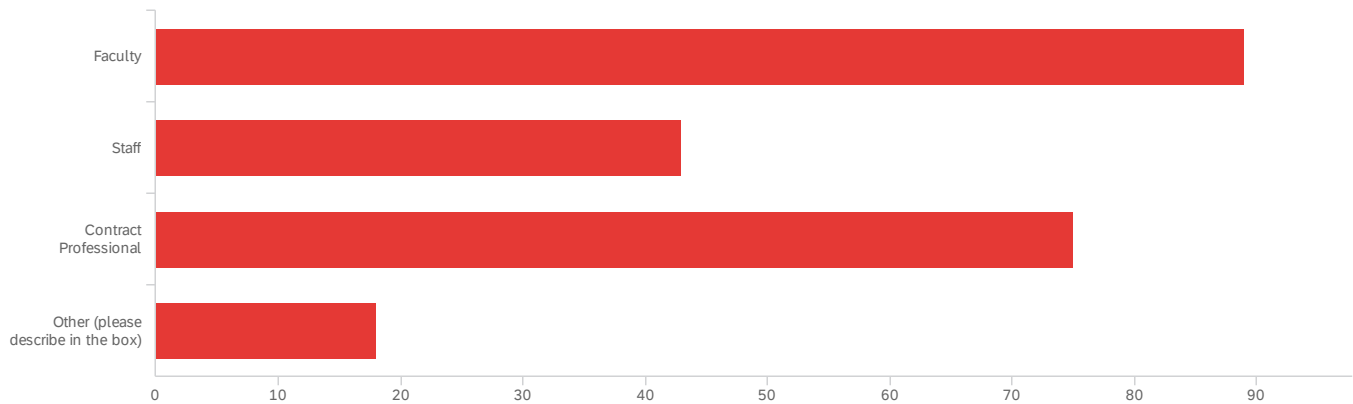


Default Report

UPG Feedback Survey 1

February 26, 2021 1:56 PM MST

Q7 - What is your current role at The University of Akron?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current role at The University of Akron? - Selected Choice	1.00	7.00	2.34	1.62	2.61	225

#	Field	Choice Count
1	Faculty	39.56% 89
2	Staff	19.11% 43
3	Contract Professional	33.33% 75
7	Other (please describe in the box)	8.00% 18
		225

Showing rows 1 - 5 of 5

Q7_7_TEXT - Other (please describe in the box)

Other (please describe in the box)

Administrator/Faculty

adjunct professor, don't know if you want that as contract or faculty

PT Lecturer, Wayne Campus. Does that mean Faculty or Contractor?

Other (please describe in the box)

Professor Emeritus

CCP Teacher and Part Time Lecturer at the Wayne Branch

and adjunct faculty

Alumni

Contractor

I am both a Contract Professional and Adjunct Faculty.

Community friend

Adjunct lecturer

part-time faculty

College administrator with faculty status

Administrator

Dept Chair and Faculty

Faculty and administration

emeritus faculty

Part time faculty

Q10 - Please provide feedback on Priority 1: Developing a budget model that incentivizes enrollment growth across the University including those associated with cross-unit collaborations.

Please provide feedback on Priority 1: Developing a budget model that incen...

It seems to me that the current budget actively prevents some departments from offering additional sections. I've heard multiple instances in the recent past where a department was prevented from opening up additional sections of a course because the budget wasn't there. That seems counter intuitive if the material is ready, especially if it can be taught by an adjunct. It seems as if there needs to be some flexibility to be able to offer more sections as demand increases. Artificial scarcity doesn't help unless there literally is no one available to teach. Perhaps there is a better way to support waitlists or allow section enrollment to increase a certain percentage before a split. Maybe one way to accommodate this is a baseline budget. Each department gets a set amount to offer their normal courses with a mechanism that allows that budget to increase as revenue increases with popular courses.

- Fill gaps (support staff and contract professionals) -Cross-training and shared responsibilities -Invest more in advising and academic planning E.g. 200+ students/ 1 advisor with a two week window to register new and continuing students for classes (Spring 2021) - Appointments 4+ weeks out (Fall 2020) -More collaboration with external stakeholders for credit for work and tuition assistance -Award ALL students based on progress

Being fiscally responsible and stable is vital to the success of the University. With this in mind, ALL units on campus need to be held accountable for working toward this goal. What are the metrics involved to ensure this is possible?

Providing clear definitions of how you plan on incentivizing enrollment growth and what will cross-unit collaborations be defined as? Will these only be college cross unit collaborations? What about areas on campus that provide support, but are not academic?

Cross-unit management needs strong leaders who can raise people up. Define these leaders and key players first.

Great "teamwork" approach to our goal of growing enrollment.

An interesting concept but I would like to hear more about this idea in order to provide appropriate feedback.

I think this is a good idea and going further to invest in enrollment from groups that are growing is key. Forming more connections with local community colleges or even accredited online colleges for an easy pathway for students to transition from one school to UA would be a great place to start. I know UA already has some of these connections, but strengthening them, marketing them, and even encouraging them to students would be even better.

I think this is a great idea and priority as it will help to incorporate more buy-in from stakeholders across the University. It really allows each college/department to showcase all of the opportunities for future (as well as current) students and parents.

Great idea. Everyone has to be in the recruitment process together and not just rely on the folks in Simmons Hall to bring new students to campus every year. Also, plans must be developed and executed to retain students through degree completion.

With cross-unit collaboration, does that mean Akron will finally look at pay revisions and fair contracts for contract professionals? I feel personally that part of the reason there has been decreased enrollment is due to the fact that many colleagues I know feel they are underpaid, and overworked already in their current positions, which then has extended into their professional positions. If University employees are feeling undervalued, then how can they enhance the campus experience for students, which one would assume would incentivize enrollment growth and attraction of new students. Additionally, how can the university then attract new professionals to want to work at a university, that does not offer comparative salaries to neighboring institutions such as Stark State, Kent State, NEOMED, ETC. It comes to a trickle-down system that needs to be reevaluated. If you want your university and its students to succeed, the workforce needs to be the best representation.

Please provide feedback on Priority 1: Developing a budget model that incen...

It is key here to keep in mind any lessons learned during the pandemic, as the model for higher education I believe will be drastically shifting, and enrollment will likely look different between in person and other hybrid models.

Incentivizing enrollment growth with cross-unit collaborations is a good idea if the incentives benefit all and are realistic. We need to come to the conclusion that growth will only come from enrollment outside of the state and the country. Statistics tell us that the high school population in Northeast Ohio continues to decline. If we don't make a concerted effort to reach beyond these borders with innovative programs that attract students from across the US and Internationally the university will not grow in student population.

UA continues to function as separate silos which decreases collaborations and collaborative efforts. There is too much us v. them. Too many duplicate classes offered because the needed class is offered by a different college with a slightly different name and/or focus. We need a budget model that recognizes the units that teach feeder (basic/general ed) classes while not penalizing the units where the students are headed. We need upper level support, consistent treatment (written processes?) to the extent possible and transparency for recognized Centers; and for existing and new Centers to be supported, campus-wide, true collaborative efforts. Examples are BRIC and NCERCAMP. Capitalize on corrosion engineering utilizing all of the existing CEPS disciplines. Have honest, tough conversations about UA's strengths and put resources there, while also not following trends and not limiting UA to what future strengths may emerge. For example, the National Choreography Center to bring dance majors to Akron. Why would a theatre major come to Akron? We are surrounded by hospitals. A natural strength should be in a wide variety of medical and biomedical fields. Bliss Institute is huge and should be a top choice for political science and other students in related fields.

Kent State offers a Science Experience Internship program where qualified high school students have the opportunity to participate in research under the guidance of a professor in multiple areas. You can easily sign up for this on their web site. The University of Akron currently has no comparable program (even remote). Worse still, if you call the engineering department, they won't even know about the programs they did have several years ago. Advisors and secretaries need more information about programs available to high school students, if any. Kent State offers low cost meeting space to groups from Summit county. The University of Akron over charges or makes it so difficult that it forces these meetings to other locations. If the parents of possible students never set foot on campus, how likely is it that they will send their children here? Why are we not bragging about our engineers, computer science, and nursing majors getting jobs? Why is this information not posted prominently on our web page? Why is this information not circulated widely throughout Summit county high schools?

There should be more cross unit communication and collaborations. Maybe a committee put together to review purchases above certain dollar amount to reduce redundancy in purchases throughout the university.

"incentivizes" meaning bonuses to departments or individuals? find it counter-productive to pay people more for doing their job, even if their job descriptions change a bit.

I believe that employees need to first feel confident and trusting in what the budget model might look like for enrollment growth and that a cross-unit collaboration is in place before this plan will be successful. Creating a trusting environment for the university community should be accomplished first so that employees feel confident and secure in their current positions.

Enrollment growth is a high priority but also incentives with the faculty, staff that are employed at the University is an important factor. The University has gone through so many changes and some have not always been good. Decreasing wages that make it hard for people to grow puts a damper on marketing through word of mouth. Not being able to grow once you've completed your education through the University is another issue. We are losing so many people because of this.

Priority 1 posted above this box should be replaced with the concise version stated by Dr. Damson in the video: "Develop(ing) a budget model with incentives for enrollment growth campus wide including cross-unit collaborations.".

I think this is smart, so long as it looks at the full picture of campus and encompasses things like appropriate campus and staffing improvements.

I agree with this. UA is known (even by outsiders) as the University that has not made wise financial decisions in the past and is dealing with them in the present because of this. This casts doubt on people thinking about attending. If UA cannot make wise financial decisions that benefits their learning, why should they come here?

UA needs to go out into the community.

This is a necessary step and appropriately noted as the first of the short term priorities. In reading this statement, I wonder if "incentivizes enrollment growth" refers to retention based incentives for students or if it is intended to more broadly refer to incentives for the entire University community to boost enrollment, such as incentives for enhancing enrollment in popular academic programs. Would love to hear examples what this might look like -- or that might still be hashed out.

Please provide feedback on Priority 1: Developing a budget model that incen...

This is an excellent way in which to make enrollment and retention shared goals across campus. It aligns mission and budget as common sense, and invests us all in the success of the University.

Cross unit collaboration seems to be lacking here, though getting a bit better. A cohesive overall faculty would encourage student growth and eventually enrollment. Students feel uneasy when faculty don't communicate. Investing funds to encourage cross-unit collaborations should be a priority.

Any and all cross-unit collaborations or multi-disciplinary course work would make sense not just from a budgetary standpoint, but also would likely appeal to current and future students to help grow enrollment. Who wouldn't opt for a better value for tuition dollars spent? Along with that, a broader experience for the student would better prepare them for their chosen career path. In addition, interdepartmental collaboration would help strengthen and support the participating faculty, staff, departments, and The University.

Good. The challenge is going to be how to make the incentives worthwhile to departments and faculty. How will they support faculty and staff who want to put more effort in this area, but are already overloaded due to personnel cuts and Covid? Time and rewards (not necessarily money) are what will motivate individual faculty.

It would be helpful if the university prioritized programs that are already interdisciplinary, like Women's Studies or Pan-African Studies and institutions like the EXL center.

This priority has obvious merit but should be implemented in ways that promote success. If there is a clearly stated, uniformly applied process for determining which units/initiatives merit support.

We have many excellent programs at UA but they are buried in a very long academic bulletin or on a web page. Career specific marketing needs to be implemented so programs don't lose their enrollment. In the past, previous Deans have promised funds to market a program but the budget never made it possible.

Enrollment growth will be tied to flexibility and personal path for learning moving forward, I believe - so this will be a marketing challenge - get the word out about what UA is doing to allow students to choose an education path that suits them. There will be a need to incentivize faculty and staff to allow cooperation - this may mean shared administrative duties, more open communication between units.

I believe the pandemic provided the opportunity for the entire campus to succeed in working, teaching and collaborating in a variety of ways that did not include close contact. Due to the success of these new techniques, this campus should embrace and broaden the hybrid and move forward on this spectrum for the future. The one-stop shop has been discussed for years but never quite got off the ground. This is a necessity on campus. UA needs to step into the future with more opportunities like this for students to keep up with and possibly surpass other Ohio colleges/universities.

Is this a joke? How about not firing 100 tenured faculty as a strategy for growing enrollment?!! We have become a complete academic laughingstock. Almost every student I talk to says it if they could afford Kent State or get into Kent state they would go there instead of Akron. We made national news this summer because the administration so devalues education that they were willing to fire the entire reason student select university to get a good education from faculty researchers. Case Western does not have an enrollment problem. MIT does not have an enrollment problem. Stanford and Duke don't have enrollment problems. Kent state does not have an enrollment problem. Surprise surprise spoiler alert it turns out the universities that actually put money into economics have strong enrollment. Universe is at squandering piss money away on football having Roman problems. Gary Miller and the rest of the administration have so embarrassed this university that there's no question anymore we are a safety school for Kent State. Let's be clear that we squandered 20+ million dollars on athletics every year. The university went into full panic mode this summer when we really need to study leadership because of what turned out to be a \$3 million operating budget deficit. Full panic over \$3 million. Meanwhile athletics loses \$25 million a year and oh that's perfectly fine. No problem there. We cut a cross country team that cost \$10,000 a year and produce an Olympic gold medal list because well actually no one knows why. But we're keeping a football team that repeatedly loses \$20 million a year. Oh I have an ideal; every time the University says that football doesn't lose money, the statement should come with the laugh track. Because everyone is laughing at you when you say that. Cleveland State is division one in every sport that we are and he spent \$14 million a year and athletics. We spent \$35 million a year on athletics; what's the difference? Football you guessed it!!! We have the lowest attendance in division one football— it's called voting with your feet. The students don't want football and we know they don't want football because we have the lowest attendance in the FBS. Again the strongest research university northeast Ohio is Case Western I, which doesn't have any division one sports. But none of the clowns in the administration are going to cut athletics or football because let's be clear let's be honest they aren't serious about getting the university's finances under control.

While we have support mechanisms in place, we all play a role in the retention of our students. If an incentivized approach will accomplish this, then I support the movement to this model. The more we can analyze the barriers that prevent or delay our students in their success [not just graduation but day-to-day practices], the better we will align ourselves for the future...and better serve our constituents.

Please provide feedback on Priority 1: Developing a budget model that incen...

That budget model should include appropriate funds to highlight both the research / accomplishments of our current faculty and the areas in which UA will be investing into academics in the future. Let's be honest, not only does UA still have an identity problem, we now have a PR problem with the highly publicized "blood-bath" of eliminating so many faculty positions. Current and previous students took to social media in the last eight months to decry the cuts to professors who had contributed to their academic success and development as adults during college. How can you incentivize enrollment when it appears to most students and the general public that the administration is still at odds with the faculty?

What would incentives look like? Would these be for recruiters and faculty or students? Will enrollment growth compromise student quality and preparedness for college?

I believe this is an appropriate and absolutely needed step to help improve enrollment at UA. Ownership of enrollment by academic units and the incentives associated with flat or improved enrollment will prove to benefit the the institution in a very short period of time. The reality is, without students to serve, teach, and invest in, long term viability is compromised. Encouraging current faculty and staff to be active and engaged in enrollment growth strategy can only help.

Cross-unit collaborations need to put student benefits first. The present attitude is against collaboration. How does that change? How does the attitude change to let offices not in a colleges advise and support returning students through graduation? If it becomes about money for the colleges, the idea of cross-unit collaboration will get worse than it is now.

Sounds reasonable but it's hard to tell just what that would involve and mean.

These are hardly three short term objectives as #2 contains five objectives. Let me ask you this. Which of these is not obvious? Which of these represents a real innovation? Which of these was based on a sophisticated situation analysis of the university as opposed to top of mind ideation exercises? Which actually can give the university a point of advantage? How many man hours went into this exercise? BTW, the most frequently evoked ideas aren't necessarily the best and if you are intending to throw out ideas that don't reach consensus, then you are probably throwing out the best and keeping the vanilla.

I agree with this priority. I believe we can begin to cross-list courses with other departments/programs that will meet the needs of multiple programs, and would then allow for interprofessional education opportunities for our students. I also believe in the need to support faculty in grant writing and cross-unit research initiatives to increase funding brought into the University that could help sustain student assistantships and faculty research labs. Finally, I think there are some Schools that could be condensed, which would reduce the burden of administrative pay, potentially.

Contact students that had to withdrew and have not attended in one or two semesters. If expense was the reason they withdrew, offer them an incentive to return and resume their studies. Some non-traditional students suffered setbacks because they had to stay home with the children because the children were in school remotely. Spring 2020, Fall 2020 or Spring 2021 semesters may have been the semester they were scheduled to graduate. If there is a way to find out the students this impacted, waive the graduation application fee. Waive fees for transfer students. I know there is a program review going on and maybe the following has already been discussed. Throughout my time as an employee, I heard students say one class was almost the same as another class. Determine which classes to eliminate. I work in the School of Education and in the Office of Student Teaching and Field Experience. Some licensure programs have student teaching courses with different credit hours. I know programs require a set number of credit hours to graduate which is why some of the courses have more credit hours than others. Can you make each course equal credit hours? In addition, students in the special education program and early childhood inclusive program have to take a practicum with 3 credit hours. All other areas (except AYA) take a colloquium for 1 hour. Undergraduate AYA takes 3 courses for a total of 9 credit hours which is understandable and not as expensive. However, why should special education and the early childhood inclusive program be 3 credits and not 1?

I think this is long overdue. My hope is that it will instill a sense of "we're all in this together" so that everyone can pitch in and help the institution with its enrollment situation. The challenge will be for people to truly buy into it and put forth their best efforts so that we can all achieve the incentives while growing enrollment and making UA a better place for all -- especially our students.

Please consider that faculty and staff both need individualized incentives. When there are no provisions for raises due to merit, there is little motivation to continually innovate and grow our programs and revenue. Enrollment numbers cannot be directly influenced by many of the faculty and staff across the campus (outside of innovating new, popular programming, which is difficult without investment). Tying their personal rewards/raises to overall enrollment is very dangerous for morale. While it may make sense from a budgetary standpoint (controlling increased costs), it does not make much sense from a talent development standpoint. Many of my colleagues have intimated that they are looking elsewhere and looking to leave UA due to the financial instability and lack of opportunities for individual growth. If top talent is lost, it will be almost impossible to rehire given the reputation of our university at this time. Please continue to protect the core product our university provides - education delivered by faculty and staff. If the quality of the product further diminishes, no marketing or program promises will increase enrollment.

I think this is needed to help balance the budget and create better fiscal stewardship. However, I think engaging with specific outside organizations will also help offset cost by leasing space and having them engage with students.

Please provide feedback on Priority 1: Developing a budget model that incen...

This is a great goal. The regional campuses can absolutely help enrollment growth and capturing market share!

I think this may be in the process of working as far as enrollment growth for the Fall 2021 semester looks like.

It is critical that the entire campus community understands the role they play in impacting enrollment, but there are a also variety of internal and external factors that can affect enrollment. It is important to reward departments that have a positive impact, but it may not be fair if departments are penalized if they are unable to improve enrollment based on factors outside of their control.

This sounds great. I work in building services and would be very interested to know how I could assist with implementing this priority.

I think it is important to make employees/departments accountable for their budgets.

This is a laudable goal. The key for this is to identify HOW enrollment growth would be best achieved and direct resources towards implementing strategies for such growth. Which programs have the greatest likelihood to grow over the next decade? What practices need to be implemented to maximize such growth? How can resources be diverted to those programs to allow them to implement best practices that are proven to increase enrollment? This is a proactive approach that identifies POTENTIAL to grow and then allocates resources to maximize the likelihood of realizing that potential. Too often at UA have resources been allocated only on the basis of historical allocation patterns. That is backwards-facing and can allocate resources to past areas of growth that may no longer provide future growth potential. I fear that the "incentives" noted in Priority 1 will have these "legacy effects" and thus not truly capitalize on growth potential. Some of the programs that have had the greatest past allocations also have a greater "voice at the table" due to those past investments. Thus an objective view of what is best for overall enrollment growth can be obscured by outsized influence from programs that had outsized allocations in the past. A truly objective analysis of which UA majors will be in highest demand over the next decade should be conducted and then allocations should be tilted towards those programs to capitalize on that growth potential.

Absolute growth (number of new students)? Relative growth (% new student increase yr over yr)? Proportional growth (# new students relative to other programs)? Non-growth factors (distinction of program relative to peer institutions, success of students coming out of the programs, etc)? Bodies in the door are surely needed for funding, but there are plenty other factors to consider and maintain. Otherwise it seems like the message to the units would be to free up existing headcount through restructure and then hire people to recruit and drive enrollment. Would work in the short term but fail in the long. How do you incentivize an area without having to penalize another if we are running a deficit?

I strongly agree with this priority. Working together we can accomplish enrollment growth and our survival as an institution that is vitally important to this region. Continuing to do what we have done in the past isn't going to work - innovative ideas are needed, and we have the talent on campus to figure this out is we get all involved.

This should always be a priority, so I support this.

Cross-unit collaboration can work to produce prosperity across the university. The culture must set the expectation that working together is the expected behavior.

This makes sense. We need more students and faculty that are bringing them in should be recognized for that.

I'm new to UofA. I'll trust budget decisions going forward are sound and equitable.

Proprietary schools also have this goal, often to the detriment of their students. Will this goal incorporate student success as a part of the metrics to prevent sacrificing student success in the competition for financial resources?

While I think a student enrollment budget model is absolutely important, I think there also needs to be a focus on employee well-being, motivation, and retention. We need to make the university a place where students, faculty, and staff all want to be and are proud to be.

We can't have enrollment growth as a top priority if it means diminished quality. Make sure enrollment growth is paired with student readiness so we have students who are able to complete the rigor of college.

I am not sure how you would attribute enrollment growth to specific individuals or units within a college/ organization. And how would that be determined? I believe this would create a lot of friction between contract professionals/ staff whose jobs already include many of these components with faculty who may just be helping out with special events or contacting students.

Please provide feedback on Priority 1: Developing a budget model that incen...

This is a good idea in theory. But why do we need incentives to be inventive and grow enrollment? don't we all need to think that way? Incentives would be nice. However, cross-unit collaborations are often worked out between deans or department chairs without consideration of policies limiting transfer of credits or double-counting credits between programs. Before final agreements between colleges or departments are signed, these types of issues should be reviewed with administrative staff in the registrar, graduate school, academic departments, advising, etc. The plan as originally conceived may not match what can be done. I have seen this with a number of collaborations over the years and very often there are snags which make actual implementation difficult for students or advisors to achieve. The result is enrollment far below that expected from the program. It would also help if some of these policies, rules, etc. were readily available for those looking at collaboration in a centralized guide. Issues which may need to be considered in addition to those mentioned above are how would this affect scholarships/aid, international students, graduate vs. undergraduate students for accelerated pathway programs and probably more which I have not considered.

Our budget model must include the expansion of majors in order to attract talented traditional students. We also need to expand our efforts to address diversity issues. Currently, too many students use UA as a stepping stone to another university that has the programs that they want. Some of that has to do with our proximity to and reliance on CCP programs. Many of those students are not going to stick with us after taking a few core classes. We need to cater to the traditional student who is graduating from high school and looking for a 4-year program.

1. In the short term take advantage of the established connections you have with students participating in your College Credit Plus programs. Market to these students and make them aware of the opportunities UA has to offer. 2. Recruit high school teachers that have an interest in teaching at the secondary level. We are cheap in the grand scheme of things and are already highly trained. A continuing education credit for the teacher or one of their family members would be a valuable bargaining chip to use as an incentive. 3. Push short term endorsements and accelerated degree programs to specific businesses and industries in the Akron area. Make them aware of how an advanced certification or degree would benefit them and their employer. 4.

Agree this should be priority 1

If we are to truly engage the strength of the entire university in meeting our enrollment challenge, unit budgets need to reflect that alignment. We also need to encourage and incentivize those cross-unit collaborations.

This is a logical and smart short term goal. My 2 concerns are: 1. Will there be University support for recruitment to get new students enrolled or will this initiative be handed down to the already overburdened academic units? 2. I understand "incentive" implies positive reward for increased enrollment, but are we going to have negative consequences if the enrollment projections aren't met? Are hard working academic units going to continue to get hit with position losses and more budget cuts based heavily now on enrollment?

Not sure I fully understand the priority. You lose me when I get to "...including those associated with cross-unit collaborations." Yes, I believe the development of a budget is always a great idea. Enrollment must continue to rise, even at a slow rate, for the University to continue. Now, if 'cross-unit collaborations' means we need to involve a multitude of departments at the university, then I am in agreement. I believe working together gets a team farther. Just let me know how I can help.

Would recommend releasing what criteria will be used to determine a budget model and the outcomes of measures being met/not met

As long as cross-unit collaborations includes giving credit for increases in service teaching (such as physics classes required for engineering majors) then the model is reasonable.

This sounds reasonable as long as the units teaching the courses get credit for doing so.

In the realm in which I work and teach, units typically have two costs: staff and occupancy. If the same is true of UA, then it seems like the former was materially addressed in terms of faculty via the RIF last summer. Assuming the same, attention should turn to occupancy cost. A decade ago, and perhaps a couple decades back in the prior century, enrollment was just under 30,000; now, it is 2/3s of that and demographics aren't working in our favor. What changes to the UA footprint can be made to reduce occupancy costs without crippling the ability for future growth? Polsky, Quaker Square, Medina, and Central-Hower vs. more high quality online product? More hybrid programs—part online and part face-to-face—with the latter allowing for that "on campus" social development and relationship building typically associated with the collegiate experience? More true distance learning classrooms with a combination face-to-face and distance learning class that may maintain the feel of a face-to-face class while leveraging up the delivery? Promote online/remote Ohio tagged gen-ed classes and transferable discipline-specific classes to non-UA college students?

The practice of counting the full total of the scholarship for a student against that student's major, but only crediting that student's major unit with the portion of the tuition corresponding to classes taught by the major unit is an unfair accounting practice. Instead, only the portion of the student's scholarship being used for classes taught by the major unit should be counted against that student's major unit, and the portions of student's scholarship that are being used in other units should be counted against those units.

Please provide feedback on Priority 1: Developing a budget model that incen...

Please state this priority in plain language. It not clear to me that "cross-unit collaborations" would increase enrollment. We need to either decrease the net cost to students or increase the value that they perceive for a degree from UA. Community colleges for the first two years have a much lower cost than UA and many prospective students would perceive a degree from other state universities as having a higher value than one from UA.

I would add across the University and collaboration with other universities.

This, along with all of the other priorities, are fairly cloudy. What are the measures of success? What makes this actionable or sustainable? What is the endpoint in mind with this goal? As in, what do we aspire to be by being fiscally responsible and how does that distinguish us from any other Higher Ed Institution?

To create a culture of cross-unit collaborations, the barriers need to be removed that hinder faculty from working with other units and that emphasizes that colleges are not silos and should strive to work together.

I agree completely. Colleges are not the only revenue generating sources. If support groups could get incentives, it would further enhance our ability to produce even more.

Good ideal, most employee already practice this moto, no incentive is necessary.

Enrollment growth is key to growing the university back to pre-2012 faculty levels. My department has less than 1/2 the faculty we had throughout the 2000s.

The cost of housing on campus is the close to the cost of tuition. We need to reduce housing charges for more students to be able to afford to stay on campus and be part of the campus community.

If we are truly going to incentivize enrollment growth then everyone has to have a hand in it and has to show HOW they helped contribute. Then, faculty and staff have to receive the incentives, not just faculty.

I agree with this priority. I would hope this priority would also include supports for those students recruited that may not have otherwise attended college, as they will likely need more support than other students.

We need more faculty and support staff. Everyone is overworked.

You will need to hire full time faculty in order to accomplish this goal. My department has no way to even offer all the regular courses we need because the number of faculty has been so depleted.

the challenges involved with cross-unit collaborations have been insufficiently addressed in the past and faculty working in interdisciplinary fields were laid off without any acknowledgement of their engagement and efforts. the focus of the deep cuts of 2020 were made with the argument of disciplinary research and teaching. considering those recent developments, goal 1 sounds like a 180 degree turn. i am personally convinced that any future lies in inter- and transdisciplinary efforts, and that the task of a good administration is to make this possible.

My unit has consistent efforts to reach out to potential students and we have consistent interest. I wonder what additional support the university can offer to increase enrollment. The number of students are shrinking nationally, so the question would seem to be how we can increase our slice of a shrinking pie.

I am not sure how this is possible. The long-term word of mouth damage done to UA's reputation through the actions of the BOT last summer and trending down demographics (less kids of college age to attend than in years' past) seem to make this unrealistic. Is this supposedly enrollment at UA, or is it pitting one unit against another to get students to change majors? Some collaborations across units make some sense, but this goal might make nonsense majors or collaborations because money is tied to them. I have been at UA long enough to realize that these kinds of goals, while well-meaning, typically end up causing more anxiety for units.

I really do not like this incentive. It makes it seem like a corporate bonus and it very much conflicts with our mission statement to me educators, not marketing experts. I absolutely am committed to recruitment but I do not support the idea that faculty/staff are only able to earn more with this incentive.

Please provide feedback on Priority 1: Developing a budget model that incen...

I believe this is key to future health and growth of the university moving forward.

It should not only be cross-unit collaboration. The financial challenges we face are not unique to UA. Part of it is demographic. There should be more cross-institution collaborations such that other institutions do not duplicate our programs and vice versa.

Strongly support- as long as the budget model is well publicized and that effects of the budget model are also well publicized (e.g. this unit had a positive effect on the budget and they got this investment, this unit had a negative effect on the budget and why we need to let that continue, etc.)

Consider incentivizing retention, along with enrollment growth.

I believe the cross-unit collaborations is key to attracting and keeping students. Thus, departments must have incentives to think about every student as "our" student rather than trying to protect "their" student numbers. So this is great.

The University of Akron, as an institution of learning, is significant to our region. Developing a budget model is critical to the process.

Given the current fiscal challenges that all higher education institutions find themselves in during a global health crisis, the necessity for us to look beyond the borders of our region for enrollment will be fundamental to our success. Pre-pandemic, Priority 1 was to establish a UA Virtual Campus. The campus has not received an update on this since early last year, but obviously, we have been focused on ensuring our learners have the most stable learning environment possible. Is the virtual campus initiative still a top priority for UA, and if so, when should we expect to see some proposals for how to organize this endeavor? Kent State Online has a centralized office for strategic online learning growth, as well as Bowling Green State, Walsh, Ashland, Stark State, Ohio State, Youngstown, and numerous other competing institutions. Ohio State has a revenue-sharing model for online program creation and development where a percentage of funding for the development team comes from that program for the first year, and continues to revert back to the academic department in higher percentages until the cost of development is recouped at which point the program retains the majority of their revenue. This would incentivize accountability on both sides as the program can continue to invest in itself (staffing and marketing) and the development team is held accountable by delivering these programs on time and on budget. In addition, this forces us to be strategic with our online program development and utilize project management best practices. Reorganizing to create a strategic model for online program growth is desperately needed. We have seen this conversation start and stop through multiple administrations over the last decade, and we still don't have a clear direction. At some point, if we want to compete on the national and/or global stage for online learning, we need someone with "Online Strategy" in their title sitting in Buchtel Hall or at very least at a Dean's level.

Are programs not currently funded through enrollment? Students pay tuition based upon credit, it seemed only natural that a decent amount of a department's budget would be based upon the number of credits they provided. If a single course belonged to more than one department (which should be a small exception), then those departments should split the departmental funding generated from that course based upon the percentages agreed upon by them when they decided to offer it. Those percentages may take into account resources used to develop the course, teach the course, attract and support students, and may even change in different semesters. Departments then should have the flexibility to use their budget in the ways they feel would best benefit their programs: increased marketing, staff, resources etc.

It seems that a missing piece from cross-unit collaborations is the absence of co-listed courses. From my interaction with the course change software, it seems to be very difficult to put proposed changes in context and understand what they are all about. So on the one hand, we have a moribund process for approving course and program changes, and on the other, demands that we have the agility to do this not only within our colleges but across them. Suggestion: apply lean management principles to eliminate waste in these administrative processes. Second, make sure the incentives do not result in departments simply trying to cannibalize each other. Third, take a process flow perspective to chart flows through the courses to understand where there are bottlenecks. Fourth - take a program like cybersecurity and figure out how to add elements that truly cut across disciplines. For example - a class in hardware manipulation from Computer and Electrical Engineering. Or a course on the soft side of security management from the College of Business. Or a class from Mathematics in Game Theory as applied to cyberwarfare. In other words, think of building ECOSYSTEMS around core programs at which we can excel.

I like this model in that it puts all of us working towards a common goal. I think an excellent first step was the incentive model included in the proposed CBA with regard to enrollment growth. However, I think there are many, many barriers to doing this work and it has to be a radical shift coming from the administration to the chairs in order for this to actually occur. For example, SCHs are an outdated and un-useful metric to judge units who are trying to leverage their resources for the greater whole of UA or who are trying to redefine themselves or who are engaged in substantial interdisciplinary work. There is no incentive to streamline course offerings or to eliminate repetition while the SCH is our main metric of measurement. It also tunnel visions chairs and Deans - so we have to have a hard conversation about what we are unwilling to give up because it is not "profitable" enough and what we are willing to subsidize. I'm also wondering why we would not name "interdisciplinary" or "transdisciplinary" endeavors - naming matters. And "cross-unit" makes this seem like a student affairs thing - or only something that applies to high-profile interdisciplinary things like BRIC. For the faculty "boots on the ground" to adopt a UA collectivist mindset, I think explicitly "inter-" or "transdisciplinary" needs to be used in the strategic plan and I think it can be done in a way that facilitates units working with vs against each other.

Please provide feedback on Priority 1: Developing a budget model that incen...

Not ideal, cross collaborations needs to wait. We need to focus on our re-org that just happend. We need to evaluate programs that are not working with lower enrollment. In time - maybe- but not right now. Budge incentivizes puts more work back on faculty who are already working over load from losing hundreds of colleagues and more work is not going to produce positive work.

Problem with cross-unit collaborations is the understaffed programs, low enrollment programs that continue to be ignored. Too many low programs are left on teh books while students chose to attend other universities. No sense asking people to collaborate when we cannot improve retention. Enrollment growth will happen when new leadership works to mend community trust. Broken relationships from teh massive terminations of high quality and experienced employees in August has damaged our image. Families, students, schools are not pursuing Akron due to drastic damage and lack of focus on education. The budget model should be focused only on programs that are growing, ideally Business and Engineering. Enrollment growth will not happen with our current climate of despair, to many employees where fired and so many need to return. Our new administration needs to address calling some back to work. Pushing growth before you fix the holes from loss employees staff and faculty needs fixed asap. Hold off on collaborations until things are cleaned up with the Re-org, retirements and cut programs that all officially end in May. Lets clean up the space on campus that is now empty and faculty that we no longer needs due the lose of their programs. Education, history, philosophy, Sport Science is filled instructors still employed but tryign to re-identify themselves and this is not helping others want to collaborate with employees who are not experts. Ideally, hiring back many of these 'laid off' and entitled to have their positions back will create trust among community, help all of us working triple time to fill in gaps from lost employees then growth might happen.

Growing enrollment is obviously critical, but developing the budget model to incentivize it seems like it misses several more immediate (or at least equally pressing) needs. How about developing a model of leadership and collaboration which supports units to identify distinctive, in demand programs (classes, and other platforms) that are not being leveraged or lack the resources to deliver growth? We need models (and processes) that support people to be passionate, creative, innovative and optimistic about the future of their programs and the university. A well articulated budget model is important, but that is the least of the hard work in front of us. How about a model(s) for how bottom up initiatives should intersect with top down vision and perspective such that the view from the ground (faculty close to students) is empowered, not battled, by leadership? A model that helps all of us see connections across our programs. A model which helps vision be shared, not recited. I have been here for 26 years, and there have been periods where that kind of culture and organizational behavior existed...but it has not been a recognizable characteristic at UA for at least the last 10 years. Budget is important, but without conspicuous mention of culture, leadership and organizational behavior...all you have is an accounting system. Can you include in this statement something about where the inspiration, trust, and collaboration will come from? These are the things that have been ignored, destroyed methodically over the last 10 years, and further damaged by the most recent actions surrounding the response to the pandemic.

This initiative must allow enrollment successful schools to use resources for faculty needs; There are programs that were bursting at the seams with enrollment and were ignored or denied ANY faculty initiatives. We cannot maintain accreditation standards, develop research agendas, or recruit students to programs with lone faculty members performing all duties for a program. Schools with positive enrollment should have discretion with budget monies. This should also include load distribution for cross school collaborations, program director responsibilities, thesis/dissertation/honors/practicum roles.

The campus has fallen victim of negative employee supprt and our city and local high schools know and feel the demise of rotating presidents and never ending strategies for change. 2 years ago 80 programs were cut yet those SAME profs still are employed. Hearing students complain about low quality teaching is across campus. Profs teaching whatever classes they want without terminal degrees or in new programs is not okay. Tough decisions were made to cut philosophy physic health ed education math athletic training so many but no one has made the cut to manpower. Losing colleagues this summer in flourishing academics like psychology exercise science math is disheartening The time is now to cut those from the original 80 degrees and clean up the budget to bring in new bodies.

Find students that can complete degrees in 4 years. Too many students quit Akron because of lack of professors working full time mentoring. Hearing too many complaints of poor quality classroom instruction by part time employees. Start revamping classroom preparation to help fuel our community. The mass layoff of employees shows poor stability. Fix this- show the community the president values employees and you'll get students. Students I've hired are first hand complaints of poor teaching, lack of full time teachers, little resources, unprepared for employment. Less sports and more classroom. We know too many highly qualified professors that need their jobs back. Fix the damage that occurred laying off 200 employees during the pandemic. Too many academic programs not meeting industry standards with lack of teachers in permanent positions.

This is a good goal and a necessary one for UA. It is general and broad, however, that it is difficult to give any kind of valuable feedback without knowing more details.

assuming enrollment growth includes recruitment, retention, degree completion

That is all well and good but will people collaborate? Does the budget incentive model include non-academic units ?

Please provide feedback on Priority 1: Developing a budget model that incen...

Could someone please tell me what this means and how this will increase student enrollment? Give more money to departments with higher enrollment? Maybe a better priority would be to incentivize faculty and departments to develop new curricula that is more inline with where we are going as a society and would correspondingly attract more students. Would "today's student" be more attracted to a MechEng department that features cutting edge programs in electric vehicle development or combustion engines? Come to Akron and study renewable energy or oil refining? The idea is pretty simple, but putting it in to practice will take vision, hard work and time. We need to think about teaching what is and will be in demand, not what we learned in college 20 years ago.

What does "incentivize enrollment growth" mean? Does this include retention initiatives? Getting students here is only half the story. Does this include additional funding for departments that are directly responsible for enrollment (Admissions, International Center, Graduate School)? We are already stretched to our limits due to lack of staff and/or funding. For significant enrollment growth, the budget model must enable allocation of additional resources (such as funding for travel, virtual events, marketing, and additional staff). Will there be training and a coordinated strategy, involving all relevant departments with regard to specific groups of prospective students (international, nontraditional, remote learners, etc.) to avoid duplication, confusion, miscommunication, etc.? We need more inclusive criteria for institutional retention funds so we have more funding available that does not require a FAFSA. International students, and those with DACA or who are undocumented, run out of money too, and they have fewer options available than US students due to employment restrictions.

I agree this priority is of utmost importance. Over the past 10 years, we have certainly seen a significant decline in enrollment. Being a Alumna, former Akron employee and now a contractor, I know that enrollment is the driving force behind any institution and a collaborative effort is needed. I believe providing an incentive will speed up the efforts and momentum behind this initiative.

This sounds great. I want to lift up cross-unit collaborations in particular as it could help address were there are small redundancies (i.e. across public administration, business administration, and arts administration) and also better utilize the vast portfolio of classes offered across campus.

Enrollment is very much needed. I'm curious as to how we are going to "incentivize" this. Offering scholarships. Promotions for recruiting? Extra funding for departments?

One key component of enrollment growth that is missing is graduate assistantships. We need to bring back assistantships. This will not only grow enrollment in graduate programs, but will also allow faculty to innovate in ways that are limited due to class staffing issues. Graduate students are an excellent teaching resource, and we are not able to recruit and retain students without being competitive with our neighboring institutions that do offer assistantships. Secondly, leverage and support the EXL center. The EXL center is an amazing resource for interdisciplinary, collaborative, and innovative teaching and learning. Experiential, community-engaged learning opportunities give students real-world opportunities that will stick with them far beyond their time at UA. The work these students do inside and outside the classroom will have a lasting impact on the region, and our ability to recruit new students. The EXL center is an existing resource that should be supported further.

Provide some latitude for individual units and colleges to devise enrollment growth plans. For example, at the graduate level, some units by investing dollars in recruiting efforts and scholarships (since GAs have been eliminated) can devise innovative initiatives for recruitment and enrollment growth. The ROI through increased tuition revenue should more than make-up for the dollars invested (maybe there can be an agreement - for example by investing \$20,000 in recruitment, we can bring in 8 international full tuition paying students generating us a revenue of \$80,000 in the first year itself). Some of the recruitment efforts and spend can be shared and coordinated across colleges. For example, professional colleges like Engineering, Business and Law usually target students in similar markets. So jointly promoting the academic programs in these colleges is sensible.

You need to grow the enrollment first to develop better budget projection models. What happens when you develop the budget model and come up short?

For Priority 1, I would like to know specifically how this will be achieved. Will faculty be offered financial incentives if they can tangibly boost enrollment?

Not sure what "incentivizes" means here – if this means providing additional funding to units that meet enrollment goals, such a model seems premature and unrealizable with many units already being stretched to their limits due to lack of staff or funding. For significant enrollment growth, the budget model should enable allocation of additional resources (such as funding for travel, virtual events, marketing, and additional staff dedicated to enrollment growth). For employees who are (or will be) engaged in recruitment and retention initiatives, centralized training and coordinated strategizing should be developed and implemented with regard to specific groups of prospective students (international, nontraditional, remote learners, etc.) to avoid duplication, confusion, miscommunication, etc.

Please provide feedback on Priority 1: Developing a budget model that incen...

We are in desperate need of a person in the International Center that can be a floater between areas to assist with immigration, recruitment, admissions, and student support. We each have busy periods but not enough people in each of our areas. If we had more assistance in each of these areas, we would be able to bring in more international students. A majority of international students pay most or all of their own tuition and fees. It would be helpful to have budgeted in the ability to join more professional groups. Currently the university is not a member of AACRAO which is the largest association of registrars and admissions officers in the USA. For the International Center, this is a vital link to new information regarding international qualifications. We do have a membership to EDGE which is part of AACRAO but we do not have a membership to the organization. Wouldn't it be possible for the University to allot funds to Admissions, the International Center, and the Registrar's Office to enable the University to have a membership? This would open up training and information to members of three important areas. If there is already a membership, it would be helpful to know this. Teach offices that we are not in competition with each other. We can share resources. We don't need to keep secrets from each other. You can achieve more working together.

The Biomimicry Center at UA is a model for Cross-Unit collaborations. We have developed faculty research clusters across disciplines of polymers, engineering, biology, and Art. We have developed an undergraduate certificate across disciplines which also involves Entrepreneurship with colleagues in the Business School. We have also strengthened an existing PhD program with fellows in Intergrated Bioscience. In the past Year and over 10 years: We have lost a critical faculty due to layoff in Summer 2020 to both delivering the certificate and research initiatives, Lost Staff who helped make the Center Function in terms of industry and non profit relationships and student recruitment, reduced the budget for the center to only a small operating budget. This effort took 10 years to happen and in a summer the University has functionally crippled it....Can the administration say they find this to be a priority when the support of this mission has not had any encouragement other than faculty initiative?I realize people were hired and people believe in the idea...that is a measure of support from administration and is considerable, but we desperately need the administration to help us to build on what we have built rather than say...you are on your own now or reinvent the wheel by saying that this is suddenly a new Priority....it is Number one and no one at the administrative level has had a single conversation about how to leverage this going forward.. .We would love to have that conversation because we know this is an idea that will and has built enrollment based on the years we have put: these cross unit collaborations and courses , research projects, industry, regional university and nonprofit organization relationships, and ideas into action. It has also attracted bright minds to teach at UA. It is hard to hear we have no money to support "your" or "this" cross unit collaboration and then be asked to comment on how to develop a budget for cross unit collaborations going forward....please explain this logic or said in a more positive way: please support what is already happening that needs help in this current crisis.

Developing a budget model is clearly job one and long over due. It is so important to get this done and done right, that it would be worth it to have this as our one and only strategic priority. The model must be fair, transparent, and its relationship to teaching & learning must be easy to understand. It should also be clear to everyone how this model will help us gradually realign the allocation of university resources from an emphasis on auxiliaries to an emphasis on our core mission--the classroom. Developing a model that prioritizes incentivizing units to recruit and retain students strikes me as a smart choice, reflecting the specific challenges we face today. Unit budgets are so thin that the sooner we create even a draft model for re-building PT funds (and more) the better for serving our students. Singling interdisciplinary work both builds on our traditional strengths and identifies the importance of building on these to enhance UA distinctiveness in a competitive market. EXL should be seen as an essential and core unit in doing this right.

What national consensus exists on those actions which lead to increased enrollment? From the POV of a faculty member, what should I do to encourage enrollment of NEW students and to maintain enrollment if continuing students?

I think interdisciplinary initiatives are among the most successful at UA and help us stand apart from other universities in our area. Specifically, the EXL Center and the Biomimicry Programs come to mind as exemplary examples of creative and impactful relationships. The problem in my mind with relying so heavily on budget models is that things just seem to be continually cut and never growing - more cuts in faculty and staff do not necessarily mean more efficiency. Our top heavy administration continues to grow while saddling more and more responsibility onto the lower ranks, with zero financial incentives for non-bargaining employees to help them continue to grow and expand in their instrumentation roles. If the University is going to be run like a business, then it should employ some business models that will help us expand, like you got to spend money to make money. UA should be working to retain the talent that it does have, that has been loyal and hardworking through all of these transition times.

Data used must be provided and clearly transparent. For instance enrollment data should be provided by IR and not self reported - that way no matter who runs the numbers, the outcome is the same. Particularly important for tracking authentic cross-unit efforts. Approach, implementation method(s) and outcomes need to be transparent. The command control (do this or here is the penalty) has not worked in the past.

The university needs to emphasize spending on its core mission, which is academics. Non-academic spending must be accorded a much lower priority, especially if there is no real evidence to support claims that it improves academic quality, reputation, or enrollment. While football programs may improve enrollments at marquee universities, football has been relatively unpopular at UA (even during winning seasons it is difficult to fill seats) and has cost the university over a quarter billion dollars during the past 20 years. Before other spending cuts are considered (including faculty), football should be eliminated.

A review should be conducted to consolidate and remove redundant software, processes and add governance to the enterprise type systems.

Please provide feedback on Priority 1: Developing a budget model that incen...

Inventivize how? Will we get the money we need to hire personnel? Raises for those of us making below-market but working extra hours just to keep up with student needs?

This seems important - there are quite a few departments that are impacted by and have influence on enrollment growth. I hope that any decisions made at the university level regarding admissions, enrollment, and retention include stakeholders from all of those units instead of continuing to make decisions in silos without experts from related units involved.

I'm all for a new budget model! I know that won't work miracles, but we all need a model that is transparent and that we can understand. And a model that invests in students and what we can do to support those students.

I agree to this budget model to incentivize enrollment growth. This incentive should be broken down to unit level, so that each unit is responsible for its enrollment growth and will receive its deserving incentives accordingly.

Initially, this makes sense to implement a profit sharing model of sorts, but I'm curious about the role of faculty versus administration in impacting enrollment. The burden (and even the incentive) should perhaps weigh more heavily on administrators who are not only more likely to influence enrollment, but also have enrollment growth as part of the job description. Accountability should fall more heavily on those that have been tasked with enrollment goals. That's not to say that faculty cannot help with these initiatives, but clear guidelines should be provided for what those expectations might look like going forward.

Enrollment will grow, in part, when our image is improved. Surrounding universities (e.g., KSU) call us Adjunct U, because we rely so much on part-time instructors. This fact is not lost during their recruitment events. So, when students ask other recruiters, "Why come here instead of UA?" the answer is simple: "You will get a better education here versus UA." Why? Because part-timers are perceived as less invested to the university and less available to struggling students. And let's be honest, given their small salaries, part-timers cannot be expected to perform service, engage and mentor students in research projects (e.g., Honors College projects, theses) and capstone activities, participate in accreditation activities, participate in curriculum development/enhancements, recruit students, write letters of recommendation, tutor or support struggling students, attend faculty meetings, advise clubs/extracurriculars, or offer extensions beyond the current semester in which they teach (e.g., grades of IP). The excessive use of part-timers is hurting our image and recruiting potential. You can increase graduate level class sizes by offering tuition reciprocity with surrounding states. We get many interested students from PA and MI, and they have heard about our undergraduate tuition reciprocity. They naturally assume this incentive includes graduate level programs. Once they find out we have no graduate assistantships, limited scholarships, and charge out of state tuition, they go elsewhere. Also, our school has had success recruiting competitive students with as little as a \$5,000 one time scholarship. There are enough area students who want to live at home to save money, and a little scholarship money goes a long way, especially when the program will cost ~ \$32,000 in tuition and fees. Other universities offer tutoring positions to their graduate students. With tutoring stipends, they also offer some tuition remission. Again, a little bit of financial assistance can go a long way as we try to increase enrollment and bring in more revenue. And, expanded tutoring services will ensure at risk undergraduate students will graduate. There are revenue generating clinics across campus and long waitlists at surrounding hospitals, especially pediatric ones. Unfortunately, positions have been cut, and there aren't enough faculty available to market services and serve clients in these centers. Hire full-time clinicians to provide services, bill clients' insurances, and offer clinical training to students while services are delivered. More robust clinics will also allow schools to offer clinical training to future undergraduate students who are craving more clinical exposure. Offer programs a webpage consultation. Guide them through ways to make their websites more appealing to interested students.

There are many innovative programs that can be offered through cross-unit collaborations. However, faculty do not always have the incentive structure in place to pursue the creation of such offerings. If we are going to embrace being an innovative university, these incentive structures must allow some degrees of freedom to experiment with new programs. There has to be a good formula for rapid prototyping unique offerings that also comply with all applicable rules.

This priority is, indeed, the most important. The budget model should focus on truly incentivizing cross-unit collaborations. Just as it is easy for interdisciplinary research to sound good in theory, but difficult to execute in practice due to lack of incentives for all parties involved, this priority, too, may lead to challenges in ensuring collaborations are incentivized to be collaborative in nature across the university.

I think this is very important and could be beneficial for the university and stakeholders. In order for this to be successful however, I believe a clear understanding of roles, responsibilities, and expectations of the different units on/around campus is imperative. There are several offices/units currently who are providing similar if not the same services for students, causing confusion amongst students as to where to go for help on a problem, and which of the "resources" they have access to are the most important voice for them.

I agree that this is urgent. I think there are more groups on campus that can help with activities that recruit students. I think the entire campus should better understand the budget model, so that the potential for creative ideas might be surfaced.

Please provide feedback on Priority 1: Developing a budget model that incen...

"Cross-unit collaborations" have a place within any budget model in Higher Education. However the primary focus should be directed to areas of expertise within the University. It is my opinion that most cross-unit collaborations result in inefficient use of resources. Do first what you do well and not so much what may be popular for the moment.

Please provide more information on what is meant by "incentivizes". What are the incentives? Bonuses to employees? Increases in budget allocations?

In order to grow, the resources must lead the enrollment. "The build it and they will come" mantra of past administrations was only half right. We build what satisfied donors and BOT members- not what was needed for the primary mission of the University, which is to educate tomorrow's, thought leaders. Student choose Universities for programs first. Without enough faculty to accommodate growth the programs cannot grow. The adjunct/visiting/NTT model is unsustainable for long term growth... and has led to many of the issues we face. Any business person with their worth understands that if you need to increase capacity, you will need employees to do so. Reinstating many of the RIF would help to solve this issue immediately and help to repair the image of UA. If we are going to build a long-term sustainable University we need to invest in young TT faculty who can maintain and build upon what remains. Spend money on faculty, classrooms, technology infrastructure- then marketing and watch what happens. We just announced a surplus... we should be ready to invest where we need it.

connecting incentives for enrollment is fine - but how about actually having solid plans for increasing enrollment - let's start with finding ways to stop all the horrible press out there due to poor decisions made by administration. Kent very openly publicized a pretty good enrollment for this year - and guess why - they directly cited the horrible things happening at Akron - which kept students from wanting to go here. Administration is killing this university - running it straight into the ground mostly due to hostile, vindictive, dictator-like actions and words including the worst of all Rex Ramsier. The administration's hatred for the Akron AAUP and mistreatment of faculty - as if they are to blame for any of the university's problems shows up in the media and does nothing but run enrollment into the gutters!

I love this approach. I would suggest including language noting that the incentives are for academically qualified enrollment growth (given our history), if that is the intention of the committee/university.

I support this idea. It creates a common sense of urgency and a shared goal on the main objective that we all need to embrace, which is to recruit and retain more students.

If AAUP Faculty are already being incentivized with raises in theq new contract for enrollment increases you will need to make sure there is no double dipping.

I am concerned that enrollment growth is the only emphasis here because declining demographic data for the normal college-age cohort overall. That said, I think we can get much more creative in our programming and I think we can build an institutional culture that is much more appealing to these people as well as returning older students. I am very supportive of working on enrollment growth in a way that encourages and supports cross-unit collaboration. I would add to that that we need to encourage and support university-community academic collaboration as well. We should nurture our existing distinctive programming of this sort and use it to seed new opportunities within and between units.

I think that the University should prepare more targeted and specific marketing. I think I almost know more about the offerings and enrollment dates at CCC (Cuyahoga Community College) than I do for Akron. Target the students that are really likely to enroll. Promote programs other than engineering.

How will the budget be structured to provide access to all units on campus? It may be difficult for all units to be able to participate in cross-unit collaborations based on the restrictions of FERPA, HIPPA and other challenges with the sensitivity and confidentiality of the work done in those units.

Yes. We need to see the budget model not only to UA and also to our community to show our confidence and efforts to make this university better.

Yes

It remains unclear to me why a budget model would be UAs top priority. Enrollment is a perennial issue in NE Ohio. This has been a problem for years, and UA will never outdraw Kent State so why not change tack and instead of focusing resources on getting a bigger slice of the limited student population, focus those resources on offering OUTSTANDING TEACHING? Reduce class sizes, hire more FT faculty who are given time to focus on student needs, and watch our reputation soar -- right now, the overwhelming majority of our students are taught by contingent faculty (who teach up to 3 classes at UA often in addition to 3 classes at Kent, Stark, or Wayne). Change this, and you change retention and student success for the better!

Please provide feedback on Priority 1: Developing a budget model that incen...

Biology represents the best opportunity to fulfill this priority. We are the largest enrollment department in A&S and one of the largest on campus, with consistently high student demand. We accept literally hundreds of students per year, and an increase of even 10% in those accepted students who chose to attend would result in dozens more tuition-paying students. But there are only 12 faculty in the department, FAR too few to reach out to these students one-on-one. We need help from admissions and recruitment, but a sustained effort could produce a large increase in enrollment. We also need more faculty to meet our teaching needs.

Not sure what this means. An example would be helpful to obtain responses that would be relevant to the question. A budget model would be helpful. I feel the issue is that departments have no control of the budget/process and the process of sweeping budgets encourages wasteful spending. Sweeping of budgets is an inefficient way of managing budgets. It has not proven to be successful.

My initial thought -- would giving more money to other college/schools/departments across the university that boost enrollment leave less money for departments with low enrollment numbers to be given less money that could go toward enrollment initiatives?

Enrollment growth is probably our top priority right now, so this makes sense. I'm eager to see what this budget model specifically entails.

I am concerned an incentive budget model could question the integrity of recruiting. Developing a budget model targeted towards training, recruiting and compensating the admissions staff would result in increased enrollment. Training on maintaining current enrollment should also be emphasized. Incentives concern me in regards to sales. Recruitment is sales. It all comes down to sales ability. Sales is not a dirty word. A competent sales person is able to ask the right questions, listen to the answers and guide the individual to the proper fit. The excellent sales person understands when their product is not a fit and an incentive may cloud that judgement.

This priority seems in conflict to the other two when looking at the history of our institution. Any time budget has prioritized enrollment growth over learning and education, we have experienced negative outcomes. I understand the priority of enrollment as our greatest challenge in the future, but it would seem to me the best way to reverse the enrollment scenario is focus on student engagement and success. Prioritize the student experience first, and enrollment will follow. The way this priority is worded opens the door for really poor decision making to take precedence over student success. I will give an immediate example to solidify my concern: In my department students must pass through a portfolio review of their work in order to enroll in upper level courses. This is a very standard process in graphic design programs. It guarantees students are on track and performing at a level that ensures their continued success. Someone from the provost's office over the past 5 years however proposed and approved CTAG substitutions for students entering UA for many courses, including core graphic design courses that students need for our junior review. This was done without any consideration or discussion with our faculty. What this does is allow students to use high school credits for our UA courses. To the student this is great because they can bypass many credits at the 100, 200 and even 300 level. However, in practice what this has done is remove the student's ability to prepare properly for the review. In turn they fail the review, and spend minimally 5 years at UA instead of staying on track. This leads to student dissatisfaction and negative opinion of the program. And my assumption would be that this student would in turn not recommend our program to others. I want to see our enrollment grow. But above all else, I want to see student success as the number 1 priority, period.

Enrollment growth is essential for the longevity of our institution. I however caution you to think long-term with this goal. We should not only aim to get students in the door. We need to highly consider how these students will be supported academically, financially, and personally throughout their UA career. The last thing we want is to get students in the door, encourage them to borrow loan dollars to support their education, and then they don't persist toward degree attainment. In my current role, I've seen so many students withdraw after 1-2 semesters for various reasons. It should not just be about the money earned from enrollment. We have a civic duty to ensure that UA is a good financial and academic fit for them before they enroll. I've seen countless students from programs such as "Say Yes" come to UA because of the financial incentives, however there is no substantial support for them once they're here. Majority of these students fail all of their courses after 1-2 semesters.

They are good points but it is hard to provide feedback because there isn't enough information.

Enrollment continues to decline. Stabilizing and growing enrollment should be a priority. However, this priority should consider factors that are beyond the University's control (e.g. shrinking population attending college/university) or that are dependent on the completion of other priorities (e.g. Priority 2 - improved course delivery). There is an enrollment number that can be benchmarked and where subsequent enrollment increases can and should be targeted, supported by appropriately designed incentive plans. Until co-dependent improvements are made, this benchmark may yet slip lower, but a realistic foundation must be determined on which to base incentive plans so that participants charged with this goal are inspired and motivated to rise to this challenge!

This is the most critical aspect of any strategic plan, however it must follow the plan. What I mean by that is the plan needs to be laid out with strategic priorities. Strategy needs to drive budget decisions, not the other way around. This means some parts of the strategy don't get funded because other things are more important, not because there isn't budget. Funding choices have to be strategic and hence, the budget must be developed in the context of the plan. Plans need to drive budgets!!!!

Please provide feedback on Priority 1: Developing a budget model that incen...

A rebate system might work well. Similar concept to corporate industry paying for employees education. Student would get a % of tuition back based on grades after the semester ends. Another aspect of higher education is the red tape. For example, adults coming back to school for a masters should have all testing waived to get into programs. Fees to apply is another example. It seems that online learning would carry a lower cost to UA - if so, pass that onto the students as an option.

Work with regional campuses to offer bachelor programs that are in demand in Holmes, Medina, and Wayne Counties, as well as the City of Lakewood.

Could you elaborate on what this means, particularly what constitutes an "incentive"? The implication of this goal is that the committee thinks lower enrollment is due to a lack of motivation on the part of university faculty, staff, and administration, a disturbing problem if true. Could the budget model allow profitable graduate programs, like History, to be restored? Or summer courses with low but profitable enrollments to proceed? The course cancellation policy of the past was an impediment to student success as well.

This is a business plan but not a university plan. Incentivization is not the problem with the budget. The problem is overspending in areas that are not related to the other priorities listed within this plan. The fact that these priorities are identified with President Miller just corrupts the mission and vision development process; it demonstrates that being inclusive is something that eludes the upper administration That is at the heart of the university's problems.

Great idea - incent people to achieve goals. As part of this, consider what are the unintended consequences? And how does the University engage team-members that don't typically participate in this area?

Agree. Detail and strategize the process to grow enrollment with categories of students. A sample detail would include enrollment goals for gaining UA residential housed students. Make visible the parts that make up the whole. Instill accountability toward the colleges and the cross-unit collaboration teams to be more responsible for recruiting. The front of house group of admissions, financial aid, housing, dining, cashier's office, etc. requires better consolidation to improve customer service.

This sounds very important but it is hard to evaluate as there are no details.

I think this is a top priority for the university. The key is creating a model that does not pit units against each other, so it's good that there is language here about cross-unit collaborations.

Yes. More of this needs to happen. Incentivizing enrollment growth with cross-unit collaboration makes so much sense.

I heard that in the new contract, faculty will get a financial bonus if future enrollment goals are met. Results could be improved if part-time faculty are included. If retention of under-prepared freshmen is so important that they are assigned to take University 101, why are the instructors paid so little to teach this class? Would a hypothetical bonus of \$1000 have more effect if offered to an employee earning over \$100,000 or under \$10,000?

In earlier academic planning emphasis was placed on providing strong majors and interdisciplinary opportunities. Examples such as students being able to major in nursing, social work, psychology, sociology, audiology along with a certificate in gerontology is an excellent example. Incentive to support such efforts should be included.

I agree.

There should be a specific incentive program (preferably monetary) for professors who prepare presentations and visit area high schools to help with recruiting if such visits lead to higher enrolment from those high schools.

Every employee no matter their position needs to help us achieve our enrollment growth goals. At the same time, the University needs to invest in changing the perception of UA by investing in a well thought out strategic marketing initiative. We have to win back the minds of students, prospective students, parents, HS teachers and guidance counselors to help us answer the "why UA?" Question. We also need to invest in on campus events and activities to bring life back to UA to keep students on campus through the weekends. Make UA a destination. Five Star Fridays killed campus life. We have to recreate campus life to attract students to stay on campus.

I think the cross-unit collaborations aspect of the goal speaks to a desire for greater connectivity across disciplines, which we should encourage as much as possible.

Please provide feedback on Priority 1: Developing a budget model that incen...

I strongly favor this initiative.

While in theory I agree, I do see operational obstacles to developing this. I think there has to be some consideration of units that support gen ed courses when considering enrollment growth, or they won't be able to keep up. There may also need to be differentiation between UG and Grad enrollment growth, as grad students may necessitate higher rates of expenses. As far as cross-unit collaborations, I think this is a good idea as long as a process is developed to determine each unit's share of enrollment growth. If we want to foster collaboration, it might be interesting to try to budget the collaboration instead of the individual units, but then you have budget management issues to consider.

Developing a realistic budget model that enables programs, schools or departments and colleges greater control over their destiny should definitely incentivize effort. It would be expected to provide a mechanism for greater accountability. Finally, it may strengthen partnership and cooperation within units breaking down silos and creating innovative educational opportunities for our students present and future.

You have to make sure you count retention as part of enrollment growth. You shouldn't reward people who happen to work in areas that are currently popular. That's not an incentive, that's a windfall bonus. These efforts often tend to measure only the broadest numbers, and are not very nuanced.

Gosh, that sounds wonderful. What on earth does that mean? Are we going to be given access to the results of the University Planning Group's research during the ongoing development of the model? Will the university community be part of the process beyond offering after the fact commentary upon overly general, vague and undefined terms and phrases? Does "[incentivize] enrollment growth across the University" include helping those students who can't afford textbooks and languish in the classroom until an inevitable failure? Will it be possible to promise potential students that they will be cared for in their time of need according to their need?

Be careful to clarify your goals for the incentive model or you will get unintended consequences. Do you seek enrollment growth for the next year? Or do you want to increase both enrollment in the next year while maintaining or increasing the retention rate of the students who do enroll at UA with this incentive model in place?

Agree - enrollment growth should result in additional resources as needed and possible.

Who/what is incentivized? (i.e. individuals, departments, colleges) How would goals be measured? (i.e. enrollment, graduation) Would budgets be co-mingled with cross-unit collaborations?

This should be #1 and also must shift resources from those with declining enrollments to those with increasing Must also look at selective new programs and give \$\$ to support with marketing and maybe 3 year evaluation time line

Ok

Make certain that incentives are available across the board to all UA employees, not just to specific departments that are directly responsible for recruitment, like admissions, or just to faculty, who interact with students on a regular basis. All parts of campus, all employees on campus should be eligible for incentives as all employees work to recruit and retain UA students by the services they provide (i.e. posting scholarships to student accounts, depositing money in scholarship accounts, administering donor-funded scholarships on behalf of the college, etc.), the interactions they have with students, parents, alumni and community/corporate members, and the role they perform.

Cross-unit collaborations are a fruitful means for cost-sharing in academic programming and departmental management. Many student will also benefit from cross-disciplinary programs.

The best thing that COVID has given our university is forcing us to move into other directions to teach and present courses virtually. I feel that our university has not taken advantage of offering more online degrees, especially for the adult professionals. It would be more incentivizing to these professional adults to offer technical degrees/certificates that do not require specific prerequisites such as a bachelor's degree. These technical degrees/certificates will increase enrollment growth and tuition.

Please provide feedback on Priority 1: Developing a budget model that incen...

So what does this actually mean? Does this mean that if the Math department doesn't grow in the number of graduates, it's getting cut (insert any number of departments here)? To a point, restructuring makes sense, but there are some vital knowledge banks for the campus community that losing would be awful (for example: Gender and Women's studies who not only teach Gen eds that have incredible impacts on some of our Women in STEM even in just one class AND ALSO lend expertise to other initiative on campus) Or does this mean that college budgets are decentralized and colleges are responsible for raising their own funds (not just research, but also tuition is allocated per head). That's an awful plan--Cooperation between colleges is 1000x better than competition, especially if we're a community and disciplines are making each other stronger for the betterment of all students. Disparities in research funding from discipline to discipline will lead to some underfunded colleges and cutting some essential classes 5 years down the line. (I watched this happen at Syracuse a few years ago and it wasn't great)

Sounds good. I would love to some of the institutional barriers (some of which are merely cultural) addressed to help facilitate cross-unit collaborations.

I think this is fantastic! Can we please finally start utilizing our regional campus presence in Medina and Lakewood and Orrville, and reward departments who work to provide programming there? (And not just "distance learning never meet your faculty" kind of programs.)

Yes.

Will this pit academic units against one another to compete for the same students? We've seen this before with faculty telling students not to change their majors or well funded offices/programs offering scholarships to keep students that realistically should be looking at other options. Not all units are academic/enrollment driven. What is the plan for support units?

This is necessary. One important way to accomplish growth is to make sure current students are well served. We need to do all we can to make sure their word-of-mouth interaction with others is positive.

I feel my opinions and thoughts are irrelevant - my position was eliminated. If you really wanted my opinions and support, you probably would not have gotten rid of my position (me). However, I would say (1) to advertise the fully online programs that the university has, (2) if possible, convince the public/potential enrollees and families that the university's primary emphasis and primary goal is on academics since you are an academic institution (e.g., spending and other support goes to academics as a priority)

Sure, what's not to like here?

Good idea to incentivize growth opportunities, especially when it there are supplemental tuition or subvention for that course.

The cross-unit collaboration fix is important as that has been an historic limitation on innovation and interdisciplinary work. Enrollment growth is a traditional focus of planning as it the main revenue of the university. However, in light of realities such as the of numbers of competitive institutions and predicted decline in undergraduate students in the medium term it may be time to stop pinning all institutional success on this one measure.

Desperately needed, must be based on accurate data and transparent to all stakeholders



Q11 - Please provide feedback on Priority 2: Improving course delivery, academic

success, student learning, student well-being, and student satisfaction by using lessons learned during the pandemic.

Please provide feedback on Priority 2: Improving course delivery, academic...

There is a ton of literature on what makes a good course. We have an entire team here at UA with the purpose of facilitating online course design. They even offer workshops and other training on developing quality online courses. Faculty who have complete the training will repeatedly vouch for the fact that the DDS workshops have made them better face-to-face teachers thanks to the skills they learned to develop online courses. Yet, there isn't much incentive for faculty to participate. I think we need to encourage or require more faculty to improve their teaching and pedagogy. Even a simple baseline of having a well-organized course or consistent use of technology could have a huge impact on the student experience.

- progress incentives for students below 3.0 GPA and GED - More Asynchronous options - more accountability on faculty (not communicating, changing delivery days and times than what was originally scheduled) - more e-content for courses to be included with tuition and fees - We need to create a sense of community among all campuses/branches including students, faculty, and staff.

Being flexible and able to pivot to accommodate challenging situations is crucial to maintaining enrollment at an urban school. Our students are not all traditional and require us to be flexible and have the willingness to work with them. At the start of the pandemic, this was a very hard concept for some to grasp. I am pleased to see this as a priority!

This is incredibly important, students have expressed their frustration with different delivery methods and inconsistencies during the pandemic. In addition, I have also heard many challenges and frustrations of staff members and faculty. Understanding those challenges and learning from what did and didn't work this past year, will provide valuable insight for the future.

This should be the first priority. Classroom care and best practices in teaching/learning should be the first. Customer services: expectations need to be clear with details. Culture: promote outcome-driven actions. Effort would be necessary, but should be used to evaluate the performance.

Lessons learned during the pandemic is a great way to include all.

I agree that improving course delivery is essential for the continuation of our students. Their academic success will assist them with being retained and if they will complete their degrees. The overall well-being of our students is crucial as they evaluate how to navigate their experiences through this pandemic.

We are supposed to be best benefitting the students. Across the board, re-assessing how we operate to best help the student is key.

My hope is that this priority will aid in retention and completion across the board at the University.

Expand on the on-line degree offerings and at a reasonable tuition price. Go after the competition in terms of price point that have a dominant market share in the adult, working professional student. There is a great opportunity for growth here

This would be best achieved by supporting the faculty. Students will never benefit when faculty are under supported. Faculty need more than uplifting emails. Faculty need support with smaller class sizes so that each student gets the support they need from their instructors. Part time Faculty need higher wages so that they are not forced to rely on multiple other jobs in order to survive; with faculty in survival mode their mental health declines and they are unable to provide the support needed for student success.

Look at utilizing student success coaches or implementing SBIRT screenings and referrals. Assign student success coaches to work with targeted or identified students who have struggled or been significantly impacted by the pandemic.

Please provide feedback on Priority 2: Improving course delivery, academic...

This goes hand-in-hand with priority 1 because without student well-being and satisfaction, enrollment growth will not be possible. This may even be worth being priority 1 in order to build the budget model noted in Priority 1 above. All methods of course delivery must be considered for what makes the student most satisfied and successful, whether or not it generates the most income for the university, so other avenues of revenue generation may need to be explored as it has been shown that a residential student model may not always be possible.

Going back to the status quo setup that was used before the pandemic is unrealistic at this point. The traditional college format is changing and if the university doesn't change, it will find itself falling way behind and may never recover. Hybrid, Online Learning and other forms of course delivery should be here to stay along with traditional methods of instruction. Even before the pandemic peoples habits have changed. Malls have closed because people shop online. Businesses have virtual meetings instead of incurring the cost of sending a representative on a business trip. Even in face classes should accommodate students who can not be in class because of illness or other things by providing a conduit for them to experience class. This will also attract students from outside of Northeast Ohio. If someone has to go back home for an emergency in the family they can still attend their classes and their educational experience.

Non-synchronous online classes where appropriate, evening and weekend offerings. As a long-time staff member who enjoys taking undergrad classes, I can personally attest that many classes I'm interested in from BCAS have not been offered in the evenings in years! I would be curious to know if a student can even earn a Bachelor's degree from BCAS in the evenings, because, in my experience, it's not possible. Even full-time students often have to work during the day.

We already have the resources Brightspace, YouTube, Panopto, Teams, etc. However, we will need to provide basic computer training to some faculty.

The single biggest complaint heard from students is the availability of the Faculty during this time. I have seen personally and dealt with personally a complete lack of communication or and complete disregard for student success based solely on the fact that Faculty doesn't want to change or make changes needed. Example, not giving feedback on online tests and quizzes because Faculty doesn't want students to pass answers on to the next group of students. It would be more beneficial if students received feedback on test and quizzes so they know what they need to learn more of and what they have a good grasp of. Anything less is laziness at it's finest. To leave students in the dark on what they need to work on and what they don't is completely absurd and disappointing that it is not frowned upon.

n/a

Being a student as well as a staff member gives me insight that the course delivery is getting better, however, due to the cuts in knowledgeable faculty members the academic success is rendered by part-time faculty who are not as dedicated to the students or as knowledgeable. This is a very tumultuous slope in our current situation.

Students and parents have complained about taking all of these developmental courses that causes problems funds being left from their financial aid or courses that they feel are not warranted. Maybe if we looked at the curriculums, especially now during the pandemic we could come up with some strategic planning to keep our students motivated to stay the course. See if some of these courses are actually beneficial to the students or just courses that take up more time and money.

To reduce ambiguity, please refer to at least one over-arching lesson learned during the pandemic that the University will apply to drive these improvements.

Yes, if we have learned that some functions are best taken care of virtually, that should continue. The recognition for additional mental health support should continue, even after the pandemic has ended.

I feel UA has a chance to really stand out here: Instead of following in the footsteps of other Ohio universities, they can blaze their own trail. As a University, I feel we should decide what works best for us. What works better for other universities, does not necessarily work for Akron. In the regards of student well-being I feel we shut down last year only after Kent had said that they were, and now are saying that we're going to be fully back on campus in the Fall because Kent said that they were. We cannot become a leader if we are following in the footsteps of other universities, it's time to stop playing second fiddle.

UA needs to flex much more oversight of courses.

Please provide feedback on Priority 2: Improving course delivery, academic...

Yes! This goes directly to the importance of wrap around services and the impact of meeting students where they are. These are the efforts that will likely have the greatest impact on retention. The pandemic has taught us that we can adapt quickly and be flexible when we need to be, and that is a lesson that I hope we won't soon forget. While the online learning environment isn't for everyone, we have determined that it works and might even be preferred or advantageous for some students. Flexibility and adaptability are necessary. The ZipAssist office is a gem on UA's campus, and the services provided through the Campus Cupboard, ZipTech, retention scholarships and more truly make it possible to identify issues students are facing and make it possible for students to remain enrolled in school -- not dropping out due to an unforeseen expense or emergency situation.

Absolutely. While there's no going back, we can't shut the doors opened by the pandemic, or deny the positive lessons learned by remote communication, personal contact deprivation, and flexible approaches to getting our work done.

I think many will continue to use the practices we have learned, however, efforts should be made to encourage growth in this perspective to avoid a return to older practices.

We have had so many opportunities to utilize our technology during the pandemic. Being able to work from home, study from home, etc. has shown us that we can effectively provide services to the students. Offering a hybrid option for students for course delivery--a combination of in-person and/or remote learning opportunities--would certainly be helpful for those students with mobility or transportation issues. Likewise, non-traditional students or those who work full-time, especially those with family responsibilities, could benefit from such enrollment options. Not everyone can attend university full time; having other remote learning options would help promote enrollment for those underserved and struggling student populations.

How will the University support the faculty in order to achieve this goal? Goals without funding are dreams. Goals like this without increasing faculty morale and trust in the administration won't move forward.

The University needs to enhance and expand its online offerings. Access to educational opportunities for underrepresented groups is an important benefit of a robust online presence. This short-term priority seems to be the most likely to support the University's October 2020 vision statement. Relevant portions of the vision statement are included: "We will be an opportunity university for all types of learners." "We will be an institution of innovation willing to invest in unique approaches that increase opportunity for students and reduce costs." "We will be a diverse and inclusive university." "We will sponsor an array of superb academic programs relevant to the future."

I don't think the lessons learned should only come from the pandemic. What about learning from the myriad of mistakes the university has made in the past 10 years? In the days of Summit College (it shows you how long I've been here), the students were able to hone their skills and prepare themselves for the 4 year college experience. Right now we have students that can't do math, have horrible grammar, and are not being given the opportunity to prepare themselves for college. I realize this is a serious budget concern, however, we have LeBron James and his commitment to getting students through college. Why can't we develop a program, one or two semesters so these students don't fail. I have 2 students in my 100 level course that currently have a 12 1/2% for their grade. As a faculty member I can't fix that. I can't teach English, math, and the course materials. I've given up correcting grammar on the papers because it took me hours of additional grading. Now I just say go to the writing lab. Whether they go or not is up to the student.

In my observation of pandemic learning (or lack thereof) the key here is well-being - the others will flow from that. Students have been craving in-person interaction with peers and faculty and staff - schedules that allow for time off and interaction on campus will be key. That said, giving faculty the flexibility for hybrid delivery of course materials should continue - the ability for a student to log into a live class; or for a faculty member to provide content remotely, when needed, is clearly an option that should be maintained.

This priority, in my opinion, should be based on student feedback. We need to take our queue from them. The pandemic affected everyone on campus but our main concern should be the students. Their satisfaction is based on their opinions and feedback.

Don't fire tenured faculty. I can't tell you how many people came up to me and asked me is Akron closing down. Do you know how many parents have told me they will never send their kids here after reading the news this summer. Do you have any idea what a complete joke Akron is now. I have parents telling me over and over again that their kids were go Tri-C before they would ever send their kids to Akron. Kent State has crushed us in publications they're starting to crush us in research grants their national profile has zoomed passed us in the last few years and we are doing nothing to change this. Again here's a simple idea why don't you walk into a classroom talk to students and ask them what they think and they will tell you that they all know can state is better than Akron I mean orders of magnitude better than Akron the students actually laugh about how terrible Akron's reputation is compared against state. I can't tell you how many times a graduating senior will tell me that I was the only PhD or tenured faculty member that taught them here. Really what we should do an advertising and say do you need a safety school come to Akron because were firing all the tenured faculty. Faculty who conduct research? oh then you want to go to Kent state. We should put on a billboard- at least it would be truth in advertising.

Please provide feedback on Priority 2: Improving course delivery, academic...

I believe this priority should absolutely be included in our initial focus and is pivotal to student persistence. I would be interested to learn what the referenced "learned lessons" are and for us to assess the degree of effectiveness for each. For example, as someone in a student support unit, it has been challenging to contact many colleagues in this remote environment. While I think many have weathered the pandemic and adapted to change, I feel the current working state of our campus is not conducive to truly supporting students. Though many may appreciate the work-from-home environment we have been provided, we are an institution of higher learning that is fueled by our students. I hope to see an institutional position which reflects that our role is to be available on-site to serve our clients, students. The lack of consistency for staffing units creates a divide amongst staff and ultimately negatively affects our students. I think we would be remiss to not assess what students define as the campus culture and how this culture has been impacted by the pandemic and our current working conditions. Lastly, I believe we need an institutional focus of students as our customers. Satisfaction and success will be fueled by positive student experiences.

Have an open forum or a portal for submissions from faculty, all faculty not just full-time profs, about what worked and what didn't during pandemic course delivery. Make those submissions public so others can comment and create a dialogue about moving forward in the best way possible. Better campus wifi, this is not an easy task I understand that, but it has to be done. I know of UA students in the fall of 2020 who would use Kent State's wifi as a guest and have better upload/download speeds than with UA's current wifi. The posting of a Coordinator for the Campus Cupboard is a good start. This position, as well as ZipAssist as a whole, should be moved out from under the Registrar's Office and made its own unit within OAA with increased dynamic leadership / staffing and a budget appropriate to services offered to the campus community. There is plenty of room in Simmons hall to allocate more space. UA has a chance to create a model of assistance other universities will emulate as evidenced by ZipAssist's program recognition in Washington DC.

Academic success should include, if it does not already, a module (possibly in First-Year Experience?) or as a .5 elective, on the transition from high school to college to help students better prepare for college-level academic work.

It's clear that we should be dedicating resources and delivery in the digital space in an effective, concise, and accessible manner. The pandemic has taught us that we are not as equipped to function in the digital space like some of our peers, which has contributed to drops in the aforementioned areas. A concerted investment would provide us the chance to position ourselves to be more competitive for the business of students and users who are interested in digital delivery moving forward.

Lets look at pre pandemic course delivery. We as an institution have not opened our eyes to the changes in our incoming students. Our honors students do well with the exception of a few. Our borderline eligible students are mostly unprepared for a four year college learning environment. But our middle students are the ones we are doing the greatest disservice too. Since the K-12 system started "teaching to the test", these students have been trained to learn a certain way. A way that doesn't work in college. Good students, some very bright, are suffering from anxiety and depression at an alarming rate when they come to college and don't do well. They want too. They are smart enough too. But they weren't trained to learn on their own. The learning environment that they have been programmed into teaches them that learning happens from 8-3 IN THE CLASSROOM. They rarely do homework. Their parents even complain if there is too much homework because Jenny has soccer and Bobby has football. We have a unique opportunity to take these students who have been forced to learn in a new format where they had to take some control of how they learned and develop a transition to college learning using freshman classes that lecture less and have more hands on learning time. Keep putting lectures online and use the classroom to teach.

This doesn't seem that valuable - the solutions that work during a pandemic are unlikely to transfer easily or well to normal times. In particular, in-person, hands-on, and experiential activities are where we can shine, but are not well connected to pandemic lessons (except to the extent that the lack of those activities is a big challenge right now).

What lessons learned from the pandemic will apply to a non-pandemic environment? The situation in a non-pandemic environment is completely different than in a pandemic environment, so while lessons from the pandemic might inform behavior if/when another pandemic emerges, I don't see how they will apply to a non-pandemic environment, except in the case of online learning. But even then the psychological stressors during the pandemic are a huge factor in student learning and commitment and those stressors are not prevalent in a non-pandemic environment.

The pandemic is temporary and should probably not be a factor in the consideration.

I would like to hear more about what 'lessons learned' have been identified and how we can all contribute to the student's experience.

Have you surveyed the students to determine what worked for them? Continue and maybe increase counseling programs or groups for students impacted by the pandemic. Continue having the session remotely. Depression and other mental illnesses are often so debilitating, someone does not have the energy or desire to leave their home.

Whether or not this is tied to the pandemic, isn't this why we are all here? If we don't focus on these issues moving forward, we won't have a UA. It's all about our students. To me, this is the #1 priority. If we can't keep the students we have, why would we want to bring more here to allow them to be disappointed and unsuccessful?

Please provide feedback on Priority 2: Improving course delivery, academic...

This is a good goal, but at its core, in order to achieve it you need to incentivize faculty and staff. The answer to priority two is the same. You aren't going to be able to create wide scale improvement when you have a demoralized workforce. A thought: Measure student satisfaction 2-5 years out of school. Students who may not have said they were satisfied the day they graduated will come back and thank professors for changing their lives. They don't always realize it in the heat of their education. Students in the thick of it are hyper focused on their lives and how their education makes them easier or harder. Students who are working and applying the things they've learned can really appreciate the rigor that faculty and programs required of them.

I think looking at specific academic models is key. Traditional learning environments are good to extent, however, experiential learning is what most students want for the cost of education today. They don't want to graduate without "real-world" experience and that means partnering with outside groups.

I agree. Hybrid courses have real promise in this area, especially for commuter students. Bringing students to campus one or two days a week for some in person instruction and providing some content online can give us a competitive edge in terms of offering students greater flexibility with social connectedness.

I think we have adapted the best we can.

As we emerge from the pandemic, we have learned from the advantages as well as the limitations of technology. Hopefully the University will continue to utilize technology to enhance instruction so we can remain competitive with our peer institutions. However, more training is required to ensure that faculty, staff and contract professionals are proficient in the latest technology.

I believe this is another solid priority. Working in building services we can assist in the student well-being and student satisfaction areas.

Students are influenced by their instructors; several times over this past year, I was told of instructors who were openly negative in class about the University. Instructors should be accountable for their negativity and students given a way to make a department head aware of discussions without repercussions (to the student).

This is another good goal. I hope that a full analysis of "lessons learned" will be implemented by those that can best assess pedagogy and then a series of Teaching and Learning programs would be offered to train faculty on how to implemented these best teaching practices. That would be wonderful.

Is this a strategic goal? Shouldn't implementing best practices and lessons learned where possible be a default approach? Is there something to plan here beyond identifying the wins and a method to cascade the best practices out to all the units? Is this a way of saying pivoting into increased online class delivery and other remote tools after the crisis passes without yet saying we're doing so? Hybrid / online does have its place and can reach a wider audience, but it also has limitations around experiential learning. Still, we should employ it where it makes sense.

I think that this priority goes hand in hand with enrollment goals. Students who feel that they are getting quality instruction will be more satisfied and more likely to stay. I'd like to see more uniformity in how online courses are delivered to ensure quality, without usurping academic freedom of faculty. Students should be confident that if they take an online class that they are getting the same quality of instruction that they'd get in a live classroom.

Again, this should always be a priority, pandemic or not, so I am in support of this.

Excellent.

No feedback here.

Wayne Campus' Chris Dreher has been my software savior as I've navigated an 100% online teaching/learning environment. Also, just as I have become comfortable with Webex, alas, it's being replaced by Teams. Something new to learn. Separately, more education please on the workings of First Day texts. My Spring 2021 text publisher, the bookstores and I thankfully completed a bit of urgent, last minute work to deliver students' ebooks during the very first days of Spring 2021 due to a resignation at the publisher. Thank you Bookstore Team! The Smuckers Learning Center was very helpful Spring 2021 to assist my student with debilitating test anxiety when recorded via Respondus Monitor/Lockdown Browser for my 100% asynchronous online course. Lastly, Respondus Monitor/Lockdown Browser was NOT compatible with Wadsworth CCP students' school-issued Chromebooks despite many valiant attempts. Thankfully, Principal Moore eventually loaned a classroom and a human proctor for every assessment. Prior to this, CCP students' academic dishonesty had been so creative despite using Brightspace options and being watched live (from remote) and recorded on Webex, that students complained about their too-creative peers to Principal Moore.

Please provide feedback on Priority 2: Improving course delivery, academic...

Is this limited to lessons learned in the pandemic, or can we improve these things using other sources of knowledge?

I think this is a great priority. Obviously the pandemic is not only changing the current way we are living, but it will change many aspects of life moving into the future. I think remote learning has a large demand than it did many years ago. I am always surprised to see our lack of online-only programs/degrees offered compared to other schools in the area- this is definitely an area UA can improve.

Completely support. Many students are hard hit by online learning and feel they don't have enough support. Possibly moving to a hybrid model and having online and face to face services available. Also making sure all supportive programming is offered both day and evening. And support services/faculty/deans/administration respond to all student concerns in a timely manner.

I do believe people have to be cognizant that going back and forth between in-person and virtual requires additional time, skillsets, preparation - especially for advising. Little to no training was provided for online transitions for advising. If we are to move forward with online practices, there needs to be consistency across the university, oversight of the delivery, as well as different expectations for how services are provided. I think it's also important to find out what students want... for example, I keep hearing the University administration say all freshman want in-person opportunities, but I hear students say they want things online for the convenience. There needs to be a balance of providing what students want VS what others think is best for them.

The pandemic has provided us with a better understanding of what students prefer and what works best for faculty online. These do not always match but the student preference should be considered because that drives enrollment. For online classes many graduate students prefer 100% online classes for the flexibility while many professors prefer online live-lectures. 100% online lectures are not always prepared as well as the online live-lectures and students want them but are not happy with them in many instances. What's the right balance there and how do we get there? I know that there are more resources for assisting faculty with online class development. That only needs to continue and be expanded to foster excellence in online instruction and push out mediocrity.

Students want to be in regular classes. We know that we can deliver through online platforms, but it's difficult and not the experience that students want or pay for. Every effort needs to be made to get us back to in-class learning, including reduced class size. This would likely even attract students so that they can have a more personalized experience with experts in that area of study. It would allow for better collaboration and a more creative approach than a lecture-style course. It would invite students to be able to share pandemic experiences as relatable to the course.

1. Continue to offer and make accessible asynchronous classes. Students are realizing how comfortable this instruction method is. The method promotes student flexibility and freedom.

Agree this should be priority 2

The entire university learned a great deal by necessity in dealing with the pandemic and moving to a virtual platform. We have long talked about the need to have more online course offerings and degree programs and now is the time -- in a structured and organized way -- to take the best of what has been learned and use those lessons to advance even further. We clearly will not return to the "normal" that we had before the pandemic and we need to embrace the opportunity we now have.

It would be easier to comment on this short term goal if the "lessons learned during the pandemic" were better defined. What are those lessons, or at least general themes? We learned some great new ways to deliver courses, connect with students, etc. but we also learned that not ALL students thrive in a limited learning environment (e.g. online only). I believe we have learned how to streamline operations, offer varied modalities for courses, and connect with students/colleagues through new approaches from this pandemic. I hope some of those processes continue after we return fully to campus, but we continue to account for students who need more direct, hands on types of support.

improving course delivery: Yes, we must always think about the students that could be struggling with current avenues in course instruction, especially online. academic success: More check-ins with students? More accountability? At some point, this is mainly a student's responsibility if the professors/advisors are doing their job at an optimized level. student learning: Weekly or bi-weekly mandatory video chats. Or synchronous lectures online. student well-being: Touchy subject. The student must know how to reach out for help and be comfortable and feel safe doing so. student satisfaction: Continue receiving student feedback. Not only at the end of a semester or end of college career. Every single opportunity in between mid-terms, semesters, years of being on campus, continuous feedback is what can help us change. I learned this from quitting my first full-time corporate job. I didn't communicate and no one asked for my feedback and so I quit and didn't look back, it was 'too late' to change my mind about staying at that company. We don't want students to do that. We want their feedback from first day of freshman year, and every few weeks until their departure from the university so that we can CONTINUOUSLY improve for THEM and those that come after them.

Please provide feedback on Priority 2: Improving course delivery, academic...

Improving the quality of life for your workforce will improve their work performance thus, improving the lives of our students. In an era where so much has changed and will continue to change, it is important to reward those who have helped get you through it and those who have been loyal to the organization. Coming out of the pandemic in the next year, I hope better professional opportunities will exist for staffing at all levels. To improve the points in priority 2, it starts with the quality of work our professionals are doing at every level. I do not feel as if I've been rewarded with going above and beyond in my work before the pandemic and I sure don't feel it now. When I look around and see minimal results, it makes me question why should I continue putting forth high level effort and the university continues to either not care, not reward, and most importantly, not even notice my efforts. It has been made very clear where my position stands in the hierarchy of importance of campus initiatives. What about the positions of other contract employees? This is what many of us are feeling and have been feeling for a long time. Please see feedback below for more info.

This also sounds like a very good idea, although improving academic success and student learning is not always positively correlated with student satisfaction.

Likely, faculty members are learning what content can be delivered online/remotely and what cannot; survey for the same and encourage programmatic changes. As above, perhaps more hybrid programs and/or classes—part online and part face-to-face—with the latter allowing for that “on campus” social development and relationship building typically associated with the collegiate experience. (It is believed that the “on campus” experience also brings in additional revenue.) Also as above, consider combination face-to-face and distance learning classes that may maintain the feel of a face-to-face class while leveraging up the delivery. Try to balance the economic efficiencies of online/remote learning with small group face-to-face interactions so as to retain good social interaction. Continue to try to overcome resistance to change using data. Establish best practices and communicate the same.

Leverage UA's current investment in instructional technology to increase flexibility in instructional delivery. Including more online, distance learning, evening, weekend, summer, workforce development and experiential learning opportunities

Allowing "after-the-fact" changes to and from pass/fail grading near the end of the semester and after the semester have ended negatively impacts student learning and well-being.

Ok with this.

Yes, we want to be concerned about the "whole student" and that was an issue before the pandemic. As the President said, we will not be going back to the way we taught a year ago. So, this is definitely a priority. I believe once we get back to the majority of classes on campus, it will help the student well-being.

See #1

Pathways to completing a degree. Understanding difficulty in scheduling courses because of staffing, students experience frustration when they must continue their studies for an additional semester because courses are only offered in spring or fall. Many lose scholarship assistance as their total hours go below full-time status. Please consider this scenario when scheduling courses whenever possible. Not all students take advantage of the benefits of consulting advisors.

Making student access to assistance and opportunities for advising will increase student satisfaction. Advisors need to have access to the most current information on degrees and courses as they change and develop to help students understand course availability. The university needs to strive to make courses available, even adding additional sections when one becomes full. Bring back TAs to assist with multiple sections of a course.

This is HUGE. As we move more toward normalcy (whatever that means), we need to remain flexible. The tendency to put everything back to face to face seems to be returning. Yes, it is optimum for those students who attend during the day, however significant numbers of folks attend evenings or work lots of hours and really NEED completely online. Asynchronous as well as synchronous. We cannot afford to return to the one mode of delivery fits all. Especially if we are going to attract adults.

The pandemic has shown a need for student well being interaction. Technology has proven class assignment can be done online but people need to be asked how are you today.

Agreed.

Please provide feedback on Priority 2: Improving course delivery, academic...

We have to do more to help retain current students - even more so than new admissions. We put so much money and effort into getting them here and little into keeping them here. Advising needs help! This should be part of the incentivizing in the #1 goal. We need to do exit surveys to find out why students are leaving. I know too many students who do not come back to UA and are NEVER contacted to try find out why or try to get them to sign up for classes again. Why are we just letting people leave without even asking???

This priority is important and will increase enrollment. We have seen a lot of students not return or reduce enrollment to part time due to lack of course offerings, lack of preferred delivery method, etc. Students need to have the opportunity to learn in the format they feel most comfortable, and courses need to clearly state, prior to enrollment/the start of the semester, how they are being offered and if the course can be offered in an alternative way. Students not having access to course material in a way that fits their learning style will prevent students from returning.

OK. More training for faculty? That sounds good.

Students are tired of all the online classes - but again - in order to have all in person lecture and labs you need enough faculty and NTTs and staff to cover all the sections. It has been very difficult to develop rapport with students when you don't have any real one on one interactions with them. They are also missing the social aspects of college that lead to student success - study groups, clubs, activities etc. All the things you want to improve will - will improve once people can start interacting in person again - even with masks!

the wellbeing of students is depending on their environment. the task of a good administration to treat faculty, staff and students with fairness and respect. if budget and legal considerations take over, there can not be a fruitful development. the past year has brought unnecessary suffering to all sides. improving the situation means also acknowledging the pain that has been caused by the losses that already seems forgotten, and to learn lessons not for the sake of budget but the future of the academic education system.

I am truly interested to see what the data suggest about what works, who it works for, and how to build on the learning and pedagogical inventiveness due to teaching virtually. I know that I have been surprised by how well students have been doing in an asynchronous online class using content from before the stay at home orders last year. I have many writing assignments, and students are really digging into those assignments. My simplified/streamlined course means the students have more time and attention to focus on deep learning and writing in a way I hadn't expected. I look forward to what else we've learned.

We are a university to increase knowledge and critical thinking in a global world. By catering to "student satisfaction" we will necessarily either gloss over or dumb down courses to make the consumer happy. That should not be a goal of higher education. The primary goal of higher education should be education, and that includes uncomfortable subjects and discussions. Incorporating more online meet-ups in classes should be used--I find my students are using more and more Teams to discuss course materials and these should be kept. Additionally, I know that all my asynchronous lectures recorded for course delivery this past year will be available to my students AFTER face to face lectures (with strict attendance policies) are given in the future. I think that allowing these kinds of "reviews" or relistening to portions of lectures will likely help future students understand materials better and that these types of adjustments to teaching styles should be encouraged (but not mandated).

I love this! I absolutely agree it's important and necessary.

I think as we move forward some students may want to get back to in person, but some may still wish to have a blended or virtual option and I believe we need to consider that and make that an offer. Also, offering the option of some remote work for employees would not be bad either as we navigate this new world.

There are only 24 hr/day.

Sure. But we are in a 'no new resources' environment, and we lost resources during the pandemic. So there has to be acknowledgement that 'do more with less' has its limits, and those limits are being felt by students.

Absolutely. If we have not learned about the importance of well-being by now we never will. So absolutely wellbeing - both of students and staff / faculty - should be a priority.

The opportunity for growth is dependent on the catalogue of courses available to prospective students. Expanding opportunities for learning may assure greater academic diversity.

Please provide feedback on Priority 2: Improving course delivery, academic...

In order to improve course delivery, I think it would be a worthwhile investment to create a professional development track that certifies instructors for their online teaching skills. There is plenty of support on campus for DESIGN, and the occasional ITL offering for teaching pedagogy, but these two (of many) pieces of the pie need to work more cohesively to ensure that our learners have the best experience possible when completing courses from UA. I think it would also be beneficial to create an online student advisory board that works in tandem with our online development team, ITL, and student governance to make recommendations on how we can better serve them academically. Our first task should be to have them create a "Student Bill of Rights" that ensures students will be communicated with both online and in-person, have access to their grades / receive timely feedback on assignments / assessments and have a faculty who are knowledgeable about delivering content electronically. The midterm feedback survey that UA pushed out is an excellent initiative and should continue long after the pandemic is over. Quality assurance should be our top priority at all times.

Since students are our customers, we not only need to have a more efficient way to gather student voices, but we also need to demonstrate that they have been heard. We could use a national student engagement survey to make sure we are asking the right questions, but students need to believe their answers are valued or why else are they going to bother? We will need to communicate results not only to parents and stakeholders, but also communicate back to the students what our reaction to some of their survey results will be. Using a nationally recognized survey will help to communicate with stakeholders more efficiently, but it will could provide context and comparison to students. Also, we will obviously need to continue to grow and improve remote learning options. Now that all students have had some experience with online learning, there are many more who are going to look for it with high expectations. Nearly all of their high schools held synchronous classes in zoom or google classroom. What remote learning opportunities will they have and what percentage of those experiences will be synchronous/asynchronous- and when/how will that be communicated?

Bringing together a small group of cross-unit faculty, students, and admins to envision what UA might look like this Fall could identify a specific problem under Priority 2. This could be offered immediately following the spring semester or and/or again before the fall begins. Taking the group through the design thinking process would allow members to identify a current and actionable problem based on "lessons learned during the pandemic." This "Design Your Future" group could be replicated or expanded depending on which complex problem each group is most invested in solving.

Provide uniform teaching evaluation metrics that allow faculty to see where they need to improve. For example, provide each faculty member with a personalized teaching dashboard that shows trends and indicators that are "out of spec" for that subject / modality. Hold faculty accountable for improvement. Challenge the assumption that academic freedom means faculty members have the absolute right to teach whatever they see fit, and not reveal what they are doing to any of their colleagues. Stop taking the default view that our students are cheaters and locking their heads into electronic cages with LockDown browsers, etc. Help faculty to develop assignments that are self-policing--i.e., cheating requires the same skills as doing the assignment in the first place. P.S. We are getting crushed by KSU advertising right now. If no one knows about all the great changes we have made, Priority 2 will get us nowhere.

I'm unclear what this means. It sounds vague and performative. What are these universal "lessons" that we learned?? One lesson I learned is that my students want to be F2F in the classroom and yet all I'm still hearing about are online degrees. Of course we all would support these things but I'm unclear how this priority gets ENACTED and where the budget lines go to support this work. For example, does DDS, ITL, EXL get resources to support innovation in course delivery and student learning (along with retention and satisfaction)? Do we actually rebuild a faculty development infrastructure that is more than 1-2 people doing the work of entire offices on other campuses? Do units barely holding on get faculty to advise, and to mentor? It is incredibly hard to provide feedback on this when the priority will be enacted through the budget allocation and there is no budget allocation provided. Nearly EVERYTHING we do falls under this umbrella. Without more concrete strategies this seems a bit like a red herring to make people continue to work harder with less and less. I'd really rather see UA ID a small handful of spaces for investment in support of this goal and be able to provide feedback on THAT rather than something this vague.

Our students are struggling from poor teaching, over worked professors, under staffed programs. Once we fill back all the people that we lost, then we can help the students. We need less city recruitment and more out of state students to help with attracting students prepared for college. We need to partner with community colleges better and get students after they have completed their associates. Then we have more focused students who are ready for degree completion. Right now we are competing with Stark State, Lorain, TriC - improve our relationship and get these students from these community campuses.

Please provide feedback on Priority 2: Improving course delivery, academic...

It is widely noticed that families comment this frustration on our social media but President Miller just ignores the unhappiness. Facebook, twitter, instagram, student evaluations, everywhere there are people expressing their thoughts about low quality teaching, not enough faculty, too many part timers, money is going to the top administrators and not to education. This needs to be a focus. More surveys for students, families to complete will help air concerns with areas of weakness across campus. We have learned that many staff positions are not needed across campus. With the ability to teach and work remote from home so many positions could be realigned for staff. We have learned that we do not need the DL staff, multi media, rec center, less security, so many positions we can do without or replaced with just student workers. Importantly, student learning is enhanced if more full time teachers are appointed. Student success is lacking with the campus heavily leaning on part timers who are not helping student success and are revolving and do not have the quality needed. We would love to see honest numbers of adjunct vs full time professors AND the numbers of ntt vs tt, without this data (as scary as it might be) is how we can begin to focus on plans for stronger delivery. Student well-being improves when advising is done by full time professors but we are lacking in having enough full-timers. Hiring staff to try to do student success does not work. We need more real educators. In our program all of our RIF faculty are back teaching full loads, they need to return. Too many tenure faculty not teaching full loads needs to be corrected, or increased to 9 credits for all since our grant funding has decreased during covid. Online learning can work, and students who have good quality teachers can balance jobs, families and academics better while doing online learning. We need to retain the flow of online teaching for those that have figured out how to do it. Students working are enjoying the flexibility. Pandemic brought scared budgets and finances but now with the surplus of finances it must be focused on returning RIF AND hiring more faculty. Faculty student ratio between full time in the major is very weak. Many faculty have tried to advocate for reinstatement but administration is not listening, this is a key to returning departments to higher function, improving student learning and most importantly showing the community that 100 professors a few can return instead of what is going on. Our image as educators has turned into a horrific business and thus reduced satisfaction by students and families.

In my opinion, like the old sesame street song, "...one of these things is not like the others..." Course delivery? Why does it even need to be in there unless there is a subtext (e.g., we need more online courses...) or we assume that knowledge is 'delivered' to students? Doesn't improving academic success, student learning, student well-being and student satisfaction suffice? Wouldn't it be better to start off the statement with something more substantive, lofty, and serious (as a university should be): Reinvigorating our teaching, learning and research community to elevate student learning....

Students need to be present, in-person, and accountable moving forward. Covid has forced them to hide and barely be present. They need consistent present in-person faculty in class, lab, and clinical facilities. I would also look to use health services more and for the students such as the model from athletics with support for students. There are many campuses where health services is the hub for student services. Would also suggest a bigger more involved role for health services; consider a medical model clinic not of a nursing place, but more of an urgent care center with a director and arms for student assistance: psyche/mental health illness (medications/diagnostics) orthopedics/diagnostic/rehabilitation

Academic success begins with professors. After losing 90 profs this summer we are struggling. No one teaching agrees that the decisions to cut our colleagues were made soundly. I will speak candidly that miller needs to show empathy and commitment by reinstating a few to help our city build trust. Success works with having full time teachers who are experts but now we are under staffed. Too many adjuncts. All these RIF are back teaching 9 credits and they could have their jobs back and fuel student success Success comes from teachers. Recruiting comes from highschools who trust colleges. Miller lost that trust with our suburbs this summer. Our finances are stable and next step is for miller to swallow his authoritative power and let our community see re hiring some. Time to fix the damage. Less adjuncts and rehire. That'll mend high schools trust.

With improved economic stability Akron must focus on HIGHER quality professors. The drastic loss of 200 employees last summer needs to be revisited. Our community needs to hear that the university has called employees back. Too many wonderful professors are out of jobs. Improving community relations by displaying commitment to education with PhD Akron laid off employees is the first step of lessons learned. As a very active business owner in Akron this mass layoff needs to be fixed and re-hiring a few professors would completely change the community trust and vision of the campus.

This is an excellent goal. I feel strongly that within this goal (or another to include a policy (not just for the pandemic semesters) to allow the forgiveness of poor grades in semesters in which students do poorly - I met a second-semester student whose first semester was Fall 2020, and his gpa is below a 2.0. My purpose for meeting with him was not about his academics, but I can't imagine how he is going to be able to come back from this bad first semester and attain a good gpa. Some students have life issues that come up, some make immature bad decisions, and some have really been affected by having to do online learning, and there are still professors who are not very good at teaching in an online environment according to what students tell me. One student suggested to me that it would be good if students switching majors could be given the option of previous courses being counted as "credit" as a transfer student's credits are. I have no comment on this, not being a faculty member, but I am passing along the idea.

good

Who will come up with these "lessons"? Are all lessons the same in different academic units?

Why is this part of a strategic plan? Isn't this what we do everyday? Improving course delivery, academic success, student learning, student well-being ...really, every single day.

Please provide feedback on Priority 2: Improving course delivery, academic...

We need more student support that runs across silos and reduces duplication. Cross unit collaboration is important in student support initiatives too, not just with "enrollment growth". Online degree programs: can we (should we?) expand online degree programs and support services to students residing abroad, such as through asynchronous delivery and/or compatible with non-U.S. time zones. Note: While considering possible online course options, we also need to be sensitive to the federal immigration requirements regarding F2F class time for international students. These regulations were relaxed during the pandemic, but post-COVID the US government will most likely revert to the previous, very strictly enforced limit on international students taking online classes.

Absolutely! All the respective areas of campus learned many lessons during the pandemic. Especially, how to be more efficient while still providing the best experience possible to our students. I believe the pandemic has made us stronger and now is our opportunity to improve our Akron Experience.

YES. I will look forward to hearing more about *how* though. I think students already feel left out of all the changes and shifts over the past year; some even feel abandoned because their key connection to their program or UA was a RIF faculty member. We cannot pretend those things did not happen. A little removed from the crisis of Spring/Summer 2020, can we also reflect on how that could have been handled and communicated better to students? What are the lessons learned there?

Online teaching has gone relatively smoothly for me. However, there is always room for improvement. I have had a few students say that it's harder to learn online. I've offered additional resources via links that I knew of that helped break down the content. I've also offered to meet with them online after class to go over anything they had problems understanding.

DDS is phenomenal, but they are sorely understaffed. ITL needs to be brought back and fully staffed. Faculty are driven to help students succeed, but are so burned out. I feel as if the university doesn't really care much if faculty burn out, and I think that is a problem. Students cannot be satisfied in classes where their professors are not supported. There needs to be more emphasis on improving faculty morale. Also - hire more people. Full-time faculty result in increased student satisfaction and retention. We need to invest in people who can dedicate the time and resources needed to support students.

Restart the Akron Online efforts. There is a niche market for 100% online courses and programs. We have already invested substantially in the intellectual capital (faculty, ITL) and technological capital (DDS) to make this possible. Let us leverage it. It is known that over 80% of students enrolling in an online program are from within 100 mile radius of the University location. Let us increase my marketing efforts in the NorthEast Ohio region to promote these programs. Delivery modes that work best are a Hybrid model that uses a combination of synchronous class meetings and asynchronous delivery options.

What does this mean? Students I have spoken with don't like the online classes so they aren't satisfied. But if we have learned anything during the pandemic it's you don't need classrooms to deliver the education. It's a lot of invested capital that may not be needed.

This makes sense.

Consider how we can expand online degree programs and support services to students residing abroad, such as through asynchronous delivery and/or compatibility of synchronous delivery with non-U.S. time zones. Expansion would also involve a careful look at legal implications for cross-border course delivery and strategic enhancement of global partnerships.

It would be helpful to everyone (staff, students) if there was a place to clearly understand the purpose of each department/office/college and what each person's responsibility is in their area. It is difficult to direct students to the correct department or person when it isn't clear what anyone does. With downsizing in a majority of areas, people are responsible for multiple tasks that aren't designated in their titles. To have a directory of people and their areas of responsibility would be a great help to everyone. If you could search by a task or skill to find out who can help you, that would make a big difference. It would also give relief to those that are always willing to help by including those that don't offer assistance to others. Departments should be proud of the work they are doing rather than hiding what they do so they can't be bothered by others. Students often mention that it seems no one knows what anyone else is doing. It doesn't give students much confidence when we are just as confused as they are about where to go with an issue. It would be helpful to offer staff/CP/academics self-improvement courses on topics like time management, project management, unconscious bias, and self-talk to calm themselves down. Students don't understand why the people they go to are so high strung all the time.

Please provide feedback on Priority 2: Improving course delivery, academic...

On Line teaching is a poor substitute for In Person. The main issue is that the students we teach are coming from backgrounds that dont encourage education, abstract thinking or problem solving. the average student has a poor sense of social studies and math and very little art. Abstract thinking is much less of a value than literal thinking. Problem solving is replaced by technical training and getting the right answer or not. All of these, regardless of what side of the fence you are on, require a student to have the opportunity to connect to another person, a teacher or mentor and more importantly other students.... the quality of two weeks of online learning, despite using every best practice offered including one on one, small group discussion, taped lectures, discussion boards and so forth, was a poor comparison in both work and experience to 6 hours of in person work done in the week we came back to campus... In short this question, Priority 2, is simply being asked to justify the poor delivery of good courses. If you want to deliver curriculum that removes 60% of actual learning and replace that with 100% on line course delivery...you will get a great on line class that delivers 40% of what is important but 100% of the nuts and bolts with no vision of how to assemble or what options might be available. UA 20 years ago was basically trying to dig itself out of being a commuter technical/vocational college to becoming a resident research campus. Why are we using that Model as a Priority? Why don't you think about how we can create community?

It is unfortunate that a statement about what we do, our central mission, reads here like a collection of misfit toys thrown together without clarity or any sense of passion for our work. These are clearly important. This is what we do. We should always prioritize getting better at what we do. I am not sure why this is limited to improving by using lessons learned during the pandemic. The odd phrasing makes me wonder if there is not some coded message being communicated here. But I will try to shed the distrust of the past and believe that this limiting parameter is meant to highlight (and recognize and appreciate) that we have learned a lot this past year as we struggled to get through very difficult times.

Pretty obvious but "what lessons have been learned" about the first ten words in this clause?

Again, a happy staff and faulty means happy students. Continually cutting class offerings, available times, summer classes means that students will go elsewhere. When departments are slashed in terms of numbers and budgets and then asked to continually do more with less, it is exhausting and people feel unappreciated. Students see and feel that - how could they not? The lack of morale among faulty and staff at UA permeates the culture of campus right now and this continues to be ignored by administration. People that work hard should be rewarded so that they are incentivized to stay, and opportunities should be opened to attract new talent. Department budgets should be returned to reasonable levels so that supplies can be purchased as needed to properly teach classes. Faculty should be allowed to travel for professional development to keep them motivated and inspired.

Worthwhile goal, but not clear how this will be achieved. Key to make sure that retention is not simply pushing someone through the program. Lowering standards is a short term fix that has catastrophic long term consequences. Similarly how is satisfaction going to be authentically assessed? As student maybe very unhappy with a grade that was earned.

This priority is a good one. However, lessons from the pandemic should not be the only source for developing strategy in this area. Lessons from before the pandemic at UA and, especially, best practices from other universities in improving academic quality, reputation, and delivery must be prioritized.

Students seemed frustrated with instructors not all using the same systems (Webex, Teams, Zoom, Google meet, etc) we need to have a standard and not allow instructors to go rogue and do what they want impacting the quality and consistency to the instruction the students receive.

This is absolutely a priority - students are reporting feeling detached, having difficulty getting support, and finding lack of comparability across courses. We had good outcomes in the past with learning communities, that have since been cut or lost with budget/staff changes. I hope this initiative includes attention to the many factors that contribute to retention.

I think we have a lot of great ideas on campus for improving all of the above in order to center on students. Those ideas need to be supported with resources and people. Please look to reports and other information gathered over the last few years (like the Tiger Team, etc).

Providing excellent education and course delivery is always a priority. The question is how it is to be implemented across all faculty on campus. It is clear that some faculty are resistant to changes (even in the midst of pandemic). How can we ensure that every faculty is focused on student learning and student success?

This seems to make sense. I assume that it means greater course delivery options and flexibility for students while maintaining high quality standards. DDS has been very helpful in providing a variety of training and resources, and a more centralized structure for all faculty/staff teaching development (seems like there are many centers/groups doing similar things) would be helpful.

To me, this is the most important initiative. It will help us retain the students that we have. There are classes that are designed very well, but we need to design all classes well. This could attract students as well. We have resources that can help faculty learn best practices in online learning. I know there is at least one group looking into this, but I think it would be beneficial to have required ADA training for all faculty.

Please provide feedback on Priority 2: Improving course delivery, academic...

Create more distance learning classrooms. After surveying our undergraduate students, we learned 50% like online, while others prefer face-to-face instruction. We can do both, if there were enough distance learning classrooms.

We will naturally have decay in the tactic knowledge acquired from the pandemic-induced online teaching situation and this decay will only speed up if we return to "business as usual" with extremely limited online offerings. UA has been behind in online course delivery, and now every faculty member has had a chance to practice it in real time. Since we are already going back to more F2F in the fall, I am afraid we are going to settle into a predisposition that online learning environments are secondary to in-person. We should not apply a generic standard across all classes - if faculty or programs are excelling in the online environment, we should continue to support & encourage that to help continue building an excellent slate of offerings. We also should begin to think of radical new models of learning. We have the opportunity and the resources to be a higher education institution that truly matches theory with practice - that can also be done in an online environment yet we should continue to look for innovative ways to do this.

It is critically important that we do not ignore lessons learned during the pandemic. For example, if students now understand that certain courses can be offered in an online live or hybrid format and still give them a meaningful experience, we should embrace this, not run from it as soon as we can get back to being in-person. Offering a balance of course formats and giving more flexibility to faculty will also help ensure that our students, who may appreciate the added flexibility due to the commute that many of them make to campus, will enjoy as well.

Again, very important. I work primarily in student academic success as well as student satisfaction and recently I have seen a decline in both. One thing I have come to notice is that information is not readily accessible via UA's websites. Several students came to me asking about tutoring opportunities for a variety of courses, and it was very difficult to find a straight-forward answer on where and how they could receive tutoring for each course.

This is paramount and should be priority 1. The entire campus needs much more data about how we are doing. If I visit a doctor or buy something, I get a survey quickly. We need to implement more of this mentality. How many students visited the campus or attended a virtual tour this week? What percentage had a positive experience? How many students registered for class, was that positive? We need to know this kind of thing for every single student service, who is getting service and is that positive? For academics, we need some kind of early alert system for students who are not having a positive academic experience. For one or two complaints, we can understand this may not be accurate. But if a large number of students tell us it is not positive, we need to intervene. I hear people say that we cannot get information from students who did not enroll or who transferred, but it is too late then. We need to know this kind of information while they are still here and we can change it. We know that mistakes were made during Covid and we need to acknowledge those, tell the students why they were made, and promise to do better. Students need to be able to reach academic advisors and faculty, and if they cannot, they should be able to easily know exactly who to contact and they should be able to schedule an appointment online. Every single page on our website, without fail, should be updated to prominently display a phone and email at the top of the page in the same spot. We have far fewer students so we should be able to start offering a much better service level. Everyone should be required to read or listen to students tell them what the issues are, and then should respond with a plan to improve. If we do not have continuous feedback from students and prospective students, we cannot know what needs to be fixed and what needs to be improved most urgently.

This is a terrific priority - 'strike while the iron is hot' - there is no better time to gather data, establish metrics and analyze what went well and what did not during the pandemic. The world will not go back to the way things were in 2019, so this priority is key. As a graduate student, and as a CP who supervises student workers, I suspect student satisfaction isn't very high, and much could be learned from working harder to get student feedback. As a student, I am very dissatisfied with the experience.

I believe this should be Priority 3. We have improved the conditions in our inventory of classrooms and labs for the presented Priority 2 to succeed.

Excellent idea. I think the university did a good job in a short amount of time to quickly move to remote learning. We now have an excellent opportunity to learn what we could have done better and have a plan in place for the future. I think feedback on students regarding availability to technology (laptops, hotspots, other equipment) and support to equipment and online services will help us plan for the future.

The double-edged sword of online learning became obvious. While online modules, class recordings and the like are nice enhancements, but do not replace the value of face to face instruction with small class-sizes. Online, students do not pay full attention, especially when they think a recorded lecture will be put up later- this is NOT learning, it is getting through a class. Many other issue arise with only online modules, technology enhances the classroom, it cannot replace it.

Please provide feedback on Priority 2: Improving course delivery, academic...

How about enforcing administration to hold true to student feedback - instead of asking students what they need and then ignoring it. Case-in-point: Previously survey responses from students overwhelmingly stated that students needed asynchronous courses rather than synchronous due to lack of internet at specific times when sharing internet at home with siblings/parents working from home, flexibility due to working jobs and not being able to log on at specific times. And then what does the School/College of Education do in response - many faculty are teaching synchronous and administration actually TOLD adjuncts they HAD to teach synchronously - totally going against what the students wanted/needed. I have my own child enrolled right now and her synchronous course is a total joke. The professor treats them like they are first graders - they spend like 10 minutes every 50 minute synchronous class session taking attendance - she actually calls names one at a time - for over 30 students - and they have to say "here" when the professor can clearly see who is logged in. It's such a waste. She is losing actual learning time and getting basically nothing from that class.

University Rule 3359-20-05.1 states: (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 adviser in order to improve their classroom performance. The interim grade reporting system is a vital tool to alert students that they are not meeting standards in their classes (some claim to be unaware that they are performing poorly until receiving these alerts); but more importantly, it allows academic advisors the chance to intervene before academic problems become worse, or, to recommend withdrawal in cases where students are sure to receive a failing grade in the course. Unfortunately, a significant number of professors teaching developmental, 100-level, and 200-level classes consistently fail to report interim grades, despite the obligation to do so. Enforcing this rule and creating a mechanism that ensures that these early warnings are submitted is essential to allow advisors the best opportunities to assist our students and facilitate academic success.

Again, another great focus point! While the pandemic has taught us so much, I would encourage the committee to look for growth in this area beyond the lessons learned from the pandemic. What other avenues good we explore to improve in these areas that we haven't previously considered.

I am unsure about this. the lessons from the pandemic are a (hopefully) once in a generation situation. This point - at least the first half - suggests we should keep the pandemic mindset/model of teaching. My teaching went fully online as did everyone's, but this is not going to be the normal model of teaching going forward, or is it? I do support the notion that we should take action on student well being and student satisfaction moving forward. We need strong academic support for our students who have difficulty in the classroom.

This is way over due. We have a very bad advising issue. We need to work with students more to understand graduation requirements. Advisors are difficult to reach. Students need answers quickly and should not have to wait a week for an appointment. Who can they pick up the phone and call? I am aware of many students who completely withdraw from classes and no one even reaches out to ask why and to try to get them back on track. This is a problem when admission has to work so hard to get students in yet we do not do the right things to keep them here.

There are too many items in that sentence and they are not discrete so it is difficult to formulate an answer. I agree that we should use lessons learned during the pandemic. Many of these are related to course delivery, student learning, and student well being. All of those must surely relate to student satisfaction. I have to say I think you should loop in faculty/staff well-being since that is part of this nexus even if it is often ignored. To pursue this well, we should be intentionally gathering information. If we had an active student newspaper - it would make a great series. Maybe it could be an unclass. We should be gathering student, faculty, and staff experiences systematically, distilling themes and actual strategies, and creating forums to share and foster further innovation. We should be doing this now.

I think that this is such a generalized statement that it is difficult to make it operational. I would like the committee to share what lessons were learned from the pandemic. For instance, can comments from students be summarized from the input provided by students each semester during the pandemic? What was working; what was not? Then ask the university community to comment on this. I think that the University should very critically examine the \$ spent in the auxiliary student service areas: e.g. academic advising, sports academic advising, career services, study skills, tutoring, etc.. The area that should be provided the most support is Design Development Services. This team supports the "front door" that all students see in their courses (aside from the instructor). DDS has done an exceptional job during the pandemic in supporting faculty during transition and continuation of online courses. They have done this with a very lean staff, considering their important role.

What does that mean? Each of these areas are critical to The long-term sustainability of The University however at this point there has been no information shared with the larger campus community about the lessons learned during the pandemic in regards to each of these categories. I am unable to give feedback about an area that has not been shared with me as of the time of this question.

We can see students have diverse learning needs during the pandemic. Many students benefit from the more flexible course delivery, which allows them to work in the daytime and study on their own at night. Some students need to stay on campus to feel back to normal. Online learning support services are very important.

Please provide feedback on Priority 2: Improving course delivery, academic...

Yes

As we have seen during COVID teaching, fully online programs have serious drawbacks for our student population. I'm discouraged to see 'course delivery' listed first here, and online teaching foregrounded throughout the published Action Plan -- if more teaching faculty were on the committee that proposed this, I seriously doubt student learning would be ranked #3 on goal #2. Student learning and academic success should be #1, PERIOD.

Utilizing the successes of the online learning and blending it with in person should be the ultimate goal. The Pandemic has changed the world, and Higher Education needs to adjust to the changes to make learning, and an degree something that is valued. The cost of education is enormous, and parents/students need to see offerings to be nimble, and not a one size fits all. For instance, more accelerated classes should be offered to meet adult needs. This is a market that the University has not been in the forefront of. Basically have a different costs for different type of classes, online may cost less, in person, costs more, etc.. Also, have more cohort programs. There is much success with that model regarding completion.

This is a great opportunity to change the course of education delivery as students realize what works best for them in terms of academic success. This could open the door for additional degrees to be offered as online only. My only fear is what about students who have taken breaks in between semesters or academic years to wait out the pandemic and return to fully in-person learning? The pandemic showed us remote learning is possible, but is it the preferred way to go? Something like this might need student feedback.

The key question here is, "What are those lessons"? I hope there will be a campus-wide communication articulating the lessons that we have learned, by what means we learned them (e.g., surveys), and how we plan to respond to them.

What lessons have been learned during the pandemic? Improving course delivery and student learning is essential. It's our bread and butter. Improving on this will lead to student well being and satisfactions. Also if it could be possible to continue online or in class as an option could increase enrollment. I have a daughter that learns better in the classroom and a son that learns better online. Having that option after covid would be an asset for all learning types.

As I have mentioned above, student success is our greatest concern. However, it is listed as priority #2 and worded to indicate exactly what the direction will take. "Improved Course Delivery" = move things online and save money. can this be explained to us in any way other than UA wants to move more classes online. why is course delivery listed first in this list of student success? I will admit that we learned a lot about our students in our program during this pandemic and we have isolated a few courses that work well in online formats including asynchronous. however, what has really come to the surface for me as coordinator of my program is this: Students get nothing out of a disengaged gen ed program. there are too many part-time faculty in the gen ed program. students are getting very little (if any) feedback from their faculty in their gen ed classes. there is too little interest in teaching gen eds. students are required to take many hours in gen ed, why are we not making this an exciting part of their education? perhaps only students that have a very negative opinion come to speak to me about it, but the overall consensus of what I hear is that the general ed's provide very little to the students overall education or experience. if we want to improve student satisfaction and success can we begin by looking deeply at the 35 minimal credits that students have to take across campus? course delivery is at the bottom of the list of student success and well-being.

During the pandemic, I've learned how much duplication in services exists across the institution. Offices such as ZipAssist should be increased in size given the obvious need for student support on this campus. I don't believe we need duplicate offices, such as Adult Focus, OAR, support offices within each college, etc. Our current model just leaves students confused and overwhelmed over who to turn to. Let's eliminate the unnecessary fluff and prioritize the current needs of our students. This would increase student satisfaction, eliminate wasteful spending, and ensure that students are helped in a timely and streamlined manner. I've seen so many students become frustrated because they're bounced around from office to office. I've learned that Akron tends to make things more complicated than they need to be. It's time we streamline our services instead of duplicating across the campus because things have worked in other offices. I recognize that everyone wants to be a part of something that's "working" but it's time we put an end to the duplication.

It is a good goal. It depends on what is determined as lessons. I think there should be more flexibility in course delivery. In years past, course delivery was offered as in person or distance learning. This provided each student the opportunity to learn in what worked best for them. In order to attract and retain a diverse type of students it would be nice to revisit these options. Also, it would be nice to look at all students not just traditional students.

Please provide feedback on Priority 2: Improving course delivery, academic...

The pandemic has violently shoved many industries and individuals out of comfort zones, or in some cases, into comfort zones - primarily around the availability of the electronic delivery of goods and services. The concept of venturing to brick and mortar locations for many of life's needs took yet another devastating blow that other industries similarly experienced during previous technology booms (e.g. banking/finance). Many educational opportunities require specific interactions, 'hands-on' instruction and/or execution, that cannot be replaced by technology, yet at the same time, many do not. Independent from the personal preferences of faculty and administrators, individuals considering the pursuit of higher education expect more flexibility in the degree requirements and location of coursework. Newer generations of students have relied on technology, in all facets of life. Dual-credit coursework during secondary education has propelled graduating high school students forward, thus putting strain on the need to force the completion of traditional gen ed requirements. And does one need to mention the nearly prohibitive, escalating cost of obtaining undergraduate and subsequent graduate degrees? To achieve the outcomes attached to this priority, flexibility is the key. Flexible methods for attending class and completing coursework. Flexible methods for determining and supporting academic success, including degree requirements - one size does NOT fit all. Flexibility in providing resources to students, including time with professors, so that students receive timely, supportive feedback. Depending on the student, and coursework completed, undergraduate degrees may not need to consume four years - from both time and financial perspectives. As a parent of a senior high school student who is researching his options, other schools have already achieved the flexibility mentioned.

Talk about returning to normal, defining normal as prepandemic, is a mistake. We learned how to change the entire course delivery mechanism in a matter of a few months. going forward we need to look at what worked, what didn't work and what new directions we can take course delivery. We may have fully face to face programs and fully online programs side by side. most of what i see are flexible delivery of programs using the hybrid model. course and program delivery needs to be continually reviewed and adjusted to meet the different types of students and the learning needs of a diverse student population.

College is not only a place for learning, it is a place to discover what makes you, you. There needs to be safe, inviting locations to mingle and congregate. Covid has put a damper on this aspect of college life, somehow, it needs to be reinvented. There needs to be a reason to stay on campus. Official sanctioned groups and organizations are tools that go unutilized. They all require membership to survive and thrive - work with them to invite and create a desire to be on campus and spend extra time at school. Foster outside learning when possible. Nothing beats English class under the trees on a warm fall day.

Once the pandemic is over, many students will want to go back to the traditional style of class, which meets in person two or three times a week. Others, however, will continue to want to take classes on-line. I would recommend that we continue to offer a significant amount of on-line courses. Perhaps we can increase the number of on-line degrees that we can offer.

Again, it would be very helpful if the lessons learned were made explicit. Please share these lessons so that this priority can be made actionable.

Student satisfaction is irrelevant if an institution is focused on student learning. This is not a product review on Amazon. True learning is difficult. Students typically struggle when learning new or challenging concepts and ideas. Critical thinking is not easy either. One has to decide if the university is a diploma mill or an institution of higher learning. You cannot have it both ways.

Absolutely agree! The University needs to improve training and tools for Instructors. Whilst the goal to get students back on campus is key, online teaching will continue. The University needs improved training for Instructors; not just homemade YouTube videos. UA also needs to organize the saved training so it can easily be found. It seems very unprofessional thus far. Disappointing.

Priority 1 and Priority 2 must feed and evaluate off each other. As a non-academic department staffer that was and is on many pandemic working groups that also included academic structure topics, whatever plan, resolve or update to a situation am not sure it was always processed or communicated efficiently to the student body.

The best instructors should be leveraged across multiple course offerings - I would have much rather had Differential Equations video lessons from my Calc 1,2 prof, who was excellent, than live in-class lectures from my Diff-Eq prof, who was dreadful. (Even in 1985 when I took the class and would have needed to do it via vhs video tapes.) Excellent instructors, especially for foundation classes like Trig, Calc, Physics, Chemistry, Anat & Phys are critical for retaining students in the tech & med degrees that result in great jobs right after graduation.

I believe this is the most important goal. Students are not happy nor are parents. i continually hear complaints from both. Our system is very difficult to navigate. Outsourcing essential functions such as financial aid and having undergraduates at the front desk of student services offices does not provide adequate information or attention to the needs of our students. In addition, contract professionals are largely ignored. We also have been working during the pandemic and had to adapt quickly to continue providing services. We also have managed severe cuts to our offices. We have been working under a cut to our salaries in order not to endure further cuts. However, we have not been given additional compensation as faculty now have. Moral is poor and this needs to be addressed also.

There's a lot to this priority and it will require collecting data from students, faculty, and staff working closely to support students.

Please provide feedback on Priority 2: Improving course delivery, academic...

I'm optimistic that a careful examination of UA's best practices -pre,mid, and post Covid -will lead to a honk g of processes on campus that will make students lives better

Somebody ought to be recording the lessons learned during the pandemic, now, before people start to forget.

This should allow us to create new on line and in class combination approaches. The effort to provide the 2021 approach to an Evening College should definitely be pursued.

I agree.

In short term, since we probably will have to keep dual delivery as one of the main methods, invest in technology and tech support to provide quality online delivery. For example, there should be people available in all buildings to step in and help the professors struggling with technology. Another urgent investment is to obtain strong microphones that could be placed in the middle of the class and provide a quality audio for those at home.

We need to develop or partner with another institution to provide an online option only for many of our degree programs.

It sounds like the ITL and DDS organizations are promoting this priority, but we can still work toward it at the executive level.

I strongly favor this initiative as well, while noting that there is a very broad range of distinctive subgoals subsumed within this larger priority. I wonder if this is in fact two separate priorities: (a) developing, supporting, and improving nontraditional methods of course delivery, principally online but also weekends, short courses, off-site, etc.; and (b) generally improving student success and well-being.

I think it will be difficult to return to 100% in-person instruction once the pandemic subsides, so I think this is a relevant goal.

I first must applaud the university and all faculty, staff and students for their rapid adjustment to completing the remainder of Spring 2020 semester while adjusting to life with COVID 19. The virtual and online mode of delivery was new to so many. Design and Development were the Rock Stars that worked tirelessly to ensure that everyone had assistance where needed. Now, a year later, we have found that it is possible to disseminate course material effectively in a variety of ways, F2F, Hybrid, Dual Delivery, Live synchronous and asynchronous. We are learning which courses are better adaptable to non-traditional modes of delivery. In order to continually improve academic success, student learning and well-being we must continue to survey our students and faculty for input. I wish there was a means to require all faculty to at least use Brightspace for student access to course materials as well as the gradebook that changes as new grades are entered. Additionally, can we require all faculty (including adjuncts) to take at least a basic Brightspace training course? It would be so much better for students. Currently, most students are taking multiple courses and as many have shared with me, it is confusing and time consuming to first figure what is needed in each course before they can even begin to review material, study, etc. Can short required continuing education best practices be created that are required by all FT and PT faculty? Perhaps then once all completed over a period of time some type of reward or incentive is awarded. We know we need to increase enrollment and there is a big push for recruitment. However, we cannot forget retention and persistence which are equally important.

I would like to know what lessons you think were learned during the pandemic before knowing if this was a good idea. OF COURSE we want to improve all those things.

What lessons have we learned? Everyone that is a part of the university community wants to improve everything that is listed, and more, but again, high sounding goals are meaningless without at least an abstract of what is being contemplated. What am I supposed to say? Amen? Is the surrounding Akron community being consulted? What educational theories and research is at the foundation of discussion when the University Planning Group meets?

Where are the faculty and staff in this priority since they will be a critical part of delivering this priority? Is this through resource enhancement (technology, emotional support, etc.)?

Agree.

harder to assess more subjective but need to assess what mode moving forward works best for which classes and student segments

Broad, somewhat abstract, and too all-inclusive risking difficulty measuring and achieving goal.

Please provide feedback on Priority 2: Improving course delivery, academic...

There needs to be some across the board standards for on-line course delivery. During the pandemic, I heard of many inconsistent ways on-line courses were delivered -- instructors who delivered content live, were actively engaged with students and readily accessible to students, (even in non-course time) versus instructors who delivered content by pre-recorded videos, didn't engage students live or over video conference, and were not accessible or responsive to students. A student can experience both types of course delivery/instructor involvement within the same semester, making for a hectic and inconsistent learning experience. If the on-line delivery method (i.e. live instruction through zoom or teams vs pre-recorded videos students watch at any time) can not be consistent across the board, then there should be a tiered fee structure based on how the course is delivered.

Using the lessons learned from and during the pandemic, is crucial for developing flexible courses for all students and their success, here at UA.

Adults do not need to be a well-rounded student which requires them to take general educational courses to complete their degrees/certificates. If we focus on specific trades and professional degrees, this will improve student involvement and success.

I'm still a unsure what this means (because it reads like "be a better university" which...ok), but I'm most able to endorse this because duh. 2 things I'd pay close attention too: 1) I know we're in a pandemic and I'm sympathetic to the impossible situation some professors are in with balancing families and online teaching and a pandemic. and most are doing great. But...some are beefing it in ways that are losing us students. I've heard about a variety of professors who literally aren't teaching (saying "don't come to class unless you have a question. I'm not teaching, just read the textbook" or using the ALEKS lessons and then not holding office hours or answering questions...or the professors teaching asynchronously that when students email questions of confusion they're told that the prof isn't there to answer questions. I'm hearing this across disciplines and class years, and from students I've worked with for years that haven't had these sorts of complaints or struggles. We will lose students if we can't justify the cost of attendance, while students are going into debt failing to teach themselves out of their textbook or online sight 2) Equitable staff salaries will lead to better student experiences. For example: RLCs are on the low, low end of the CP payscale, 10 month contracts (next year), They're overworked, severely understaffed, and perform jobs that require a high level of expertise (they are called to respond when students are in crisis 24/7/365--including being first responders to sexual assault and suicide ideations. Yes they get housing, but that's not compensation (legally, it is at the convenience of the employer, it is not compensation) but also...that's true of other RLC jobs. This is a position that when it recruits, they want folks with masters + experience, but are offering pay at entry level salaries. This is isn't sustainable, and while the current staff is fine...that's not sustainable and the quality of staffer you're getting at an important point of contact (every residential student gets reached out to by an RA, supervised and trained by an RLC) is going to plummet (post COVID you miggggghhhhhhhh be fine because the employment market sucks. but even then the pool of people good enough to have options on other campuses isn't going to be great). All of that to say is that I know that payment is a sticky widget at UA because budgets are suffering, but if we can target high contact big support positions and make sure we're paying enough to bring in and retain high quality staffers (fully staffed) in line with our philosophy of student well being, we'll be better off. if our staffing isn't solid, we won't have the human resources to provide solid services to the student satisfaction. I'm also not using housing as an example out of selfishness--I'm not in RLH but I've been working closely with them and have been watching this unfold for a while.

That's good, but I don't think we need to limit ourselves to what we learned during the pandemic. I think there's a lot of good research about best practices in recruitment, retention, and supporting student well-being. There was a Tiger Team that did a great job summarizing those best practices. It might be worthwhile to refer back to that document.

This is very broad. How is this measured or considered successful?

Provide more on line courses, allowing more flexibility for students.

Goal is clear.

Listen carefully to students' thoughts and feelings and act upon them. The depends on having faculty that is committed to student learning and overall well-being as the highest priority. I think that most faculty does so, but those that do not need to reassess.

I think the most important thing here should really be about being consistent. Countless classes have been listed one way and then taught an entirely different way. Some very challenging math classes, for example, were listed as being online synchronous or hybrid but then students went to class and were told that they wouldn't actually have classes at those scheduled times after all. This came as a surprise and disappointment to many who were repeating said math class after failing in an online asynchronous section in the fall. They signed up thinking they were getting one thing but ended up with the same bad situation that they struggled though last semester.

I feel my opinions and thoughts are irrelevant - my position was eliminated. If you really wanted my opinions and support, you probably would not have gotten rid of my position (me). However, I would say (1) hire and support DDS more - they are focused on strengthening academic course delivery with measurable assessments, such as having courses built on QM standards; (2) share what you learned during the pandemic, but don't make that the primary foundation on which to build this 'success'.

Please provide feedback on Priority 2: Improving course delivery, academic...

Course delivery is vital for student needs, goals, and achievement. 21st Century learning for adult-learners needs to be diverse in options for students. An online option/asynchronous for flexible learning for adults is essential, as well as the option for in-person, and or synchronous learning. Having these options-adult learners can choose what best suits their educational, professional, and personal lives. This would take strategic planning at the faculty/staff level-having multiple instructors for course loads to meet the needs of the students.

How can this be bad?

This is the core mission of the university and should be our priority. Whatever we do, for however many people, we need to do with the best quality. We often spend so much time planning and looking for the quick visibility measure that we lose sight of just doing our core job to the best of our ability. Revenues are also generated by student success and completion, as well as then matching the objective of the student and the good of the community and that student. It is more aligned with our educational mission.

Also very needed - the challenge will be validly measuring all of those items

My comment is related to this second point: Retention needs to be explicitly spelt out. We must improve retention by making sure that there is sufficient flexibility for students to switch between different majors. I am told by colleague who has been here for over thirty years that many subjects of study do have not flexible enough requirements.



Q12 - Please provide feedback on Priority 3: Investing in a single, one-stop professional and continuing education office that consolidates and improves support for all non-credit initiatives.

Please provide feedback on Priority 3: Investing in a single, one-stop prof...

This is a great idea. Anything to make it easier for departments to offer non-credit courses or, for companies/organizations to contact UA about non-credit offerings. Having a central office to manage these initiatives could remove existing barriers and uncertainty about what can be done, what can't, where can courses be hosted, etc...

It would not be a bad investment or plan but there is still an issue of costs. There is a need to strengthen community partnerships Return to offering certificates which are still in-demand. E.g. Medical Office Admin, Medical Billing and Coding, Office Admin, Bookkeeping.

As a urban state school, this concept is a valuable "selling" tool for the community and for northeast Ohio. Love it! Is it possible to partner with Akron Public School's College and Career Academies program? This is a great recruitment tool.

We used to have many opportunities for continuing education and professional development. It would be great to have that option available again for internal use and also as benefit and revenue builder for the greater Akron community.

Make sure faculty members are on board. I do not see any problem with "one-stop" services, but teaching resources might be a challenging. Action items and policies need to be clear. How to encourage faculty to teach non-credit courses?

Non-credit initiative need would benefit from consolidation and many employees would also benefit.

I am not certain if that investing in a single, one-stop professional and continuing education office would make the most sense but perhaps utilizing the areas we already have or, dept. or college.

This is a great idea but needs to be robust, well staffed and well advertised with an in-depth look at all services provided.

This is not a good ideal to consolidate all non-credit initiatives: Below are my reasons: 1. The University of Akron (APTS department) support for all non-credit initiative and serves the region's academic and industrial needs by offering a wide variety of non-credit plastic and rubber training courses. a). Our department is equipped, trained, educated and supports all the components that is needed in the polymer industry. b). Our department does more than support, we specializes in customized and assist in the development of are courses. c). We have experience employee's that assist in customized development and delivery of all courses. We also go up and beyond to assist our instructors in making sure they have all tools needed to be successful in classroom.

Look at utilizing student success coaches or implementing SBIRT screenings and referrals. Assign student success coaches to work with targeted or identified students

Consolidation for ease of use is key. Effective communication will be necessary for this office to succeed, and appropriate time must be given for this kind of development to take hold and thrive. If it is rushed it could very well be unsuccessful. The appropriate audience and stakeholders must be identified in order to plan for such an initiative.

A One Stop Professional and Continuing Education Office was tried many years and did not work because there was not buy in from the individual colleges and constituents on campus. Each field has unique CEU in their industries. What would count as a CEU for an educator could be quite different than an accountant or an engineer. To have an office that is centralized expected to know what qualifies as such would be unrealistic unless each of the disciples have the authority to develop their own course materials and programs while the "one stop" office provides a conduit to market, schedule, and facilitate these programs.

Please provide feedback on Priority 3: Investing in a single, one-stop prof...

This is a great idea! This idea could start with something as simple as a consolidated, comprehensive webpage that would show the offerings, how to register, etc. and link external users to the appropriate offices for actions to be taken or information. Once this is setup, it could be the model for the variety of testing and other services we provide to companies, everything from materials testing to academic testing for a company's employees. Perhaps the academic initiative could include specialized classes, for example, when a guest lecturer teaches a class for a semester that students from other area universities would be interested in. It should also include the credit/no-credit seminars offered across campus. So many opportunities for the public to take a class or more who are not seeking a degree (or additional degree).

In order for this to work there needs to be committees set up that are made up of local business leaders and representatives from the University for different fields of work that are available locally. Work together with business leaders to develop a model for what a continuing education or professional education would need to look like to produce the workforce for the next generation. One example <https://thinkmfg.com/> , alliance for working together works with local colleges, mostly community, on a curriculum for what the next generation of manufacturing workers. This could be done for other areas as well

we certainly have the man power already to make this happen, just need coordination. don't understand need for more "investing" unless referring to time, not \$.

Does current research and study show that this is an area of monetary influx into the university, perhaps our resources would be better placed in fixing current departmental flows than creating a new office at this point?.

I think this would be a good plan to follow.

Great!

This is a great idea. I receive many requests for information about certificates or one-off courses for professionals or community members. Having a consolidated location for all of that would be very beneficial for the departments, who may not know how to properly direct someone.

I like this idea, only if it is free for the community - primarily through outside funding. I always thought it would be beneficial for people and the community as a whole if universities had non-credit, professional development resources for the community.

I'd like to know more about what this means. I read this to mean an enhanced Career Center, but it might be intended to be more than that. If I am understanding the concept correctly, this seems like a great thing to work toward as placement and experiential opportunities are key to future success after college, but I am curious as to why this was identified as one of only three top priorities. Is UA struggling in this area? What do we hope to achieve by focusing on this area in the short term? What is the urgency associated with this area?

Yes--we are far too diffuse, with no rationale save the way we have always done it. The pandemic has also taught us to stop doing things that make our lives more complicated than necessity would demand.

We have a lot of creative problem solvers in assorted groups catering to Professional Education and Continuing Ed. Be sure to find them all so that the creative solutions can be leveraged.

It would depend on the amount of detail this office would oversee. Assuming it would have departments at one location either physically or virtually.

The more stream-lined we can make our services for faculty and staff members, the more these services will be utilized. Everyone is busy with life in general, but in particular with family responsibilities, additional employment responsibilities, or both. If we make an improved effort to care for our faculty and staff members, they will likely be improved morale and willingness to work harder for the department, the students, and The University.

Will this support departments that want to hold short-courses, but are driven away by the current accounting practices and the management of things like hotels and campus room scheduling. How will the faculty and departments who put on these courses be financially compensated?

Does focusing time and resources on monetizing our certificate programs qualify as an immediate short-term need? If our current certification and continuing education programs yield benefits, investing in such an office would be worth the investment. This priority does seem to touch upon several of the aforementioned October 2020 vision statement.

Please provide feedback on Priority 3: Investing in a single, one-stop prof...

This is going to be a money maker. I think this is an excellent idea. We had a continuing education department down in Polsky and it has diminished to almost having no presence at UA. We quit offering CEUs for long term care administrators. What a shame. The opportunity for area administrators (or further via WebEx) for inexpensive CEUs is a winner. There are many professions that require annual continuing education. There are many certificates being offered at UA but no one knows about them and they have all been structured differently. There are many certificates and minors that a student has to come across on their own instead of having a location they can go to for information. Also, no load hours are provided for faculty to develop these certificate programs or minors in departments.

There is a lot of 'silos' across the administrative needs on campus and reduction in staffing has only exaggerated this pre-existing problem - any kind of collating of information or services would be welcomed.

As I stated above this type of one stop shop has been discussed for many years. Now is the time to put this priority into action. Investigating the layers of continuing education and students with interest go hand in hand with the deliveries of information learned during the pandemic.

Yes, if you need continuing education go to community college or somewhere else. In the nearly 2 decades that I have been here the academic integrity of the university has been eviscerated. Cut after cut I've turned us in such a laughing stock. We have no credibility left. Our enrollment problems are self-created; they're not the problem of state funding, they're not the problem of demographic change, they are self-inflicted wounds, in which the one thing that students actually care about, getting a good education from research faculty at a research university is what our merry band of incompetent administrators have destroyed on purpose. The evidence is overwhelmingly clear. Universities that have invested in research and research faculty have survived and even thrived over the past two decades. Universities like ours that have chased misguided interpretations of trends, chased fads, gotten spooked by phantom prophecies of disaster are the ones that are suffering. The model for real universities are all around us. We could simply hire tenured faculty to teach classes, reduce class-sizes, and invest in academics instead of athletics. Well maybe someday will have a competent president and provost to do that. I guess we can all wish upon a star.

While I see the revenue opportunity this brings to campus, I also think there should be a focus on the development of our current staff. As some staff may not take advantage of advanced training, I believe it would benefit our workforce to mandate professional development training or incentivize their participation. Providing these trainings by way of a single PD office would be a great way to also market the available programs. Example: UA employees engage in trainings, share with community members and local business leaders and potentially leads to increased exposure/business for the office.

What would be the goal of this office? Adding more students in certificate enrollment, APTC courses, LSAT prep? What exactly are UA's "non-credit" offerings? I guess the fact that I have been here 15+ years and struggle to answer these questions myself would be a good first project for this office. The target demographic is presumably working adults, so please make sure the mission statement is clear and is broadcast through the right channels. Let's also make sure we are creating a culture on campus that encourages current employees to engage in additional training or advanced education. By that, I mean dept heads need to be flexible, when possible, so employees can take advantage of opportunities available. I have been very lucky with regard to my dept, but I know others who are not so lucky. Additionally, can we see some offerings after 5pm or on weekends? We have plenty of large open space at Quaker if we have to hold in-person courses. Having the campus not be a ghost-town on weekends would be a welcome side effect.

It sounds efficient, but the duties and processes should be carefully and strategically developed to target the precise markets that could benefit from this approach for non-credit education.

If this allows us to maximize our current resources and cut down on duplication of efforts/process then I am all for it.

We had it before and it worked very well for the most part.

This has not been brought up before to my knowledge - seems to come out of nowhere. This seems likely to be yet another instance where the University abruptly and without much thought sets out in a new direction, and then is forced to abandon it, or loses interest (e.g., vision 2020...). On the other hand, I think this topic is a promising idea that needs serious planning and thought if we are to pursue it. For example, the University of Akron Field Station already does a lot of outreach and environmental education for all ages, but not for credit or payment. We (I direct it) are interested in doing professional development classes but would need advice and assistance to grow those opportunities (e.g., classes on bird identification or wetland delineation).

What percentage of SCHs come from continuing ed? How stable has this been for the past decade or so? Since past behavior is the best predictor of future behavior, why do you think you can increase SCHs here? If you don't think that SCHs can be elevated here, then why is it the #3 priority?

I am not sure the purpose of this goal. It does not seem to be a priority from my perspective.

Please provide feedback on Priority 3: Investing in a single, one-stop prof...

I believe this is a necessary step to allow the University to offer an amazing service to the University and surrounding community. It would be wonderful to showcase our own faculty/staff through these efforts, to make CE options easier for the community, and to provide CEs that meet the needs of multiple professions. Having a one-stop office will help alleviate many of the current barriers to cross-unit collaboration as well. For instance, I have experienced barriers to offering CE events across units here on campus because the different CE units in different schools wanted different things (e.g. the title of the presentation).

Offer more programs. The fee will help revenue. Offer programs professionals either will or have to take in order to be licensed or have credentials. Students in the School of Education have to take and pass an OAE. The test is through a company named Pearson. Some students struggle to pass one, maybe two tests or cannot pass any at all. If they cannot pass one of the content exams the cannot student teach. Pearson offers students the opportunity to purchase expensive tutorial and test preparation products. Every student I have met that purchased the products said they do not cover material on the test. Our students and students from other universities call to see if we have a test preparation class. There are faculty in our school familiar with the tests and could provide them with help. If the classes are offered and are successful, many of the students in our school and even students from other universities may take the class generating income for the university.

I must admit, this priority was somewhat surprising because it has not been discussed during my tenure here. I think by focusing on this, we will attract more non-traditional students and expand our reach -- which will help our enrollment and our revenues -- so I think it is a good thing so long as we are staffed up and able to ensure priority #2 is baked into our efforts for executing priority #3.

Yes, but you need two things here: 1. A Professional and Continuing Ed Office for non-credit initiatives 2. A Professional Education office (or branch of the first office) that focuses on professionals who want to come back for specialized for-credit training including our certificate programs. Professionals who attempt to return to update their skills through for-credit degree certificates, post-bacc studies and graduate studies are fundamentally different than many traditional graduate students, adult focus students and continuing ed students. They have unique circumstances and needs. Right now, it is very difficult for professionals looking for specific skills and non-degree credit programs to navigate our system. That is a likely source of lost revenue.

I have no thoughts on this.

n/a

I have been with the University 13 years and I have worked in the non-credit office of Workforce Training Solutions. My co-worker and I would like to be involved in the discussion of where non-credit training fits in with the University. We have over 35 years experience in non-credit training.

This may be a bold task to complete in the short-term without doing significant market research to see what are the needs of community partners, corporations and the greater community.

In order to provide feed back on this priority I would need additional clarification and detail on what this entails.

For over 20 years I've worked in Workforce Training Solutions, which handles noncredit classes. Both my co-worker and I would like to be involved in any discussions regarding this initiative -- we bring over 35 years' experience with noncredit, and have been involved in many reorganizations and decentralizations scenarios.

I have not suggestions.

What engagement, if any, has been done with areas that are already involved in these activities? Is this a portal to the areas performing the activities, or a direct centralization of the activities? What defines success for this entity? How is the entity funded, particularly if it intends to draw a portion of the funds generated by the non-credit initiatives in place? Shouldn't all the areas that are doing these sorts of things have been engaged with a little bit prior to announcing this as 1 of 3 primary strategic directions? Are there at least plans to do so moving forward?

I have no experience with continuing-ed or non-credit classes, but it streamlines the process I support it provided it does so without making more paperwork.

Continuing education is needed for professional development and to meet professional licensure requirements. This has long been an area needed by the community. The University is the logical and most qualified provider of this product. Nurses are a market for continuing education products.

This makes sense.

Please provide feedback on Priority 3: Investing in a single, one-stop prof...

I'm too new. I have too little knowledge about this topic.

Will this office include developmental education courses? I think it should.

One major complaint I hear from undergrads who chose not to continue at UAkron from graduate studies, is Akron's failure to respond in a timely manner (sometimes not at all). Anything that will get students the information they need, should be supported.

My experience at other universities is that these programs are not financially sustainable and have often closed or reduced services. Based upon the university's current financial status, is this a risk that we're willing to take at this moment?

Dr. Harvey Sterns has direct institutional knowledge of the highly successful program from the 1970's programs directed by Rogers and Vegso. UA had an outstanding program that needs to be reborn.

This is an area for potential explosive growth if UA can put resources into a coordinated effort to promote what we have to offer. There are many areas of expertise which can be shared without the need for course credit and students are increasingly seeking certification in areas rather than additional degrees. The various offices/departments across campus currently offering these programs will not want to give up what they have established so the structure could be more like a co-op or a collaborative office with facilitators who help coordinate and market efforts of the various entities. This is critical because in many cases relationships with community stakeholders are already in place and they will expect to continue to work with the people they know and trust to provide the service. If the service improves they will obviously love that but if it declines because of a restructuring, we will probably lose ground with them.

This is a good idea. We need to show that we are invested in all students' futures beyond our institution.

Agree this should be priority 3

Expanding our thinking and offerings beyond the four-year undergraduate, master's and doctoral degrees is critical to meet the community's educational needs and enable the University to compete and thrive in the years ahead.

If this means consolidating offices to streamline operations and reduce cost, then this sounds like an excellent short term goal.

The thing is, we have a lot of resources at UA. We, as a university, need to communicate and visualize WHERE students can get this help. We don't need to waste money hiring more people to do what the wonderful career services department already does. Do you want to move people around into one specialized location on campus? OK, fine. Just make sure to COMMUNICATE THAT TO THE STUDENTS. Some students are young, lazy, and sometimes dependent. We can't blame them because we were also students once. We need to cater to them and all their tuition dollars we are receiving. They deserve that much.

With budget constraints, how is this a priority over current student success and other issues on campus? What market exists in this area to take advantage of non-credit initiatives. Maybe it is my own ignorance, but I don't understand the urgency with this as a priority. Sure, potential enrollment for future students of select certificate and academic programs may enroll but what's stopping academic units from creating something like that now? If it is pay, then have a pay structure around it as incentive for faculty members to teach it based on enrollment. If it is a potential revenue generator, please explain with evidence based practice/standards how that would happen. If we can't get stark state students to come here, what makes you think we could get people in a non-credit cont. ed option?

This also sounds like a very good idea--although it will put more pressure on staff of this office to have a much broader area of knowledge (e.g., not just business, health professions or engineering in isolation--all of them).

There is a case to be made that UA has to a significant extent been a technical school for the area--graduating lawyers, teachers, accountants, certified financial planners, nurses, allied health professionals, engineers, et al, who work in the community. Virtually all of those disciplines require continuing education to maintain licensure or certification. Trying to tap that market is a good idea. Centralization may or may not be helpful depending upon whether or not the centralized operation really understands the discipline and its continuing education idiosyncrasies. Moving the continuing education too far from the department, school, or college, may create entities that really don't interact well. Consider a centralized support mechanism for an ongoing continuing education program system that is a product of the native department, school, or college--several localized faces/points of contact that are supported by the one-stop shop on the back end. Local graduates may have a closer tie to the department, school, or college they attended than to some autonomous unified continuing education department/program. Having the graduates back to the department, school, or college for continuing education may present a sale opportunity for a graduate degree from that department, school, or college.

Please provide feedback on Priority 3: Investing in a single, one-stop prof...

in addition to priority 3, develop a centralized administrative infrastructure for generating new corporate partnerships, government support, and regional economic development.

-

What are the "non-credit initiatives" to which this refers?

I don't have enough knowledge on this issue, but I would think there are other priorities above this one. Not sure why the current system is not working. I'd like to see a push for President Miller to work with NEO corporations in encouraging their employees to get MBAs.

See #1

Continuing Education was a thriving, money-maker when it was given the staff and opportunities to create programs that the business community were interested in, in addition to creating programming that was of community interest. When the credit departments on campus became the owners of the non-credit courses the model failed. CE needs to be able to move swiftly to create courses when they are requested, perhaps bypassing the standard university model of proposals and the lengthy process for creating credit courses. CE can be a source of income to the university but only when given the freedom and staff to be responsive to the ever-changing needs of the business and greater communities.

Great idea-I think. Depends on what it would look like and how it was structured and supported.

Yes, this is very important to me it will allow technicians, tradesmen and staff professionals to further their education and advance in different careers.

Agreed.

Less than 10 years ago we had a non-credit program on main campus as well as at Wayne campus and that area was disbanded by former administration and reduced to a few individuals.

I have seen this happen at every institution I have worked at and it fails miserably. You have to hire a bunch of people to run it and the return on investment is never high. I would rather see us put this money into more adult learning.

It might make sense to include non-degree seeking students (i.e.: post-baccalaureate students, student just taking a class here and there, etc.) that are taking credits. There seems to be a large gap in resources for these students, specifically with academic advising and financial aid opportunities. Many of these students could matriculate into degree-seeking students if the proper supports are in place. Non-credit initiatives needs to include students auditing, programs hosted by/on campus, non-credit certification courses.

OK

it is not clear what that should be. any further investment into administration seems completely out of place at this point.

I'm not sure what this means. Do you mean for potential students to take classes that are non-credit? Or for faculty to continue developing their skills? I like the idea of a one-stop place to go to locate anything in the continuing education, professional development arena no matter who the clientele.

This is a great idea. I have had loads of students in the past that are confused by all the offices to go to for help. Having them consolidated into one area would be great.

Yes! This is a big market we can tap into. Even I would like to engage myself in professional and continuing education opportunities.

I have no opinion or knowledge of this area to comment.

I would also like to see how continuing education can positively affect the budget.

Please provide feedback on Priority 3: Investing in a single, one-stop prof...

This would be helpful. Also need support to continue for the EXL center in order to encourage growth of faculty in innovative ideas and incorporating experiential learning opportunities.

In concept it may be good. My preference is to learn more about the design overall.

I'm not quite sure as to how this would be different from the current UA Solutions department. What percentage of UA revenue comes from non-credit initiatives? I know that we have many conversations with businesses on creating training / pathways for their employees, but wouldn't that lead to academic credentials and not be considered non-credit? If moving forward with Priority 3, this needs to be clearly spelled out for the UA community as to why this is needed and placed as a top 3 priority.

When a program doesn't have to be for credit, but you can pay extra for credits, will this office facilitate the transfer of credit, or will they only be brought in when students elect the not-for-credit options?

A "Design Your Future" course or workshop could be offered through a professional and continuing education office since these are not bound by discipline, degree-type, or level of study. Offering a similar "Design Your Life" class through this office could offer students professional and personal development skills they could apply in all of their courses and after graduation. "Design Your Future" could serve as a recruitment tool for non-traditional students to take courses in a way that best fits their current lives and careers. This type of course could be attractive to anyone considering a new career path.

Identify and engage cloud-based software that will allow any professional and continuing ed to be "spun up" in a simple and comprehensive fashion. Use templates to drive acceptable models.

I have mixed feelings about this. I feel STRONGLY that simply reorganizing existing units isn't going to result in this office being successful. So it goes back to being willing to invest in this priority. If done right, I think this could be a resource for the community and would be a great addition to UA. There are many ideas across campus of ways we could support workforce development and offer continuing education. But I question if it needs to be done NOW vs other priorities.

Absolutely no! Do not focus on this, we had this program for numerous of years and we did not make money, doesn't help retention, graduation nor employment. This is NOT an area that anyone on campus should be working on as our region does not have the need. Our local schools and hospitals (professionals who might need CEU's) are offering programming in house. Please do your research at who you are trying to recruit of continuing ed, certificates, minors, non-credits programming - we do not have employers looking for this. This #3 needs to be focused on degree improvement, internships, co-ops, 2+2 offerings as we need students seeking degrees and students who actually stick to the plan. Too many great profession non-credit offerings all ready exists so lets focus on something new for us - like improved degree programs. Programs staffed by all full-timers, make it a goal to have no part timers and you will start getting more families chosing Akron!

This priority is the least important and should be very carefully thought out and needs much more faculty and staff input. A few years ago, we got rid of most associate degrees and certificates offered in the old Summit College and returning to offer certifications and continuing education is not what will attract students. Dumbing our campus down to an institution that is not focused on Bachelors and Graduate degrees will be a mistake. Most professionals are getting continuing education credits online through their professional organizations. Certifications for non-credit programming is not post-covid friendly with reduction on employers having funding. This one - stop plan is not what high schoolers are drawn towards. We are in a region saturated with institutions and it seems Akron wants to replicate what others are doing instead of creating strategy that is unique. Students barely have the ability to get through 4 year degrees and many are struggling with funding, do not offer professional certificates costing more tutition dollars but does not align wiht job placement.

Honestly, i do not even know what this means or is about. It sounds either like a slogan or a priority that comes out of a focus group.

I do not have an opinion here.

Do not invest in this type of programming. Not needed not sustainable snd not profitable Start state is the place for this not university. No return in investment with non credit programs. We are an affordable schools to help kids get degrees but somehow we are failing at that. We need to ficus on fixing our degrees, improving full professor to student ratios not continuing education. No hospital or business or school is investing in continuing education. Cheaply done at community college snd through online schools.

Please provide feedback on Priority 3: Investing in a single, one-stop prof...

Do not believe that Akron should be focused on non-credit programming. Our community needs the focus of degree qualified students NOT certificates or minors. Our community needs university degrees that students complete in 4 years and fuel our local economy. There are ZERO certificates that produce hireable individuals that will improve recruiting students. Need LESS certificates and LESS MINIRS. FOCUS on improving 4 year academic programs to try to catch up with Kent Cleveland and Youngstown as our city is falling short and Akron university is the root of the problem. One stop is working perfect at TriC amStark, Akron needs degrees not non-credit junk. Community colleges are doing this strategy please don't turn Akron into a community college

If we develop this plan, we should be sure that it does not have the net result of creating a larger administration.

I also do not fully understand what the committee is envisioning here with this goal. I would need more details on what the committee is thinking or envisions for students and alumni - or does this only concern alumni?

will this yield gains?

We need to focus on non-traditional students, including veterans, adults that want to complete their degrees, and also students with jobs/family issues.

Again, I have no idea what this means or why a student would choose Akron over Kent because we a "one-stop professional and continuing education office." Maybe a better priority would be to partner with local business to figure out what skills are in demand and how we could better prepare our students - what will give them the edge in the job market over a student from Cleve. St.?

What does "all non-credit" options mean? Will this include units such as the English Language Institute? ELI will best serve students if it remains with the International Center.

This priority is important to a students success and will positively impact our overall enrollment and help lower attrition.

What? Strategic Priority 3 does not resonate. I might guess this emphasis on non-credit initiatives is also about protecting and cultivating enrollment. If so, this may be a strategy underneath Priority 1 instead of a standalone. I would rather see a Strategic Priority investing in and shoring up its relationship with its faculty.

The need for jobs post-graduation has been ramped up by the complexities of the pandemic. I think this will be key in the long-term success in increasing enrollment.

Absolutely makes sense. Do it!

Concentrate on the students here who are paying the bills and taking the credits. Continuing education is becoming a main driver of who is enrolling but they aren't usually full time. Focus more on the full time students.

Great idea - I've seen this model at smaller schools and it seems to work well.

1. Involve International Center if these initiatives may include hosting international visitors (B-1/B-2) or vocational student visa holders (M-1). 2. Determine whether non-credit international travel (e.g., engineering competitions, service programs) will be primarily housed in this new office or continue with Education Abroad.

It would be helpful to offer staff/CP/academics self-improvement courses on topics like time management, project management, unconscious bias, and self-talk to calm themselves down. Students don't understand why the people they go to are so high strung all the time.

No this is not a university, but it is a money maker. this is technical and vocational school...if that is what you think should be a priority...fine...but don't make faculty part of that vision. having said that ...building paths from existing departments to the job market...that is lagging way behind at UA. in a university like the university of Chicago...they have internships way beyond the scope that UA offers...we offer a local community center to the arts...U of C offers NYC...we need help/people hired to make those opportunities happen. Our employment office offers a suit and resume and search engines...They are good people but they are not providing what these students really need to succeed and they cant...that is something the admin and faculty need to build...we need courses that connect industry to students and provide summer jobs...we are in the dark ages....even before covid this was an issue...there are models for this on campus...but mostly in engineering.

Please provide feedback on Priority 3: Investing in a single, one-stop prof...

This does not interest me, but I know there are many on campus who believe there are revenue streams here and by tapping into these we can also contribute to strengthening the regional economy and workforce. Done well, this may become something we could be proud of, but done poorly we risk looking like ITT Tech, damaging our brand, and undermining any sense of distinction based on the quality of the educational experience to be had at UA. This does not strike me as important enough for one of three top priorities.

Such an office developed fifty years ago in the then Evening College. When Evening College was closed in 1985 by Provost Frank Marini, the function became regularized in an office of Continuing Education headed by a Dean. In early 2000s under Provost Elizabeth Stroble that decanal office was folded into then-Summit College, and I gather its remnants are of such a low profile as not to be noticed today. The City of Akron struggles to find the point at UA to contact for Workforce Development. Do it!

All night and summer classes were cut and cut and cut until there were no offerings left. UA should absolutely be catering to non-traditional students in certifications (we barely offer any), professional development should be offered for actual course credit (other universities like Ashland U offer an option for this on PD for educators and as far as I know this is not a seamless process at UA), and intensive (one to two week) adult programming on interesting topics (nature, art, literature, etc.) would be of great interest to people living in NE Ohio. Many of the certifications we used to offer, like Environmental Education, are simply gone. Staff/faculty that could teach them are gone. Adding new, creative, timely ones seems untenable in this current state of affairs. Thank goodness for the EXL Center in filling some of these gaps in new and interesting curriculum.

Something similar used to exist on campus.

This priority should be devoted not only to professional education but to traditional degree programs as well. Therefore, it should be part of a strategic plan but should not be more important than general improvements to the educational mission of UA.

I'm finding this goal somewhat vague and therefore difficult to comment on. We have in the past had continuing education/workforce development units that were nearly dismantled and now are much less staffed as UABS/Workforce Training Solutions. I also think this overlaps with Career Center, EXL, co-op units across academic departments, advising, and testing (e.g. licensing, workforce dev) that already exist - not sure if this priority suggests creating yet another department; suggests a threat to those existing ones; or would be better served by collaboration between these units.

I'm afraid I don't know much about this priority.

Every unit and college has different needs and requirements in supporting non-credit initiatives. Although it is good and efficient to consolidate effort, it might be challenging to do so. Concrete implementation plans should be discussed and brought forward.

I'd need more information to assess what this really means. It seems like some colleges (like the professional schools of law, business, and/or engineering) might have more natural relationships with the local community and professionals, and would be better served by managing these initiatives in-house with leaders who have already established programs and ties that benefit the community.

COVID has done a number on all of our programs. Recent data reveal new international enrollments are down 43% as a result of the pandemic. However, even before the pandemic, the number of new international students arriving on American campuses was on the decline, with their attendance falling for the fourth year in a row in the fall of 2019. The decline has not been as high as the pandemic percentages, but it demonstrates the landscape of higher education is changing. Competition from other countries, improving educational options at home, and tougher visa and work restrictions have all undercut American higher education's attractiveness. So, too, has the political situation in the United States, although that could change with the new administration. The articles that I have read recently all point toward vamping up our online presence in the recruitment arena. Fifty-three percent of international students currently come from China and India. The question, do we compete with everyone else for these students or do we start tapping other countries? A single, one-stop office means that the Graduate School also needs to move to Simmons Hall and be absorbed into the umbrella of Student Services. By centralizing all student service units into Simmons (or another suitable location) we could strengthen our relationship and ultimately do a better job collaborating and integrating our efforts. These silos we have created need to be taken down. Our own student body is a natural talent pool for progression to Graduate School. The Graduate School is hidden on the 5th floor of Leigh Hall with little to no exposure to peek the interests of our current students.

Please provide feedback on Priority 3: Investing in a single, one-stop prof...

I don't think I even knew this existed. 1. Offer (or advertise more broadly) accent modification and English tutoring to students who want to be more understandable and fluent in English. Also, this could be a broader community-wide effort as the immigrant population in Akron increases. 2. Advertise how faculty can be involved in delivering non credit education. Is there a stipend for faculty who are looking for additional income? We all present, many of us internationally. Why aren't we encouraged and incentivized to do the same to local audiences. 3. Host conferences. This was done in Quaker Square a few years ago, and it was very well attended. Again, we have the expertise to offer high interest events. 4. Offer tutoring and mental health services to struggling children. We have a School of Education, Counseling, and Social Work. Why aren't we developing after school opportunities. These children are all off in the summer and available to come to campus. We could even form a summer camp through a collaboration with Sports Science, School of Education, Speech Pathology and Audiology, Counseling, Early Childhood Development, etc. 5. Kent State offers a post-secondary program for adults with mild-moderate disabilities (e.g., high-functioning autism, intellectual disabilities). Research has shown these students have the poorest employment outcomes after graduating high school. Why not create a similar functionally-based post-secondary program for young adults with disabilities who want to develop some vocational and independent living skills. How many dorm rooms go unused in the summer? This could be an intensive summer program.

I think centralization of this makes sense from a shared resource perspective as well as communication with larger organizations looking to coordinate offerings for their stakeholders, but I'm not sure on the scope of "all non-credit initiatives." Challenging to provide feedback on this element since this is unclear.

Ensuring that colleges and departments still have plenty of input - without feeling micromanaged by a cumbersome process at the university level that does not leave room for flexibility - will be key here.

What will this consolidation look like? What current "non-credit initiatives" will be brought together? Will professionals lose jobs due to the consolidation, or be asked to add more to their job description? Will there be an increase in pay for this?

I do not think this is as urgent to solve, but if it can be done without impacting other priorities, it could help generate revenue. We should either do something really well, or we should stop doing it. Currently, I think we look bad when we use outdated technology.

This priority confuses me, unless it is a revenue stream?

I do not believe that Priority 3 is of a greater priority than investing in the state of our facilities.

Excellent opportunity to reach out and establish relationships with local and regional businesses both small and large.

We used to have that... Rex did away with it.

no comment

This priority is difficult to assess for me. I recognize that I'm not on the committee and not privy to conversations and other priorities considered. Instinctively, continuing education seems like it would be low on my priority list given the challenges UA has faced. That said, I'm also not aware of the revenue generation continuing ed. provides or how much could be saved by this consolidation. So maybe providing additional context as to how this became a priority would be helpful?

I have no idea what this goal is about or who it is for? I did not know this was a need or a problem that needed to be addressed. I am thus surprised it is considered a priority? Perhaps more detail explanation is needed. I did not see items explained in the video or in the materials shared. Maybe I am missing something?

I am not sure why we are prioritizing this. Do we actually have enough professional development to make this a priority and is this really profitable enough? Feels out of left field. So many schools try this route, put a lot of resources (personnel) in it and it dies after a few years.

This is something UA has tried to achieve and failed on previously. Yes. Do this but do it well. Be efficient and avoid surface marketing in favor of straightforward service.

This suggestion is readily operational. It seems that, in the past, the resources devoted to this initiative have changed frequently. I was always surprised by how little professional and continuing education was offered by the university. I presume there were offerings in some of the colleges that were not offered through the continuing ed office but very little seemed to be offered through a unified effort. This should be a significant source of revenue to the university since (from what I understood) most of the instructors were paid minimally.

Please provide feedback on Priority 3: Investing in a single, one-stop prof...

I think that this is smart to consolidate these efforts to ensure a seamless operation and implementation of services for students and stakeholders.

That is a great priority! From the online education trends, we can see many OPM companies (online program managers) profits from online professional and continuing education. I am very proud that UA is working on this priority.

Too soon -- wait until life settles down after the pandemic. There is fierce competition in the world of non-credit education -- and we may need to double down on communicating the value of for-credit education to protect and grow our core revenue model, which is graduating students with degrees.

Um, really? Sure, this would be nice, but ranking Continuing Ed #3 on a list of short term goals far over-stresses the value this may have to the university and our community. Let's find something better to spend our limited time and money on, please.

Not sure what this means. Assume that this means combine all of the training and development classes/programs into one, such as the classes in Polsky? That makes sense so that it is clear of where to go. Also then you can build a model and be the best in the model.

Great idea. This can streamline this process better and hopefully cut down on bureaucracy.

Is this to be a revamped Adult Focus? I suppose I need more specific information to better comment on this.

Sounds like an untapped market and a very good idea. Online classes for continuing education would be fantastic. Can you imagine after a long day of work coming home and being able to continue your education? Babysitters and commute issues could be solved.

I feel like I would need to know more about the discussions behind this to understand why this is #3. do we have data that suggests continuing education is a significant portion of our net growth? is this just another way to invest in more online technical training like this: <https://www.uakron.edu/uabs/> I don't see a central location for transition from student to professional helpful in my program. there are some programs like resume counseling and handshake that our students really benefit from. however, our graphic design program faculty spend countless hours doing professional development in class, in mentoring, and through our review and portfolio preparation, culminating in our senior exhibition. we have a high placement rate and success with professional development. if that were to move to a central location it would severely hinder our students development into a professional career. I would whole-heartedly vote against this priority.

I support this idea as this will streamline the experience for those simply coming for continuing education. Going back to my feedback for priority #2, I encourage you not to duplicate any offices or services that already exist. If you create this office, it might be wise to eliminate Adult Focus, for example. Simply adding an additional office to our existing model would just duplicate preexisting services and make the student experience more confusing.

This is a good goal, as well. It is always good to have the departments that are serving the same population working together. It would be nice to have more communications so that the community is aware of the offerings.

I am not familiar with the current structure to discuss how consolidation of this outreach should be a priority or if this action would improve support for non-credit initiative. Thus, I refrain from commenting.

This is something that has been lacking for years and there has been tremendous lost opportunities. While i am fully supportive of this initiative a PD/CE office cannot be set up in a manner that stifles innovation. What needs to be done is have a office that serves as a clearinghouse for programs offered, allowing for coordination across colleges and taking advantages of economies of scale. Properly set up the clearinghouse can promote best practices as the colleges/programs can learn from what works and doesn't work. The clearing house will also make it easier to identify gaps in our offerings thus allowing us to more fully meet the needs of our stakeholders.

I have no idea what a non-credit initiative is. I'm guessing this is like a career center.... or area were undecided students can get some guidance on picking a major or get tutoring help maybe..... I really am not sure what this is.

Streamlining administration and consolidating redundant positions sounds promising. Adding more administrative positions would be terrible optics and harmful to morale.

Please provide feedback on Priority 3: Investing in a single, one-stop prof...

Well, if this is anything like the current version of the Institute for Teaching and Learning, save the university some money. This sounds more like the administration wants to encourage a general one-size-fits-all model and if one is knowledgeable about teaching and learning best practices, then one knows that is not a winning strategy.

Was unaware this was a top 3 priority for UA.

Agree.

I would like more information about this. I am not sure how this fits with the overall plan for the university.

I don't know if this would have risen as a top priority. It needs to be done, but I'm not sure it's the most important thing right now.

Yes, please!

This is not clear. What are non-credit initiatives? Sports? The rec center? Registered student organizations? What else?

The University of Akron had one of the best continuing education departments in Ohio. It was allowed to be made smaller and smaller over the last two decades. It had a Center for Lifelong Learning carried out with the Institute for Life-Span Development and Gerontology. It had many general interest courses and very specific training courses for business and industry. These were considered non-credit.

I agree.

I am not clear why this is listed as a priority.

Yes. Also creating a one-stop for professionals/educators who have to take continuing education classes to maintain their licenses. My spouse complains about this every time they have to sign up for courses. She reminds me that Kent State is easier to work with in their degree program.

I am in favor of any moves toward efficiency and streamlining in this area. It sounds like this change will benefit everyone in the University community.

I support this in theory. However, I wonder whether the purview of this office should be extended to some for-credit programs as well. For example, we might want to explore stackable certificates that could be converted to a degree. It would be helpful to have a central office charged with coordinating and marketing all such programs and providing support as needed to the colleges and academic departments who provide the content.

I support this idea, as long as it doesn't drain resources for support to for-credit students.

Not exactly sure to what this refers. Is this continuing and professional education for faculty/staff? If so, yes, consolidating and streamlining efforts would improve productivity and eliminate duplication.

This is a good idea, and is linked to Priority 1.

This is something that has been discussed in the public square for a long time. I have to keep repeating myself, however, and ask for a more detailed account of what this means. Otherwise it is pointless to ask for feedback.

Item 3 should include simultaneously investing in marketing to improve enrollment in the existing professional and continuing education programs currently operating on campus. This will allow for a short-term increase in revenue from the existing programs while you are trying to streamline the process with the new office. This also allows a "running start" for the new office.

Very important - probably the biggest opportunity we have in the short term for net new revenue generation.

Doesn't this exist with UA Solutions? Are we talking about reinvesting staffing and marketing our services more broadly?

Please provide feedback on Priority 3: Investing in a single, one-stop prof...

Excellent and must consider also new terminology and methods of delivery Executive education Certificates Stackable certificates

Yes! This is important and will make navigating the University easier!

This makes a lot of sense to me, for non-credit programs such as training in computers, etc., however, I ask next: what about programs such as Law or Education or health professions which require continuing education credits for retaining licenses?

I love this idea and think it will increase not only enrollment/tuition but make us unique as a university during the pandemic.

I'm not sure I understand what this is--are non credit initiatives like...student life? Is it training for area companies/ people? is this combining career services with adult advising? I like the sound of one stop shop Is this also including advising for CCP students? no feedback, wish I knew what it was, but it sounds like it might be fine?

That could really be helpful. Most of us have just been on our own trying to put together and promote trainings, seminars, and other non-credit initiatives that link the university with the community and provide needed training. It would be great to have more institutional support.

No.

Not long ago under a previous president, we spent a pretty penny re-creating an International Programs Office with the goal of enrolling more international students. None of the enrollment goals were ever met and the office remains artificially bloated compared to the students served. One would hope that is not repeated here. The group has not clearly articulated the need for such a one-stop professional/continuing education office. It is very unclear what the group is defining as a "non-credit initiatives". What benchmarking has been completed with other institutions for this "office"? In theory what revenue would this office bring in?

This does not mean so much as assuring that students are well served in their credit-earning classes.

Frankly, I don't understand what good this will do now, short-term, or long-term when there are much more pressing needs.

?? didn't the university have such an office before? (probably before you got rid of Summit College, if it was a part of that, but I think even before that UA had a Continuing Education and Evening College). Here, again, it seems the university was not using long-range planning in earlier decisions. We have circled back to a continuing education office. Also, you should probably share what you mean by 'non-credit initiatives' - the mind reels with possibilities, and many of them are not what many would consider worthwhile, or academic, ...

This sounds like more overhead. Why not do this inside colleges?

That was the model used many years ago and it did not work. Let each unit handle its own offerings and retain the profit they earn for use within the center/dept./college. That is an entrepreneurial approach. A centralized model is not likely to succeed.

I don't think this is as viable of an option for meaningful revenue generation or focus of effort and resources. At most it is an ancillary function of the university in the great community, but not the top priority. It is find to consolidate and coordinate to make it more efficient and marketable, but I would not say at all in the top group of priorities.

An excellent idea - we must be competitive in price for this type of continuing education. Many other local universities do this far better than we do

consolidate certificate
offering professional
community priority revenue
faculty office credit great class
campus don't akron initiative
effort area uua 3 work staff resources
university student make school
department continue idea support
service plan degree program college offer create
good development focus market
training opportunity course
academic

Q14 - What additional feedback or suggestions would you like to share with the UPG, including short-term priorities we should consider?

What additional feedback or suggestions would you like to share with the UP..

First, we need to be flexible and nimble. Let's not be afraid to try new things, even if they "aren't the way we've done them before." How can we innovate? Can we make it easier for students to enroll? What can we do to reduce friction? If something doesn't work, we can't be afraid to try something new. Something that doesn't work isn't a waste. At the very least, we've learned what doesn't work and can try something new. Or, maybe something just needs tweaks. We can't be afraid of doing something because it makes us uncomfortable (e.g. how many of our faculty feel about teaching online) or because we've never done it before. Let's be bold. Second, listen to the campus community. There are lots of great ideas amongst faculty, staff, students and contract professionals. In the past, we've ignored the ideas of people on campus in favor of external consultants with little vested interest in longterm success. I'd love to see us pull more from industry and really make use in cross-functional teams. The person who's cleaning the buildings overnight or serving food is sure to have some great ideas and bring a different perspective than a tenured faculty or administrator who's been here for 20+ years. This current planning group seems closer to that idea than most groups I've seen on this campus in the past and is refreshing to see. In regards to UAkron Online and courses in general, we talk about the Akron Advantage. It seems to me that is focused on financials. What if the Akron Advantage is that every course will have a great experience and will be clearly setup? Sometimes one course in a department can be amazing and another can be the opposite. I think we can go a long way to improving student success if students don't need to take the time to figure out how a particular class is organized or what technology it might be using.

As an employee of UA, I understand our focus and goals are based on providing a public education for all enrolled and want to receive an education.. However, after the last five years, of seeing a good amount of turmoil, to include pay-cuts, staff reductions and increased health insurance (primary for contract professionals), I think we need to focus on improving staff morale. It is very low and in need of attention. Without strong morale, it will be very difficult to accomplish your three priorities. We do not foster or develop opportunities for non-teaching employees. It would be nice to see a priority focused on this unit, especially for woman. There are few woman in leadership positions.

Thank you

n/a

When all the details of both the long and short term priorities are confirmed, I feel that we need to make an effort to get this information out as widely as possible to continue relationship and community building both on and off campus.

We must do a better job of communicating our story and sharing this. Attention and curiosity are the new currency for prospective students. Can we get them interested to learn more about our story? Our web site, social media, digital, YouTube and story telling have to be exceptional. If additional resources are needed, they must be budgeted and found. We need marketing plans that are different and don't look like competitors.

International Student Growth, Outside of Ohio Student Growth, and Graduate and Doctorate Student Growth are areas that should be prioritized. Innovative Graduate Assistantships need to be reimplemented which provide benefits for the students as well as benefit the universities budget.

So many initiatives at UA start with a lot of energy and go nowhere, and this is especially true during the most recent, turbulent 5-10 years. UA needs focus and stability and to prove that we are here to stay the course! (Remember staying the course? Another initiative from the past that used a lot of paper and was never heard of again.)

The university has a massive real estate footprint and a dwindling enrollment. Some of this could be sold off entirely to put the university in a better financial position. Polsky is half empty and could be remodeled into a business park that could house offices of graduates of the law school or other departments, i.e. accounting and or financial planning.

No

what a weird year, seems like a very difficult job to figure out priorities.

I think that a period of growth to build confidence and dedication in the remaining community of on-campus support needs to be evaluated and built upon before the community at large or within will feel the sense of pride that this university once stood for in the community.

What additional feedback or suggestions would you like to share with the UP..

Please consider checking into the salaries that the University offers for CPs, staffs etc. You are asking for these degrees but it doesn't match the salaries that you are offering.

Please include as many specifics as possible in future communications. Thank you for your commitment to this important work!

Doing research to find fair compensation, in-line with the industry standard, for UA employees.

COMMUNICATION is needed. UA needs communication from the TOP all the time. Where has the communication been the entire pandemic????????

A focus on enhancing UA's reputation and confidence in the University by members of the community seems as though it should be a top priority. I'm not sure if this is an appropriate focus for this group, but there are a lot of long-time dedicated UA employees who have faced significant challenges/frustrations related to budgetary cuts, fewer colleagues to do the same or more work, generally reduced staffing across campus, personal salary cuts, increased benefit expenses, etc. Some sort of recognition and appreciation for their dedication and commitment to the University might go a long way in improving employee morale. It seems to me that to provide the optimal experience for students and external constituencies, it should be a priority to foster a strong culture of loyalty and pride in the University from its employees.

Please ensure that administrators at all levels act according to the university rules and ethical codes of conduct without favoritism to their pet supporters. It is commonly known that some do not pay any attention to these guidelines and blatantly violate university rules. Without this, all other goals and priorities may prove to be futile.

Short-term priorities is in itself a welcomed approach. Nothing lasts forever!

Years ago, when I first came to work at UA, there was such a strong sense of community and pride among the various departments and those who worked here. Over the past decade, this seems to have diminished. There are fewer faculty and support staff members, and even fewer departments than previously, in part due to shrinking enrollment numbers. While we must be good stewards of the funds that are available and make thoughtful decisions about their use, we should be mindful that real people fill these positions, and they each have a life, struggles, and responsibilities outside of UA. We must also provide services to support these faculty and staff members, so that the student mission can likewise be supported. Each area affects the other.

Faculty and staff morale is critical. The required social capital for this project not longer exists between the administration and the staff and faculty. The administration needs to build trust between all parties (specifically between the administration, the staff, the faculty, the unions, and the faculty senate). Consistency in behavior to the faculty and stability in administration is also important.

I would advocate that the University prioritize, demonstrate, and communicate its commitment to the Strategic Working Group's vision in October 2020. There has never been a greater need to effectively articulate the benefits of a college education to a non-traditional audience in a post-pandemic climate.

I realize change is needed and necessary to keep UA afloat. However, as a faculty member there should be a coordination of the changes being made campus wide. Here are a few examples; 1. UA eliminated @zips email addresses for students. Faculty was unaware of this change until the first week of classes. The zips addresses helped identify if an email was from faculty or students. What a shame. 2. Teams was thrown at us and we were told to use it. I know training opportunities are available but did this have to happen in the middle of the pandemic when we have so much additional work to do? I don't have time to do all this training. 3. We were told to pick up headsets. No easy to read explanation of how to use them was given. I gave mine back. Again, they decided to eliminate office telephones. Fine, but did it have to happen at the beginning of the semester? 4. Now we are supposed to move things off our school storage sites (H Drive) and move everything to Teams. They want this done before the end of the semester. Really? Does anyone have any idea how much stuff is on those drives? Does this have to happen right now? Thanks for asking

Much of the top 3 initial priorities come down to HR and Marketing - both internally and publicly. Sharing of clear information and marketing a positive message will be key. I also feel that better use can be made of our incredible alumni in this regard.

Clean up the whole university. The bricks look like a war zone. The side walks are trip hazard s. We make a bad first impression. The bums standing by the road begging throwing trash, relieving themselves makes a good first impression. I would ashamed to bring someone to my house if it looked like The University of AKRON. You should be also.

What additional feedback or suggestions would you like to share with the UP..

Again I'm filling out the survey thinking why the hell should I bother. I've been here for two decades do you have any idea how many surveys I filled out. Do you have any idea how many meetings I have attended? Do you have any idea how many Townhall meetings board meetings faculty senate meetings I have gone to? Do you have any idea how frustrating it is that the faculty have told you over and over and over and over and over and over and over again what we need to do and the administration just ignores us? The faculty keep getting older and that means they are more and more disconnected from cutting edge research. In all of our fields research is changing at lightning speed. Unless we make a tremendous effort to hire literally hundreds of newly minted PhD's we will fall further and further behind the other research universities in the area. That means we will have a harder time getting grants and we will have a harder time attracting talented students. Adjuncts and professors of practice don't conduct research and as a result they cannot develop new innovative programs they can attract grant money and they can attract talented graduate students. The curriculum is become a fossil. Students who come here will not be exposed to cutting-edge research and ideas and therefore they will be weaker on the job market compared to their fellow student to go to other universities. A young diverse faculty connected to the most technologically cutting-edge research could attract students from all over the world and especially the best and brightest students in Ohio. But I'm sorry I digress. Football, football that's why they come here. I mean, it explains why they all wear their Ohio State sweatshirts to class.

Additional short-term priorities that support the three priorities: Central advising to create consistency across campus for the student experience. Each unit seems to function differently in their approach - this lack of consistency means different majors experience different levels of support. Robust, mandatory HR training that properly onboards new employees in a manner which emphasizes the important role every staff/faculty member plays in supporting the student experience. Having hired a few staff in recent years, it is unfortunate that there is not a mandatory onboarding program for our staff/faculty - this is a missed opportunity to share valuable resources and lay an important groundwork for our new Zips. Regular training opportunities for staff/faculty to explore new methods of teaching and interacting with students. Consider reduced/free professional development training, offered through workforce development, for UA staff/faculty members. Many of these trainings are highly desirable however with limited/no PD budgets we are not able to develop staff skills. Over time, we may find that our staff are "behind the times" due to lack of ongoing training and development. While priority 3 focuses on continuing ed and PD, the development programs office was minimized in recent reductions. This caused a severe headache for many units in Fall 2020 and most importantly, many students were effected. If this area is not being reviewed for additional support, I think it is a necessity given our institutional priorities for enrollment standards and providing opportunity for new Zips. While we have content experts across campus, I think we often stand in our own way to advance our institution. Especially amid difficult times, people will pull their area responsibilities close to protect their staff. Given the pandemic, I think we need to evaluate workforce placement in roles across campus. As so many units have functioned 100% remote, do we have the right amount of staff in the right offices to truly affect change? Are some units overstaffed...especially if we are considering continued remote or hybrid work options? While this is a difficult analysis, and would need to be completed quickly, I think we would be missing an opportunity to evaluate unit effectiveness and efficiency during this time.

Where is the community outreach? Where is UA putting its best foot forward and making its presence known in the community? I know its a pandemic and things are limited, but there are plenty of opportunities past and future where UA could have been part of making a difference in the community. Make a difference day is great, and those involved do an amazing job; and Serve Akron is also a hidden gem, but why not go bigger? Perhaps, offer a credit course as part of Serve Akron or Make a difference day. Survey the current campus community and see if such a course or an alternate similar course(s) should be part of graduation requirements. I believe the goal of the 1 cr physical education requirement was / is to recognize the "body" as well as the academic "mind" as one in the same and a worthwhile pursuit for all students. Why not mind, body, and spirit? We have co-ops and internships designed to get students out into the "real world" to learn and experience new things. Why not add a venture out into the world to help our communities? Several colleges / schools within UA seems to have select opportunities / programs currently; let's draw on those ideas, nurture them, and expand them to all students, employees, and alumni on campus and beyond. Community health, community housing, racial injustice, environmental health, political activism; look for the positive, impactful opportunities and make them available to everyone within UA's community. This can also a way to help with the recent pandemic induced feelings of isolation so many of us are experiencing; a profound disconnect from each other and our neighbors. Talking heads on a zoom meeting will never replace working side by side with each other and helping those in need. We need to reconnect, as a university, as a community, and as a country. Its time for UA to show the world how's its done.

N/A

Hire more financial aid advisors and ask them to teach student how to maximize their financial aid and what to watch out for. Market to Adult students, new, returning, and adding a degree.

I am concerned that these priorities are hasty and not well thought out. (as mentioned above). I think it is important that there be more careful planning for any changes (witness the five star friday problems that took an enormous amount of time and effort to overcome because of the hasty rollout). I think the spirit of these suggestions is admirable, but i am very concerned about execution and unexpected consequences.

Work on building substance not illusions of substance.

Improving employee moral should be a priority. Many people have been affected by the loss of colleagues and increased workload.

Thank you for your work to help improve our University!

What additional feedback or suggestions would you like to share with the UP..

I am familiar with higher level administration being fully reimbursed for all travel expenses, some memberships/associations, cell phone service, etc. Limit the amount reimbursed. The university pays half and the administrator pays half. Some of the amount is probably reimbursable through taxes. Each college, school or department has an employee overseeing the budget. Carefully review the budgets and determine where items can be eliminated. If an outside vendor is used and the service can be done on campus, get rid of it. I am happy to see Microsoft Teams is used for the phone services and money was saved. I heard Microsoft Forms is being tested to replace Qualtrics. Are there any other software programs or equipment that can be eliminated and replaced by something as effective, but less costly?

Staff up to allow us to be successful. If there is capacity among some departments to take on more responsibilities, assign those responsibilities. However, it is likely we will need to provide human and other resources in order to tackle the above.

Faculty and staff who feel safe, secure and motivated are going to do the best job of helping students feel satisfied and well-educated. Faculty and staff excelling at what they do control (not enrollment) and being rewarded for it, will eventually lead to better morale, better word of mouth for the university, and eventually enrollment. Faculty who are invested in and who are part of the conversation about how to invest and move forward will innovate and develop more attractive programs. The University has divested and divested via APR and the RIF. Even units that received investments were still cut during the RIF. It is possible that the damage to morale is irreversible, but I would like to think that it isn't. UA Administration needs to assume complete personal responsibility for enrollment. If the faculty and staff are held accountable for persistence, that's one thing, but most programs in the largest colleges do not directly recruit, nor do they have resources to do so. Administration needs to solve the enrollment puzzle. If it means engaging units in recruitment they haven't done by providing them resources, ok, but otherwise, enrollment should not be the burden of individuals who cannot practically impact it. There are several schools and departments who have come forward with ideas for new programs, new activities and new offerings that have not been able to execute them because they were either told no outright, or they were shuffled aside by associate dean-level leadership. The new university president, as well as the Deans of the colleges should ask for presentations on areas for prospective growth with in units and should revisit some of the good ideas that have been left by the wayside.

Really look hard at the cuts the UA has made. If you are concerned about students, help provide answers on why decisions were made. Also, look at positive ways to engage the community.

Many of the other large public universities in our area leverage their regional campuses very well. Check out this advertisement from Ohio State as an example. Kent State also has a "one university" model. Incorporation of the regionals at the strategic planning level of the university will help us develop stronger and more robust connections structurally and at the community level. See OSU's One Ohio State <https://www.osu.edu/acrossthestate.html>

n/a

I am glad to see the mission of the University returning to providing access to and serving Akron and the NE Ohio region.

In negotiation with the CWA union regarding union positions at UA, if at all possible, please try to prioritize union accountability and union employee accountability. In order to better implement the UPG priorities, specifically #1 and #2 , ALL employees must be accountable to deliver a better level of student well being and student satisfaction. Not all of our employees will be motivated internally or externally to provide a higher quality of service unless without both positive and negative motivators in addition to those already in place.

I think Priority 1 is most important, to allow UA to get back on its financial feet. Priority 2 might help increase enrollment also. Generally, I believe we need a longer-term Strategic Planning process that will allow us to ask ourselves how we want to be "seen" moving forward. Our previous goal was to grow substantially - possibly getting to 40K students - and to be the "premier research university of northeast Ohio." Now we are talking about a University half that size. Are we still aspiring to be the "premier research university of northeast Ohio"? If not, what are we aspiring to be? How important is research/scholarship relative to basic student instruction? How important is graduate instruction at UA moving forward? Are we assuming that all units on campus will be aspiring to the same goals? If not, what are the diverse ways that different units may "sell themselves"? Such a Strategic Plan would be a more traditional plan than what has been currently envisioned. I understand the need to "stabilize" UA, and thus this short-term SP is warranted. However, we cannot go too long without a larger vision, and since the Vision 2020 is clearly no longer in place, we really need something of that nature to replace it that we can all rally around to move UA forward.

What happened to the vision of an urban research institution? Where does that fit in now? Not all that long ago, a strong research portfolio was a key differentiator of us over many other Ohio institutions. Are there any thoughts around how ORA and / or UARF are working now and what might be improved? From my vantage point, significant structural changes were initiated last summer but have not run their course. In the meantime, some are left trying to navigate those changes without support. I operate somewhere between exactly how it always was and trying to take steps without guidance to accomplish the intent of the merges. If there's to be any significant benefit to what happened last summer, then lets finish the integrations.

I appreciate the work that you've done! This is important for our collective future at UA.

What additional feedback or suggestions would you like to share with the UP..

There needs to be an emphasis on mental health support, while that does not save money in the short term, it does help both students and employees in the long term and can contribute to student retention and overall improved services (classroom included) for students. I have not needed this (yet) and therefore do not know all the university is doing for mental health support, but I have had students and colleagues who could benefit with greater support.

I would like to see the Administration and the Union develop a better relationship. The recent conflict did not help anyone. Also, it is time to stop paying former presidents. Exactly how much money are we going to continue to pay Proenza. Enough is enough. We had faculty let go while paying him a ridiculous amount of money. The Board has got to figure out how to find some common sense and do what is right for everyone, not just one person. I think President Miller should insist on this. With the budget the way it is, we should not be wasting money paying someone who is doing nothing for students.

Perhaps it's just the course-topic I teach, but I see nearly zero race diversity in my classes. I teach 2 courses. I'm fairly certain I do not have a Black student on either roster. Unfortunate. My uncertainty arises because both courses are conducted 100% online, and not all students post photos on their student profile.

As we make any changes, I think we need to include community input and make it clear that we have. Our reputation in the community could use a boost.

While I think a student enrollment budget model is absolutely important, I think there also needs to be a focus on employee well-being, motivation, and retention. We need to make the university a place where students, faculty, and staff all want to be and are proud to be. I have watched the workplace morale dwindle since my time starting here at UA, and it makes me very sad. UA can be a place for students and employees to thrive, but we have to work together to make it that way.

These seem like a good start. I have not had time to ponder what might be good other than my ongoing support for developing carefully crafted undergraduate and graduate stackable certificates. Students can use them for professional development, but which may eventually be bundled together to support a degree path.

It seems, due to the pandemic, nontraditional students are on the rise (perhaps it's just the case in my current classes). It is remarkably difficult to have class discussions with both young CCP students and 30+ year olds. The class isn't really designed for the age gap. I have heard from both sides that they feel uncomfortable expressing their views because they do not think they will be "heard" without prejudice. Are there classes specifically tailored to nontraditional adult students, who are still completing their undergraduate courses? Is there a way to bridge this gap successfully?

In the short term: 1. I would begin discussions about dropping Akron's athletic designation to the 1AA level. The university can still take part in large payday games while becoming more competitive at the FBS level. I think this would be beneficial in recruiting, fan participation and overall student enrollment. I believe the Mount Union approach to building their university around their athletic success. 2. Dome the current football stadium to increase use. While this short term goal may sound outrageous, consider the positive implications for students, outside fans and year round multi-use functions. I am attempting to keep these comments brief, but can be contacted through my university email or at 330-701-7320 if you would like any further elaboration.

Consider mandating cameras on during online lectures - might help improve attendance and engagement.

As of 2/23, the video link is not working and says it's been removed by the uploader. As a contract professional, I do not feel valued in this organization and at this university. Yet, we are the ones "essential" to the University for constant delivery of services each day. The student experience has been forgotten about in addition to the ones who work hard to deliver it. Being told to be thankful for a job is literally what administrators have told contract employees. Morale of this university was already extremely low before the pandemic and I can't see it getting worse honestly. There has been so much media coverage on the faculty arbitration that other non-faculty positions have been swept to the side. This includes promotional opportunities that were in place before the pandemic as well as future opportunities that are not going to be available due to "budgetary" constraints. I truly feel for my own professional growth and career development, I should seek other employment. Part of the problem is that leadership also agrees with that and at the end of the day, the revolving door of contract professionals will leave a mark on the daily services that students use. If you want to fix morale for contract professionals who are usually the ones who provide an immediate response to campus/student problems, prioritize us and make opportunities fair across the university for different levels of employees for hiring, promotions, etc.

- 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. - Increase interdisciplinary degrees, certificates, activities and initiatives across campus to enhance academic distinctiveness, meet student demand, and generate new revenues. Idea...Start with past documents from UA's Interdisciplinary Council to create a functional administrative infrastructure to support interdisciplinary programs.

What additional feedback or suggestions would you like to share with the UP..

Remove graduate assistantships and graduate student employment to HR. These are HR related. There are enough layers of bureaucracy in the institution already. HR can manage this function, as well, if not better than it currently is. This would save the cost of salary/benefits, adds impartiality to a process that currently has little integrity, and provides better service to the campus community.

-

Other universities have the provost calling potential incoming students or students who are not coming back. Not sure if our uppermanagement is involved with retention efforts.

A better understanding of our direction, goals, and identity will help us to determine priorities. In the immediate future, we have a lot of bad PR to overcome, some of which has been perpetuated by our own employees and at the expense of other employees. Conditions need to improve for non-bargaining unit employees, who are feeling like they're one step from being removed without any kind of safety net or discussion about their value at UA. There's still a fair amount of healing that needs to be done from the previous 2 rounds of Reduction of Force / Layoffs.

Please be careful. I have heard that those who are contemplating work from home opportunities to continue are of the mind that those individuals should be paid less than those who are coming to campus. The job is the job. There should be no discrepancy in pay if both individuals are doing their work as they should.

With the minim wage dur to increase campus pay grade will need to meet the competition.

Efforts need to be put into place for growing research activities. Research has been minimized by cuts to faculty, increased teaching loads, reductions of graduate students due to stagnant TA budgets over the past 20 yrs and a lack of international students over the past 4 yrs. I realize these comments are not necessarily related to short-term issues, but I wasn't sure if this survey continued on a second page and feel it is important to note.

We need to put resources into our web site, SEO, ad words, etc. This is our gateway and we do not have the appropriate resources to make it as good as it needs to be.

Faculty and staff morale and retention. Faculty and staff are overwhelmed and burnt out due to the pandemic and layoffs. This is reflected in the quality of courses and student services.

The printing mechanism on this campus is too complicated and prone to breaking down. Can we get something simpler? It is making the students angry and they are taking it out on the staff.

A lot of people were encouraging on-line learning around here for the last several years. I think we have learned that online learning is NOT for everyone, and that students miss out on so much when they are not together in a cooperative learning environment. Also I think we learned that some student need online courses to obtain their goals. Hopefully we will now find a balance between the two

rehire the faculty that were laid off. offer a just severance payment to those who want to stay away. reconsider the real effects on programs that the cuts had. take measures to acknowledge and carry their work further. develop a real strategy beyond money considering values that should be followed instead of short term patches.

How about increasing faculty support. Improved computers, more tech classrooms, more faculty to teach classes and having faculty teaching be 3/3 load--that will allow faculty to develop new courses, improve current courses and more contact time with students who are struggling. Allowing faculty release time for course development, student contact is the one area that will likely see almost immediate gains in retention.

I think great strides have been made to improve the relationships across campus. Thank you to everyone for their hard work.

One should look beyond academic boundaries to explore revenues. Do we only have to be a teaching or/and research school? Could we be a consulting enterprise to service our neighboring industries? The trend of globalization and an interconnected world remains intact.

Since we are in a zero-sum game, we need rules to decide how reallocation is going to happen. What do we need to save even though it does not make money, and what do we need to invest in because that is the only way out? Everybody needs to know what those rules are.

What additional feedback or suggestions would you like to share with the UP..

I think these are crucial so great job!

Thank you for your dedication to this process.

This is not an easy task. So I do want to express my appreciation and gratitude for the hard work that I know is going into sustaining our institution. My hope is that we can move quickly and decisively to address the challenges we face.

These priorities were confusing. While your video explained who and when the priorities were developed, there was no explanation or examples of what the priorities actually are fully. It was hard to give feedback, because even though I think I figured out what each priority statement might mean, I'm also not sure what kind of feedback you are looking for. Was the feedback I provided too specific of an example, or not specific enough? Or did you not need any examples of how we interpreted the priorities, but instead were looking for a different kind of commentary? Unclear.

If the committee is interested, I'm happy to share how a design thinking initiative can support UPG's Priorities 2 and 3. It is a low-risk, low-cost way to help students succeed by giving them tools to solve problems and increase empathy and resilience. The turn-around time for data can be relatively short while still offering opportunities for long-term growth. Heather Braun, hbraun@uakron.edu

Short-term, I think we need to address our university mission - we have strayed so far away from the place I thought I was coming to that I don't even know what our mission is anymore. Do we do research? We have no research infrastructure or support for research and we narrowly define the kinds of research we do. Do we exist to serve Akron? We have no infrastructure to support diverse and underrepresented students and faculty and seemingly no plans to do so. Do we now cater to adult students and continuing education? Is that what this one-stop shop is? Where do those folks exist? I am confused because the planning process that was underway doesn't seem to be represented here in these priorities. Where is the commitment to Akron? Where is UA being an "anchor institution"? Where are the things that make us unique - our interdisciplinary and community-engaged work - highlighted in the short-term goals? These may be longer term, and coming, but it's just confusing to evaluate these short-term priorities without being able to see how they connect to a longer term strategy.

these priorities really need revision post-covid. We need to really be looking for priorities that places Akron back on the map as a school with strong programs. Right now families visit then visit other Ohio schools and choose them over us. would like to see data on how many students that come to Akron are paying full price. So many tell us that they only chose Akron because of the scholarship money or free Akron Public tuition and this philosophy is not helping Akron. We need improved degrees, we need improved professors then we will get students. Right now we are the cheaper version of other Ohio schools. What will happen with all the instructors who are teaching courses that are not in their original program? We have so many degrees cut but still have faculty and they are only teaching gen eds Miller and admin need to consider fixing the budget mess that the Beacon journal has reported. Force Majeure in August and now in February we have a surplus. Miller needs to fix our image, reinstate a few RIF, and help our city learn to trust what is really happening. Changing the perspectives people have of us is the first step. Working through the Re-org is the next step. Replacing vacant positions needs to be immediately. then the planning group can revisit priorities. Associate degrees focus Bachelor degrees focus Graduate focus Just pick a small few, build the programs up then try some of these ideas later.

Living in our community suburbs it is clear that Akron has broken relationships with our community with families choosing other local state schools over Akron. Short term we need to find our focus and eliminate duplicate academic programs that are offered at our neighboring schools. The time is now, enrollment is lower and we have lost many key faculty to forced retirement and RIF so now is the time to decide focus areas and strong identity. The planning group needs to evaluate Bowling Green, Cleveland, Youngstown and Kent at what is working and then look at our campus and decide what are we doing better (Business and Engineering and Polymers) Disinvestment is okay to do when we know we cannot compete, we have not recruited professors over the past 5 years and many of our programs have crumbled- let's use this the time to downsize them and improve, grow and invest in others. In our program we have identified Arts & Sciences (Education, Philosophy, History, Ethics, Physics, Biology, Music, Dance, Theatre, Foreign languages) Health Professions (Counseling, Social Work, Exercise Science, Respiratory), Law school needs to permanently partner with Cleveland to stay afloat, all graduate programs have fizzled, Wayne College needs to close down. Invest in Engineering, Polymer, Chemistry, Business, Nursing - others need to go and we can recruit students directly into core strengths rather than the current mess of degrees that are not thriving. Return school chairs/directors back to faculty to help with teaching and let the Asst Deans contact program faculty directly. Less administrators would be VERY helping given the ease of online communication, less middle-man to improve the outcome of teaching.

To my mind, our strategic planning process has ignored the elephant in the room for years (so this is not a ding on the current group, or their efforts and findings)...I am trying to understand why we continually ignore the idea that "Culture eats strategy for breakfast" (attributed to Peter Drucker). Strategic plan is important, but so is other work that needs to happen at the same time and with the same level of intention and conspicuousness. How do we plan to identify and deal with the cultural damage that has been experienced by our university? The best strategic plan in the world will not, by itself, motivate people to execute on it. Where is the plan and planning that addresses leadership and organizational behavior malfunction that is systemic? Where is the energy, ideas and process that address this? A disillusioned, exhausted, cynical, and paranoid team cannot make even the most perfect plan work. Nobody is talking about this. Nobody has proposed a process or a team to address it. Why? It is at least an equal, if not preeminent partner to strategy.

What additional feedback or suggestions would you like to share with the UP..

I personally feel a better overall priority would be to define exactly what we want The University of Akron now to be. Who are we, who are we trying to serve, what are we going to be known for, what are our strengths? how can we take advantage of the local resources such as in the area of healthcare? There are 3 hospital systems within a 3 mile radius, but we are not a hub of outward collaborations like other universities with health systems in their backyards. Why not PT/PA - although it is late to be in the game Why not health informatics

Clean up cut programs from 2 years ago with incentives to buy those faculty. Too many have 'realigned' themselves into new academic programs on campus lowering our quality. Incentive for buy outs and get new blood hired in academics. Reduce staff positions as covid has taught us professors can do more without admin staff. Rehire a few RIF back as many are simply too quality to be let go Figure out out key areas of investment such as polymers and engineering we are good that focus on it. Let go of health degrees, arts and education as other local colleges we shouldn't be competing with them. Let's stick to offer less degrees but higher quality. Reduce certificate and minor programming and steam line kids getting out in 4 years!

Improved community relations. Reduce degrees you are competing with at our local schools. Offer less degrees but improve key programs that make you distinct from them. Akron right now has the cheaper lower quality school because too many programs are barely surviving such as education, all health degrees, hard sciences. Focus on engineering and business and the others go. Streamline, reduce and focus on core stuff. Akron is not going to see growth as our local schools have improved drastically. Again the mass reduction has greatly hurt the forward movement that Akron needs. Akron needs professors to recruit students not minors and certificates

With the three-year action plans and the 7-year strategic plans, we faculty seem to be caught in a never-ending loop of self-evaluation. As we go forward here, I think the administration should be cognizant of strategic-plan-fatigue, and always explain exactly how whatever new planning the faculty is tasked with is fundamentally different from what has gone before.

Thank you for the work your committee is doing. This is so valuable to the campus community and the future of UA, and your time and efforts are very much appreciated. Please see the feedback on Goal #2 for the additional short-term priority you should consider. I think a grade forgiveness policy is a higher priority than goal #3 and puts our students first. I would like to see that policy worked on before trying to work on Goal #3.

inclusive excellence?

Graduating more students faster!! Our SSI increase would more than cover our budget issues if we graduated as many students in 6 years (UA 43) as Ohio U (64) or even Cincinnati (67) yet no one ever mentions this

I cannot believe this group "sat around" a table and thought these should be priorities to lead UA into its next 150 years. I am at a loss for words. We need more faculty on the UPG and far fewer administrators.

Thank you for your important work on this.

I am pleased to know there has been so much progress made with the University Planning Group and that the campus community has the opportunity to provide their feedback. I truly love this university and believe we will rise TOGETHER.

Even before the pandemic, the work atmosphere was toxic across campus. Burnout, leadership whiplash...what other areas would help repair some of that while also build back UA as a better place for students, faculty, and administrators? How is racial justice and equity a continuing, campus-wide effort rather than just a seasonal event? I really believe making the campus a better operating environment first will make it easier to develop the other stated Strategic Priorities later.

Incentives for PT faculty to do research or for faculty to include select students in joint research.

Let us be a little bold and optimistic with our Fall 2021 enrollment plans (also understanding that Pivots and adjustments will be required as needed). Let us advertise and promote these plans to prospective students and their parents by communication these directly with them. Our peer schools and competitors will do it and if we do not, we will lose further market share.

You just went through serious cost cutting initiatives. Don't stop now. Cut what you need to really adjust the path forward in these times.

Thank you for your work! Looking forward to forging ahead.

What additional feedback or suggestions would you like to share with the UP..

There is not much of a community feel in the university between departments. Everyone is very secretive about what they do. No one wants to help others. You don't hear stories about collaborations. Because there is no communication between similar areas, I'm sure you have job duplication because people aren't aware there is already someone in the university that does that task or has those skills. People aren't utilized correctly.

Faculty want to do things..help facilitate these ideas rather than set priorities but no path to get there....unfortunately that has been the case for 20 years ...lots of new ideas but no path..When faculty devote their time to making the ideas that have been made a priority only to find that the path is limited by administrative red tape or fights over limited resources...it is frustrating....help us to get on track and we will deliver. It would be wonderful to have a conversation that starts out...how can we make this happen instead of that doesn't fit what we have done.. if you sense frustration...it isn't without having tried and succeeded in this climate...and it isn't without having experience with the obstacles.. short term...find out what we have that works...leverage those things by either supporting or combining efforts into clusters rather than one big center where no one is heard.

Since our talent, who produce the value we are trying to sell, are demoralized we could have a priority that focuses repairing that relationship. We might prioritize ensuring that our new budget model supports our talent, brings in better talent, and is framed to communicate to the off-campus world that UA is a place where you will find talented scholars, willing to help you learn and solve problems. This could also be a guiding principle for the implementation stage--that we will do all this in a way that demonstrates to faculty that we value what they do: research, teaching, and learning. And that we cannot revitalize UA with deteriorating labs overshadowed by a palace of an empty football stadium.

Thank you for your work! Did you see the news at Wright State today (2-18-21)? That's our challenge.

UA used to feel like a community and now it feels like people are constantly in fear for their jobs and they are not rewarded for years of service. The administration would be wise to find a way to show appreciation for their faculty and staff in a meaningful way (like raises, or bonuses, or promotions) if they want UA to shine again. Invest in the people and the place will follow. Students will be attracted to the things that makes UA unique as an urban research university when those things are valued, celebrated, and promoted. And you need hardworking, committed, dedicated, passionate people to do that.

Seriously -- get rid of football. It is a money pit that draws less support than UA's nationally ranked soccer program that operates at a small fraction of the cost. The "front porch" argument is nonsense in the context of UA and support for maintaining football among the Board of Trustees (prioritizing it above saving faculty positions and the inevitable damage to UA's academic reputation) is based upon nothing more than nostalgia that students do not share, as their consistently abysmal support and attendance has demonstrated for decades, even during rare winning seasons. Seriously -- get rid of football!

I think staff/faculty/contract professional turnover (whether by cuts or voluntarily leaving because of administrative problems here) has made it very difficult for those who remain to continue to provide high quality services. Students are impacted by how much turmoil has affected the university, and those of us that choose to remain here do so because of our commitment to our students. It has not been an easy place to work for years, and with this past year in particular, we have all been asked to do even more, with even less, and now while risking our health and lives. I think it is time for the administration to behave as though we all matter, and stop pushing us to choose between our health/wellness and the job. For example, pressuring us to return to campus when we do not have access to vaccines, and cases are still incredibly high, is insensitive to us in the moment but blind to the sacrifices we've all made for this university for years.

Thank you!

Keep up the great effort!

It seems like repairing the internal culture and external reputation of the University should be key initiatives. Resources dedicated to marketing and internal climate rather than a one-stop continuing education office would be valuable.

There are likely hundreds of processes on campus that could be automated using some of the platforms we have access to like Microsoft Power Automate. We need to look for ways to free people up to create value and less time on repetitive administrative tasks.

I think one of the most important things at this time is clarity of where students can find information. There are several pages of our website that you are able to google to find, but are not hyperlinked within our website (I have found a few of these). A lot of our procedures for things (particularly academic) are difficult to find on our websites. This lack of accessibility makes it difficult for students to feel like they have control over their education (their words, not mine).

What additional feedback or suggestions would you like to share with the UP..

I love The University of Akron and I want to see it strengthened. I do not know what needs to be done to improve morale. Current leadership has inherited baggage, but the people who have stayed and who want to help need a few goals to rally behind. We could spend most of the next year on the top 2 priorities and really have the potential to turn things around. Our performance review system is honestly useless. Perhaps if there is some way to make it about as simple as this survey, but yet, far more impactful, and directly tied to our strategic plan, that could be another way to address these priorities. The amount of time that is wasted on things that are not strategic or do not help us with our strategic priorities should be considered. We have fewer people, let's do fewer things that are more important.

I believe that Priority 2 should be investing in the condition of our physical classrooms, labs and common facilities.

Reinstate the RIF.

Short-term priorities should be using actual monies in the budget to get faculty levels to where they should be in the high enrollment areas. There are colleges/departments being taught primarily by adjuncts, in some instance over 80% of courses offered each semester taught by adjuncts because there are no faculty left. If you want enrollment to go up and students to experience success you can't pay adjuncts minimum wage to teach courses and have students end up getting degrees in which nearly all of their contact with professors is adjuncts. Quality programs aren't developed and taught that way. Invest in what matters - quality professors and quality teaching.

The University needs to find ways to boost faculty morale. It continues to be quite low which has an impact on overall teaching and learning at this university. Trust of and respect for faculty needs to be (re)established.

Recruitment and retention have to be our core priorities. If we don't attract and keep paying customers we will not survive.

It is both short and long term but we need to assertively seek to change campus culture by engaging each other positively and constructively across what have been hostile boundaries. We cannot have strong programs or strong relationships in Akron if we are living in a fractured and angry work place. This cannot be one sided and, in fact, the onus is on the side with greater power to step out of their comfort zone and enter into real relationship with faculty, staff, and students.

Advocate for more "community" among faculty during the pandemic. Provide more initiatives for sharing ideas/opinions/ suggestions.

Please provide us with the information needed to fully provide feedback on each of these short term goals.

Redouble efforts to communicate the knowledge gained and created on the campus. A large and growing portion of the community does not value education and expertise. A lot of families have doubts about the value and necessity of higher education going forward. This communication requires a "thousand points of light" campaign to effectively saturate the highly segmented audiences of today. Every discipline has a small audience, but broad appeals to everyone will not move the needle.

One of the top three priorities should have come from the D.E.I. short list on the Action Plan. It's a crime, and yet another symptom of how deeply rooted UA's equity problems are, that things like a 'non-credit support office' and 'budget models' outrank reducing disparities in educational outcomes or increasing all elements of diversity among the university's workforce.

Bring the athletics budget within line of other areas - we cannot afford to piss away \$20m/year on them anymore. Require them to be revenue neutral.

The Pandemic has also made many aware of costs of education and the value has to be ultimately job placement and make your degree worth something. As much as the students want the college experience, they don't want the debt with nothing to show for it. The university needs to invest in its employees as much as its students. It is hard to promote getting an education at The University of Akron when open positions are filled for nearly minimum wage. The wage disparity is huge.

Like the proverb, "It takes a village to raise a child," it takes the entire UA community to produce successful students. Many students would not be as successful as they are now if it weren't for non-faculty employees. How can we better engage this employee demographic to align with student success and these three priorities?

We need to figure out what's causing the declining enrollment in the College of Engineering — ASAP.

What additional feedback or suggestions would you like to share with the UP..

Send out in the digest monthly marketing material anyone can share on their social media. My previous employer had all employees sending out company approved material. Call it Roo SHARE

#1: Student engagement and success, from initial contact in high school to successful placement after graduation (whether that be a career or grad school.) Isolate every touch point with a student and evaluate critically the success or failure of that contact. #2: Enrollment, three tiers. UA undergo a massive commitment to connecting with 3 tiers of students 1) immediate area (NEO) HS students, 2) out of state students, and 3) out of country grad students. No priority here as all three levels are equally important.

I recognize this may take longer than you have allocated for short-term goals, but I encourage you to revisit some of the staffing models for offices across the campus. I would reevaluate if certain offices [ie: Registrar, Student Life, etc.] truly need as many staff members as they have. Can these staff members be shifted to another campus resource that actually has a current demand to assist students? It's sickening how much money is being wasted on higher salaries for people who have contributed very little since the pandemic began last year. Meanwhile, other offices are drowning in the increased demand for student support and are physically present on campus [not hiding at home "working virtually:"]

It would be nice to make sure that the employees are receiving support. Often when we focus on who we are serving we forget about those who are serving. Please think about implementing incentives that can serve as a reminder of how much the employees are appreciated. Since a lot of employees are being asked to do more work to compensate for the reduced work staff. The incentives don't have to be in the form of payments (but would be nice) but things like free access to the gym, reward programs, rolling recognition programs, etc.

If any of the short-term priorities (or long-term priorities, for that matter) are funded through use of available, temporary, CARES Act dollars, please ensure that realistic, valid sources of funds to continue the implementation/support of the solutions developed from these priorities are sustainable.

A critical priority needs to be improving the diversity of the incoming freshman class and better retention of underrepresented minorities in our student population. Programs like the CBA summer academy should be looked at and expanded. A model to revisit is the GA State University program.

Making the University a safe, inviting, area full of activities will make the students excited about being here, which means they will advertise and promote UA to friends and family making UA the desired university of choice.

The university is broken. Its employees are burned out, emotionally crippled, and looking for other employment. Trust between these employees and their overlords in Buchtel Hall is non-existent. You cannot change anything at UA without first addressing the actual problems that exist. Anything else is no better than duct tape placed on a damn about to bust at the seams. To build trust, the upper administration must right the wrongs of its recent past and that means reinstating those laid off employees that did not retire. I know they don't want to do that but it would begin an era of healing. Nothing else can start that process. And without healing, the university is doomed for failure - if it isn't already.

UA should make clear how these answer "why Akron". What is UA's competitive advantage? How do we get alignment with all constituents?

If not just as important, or possibly in the next set of short term priorities, is to build and/or balance the university staffing with the enrollment and retention process. With so much retirement and RIF the past six years, the lengthy Faculty negotiations, and current staffing with added duties by default or decree (or left vacant), the Human Resources (and Talent Acquisition) Department is overdue for a (or to be included in the) strategic plan as well.

Please continue to keep in focus the fact that student wellbeing and retention includes 1) excellent, motivated instructors who have a passion for their subject and present it well/effectively; 2) Students need to be able to afford their books, so the textbook initiatives are still important; 3) The meal plans are so extraordinarily expensive that it drives students off campus after freshman year - I suspect on-campus students do better with their school-work.

Moral.

Budgeting and alleged budget shortfalls have been secretive in the past, and many employees do not trust the administration to be truthful about the university's financial status. In this context, will the proposed budget model have any utility at all? The same lack of confidence applies to strategic plans at this university, which the administration has routinely ignored for as long as anyone can remember. The problem is not in any particular plan, but in the behavior of the Board of Trustees, who are accountable only to the Governor who appoints them. So, good luck! If we aspire to be a research university, and to attract external funding for research, we need to restore graduate student stipends at a level competitive with other research universities. Having enough grad students to teach lab sections again would also remove a barrier to enrollment growth. Reviewing and adjusting current policy or practices that pose obstacles or disincentives for faculty in their scholarly pursuits is a great idea! Two policies to examine are RTP and sabbatical leave. I have heard many complaints about these in recent years. Thanks for listening.

What additional feedback or suggestions would you like to share with the UP..

1- Fix the course buyout policy so that the departments do not have an incentive to discourage people who want to apply for grants. Departments should get enough from the course buyouts so that they could hire part-time faculty to teach classes. 2- A (higher) percentage of the overhead costs of a grant should be paid to the respective departments to increase incentive for the faculty to apply for grants.

Spend on well targeted marketing initiatives. This may include adding staff, but the payout should be seen in retention and enrollment. Retention should be a part of the budget model as well.

Three priorities (or possibly four given my comment above) is enough to focus on in the short term, provided they are compelling priorities, as I think these are.

African Americans in particular have been hit hardest by the pandemic both in terms of health and in terms of academic success, at least at the elementary and secondary levels. More exposure, less capacity to absorb losses, more impacted by housing loss, more impacted by income and employment loss. Less capacity to take advantage of online opportunities. Addressing historic racial inequality has to be an explicit part of your priorities, or you will compound the problem.

The broader Akron community needs to be included more closely with the process of the UPG. That slick video had a lot of great people listed at the end, but what about the great people such groups claim it is their mission to educate? Or who are working diligently to do so in their own organizational or corporate contexts? If it's continuing education, who is to be served? What is the need? And all the other questions that relate to the specific reality of Akron in the here and now. What mechanisms will be part of the action plan that will permit adaptation in real time to conditions as they become manifest? I can't tell you the number of times this kind of enterprise does nothing other than change names and shift responsibility. Please consider opening the doors of the University of Akron to the wisdom held in its own surrounding community so that the admirable goals being proposed may be achieved.

Improvement of HR (hiring/compensation) processes is also extremely important. HR needs to be a strategic partner and facilitate innovative and cost effective means of acquiring and maintaining the permanent and temporary talent we need to deliver high quality education and research to the community.

Investing in IT infrastructure. Investing in updated compensation schedule and package for employees.

how to better develop a high school student pipeline working with area HS through CCP and summer bridge up classes for example

UA must above almost all current goals focus on and invest in web-related infrastructure, development and long-term maintenance. The lack of sophistication, widespread errors (broken links etc), non-user friendly nature, and low attractiveness of most websites university-wide, the lack of coordination between units, and lack of expertise in web design or maintenance at the local (unit or college) level, has lead to poor academic success and low student satisfaction but more importantly an extreme hindrance in marketability and reputation among prospective students/parents/other stakeholders. Investment in an outside company with web expertise and the human resources needed for a full-scale review and revamp of web technology would yield many times the investment very quickly. Without it UA will continue to take one step forward with strategic planning initiatives, while simultaneously taking two steps back ultimately falling further behind competitors as time passes.


Opening pathways for income-producing units to hire staff, either for replacing vacant positions or adding staff to help meet the demand that increased goals and new strategic priorities put upon a department. Also, right the ship when it comes to staff and contract professions pay. Take a comprehensive look at how salaries/pay rates compare to the market and our competitors/benchmarking institutions and make necessary adjustments. Pre-pandemic, we lost great people to our competitors because of low salaries and pay-rates. We will lose more great people post-pandemic once the job market opens up again and people have options.

In general, I'm not sure what feedback you want. These are really broad, great jargoned, sound good priorities. But without knowing the bones, it's difficult to give substantive feedback. Honestly, my feedback is actually say something and then ask for feedback, and I'm a little resentful my feedback "hey these are great priorities" might sound like an endorsement when I'm not sure how these priorities are playing out. But the words you used to describe things sound nice, so there's that.

I think that there needs to be an equal focus on faculty and staff well-being. If faculty and staff have unmet needs, it will interfere with our ability to be as productive as possible and support our students. We've all gone through a really rough period, and we've been taking on more work (at home and in our jobs).


Increase class capacity.

Q5 - Parent Topics


No results to show


No results to show

Q5 - Topics


No results to show


No results to show

End of Report