations are more efficient at providing the results to the faculty member. Using paper evaluations and transcribing the comments often takes many weeks into the subsequent semester for the evaluations to be returned. Online evaluations provide instant feedback to the faculty.
3. The integrity of the information obtained through online evaluations is as good or better than the integrity of the information obtained using paper evaluations.
4. The most prevalent concern with online evaluations is response rate. Literature has shown that response rates for online evaluations fall below that for traditional paper evaluations.
5. The University of Akron's online evaluation system allows students to complete their course evaluations using a web-enabled device (laptop, smart phone, or tablet).
6. When a faculty member allows time during a class for students to take an online evaluation using their personal web-enabled devices, the response rate increases. However, a student must have access to such a device in order to take an evaluation during a class. This raises the issue of perceived

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discrimination against students who do not have a personal web-enabled device to use for taking an evaluation during a class.

7. Successful adoption of the online evaluation system at the University of Akron will require leadership and support by the Faculty Senate and the Office of Academic Affairs to articulate and implement a thorough transition plan.

CCTC resolution to Faculty Senate

The University of Akron should rapidly phase out the use of the current paper-based evaluation of instruction system and broadly adopt the use of the online evaluation of instruction system. The adoption of online evaluations should be accompanied by support from the Faculty Senate and the Office of Academic Affairs. A transition plan should be developed which identifies the best practices for instructors to follow in order to maintain a response rate near that of paper evaluations. Further, all necessary steps should be taken to eliminate the perceived discrimination

against those students who do not have immediate access to a web-enabled device (laptop, smart phone, or tablet) when an instructor gives students an opportunity to take an online evaluation during a class.

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Summary of Tasks Performed by the Subcommittee

Task 1: Evaluating the evidence from other institutions that have adopted online evaluation systems

A literature review was conducted to gather information on the adoption of online course evaluations by higher education institutions. An annotated bibliography is included in Appendix A. Many of the studies arrived at similar conclusions.

- Key benefits of online evaluations are security, validity, and efficiency, cost savings, rapid results turnaround and higher quality student comments.
- The one consistent disadvantage to online course evaluations is their low response rate; using reminder e-mails from instructors and messages posted on online class discussions can significantly increase response rates.
- Evaluation scores do not change when evaluations are completed online rather than on paper. Students leave more (and often more useful) comments on online evaluations compared to paper evaluations.

Note that most of these studies of online course evaluation systems did not provide students with the option to complete the evaluation using a web-enabled device, nor did the studies examine the efficacy of having students complete the course evaluation using their mobile devices in the same fashion as they completed paper-based evaluations during a class session.

To better understand the use of online evaluation systems in Ohio, a survey was developed by the committee and distributed to 12 Ohio institutions participating in the Inter-University Council. A total of four valid responses were received and the complete results are provided in Appendix B.

The same survey was distributed to the 31 universities identified in the Delaware study as peer institutions. A total of four valid responses were received. The complete results are provided in Appendix C.

Task 2: Evaluating the evidence from UA faculty that have adopted online course evaluations

Appendix D presents the responses from department chairs at the University of Akron to a survey developed by the committee. A total of 16 responses were received from an estimated list of 65 chairs (email distribution list was not completely current). The first question in the survey allowed the respondent to indicate if they were or were not using online course evaluations in their

department. Of the 13 valid responses nine stated they were not using online evaluations and were branched to a survey question about the cost of providing

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paper-based evaluations. Therefore, six respondents completed the questions about the use of online evaluations in their department.

Task 3: Quantifying the cost of the current (paper-based) system at UA

Appendix D presents the five valid responses from department chairs at the University of Akron related to cost estimation for use of the paper-based evaluation system for a single semester.

The survey requested an estimate of the number of hours spent by Administrative Assistants preparing the envelopes with the materials, distributing and collecting completed packages, sorting bubble sheets, completing the cover page for each packet of sheets, separating the comment sheets and either photocopying or transcribing as required. A second question requested an estimate of hours of effort provided by student assistants with completing similar tasks. Lastly an estimate of the number of photocopies required to support the entire effort for a single semester.

- Human Resources provided a salary range for Admin Assistants of \$12.23 to \$22.88 with a mid-point of \$16.94 per hour
- Student assistants are paid minimum wage of \$8.10 per hour
- Photocopying rates are approximately \$0.04 per page.

An average number of hours were calculated by summing the five responses and then dividing by five assuming the responses were for departments of different sizes.

Administrative assistants = 25 hours * \$16.94 = \$423.50

Student assistants = 17 hours * \$8.10 = \$137.70

Photocopying = 1,500 pages * \$0.04 = \$60

For a single semester the cost to a department to administer the paper-based course evaluations is about \$620.00. For an academic year with at least three semesters the total cost would be \$1,860. Given at least 60 departments at UA the annual cost in time and materials would be \$111,000.

The sorting, collating and scanning of the paper-based evaluations is managed by Computer-Based Assessment and Evaluation. This is a largely manual process that must be re-run so that the departmental statistics are accurate in the frequent event of a package of evaluations that are delivered weeks into the next semester. Three staff in CBAE contributes to the scanning and reporting activities for a combined 100 hours for each semester's evaluations. The total salary is approximately \$3,000 per semester or \$9,000.00 per year.

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Attachment One

This document lists programs identified by the program code and organizes the by their home college. Programs that are NOT using the Online Course Evaluation system are printed in RED.

Army ROTC

1500 Aerospace Studies

1600 Military Science

Interdisciplinary Programs

1870 Honors College

1880 Medical Studies

College of Applied Science and Technology

2010 Developmental Programs

2020 English

2030 Math

2040 Social Sciences

2200 Early Childhood Dev

2220 Criminal Justice Technology

2230 Fire Protection Technology

2235 Emergency Management

2260 Community Services Tech

2280 Hospitality Management

2420 Business Management

2440 Computer Information Sys

2520 Marketing and Sales

2530 Health Care Office Management

2540 Office Administration

2740 Medical Assisting

2790 Respiratory Care

2870 Automated Mfg.

2880 Manufacturing Eng Tech

2980 Surveying & Mapping

2990 Construction Engr Tech

2000 Cooperative Education

2015 Distinguish Stud Prog

2240 Emergency Medical Services

2290 Paralegal Studies

2650 Paraprofessional Education

2670 Exercise Science Technology

2760 Radiologic Technology

2770 Surgical Assisting

2780 Allied Health

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2820 General Technology

2850 Corrosion Eng Tech PENDING
 2860 Electronic Engr Technology
 2920 Mechanical Engineering
 2940 Drafting & Comp Drafting
 2985 Geographic & Land Info System

Buchtel College of Arts and Sciences

3001 Women's Studies
 3200 Classics
 3230 Anthropology
 3240 Archaeology
 3250 Economics
 3300 English
 3370 Geology
 3400 History
 3450 Mathematics
 3460 Computer Science
 3470 Statistics
 3500 Modern Languages
 3501 Arabic
 3502 Chinese
 3510 Latin
 3520 French
 3530 German
 3550 Italian
 3560 Japanese
 3580 Spanish
 3600 Philosophy
 3700 Political Science
 3750 Psychology
 3850 Sociology
 3980 Public Admin and Urban Studies
 7100 Art - Myers School of (*used online evaluations in the in past*)
 7400 Family and Consumer Sciences
 7500 Music - School of
 7510 Music Organizations
 7520 Applied Music
 7600 School of Communication
 7800 Theatre
 7810 Theatre Organizations
 7850 Arts Administration
 7900 Dance
 7910 Dance Organizations
 7915 Somatics and World Dance
 7920 Dance Performance
 3000 Cooperative Education
 3002 Pan African Studies
 3006 Inst. for Life Span Develop

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3030 English Language Institute
 3100 Biology
 3150 Chemistry (*inquired about using online evaluations 12/14*)

3350 Geography
 3490 Eng Applied Math
 3650 Physics
 7000 New Media

College of Engineering

4200 Chemical Engineering
 4600 Mechanical Engineering
 4700 Mech Poly Enginr
 4900 Aerospace Systems Engineering
 4100 General Engineering
 4250 Corrosion Engineering
 4300 Civil Engineering
 4400 Electrical Engineering
 4450 Computer Engineering
 4800 Biomedical Engineering

College of Education

5100 Educational Foundations
 5150 Educational Found - Instr Tech
 5170 Educational Administration
 5190 Educational Found - Higher Ed
 5200 Early Childhood Education
 5250 Middle Level Education
 5300 Secondary Education
 5400 Technical Education
 5500 Curricular and Instructional
 5610 Special Education

College of Business Administration

6000 Cooperative Education
 6100 Business Studies
 6200 Accountancy
 6300 Entrepreneurship
 6400 Finance
 6500 Management
 6600 Marketing
 6700 Professional Studies
 6800 International Business

College of Health Professions

5540 General Studies-Physical Ed
 5550 Physical Education
 5570 Health Education
 5600 Educ Guidance/Counseling
 7700 Speech-Language Path-School of

7750 Social Work- School of
 7760 Nutrition and Dietetics
 8000 Cooperative Ed
 8200 Nursing

8300 Master of Public Health

College of Polymer Science and Polymer Engineering

9841 Polymer Engineering

9871 Polymer Science

School of Law

9200 Law Instruction

University College

1100 Uni Orient/Gen Ed ST

Wayne College – administers course evaluations separately from Main Campus

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Appendix A

Annotated Bibliography

Compiled by Scott Krajewski, Augsburg College, krajewsk@augsborg.edu

An initial bibliography on online course evaluations

This list is not exhaustive but can serve as a starting point for further exploration.

Anderson, H., Cain, J., Bird, E. (2005) "Online Student Course Evaluations: Review of Literature and a Pilot Study." *American Journal of Pharmaceutical Education* 2005; 69 (1) Article 5.

The literature review revealed several studies that found no statistically significant differences between delivery modes. Two also noted that students provided more comments in the online forms. Response rates varied widely. The University of Kentucky College of Pharmacy, driven by the faculty's desire for more timely return of results (3-4 months typically), launched a pilot study of online evaluations in 3 courses. The response rates for the 3 courses were 85%, 89%, and 75%. The 9 courses using the paper forms averaged an 80% response rate (consistent with the 2 previous years also about 80%). The comments on the online forms were more frequent and longer than the paper forms. Students liked the online form better than the paper form and thought they could provide more effective and constructive feedback online.

Anderson, J., G. Brown, and S. Spaeth. (2006) "Online Student Evaluations and Response Rates Reconsidered." *Innovate* 2 (6). <http://www.innovateonline.info/index.php?view=article&id=301>

Synopsis from Innovate: "Many administrators are moving toward using online student evaluations to assess courses and instructors, but critics of the practice fear that the online format will only result in lower levels of student participation. Joan Anderson, Gary Brown, and Stephen Spaeth claim that such a concern often fails to acknowledge how the evaluation process already suffers from substantial lack of engagement on the part of students as well as instructors; the online format, they assert, merely inherits the fundamental problem of perceived irrelevance in the process itself. After addressing the reasons behind this problem and discussing how well-designed online evaluations can still make a positive difference, the authors describe the development and implementation of a comprehensive, college-wide online evaluation survey at Washington State University's College of Agricultural, Human, and Natural Resources. In reviewing the survey results, they found that class size, academic discipline, and distribution method played a negligible role in student response rates. However, they found that variances in response rate were significantly influenced by the relative level of participation among faculty members and department heads in the original development of the survey. The authors maintain that online surveys can make the process more relevant and meaningful to students, but they conclude that eliciting greater response rates will still require sustained support, involvement, and advocacy by faculty members and administrators."

Ardalan, A., Ardalan, R., Coppage, S., and Crouch, W. (2007) "A comparison of student feedback obtained through paper-based and web-based surveys of faculty teaching." *British Journal of Educational Technology*. Volume 38 Number 6 2007.

This paper provides a summary of the current research in online vs. paper evaluations as well as results from a student to compare the feedback results. The same form was given to 46 section pairings – one paper and one online. The online response rate was 31% (392 out of 1276 possible responses) and the paper was 69% (972 out of 1415). No significant difference was found in the quantitative ratings between the two methods. They examined the differences on an "overall effectiveness" question in rating for faculty who were above the college average and then for faculty who were below the college average. Faculty who were above the average were scored slightly lower online and the faculty who were below the college average were scored higher online. There was no significant difference in the number of students giving open-ended feedback online however there was a significant increase in the length of open-ended feedback online.

Avery, Rosemary J., Bryant W.K., Mathios, A., Kang, H., and Bell, D. (2006) "Electronic Course

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Evaluations: Does an Online Delivery System Influence Student Evaluations?" *Journal of Economic Education*. Washington: Winter 2006. Vol. 37, Iss. 1 p21-38 (ProQuest document ID 973267691).

The Department of Policy Analysis and Management a Cornell University did a study of course evaluation data from 1998-2001. Using the same form, data was analyzed from 29 courses (20 using the paper version, 9 using the online version). The study examined response rates and mean scores between the methods. While specific response rates varied, online was typically lower than the paper form. For example, in fall 2000 paper was 69% compared with 47% online. Using a 5-point scale on their 13 questions, 4 questions had a significant difference in mean scores between methods. This was a greater than 0.10 difference with the web having the higher mean score. The other 9 questions had a less than 0.10 difference in mean scores again with web having the higher means.

Cummings, R. and Ballatyne, C. (1999). "Student feedback on teaching: Online! On target?" Paper presented at the Australasian Society Annual Conference, October, 1999.

Murdoch University School of Engineering ran a pilot in 1999 of online course evaluations using the same form online as on paper. Students found the online form easier, faster, and felt it offered greater anonymity. The school has a 50% mandate for response rate in course evaluations. Typically paper evaluations had a 65% response rate. The online pilot averaged 31% with 4 of the 18 courses over the 50% mandate. The response rate range was a wide 3% to 100%. Because the pilot was inadequately promoted, some faculty didn't know they were using online forms and didn't adequately prepare students. Students noted that they felt no pressure to fill out the online evaluations. The investigators concluded that the quality of responses was the same because they received the same amount of comments online which is what is used most from the evaluation form.

Dommeyer, CJ., Baum, P., Chapman, KS., and Hanna, RW. (2003). "An experimental investigation of student response rates to faculty evaluations: The effect of the online method and online treatments." Paper presented at Decision Sciences Institute; Nov. 22-25, 2003; Washington, DC.

The College of Business And Economics at California State University, Northridge did a study with 16 professors to see how the method of evaluation affects response rate and if online treatments (incentives) affect the response rate. Each professor taught 2 sections of the same undergraduate business course. The same form was used in both methods. Instructors were randomly assigned into 1 of 4 groups using different incentives: 0.25% grade incentive for completion of an online evaluation (4 courses), in-class demonstration on how to do the online evaluation (2 courses), if 2/3 of the class submitted online evaluations students would receive their final grades early (2 courses), or a control group (8 courses). The online evaluations averaged a 43% response rate and the paper evaluations averaged 75%. Looking at just the control group, their average response rate was 29%. In the individual cases the incentives had the effect of increasing response rate (grade incentive 87% response rate, demonstration 53%, and early final grade 51%).

Donovan, J., Mader, C., and Shinsky, J. (2006) "Constructive student feedback: Online vs. traditional course evaluations." Journal of Interactive Online Learning. Volume 5, Number 3, Winter 2006.

Abstract: Substantial efforts have been made recently to compare the effectiveness of traditional course formats to alternative formats (most often, online delivery compared to traditional on-site delivery). This study examines, not the delivery format but rather the evaluation format. It compares traditional paper and pencil methods for course evaluation with electronic methods. Eleven instructors took part in the study. Each instructor taught two sections of the same course; at the end, one course received an online course evaluation, the other a traditional pencil and paper evaluation. Enrollment in these 22 sections was 519 students. Researchers analyzed open-ended comments as well as quantitative rankings for the course evaluations. Researchers found no significant differences in numerical rankings between the two evaluation formats. However, differences were found in number and length of comments, the ratio of positive to negative comments, and the ratio of formative to summative comments. Students completing faculty evaluations online wrote more comments, and the comments were more often formative (defined as a comment that gave specific

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reasons for judgment so that the instructor knew what the student was suggesting be kept or changed) in nature.

Emery, L., Head, T., Zeckoski, A., and Yu Borkowski, E. (2008) "Deploying an Open Source, Online Evaluation System: Multiple Experiences." Presentation at Educause 2008, October 31, Orlando, FL.

Four institutions, University of Michigan Ann Arbor, Virginia Tech, University of Cambridge and University of Maryland, collaborated on an open source online evaluation system within Sakai. Response rates in the various pilots ranged from 32% to 79%. They found the key benefits of online evaluations to be security, validity, efficiency, cost savings, rapid results turnaround and higher quality student comments.

Ernst, D. (2006) "Student Evaluations: A Comparison of Online vs. Paper Data Collection." Presentation at Educause 2006, October 10, Dallas, TX.

The College of Education and Human Development at the University of Minnesota did a study on 314 class pairs (14,154 student evaluations) from fall 2002 to fall 2004. The goals were to see if there is a difference in response rate, a difference in response distributions, a difference in average ratings between the two methods and what are the common perceptions of each method. In the study group the online form averaged a 56% response rate whereas the paper version averaged 77%. Slightly more students responded on the high and low ends of the 7-point scale than did in the middle. There was no significant difference in the mean rating on 4 required questions.

eXplorance Inc., "A Fresh Look at Response Rates." White Paper.

<http://www.explorance.com/Education/brochures/A%20Fresh%20Look%20at%20Response%20Rates.pdf>

This white paper outlines 9 best practices for moving to online course evaluations. Key benefits to moving online are listed as well as strategies to build response rates.

Fraze, S., Hardin, K., Brashears, T., Smith, J., Lockaby, J. (2002) "The Effects Of Delivery Mode Upon Survey Response Rate And Perceived Attitudes Of Texas Agri-Science Teachers." Paper presented at the National Agricultural Education Research Conference, December 11-13, Las Vegas, NV,

Texas Tech University studied 3 modes of surveying a random group of Texas Agri-Science teachers. The 3 modes were e-mail, web, and paper. No significant difference in the reliability of the responses was found. However the response rates were 60%, 43% and 27% for paper, web and e-mail respectively.

Handwerk, P., Carson, C., and Blackwell, K. (2000). "On-line vs. paper-and-pencil surveying of students: A case study." Paper presented at the 40th Annual Meeting of the Association of Institutional Research, May 2000 (ERIC document ED446512).

The University of North Carolina at Greensboro did a study of using an online version of a feedback survey for determining why students selected or did not select Greensboro. They found the online

version generated more comments though had a lower (26%) response rate than the paper version (33%). No significant difference was found in the response content between the two methods.

Laubsch, P. (2006). "Online and in-person evaluations: A literature review and exploratory comparison." *Journal of Online Learning and Teaching*, 2(2).

http://jolt.merlot.org/Vol2_No2_Laubsch.htm

The Master of Administrative Science program at Fairleigh Dickinson University performed a study on courses taught by adjunct faculty. The online evaluations received a 61% response rate and the in-class evaluations received a 82.1% response rate. They found that the online evaluations received twice as many comments (counting total words) as the in-class evaluations. On the question about "materials being clearly presented" (focused on the faculty member) the variation in mean scores in online and in-class was 0.33 on a 5-point scale with online having a less-positive rating. This is a

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statistically significant difference. Administrators noted that both means were better than the "agree" and were not considered poor ratings.

Layne B.H., DeCristoforo J.R., McGinty D (1999). "Electronic versus traditional student ratings of instruction." *Res Higher Educ.* 1999; 40:221-32.

At a southeastern university 66 courses made up of 2453 students did a comparison of response effects between paper-and-pencil and online using the same form. Half did online and half did paper-and-pencil forms. The online response rate was 47% and the traditional group was 60%. Also, 76% of the online forms provided comments compared to 50% of the traditional forms. No significant difference was found in methods.

Liegle, J. and McDonald, D. (2004). "Lessons Learned From Online vs. Paper-based Computer Information Students' Evaluation System" Paper (refereed) presented at 21st Annual Information Systems Education Conference.

Georgia State University College of Business ran a voluntary pilot from 2002 to 2003 using an identical online version of their paper course evaluation form in the Department of Computer Information Systems. Faculty feared an online form would yield lower scores and lower response rates. In particular, the fear was that few students would submit online evaluations, poor students would "take revenge" on the faculty and good students wouldn't bother. The paper form had a 67% response rate and the online form had an 82% response rate. This is likely due to the fact that the CIS department had easy access to computer labs for students to take the evaluations online. Using a question on teacher effectiveness, the study found no significant difference between the methods. Good students participated in the same numbers and weaker students did fewer online evaluations.

Lovric, Miodrag (2006). "Traditional and web-based course evaluations - comparison of their response rates and efficiency." Paper presented at 1st Balkan Summer School on Survey Methodology.

The paper presents a short literature review comparing online evaluations with paper. The Economics department at University of Belgrade, Serbia conducted a small pilot in a course of 800 students in May of 2006. Half the students received paper evaluations in class and half were directed to complete an identical online evaluation. The paper evaluation received a 92.5% response rate and the online received a 52% response rate after an incentive was introduced. They found that nearly twice as many students filled out the open-ended question online when compared to the paper group. On the instructor-related questions they found a variation of 0.09 to 0.22 on a 10-point scale. No statistical analysis was done for significance.

Matz, C. (1999). "Administration of web versus paper surveys: Mode effects and response rates." *Masters Research Paper, University of North Carolina at Chapel Hill. (ERIC document ED439694).*

In a survey of academic reference librarians in North Carolina, Matz found no significant difference in response contents between the methods used. The online form had a 33% response rate and the paper form had a 43% response rate.

Monsen, S., Woo, W., Mahan, C. Miller, G. & W (2005). "Online Course Evaluations: Lessons Learned." Presentation at The CALI Conference for Law School Computing 2005.

Yale Law started online course evaluations in 2001 with a less than 20% response rate. The current 8-question form is run by student representatives and has a 90% response rate. Students cannot see their grades until they fill out the evaluation. Northwestern University School of Law started online course evaluations in 2004. So far they have a 68% response rate which compares to a 70-80% paper response rate. Northwestern is against using any penalties (withholding information from a student until they fill out an evaluation). The University of Denver Sturm College started online course evaluations in 2002 with a pilot of 10 courses. The pilot had an 83% response rate. Continuing into 2003 the pilot expanded to 80 courses (with an 81% response rate) and then expanded to all of their offerings (with a 64% response rate). Currently they maintain a response rate around 70%. Duke Law started online course evaluations in 2003 when their scantron machine broke and the expense

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of replacing was too great. They proposed a goal of 70% response rate and used the same form online. The first term averaged a 66% response rate (with 29% of the 82 courses reaching the 70% goal). In spring 2004 the average was 60% (with 30% of the 119 courses reaching the 70% goal). In fall 2004 the average was 52% (with 8% of the 93 courses reaching the 70% goal). In spring 2005, after dropping non-law students from the pool, the average was 67% (with 41% of the 117 courses reaching the 70% goal). The school is considering several penalties for failure to fill out an evaluation – withholding registration, withholding grades, or withholding free printing.

Norris, J., Conn, C. (2005). “Investigating strategies for increasing student response rates to online delivered course evaluations.” *Quarterly Review of Distance Education* 2005; 6 (1) p13-32 (ProQuest document ID 975834871).

This paper reports the findings of 2 studies done at Northern Arizona State University. The first study looked at historic data from 2000-2002 to examine student responses to online course evaluations in 1108 course sections. This group had an average response rate of 31%. A follow-up questionnaire was sent to 50 faculty in the group to explore what strategies improved response rate. These results informed the second study on 39 online course sections and 21 sections of a required freshman face-to-face course. The second study used some basic strategies (no penalty strategies) in the implementation of the online course evaluations: 2 weeks before the end of the course the URL to evaluation was posted in the course management system, an announcement containing a statement of course evaluation value and due date was sent in a method appropriate to the class (email, online syllabus or discussion board), and a reminder email was sent 1 week before the class ended containing the URL and due date. The 39 online course sections averaged a 74% response rate and the 21 face-to-face courses averaged a 67% response rate. In addition, 11 sections of the face-to-face course used paper evaluations and received a 83% response rate. These suggestions are very similar to the emerging findings from the TLT Group’s BeTA project.

Office of Institutional Research and Assessment, Marquette University, “On-line Course Evaluation Pilot Project at Marquette University.” Spring 2008.

<http://www.marquette.edu/oira/ceval/>

Marquette University moved from a copyrighted instrument, IAS, to their own instrument, MOCES. Because of the copyright concerns the new instrument has re-worded items that maintain the intent of the IAS items. In spring semester of 2008 a pilot was conducted in 124 course sections with 3837 students. They evaluated the effectiveness of an online approach versus paper and pencil and the software used to deliver the evaluations. Response rates online were lower in 3 of the 5 pilot departments, comparable in 1 and higher in 1 when compared to 3 semester averages of paper and pencil forms. A “power analysis” of the response rates revealed the rates were high enough of 95% confidence in the results. There was no significant difference in the mean ratings for the 4 core questions between the old IAS form and the MOCES online form.

Sax, L., Gilmartin, S., Keup, J., Bryant, A., and Plecha, M. (2002). Findings from the 2001 pilot administration of Your First College Year (YFCY): National norms. Higher Education Research Institute, University of California.

The YFCY distributed its survey that assesses student development during the first year in college using 3 methods: online, online or paper, and paper. In a pool of 57 schools, 16 used the alternative methods of distribution. The study found no significant difference in responses between the methods. The response rate overall was 21%. The online only method response rate was 17% and the online or paper group had a 24% response rate.

Schawitch, M. (2005) "Online Course Evaluations: One Institute's Success in Transitioning from a Paper Process to a Completely Electronic Process!" Presentation at the Association for Institutional Research Forum, June 2005.

The Rose-Hulman Institute of Technology piloted an online course evaluation in 2002 with a small group of faculty. Over the academic year the pilot had a 70% response rate. 77% of students preferred the online mode and faculty reacted positively to the pilot. In 2003 the entire campus adopted the online form. Over the 3 terms, the online evaluations had response rates of 86%, 78%

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and 67%. In 2004 the 3 terms had 75%, 71% and 67%. Historically paper evaluations had an 85-87% response rate. They are investigating various incentive possibilities.

Thorpe, S. (2002) "Online Student Evaluation of Instruction: An Investigation of Non-Response Bias." Paper presented at the 42nd Annual Forum of the Association of Institutional Research, June 2002.

Drexel University studied whether significant differences exist in student responses to course evaluations given on paper and online in 3 courses. Response rates in the 3 classes for paper and online (respectively) were 37% and 45%, 44% and 50%, 70% and 37%. In comparing students who responded to the evaluations across the 3 courses the study found that women were more likely than men to respond, students who earned higher grades were more likely to respond, and students with a higher overall GPA were more likely to respond. For two courses the online evaluations had a slightly higher average item rating. For the other course 2 significant differences were found: students doing the online evaluation were less likely to participate actively and contribute thoughtfully during class and to attend class when compared to the paper evaluation group. But the responses overall were not significantly different.

Wode, J. & Keiser, J. (2011) Online Course Evaluation Literature Review and Findings Academic Affairs, Columbia College Chicago

<http://about.colum.edu/academic-affairs/evaluation-and-assessment/pdf/Course%20Evaluation%20Literature%20Review.pdf>

Online vs. paper course evaluations - The one consistent disadvantage to online course evaluations is their low response rate; using reminder e-mails from instructors and messages posted on online class discussions can significantly increase response rates. Evaluation scores do not change when evaluations are completed online rather than on paper. Students leave more (and often more useful) comments on online evaluations compared to paper evaluations. Students, faculty, and staff generally view online evaluations more positively than paper evaluations.

Academic Affairs 2012 Task Force on a University-Wide System of Student Input on Teaching Effectiveness Rochester Institute of Technology, August 2010

https://www.rit.edu/provost/sites/rit.edu.provost/files/aac_taskforce_on_student_input_on_teaching_effectiveness_final_report.pdf

The Task Force feels that the successful transition to an online system of student input on teaching effectiveness is best accomplished with as much faculty buy-in as possible. To that end we feel that, just as this Task Force was faculty driven, the pilot, the feedback from the pilot, and the implementation and review of the new system be primarily faculty driven. We also feel very strongly that when the new system is implemented, there needs to be put into place a regular system of opportunities for faculty to be able to improve their teaching through programs in the Teaching and Learning Center and possibly through other groups as well. We firmly believe that if the faculty can utilize student ratings of instruction to improve their performance in the classroom, then the system will benefit all involved: students, faculty, and administrators.

Improving the Process of Course Evaluation: The Online Alternative for Berkeley Leadership Development Program 2004-2005

<http://hrweb.berkeley.edu/sites/default/files/attachments/05courseevaluation.doc>

Recommendations:

Application Development - Continue to develop the Online Course Evaluation application internally through the Office of Student Information Systems. Include end users (faculty, staff and students) in the application development and testing process to ensure usability and promote user buy in.

Integration - Integrate the Online Course Evaluation application with existing campus systems.

Funding - Provide funding at the campus level to continue the development and implementation of a new Online Course Evaluation system.

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Required Features - Require students to either complete or opt out of completing evaluations prior to viewing grades online. Open the evaluation window from two weeks prior to the end of final exams until grades are available online. Design the Online Course Evaluation application with the need for flexibility and user customization in mind. Allow for mid semester evaluations. Include robust reporting functionality. Provide security of data and anonymity for respondents within the application.

Policies and Procedures - Formalize and publish policies governing the use of online evaluation data before the application is implemented.

Student Response Rate - Provide student access to some of the evaluation results. Educate students about the importance of evaluations for enhancing teaching quality and promote participation as an act of good community citizenship. Encourage students to fill out evaluations by providing incentives (prize drawings, discounts, etc.).

Implementation Strategies - Educate and provide training to faculty and staff about the new system. Identify an Online Course Evaluation project management team.

Course evaluations at DePaul are conducted entirely online and are available to students via mobile devices.

http://teachingcommons.depaul.edu/how_to/teaching_feedback/OTE.html

To help raise rates of return, faculty are strongly encouraged to allow students in face-to-face courses to fill out evaluations during class time, using a mobile device. Here are some recommendations on how to handle the process:

- Alert students in advance of the scheduled day of evaluation, so that they can plan to bring a mobile device to class. Faculty members may want to include this information in their syllabi.
- Allow at least 15 minutes for the evaluations.
- Leave the room while students are completing the evaluations.
- Encourage students without a mobile device to find a publicly available DePaul computer to complete the evaluations.
- To share instructions with students, use the computer in your classroom to display the instructions below ("Mobile Access for Students").

Fall 2009 Report and Recommendation Presented to the Rowan University Community Faculty Center for Excellence in Teaching and Learning Student Ratings Learning Community

<http://www.rowan.edu/provost/facultycenter/programs/Fall%202009%20FC%20Report.pdf>

The first report of this learning community (Spring 2008) presented an analysis of twenty-one different department-specific student ratings systems employed at Rowan. There are numerous inconsistencies in the way that these myriad forms evaluate faculty performance and assess student learning. Recommended adoption of a new form developed by faculty to be used for all courses and made accessible online to students. Identified multiple benefits of implementation.

Survey responses from IUC member universities
Survey sent to 12 Ohio Universities with 4 responses

1. Does your institution currently provide students with an online system for course evaluations? If not, please skip to the last question of the survey and thank you for your time!

#	Answer	Response	%
1	Yes	5	100%
2	No	0	0%
	Total	5	100%

2. In what year did your institution begin using online course evaluations?

Text Response

- 2007
- We are piloting on one college for the first time this term, so we do not yet have a complete experience under our belt.
- AY 2002-03
- 2012

Appendix B

3. What level in the organization makes the decision to use an online format for course evaluations?

#	Answer	Response	%
1	Institution	4	80%
2	College/School	0	0%
3	Department	1	20%
4	Individual faculty	0	0%
	Total	5	100%

4. Approximately what percentage of courses are evaluated using an online course evaluation system?

Text Response

- 30%
- 25%
- 100%

5. What is the average or institutional response rate for online course evaluations?

Text Response

- 35%
- too soon to know
- Higher than 95% for on-campus courses. 100% for the clinical courses
- 60%

6. If paper-based course evaluations are also used, what is the average or institutional response rate for that format?

Text Response

85%

7. What system does your institution use to manage and administer online course evaluations?

#	Answer	Response	%
1	a home-grown system (developed in-house)	0	0%
2	a vendor or service provider	3	75%
3	Other - please describe	1	25%
	Total	4	100%

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9. How does your institution ensure that all students can submit online course evaluations?

Text Response

- A link to the online survey is sent directly to the student's email account. As well, the link to the survey is available on the learning management system.
- Provide them access to labs where they can be completed as well as making them accessible on mobile devices.
- Course evaluations are sent out using an up-to-date email list of all students in the class. Each student receives a unique URL, thus allowing the system to track whether the evaluation has been completed. Automated reminder emails go out to those who have not responded.
- None

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10. Please describe any strategies employed at your institution to ensure a high response rate.

Text Response

- Currently, the university uses a constant-reminder system delivered electronically to the student's email accounts. As well, academic administrators consistently remind faculty to remind students to complete the surveys.
- Many instructors plan to have students complete during class time similar to what is done with paper.
- A list of non-respondents is maintained in the Office of Academic Services. Once a student misses more than two evaluations within an academic year, their names are forwarded to the Dean's office. Someone there contacts the students directly to remind them of their professional obligation to complete course evaluations. (Our institution requires students to complete course evaluations.)

- Reserving class time for the surveys

11. Which of these online course evaluation administration strategies are used at your institution?

#	Answer	Response	%
1	Students allowed a window of time before grades are posted to complete the evaluation online	4	100%
2	Students complete evaluations during class time in a computer lab	3	75%
3	Students complete evaluations in class using a web-enabled device	2	50%

12. Based on your experience with your online course evaluation system, please rate the following statements

#	Question	Disagree	Neither Agree nor Disagree	Agree	No not know	Total Responses	Mean
1	reduced costs	0	0	4	0	4	3.00
2	easy to administer	0	0	4	0	4	3.00
3	accurate/timely results	0	0	4	0	4	3.00
4	response rate increased	2	0	0	2	4	2.50
5	average scores unchanged	0	0	2	2	4	3.50

13. Are faculty at your institution members of a collective bargaining unit?

#	Answer	Response	%
1	Yes	2	50%
2	No	2	50%
	Total	4	100%

14. Are the data generated by course evaluations used for purposes of tenure, promotion or compensation?

#	Question	Yes	No	Total Responses	Mean
1	Tenure	4	0	4	1.00
2	Promotion	4	0	4	1.00
3	Merit	2	1	3	1.33
4	Compensation	2	1	3	1.33

15. What advice would you give to an institution considering online evaluations?

Text Response

- Any institution contemplating the implementation of the electronic surveys should use a system of constant reminders to faculty, administrators, and students. Also, the institution must be patient and accept low response rates initially as the culture changes.
- Pilot first
- I would suggest that you include Verint as one of your options for a survey application. It is a terrific product. If you have any additional questions, or would like to come see our system, I would be happy to help.
- Find ways to induce a higher participation rate.

16. Has your institution ever considered online evaluations and decided not to use them? Would you elaborate on the reasons that informed your decision?

Text Response

N/A

No.

N/A

Appendix C

Survey sent to 31 peer universities – 4 valid responses received

1. Does your institution currently provide students with an online system for course evaluations? If not, please skip to the last question of the survey and thank you for your time!

#	Answer	Response	%
1	Yes	4	100%
2	No	0	0%
	Total	4	100%

2. In what year did your institution begin using online course evaluations?

Text Response

- 2011

- We started piloting an online system in 2012; we are on our third pilot (with a different vendor than the first two pilots)
- We completed a campus wide pilot test in the fall of 2013 and spring of 2014
- Pilot in 2012, fully online in 2013

3. What level in the organization makes the decision to use an online format for course evaluations?

#	Answer	Response	%
1	Institution	3	75%
2	College/School	1	25%
3	Department	0	0%
4	Individual faculty	0	0%
	Total	4	100%

4. Approximately what percentage of courses are evaluated using an online course evaluation system?

Text Response

- 90-95%
- We are still piloting; the pilot is with all courses in one college (we have six colleges)
- Almost all that are eligible for an evaluation
- 75-80%

5. What is the average or institutional response rate for online course evaluations?

Text Response

- 62% last semester
- approx. 44%
- Fall 32% Spring 46%
- Fall 2013 it was 57%

6. If paper-based course evaluations are also used, what is the average or institutional response rate for that format?

Text Response

- N/A
- Unknown
- We did not use paper evaluations during this time.
- Average rate for paper was 75%

7. What system does your institution use to manage and administer online course evaluations?

#	Answer	Response	%
1	a home-grown system (developed in-house)	0	0%
2	a vendor or service provider	4	100%
3	Other - please describe	0	0%

Total		4	100%
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Other - please describe

8. Does the system used for online course evaluations support any or all of the features listed below - select all that apply.

#	Answer	Response	%
1	open ended comment sections	4	100%
2	specific questions added by instructor can be completed by students using a mobile web-enabled device	4	100%
3		4	100%

9. How does your institution ensure that all students can submit online course evaluations?

Text Response
<ul style="list-style-type: none"> Students may log in to the system of course evaluations using their university-issued online ID. Also the course surveys are accessed through the Learning Management System (Blackboard Learn, in our case). We email them multiple times with invitations to participate I'm not sure exactly what you are getting at here. Do you mean are the evaluations accessible for students with a disability? Or do you mean do student have access to the technology they need to complete the evaluation? Students can use public computers or personal devices to complete surveys.

10. Please describe any strategies employed at your institution to ensure a high response rate.

Text Response
<ul style="list-style-type: none"> We are experimenting this semester with in-class completion of surveys using smart phones. Preliminary trials suggest that the response rate could be as high as 90% using this approach, but until now, we have mostly relied on students to log in separately (outside of class) to complete their course surveys. Some instructors have offered a small amount of extra credit points for completion of the survey During our first semester we offered institutional incentives in which students who completed the survey were entered into a drawing for an iPad or a bookstore gift card. We also asked faculty to encourage their student to complete the survey by explaining that we use the information to improve the classes. Some faculty provided incentives such as books or a couple of points towards their grade. The group that evaluated the pilot recommends an institution wide incentive policy be established. A broad communication strategy targeted at both students and faculty aims to communicate the importance of providing feedback.

11. Which of these online course evaluation administration strategies are used at your institution?

#	Answer	Response	%
1	Students allowed a window of time before grades are posted to complete the evaluation online	3	75%
2	Students complete evaluations during class time in a computer lab	4	100%
3	Students complete evaluations in class using a web-enabled device	4	100%

12. Based on your experience with your online course evaluation system, please rate the following statements

#	Question	Disagree	Neither Agree nor Disagree	Agree	No not know	Total Responses	Mean
1	reduced costs	0	1	3	0	4	2.75
2	easy to administer	0	1	3	0	4	2.75
3	accurate/timely results	0	0	4	0	4	3.00
4	response rate increased	3	0	0	1	4	1.75
5	average scores unchanged	0	1	2	1	4	3.00

13. Are faculty at your institution members of a collective bargaining unit?

#	Answer	Response	%
1	Yes	0	0%
2	No	4	100%
	Total	4	100%

14. Are the data generated by course evaluations used for purposes of tenure, promotion or compensation?

#	Question	Yes	No	Total Responses	Mean
1	Tenure	4	0	4	1.00
2	Promotion	4	0	4	1.00
3	Merit	3	1	4	1.25
4	Compensation	2	2	4	1.50

15. What advice would you give to an institution considering online evaluations?

Text Response

- Try to implement online course evaluations in such a way that students can complete them in class, using smart phones or other mobile web devices. This will likely produce the highest response rates.
- Scantron's software (Class Climate) offers a hybrid system where you can do online and paper based surveys at the same time. Their initial start up fee is somewhat high, but annual maintenance is not. The hybrid system has made discussions about switching to an online system institution-wide easier because it gives faculty/instructors options, and those who do not want to give up the paper-based system to not have to. Scanning the paper-based Class Climate forms is MUCH easier than our homegrown system that has been around for years. Whether students complete the surveys on paper or online, the results are generated quickly and faculty have easy and almost immediate access to them.
- Get faculty buy in early. Get faculty buy midway. Get faculty buy in during implementation. Get faculty buy in after the pilot. Communicate, communicate, communicate. Set a side at least a semester of time to plan the implementation. Make sure you have all the right people at the table for example, the registrar, the IT team, the student help desk, the faculty help desk, the data management team and the Provost Office. It takes an incredible amount of time to set the system up to a lot of communication from the team.
- Obtain faculty buy-in, run a pilot program. Advice given to us was to separate the process of moving online from potential changes to questions/the survey instrument. I thought this was good advice, as it allowed us to focus on one set of issues. Now that we are fully online we can address the survey itself.

16. Has your institution ever considered online evaluations and decided not to use them? Would you elaborate on the reasons that informed your decision?

Text Response

- N/A
- The committee that evaluated the pilot agreed that the online delivery was fine but they did not like the instrument that was selected by a previous faculty group.

Appendix D

Responses by UA Department Chairs

3. Who makes the decision whether or not a course uses an online format for course evaluations?

#	Answer	Response	%
1	College Dean	0	0%
2	Department Chair	4	57%
3	Individual Faculty	1	14%
4	Other - please elaborate:	2	29%
	Total	7	100%

4. Approximately what percentage of courses in your department are evaluated using an online course evaluation system?

#	Answer	Response	%
1	100%	4	57%
2	50% - 99%	1	14%
3	less than 50%	2	29%
Total		7	100%

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5. What is the average or departmental response rate for online course evaluations?

#	Answer	Response	%
1	more than 80%	0	0%
2	between 50% and 80%	2	33%
3	between 30% and 50%	2	33%
4	less than 30%	2	33%
Total		6	100%

6. Have you personally used the online course evaluation system developed at the University of Akron (<https://learn.uakron.edu/evaluation>) to review faculty evaluations?

#	Answer	Response	%
1	Yes	4	57%
2	No	3	43%
Total		7	100%

7. Please describe any strategies employed by your department to encourage a high response rate.

Text Response

- Years of faculty encouragement. Because of low response rates, paper is mandatory full time faculty.
- Encouragement, reminders, small amount of extra-credit
- Our administrative assistant typically sends several email reminders to students.
- The students are emailed about the window and the faculty announce it in class. This spring we may also have an in-class session where students can take the evaluation with a web-enabled device. This is because response rates have been low in some courses.
- Numerous contacts with students via e-mail
- We offered gift cards one semester early on to four students chosen at random from those who had completed the online evaluations. Only two of the four students selected showed up to pick up the cards.

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8. Which of these strategies for administering online course evaluations are used by your department?

#	Answer	Response	%
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1	Students allowed a window of time before grades are posted to complete the evaluation online		6	100%
2	Students complete evaluations during class time in a computer lab		1	17%
3	Students complete evaluations in class using a web-enabled device		1	17%

9. Based on your experiences with the online course evaluation system, please rate the following statements

#	Question	Disagree	Neither Agree nor Disagree	Agree	Do not know	Total Responses	Mean
1	reduced costs	0	2	4	0	6	2.67
2	easy to administer	1	0	5	0	6	2.67
3	accurate/timely results	1	2	3	0	6	2.33
4	response rate increased	4	1	0	1	6	1.67
5	average scores unchanged	2	2	1	1	6	2.17

10. If you would like to receive the aggregated responses to this survey please provide your name and email address in the space below.

Your name	Department	Email address
Redacted for privacy		

11. Based on your experience and feedback received from faculty and students, please rate the following statement. "Overall the use of the online course evaluation system was a positive experience for:"

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Responses	Mean
2	Department Chairs	3	0	1	1	1	6	2.50
3	Faculty	2	1	1	1	1	6	2.67
4	Students	1	1	4	0	0	6	2.50

12. Note: this question is intended for those departments that are using the paper-based format for course evaluations exclusively. Departments using mixed mode or fully online should NOT complete this question. The costs in time and materials to use a paper-based course evaluation system (including photocopying, assemble/distribute/collect course packages, collate scantron sheets, transcribe student comments and scan completed evaluations) will vary by department. Please estimate the cost to your department to provide paper-based evaluations for ONE semester?

Total hours for all administrative staff	Total hours for all student assistants	Number of photocopies required
25	15	0--we used a form
50+	24.5+	200+
15+ (varies): Depends on how many evaluations are returned with incorrect course numbers etc.	10+ (varies)	3000
10	15	1500
20	20	a few thousand

13. Have faculty in your department adopted the online format for course evaluations in the past and then returned to the paper-based format?

#	Answer	Response	%
1	yes	6	38%
2	no	10	63%
	Total	16	100%

14. If faculty tried the online format and returned to the paper based format what were their stated reasons for returning to the paper-based format?

Text Response

- Fewer people complete online surveys and that can lead to a few negative scores skewing results.
- Primarily a low n of student responses.
- They don't like change and have less control over what students may or may not enter. As well, they complain that their students don't have access to complete the evaluations when in fact the resources to complete an online evaluation are plentiful.
- Extremely few students actually filled out the on-line form and then they usually didn't give "comments," just numerical ratings. The only group who seemed eager to do the on-line evaluations were the ones who hated the course. This is not helpful.

15. The remaining questions focus on the use of online course evaluations in your department. If your department is NOT using the online course evaluation system please select 'Skip Ahead' option below to advance to the next section of this survey.

#	Answer	Response	%
1	Skip Ahead	8	50%
2	Continue with survey	8	50%
	Total	16	100%

Appendix K

Faculty Research Committee

Report for Faculty Senate

April, 2015

The Faculty Research Committee met in Student Union 310 for their Spring Business Meeting on Friday, April 17. After approval of the minutes from the Fall Business Meeting, a subcommittee was established for the National Endowment for the Humanities. These proposals are due and reviewed over the summer.

Discussion on the specifics of the application included Springboard access, clarity on the application form regarding resubmissions, and wording on the application if an award winner receives other funding on the same topic. This last point will be addressed in the Fall.

Other topics included a preference for Word documents instead of fillable PDFs for Committee members. There were technical issues associated with the PDFs. A form will be created for reviews that consists of the scoring rubric along with comments. There was consensus regarding the 15 point scale currently used in the competition. Other logistics of forms, processes, and reviewing were also discussed for the positives and negatives to make a more efficient process.

Any FRC members who intend to submit a proposal or be a collaborator for the Fellowship competition should notify the Chair a minimum of one week before the due date for proposals. This will assist in assignment of proposal reviews. Since this was an issue this year, current FRC members will try to recruit additional members.

The importance of complete reviews were discussed. As of the meeting date, 25 requests for comments (from 42 proposals not accepted) have been requested by those submitting proposals.

The Committee gave many thanks to Kelly Meyer for her assistance and work over the past two years.

Submitted by Robert M. Schwartz, FRC Chair

Appendix L

PTFC Faculty Senate report

The PTFC met on March 15, April 8, and April 23.

The committee discussed and continues work on a resolution to ensure that Part time Faculty members achieve retirement status. Also being discussed is an additional distinction for PT retirees, similar to the Emeritus status for tenured faculty.

The committee discussed and continues work on an amendment to the Faculty Senate By-Laws to allow for an additional Part time Faculty Senator (bringing the total number to 3).

As a final note, the PTFC would like to extend thanks to the Faculty Senate for their great support of issues that are very important to PT Faculty this year. In particular we would like to thank Chairman Rich for his many hours of invaluable support and helpful advice to the PTFC.

Respectfully submitted, S. Osorio, Chair

Appendix M**Report of the Faculty Senate Libraries Committee on Consolidation of the Libraries
April 30, 2015**

After studying the question for a year, the University Libraries Committees now believes that there would be no academic benefit to a consolidation of the two libraries, beyond what might be achieved with any funds realized through cost savings. The University Libraries Committee also believes that consolidation could lead to academic harm, especially if science and technology students lose students lose ready access to their quiet, technology-enhanced study space and to the Science & Technology Library's excellent model of individualized service and subject expertise. Finally, it is not clear to the ULC exactly how much money would be saved by consolidation, and we recognize that there are contrasting opinions on the ability of Bierce Library to serve the additional demand that would be created by the closing of the Science & Technology Library. In support of this view, we attach two documents: the "Position Paper on Consolidation of the Bierce and Science & Technology Libraries" from November, 2014, and the "University Libraries Bargaining Unit Faculty Response to the Position Paper on Consolidation of the Science and Technology Library with Bierce Library" from Spring, 2015.

Respectfully submitted,
Jon Miller Chair, ULC

**Prepared by Mark Bloom
Jo Ann Calzonetti Rachelle Davis Stephanie
Everett Ian McCullough Joseph Salem
Michael Tosko**

Charge to the Committee by Interim Dean, Phyllis O'Connor:

At its meeting on September 23, 2014 the University Libraries' Planning and Policy Group agreed that the best way for the voices of the University Libraries to be heard during the campus discussion about the possibility of consolidating Bierce Library and the Science and Technology Library would be to write a position paper on the topic. The paper will examine the benefits to the campus community of consolidating the two libraries; it will also examine the counterarguments to consolidation. The writing group will use statistics and will interpret those statistics in a way that is understandable to UA faculty, students, and administrators. Budget figures will be analyzed. The group will include a literature review to provide the reader with national context. (I have a file of current, relevant articles that I will share.) I would like for the paper to be finalized no later than November 15 for review by the Policy and Planning Group.

History of the UA Science & Technology Library:

From: Fleisher, SV & Calzonetti, JA (In Press). *Deferred Maintenance and Space Repurposing: The Impact on Libraries and Archives Disaster and Contingency Planning*. In Decker, E. Townes, J., editors, *Disaster Management and Contingency Planning in Modern Libraries*. IGA Global.

The S&T Library was originally conceived as a 10,000 square foot book depository within the 1967 design of the 405,000 square foot Auburn Science and Engineering Center (ASEC). It is conveniently located close to the academic disciplines its collections and services support, such as pure and applied sciences, engineering, nursing and allied health fields, and polymer science and polymer engineering. Group project rooms and comfortable lounge furniture in designated quiet areas provide a sound study environment. The library employs nine people consisting of four staff and four faculty members, including the department head, and one contract professional working off site.

The library also includes the holdings and records of the Rubber Division of the American Chemical Society (ACS). Founded in 1909, the Rubber Division is one of 34 divisions of the ACS and has been headquartered in Akron, Ohio since its founding. The Rubber Division maintains a one-of-the-kind library devoted to rubber and polymer science. The John H. Gifford Library is located within the S&T Library and contains one of the largest collections of rubber-related material in the world (Rubber Division, 2014). The records include photographs, scrapbooks, meeting minutes, publications, reports, correspondence, and newspaper clippings dating from 1940 to 1994.

The library was designed to provide limited service to the departments housed in ASEC. However, by the time the facility was completed all science disciplines were included in the scope of the collection and consequently the facility opened at capacity. Within a few years the library program evolved from book depository to full service library. These changes to the service program and increase in clientele led to the modification of the original 10,000 square feet with the addition of 5,000 square feet by enclosing an open-air atrium between the library and the mechanical engineering department. There were additional small space additions and renovations. In 1985, 100 square feet of unassignable hallway space was converted to library

use. In 1996 an additional 100 square feet was reassigned from the Department of Mechanical Engineering to the library to house the Rubber Division Library. Additional renovations

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included the partitioning of four 130 square foot library faculty office spaces, installation of a security system, and replacement of the roof membrane.

Even with this patchwork of renovations the library struggled to maintain print collections, add emerging technologies, and maintain adequate space for students and faculty using the library. Library staff were squeezed into uncomfortable and inadequate work space. Lack of space prevented the developing library program from functioning as a full service, technology rich library. Especially inadequate was space for students to study and collaborate within the library. In 2000 an architectural firm was hired to develop plans to expand the library from what was now 14,271 net assignable square feet (NASF) to 34,340 NASF and to redesign the entire space into a cohesive and functional operating library.

The S&T library expansion was achieved by enclosing additional outdoor areas around the exterior envelope of the facility and converting a portion of a parking deck below the existing library into library space. The expansion created places for group and individual study, open flexible space for access and reference services, multiple rooms for the addition of computer and multimedia technology including a technology enhanced learning studio, a large meeting room, new staff offices and a staff lounge. Collection space was substantially enlarged and reorganized. ADA compliance issues were resolved including the addition of an elevator. The security system, lighting and HVAC systems were upgraded. 15,240 NASF of student study space was designed to include private study rooms, group study areas and comfortable lounge seating along with study tables and carrels.

Recent Data on Collections and Services in the S&T Library:

The S&T library currently holds 128,509 bound volumes, 42,238 periodicals and 86,271 books. A reduction of approximately 50,000 bound periodicals, owned in digital format, and books, available in the Depository, from capacity to expand student study areas.

In AY 2012 -2013 the S&T Library circulated 10,232 bound volumes, 3,737 print reserve items, and 11,550 laptops. In AY 2013-14 the S&T Library circulated 7,771 bound volumes, 3,544 print reserve items, and 6,704 laptops.

Gate counts record the number of people using the library and have been collected hourly for the S&T Library since January 2014:

2014 Month	Jan*	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Total Gate Count	7,459	19,661	25,515	43,617	9,325	5,719	7,125	7,824	25,475	27,366

*January count began on 1/16/14

In AY 2012-13, 17,450 reference questions were answered by S&T Library staff. In AY 2013-14 14,425 reference questions were answered. The definition of a reference question is attached as Appendix C.

Workstation usage has been tracked for the first time in fall of AY 2014-15 so data is limited. The table below indicates the number of computers logged on by time of day from September 1 – October 31. The table is interactive within the original software, hovering over each bubble gives the day, time, and number of computers in use at that time. S&T Library has a total of 48 computers.

Budget Analysis:

National Trends. Nationally expenditures on library materials have increased 322% from 1986 to 2012. Scholarly journals have been the major drivers of this change having increased 456% in that time frame (Association of Research Libraries, 2012). This is in comparison to a 109% increase in the consumer price index (CPI) and 252% increase in the higher education price index (HEPI) during the same time. (Commonfund Institute, 2014)

A bibliography of all works cited is included in Appendix A.

Nationally, spending on libraries as a percentage of university budgets has fallen steadily for almost thirty years, from about 3.5% to 1.8% from 1986-2012 (Association of Research Libraries, 2012). Some of these cuts represent efficiencies gained from automation or outsourcing of certain functions (for example, getting books already labeled with electronic catalog records with purchase).

UA Library Operating Budget. Over a 5 year period, the University Libraries' operating budget has decreased significantly. The FY15 projected budget reflects a 20% decrease, or about \$1.5 million, from the FY11 expended budget. This decrease is disproportionate to the decrease in enrollment as enrollment has decreased 12% over the same period of time. The operating budget for the S&T Library including all personnel is approximately \$600,000 a year.

FTE Loss/Ratio. Through attrition and retirement, the UL has lost 24% of its faculty over the past five years. As reported to ACRL, the UL employed 25 faculty librarians in FY11. After significant retirements and attrition the number of faculty librarians is 19 in FY14. All of these retirements have come from Bierce Library, greatly challenging their ability to maintain a high level of service to The University of Akron community. Additional retirements in both the Bierce and S&T Library are anticipated in 2015.

This number might fluctuate as there are requests for a small portion of replacement faculty lines for FY16.

NSF Grant Support. Although the cost of library materials and staff is included in overhead for NSF (and other) grants, and these funds are separate from and above the cost of building facilities, The University of Akron has not formally accounted for library-designated overhead funds even though this is done for other administrative units (such as the legal office). In a time period when our grant awards have increased impressively, University Libraries has seen none of these funds while the cost of electronic journals supporting grants increases 2-5% annually.

Measures Taken to Reduce Expenditures. As staff, faculty and administration has left, the UL has taken measures to mitigate some of the departures by strategic reallocation of responsibilities and roles. Departments have been consolidated from 9 to 5. Student assistants have been utilized

to fill gaps when possible. Like other units on campus every position vacated is reviewed resulting in strategic filling of positions, not replacing attrition and retirement on 1:1 basis.

Capital Planning Feasibility Study:

Capital Planning has determined that Bierce Library has the capacity to accommodate the staff, collections, furniture, and equipment of the Science & Technology Library as well as provide space for individual and small group study areas at an approximate cost of 1.6 million dollars. Capital Planning concludes that Bierce will then be at full capacity and notes the extensive use of the Science & Technology Library by students.

It is unclear if the Capital Planning report includes relocation of the Rubber Division Library and staff into the Bierce Library. The full report is attached as Appendix B.

Literature Review on Library Branch Consolidation:

A review of the literature shows that branch consolidation is a long-term trend in academic libraries confronted with budget cuts, campus space pressures, or a combination of both. The following sample describes the cause and outcomes of several library consolidations.

At California State University, Sacramento the science floor was merged into the main library floors to consolidate reference duties as a budget consideration (Zhou & Hall, 2004). This allowed CSU to increase reference hours. When asked about the merger within the same building,

“...science librarians also felt that eliminating the Science Desk made science reference service less accessible, and the Library might have lost many science questions. Now they encounter mostly business and English assignment questions working on the Reference Desk, and the science questions have been drastically reduced. When the science librarians were asked whether they are better off overall after the consolidation, their general answer is ‘it is tough to say in a simple way.’” (p. 236)

Cornell also faced an “operational deficit” and the Physical Science Library was absorbed into other campus libraries. They looked to new web-based methods of outreach since the traditional physical based outreach methods would no longer work (Wilson & Bolton, 2013, p. 25).

Butler University proposed a consolidation plan to deal with budget issues, however “That plan

immediately faced such a strong, negative response from students, staff, and faculty that the administration backpedaled quickly” (Howes & Zimmerman, 2011, p. 543)

At Wayne State University space was tight and “Mergers may offer an opportunity for service enhancement through improved hours and staffing, shared support services, centralization of resources, and improved efficiency” (Lessin, 2008, p. 14).

The University of Texas reduced and consolidated a medical library by shrinking the physical print collection to make room for other institutional needs. There were many positive outcomes in this consolidation due to renovation and introduction of a 24/7 key-swipe study space (Tobia & Feldman, 2010).

Indiana University Bloomington consolidated their Life Sciences Library due to budget and space pressures. Although it was assumed that physical use of the library had declined with declining circulation of the physical collection, it was found that the branch had increasing usage as it moved into the electronic era (Winterman & Hill, 2010). It was found that undergraduate students were the main users and that faculty supported the library's physical presence even though they rarely used it. They kept the library as place, increasing the amount of study space and relocating the physical collection off site. This inconvenienced undergraduates who tend to browse for research.

A final example, the University of Florida redistributed a small music library to several other small campus collections to little user push back or disruption and budget savings due to elimination of a service point (Asher, Lindell, & Caswell, 2014).

Conditions leading to each of these consolidations do not clearly align with conditions at the University of Akron. Unlike CSU there is no plan to increase reference hours. The Libraries already have a primarily web-facing orientation, so consolidation would not bring that same innovation. A consolidation will have Bierce at maximum capacity and eliminate the library-managed, technology-enhanced study space available to all students at the Science and Technology Library. Selective offsite storage of portions of the print collection is already part of collection management practices by the Bierce and Science & Technology Libraries.

Generally the literature did not focus on consolidation of full STEM libraries into a main library, but instead consolidating a departmental (e.g. chemistry) or topical (e.g. medical) library into a subject library (e.g. the Science & Technology Library at University of Akron) (Shkolnik, 1991). Library consolidations were always considered for the purpose of reducing budget or freeing space. We could find no example of a branch consolidation carried out solely for pedagogical purposes. Branch consolidations are a valid and historically successful way to reduce costs or free space. The value to the institution is determined by how the space and budget is later repurposed.

Environmental Scan of Budget and Staffing Trends at UA Libraries:

As Librarians, we are constantly assessing changes in teaching and learning, research, and the acquisition and access of knowledge as we continue to provide outstanding library support and services.

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A combination of decreasing budget, increasing operating costs, staff attrition and reassessment of physical space has necessitated that the University Libraries (UL) consider new ways to be focused, efficient, and nimble in how we deliver library services.

The consolidation of Bierce Library and the Science & Technology Library may be a way for the libraries to optimize service delivery and capacity utilization given the pattern of declining budgets for materials and personnel. The FY15 projected budget reflects a 20% decrease, or about \$1.5 million, from the FY11 expended budget. Through attrition and retirement, the UL has lost 24% of its faculty over the past five years.

At the same time, the University Libraries has assumed more responsibility in the general curriculum (general education, etc.) with fewer staff to spread out the work. The AY 2014 instruction sessions (n=270) represents a 53% increase from AY 2013 (n=176). This model is not sustainable with the current trends in funding and staffing. Increases in instruction sessions

occurred in both the Bierce Library using the tiered staffing model and the S&T Library which is still using a traditional service model.

Although UA ranks last in comparison to other Inter-University Council (IUC) Ohio institutions in full-time equivalent students per librarian or professional staff and eleventh in full time equivalent students per total staff (Appendix D), our employees have been able to provide exceptional service and excel in their field even after the recent enormous increase in workload in Bierce Library's Research & Learning Services department.

Increase in Material Costs. While we have tried to hold harmless the materials budget as much as possible from budget cuts, it is one of the largest line items and has felt the effects of budget reductions over time. Cuts were first made to more discretionary lines such as supplies and services, equipment, travel, and student assistants. Even still, the materials budget has been affected.

For FY15, the UL made and was granted a request to increase the library and technology fees to help supplement the materials and technology used by UA students and faculty. This modest increase (\$1 per credit hour to the library fees and an increase from 3% to 5% in technology fees) brings the library back to approximately the same purchasing power in the collection budget last enjoyed in AY2010 and sets an expectation for technology fees that allows for planning and technology life cycling.

Decrease in Purchasing Power. In addition to the cuts to the materials lines, we have also experienced a decrease in purchasing power as the cost of materials continues to increase faster than inflation. Database and journal subscription costs typically increase at an annual rate of 2% - 5% with 10% increases not completely uncommon. These increases in material costs are also compounded by reductions in OhioLink purchasing content necessitating local purchases of essential content.

A notable example is the 2013 OhioLink cancellation of AIP journal subscriptions after failed negotiations following a 1,900% increase in their archive price. The net result was a local subscription that costs the same as our previous cost commitment to OhioLink but a decrease in

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access from 32 journals to 9. The nine core journals were identified through a faculty/librarian review.

Concerns Created by Consolidation:

Electronic Resources. It is absolutely unquestioned that scholarly journals and articles for the STEM fields are best presented, searched, and retrieved in an electronic environment. University of Akron has a GROOP - get rid of print - collection development policy for journals. We always cancel the print edition when an electronic version is available unless the budget difference is extraordinary. The trend in science is nicely summarized regarding chemists with this quote "Most chemists value their library primarily for its collections. Few chemists visit the physical library with any frequency for their own research, but they are highly active users of the digital collections that libraries provide." (Schonfeld, 2013b, p. 17) However, this embrace of electronic resources is mostly in terms of scholarly journals, electronic book usage still has much lower acceptance and acceptance is based on the type of reading intended (see below, Figure 1 from Schonfeld, 2013, p. 6)

This figure is from a presentation to Ohio librarians during a symposium on regional print management. Schonfeld was specifically asked “Will monographs also make a complete transition from print to electronic format?” (p. 3) In terms of results, Schonfeld concluded, “Whatever the future may bring, the transition for scholarly monographs away from the print-only world seems likely to be longer and more complex than it was for academic journals.” (p.

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10) An all-virtual library is not currently desired by faculty, although such a library has advantages in terms of 24 hour access, searchability, and usability for the differently abled. (Wilson & Bolton, 2013) One problem with electronic resources is the user experience depends on the wealth of the end-user. To depend on an all-virtual, electronic library we would need a massive and continuous investment in e-readers or tablets so that students from all socio-economic statuses could access our research and teaching materials. We would also need investment in professional-level staff and faculty within electronic resources to increase the discoverability of our electronic resources and reduce the many-months lag between access to electronic books and cataloging of electronic books. Because our consolidation is driven solely by budget concerns, it makes little sense to rely on electronic monographs that are ambivalently received and represent no apparent cost savings over the physical collection.

Outreach in the Sciences. Subject librarians have many outreach duties that require collaboration with teaching faculty. In the sciences, unlike other disciplines, research is organized at the level of the research group. (Schonfeld, 2013) Recently, science librarians have been encouraged to reach out to individual faculty instead of relying on departmental-level outreach, “With success hinging not only on buy-in from the faculty member, but on a receptive and positive group dynamic, a multipronged approach to providing support to the university’s research community overall is likely best in order to address the needs of all types of learners, researchers, and groups.” (MacKenzie, 2014, p. 172) There was no research found on whether the fundamentally more intensive outreach requirements to the sciences would be disrupted by a branch consolidation that removes subject librarians from proximity to their users.

There was disagreement within the writing group that outreach to the sciences is fundamentally more intensive than in other disciplines. The unique organization of research groups in the sciences is supported by the research literature, Schoenfeld and MacKenzie cited above. The alternative view is that all subject librarians work both at the department and individual faculty level creating working relationships that vary in their intensity both from an intellectual and effort perspective. The existence and importance of the research groups in other disciplines requires additional literature review.

Retention and Engagement. The University of Akron has refocused as an institution over the last year on increasing retention rates, deepening student engagement, and otherwise improving our educational outcomes. In light of this institutional focus we examined literature on the effect of libraries on retention and engagement. In terms of Fall-to-Fall retention, one study found “While statistically significant relationships exist between professional staff and student retention within each Carnegie Classification, the strongest relationship exists between these two variables at doctoral-granting institutions. Twenty-nine percent of the total variation in student retention is explained by the number of professional staff.” (Mezick, 2007, p. 564) Our plan’s budget savings are based on the eventual elimination of some professional staff, which may hurt student retention. More recently, in a study of library effect on achievement and retention,

“Further, we discovered that the types of library services that first-year students used were also differentially associated with their academic achievement and retention. Four particular types of library resources were significantly and positively associated with students’ academic achievement: using the library workstations (indicating physical

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presence in the libraries), accessing online databases, accessing electronic journals, and checking out books. Only two library activities were associated with students’ retention: enrollment in the Intro to Library Research Part 2 workshop and use of online databases.” (Soria, Fransen, & Nackerud, 2013, p. 160)

These are correlative studies, so it cannot be argued that libraries or library staff necessarily increases retention. However, there is no indication that reducing study space or decreasing staff helps retention.

Following Dr. Tinto’s lead on encouraging engagement, the University of Akron is trying to cultivate and encourage learning communities. Tinto writes, “To be effective, learning communities require that faculty and staff change the way they work and, in some cases, think. They have to collaborate in constructing coherent places of learning where students are connected not only to each other and the faculty but also to other support services on campus.” (Engstrom & Tinto, 2008, p. 50) Currently, many students use the Science & Technology Library as a meeting place for group study as well as individual study. Sensitivity should be shown towards nurturing and creating an appropriate space for these learning communities in the case of consolidation. Current opportunities and assets should be strategically positioned for a new level of readiness to serve the university’s students and faculty into the future.

Opportunities Provided by Consolidation:

Implementation of a Tiered Service Model. This model employs student assistants and staff to answer “tier one” questions related to directions within the library facilities, referrals to other services and technical equipment assistance. Faculty librarians are available 9:00am – 5:00pm Monday through Friday for “tier two” in-depth reference transaction referrals and subject librarians are then the point of referral for upper division needs and subject specialization. As a result, the subject librarians in Bierce Library have been able to redirect their time to increase their instruction and outreach or to accept additional subject areas as a result of recent retirements. This model has not been implemented in the S&T Library due to lack of staff and student assistants. While tiered reference is common trend for academic libraries in general, STEM libraries surveyed in New Jersey, “are still using the traditional reference desk staffed mostly by professional full-time librarians.” (Dawson, 2011) The S&T Library uses a traditional, integrated model and has also increased instruction outreach.

Physical Space/Collections. Currently, approximately 6% of our collections circulate locally in a given year. The percentage of electronic only resources increases every year, and access to digital information is 24/7 and does not rely on the physical proximity of collections. This low reliance on the physical collection makes housing on campus less of a priority and allows us to rethink space at Bierce Library to capitalize on some recent and upcoming opportunities:

7. The Board of Trustees adopted Master Guide Plan prepared by Sasaki Associates includes a Bierce Library Façade Expansion – in keeping with the plan for an “Academic Way” right in front of Bierce Library. Such an expansion would also allow for

repurposing space on the ground, second, and third floors of Bierce, including the addition of much-needed quiet study space in Bierce.

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- The Sasaki plan states “facilities opportunities conceived in the guide plan focus on newly identified innovation clusters. They include, for example, a complete rethinking of the sciences, engineering, and polymers, creating strong research-driven links, and a holistic integrated approach to learning for the physical sciences” (Sasaki Associates Inc., 2014) with the S&T Library integral to that innovation cluster.
- Another factor is the shift in the Federal Depository Library Program from print to a focus on electronic government information. The de-accessioning of never-used print documents will provide renewed and innovative use of thousands of square-feet of space on the ground floor of Bierce.

A legitimate consideration is how we might reframe our services and facilities in light of the fact that a majority of our current acquisitions are electronic. For example in AY 2012 approximately \$2,023,785.00 of the \$2,844,248.00, 71%, was spent on electronic resources, primarily journals. It is anticipated that this will continue and electronic materials will likely increase as a percentage of all materials expenditures.

This gives us the opportunity to consolidate service points allowing UL to focus its existing faculty and staff in providing a sustainable service portfolio and to focus any possible growth in staffing on one service point and portfolio.

Personnel. Due to changes in the state retirement plan in 2015, we anticipate retirement of personnel, which would not only create holes in already lean service areas but bring staffing levels and expertise below the threshold needed in order to thoughtfully and successfully complete a consolidation of this magnitude. Further operating cuts and reductions in staff would make accomplishing the process of consolidation extremely difficult to successfully execute if delayed due to a lack of personnel available to accomplish the project.

Conclusion:

Given the pressures on higher education and academic library budgets in Ohio and nationally, the particular budgetary environment at UA and the increasing shift to electronic resources it may be necessary to consolidate the two libraries to minimize service points due to reduced personnel. However, the elimination of the specialized, integrated service model and reduction in technology enhanced study space for all students will impact students and faculty in the UA STEM disciplines.

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Appendix A

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Appendix B

From: Curtis, Theodore
Sent: Friday, September 19, 2014 1:47 PM
To: O'Connor, Phyllis G
Cc: Sherman, William M; Ramsier, Rex D; Sterns, Harvey L; Haskell, James C
Subject: RE: Possibility of Consolidating Libraries

Phyllis,

To perhaps help expedite a decision we moved this study up by approximately one month and we offer the following.

€ Bierce Library has the capacity for the volume of documents if compact moveable shelving is introduced on the ground floor and the existing shelving on the remaining three floors are fully utilized.

€ Bierce has the capacity to provide reading, individual study and small group study areas.

€ This consolidation will result in full capacity of Bierce.

Auburn Science and Engineering Science Library is heavily utilized for reading and study, therefore some of Auburn Science's Library should be retained for these two functions.

Our estimate at this time is approximately \$1.6M which includes:

€ Purchasing compact shelving

€ Relocating documents moving staff and some renovation for the installation of the shelving system

€ Remodeling for additional staff

€ Reconfiguring the existing Auburn Library area for student study spaces.

Should you have any questions please advise.

Dr. Ted Curtis, AIA, NCARB,
Vice President Capital Planning & Facilities Management The University

of Akron Lincoln Building Akron, Ohio 44325-0405 Telephone 330.972.6107
FAX 330.972.5838 email curtis4@uakron.edu

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Appendix C

Reference Statistics, Sample Weeks

Background: The University Libraries collects and reports statistical data to a variety of organizations. We also utilize statistical data in our assessment and strategic planning processes. At this time we are asking your assistance gathering reference statistics.

Instructions: All staff, including student employees, whether your daily duties include reference activities or not, will keep an **individual log** (attached) counting reference questions from all sources. This means whether you are working at the reference desk, in your office, walking through the stacks, or even sitting in the coffee shop, that if you are asked a question that fits the definition below, you should record it as a reference question. Also, record all telephone, e-mail, and instant messaging reference questions during the randomly selected two week sample period. Please return the logs to Joe Salem or Jo Ann Calzonetti at the end of the sample period.

The NISO definition of a reference question is given below to help you determine the difference between reference and directional transactions. If in doubt, questions may be directed to Joe (x8581) or Jo Ann (x8196).

NISO Definition: An information contact that involves the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff. The term includes information and referral service. Information sources include:

- Printed and nonprinted materials.
- Machine-readable databases (including computer-assisted instruction).
- The Library's own catalogs and other holdings records.
- Other libraries and institutions through communication or referral.
- Persons both inside and outside the library.

When a staff member uses information gained from previous use of information sources to answer a question, the request is reported as an information request even if the source is not consulted again. (Also known as the Reference Transaction).

Categories: The log sheet contains the following categories:

Service Desks-record a transaction in this box if it occurs in-person while you are at one of the service desks, whether or not you are scheduled there at the time the transaction occurs. In other words, if you happen to be near the desk and another staff member asks your assistance with a question and you assume responsibility for the question, record it as a service desk transaction.

In Person Off Desk: Formal-record here all transactions that occur as a result of library users seeking out your expertise specifically, such as by referral (from a service desk or other),

appointment, or walk in (as what might occur with repeat clientele who know where your office is).

In Person Off Desk: Informal-these transactions are those that occur as you are walking through the stacks, past library work stations, in the coffee shop, in the hallways of Auburn Science and Engineering Center, in the Student Union, standing out in front of the library, etc. (Must be an actual reference question; see definition above)

Telephone-record here any reference transaction occurring via telephone, whether in your office, at a reference desk or other service point, or even if a professor calls you at home because he knows you well enough to do so.

E-mail-record here all reference transactions conducted via e-mail, whether directed to you via the Ask a Librarian pathway, forwarded or referred by another person, or contacted directly.

Instant Messaging-record here only those transactions conducted while utilizing the instant messaging software. (This will be a small group of individuals.)

You do not have to total your transactions; we will do it for you.

Note: It is essential that libraries do not include directional transactions in the report of reference transactions. A directional transaction is an information contact that does not involve knowledge, use, recommendation, interpretation, or instruction in the use of any information sources other than those that describe the library, such as schedules, floor plans, handbooks, and policy statements. Examples of directional transactions include giving instructions for locating, within the library, staff, library users, or physical features, and giving assistance of a non-bibliographical nature with machines.

Appendix D

Data sourced from the NCES website. (National Center for Education Statistics, 2014)

UA Comparison to Reporting IUC Institutions: FY12 Materials Expenditures

Institution	Materials Expenditures
1. Ohio State University	\$14,535,848
2. University of Cincinnati	\$10,215,453
3. Ohio University	\$5,093,197
4. Kent State University	\$4,397,788
5. Wright State University	\$4,153,365
6. Miami University	\$4,077,517
7. Bowling Green University	\$3,348,261
8. University of Akron	\$2,844,248*
9. University of Toledo	\$2,596,015

10. Cleveland State University	\$1,432,339
11. Youngstown State University	\$965,846
12. Central State University	\$244,753
13. Shawnee State University	\$162,780

*If we calculate expenditures from general funds, excluding fees, the number is \$1,564,164.

UA Comparison to Reporting IUC Institutions: FY12 Materials Expenditures per Student FTE

Institution	Materials Expenditures per Student FTE*
1. University of Cincinnati	\$359.41
2. Ohio State University	\$280.27
3. Wright State University	\$259.42
4. Miami University	\$250.48
5. Bowling Green State University	\$207.64
6. Kent State University	\$185.80
7. Ohio University	\$169.94
8. University of Toledo	\$132.44
9. University of Akron	\$122.94
10. Cleveland State University	\$110.83
11. Central State University	\$104.02
12. Youngstown State University	\$78.39
13. Shawnee State University	\$38.01

* General fund only FTE \$67.61

UA Comparison to Reporting IUC Institutions: FY12 FTE per Librarian/Professional Staff

Institution	FTE Students** per Librarian / Professional Staff
• Miami University	278
• Ohio State University	312
• University of Cincinnati	331
• Wright State University	396
• Bowling Green University	424
• Kent State University	504
• Cleveland State University	610
• Ohio University	634
• Youngstown State University	685
• University of Toledo	710
11. Shawnee State University	714

12. University of Akron

925

UA Comparison to Reporting IUC Institutions: FY12 FTE Students per Librarian

Institution	FTE Students** per Librarian
• Miami University	370
• Central State University	392
• Wright State University	604
• Bowling Green University	645
• University of Cincinnati	646
• Ohio State University	692
• Kent State University	696
• Shawnee State University	714
• Ohio University	727
• University of Toledo	766
• Youngstown State University	948
• Cleveland State University	981

13. University of Akron

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UA Comparison to Reporting IUC Institutions: FY12 FTE Students per Other Staff

Institution	FTE Students** per Other Staff
• Ohio State University	183
• Shawnee State University	249
• Miami University	258
• University of Cincinnati	279
• Cleveland State University	297
• Bowling Green State University	321
• Ohio University	349
• Kent State University	364
• University of Akron	379
• Wright State University	395
• University of Toledo	500
• Youngstown State University	512

UA Comparison to Reporting IUC Institutions: FY12 FTE Students per Total Staff

Institution	FTE Students** per Total Staff
• Ohio State University	116
• Miami University	134
• University of Cincinnati	151
• Bowling Green University	183
• Shawnee State University	185
• Wright State University	198
• Cleveland State University	200
• Central State University	210
• Kent State University	211
• Ohio University	225
• University of Akron	269
• Youngstown State University	293
• University of Toledo	293

University Libraries Bargaining Unit Faculty Response to the Position Paper on Consolidation of the Science and Technology Library with Bierce Library

Overview

The faculty felt that the position paper was incomplete and did not answer many of the questions that we had about the proposed consolidation, such as provision of a consolidation plan, where would the funding come from, would the funding include a major infrastructure upgrade at Bierce Library to ensure efficient and effective service for our users.

The faculty were also concerned about the UA commitment to STEM students and questioned whether the consolidation would be in the best interests of STEM, particularly in view that there are very different service models at the Science and Technology Library versus Bierce Library. Our concerns are user-centered as our goal is to serve our student and faculty community at the highest level.

The faculty were asked to list their individual views of the pros and cons on this issue and those comments are listed below.

PROS

Comments from faculty:

Respondent # 1:

- None

Respondent # 2:

8. The most apparent positive effect of the proposed consolidation seems to be saving money in the UL budget. It's not clear that there would be savings for the UA budget or the state of Ohio budget, at least for several years. Part of this is because very little information about budget has been provided. Likewise, very little information about what the consolidation would look like has been provided.
9. The givens seem to be that all services and resources currently provided at the S&T Library would either be transferred to Bierce or would be discontinued. All employees in the S&T Library would either be relocated to Bierce ... or not. The expectation is that the newly combined library would be able to run with fewer employees, hence the financial savings. Perhaps this reduction of employees could be handled through attrition.

Respondent # 3:

I am supportive of the merger (okay "consolidation") -- with the caveat that the University of Akron invest significantly in renovating Bierce so that it comfortably & efficiently house both library collections, employees and yes, students/patrons! I have serious concerns that this won't happen though, given our experience with the Learning Commons renovation. For the LC - UA invested in a consultant who drew up a 30+ -million dollar renovation plan, and then the UL

was given just around 3 million for the actual renovation (and I think I'm being generous, it may have been just over 2 million). That kind of corner-cutting can't happen if we want the optimum renovation to merge S&T with Bierce. I also have concerns that our collections will be hacked to bits to create space for the merging of the libraries (also not a good idea!)

Respondent # 4:

- [No pros listed]

Respondent # 5:

- Consolidation will save money in operations and projected salaries going forward

- Possibility for increased collaboration among library faculty
- Possible time savings for current subject librarians in Science Library due to fewer reference desk hours
- Consolidation of collection will eliminate “not at this branch” problem on main campus.
- Possible dynamic reuse of vacated space for thrilling, if unspecified and unfunded, new initiatives.

Respondent # 6:

- In our current budget crisis, closing the Science Library maybe a better alternative than other options for cutting the libraries’ budget. (Side note: Really, wish, we had better data on this and alternative options to determine whether closing Science is truly the best option.)
- Consolidating Science and Bierce, would slightly increase efficiency for Electronic Services and Interlibrary Loan that are located at Bierce but support functions at Science (i.e., less time spent walking back and forth between locations to troubleshoot problems, etc.)

Respondent # 7:

- If the library retains the savings from the closure this will help our short term financial stability
- Concentrates services at one location. Thus, avoiding duplication of services

Respondent # 8:

- A dedicated technical support desk in a merged main library will **empower users to evaluate their information needs, identify and access reliable sources, and successfully transform information into knowledge** when students are having technical difficulties.
- For the STEM students that will use a merged main library because there is no longer a STEM library, they might seek help from the Math Lab and Writing Commons more often because it is on site, which could contribute to increased **student success**.
- For STEM students that are early in their academic career (i.e. first and second year) that are using the main library for their general academic requirements would be more likely to ask librarians that liaison in the areas of their disciplines if the librarians were on site. For this population, it could lead to increased **student success**.

Respondent # 9:

- Being in one place/space may make inter-departmental collaborations logistically easier.

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- More folks in one place may equate to stronger bargaining power in the future.
- Potential for support of digital initiatives by administration if need proves strong after consolidation (and there are literally no other places cuts can be made).

Respondent # 10:

- None

Respondent # 11:

- I agree with the Dean that the question at hand is, “does the UA community want for the University Libraries to continue to operate two facilities with limited staffing and limited funding for resources and services in both, or should we operate in one facility, *which would bolster the staffing level in that facility and would give the*

*libraries additional funding to spend on resources and services.” [emphasis added] I think, though, her last clause is over-reaching. These are not facts that will happen. At best they are assumptions. I’d rephrase it as, **which could bolster the staffing level in that facility and may provide the libraries additional funding to spend on resources and services.”** These are not given and there is no proposed plan to specify.*

- If the consolidation can result in better services to our users and a healthier organization, then I would advocate it. Currently, I do not see the evidence and there is no plan established to move toward that goal.

Respondent # 12:

- None-I cannot see any pros at this stage as the position paper doesn’t address specific questions nor does it provide complete information.

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CONS:

Comments from faculty:

Respondent # 1:

Will have a detrimental effect on STEM students and faculty because it:

- Is in direct contrast to the notion that students come first at UA; sends the wrong message to STEM students and faculty.
- Removes subject librarians and their specialized services from close proximity to the buildings in which STEM students have most of their courses and in which STEM faculty are housed
- Creates obstacles or makes it more difficult for STEM students to study in groups as is often their habit at the S&T library
- Detracts from the attractiveness of attending UA for STEM studies; one less perk
- STEM students will not walk to Bierce to use the library. This is the case with CBA students.
- Bierce Library is already overcrowded
- Bierce Library is noisy and less conducive to the type of studying that STEM students are accustomed to
- Is in direct contrast to what UA has stated about the importance of STEM studies
- Will have an adverse effect on recruitment, retention, and student academic success
- STEM students do not want this; in the end students vote with their feet and tuition dollars

Respondent # 2:

I have three big concerns about saying ‘yes’ to the consolidation. The first is that I REALLY don’t know what it is I’d be saying yes to. I have seen no commitments of funds, no commitments to development of a plan for the consolidation, and no timeline given for the consolidation. I’d feel more confident supporting a consolidation, if I knew that UA administration was behind a well-thought out transition.

My second big concern is this: I believe the disciplines supported by the S&T Library are central to what makes the U of A unique. The sciences are quite different from most other academic disciplines, and the S&T Library is able to embrace that difference by catering to the distinct mindset and needs of our science clientele, particularly students. In part, this applies to the collections in the S&T Library. But I believe that, most significantly, this applies to the

employees in the S&T Library. They are able to cultivate an environment that is tailored to the needs of S&T students in a way that could not happen in a general library such as Bierce.

I am also concerned that saying 'yes' to the consolidation would be interpreted by U of A administration to mean that UL can and will **continue** to try and do more with less. We are a service unit, and our services require people to be successful. I'm concerned that recent budget cuts have always meant fewer employees and fewer resources. Why can't it mean fewer service hours? Why can't it mean that we charge for use of our spaces and/or our resources? The report issued in November clearly laid out staffing disparities among U of A libraries and those at comparable Ohio institutions.

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By the way, I'm also concerned that saying 'no' to the consolidation would in effect tie our interim dean's hands by giving her one less option to try and provide service to our clientele. There's no reason to believe that, if the consolidation doesn't take place, UL will get support from UA administration for additional personnel to staff either library.

Respondent # 3:

- Plan does not address long-term problems with price escalations or reduced funding of the library within the institution. It is a one-time fix, not a sustainable new model.
- Plan saves money only within the library administrative unit. Net for the university, this will be very expensive.
- Moves library from modern to less modern facilities.
- Possible cultural difficulties integrating current S&T library patrons into the at capacity Bierce.
- Move serves no pedagogical purpose and there is no argued improvement of the student experience.
- In terms of our library vision, this move reduces our flexibility by packing Bierce.
- In terms of our library values, this reduces service to a particular segment of students.
- For our strategic plan for student success, we are removing unique services by removing our most modern branch.
- Loss of 600 seats for student research in an acknowledged quiet and studious environment, which allows students to stay in science buildings during the cold winter months.
- I would encourage library and university administration to follow our strategic plan and seek external partnerships and internal collaboration for developmental opportunities. I believe this should include an accounting from the Office of Research Administration on how overhead for the library is calculated and then dispersed back to us. Our costs for scholarly journals in the grant generating departments have increased dramatically, grant dollars have gone up (roughly doubled between 2011 and 2013) and our materials budget is being cut year over year. Because of our responsibility to support the research of the university, I would argue flat rate cuts hurt us more than other administrative units.

Respondent # 4:

- – There is insufficient information as to why this is a good solution
 - The primary argument is budget, but little details were provided on exactly how this would save money (i.e. – the move will cost \$1 mill. – where would that come from? Most of the savings would be in personnel; would it all come from retirements? So far only one staff is confirmed to retire and there are only rumors about the head; would that cover \$500k?)

- Evidence is not apparent as to other clear benefits to this strategy, but plenty of concerns have been raised that have not been adequately addressed.
- – There is little evidence of the consideration of other options
 - The budget scenario has changed since the initial outlay of the idea, and it will change again in January; why make a drastic decision with far-reaching effects until a more realistic figure and future projections are available?
 - Collections budgets were so low that collection money was deemed untouchable. While I agree, we do have a new collection manager who will revamp our purchasing and hopefully renegotiate licensing and assist with collection analysis. Would it be worth seeing if a leaner system arises?

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- Were alternatives to complete closure of the Science Library considered? Reduced hours? Using a “coordinator” instead of a head? Etc.
- Our new president is changing many things, and, at this point, has only completed his first 6 months. Our dean searched failed. There are many administration elements in transition. Would it be wise to proceed at this point?

3 – I am not opposed to bold moves that may be controversial. I am opposed to bold moves that are down without researching impact and with no involvement of those who would be affected. Shared governance was clearly not a part of this decision.

Involvement:

- Library faculty (outside of the Dean and four department heads) were not involved in any consideration of this as an option or in plans to accommodate the consolidation. They were notified in a meeting where this was not stated on the agenda, and it was presented as a done deal, pending a Capital Planning feasibility report. Everyone was in shock. Although the consolidation of the library plan grew to be pitched as the presentation of an idea, other than the initial meeting where faculty and staff were blindsided, library faculty and staff were not consulted or targeted as a relevant group to meet with and receive input from. While the dean met with UC, Faculty Senate, UG and Grad government representatives, and numerous colleges within the first 3 months of the announcement in March to hear concerns and receive feedback, the faculty of library were never approached specifically about their opinion or concerns after the announcement. It was first opened for discussion at the library faculty meeting held by the Dean in November. This is completely unacceptable and diametrically opposed to the concept of shared governance.
- 5/6 the library “position” paper writers came from volunteers and appointments from a Dean-run, non-representational policy and planning group. A second faculty member was added at the faculty request.
- No attempt was made by the library to include or involve Science or non-science faculty or students in the considerations.

Inadequate consideration of impact

- The Science Library has a very different culture in regards to the physical environment, the service structure, faculty expectations, and student behavior. No investigation has been done into seeing how this culture would be merged with that of Bierce, either physically, attitudinally, or environmentally. The duties of the science librarians and the Bierce librarians differ, as do their reference setups and their reporting structures. There has been no discussion as to how these issues would be addressed. The merging of cultures is a huge component that would have a critical impact on the success or failure of such a consolidation. It is not something to figure out later.

- As a school, we pride ourselves on our STEM programs and education, and have pushed to focus on student success. There has been no consideration of the impact of a consolidation on any of these concerns.
- A large number of the science faculty have come out against the consolidation, and a science student petition to keep the science library open has garnered over 500 signatures, many of them current and past students. While the administration states that many of them only want quiet study space, which they say can be provided, none of the concerns have been systematically or substantially addressed.
- No one has looked at the impact on the Bierce Library, and the effects on the schools, students, and faculty that are currently served.

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- Without considerable future planning, it would be foolish to give away considerable space and significant funds, knowing that it is unlikely we would ever get either back.

The largest concern is the overall spending priorities of the university. When a library must choose between cutting:

- people, when the student per librarian ratio was 1:1000+ in 2012, the lowest of 13 reporting public universities in Ohio
 - money for collections, when an increase in student library fees next year will only bring us to FY2009 funding, and journal and subscription costs continue to rise as OhioLINK funding falls
- And
- eliminating the Science Library, which has been recently renovated and is by most accounts is successful,
 - The real problem is the consistent and sustained underfunding of the library by the administration. Closing the Science Library with no consideration of impact, no plan of transition, and no involvement and buy-in from constituencies, could cause significant damage without addressing the larger cause.
 - Library faculty, staff, and administration have all worked tirelessly and with dedication to support and improve the academic success of our students, as budgets have continually decreased. We can and will come together to do what we must. But pushing through this plan as the means to do this would be a mistake at this point.

Respondent # 5:

I am not sure I can give you a pro/con list for the consolidation proposal. I thought that many good arguments were made during the BUF discussion, and at this point I still feel that I cannot completely subscribe to an either/or position. As a non-science librarian, I rely on the insights of the science librarians to assess the needs of their patrons, but here are my thoughts based on my own experience:

- One of the biggest concerns I heard from [Science librarians] was that the tiered system we have here at Bierce would not work well for science students. Again, as a non-science librarian I do not feel qualified to judge the science community, but personally I feel that this would be a matter of changing the culture of the science reference service. Yes, most students (including the ones at Bierce) probably prefer the instant reference service, but a referral is not a rejection, and I would argue that it would just be a matter of time to get students used to that. Science librarians would be just a step away, like we are here in Bierce. The tiered system to me has more advantages than disadvantages and I would be happy to elaborate on that more, if necessary.
- A point that made a lot of sense to me was whether consolidation would be a long-term solution for the budget troubles of the library. Whenever I go over to the Science Library, it is always buzzing with activity and truly a learning community for the students. It has a

very welcoming atmosphere, and if a consolidation does not provide a long-term solution, I would hate to lose that space for the students.

- Related to that I also understand [Science librarian's] point that the location of the Science Library is extremely convenient for science students, and the vicinity to their professors/classes makes it more likely for them to conduct their research in the library and follow up on their professors' instructions/recommendations for research.
- I agree with [Science librarian's] argument that if we always "do more with less," it easily becomes the status quo, and we'll have to wonder (and worry) what the next cut will be.

In sum, to me the central question is whether a consolidation would provide a long-term budget solution. I would like to see some budget projections with real numbers that would reveal a

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close-to-realistic picture for the next 10 years or so, which is probably impossible to produce. I am very interested to hear what the President has to say in the planned meeting with library faculty and staff. I am sure that a potential consolidation of Bierce and Science is only part of a more complex strategic plan the new administration is creating. I feel that it is important that we keep the conversation about this going, but without knowing what the administration's ultimate plans are, I cannot make a pro or con decision.

Respondent # 6:

- Closing Science would negatively impact students and faculty in STEM disciplines who are used to having close convenient access to the library for their research and study needs. This could also impede their ability to collaborate amongst each other.
- Consolidating Science and Bierce would put the Bierce library at capacity with no room for collection growth; meaning that we will have to implement a policy or one book in, one book out. While we are continuing to shift to more electronic over print resources
- The louder, more social environment of Bierce is very different from the quiet study environment that Science library students are accustomed to and prefer.
- Currently, Science bibliographers take advantage of being in such close proximity to the faculty offices of their disciplines to reach out to their constituents. Relocating these bibliographers to Bierce would make these outreach efforts much more difficult.
- The question of needing to raise 1.6 million to renovate Bierce to accommodate the Science collection and faculty, for a savings of \$400-\$600K is a little murky.

Respondent # 7:

- An example of the continued erosion of the library's financial base.
 - Loss of unique and integrated space in the school of engineering.
 - Loss of high use access point.
- Will max out Bierce's capacity.

Respondent # 8:

A merged main library that is less convenient to STEM students will likely not be **valued as essential to student success**. Literature has shown that students and faculty will not utilize the library if it is not convenient (George, Bright, Hurlbert, Linke, St. Clair, & Stein, 2006; Seal, 1986; Vondracek, 2007). Also, literature has shown that engineering students in particular have a propensity to ask their peers when seeking information (Allard, Levine, & Tenopir, 2009; Du Preez, 2007; George *et al.*, 2006; Kraus, 2007). This will be faster and more convenient, but likely not as thorough as asking a librarian. The current location of the STEM library is considered convenient because the library is in the same building as their professors, classes, and laboratories.

University Libraries strive to **provide innovative technologies to empower users to evaluate their information needs, identify and access reliable sources, and successfully transform information into knowledge**; however, some students stop using the library if it is too busy. Vondracek (2007) found that the newly renovated Oregon State University library was not used by a percentage of students due to the library being too loud and busy. If the merged main library will be at capacity, it might be difficult for students to find study space or a computer. It is University Libraries' vision to **create the ultimate academic destination on campus**. Merging the two libraries could conflict with this vision if less student use the library once they are merged than are currently using the libraries as two locations.

For University Libraries to be **known and valued by the University community as essential to the educational process and student success**, there must be strong teaching faculty and

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librarian connections. Some of these connections are made possible in the STEM disciplines because there is a STEM library conveniently located near the faculty. Literature cites this connection as a common occurrence in branch libraries (Seal, 1986). This connection could be more difficult to establish with the faculty and students alike when there is no longer a STEM library in a convenient location. Literature shows that libraries that are not as visible to the faculty and students employ different methods to establish these connections with a variety of success (Handler, Lackeya, & Vaughana, 2009; Nelson, 2007).

- Allard, S., Levine, K. J., & Tenopir, C. (2009). Design engineers and technical professionals at work: Observing information usage in the workplace. *Journal of the American Society for Information Science & Technology*, 60(3): 443-454. doi: 10.1002/asi.21004
- Du Preez, M. (2007). Information needs and information-seeking behaviour of engineers: A systemic review. *Mousaion*, 25(2): 72-94.
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- Nelson, M. S. (2007). Initiating engineering outreach reference services: Background and practice. *Reference Services Review*, 35(2): 265-284. doi: 10.1108/00907320710749182
- Seal, R. A. (1986). Academic branch libraries. *Advances in Librarianship*, 14(1): 175-209.
- Vondracek, R. (2007). Comfort and convenience? Why students choose alternatives to the library. *Portal: Libraries and the Academy*, 7(3): 277-293. doi: 10.1353/pla.2007.0039

Respondent # 9:

- Losing 'brain' power from university libraries is always very challenging to account for, to replace, and to recover from. Now that information literacy is a core outcome of the general education curriculum at UA, IL instruction needs and requests will increase – how will fewer librarians meet this demand?
- Per the Capital Planning study, a consolidation means a) a need for \$1.6 million to be found somewhere, and b) that the library will be at capacity. "At capacity" implies no room for growth – which is part of the university's agenda. Where will the incoming student body go?!?
- Following on things related to the university's agenda: Despite the predicted overage in funds that would come to Bierce should the consolidation move forward, it does not

appear there is a guarantee that the money saved would be used in Bierce and not elsewhere (meaning doing even more, with even less).

- Consolidation appears to cost a lot of money which doesn't appear to be available at present – so where would the money come from?
- In appendix added to Position Paper – although moving folks over here is a physical consolidation, it doesn't appear to consolidate needs or services at all (especially in terms of the University's projected spike in enrollment). Therefore, I reiterate that it appears even more will be expected from UL faculty and staff with even less brain power/money/space, etc.
- Again – the 'additional funding' cannot be guaranteed to remain with the library.

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Respondent # 10:

- Approximate cost of 1.6 million dollars
- Absence of a proposal tied to the department's vision and mission
- Absence of a clear and well-articulated exposition on how the consolidation will promote the University of Akron's Goals and Mission.

Respondent # 11:

I agree with the Dean that the question at hand is, "does the UA community want for the University Libraries to continue to operate two facilities with limited staffing and limited funding for resources and services in both, or should we operate in one facility, *which would bolster the staffing level in that facility and would give the libraries additional funding to spend on resources and services.*" [emphasis added] I think, though, her last clause is over-reaching. These are not facts that will happen. At best they are assumptions. I'd rephrase it as, *which **could** bolster the staffing level in that facility and **may provide** the libraries additional funding to spend on resources and services.*" These are not given and there is no proposed plan to specify.

If the consolidation can result in better services to our users and a healthier organization, then I would advocate it. Currently, I do not see the evidence and there is no plan established to move toward that goal.

The cost-savings for the library argument fails in the university context. I understand how the numbers are derived, but a couple hundred thousand dollars saved by the library requiring over a million in capital funds equals an overall loss for the university without any guarantees of better services and collections. There are no guarantees that the imagined savings would stay in the library budget. This all seems like a grand "rob Peter to pay Paul" plan for the short-term. I do not see any type of long-range thinking in these ideas of consolidation.

I was also alarmed by the facilities report from Ted Curtis. He stated that if consolidation went forward, the Bierce library would be at full capacity. I am concerned that the expansion of services and collections will be severely hampered by being "at capacity." At capacity, all we can do is maintain, tough to improve with no headroom.

Respondent # 12:

Cons, concerns and questions:

- If moving S&T to Bierce would put this building at capacity:
 - Are there contingency plans for upgrading the technology infrastructure (electric, wireless, and hard-wired connections to the network) so that we can support the services and additional student load in this building?
 - Are there solid plans for the renovation? How will the \$1.6 million be spent? Does that amount represent the minimum amount of renovation that must be accomplished to accommodate the addition of S&T, or does it represent some growth space as well?

- If we are at capacity in this building, what will be the fate of non-library services in the building such as the Writing and Math Labs? These services are very high use, contribute greatly to student success, and could use expansion space as well so will we be blocking their potential growth as well?
- In the previous “collection review” project to help make space for the learning commons renovations, the library lost a number of key resources and did not involve the teaching faculty. Will further “collection review” eliminate more key resources and in essence further gut the physical collection? Not everything is available in electronic format and not everything should have to wait for

OhioLINK or ILL to get resources key to their field of research. If the building is at capacity, there is no room for physical growth.

- Financial/Staffing issues:
 - The position paper does not indicate where the \$1.6 million required for the renovations would originate. It also seems odd when UA asks us to cut our budget by approximately \$500K but instead we submit a proposal for an additional \$1.6 million.
 - The position paper does not indicate a detailed breakdown of costs for the renovations.
 - The position paper does not make it clear that any money saved will be added to the library's budget and we have accepted budget cuts right and left for the last few years. How much more can we cut and still be able to provide services?
 - Were any long-term financial projections considered? Will the library continue to be asked to cut our budget?
 - Part of the reasoning in the position paper is that there will be fewer staff positions with the consolidation. At this point, every department is seriously understaffed. We have outsourced a great deal of technical services issues but even with the outsourcing, there still have to be people to monitor all of the outsourcing. Most faculty and staff are doing work that previously was performed by two or more people. "Doing more with less" is quite honestly very stressful and leads to less than stellar services. I'm very concerned for morale at UL.
 - I do understand that a consolidation would potentially eliminate duplicate services, but at the same time, S&T is a different culture than Bierce and I fear that merging these services will be a great disservice to our STEM students and faculty. With STEM as a key component of UA's academic reputation, it would make more sense to develop S&T as much as possible, including additional staff and faculty.
- Other questions:
 - Were there any other possible plans for reducing the budget as requested by UA? What other things were considered? Why was the consolidation the only option presented?
 - Why wasn't a campus survey done to determine how the campus, particularly the STEM areas, use and view the library and its services? Before considering a huge relocation project, it would make sense to survey the people most affected by this proposal and find out if it is something they could support.
 - Why was only the management team involved in the proposal? Why weren't the faculty and staff consulted?
 - Why was the literature search listed in the position paper focused on universities so much larger than UA? Were there no similar institutions in the literature and if not, why not directly consult our peer universities to see how they've dealt with these types of problems?
- Overall, I feel that the position paper was not well thought out, missing critical details that are required for making any kind of reasonable decision, and not well researched. The paper does not make a case based on the UL mission or values statement, and I believe that it also does not support the UA long-term mission of support for STEM. I think that consolidation as described in the position paper will effectively "paint us into a corner" with no physical growth room, a less than adequate aged building infrastructure, unsatisfactory service for the STEM students, and more long-term budget problems.
Also, after spending so much money to renovate the S&T space at Auburn, it seems like we are just wasting money.

Appendix N

A Resolution from the Committee of

General Education Learning Outcome Committee Chairs

In order to abide by both OBR requirements for both Part-Time Faculty and for those teaching Dual-Credit Courses, and in recognition of the concerns of HLC regarding the qualifications for graduate students as instructors, the GenEd Chairs Committee proposes that those teaching general education courses, including graduate students, have completed a minimum of 18 graduate credit hours in the content area.

March 5, 2015