

## **Minutes of the Faculty Senate Meeting of March 6, 2014**

The regular meeting of the Faculty Senate took place Thursday, March 6, 2014 in room 201 of Buckingham. Senate Chair William D. Rich called the meeting to order at 3:03 pm.

Of the current roster of 64 Senators, 47 were present for this meeting. Senators Blewitt, Huff, Kemp, Landis, Lazar, Mukherjee, Patnaik, Sancaktar, Scotto, and Witt were absent with notice. Senators Braun, Hajjafar, Hamed, Huss, Ramcharran, 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.

**The motion was adopted without dissent.**

### **II. Approval of the Minutes**

Senator Clark moved to adopt the proposed minutes of the February 6, 2014 meeting. The motion was seconded by Senator Saliga.

**The minutes were adopted without dissent.**

### **III. Remarks of the Chairman**

Chairman Rich remarked as follows:

On the agenda for this meeting we have a proposal from the Academic Policies Committee to increase the grade point average required for Dean's List from 3.25 to 3.50, and create a President's List for full time students who earn a GPA of 4.0. We also have a number of curriculum change proposals from the Curriculum Review Committee, a report from the Computing and Communications Technology Committee that includes a recommendation about the university's licensing of web conferencing software, the final report of the ad hoc Clicker Committee which includes recommendations concerning the adoption of a new student response system for the university, and a report from the Athletics Committee recommending that the Faculty Senate join the Coalition on Intercollegiate Athletics.

Let me just report briefly that the Academic Policies Committee has been meeting weekly to review the provost's proposed suspension of 55 academic programs, examined the relevant data and the provost's rationales for his proposals, and to consider written submissions from interested faculty members. APC will present its recommendations to the Faculty Senate in the senate's April third meeting. I should add if there are faculty members who have not yet but wish to make written submissions to the committee concerning any of these proposals, they should do so soon, because we don't have a lot of time left.

The administration has released its proposed budget for fiscal year 2015 which begins July 1 of this year. The proposed budget, including the specific cuts for each of the colleges, was developed by a

leadership team that included, unfortunately, no academicians. In the course of developing the budget, there was no meaningful consultation of the University Council Budget Committee.

I understand there have been some efforts recently to consult with the Budget Committee, and I hope that those efforts continue.

The administration is projecting a four percent decrease in enrollment and a four percent decrease in revenues from fiscal year 2014 to 2015, so total budget cut for fiscal year 2015 is \$14.9 million, which represents a cut of 6.5 percent from the fiscal year 2014 budget.

Academic units collectively are being cut by \$9.1 million which is a 6.7 percent decrease in their budgets. Nonacademic units collectively are being cut \$5.7 million, which is a 6.2 percent decrease in their budgets. As a result, the academic units' collective share of the budget will be further reduced and the nonacademic units' share will be further increased.

The College of Arts and Sciences, which is the heart of this university, has had its budget cut by 14 percent over the last two fiscal years. It should be unnecessary to state that the primary mission of this and any university is academic instruction. It's academic instruction for which students pay tuition and the state provides subsidies. The 6.7 percent budgets cuts on the academic units for fiscal year 2015 on top of those for last year and the years before that will impair those units' ability to provide academic instruction and thereby reduce enrollment and student success resulting in a further loss of revenue. Continuation of this trend can only result in a fiscal death spiral for the university.

The priorities reflected in the proposed fiscal year 2015 budget are backwards. In lean fiscal times expenditure cuts have to be made, but those cuts should not be concentrated most heavily on the units that provide the services that directly generate revenue.

Recently we learned that in the last year the university spent almost a half million dollars on promotional novelty items such as T shirts, pens and backpacks. The Athletics Department has just ordered almost \$13,000 in bobble head likenesses of the president in celebration of his having, in the words of the athletics director, "ensured that the university provides our student athletes and coaches with first class facilities and other resources necessary to compete for championships." The Athletics Department, it should be noted, does generate significant revenue, but it nonetheless costs the university two to \$3 million more in expenditures than it generates in revenue.

A decrease in revenue owing to dropping enrollment was probably inevitable, given the demographic fact that the population of college age students is decreasing. What caused our fiscal crisis, however, was the administration's failure or refusal to recognize the implications of that demographic fact and its failure or refusal to recognize that the federal fiscal stimulus spending programs were coming to an end. The administration is taking a fiscally conservative approach in proposing the fiscal year 2015 budget, they say. And this in itself is not a bad thing. It is regrettable that it was not done in prior years when it would have been possible to take a more strategic, less crisis driven, less opportunistic approach to reducing expenditures.

What in my view is wrong with the administration's approach to budgeting for fiscal year 2015 is that it has not only failed to give priority to funding the academic units which directly fulfill the mission of the university and generate its revenue, it has actually done the opposite, given budget priority to the nonacademic units. I urge the administration to correct this strategic error before it finalizes the fiscal year 2015 budget; otherwise we'll be eating our seed corn.

#### **IV. Reports**

##### **Executive Committee**

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

As a reminder, we are in the midst of Senate election season. The deans and other facilitators have been notified with the relevant information to carry out Senate elections for each constituent group, as well as an elected Faculty Rights and Responsibilities representative when appropriate. The election reports are due back to the Faculty Senate office by March 15th.

During the month of February, the Faculty Senate Executive Committee met three times as a committee and once with the President and Provost. On February 13th the EC met for regular senate business. The committee discussed the charge to APC and CRC regarding the proposal to suspend 55 academic programs. The data presented to the senate did not include specific rationales from either the Academic Program Review Committee or the Office of Academic Affairs. Chairman Rich returned to the administration and acquired the appropriate documents.

The EC next met on February 20th for regular senate business and to prepare for the meeting later that afternoon with the President and Provost. The President informed us of the current initiatives to build a conservative FY '15 budget with an expected 4 percent decrease in enrollment and a 2 percent tuition increase. The EC expressed concern over the UC Budget and Finance Committee not being actively engaged in the current budgeting process. The President assured the EC that he will clarify and reinforce the role of the University Council committees with all the Vice Presidents.

The EC last met on February 27th for regular senate business and to prepare the agenda for today's meeting. Richard Bennett was appointed to the CRC.

##### **Remarks of the President**

The President began his remarks by noting that his term as president is coming to an end and that the Board of Trustees is meeting with their chosen search consultant and the presidential search process is moving forward.

The President requested that the ad hoc Committee on Criminal Justice Programs and the Role of Summit College provide recommendations to him by the May Faculty Senate meeting.

The President mentioned the call for proposals issued by the Provost and Mr. Tressel for initiatives to improve student retention and completion and asked the members of the Senate for their assistance in

this regard. The top two or three proposals will be funded for up to \$50,000 per year for a minimum of three years.

The President noted that the State has failed to fund higher education adequately. Ohio is fourth from the bottom per FTE support for higher education. The President expressed his view that higher education applies the wrong metrics as a proxy for excellence.

### **Remarks of the Provost**

The Provost began his remarks by thanking the Academic Policies Committee for their work with the faculty, chairs, deans, and administrators on reviewing programs for suspension. The recommendations from Faculty Senate will be thoughtfully considered and the administration's final recommendations will be presented to the Board of Trustees on April 23<sup>rd</sup>.

The Provost stated that academic program review was about alignment between the University System of Ohio and The University of Akron. A key element to this alignment is Summit College. The Provost echoed the President's desire for the Senate's report on the issue at the May meeting anticipating a discussion of those recommendations with the Board of Trustees in June.

The Provost showed concern over the budget, anticipating a 15 million dollar shortfall. The Board of Trustees has requested a FY15 budget where revenues exceed expenses without tapping into the limited reserves available while maintaining more financial support of the academic portions of the budget.

The Provost also assured the Senate that the University Council Budget and Finance Committee had been engaged in the development and planning of the FY15 budget.

The Provost reported that the new recruitment efforts have seen a rise in applications by three thousand and are even in confirmed admitted students. There has been 7 percent increase in the retention of preparatory students and a 5 percent increase in college ready students.

### **V. Committee Reports**

#### **Academic Policies Committee**

Vice Provost Ramsier reported as follows on behalf of the Academic Policies Committee:

Academic Policies Committee is bringing forward a recommendation to alter Rule 3359-20-05.1 (Appendices A & B). The intent of the suggested rule changes is twofold. One is to increase the GPA requirement for a student semester by semester to obtain Dean's List status from 3.25 to 3.50. This is in an effort to become more consistent with other universities in Ohio.

The second part of the rule change suggestion is to add a President's List for students who obtain a 4.0 in any given semester. This is a motion from committee presented to this body for consideration.

**The motion was adopted without dissent.**

**Curriculum Review Committee**

Vice Provost Ramsier reported as follows on behalf of the Curriculum Review Committee:

The Curriculum Review Committee brings forward a list of curriculum proposals (Appendix C) that have reached the end of the curriculum review process without objection or comments that are unresolved, and we bring these proposals to you for your final approval and consideration.

**The motion was adopted without dissent.**

**Distance Learning Review Committee (CRC subcommittee)**

The Distance Learning Review Committee submitted a written report (Appendix D).

**Computing & Communications Technologies Committee**

Senator Bove reported as follows on behalf of the Computing & Communications Technologies Committee:

CCTC brings forward three recommendations as motions from the committee for the body's consideration (Appendix E):

*The CCTC recommends that the Faculty Senate approve the purchase, by the university, of a license for the WebEx web conferencing package in addition to maintaining the current licensing agreement the university has for Blackboard Collaborate.*

**The motion was adopted without dissent.**

*The CCTC recommends to the Faculty Senate that the Web Conferencing Committee (WCC) continues its existence with the following additional charges:*

- *The WCC will work in an advisory role for IT and ensure that proper technical and pedagogical training on the effective use of WebEx is available for faculty and staff.*
- *The WCC will work with IT to promote and market WebEx to the campus community.*
- *The WCC will work with IT to ensure that the initial deployment of WebEx is smooth.*

**The motion was adopted without dissent.**

*Due to the cost of paper-based evaluation systems, the CCTC recommends that the Faculty Senate either charges an existing committee or forms a new committee 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.*

Senator Saliga moved to refer this to the Executive Committee. Senator Clark seconded the motion.

**The motion was adopted without dissent.**

**Ad hoc Clicker Technology Review Committee.**

Chair Vacca reported as follows on behalf of the Ad hoc Clicker Technology Review Committee:

The committee formed in fall of 2012 and has met many times to deliberate on the available options for clicker technology for the university. The committee recommends adopting Turning Technologies as the official clicker system for the university (Appendix F). The committee also recommends that the university pay licensing fees for virtual clickers, which will allow students to use cell phones, laptops, tablets or other mobile devices to respond to clicker type questions in the classroom. The committee also recommends that the university incur the costs of licensing the physical clicker devices as not to discourage faculty from adopting the technology for their classes.

**The motion was adopted without dissent.**

**Ad hoc General Education Revision Committee**

The Ad hoc General Education Revision Committee submitted a written report (Appendix G).

**Athletics Committee**

Chair Nichols reported as follows on behalf of the Athletics Committee:

The committee brings the following recommendations (Appendix H):

*The FSAC recommends joining The Coalition on Intercollegiate Athletics (COIA) with the understanding that the FSAC will re-evaluate COIA and The University of Akron's membership after a 2-year period. The re-evaluation process will occur during the 2016-17 academic year.*

*The FSAC also recommends that the Faculty Senate representative to COIA be from and elected by the FSAC.*

Senator Erickson moved to amend the motion so that the representative to COIA is elected by the Senate. Senator Matejkovic seconded the motion.

**The motion to amend was adopted without dissent.**

Chair Rich called for the vote on the main motion to join the COIA.

**The motion was adopted without dissent.**

**Part-time Faculty Committee**

The Part-time Faculty Committee submitted a written report (Appendix I).

**VI. Faculty Senate Representatives to University Council**

Senator Erickson reported as follows on behalf of the Faculty Senate Representatives to Graduate Council:

The Senate Representatives to University Council conveyed the Faculty Senate's request to the University Council that the UC Budget and Finance Committee be involved in the discussion and development of the university budget.

**VII. Unfinished Business**

There was no unfinished business.

**VIII. New Business**

There was no new business.

**IX. Adjournment**

Chairman Rich adjourned the meeting at 4:39 pm.

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Any comments concerning the contents in *The University of Akron Chronicle*  
may be directed to the Secretary, Frank J. Bove (x5104).  
[facultySenate@uakron.edu](mailto:facultySenate@uakron.edu)

## **APPENDIX A**

### **Report of the Academic Policies Committee February 25, 2015**

The Academic Policies Committee recommends the following:

1. Increasing the grade-point average required for the dean's list from 3.25 to 3.50 effective Fall 2014.
2. Creating a president's list for full-time undergraduate students who earn a grade-point average of 4.00.

The purpose of increasing the grade-point average required for the dean's list is to make it a more distinctive indication of academic achievement that it currently is. During the Spring 2013 Semester 7,546 students qualified for the dean's list by earning grade-point averages of 3.25 or greater. Ohio State University, Bowling Green State University, the University of Toledo, and Wright State University all require a 3.50 grade-point average for the dean's list. Kent State University and Youngstown State University both require a 3.40. In addition to the University of Akron, Cleveland State University requires a 3.25.

The purpose of establishing a president's list is to afford special recognition to full-time undergraduate students who earn a perfect 4.00 average, and thereby to provide an extra incentive for such achievement. Other universities including Kent State have such lists.

A revision of University regulation 3359-20-05.1 (Grading system, discipline, academic probation and dismissal) that would accomplish the proposed changes is attached.



**APPENDIX B****3359-20-05.1 Grading system, discipline, academic probation and dismissal.**

- (A) Faculty grade records.
- (1) The faculty member is expected to maintain a careful and orderly record of each student's academic performance in each class. The records may be maintained in grade books provided by the university and all such records are the property of the university. When a faculty member leaves the employ of the university, or accumulates grade records no longer needed, these records should be surrendered to the department chair for disposition.
  - (2) The faculty member's grade records must be legible, understandable, and complete, as they are the ultimate information in case of questions concerning a student's or a former student's academic performance.
- (B) Reporting grades.
- (1) By the end of the fifth week of classes in normal academic semesters (pro-rated for summer sessions), faculty members teaching one hundred-level and two hundred-level classes will assign satisfactory or unsatisfactory performance indicators to all students. Such indicators will be assigned in the system used by the university registrar, and will be based on the faculty members' overall assessment of the students' classroom performance to-date. The system will in turn notify students of any unsatisfactory indicators and direct them to seek the advice of their faculty and/or academic advisor in order to improve their classroom performance.
  - (2) At the time for reporting final grades, the university registrar provides each faculty member with appropriate instructions for the reporting of grades.
- (C) Grading system.
- (1) Grades, as listed below, are used to indicate academic performance. Overall scholastic averages are computed on a quality point ratio basis, wherein the sum of the quality points earned is divided by the sum of the credits attempted. The quality point value per credit for each letter grade is shown in the

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following table:

grade	quality points	key
A	4.0	
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	undergraduate/law courses
	0.0	graduate courses
D	1.0	undergraduate/law courses
	0.0	graduate courses
D-	0.7	undergraduate/law courses
	0.0	graduate courses
F	0.0	

symbol	quality points	key
I	0.0	incomplete
IP	0.0	in progress
AUC	0.0	audit
CR	0.0	credit
NC	0.0	no credit
WD	0.0	withdrawn
NGR	0.0	no grade reported
INV	0.0	invalid grade reported
PI	0.0	Permanent incomplete

- (2) Incomplete "I" means that the student has done passing work in the course, but some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to complete the work by the end of the following semester (not summer session, except in engineering) converts the incomplete "I" to an "F". When the work is satisfactorily completed within the allotted time, the incomplete "I" is converted to whatever grade the student has earned.

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It is the responsibility of the student to make up the incomplete work. The faculty member should submit the new grade to the university registrar's office on a change of grade form, which is available from each dean's office. If the instructor wishes to extend the "I" grade beyond the following term for which the student is registered, the instructor should submit an incomplete extension form, which is available from each collegiate dean's office, before the end of the semester.

- (3) In progress "IP" means that the student has not completed the scheduled course work during the semester because the nature of the course does not permit completion within a single semester, such as work toward a thesis. An "IP" grade should be assigned only in graduate courses.
- (4) Credit "CR" means that a student has shown college level competence by satisfactorily pursuing a regular university course under the credit/noncredit registration option. An undergraduate student who has completed at least fifty percent of the work toward a degree, or a postbaccalaureate student, may register for selected courses on a credit/noncredit basis. The student should consult his/her academic adviser for details.

Noncredit "NC" is assigned if the work pursued under this option is unsatisfactory. The student may secure information about this option from an adviser or from the university's "Undergraduate Bulletin".

- (5) Permanent incomplete "PI" means that the student's instructor and the instructor's dean may for special reasons authorize the change of an "I" to a "PI."
- (6) No grade reported "NGR" indicates that at the time grades were processed for the current issue of the record, no grade had been reported by the instructor.
- (7) Invalid "INV" indicates the grade reported by the instructor of the course was improperly noted and thus unacceptable for proper processing.

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- (D) Dropping courses – applicable to undergraduate and graduate students.
- (1) It is the responsibility of the student to determine the impact of dropping from courses on matters such as financial aid (including scholarships and grants), eligibility for on campus employment and housing, athletic participation, and insurance eligibility.
  - (2) Students may drop a course through the second week (fourteenth calendar day) of a semester or proportionally equivalent dates during summer session, intersession, and other course terms. No record of the course will appear on the student's transcript. For purposes of this policy, the course term for a course that meets during a semester but begins after the beginning of a semester and/or ends before the end of a semester begins when its class meetings begin and ends when its class meetings end.
  - (3) Dropping a course shall not reduce or prevent a penalty accruing to a student for misconduct as defined in the student code of conduct.
  - (4) Degree-granting colleges may supplement this policy with more stringent requirements.
  - (5) This policy shall take effect at the beginning of the fall 2011 semester for all newly enrolled undergraduate students. In addition, this policy shall take effect at the beginning of the fall 2013 semester for all currently and previously enrolled undergraduate students who have not graduated prior to the start of the fall 2013 semester.
- (E) Withdrawing from courses – applicable to undergraduate and graduate students.
- (1) It is the responsibility of the student to determine the impact of withdrawing from courses on matters such as financial aid (including scholarships and grants), eligibility for on campus employment and housing, athletic participation, and insurance eligibility.
  - (2) After the fourteen-day drop period, and subject to the limitations below, students may withdraw from a course through the seventh week (forty-ninth calendar day) of a semester or proportionally

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equivalent dates during summer session, intersession, or other course terms. A course withdrawal will be indicated on the student's official academic record by a grade of "WD."

- (3) This policy shall take effect for all students at the beginning of the fall semester of 2011.
- (F) Withdrawing from courses – applicable to undergraduate students only.
- (1) Undergraduate students may not withdraw from the same course more than twice. If a student attempts to withdraw from a course after having withdrawn from it twice before, he or she will continue to be enrolled in the course and will receive a grade at the end of the semester.
  - (2) Full-time undergraduate students who need to withdraw from all courses for extraordinary non-academic reasons (e.g., medical treatment or convalescence, military service) must obtain the permission of the dean of their college. For purposes of this paragraph,
    - (a) Students are considered full-time if they were enrolled as full-time students at the beginning of the term; and
    - (b) Courses for which the student has completed all requirements are excluded.
  - (3) Undergraduate students who withdraw from two courses either before they have earned thirty credits, or after they have earned thirty credits but before they have earned sixty credits, are not permitted to register for additional courses until they have consulted with their academic adviser. The purpose of this consultation is to discuss the reasons for the course withdrawals and to promote satisfactory academic progress by helping students develop strategies to complete their courses successfully.
  - (4) Except as otherwise provided below, undergraduate students may not withdraw from more than four courses before they have earned sixty credits. Students who attempt to withdraw from more than four courses will continue to be enrolled in those courses and will receive grades at the end of the semester.

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- (5) Undergraduate students who need to withdraw from all courses for extraordinary, non-academic reasons (e.g. medical treatment or convalescence, military service) may, after consulting with their adviser, submit a written petition to the dean of their college requesting that these courses not be counted toward the four-course withdrawal limit. The dean may grant this permission if, in the dean's judgment, it is consistent with the best academic interests of the student and the best interests of the university.
  - (6) Undergraduate students who have reached the four-course withdrawal limit as noted above may, after consultation with their adviser, submit a written petition to the dean of their college seeking permission to withdraw from one or more additional courses. The dean may grant this permission if the dean finds that the withdrawal is necessitated by circumstances beyond the student's control and is consistent with the best academic interests of the student and the best interests of the university.
  - (7) Withdrawing from a course shall not reduce or prevent a penalty accruing to a student for misconduct as defined in the student code of conduct.
  - (8) Degree-granting colleges may supplement this policy with more stringent requirements.
  - (9) This policy shall take effect at the beginning of the fall 2011 semester for all newly enrolled undergraduate students. In addition, this policy shall take effect at the beginning of the fall 2013 semester for all currently and previously enrolled undergraduate students who have not graduated prior to the start of the fall 2013 semester.
- (G) Changing grades.
- (1) A faculty member who because of an error wishes to change a final grade already awarded to a student must submit a written request on the change of grade form for that change to his/her dean. The dean notifies the faculty member and the university registrar of the decision.
  - (2) Re-examination for the purpose of raising a grade is not permitted.

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## (H) Retroactive withdrawal.

- (1) A retroactive withdrawal may be granted only when a student has experienced unforeseen, documented extenuating medical or legal circumstances that he/she could not have reasonably expected.
- (2) The student must submit all retroactive withdrawal requests within one calendar year of resuming coursework at the university of Akron.
- (3) The student must initiate the withdrawal request by providing written documentation of the circumstances, a current university of Akron transcript, current contact information, and a cover letter of explanation addressed to the dean of the college in which he/she is enrolled.
- (4) Upon receipt of required materials from the student, the receiving dean will discuss the request with the instructor(s) of record, relevant chair(s), and other deans (if the student is requesting retroactive withdrawal from courses in other colleges). Based on these discussions, a coordinated joint response regarding the request will be formulated by the receiving dean. If approval of the request is recommended by the receiving dean, the university registrar will initiate the retroactive withdrawal. The receiving dean will notify the student of the action taken.
- (5) Requests that have been denied can be appealed to the office of the provost.
- (6) This process addresses academic changes to a student's record only. Once the academic record changes have been made, the student has the right to submit an appeal for tuition and/or fee changes.

## (I) Course credit by examination.

- (1) Qualified students may obtain credit for subjects not taken in a course by passing special examinations. The grade obtained is recorded on the student's permanent record and counts as work attempted whenever quality ratio calculations are made.

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- (2) Any student desiring to take special examinations for credit, before beginning to study for the examination and before asking the course instructor for direction, must first receive permission from both the student's dean and the dean under whose jurisdiction the course is listed. After permission is granted, the student prepares for the special examination without faculty assistance. Faculty members may describe only the objectives of the course and the work to be covered. The examination must be comprehensive and demand more from the student than is expected on a regular final examination in the course. The faculty member will file copies of the examination and the student's answers with the faculty member's dean.
- (3) Credit by examination is not allowed during a student's last semester before graduation.

- (J) Exemption from required courses.

Qualified students may be exempted from courses by examination, testing, or other means approved by the college faculty in which the course is offered.

- (K) Faculty tutoring.

If a faculty member tutors a student in a credit course, the student's examination and other performance in the course must be planned and evaluated by another faculty member or by an approved faculty member from another university.

- (L) Repeating courses.

Any course may be repeated twice by an undergraduate student subject to the following conditions:

- (1) To secure a grade ("A" through "F") a student may repeat a course in which the previously received grade was a "C-," "D+," "D," "D-," or "F," "CR," "NC," or "AUD." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy.



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- (2) To secure a "CR," a student may repeat a course in which the previously received grade was a "NC." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy.
  - (3) To secure a grade ("A" through "F"), "CR," "NC," a student may repeat a course in which the previously received grade was an "AUD." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy.
  - (4) A graded course ("A" through "F") may not be repeated for a grade of "AUD."
  - (5) A course taken under the "CR/NC" option may not be repeated for a grade of "AUD."
  - (6) With the dean's permission, a student may substitute another course if the previous course is no longer offered. Courses must be repeated at the university of Akron.
  - (7) Grades for all attempts at a course will appear on the student's official academic record.
  - (8) Only the grade for the last attempt will be used in the grade point average
  - (9) All grades for attempts at a course will be used in grade point calculation for the purpose of determining graduation with honors and class rank if applicable.
  - (10) For purposes of this section, credit for this course or equivalent will apply only once toward meeting degree requirements.
- (M) Approbation, probation, and dismissal.

- (1) ~~(1)~~ An undergraduate student who carries twelve or more credit hours during a semester and earns a quality point average of ~~3.25~~3.50 or better is listed on the dean's list of the student's college.
- (2) An undergraduate student who carries twelve or more credit hours during a semester and earns a quality point average of 4.00 is listed

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(23) An undergraduate student who fails to maintain a total quality point ratio of 2.0 is on academic probation and is subject to such academic discipline as may be imposed by the dean of the student's college.

(42) Probation is a warning to the student whose academic record is unsatisfactory and who is in danger of being dismissed from the university. A student may, however, be dismissed without having previously been placed on probation.

(45) Students dismissed from the university are not eligible to register for any credit courses. They may, however, enroll for noncredit work. Readmission may be granted by the office responsible for readmission after consultation with the dean of the college from which the student was dismissed. If the student wishes to re-enter a college other than the one from which the student was dismissed, the office responsible for readmission must also consult with the dean of that college before a readmission decision is reached.

(56) Students dismissed from the university for reasons other than failure to meet academic standards are readmitted by action of the president only.

(N) Auditing courses.

A student choosing to audit a course must elect to do so at the time of registration. The student pays the enrollment fee and may be expected to do the work prescribed for students taking the course for credit, except that of taking the examination. Any faculty member may initiate withdrawal for a student not meeting these expectations.

(O) Scheduling field trips.

The university encourages faculty members to arrange worthwhile field trips which they believe will add substantially to the course they teach. Before, scheduling a field trip which is not listed in the university "Undergraduate Bulletin" as an integral part of the course, faculty members should receive approval from their dean. The request for approval should state the name and number of the course, the number of

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students and faculty members making the trip, the nature of the trip, the destination and the time required for the trip. If students will miss other classes, they must consult their instructors so that work missed because of an approved trip can be made up. Faculty members should contact the purchasing department about insurance coverage.

(P) Dealing with dishonesty.

- (1) The university reserves the right to discipline any student found guilty of misconduct under the provisions of the student disciplinary procedures. The student's dean shall refer the matter to the vice president for student affairs or a designated representative of that office to investigate the alleged misconduct. If the investigation establishes probable guilt, the student will be subject to a hearing under the provisions of the student disciplinary procedures and, if found guilty, will be appropriately disciplined.
- (2) A faculty member who has evidence that a student has cheated in any term papers, theses, examinations or daily work shall report the student to the department chair who in turn shall report the matter to the student's dean. Faculty members should be familiar with this student disciplinary procedures in order to protect the rights of students who have been alleged of academic dishonesty or other misconduct.
- (3) All tests and examinations shall be proctored except in colleges of the university with honors systems which have been approved by the faculty senate.
- (4) Members of the faculty of the school of law should consult with their dean as to procedures under the honor system of that school. Faculty members should become familiar with the student disciplinary procedures and the school of law honor system.

Effective: July 5, 2013

Certification: \_\_\_\_\_  
Secretary  
Board of Trustees

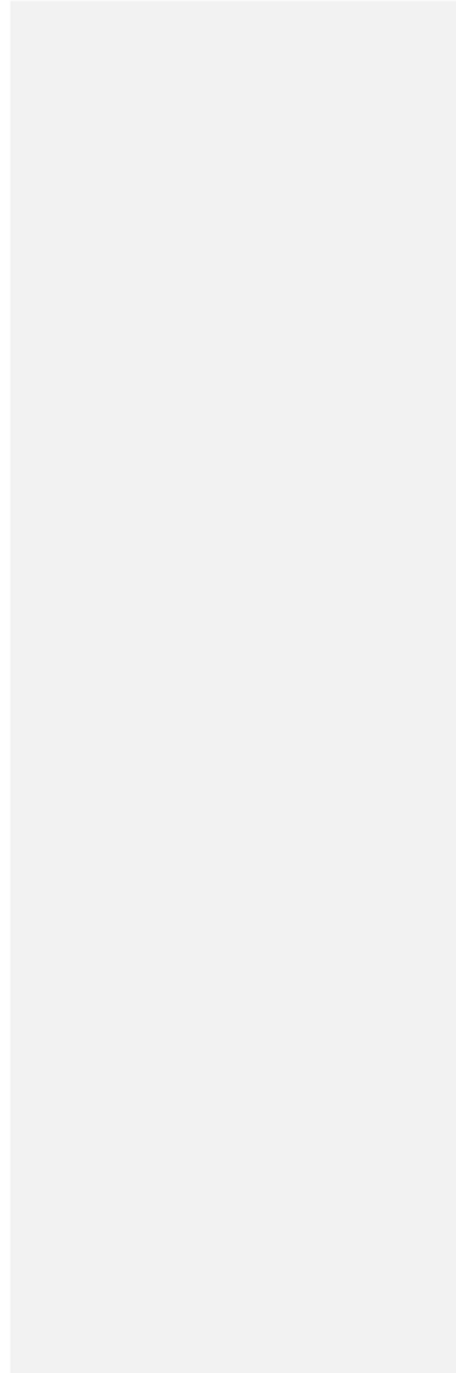
Prom. Under: 111.15

3359-20-05.1

12

Rule Amp.: Ch. 3359

Prior Effective Dates: 11/27/89, 7/20/90, 5/22/91, 7/31/92, 9/16/96, 2/1/03,  
2/22/03, 03/20/03, 6/25/07, 6/13/08, 6/30/11, 7/30/11,  
2/14/13, 5/23/13



**APPENDIX C**

A&S-ECON-13-7594	COURSECHANGE	Principles of Microeconomics
CHP-NUDIET-13-7620	COURSECHANGE	Medical Nutrition Therapy I
CHP-NUDIET-13-7625	COURSECHANGE	Medical Nutrition Therapy II
CHP-NUDIET-13-7767	COURSECHANGE	Nutrition Communication & Education Skills
CHP-NUDIET-13-7768	COURSECHANGE	Nutrition Assessment
CHP-NUDIET-13-7770	COURSECHANGE	Sports Nutrition
CHP-NUDIET-13-7774	COURSECHANGE	Nutrition in Medical Science Long Term Care Clinical
A&S-ENGL-13-6431	COURSECHANGE	English Composition I
A&S-ART-13-7546	COURSENEW	History of Craft
A&S-BIOL-13-7441	COURSENEW	Medical Histology
A&S-BIOL-13-7449	COURSECHANGE	Animal Physiology Laboratory I
A&S-BIOL-13-7452	COURSECHANGE	Cell Physiology Laboratory
A&S-COMMUN-13-6971	COURSECHANGE	Communication in Organizations
A&S-COMMUN-13-7003	COURSECHANGE	Training Methods in Communication
A&S-MUSIC-12-4211	PROGRAMCHANGE	Music - Theory
A&S-PHILOS-13-7419	COURSECHANGE	Introduction to Ethics
A&S-POLSC-13-7506	TRACKCHANGE	Political Sci - Security Stud
BUS-ACCOUNT-13-7636	COURSECHANGE	Contemporary Federal Taxation
BUS-ACCOUNT-13-7637	COURSECHANGE	Contemporary Federal Taxation
BUS-ACCOUNT-13-7687	COURSECHANGE	Business Entity Taxation
BUS-ACCOUNT-13-7690	COURSECHANGE	Assurance Services and Professional Responsibilities
BUS-ACCOUNT-13-7697	COURSECHANGE	ERP and Financial Data Communications
BUS-ACCOUNT-13-7725	PROGRAMNEW	Accelerated BS Accounting / Master of Taxation
BUS-ACCOUNT-13-7959	PROGRAMCHANGE	Accounting
BUS-ACCOUNT-13-7962	PROGRAMCHANGE	Accounting
BUS-ACCOUNT-13-7965	PROGRAMCHANGE	Accounting -Accelerated BS/MSA
BUS-FINAN-13-7450	PROGRAMCHANGE	Finance - Financial Services
BUS-FINAN-13-7454	PROGRAMCHANGE	Finance - Corporate Finl Mgmt
BUS-FINAN-13-7471	COURSENEW	Introduction to Finance
BUS-FINAN-13-7472	COURSENEW	Contemporary Investments
BUS-FINAN-13-7473	COURSECHANGE	Financial Markets & Institutions
BUS-FINAN-13-7474	COURSECHANGE	Risk Management: Property and Casualty
BUS-FINAN-13-7475	COURSECHANGE	International Banking
BUS-FINAN-13-7476	COURSECHANGE	Enterprise Risk: Derivatives
BUS-FINAN-13-7478	MINORCHANGE	Finance
BUS-FINAN-13-7479	MINORCHANGE	Finance - Financial Services
BUS-FINAN-13-7617	COURSENEW	Business Law and Regulation
BUS-FINAN-13-7660	COURSENEW	Internship in Corporate Financial Management
BUS-FINAN-13-7661	COURSENEW	Internship in Financial Planning
BUS-FINAN-13-7662	COURSENEW	Internship in Financial Services
BUS-FINAN-13-7683	PROGRAMCHANGE	Finance - Corporate Finl Mgmt
BUS-FINAN-13-7684	PROGRAMCHANGE	Finance - Financial Planning

March 6, 2014

BUS-FINAN-13-7685	PROGRAMCHANGE	Finance - Financial Services
BUS-FINAN-13-7740	CERTIFICATENEW	Certificate in Real Estate Studies
BUS-FINAN-13-7754	COURSECHANGE	Legal Concepts of Real Estate
BUS-MANGT-13-7814	COURSENEW	Internship in Supply Chn/Ops
BUS-MANGT-13-7818	COURSECHANGE	Management Project
BUS-MANGT-13-7819	COURSECHANGE	Introduction to Health-Care Management
BUS-MANGT-13-7820	COURSECHANGE	Health Services Operations Management
BUS-MANGT-13-7822	CERTIFICATECHANGE	IS Project Management
BUS-MANGT-13-7823	TRACKCHANGE	Information Systems Management
BUS-MANGT-13-7872	COURSENEW	Internship in Human Resources
BUS-MANGT-13-7873	COURSENEW	Internship in Info Systems
BUS-MANGT-13-7887	PROGRAMCHANGE	Supply Chain/Operations Mgmt
BUS-MANGT-13-7888	PROGRAMCHANGE	Human Resources Management
BUS-MANGT-13-7889	PROGRAMCHANGE	Information Systems Management
BUS-MARKET-13-7846	TRACKCHANGE	Strategic Marketing
BUS-MARKET-13-7849	TRACKCHANGE	Direct Interactive Marketing
BUS-MARKET-13-7880	COURSECHANGE	Digital IMC
BUS-MARKET-13-7883	MINORCHANGE	Consumer Marketing
BUS-MARKET-13-7894	PROGRAMCHANGE	Integrated Marketing Communic
BUS-MARKET-13-7897	CERTIFICATECHANGE	Professional Selling
BUS-MARKET-13-7913	MINORCHANGE	Sales Management Program
BUS-MARKET-13-7933	COURSENEW	Internship in Integrated Marketing Communications
BUS-MARKET-13-7940	PROGRAMCHANGE	Marketing Management Program
BUS-MARKET-13-7945	PROGRAMCHANGE	Sales Management Program
BUS-MARKET-13-7956	PROGRAMCHANGE	Integrated Marketing Communic
BUS-MARKET-13-7958	PROGRAMCHANGE	International Bus - Gbl Intd
CHP-NUDIET-13-7769	COURSECHANGE	Human Nutrition
CHP-SPLANG-13-7519	COURSENEW	Fluency Disorders: Assessment, Counseling, and
CHP-SPLANG-13-7904	COURSENEW	National Health and Safety Performance Standards in
CHP-SPLANG-13-7905	COURSENEW	The Resilient Child Lab
CHP-SPLANG-13-7906	COURSENEW	The Resilient Child
CHP-SPLANG-13-7920	CERTIFICATENEW	The Resilient Child
EDUC-CURR-12-3166	COURSENEW	Models of Epistemology and Inquiry
EDUC-CURR-12-4021	COURSENEW	Inclusive Education for English Learners
EDUC-CURR-12-4052	COURSECHANGE	Educational Technology
EDUC-CURR-12-4101	COURSENEW	Inclusive Education for English Learners
EDUC-CURR-13-6024	COURSENEW	Inquiry Learning in Early Childhood Inclusive Settings
EDUC-CURR-13-6054	COURSENEW	Building Understanding in Early Childhood Settings
EDUC-CURR-13-6140	COURSENEW	Student Teaching: Middle Level Education
EDUC-CURR-13-6951	PROGRAMCHANGE	AYA - Biology/Chem
EDUC-CURR-13-7002	PROGRAMCHANGE	AYA - Chemistry/Earth Science
EDUC-CURR-13-7008	PROGRAMCHANGE	AYA - Chemistry/Physics
EDUC-CURR-13-7097	CERTIFICATECHANGE	Literacy Specialist
EDUC-EDFOUND-13-7446	COURSECHANGE	Educational Psychology

ENGR-CHEME-11-1416	COURSENEW	Special Topics in Corrosion Engineering
ENGR-CHEME-11-1417	COURSENEW	Engineering Principles of Corrosion
ENGR-CHEME-12-5281	PROGRAMCHANGE	Corrosion Engineering
ENGR-CHEME-12-5288	PROGRAMCHANGE	Corrosion Engineering
ENGR-CHEME-12-5289	PROGRAMCHANGE	Corrosion Engineering
ENGR-CHEME-13-6643	COURSECHANGE	Materials Science
ENGR-CHEME-13-6644	COURSECHANGE	Equilibrium Thermodynamics
ENGR-CHEME-13-6647	COURSECHANGE	Project Management and Teamwork III
ENGR-CHEME-13-6648	COURSECHANGE	Project Management and Teamwork IV
SUMM-PUBSVCTECH-12-3091	PROGRAMCHANGE	Emergency Medical Services Tec
SUMM-PUBSVCTECH-13-6421	COURSENEW	Technology in Emergency Management
SUMM-PUBSVCTECH-13-6423	COURSECHANGE	Principles of Criminal Law
SUMM-PUBSVCTECH-13-7369	COURSECHANGE	Applied Ethics in Criminal Justice
SUMM-PUBSVCTECH-13-7370	COURSECHANGE	Introduction to Police Studies
SUMM-PUBSVCTECH-13-7371	COURSECHANGE	Evidence & Criminal Legal Process
SUMM-PUBSVCTECH-13-7381	COURSECHANGE	Fire Prevention
SUMM-PUBSVCTECH-13-7414	COURSENEW	Introduction to EMT Training
SUMM-PUBSVCTECH-13-7422	COURSENEW	EMT-B Fundamentals I
SUMM-PUBSVCTECH-13-7423	COURSENEW	EMT-B Fundamentals II
EDUC-CURR-11-0153	COURSENEW	Practicum: Teaching English as a Second Language
EDUC-COUNS-11-0556	COURSENEW	Group Interventions
A&S-ENGL-13-8477	COURSECHANGE	English Composition II
BUS-ACCOUNT-13-7633	COURSENEW	Internship in Accounting
CHP-NURIN-13-7712	COURSECHANGE	Nursing of Communities
CHP-NURIN-13-7971	TRACKCHANGE	Psychiatric Family NP
CHP-NURIN-13-8562	PROGRAMNEW	Child & Adolescent Health Clinical Nurse Specialist
CHP-SOCIAL-13-8609	PROGRAMCHANGE	Social Work
CHP-SOCIAL-13-8610	PROGRAMCHANGE	Social Work-Adv Standing Prog

**APPENDIX D**

DLRC Report to Senate

2/24/2014

As the university moves to make more courses available in an online or hybrid environment, the amount of proposals have increased for DLRC review. The following are some issue that continue to arise, and will continue to do so without some university-wide efforts to provide specific, and perhaps required, training for course creators, review of current course implementation and outcome assessment, and decision on strategic necessity of specific online courses.

1. While some improvement has been made with course design, there is still a lack of clarity for many instructors on how the online environment differs from the traditional classroom, especially in the area of faculty–student communications.
2. Many courses are now being transformed into online offerings even though the traditional courses did not reach sufficient enrollments. The view is that offering a course online will spur enrollment, a view that does not seem sensible.
3. The increase in online offerings will have an impact on the university’s computing resources. If past indications reflect what might occur, the university must take steps to offer more robust environments for online courses. Unreliable systems will undermine student success.
4. Training should be mandatory for faculty who wish to offer online courses.
5. The current curriculum proposal system has very serious design problems that limit the informational exchange between proposers and review committees. Committees continually get “overdue for action” notices even though questions about proposals have been forwarded to proposers for response. The system is not flexible enough to allow the easy updating of syllabi or other attachments. The system itself is a roadblock to better proposals.
6. To aid all involved with curriculum approval, a schedule should be set up for the proposal approval process. For example, proposals can be initiated during the first five week of a given semester only. This would allow for committee review, proposal rework, and final approval by semester end. The current system allows for proposal initiation at any time during the semester. Committees have received proposal during finals weeks. Reviews at that time are almost impossible.
7. When committee membership changes (adding new members or the retiring of old members), committee chairs are not notified of these actions.

Thanks.

March 6, 2014



## APPENDIX E

### Computing & Communications Technologies Committee

#### Particulars

- **Subject:** Computing & Communications Technologies Committee meeting report
- **Date:** [2014-02-15 Sat]

#### Report

The CCTC met on Thursday, February 6, 2014.

The Web Conferencing Committee (WCC) submitted its report to the CCTC.

- The WCC voted to reject both proposals the were submitted in response to the web conferencing RFP.
- Neither proposal was appropriate for the needs of the university.
- The WCC voted not to rebid since there is no guarantee of better results from a second round of bidding.
- The WCC discovered that that Ohio University (OU) has an agreement with WebEx via the Inter-University Council of Ohio (IUC).
- UA can piggyback on the OU agreement for pricing.
- The WCC voted to recommend the adoption of WebEx during its last meeting.
  - WebEx is a comprehensive solution that is somewhat of a standard in web conferencing.
- The WCC voted to recommend to the CCTC that the university pursue a license with Cisco for the WebEx package in addition to maintaining the current licensing agreement the university has for Blackboard Collaborate.

After a discussion of the WCC report, the CCTC unanimously approved the following recommendation:

- **Recommendation:** The CCTC recommends that the Faculty Senate approve the purchase by the university of a license for the WebEx web conferencing package in addition to maintaining the current licensing agreement the university has for Blackboard Collaborate.

The WCC also recommended that there needs to be a group that would would engage in technical and pedagogical training to help faculty to use WebX effectively.

- The group would determine best practices and help train faculty in those practices.
- The group may bring experts in using web conferencing software to campus.
- The CIO has made a commitment to help with funding for training.
- The role of the group would be to energize and engage the campus on the effective use of WebEx.
- Technical and pedagogical training need to be integrated.
- The group should engage in marketing so that the campus community is aware of the availability of WebEx.

After a discussion of the WCC recommendation, the CCTC unanimously approved the following recommendation:

- **Recommendation:** The CCTC recommends to the Faculty Senate that the Web Conferencing Committee (WCC) continues its existence with the following additional charges:
  - The WCC will work in an advisory role for IT and ensure that proper technical and pedagogical training on the effective use of WebEx is available for faculty and staff.
  - The WCC will work with IT to promote and market WebEx to the campus community.
  - The WCC will work with IT to ensure that the initial deployment of WebEx is smooth.

After a discussion about Adobe licensing, the CCTC considered online course evaluations. Online course evaluations are outside of the charge of the CCTC. However, the CCTC unanimously approved the following recommendation:

- **Recommendation:** Due to the cost of paper-based evaluation systems, the CCTC recommends that the Faculty Senate either charges an existing committee or forms a new committee 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 next meeting of the CCTC will be early in the spring semester.

Scott Randby  
CCTC Chair

## APPENDIX F

### Final Report to the Faculty Senate on Audience Response Systems

Prepared by: The Ad Hoc Clicker Technology Review Committee

Submitted: February 27, 2014

#### Committee Members

LaVerne Friberg	Department of Geosciences
Kathleen Horning <sup>1</sup>	Nursing
Richard Londraville <sup>2</sup>	Biology
John Nicholas	Business Technology
Lauren Playl	Biology - Wayne
William Rich	Law
Ryan Vacca (Chair)	Law
Wendy Lampner (ex-officio)	Instructional Services
Jamie Newhall (ex-officio) <sup>3</sup>	Instructional Services
John Savery (ex-officio)	Instructional Services
Litsa Varonis (ex officio)	Instructional Services

#### 2012-2013 Academic Year Activities

In November 2012, the Ad Hoc Clicker Technology Review Committee (“committee”) was formed and charged with evaluating audience response systems (aka clickers) in light of changes in technology and student and faculty needs since adoption of eInstruction as The University of Akron’s supplier of clickers in 2004. Prior to the committee being formed, a Request for Information (“RFI”) was sent to clicker vendors. Responses to the RFI were received in September 2012 and circulated to the committee during the first meeting on November 28, 2012. Based on these responses, individual research, and personal experiences using clickers, the committee developed a “wish list” for a future clicker system.

From this “wish list,” the committee developed a list of sixty-eight criteria to include in a Request for Proposals (“RFP”) and to evaluate vendors’ proposals. After establishing the criteria, the committee then met to assign weights to each criterion on a one to three point scale. This RFP was posted in early January 2013.

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<sup>1</sup> Unfortunately, Professor Horning passed away in October 2013.

<sup>2</sup> Professor Londraville served on the committee until April 1, 2013, when he stepped down because of an increased teaching load and the need to focus on his research.

<sup>3</sup> Mr. Newhall was added to the committee in August 2013.

Proposals were received from six vendors by the January 31, 2013 deadline. The six proposals were from the following vendors: eInstruction, iClicker, Top Hat Monocle, Troxell Communications, Turning Technologies, and Via Response Technologies. The proposals were sent to the committee and each voting member of the committee evaluated, on a 0-5 scale, how well the systems satisfied each of the sixty-eight criteria in the RFP. The average score for each vendor is listed below.

<b>Vendor</b>	<b>Average Score</b>
Turning Technologies	1245
Via Response Technologies	1231
Top Hat Monocle	1226
eInstruction	1187
iClicker	1167
Troxell	907

Based on these average scores, the committee invited five vendors (all except Troxell) back to campus to give live demonstrations of their systems to the committee and any faculty members interested in learning about the systems. From April 2, 2013 through April 9, 2013, each of the five vendors gave three presentations (at 10:00 AM, 12:00 PM, and 4:00 PM) in the Student Union. Evaluation forms were given to all attendees so they could share their impressions of the clicker systems with the committee. These evaluation forms were either collected by a committee member or were mailed via campus mail to the committee chair. Ultimately, all evaluations were shared with the committee before meeting to discuss the products and presentations.

On Monday, April 22, 2013, the committee met to discuss the presentations, attendees' evaluations, and submitted proposals. The objective was to recommend which clicker system would best meet the needs of The University of Akron. During this meeting, the committee members expressed their preferences among and concerns about the five products and ultimately decided that the best course of action would be to: (1) extend our current contract with eInstruction for its CPS product through the fall 2013 semester and (2) seek faculty members to pilot eInstruction's new product, Wave, during the summer and fall 2013 semesters and to provide feedback to the committee about their experiences. After the pilot, the committee would reconvene to discuss the outcome of the pilot and submit its final recommendations to Faculty Senate.

The committee's rationale for extending the CPS contract and piloting Wave stemmed from two issues. First, the committee was generally impressed with eInstruction's Wave system, but because Wave was not yet compatible with the Desire2Learn learning management system (D2L), the committee felt it would be premature to initiate a new contract for eInstruction's Wave. The eInstruction representatives told the committee that they expected Wave to be integrated with D2L sometime in June 2013. The committee agreed that before an accurate assessment of Wave could be made, we needed to see if and how well it integrated with D2L.

The second issue for our proposed plan was that several committee members had concerns about students successfully using virtual clickers (e.g. cell phones, tablets, laptop computers) to

respond to clicker questions. All of the vendors' products supported students using virtual clickers and this was one of the main impetuses for creating the committee. However, during the presentations, many attendees had difficulty using virtual clickers to respond to the questions and at least one vendor had difficulties using the software on campus because of network-related complications. If the university's network infrastructure is not capable of handling virtual clickers, then the calculus for determining which product is the best fit for The University of Akron changes dramatically.

For a variety of reasons, the proposed pilot during the summer and fall 2013 semesters was not possible. First, eInstruction was purchased by Turning Technologies and we were unsure whether Wave would continue to exist. Second, there was some internal confusion about which vendors would participate in the pilot and whether limiting the pilot to eInstruction would unfairly disadvantage the other vendors. Third, some vendors failed to follow the RFP's procedures with respect to asking questions of the committee - directly contacting committee members rather than communicating through the Purchasing Department. As a result, the committee chose to send out a new RFP in fall 2013.

#### **2013-2014 Academic Year Activities**

On October 8, 2013, the committee met to revise the RFP to reflect some changes in our understanding of clicker technology and the needs and capabilities of the university and to set up and clarify the multistage selection process. The final RFP contained eight requirements and fifty-eight criteria. To move beyond the initial stage, all eight requirements needed to be satisfied. Of the qualifying proposals, each would then be evaluated by the committee based on the fifty-eight criteria set forth in the RFP. The RFP was posted on October 15, 2013. See Exhibit A.

Proposals were received from three vendors by the October 30, 2013 deadline. The three proposals were from the following vendors: iClicker, Top Hat, and Turning Technologies. Because each of the vendors had previously presented their systems on campus, the committee streamlined the process and invited all three vendors to campus to give live demonstrations of their systems to the committee and any other interested faculty members. From December 3, 2013 through December 5, 2013, each of the three vendors gave three presentations (at 10:00 AM, 12:00 PM, and 4:00 PM) in the Student Union. Evaluation forms were given to all attendees so they could share their impressions of the clicker systems with the committee. See Exhibit B. These evaluation forms were either collected by a committee member or were mailed via campus mail to the committee chair. Ultimately, all evaluations were shared with the committee before meeting to discuss the products and presentations.

Based on the vendors' presentations and the evaluation forms, each voting member of the committee evaluated, on a 0-5 scale, how well the systems satisfied each of the fifty-eight criteria in the RFP. The average scores for each vendor are listed below.

<b>Vendor</b>	<b>Average Score</b>
Top Hat	1234
Turning Technologies	1233
iClicker	1136

On December 13, 2013, the committee again met to decide which vendors to invite to participate in a short-term pilot study. During this meeting, the committee decided to invite Top Hat and Turning Technologies to participate in a pilot program during the first several weeks of the Spring 2014 semester. Some reasons for iClicker receiving the lowest score and not being included in the pilot included (1) their physical clickers not conveniently allowing for more than a limited number of alternative answers, (2) no ability for students to see only their answers, the question asked, and the correct answer without seeing other students' responses, and (3) the size of the physical receiver. In addition to the five faculty members constituting the committee, 13 faculty members from various departments volunteered to participate in the pilot program. In total, approximately 593 students participated in the pilot.

The pilot began in January 2014 with Top Hat coming to campus to train the piloting faculty members on how to use the Top Hat system. Equipment and account access were given to the piloting faculty members and the Instructional Services team worked closely with the Top Hat team to integrate this system with the university's learning management system. At the end of January 2014, Turning Technologies provided similar training and access to their system and worked with the Instructional Services team.

Every piloting faculty member used each clicker system for at least two weeks. At the conclusion of the Top Hat pilot, Instructional Services sent an electronic version of a questionnaire, developed by the committee, to the piloting faculty and students. See Exhibits C & D. Similar questionnaires were sent to the piloting faculty and students at the conclusion of the Turning Technologies pilot. See Exhibits E & F. The results of these questionnaires were distributed to the committee before its final meeting and each voting committee member rescored each system using the fifty-eight criteria set forth in the RFP. The average scores for each vendor are listed below.

<b>Vendor</b>	<b>Average Score</b>
Turning Technologies	1190
Top Hat	1187

On February 25, 2014, the committee met to discuss the pilot, the results of the questionnaires, and overall impressions of the Top Hat and Turning Technologies systems. The objective was to recommend which clicker system would best meet the needs of The University of Akron. At the conclusion of the meeting, the committee decided to recommend Turning Technologies to the Faculty Senate for adoption as the university's official audience response system.

Although Top Hat's virtual clicker system was superior in many respects to Turning's, the committee believes the Turning system best suits the university at this time. The main reason for this conclusion is the lack of consistent and reliable wi-fi and cellular connections on the university's campuses. Without such reliable connections, students and faculty using clickers in

certain locations on campus would be unable to use virtual clickers. This necessitates use of physical clickers. The committee unanimously agreed that Turning's physical clickers were superior. Furthermore, using the Top Hat system with physical clickers was not available if the instructor used a Mac rather than a PC. There was concern on the committee that adopting Top Hat would drive existing clicker users away from using clickers and deprive students of the pedagogical benefits they provide in those classes.

In addition to recommending Turning Technologies, the committee also recommends that the university should incur the costs of the virtual clicker licenses (a.k.a. the ResponseWare licenses). The committee's rationale is that requiring students to pay the license fee may discourage faculty from adopting the technology in their classes because it will be (or will be perceived to be) an additional expense for students enrolled in their classes.

# **Exhibit A**

March 6, 2014





**REQUEST FOR PROPOSAL #2013-10-1825**

**THE UNIVERSITY OF AKRON IS SEEKING PROPOSALS  
FOR**

***AUDIENCE RESPONSE SYSTEMS***

**AS PER THE SPECIFICATIONS LISTED HEREIN**

**PROPOSAL DUE DATE: 10/30/13 9:00AM LOCAL TIME**

**ISSUED BY: THE UNIVERSITY OF AKRON  
PURCHASING DEPARTMENT**

**Contact: Luba Cramer**

**NOTE: All questions and correspondences MUST go through the purchasing bidding tool Public Purchase. Bidders are not to contact the University department directly, in person, by telephone or by email concerning this RFP. Failure to comply can result in your bid being revoked.**

**Vendor Name: \_\_\_\_\_**

March 6, 2014

The University of Akron RFP #2013-10-1825  
Due Date: 10/30/2013, 9:00 AM Local Time

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The University of Akron RFP #2013-10-1825  
Due Date: 10/30/2013, 9:00 AM Local Time

## 1.0 GENERAL INFORMATION

To be considered, all proposals should be submitted on or before 9 A.M. local time, on October 30, 2013 via Public Purchase, an electronic bidding tool. **All proposals are to be submitted through the Public Purchase bidding tool and must be in either Microsoft Word or Adobe PDF format.** Responses that do not conform to these specifications may not be considered.

All questions are to be submitted through the electronic bidding tool which will allow all bidders to see submitted questions and the answers.

The bidding tool is located at:

Vendor Registration - <http://www.publicpurchase.com/gems/uakron,oh/browse/home>

Bid Board - <http://www.publicpurchase.com/uakron,oh>

Additional vendor support is provided via live Chat in the upper left corner, [support@publicpurchase.com](mailto:support@publicpurchase.com) or call 801-932-7000.

### 1.1 THE UNIVERSITY OF AKRON SITE HISTORY AND DESCRIPTION

The University of Akron (also referred to as "UA" or "the University") is a major public teaching and research institution that offers more than 200 undergraduate majors and areas of study leading to associate and bachelor's degrees. For advanced study, the University provides more than 100 master's degree programs and options, 17 doctoral degree programs and 2 law degrees.

Situated in a metropolitan area, The University of Akron has a student enrollment of approximately 22,000 (FTE) and is the only public university in Ohio with a science and engineering program ranked in the top five nationally by *U.S. News & World Report*. The University of Akron excels in a variety of areas, including polymer science, dance, law, nursing, education, and global business.

Additional Information:

The University of Akron web site: <http://www.uakron.edu/>

2011-2012 Report to the Community:

<http://blogs.uakron.edu/communityreport2012/>

Institutional Research (University Statistics): <http://www.uakron.edu/ir/>

## 2.0 PROPOSALS

### 2.1 SCOPE OF PROPOSAL

The University of Akron issues this Request for Proposal (RFP) to invite offers from qualified educational services firms that will allow us to implement and support an audience response system (also known as a student response system, a personal response system, or clicker technology) for use in and out of the classroom. In addition to our main campus in Akron, OH, the product will be used off campus and at other current and future university branch locations such as:

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- Wayne College, Orrville, OH
- Medina County University Center, Medina, OH
- The University of Akron, Millersburg, OH
- The University of Akron, Lakewood, OH
- Other institutions, including high schools, on The University of Akron Distance Learning Network

The University of Akron has used an audience response system for over nine years, both for credit courses and for administrative and special events. Clickers are used by instructors as a pedagogical tool to emphasize inquiry, dialogue, and debate in the Socratic tradition; as a formative tool to provide immediate feedback on concept attainment; and as a classroom management tool to encourage student engagement and monitor student performance. They have also been used on multiple occasions on and off campus for guest lectures and presentations and for anonymous audience surveys.

The University of Akron piloted this technology in 2004 through an internal grant administered by two academic organizations that reported directly to the Provost. Administration of the program has since moved to Instructional Services, which reports to the Vice President of Information Technology and Chief Information Officer. Other learning technologies supported by Instructional Services include UA's learning management system, web-conferencing system, and lecture capture system. Faculty users include individuals in every college of the University, with total non-unique clicker enrollment approximating 10,000 a year.

With the availability of virtual clicker systems that allow students to use wireless mobile devices for responding, The University of Akron has arrived at a crossroads in implementation and support. Currently, such devices are not interoperable with the system in use at UA, and therefore alternatives are being evaluated. Students have already indicated they would welcome the opportunity to use a laptop or cell phone instead of a purchased clicker. Virtual technology might also enable real-time participation by remote distance learning students (attending at a connected distance learning class or through a desktop connection). At the same time, faculty have concerns about the likelihood of student distraction with vehicles for e-mail or Facebook so close at hand; therefore the decision of whether to allow virtual clickers in a particular class must remain in faculty hands. In addition, the financial aspects of licensing options that include a virtual system must be considered, as well as the capacity of our wireless network to simultaneously support hundreds of virtual clickers in the same locations.

This RFP was written by an ad hoc committee of the Faculty Senate, consisting of longtime clicker users joined by four members of Instructional Services involved in supporting the technology. Section 2 specifies the criteria on which proposals will be evaluated. Section 3 summarizes the evaluation process, including the method by which each criterion will be applied and how the score for each criterion will figure into the total score for a proposal. Subsequent sections include formal aspects of the submission process.

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**Proposals that do not meet the mandatory requirements listed below will not be further considered.**

**For the ease of reviewing the Proposals, we ask that your responses coordinate with the numbering system below. For example, identify questions 2.2.1, and then your response should follow, and so forth.**

**Vendors are encouraged to highlight in their responses special features of their systems that are not specifically included in this RFP.**

**Bidders whose proposals are judged acceptable for award may be asked to make a presentation to the evaluation committee.**

**The term of this agreement is for one (1) year with the possibility of renewal by mutual agreement.**

## **2.2 MANDATORY REQUIREMENTS**

- 2.2.1. The system provides a unique ID for each student user. The instructor must have the ability to associate responses to individual students.
- 2.2.2. The software used by the instructor is compatible with both PC and Mac platforms.
- 2.2.3. Personalized reports for each student and each question are available. At the end of a session, the instructor must be able to generate a report that summarizes the distribution of responses to specific questions and also how a specific student has responded to all the questions asked.
- 2.2.4. Helpdesk support (toll-free phone; e-mail; web) is available for instructors and students.
- 2.2.5. Dedicated clickers can be used when Internet access is unavailable to the instructor or students.
- 2.2.6. Dedicated clickers have at least eight response buttons.
- 2.2.7. Software must work on both 32 and 64 bit systems.
- 2.2.8. Vendor is willing to provide sets of response pads, mobile device access codes, and software so the university can try the system in different buildings and on different campuses.

## **2.3 SYSTEM REQUIREMENTS**

- 2.3.1. Describe the capabilities of your system for supporting use of both dedicated clickers and virtual devices, (e.g., a) clickers only; b) virtual devices only; c) simultaneous use of clickers and virtual devices.) Describe the types of clickers you support, including traditional clickers, smartphones, tablets, laptops, and the iPod touch.
- 2.3.2. For the devices you support, please describe how students can alternate between device types (such that a student might use more than one virtual device or alternate between dedicated clickers and virtual clickers).
- 2.3.3. Describe how devices other than traditional clickers can be blocked from use or identified (e.g., by type).

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- 2.3.4. Describe how real-time remote polling is achieved (e.g., with remote sites like distance learning classrooms through an internet-based solution).
- 2.3.5. Explain your system's ability to integrate or work simultaneously with other instructor hardware (e.g., tablet PC or tablet).
- 2.3.6. Describe your system's registration process for students.
- 2.3.7. Describe how or if your system is able to integrate with Desire2Learn and what capabilities it provides.
- 2.3.8. Describe how or if your system is able to import a class roster to a different instructor computer.
- 2.3.9. Describe how or if your system is able to import a database to a different instructor computer.
- 2.3.10. Describe how or if your system is able to receive "short answer" entries.
- 2.3.11. Describe how or if your system is able to accept multiple response entries ("which of the following are important....?").
- 2.3.12. Describe how or if your system is able to rank answer choices ("Put the following items in order of importance...").
- 2.3.13. Describe the maximum number of multiple choice answer options available (e.g., 8, 10, 12...).
- 2.3.14. Describe the current and backwards compatibility of your system with associated operating systems and applications (e.g., software, browser).
- 2.3.15. Please describe any additional system features not listed above.

**2.4 HARDWARE – RECEIVER**

- 2.4.1. Describe what type/s of receivers are used with your system.
- 2.4.2. Describe the size of the receiver/s.
- 2.4.3. Describe the number of simultaneous respondents that are possible.
- 2.4.4. Describe the maximum possible distance between the receiver and the device that still allows the system to function properly.
- 2.4.5. Describe how competing signal issues are resolved when different receivers are being used in close proximity.
- 2.4.6. Please describe any additional capabilities of your hardware receiver.

**2.5 HARDWARE – RESPONSE DEVICE**

- 2.5.1. Describe the expected battery life.
- 2.5.2. Describe instructor options for powering off a set of clickers.

**2.6 SOFTWARE**

- 2.6.1. Is a free app available for virtual devices?
- 2.6.2. Describe the consistency of user interfaces across devices.
- 2.6.3. Is online download and installation of software possible?
- 2.6.4. Which operating systems can students use (PC, Mac, Linux, other virtual devices)?
- 2.6.5. Can the platform "float" on top of an application (i.e., it is not tied to PowerPoint or other presentation software; the instructor can switch among applications).
- 2.6.6. Describe whether and how the software is integrated with PowerPoint.

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- 2.6.7. Describe how instructors can create questions "on the fly."
- 2.6.8. Can anonymous polling be activated for a specific session?
- 2.6.9. Can anonymous polling be activated for a specific question?
- 2.6.10. Describe your system's ability to show or suppress graphed results during a session.
- 2.6.11. Describe your system's ability to crosstab results during a session.
- 2.6.12. Describe your system's ability to work simultaneously with other software, in particular a lecture capture system such as Panopto.
- 2.6.13. Describe your system's response speed (i.e., how much time does it take after polling closes for results to display?).
- 2.6.14. Does the instructor have the option of setting a correct answer in advance and "on the fly"?
- 2.6.15. Is it possible to indicate more than one correct answer in advance?
- 2.6.16. Does your system have the ability to operate in student-paced mode for assessment?
- 2.6.17. Please describe any additional capabilities of your software.

**2.7 REPORTING FEATURES**

- 2.7.1. Is it possible to take attendance and prohibit students not in attendance from "clicking in"; does your system have a mechanism to thwart a student in attendance from clicking in for others?
- 2.7.2. Describe how reports of student responses can be downloaded and uploaded by an instructor for online student access.
- 2.7.3. Does your system permit session data to be uploaded to Desire2Learn instead of a separate website for ease of student access?
- 2.7.4. Describe the reports available; in particular, do they include response aggregation by question asked and by individual student responses?
- 2.7.5. Describe your system's use of screenshots. Does the software automatically take a screen shot of a question each time a question is initiated?
- 2.7.6. Does your software provide the ability to regrade items after class?
- 2.7.7. Does your software provide the ability to export session data as a .csv file for further analysis?
- 2.7.8. Can attendance data be easily aggregated for the entire semester?
- 2.7.9. Please describe any additional capabilities of your reporting features.

**2.8 TRAINING AND TECHNICAL SUPPORT**

- 2.8.1. Describe how you will train administrators upon rollout.
- 2.8.2. Describe how you will train faculty upon rollout.
- 2.8.3. Describe the provided documentation (text and video) for faculty.
- 2.8.4. Describe the documentation (text and video) for students, including registration.
- 2.8.5. Describe the provided onsite training visits for major updates.
- 2.8.6. Describe your system's helpdesk support, especially extended hours and modes of access.
- 2.8.7. Describe how you would assist faculty in converting questions from our existing platform to a new platform.

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- 2.8.8. Describe the administrator privileges available to the UA support team to facilitate internal troubleshooting.
- 2.8.9. Please describe any additional training and system support services you offer.

## 2.9 SECURITY

- 2.9.1. Can the students and instructors use their UAnet ids and passwords to access your system?
- 2.9.2. Are the passwords stored in encrypted form?
- 2.9.3. If UAnet ids and passwords are not used, is a password reset option available?

## 2.10 ACCESSIBILITY

- 2.10.1. Describe the accessibility features of your company's response devices for students with disabilities.
- 2.10.2. Describe the accessibility features of your company's software for students or instructors with disabilities.

## 2.11 COST/PRICING

- 2.11.1. Do you provide free receivers and software installation for faculty?
- 2.11.2. Do you offer buybacks/trade-ins of competing or legacy devices not compatible with the proposed software?
- 2.11.3. What is the cost to the bookstore of a new response device (dedicated clicker) ?
- 2.11.4. What is your clicker warranty/replacement policy?
- 2.11.5. What are the charges to the University? Describe all available options.
- 2.11.6. What are the charges to students? Describe all available options.
- 2.11.7. Please describe any additional costs the University or the students may incur.
- 2.11.8. Please describe any other factors that would minimize the total cost of your product to the University or the students.  
**Please include all costs in your RFP.**

## 2.12 HISTORY AND REFERENCES

- 2.12.1. How long has your company been in business?
- 2.12.2. What is the number of your company's current Higher Education implementations of your audience response system? Please provide a list of your company's Higher Education users of this technology.
- 2.12.3. Please provide a list of references of current users in Higher Education for utilization of this technology.

**Proposals must include sufficient information to explain the vendor's response to each item listed in Sections 2.2 through 2.13 so as to allow the committee to award a score to each criterion listed below (see Sections 3.1-3.4).**



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### 3.0 EVALUATION PROCESS

The selection of a proposal or any part thereof, if any, will be determined upon the basis of the best combination, overall, of all the terms, conditions and requirements of this RFP, giving attention to the non-exhaustive factors listed below that form the criteria.

**3.1. AWARD**

The contract award will be issued after evaluation by a committee of stakeholders selected for this purpose. References may be questioned in depth in an effort to determine satisfaction with operational performance and service. The proposal which offers, in the sole opinion of The University of Akron, the best combination of price, judged value, performance, and quality, will be selected. The University intends to negotiate any resultant contract that will include, but shall not be limited to, the schedule, milestones, deliverables, fee and payment structure.

**3.2 SELECTION CRITERIA**

The scale below (0-5) will be used to rate each proposal’s satisfaction of the criteria listed in the criteria tables below.

DOES NOT MEET 0 POINTS	WEAK 1 POINT	MODERATE 2 POINTS	MEETS 3 POINTS	STRONG 4 POINTS	GREATLY EXCEEDS 5 POINTS
---------------------------	-----------------	----------------------	-------------------	--------------------	-----------------------------

Does Not Meet (0) – Proposal does not comply substantially with the criterion.

Weak (1) – Response was poor related to meeting the requirements of the criterion.

Moderate (2) - Proposal meets most requirements of the criterion and weaknesses or deviations from these requirements are minor.

Meets (3) – Proposal generally meets the requirements (or expectations) of the criterion.

Strong (4) – Proposal exceeds the requirements (or expectations) of the criterion and contains at least one additional feature that is beyond the requirements of the criterion and provides a benefit to the University.

Greatly Exceeds (5) – Proposal significantly exceeds the requirements (or expectations) of the criterion in ways that provide significant benefits to the University.

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3.3 CRITERIA

CRITERIA	WEIGHT	Rating (0-5)	Line Score
<b>SYSTEM (14 criteria)</b>			
Supports a blended environment (accommodates traditional clickers, smartphones, tablets, laptops, iPod touch during a single session) (strongly preferred)	3		
Students can alternate seamlessly among devices (e.g., the same student using a clicker, a cell phone, a laptop...)	3		
Ability to block or identify responses from devices other than traditional clickers	2		
Capable of real-time remote polling (e.g., with remote sites through internet-based solution)	2		
Integration or simultaneous operation with other instructor hardware, e.g., tablet PC or tablet	2		
Simple registration for students	3		
Integration with Desire2Learn	2		
Ability to import class roster onto different instructor computer	3		
Ability to import database onto different instructor computer	3		
Capable of receiving "short answer" entries	2		
Capable of selecting multiple response entries ("which of the following are important...?")	3		
Capable of ranking answer choices ("Put the following items in order of importance...")	3		
Maximum number of answer options available (e.g., 8, 10, 12...)	3		
Current and backwards compatibility with associated operating systems and applications (e.g., software, browser)	3		
<b>HARDWARE – RECEIVER (5 criteria)</b>			
USB RF receiver	3		
Small (flash drive size) receiver	3		
Number of simultaneous respondents possible	3		
Maximum distance between receiver & device	3		
Manual determination of channel number possible	2		
<b>HARDWARE – RESPONSE DEVICE (2 criteria)</b>			

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Long battery life	2		
Instructor can "power off" a set of clickers	1		
<b>SOFTWARE (16 criteria)</b>			
A free app is available for virtual devices.	2		
Consistency of user interfaces across devices.	3		
Online download/install of instructor software	3		
Operating system compatibility (PC, Mac, Linux, other virtual devices) for students	3		
Platform "floats" on top of application seen by students (i.e., not tied to PPT or other presentation software; instructor can switch among applications)	3		
Integrated with PowerPoint	2		
Spontaneous questions possible; instructor can create questions "on the fly."	3		
Capable of anonymous polling for a specific session.	3		
Capable of anonymous polling for a specific question	2		
Ability to show or suppress graphed results during session	2		
Ability to crosstab results during session	2		
Simultaneous operation with other software, in particular lecture capture such as Panopto	3		
Response speed (i.e., how much time after polling closes do results display?)	3		
Instructor has option to set correct answer in advance or "on the fly"	3		
Ability to indicate more than one correct answer in advance	2		
Ability to operate in student-paced mode for assessment	2		
<b>REPORTING FEATURES (8 criteria)</b>			
Ability to take attendance and prohibit students not in attendance from "clicking in"; ability to thwart student in attendance from clicking in for others	3		
Reports of student responses can be downloaded and uploaded by instructor for online student access	3		
Ability to upload session data to Desire2Learn instead of separate website for ease of student access	2		
Reports include question asked and student responses	3		

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Software automatically takes screen shot of question each time a question is initiated	2		
Ability to re-grade items after class	3		
Ability to export session data as .csv file for further analysis	3		
Attendance data can be easily aggregated for entire semester	2		
<b>TRAINING AND TECHNICAL SUPPORT (8 criteria)</b>			
Onsite training for admins upon rollout	3		
Onsite training for faculty upon rollout	3		
Documentation (text and video) for faculty	3		
Documentation (text and video) for students, including registration	3		
Regular onsite training visits for major updates	2		
Helpdesk support: extended hours and modes of access	3		
Assistance to faculty in converting questions from existing platform to new platform	2		
Admin privileges available to UA support team for effective troubleshooting	3		
<b>SECURITY (3 criteria)</b>			
Students and instructors use their UAnet ids and passwords (by authenticating through LDAP, Active Directory, or Shibboleth)	2		
Passwords are stored in encrypted form	3		
If UAnet id and password authentication is not supported (through LDAP, Active Directory, or Shibboleth), the solution stores passwords in an encrypted form with a password reset option	3		
<b>ACCESSIBILITY (2 criteria)</b>			
Student devices do not provide a barrier to students with disabilities	3		
Software does not provide a barrier to instructors or students with disabilities	3		
<b>COST/PRICING</b>			
Free receivers and software installation for faculty	30		
Buyback/trade-in of competing or legacy device not compatible with proposed software	25		
Cost of new device to bookstore	25		
Clicker warranty/replacement policy	20		
Charges to university	30		
Charges to students	30		

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HISTORY & REFERENCES			
Length of time in business	2		
Number of current Higher Ed implementations	3		
Number and favorability of references in Higher Education	3		

**3.4 RANKING PROPOSALS**

1600 weighted points are attainable by scoring 5 (“greatly exceeds”) points for each of the criteria listed in the tables above. The committee will rate the proposals by multiplying the score received for each criterion by its assigned weight and summing the products to calculate the firm’s total score.

COSTS.

It is within the University’s discretion to wait to factor in a proposal’s cost until after any interviews, presentations, demonstrations, discussions, and pilot testing. Also, before evaluating the merits of the proposals, the University may do an initial review of costs to determine whether any proposals should be rejected because of excessive cost to the institution or to students. The University may reconsider the excessiveness of any proposal’s cost to the institution or to its students at any time in the evaluation process.

In an effort to make certain the costs are comparable, the University may require a firm to provide additional pricing information if it is necessary to make all responses comparable. For example, if part of the firm’s response does not include a necessary element of work that is included in other responses, the University may ask the firm to provide additional pricing information and terms.

TOTAL POINTS.

The firm with the highest point total from phase I of the evaluation will be recommended for phase II of the evaluation. Likewise, the firm with the highest point total from phase II of the evaluation will be recommended for phase III of the evaluation. If the committee finds that one or more proposals should be given further consideration, the committee may select one or more of the highest scoring proposals to move to the next phase(s). The committee may alternatively choose to bypass any or all subsequent phases and make an award based solely on the evaluation in phase I.

Criteria	“Greatly Exceeds” Possible Points	Firm’s Score
Technical Requirements	760 PTS	
Cost/Pricing	800 PTS	
History and References	40 PTS	
<b>Total</b>	<b>1600 PTS</b>	

SELECTION PROCESS.

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Absent an award based solely on the evaluation in phase I (see above), the final selection of a product will take place in three phases. Phase I will consist of reviewing the responses to this RFP. Phase II will consist of on-campus demonstrations of the selected products to interested stakeholders in the university. Phase III will consist of university stakeholders pilot testing the selected products on campus.

After evaluating the proposals in phase I, the highest ranking proposal(s) will be invited to campus for phase II. The committee may not move a lower ranking proposal(s) to phase II unless all proposals that rank above it are also moved to phase II, excluding any proposals that the committee disqualifies because of excessive cost or other reasons.

After evaluating the demonstrations in phase II, the committee will invite the firm(s) with the highest ranking proposal(s) to provide the necessary equipment, software, access codes, and support to the university so the pilot testing in phase III can be completed. The committee may not move a lower ranking proposal(s) to phase III unless all proposals that rank above it are also moved to phase III, excluding any proposals that the committee disqualifies because of excessive cost or other reasons. After evaluating the pilot testing in phase III, the committee will then recommend a product to the university.

This RFP asks for responses and submissions from firms, most of which represent components of the above criteria. Although each criterion represents only a part of the total basis for a decision to award the contract to a firm, a failure by a firm to make a required submission or meet a mandatory requirement will normally result in a rejection of that firm's proposal. The value assigned above to each criterion is only a value used to determine which proposal is the most advantageous to the University in relation to the other proposals that the University received. It is not a basis for determining the importance of meeting any requirement to participate in the proposal process.

If the University does not receive any proposal that meets all mandatory requirements, the University may cancel this RFP. Alternatively, if the University believes it is in the University's interest, the University may evaluate proposals despite their failure to meet all the mandatory requirements. In doing this, the University may consider one or more of the highest-ranking proposals. The University may not consider any lower-ranking proposals unless all proposals ranked above it are also considered, except as provided below.

In any case where no proposal meets all of the mandatory requirements, the University may ask the firms to satisfy all of them. If the firm(s) of higher ranking proposal(s) is(are) unwilling to amend the proposal(s) to satisfy the mandatory requirement, the committee may reject each proposal that fails to satisfy the mandatory requirement(s) and consider lower ranking proposals that satisfy the missing mandatory requirement(s) in respond to the request.

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**Official responses to all questions will be issued in writing by the Department of Purchasing to all firms through the bidding tool. All questions submitted concerning this RFP should be through the bidding tool as well. Any other response received shall be considered unofficial by the University.**

DISCOUNT PAYMENT TERM OFFERED OTHER THAN NET 30: \_\_\_\_\_

LEAD TIME: \_\_\_\_\_

WILL VENDOR ACCEPT PAYMENT BY CREDIT CARD  
AT THE PRICES QUOTED ABOVE? ..... Yes \_\_\_\_\_ No \_\_\_\_\_

The University is also part or a member of several group purchasing organizations and groups still being defined. Several groups to be immediately identified include [NEO](#), [IUC](#), and [CUE](#) all located within Ohio and consisting of non-profit organizations. On the Form of Proposal please indicate if you wish to extend your proposal to these groups. Links to the web pages of each group are provided above so you may better understand the structure of the group, size, and mission. Questions concerning these groups may be directed to the Department of Purchasing at The University of Akron.

- <http://www.neostudycommission.org/>
- <http://www.iuc-ohio.org/>
- <http://www3.uakron.edu/purchasing/cue/>

Do you wish to extend your proposal to any of these groups?

Yes \_\_\_\_\_ No \_\_\_\_\_

# **Exhibit B**

March 6, 2014



**Audience Response System Feedback**

**Vendor:**

**Check the appropriate box for each criterion below**

<b>Lecture Preparation</b>	<b>1 Poor</b>	<b>2</b>	<b>3 Good</b>	<b>4</b>	<b>5 Excellent</b>
Ease of initial class setup by Instructor (at the beginning of the semester)					
Ease of Student and Instructor response device registration (at the beginning of the semester)					
Ease of question creation in advance of a session					
<b>During a Lecture</b>	<b>1 Poor</b>	<b>2</b>	<b>3 Good</b>	<b>4</b>	<b>5 Excellent</b>
Ease of system start up at the beginning of the lecture					
Ease of initiating an anonymous response session					
Ease of question initiation during lecture					
Variety of question formats					
Variety of system modes (student managed, instructor managed, verbal/"on the fly" question, etc.)					
Ease of use of the system modes (student managed, instructor managed, verbal/"on the fly" question, etc.)					
Variety of options available for displaying or suppressing question results during lecture					
Ease of answer submission using clicker					
Ease of answer submission using web-enabled response device					
Ease of closing a session at the end of the lecture and saving data					
<b>Post-Lecture</b>	<b>1 Poor</b>	<b>2</b>	<b>3 Good</b>	<b>4</b>	<b>5 Excellent</b>
Ease of uploading student data for individual student review					
Student accessibility to uploaded student data					
Variety of report formats					
Ease of use of the report features					
Report content					

<b>Other</b>	1 Poor	2	3 Good	4	5 Excellent
Accessibility features of the equipment for students and instructors with disabilities					
Equipment size and portability					
Ease of use for special events or administrative functions					
<b>Summary</b>	1 Poor	2	3 Good	4	5 Excellent
Overall impression of the response system					
Degree to which the response system to meets your instructional needs					

What did you like *best* about the response system?

What did you like *least* about the response system?

Additional Comments:

(Optional) your name:

**Please send completed evaluation forms via campus mail to Ryan Vacca (School of Law) +2901**

# Exhibit C

March 6, 2014

Clicker Pilot 2014 Faculty Feedback - TH

Q1 Thank you for using the Top Hat classroom response system during the previous two weeks. There is a progress bar at the bottom of the screen. To help us better evaluate this system, please take a few minutes to complete this brief survey.

Q2 How many students were enrolled in each class in which you used the Top Hat clicker system and how many times did each class meet during the pilot period? Please list all courses and number of students separately.

Q3 How many times during the pilot did you have technical difficulties with the receiver?

- 0
- 1
- 2-4
- 5-7
- 8 or more
- Not applicable – I used virtual clickers only and did not test the receiver

Q4 If applicable, what was the nature of any problem(s) with the receiver?

Q5 How many times during the pilot did you have technical difficulties with the software?

- 0
- 1
- 2-4
- 5-7
- 8 or more

Q6 If applicable, what was the nature of any problem(s) you experienced with the software?

Q7 During the pilot, how many students contacted you with technical difficulties with the virtual clickers?

- 0
- 1
- 2-4
- 5-7
- 8 or more
- Not applicable – my students did not test virtual clickers.

Q8 If applicable, what was the nature of the problem(s) your students experienced with virtual clickers.

Q9 During the pilot, how many students contacted you with technical difficulties with the physical clickers?

- 0
- 1
- 2-4
- 5-7
- 8 or more
- Not applicable – my students did not test physical clickers.

Q10 If applicable, what was the nature of any problem(s) your students experienced with physical clickers?

Q12 I had no problems integrating student responses to clicker questions with Springboard's gradebook function

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not applicable (I did not integrate student responses with Springboard's grade book function)

Q13 Comments:

Q14 I found it easy to prepare questions using the web-based Top Hat clicker system.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not applicable (I did not prepare questions using the web-based system.)

Q27 Comments:

Q15 I found it easy to use the Top Hat Presentation Tool with PowerPoint (or other programs) during lecture

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not applicable (I did not use the Presentation Tool.)

Q28 Comments:

Q16 I found it easy to use the Top Hat clicker system during class

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q29 Comments:

Q17 I found the reports generated by the Top Hat clicker system to be useful in evaluating student success

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not applicable (I did not use reports generated by the Top Hat clicker system in evaluating student success.)

Q18 Comments:

Q19 I found the customer service provided by Top Hat to be responsive and timely.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable (I did not use Top Hat's customer service)

Q20 Comments:

Q21 If the Top Hat clicker system is adopted by the university, I am likely to use it regularly in my classes

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q22 Comments

Q23 What feature(s) did you like best about the Top Hat clicker system?

Q24 What feature(s) did you like least about the Top Hat clicker system?

Q25 Please share any additional comments about the Top Hat clicker system.

# **Exhibit D**

March 6, 2014



Clicker Pilot 2014 Student Feedback TH

Thank you for your participation in the Clicker pilot. We would greatly appreciate if you would take a few minutes to share your feedback. There are 10 questions. There is a progress bar at the bottom screen that will show 100% when you have responded to all questions.

Q1 I found it easy to use the Top Hat virtual clicker to answer questions during class.

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- Not Applicable (I did not use a virtual clicker)

Q2 Do you have any comments about using a virtual clicker in class?

Q3 I found it easy to use the Top Hat physical clicker to answer questions during class.

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- Not Applicable (I did not use a physical clicker)

Q4 Do you have any comments about using a physical clicker in class?

Q5 I found the process for establishing a Top Hat account and enrolling in the course easy.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Q6 Do you have any comments about creating your Top Hat account and enrolling in the Top Hat course site?

Q7 I found it easy to view and use the Top Hat reports generated by my responses to clicker questions

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- Not Applicable (I did not use reports)

Q8 Do you have any comments about viewing Top Hat reports?

Q9 I found the customer service provided by Top Hat to be responsive and timely.

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- Not Applicable (I did not use Top Hat's customer service)

Q10 Do you have any comments about Top Hat's customer service?

Q11 Which of the following ways did you use to respond to clicker questions while using the Top Hat clicker system? (Select all options that you used)

- physical clicker
- laptop using a web browser
- tablet using a web browser
- tablet using the Top Hat app
- smartphone using a web browser
- smartphone use the Top Hat app
- mobile phone using the texting feature

Q12 If you used more than one method of responding to clicker questions while using the Top Hat clicker system, which one did you prefer?

- physical clicker
- laptop using a web browser
- tablet using a web browser
- tablet using the Top Hat app
- smartphone using a web browser
- smartphone use the Top Hat app
- mobile phone using the texting feature

Q13 What feature(s) did you like best about the Top Hat clicker system?

Q14 What feature(s) did you like least about the Top Hat clicker system?

Q15 If applicable, please describe any difficulties you may have encountered while using the Top Hat clicker system.

Q16 Please share any additional comments about the Top Hat clicker system.

# **Exhibit E**

March 6, 2014

Clicker Pilot 2014 Faculty Feedback - Turning

Q1 Thank you for using the Turning Technologies classroom response system during the previous two weeks. There is a progress bar at the bottom of the screen. To help us better evaluate this system, please take a few minutes to complete this brief survey.

Q2 How many students were enrolled in each class in which you used the Turning Technologies clicker system and how many times did each class meet during the pilot period? Please list all courses and number of students separately.

Q3 How many times during the pilot did you have technical difficulties with the receiver?

- 0
- 1
- 2-4
- 5-7
- 8 or more
- Not applicable – I used virtual clickers only and did not test the receiver

Q4 If applicable, what was the nature of any problem(s) with the receiver?

Q5 How many times during the pilot did you have technical difficulties with the software?

- 0
- 1
- 2-4
- 5-7
- 8 or more

Q6 If applicable, what was the nature of any problem(s) you experienced with the software?

Q7 During the pilot, how many students contacted you with technical difficulties with the virtual clickers?

- 0
- 1
- 2-4
- 5-7
- 8 or more
- Not applicable – my students did not test virtual clickers.

Q8 If applicable, what was the nature of the problem(s) your students experienced with virtual clickers.

Q9 During the pilot, how many students contacted you with technical difficulties with the physical clickers?

- 0
- 1
- 2-4
- 5-7
- 8 or more
- Not applicable – my students did not test physical clickers.

Q10 If applicable, what was the nature of any problem(s) your students experienced with physical clickers?

Q12 I had no problems integrating student responses to clicker questions with Springboard's gradebook function

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not applicable (I did not integrate student responses with Springboard's grade book function)

Q13 Comments:

Q14 I found it easy to prepare questions using the web-based Turning Technologies clicker system.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not applicable (I did not prepare questions using the web-based system.)

Q27 Comments:

Q15 I found it easy to use the Turning Technologies Tool with PowerPoint (or other programs) during lecture

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not applicable (I did not use the Presentation Tool.)

Q28 Comments:

Q16 I found it easy to use the Turning Technologies clicker system during class

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q29 Comments:

Q17 I found the reports generated by the Turning Technologies clicker system to be useful in evaluating student success

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not applicable (I did not use reports generated by the Turning Technologies clicker system in evaluating student success.)

Q18 Comments:

Q19 I found the customer service provided by Turning Technologies to be responsive and timely.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable (I did not use Turning Technologies' customer service)

Q20 Comments:

Q21 If the Turning Technologies clicker system is adopted by the university, I am likely to use it regularly in my classes

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q22 Comments

Q23 What feature(s) did you like best about the Turning Technologies clicker system?

Q24 What feature(s) did you like least about the Turning Technologies clicker system?

Q25 Please share any additional comments about the Turning Technologies clicker system.

Q28 Based on your experiences in the pilot study, which clicker system do you prefer?

- Top Hat
- Turning Technologies
- no preference



# **Exhibit F**

March 6, 2014

Clicker Pilot 2014 Student Feedback Turning - Vacca

Thank you for your participation in the Clicker pilot. We would greatly appreciate if you would take a few minutes to share your feedback. There are 10 questions. There is a progress bar at the bottom screen that will show 100% when you have responded to all questions.

Q1 I found it easy to use the Turning Technologies virtual clicker to answer questions during class.

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- Not Applicable (I did not use a virtual clicker)

Q2 Do you have any comments about using a virtual clicker in class?

Q3 I found it easy to use the Turning Technologies physical clicker to answer questions during class.

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- Not Applicable (I did not use a physical clicker)

Q4 Do you have any comments about using a physical clicker in class?

Q5 I found the process for establishing a Turning Technologies account and enrolling in the course easy.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Q6 Do you have any comments about creating your Turning Technologies account and enrolling in the Turning Technologies course site?

Q7 I found it easy to view and use the Turning Technologies reports generated by my responses to clicker questions

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- Not Applicable (I did not use reports)

Q8 Do you have any comments about viewing Turning Technologies reports?

Q9 I found the customer service provided by Turning Technologies to be responsive and timely.

- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- Not Applicable (I did not use Turning Technologies' customer service)

Q10 Do you have any comments about Turning Technologies customer service?

Q11 Which of the following ways did you use to respond to clicker questions while using the Turning Technologies clicker system? (Select all options that you used)

- physical clicker
- laptop using a web browser
- tablet using a web browser
- tablet using the Turning Technologies app
- smartphone using a web browser
- smartphone use the Turning Technologies app
- mobile phone using the texting feature

Q12 If you used more than one method of responding to clicker questions while using the Turning Technologies clicker system, which one did you prefer?

- physical clicker
- laptop using a web browser
- tablet using a web browser
- tablet using the Turning Technologies app
- smartphone using a web browser
- smartphone use the Turning Technologies app
- mobile phone using the texting feature

Q13 What feature(s) did you like best about the Turning Technologies clicker system?

Q14 What feature(s) did you like least about the Turning Technologies clicker system?

Q15 If applicable, please describe any difficulties you may have encountered while using the Turning Technologies clicker system.

Q16 Please share any additional comments about the Turning Technologies clicker system.

Q19 Based on your experiences in the pilot study, which clicker system do you prefer?

- Top Hat
- Turning Technologies
- no preference

**APPENDIX G****General Education Revision Committee report**

College votes were taken last Fall and the results are tabulated below. A common concern in all colleges was the manner of implementation of the new program. The committee met twice in the fall and will continue to meet this spring to craft a formal implementation proposal to share with the campus (per conversation with Senate Chair Rich). Subsequent to sharing the proposal for campus discussion and feedback, the proposal will be forwarded to Senate for consideration.

Date of report	College	Vote report
September 25	CHP	Unanimous support at college meeting
September 25	Summit	Unanimous support at college meeting
October 1	Wayne	20-0 in favor
October 4	BCAS	172 (52%) faculty voted: 78 supported, 94 did not support
October 7	University Library	Support forwarding proposal to Senate
October 17	ENG	Unanimous support at college meeting
October 24	EDU	24 faculty voted: 10 supported, 5 did not support, 9 abstained
November 27	CBA	30 faculty voted: 14 support, 16 do not support

## **APPENDIX H**

### **Faculty Senate Athletics Committee Recommendation March 6, 2014**

At the regular meeting of the Faculty Senate Athletics Committee (FSAC) held on February 7, 2014 the committee voted on and passed unanimously the following recommendation to The University of Akron Faculty Senate:

Recommendation:

The FSAC recommends joining The Coalition on Intercollegiate Athletics (COIA) with the understanding that the FSAC will re-evaluate COIA and The University of Akron's membership after a 2-year period. The re-evaluation process will occur during the 2016-17 academic year.

The FSAC also recommends that the Faculty Senate representative to COIA be from and elected by the FSAC.

About The Coalition on Intercollegiate Athletics:

The Coalition on Intercollegiate Athletics (COIA; the Coalition) is an alliance of faculty senates from NCAA Football Bowl Subdivision (FBS) schools. COIA's mission is to provide a national faculty voice on intercollegiate sports issues. Areas of concern include academic integrity and quality, student-athlete welfare, campus governance of intercollegiate athletics, commercialization, and fiscal responsibility. The Coalition is committed to the development of effective strategies and proposals for significant, long-term reform in college athletics. COIA works with university faculties, administrations, trustee boards, and national associations concerned with higher education, to implement these strategies and proposals.

Retrieved from: <http://blogs.comm.psu.edu/thecoa/>

**APPENDIX I**

**PFTC Meeting Report, February 20, 2014**

Attending: T. Anderson, M. Byrne, K. Cerrone A. Freely, B. Hazlett, S. Osorio, F. Smith, B. Schwartz, D. Witt

1. 'Hybrid' courses – collecting more information before proceeding with a resolution. General discussion of potential disconnect between Time and Attendance constraints and departmental/academic demands.
2. Accelerated courses – new UA summer policy (PT load limit) places difficult constraints on the 3 – week intersession. IRS Ruling suggests that PT load of 9 cr/semester is generally acceptable as less than  $\frac{3}{4}$  work load. No action taken at this time.
3. Small group working on resolution requesting that Rule changes (PT Faculty Hiring) come through the PFTC.

Respectfully submitted, S. Osorio, Chair

March 6, 2014