

Memorandum

Date: December 20, 2019

To: President Gary Miller

From: University Council Executive Committee

RE: Strategic Priority List drawn from the revised College Three-year Action Plans

The accompanying document contains lists of strategic priorities generated by a review of the revised College Three-year Action Plans and discussions with each of the college deans.

The first section (I) contains recommendations by the committee of priorities which were common to many, if not all, of the college plans.

The remaining sections (II-XI) list the top priorities for each college recommended by the committee. The colleges are listed in alphabetical order and these lists of priorities are supported by the relevant dean.

This document was developed with the understanding that these priorities would be made public as part of the strategic planning process.

cc: Interim Provost Joe Urgo, *Ex Officio*
Ruth Nine-Duff, *Chair*
Julia Spiker, *Vice Chair*
Tonia Ferrell, *Secretary*
Jeanette Carson, *CPAC Representative*
Linda Saliga, *Faculty Senate Representative*
Amanda Stefin, *GSG Representative*
Marjorie Hartleben, *SEAC Representative*
Mark Okocha, *USG Representative*
Phil Allen, *Past Chair, Ex Officio*
Harvey Sterns, *Past Past Chair, Ex Officio*

STRATEGIC PRIORITY LISTS
DRAWN FROM THE COLLEGE THREE-YEAR ACTION PLANS
University Council Executive Committee

I. UNIVERSITY COUNCIL EXECUTIVE COMMITTEE:
UNIVERSITY-WIDE STRATEGIC PRIORITIES LIST

1. Conduct a careful review of degree programs suspended during Academic Program Review, and where warranted by corrected information or changed circumstances, consider reinstating the programs.
2. Increase interdisciplinary degrees, certificates, activities and initiatives across campus to enhance academic distinctiveness, meet student demand, and generate new revenues. Create a functional administrative infrastructure to support interdisciplinary programs, with reference to the documents generated by UA's Interdisciplinary Council.
3. Engage in new efforts to increase ethnic, racial and gender diversity among the university administration, faculty, contract professionals, staff, and student body.
4. Create a collective and unified approach to marketing the distinctive academic programs in each college; consider adding marketing staff and/or student interns at the college level.
5. Hire college-level development officers in a fiscally responsible manner to meet college-level fundraising goals.
6. Increase flexibility in instructional delivery, including more online, distance learning, evening, weekend, summer, workforce development, and experiential learning opportunities.
7. Develop a centralized administrative infrastructure for managing existing and generating new corporate partnerships, government support, and regional economic development.
8. Hire college-level recruiters in a fiscally responsible manner to expand student enrollment in academic programs.
9. Develop clear pathways for students to change, complete or add majors at the college and university levels.
10. Implement policies to increase employee morale, such as a new salary survey and position alignment review.

II. BUCHEL COLLEGE OF ARTS AND SCIENCES

1. Expand growing undergraduate degrees in the college, with emphasis on interdisciplinary programs such as Criminal Justice/Criminology, Communication, and pre-health degree programs.
2. Expand experiential learning options in the college to include new internship, practica, and independent study project opportunities as well as other community partnerships.
3. Focus marketing to prospective students on colleges' distinctive portfolios of related minors, majors, and stand-alone certificates, including interdisciplinary opportunities in entrepreneurship, innovation, and problem solving.
4. Continue campus-wide conversation on establishing clearly defined pathways for students who change from one career paths to another, so that they receive appropriate advising and choose the best major expeditiously.
5. Expand support of graduate assistants in masters-level programs to assist in undergraduate instruction, mentoring, and research opportunities as well as earning additional SSI funds.

III. COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

1. Increase corporate partnerships to provide customized degree programs for employees.
2. Increase the number of degree programs that can be completed one-hundred percent online.
3. Increase the number of sites and the UA matriculation rate in early college high schools and college credit plus courses.
4. Hire additional full-time faculty in Surveying and Mapping, Computer Information Systems (Cybersecurity), Engineering Technology, and Emergency Management/Homeland Security. Over the next several years, CAST will need to rebuild its full-time faculty, from the current 28 to approximately 45.
5. Hire new dean for the college and rebuild the dean's office personnel.

IV. COLLEGE OF BUSINESS ADMINISTRATION

1. Conduct an internal search for chair of the Daverio School of Accountancy to help prepare for AACSB re-accreditation in 2020.
2. Promote and recruit students in distinctive graduate programs, such as the Master of Taxation, Saturday MBA, MSM Supply Chain, and MS Accountancy, with an emphasis on leveraging existing relationships and connections to recruit international students.
3. Promote and recruit students in distinctive undergraduate programs, such as the BBA Risk Management, Sales Management, Business Data Analytics, and Supply Chain Management.
4. Attract UA students from outside the college by revising the minor in entrepreneurship (as part of university-wide innovation initiative), promoting existing minors and certificates, and creating new stackable certificates at the undergraduate and graduate levels.
5. Pursue an aggressive development campaign for naming the college and dropping "administration" from the name in keeping with modern practice, to increase prestige and add new resources.

V. COLLEGE OF HEALTH PROFESSIONS

1. Revise and increase recruitment in the College and particularly in the School of Nursing, including the BSN, RN to BSN, and graduate programs.
2. Revise and increase recruitment in the School of Allied Health, including the new BAHA degree; consider reinstating the associate degree in medical assisting as well as creating an associate degree in pharmacy technology.
3. Hire a dedicated recruiter and work more closely with the Graduate School to help recruit more graduate students across the college.
4. Maintain tenure-track faculty in the schools of Social Work, Speech Pathology and Audiology, and Counseling to avoid undermining accreditation.
5. Develop and implement online and hybrid courses and degree programs at both the undergraduate and graduate levels.
6. Hire a new dean for the college and then a new director for the School of Nursing.

VI. LJFF COLLEGE OF EDUCATION

1. Make the LJFF College of Education the number one provider of licensed K-12 teachers, educational specialists, and school administrators in the area.
2. Revise and promote the master's level programs, such as the Master of Science in Curriculum and Instruction (with concentrations in Assessment, Evaluation and Data Literacy and Instructional Technology) and the Master of Education in Higher Education Administration (with a concentration in Public Administration).
3. Revise and promote other graduate programs such as the Master of Education in K-12 Administration to train individuals who desire to become school principals; and investigate the development of a Doctor of Education program with appropriate concentrations for students who desire to become school district superintendents and other leaders in educational administration.
4. Expand the college's specialty in urban education, with an emphasis on urban STEM education.
5. Revamp college admission requirements for teacher education programs to provide better pathways for students changing majors to education.

VII. COLLEGE OF ENGINEERING

1. Hire critical tenure-track faculty in Biomedical and Computer Engineering, and hire professional advisor(s) for undergraduates in Mechanical Engineering.
2. Increase recruitment of diverse engineering students at all levels; identify at-risk undergraduates and provide them with expanded academic support services.
3. Expand masters level programs to attract self-paying students, including UA undergraduates (BS/MS with co-op opportunities), international graduate students (Akron Masters Program as in PSPE), and engineers practicing in industry (Academic Research Clusters).
4. Create revenue-generating certificates at the undergraduate and graduate levels.
5. Grow cutting-edge sponsored research in focused areas of strength, with emphasis on the Master Research Agreements.

VIII. SCHOOL OF LAW

1. Improve student outcomes by expanding student services, bar examination preparation, legal career preparation, and centers of excellence programs.
2. Increase students from non-traditional sources, including spring/summer start, new blended online JD, Masters of Law, 3+3 BA/BS degrees, legal certificates and training programs.
3. Promote and recruit a more diverse student body, faculty and staff, with emphases on gender, international students, and racial/ethnic minorities.
4. Develop and deploy a new communication plan to enhance the visibility, reputation and rankings of the School of Law.
5. Pursue an aggressive development campaign to raise scholarship funds to reduce tuition discounts.

IX. COLLEGE OF POLYMER SCIENCE AND POLYMER ENGINEERING

1. Stabilize faculty and other personnel and maintain resources for existing academic programs in PSPE.
2. Expand masters programs to attract tuition paying students, including diversification of the existing Akron Masters Program (AMP); promote and grow Professional Masters degree (classes in polymers, business and law); develop specialized masters programs, where there is industry demand (Academic Research Clusters); and begin deployment of in-progress masters degrees for PhD students.
3. Expand the undergraduate mission of the college, including growth in the polymer minor program, establishing a new university-wide undergraduate research program (UROP), and proposing a new interdisciplinary BS program in material science, with specialization in areas such as sustainability, polymers, biomaterials and bio-inspired materials.
4. Continue and expand outreach activities as alternate recruiting paths for diverse students, including AGPA, funded by a State of Ohio grant, which runs on-campus and off-campus K-12 STEM and polymer outreach activities; NSF-REU (Research Experience for Undergraduates) and NSF-RET (Research and Experience for Teachers) programs; and seek a McNair Program Grant to prepare undergraduate participants from disadvantaged backgrounds for doctoral studies.

X. UNIVERSITY LIBRARIES

1. **Affordable learning:** initiatives that lower the cost of academic activities for students, faculty, and staff, such as maintaining collections, textbook/course material affordability, wrap-around educational services for faculty, help using innovative instructional technology, and provide instruction and skills for lifelong learning.
2. **Organizational realignment:** initiative to adjust UL to fit UA priorities, such as resetting service expectations, rebuilding capacity, and increasing the quality of service.
3. **Revenue generation:** initiatives that help other units generate new revenue, such as use of UL collections to engage with the community, easier access to intellectual resources, and promotion of the products of UA's distinctive academic programs.
4. **Create a comprehensive plan:** to develop and grow online and alternative educational delivery models, supported by administration, OAA, budget office, USG, and alumni.

XI. WAYNE COLLEGE

1. Make Wayne College and other satellite facilities provider of selected four-year baccalaureate degrees and targeted associate degrees linked to bachelors degree programs.
2. Add an associate degree in nursing to train registered nurses linked with UA's RN to BSN program, particularly at the Medina campus.
3. Wayne College must rebuild its full-time faculty over the next several years, from the current 12 to 25; new and continuing full-time faculty should be members of the appropriate main campus academic departments for purposes of delivering academic programs.