Recommendations from the Strategic Working Group

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<u>Executive Summary</u>

The Strategic Working Group Committee met to identify a small set of strategic actions that will help UA stabilize its financial position within three years. The Committee focused on areas that appeared poised for immediate or near-term timeframe growth with minimal investments of additional capital.

The Committee identified four major themes for inclusion in the 3-year strategic plan:

1) Expand on-line offerings through a uniquely branded comprehensive **Akron Virtual Campus**.
2) Direct available resources to **high demand degree areas related to business, engineering, technology, and health professions.**
3) Develop **increased flexibility with more pathways** for student success.
4) Capitalize on potential opportunities to generate income through **external partnerships with regional businesses.**

Details related to each strategic theme are contained in the attached report along with implementation considerations and/or barriers or constraints identified by the committee. The findings are provided as a springboard for future committees and leaders that must develop more detailed plans necessary to bring them to fruition. It is expected that specific individuals or task forces will be assigned to further explore and develop the details of ideas determined to be valuable.

Appendix A: Faculty Survey
Appendix B: Other Suggestions from UA Employees

To establish The University of Akron as a leading urban research university, it is important that we project a clear and consistent identity, as well as define what makes us distinct from the other large public universities in the area. The primary objectives for The University of Akron should revolve around student success, regional impact, and excellence in scholarship and research.

The Strategic Working Group (SWG) was convened by President Miller on November 13th, 2019. The SWG subsequently met on eight occasions to review existing college three-year plans, to discuss potential areas of growth, and to formulate recommendations. As part of the process, a survey was developed and administered to all UA employees in December (Appendix A). The raw data were analyzed and discussed by the SWG and incorporated into our recommendations where appropriate. Additional suggestions were received via email by SWG members (Appendix B).

Recommendations:

1. Develop an **Akron Virtual Campus** that is a uniquely branded comprehensive unit with a virtual focus that provides more opportunities for flexible learning and continues developing more options for fully online degrees (several college action plans currently emphasize online programs). This unit would use our existing, robust UA online/distance platform to deliver programs that strategically serve adults, professionals, executives, those seeking degree completion, and other potential populations (e.g. corporations, military, etc.).

    - Implementation recommendations
        o This initiative requires a centralized unit (administrative leadership position and supporting team) to coordinate the virtual campus and bring in the partners needed to help it grow.
        o Special fees could be used to support these programs, trading off for other fees that should not be charged (e.g. parking).
        o A process needs to be developed to give students who need online courses priority enrollment in the registration process (so that they are not competing with traditional students for the limited online offerings).
        o Students need to have access to schedules such that they can see the entire online program schedule from the beginning to the end.
        o UA needs to ensure that there are enough regularly offered online courses to fulfill General Education requirements in a continuous and timely fashion.
        o UA needs to create a robust web portal on our website that makes it easy for newcomers to determine which programs are available online and provide advising specifically for online students through the website (perhaps utilizing chatbot tools).

    - Barriers
        o Requires investments to support development, marketing, delivery, and assessment of online courses and programs (e.g. IT and Design & Development).

2. Invest in **specific high demand areas of study such as business, engineering, technology, and health-related professions**. With the current state of limited resources, these four areas have been identified as having the highest probability of short-term revenue growth with minimal investment based on a review of the college plans and enrollment trends. In

addition, the international reputation of polymers might be leveraged for development of in-demand undergraduate STEM degree programs.

- Implementation recommendations
    - We noted that college 3-year plans described the specific programs in their colleges that should be given priority and the SWG did not duplicate that information in this report.
        - Expansion in some of these areas requires development of associated pathways and targeted advising for students that are having difficulty meeting requirements or for those that decide to switch to completely different career paths.
    - The SWG also identified other potential *in-demand programs* that should be investigated as possible areas for investment. For example, synergies between current strengths in health care and biology present unique new opportunities for our largest area employers. Better understanding of cost/revenue for students in programs is needed to develop revenue models and to predict the value of possible investments. Other opportunities for new programs might exist. Some examples are:
        - Forensic Chemistry
        - Paralegal certificate
        - Criminal Justice MA
        - 2-year nursing degree
        - Graduate programs in physical and occupational therapy
    - UA should review and explore the value of offering *potentially high-demand degrees* (this might include reinstating degrees that were recently targeted for reduction). Clarity and consistency of information is needed to eliminate confusion about similar program offerings at UA.
- Barriers
    - Better coordination is needed between colleges in some of these areas. Health profession degrees are offered in the College of Health Professions, Buchtel College of Arts and Sciences (e.g. pre-professional students in Biology and Chemistry) and the College of Engineering (e.g. Biomedical Engineering). Technology degrees include those offered by the College of Applied Science and Technology, College of Business Administration, as well as Buchtel College of Arts and Sciences (e.g. Computer Information Systems/Cybersecurity, Information Systems, and Computer Science).
    - A single point of contact is necessary for consistent communication/outreach for areas of interest rather than by degree or even college.
    - New degrees may take several years to be developed and approved at the state level.
    - Recruiting faculty in high-demand fields may be challenging.

3. Develop **increased flexibility for students** to reach their academic goals. There are a variety of innovative no-cost or low-cost academic initiatives that could be taken to make UA more attractive for both continuing and returning students.

- Implementation recommendations
    - Create "*academic path forgiveness*" policies to allow students to change

majors and start with a clean slate. Currently, policy stipulations vary widely and it appears as though many students realize too late that their abilities do not align with the originally desired major. This results in students needing to repeat courses in which they may never be successful. Students might then become trapped with a low GPA and end up dropping out of the university when they might have been more successful if they had selected a different major. Development of such a forgiveness policy could help retain and graduate students that start in a program for which they were not well suited.

- Develop "*stackable certificates*" for programs or degrees that could provide more flexible and individualized student pathways.
  - Units could create certificates that are comprised of approximately 3-6 complementary courses. It is expected that these certificates would be packaged from pre-existing courses. These certificates would serve as student enticements and to help students to identify domains to market their knowledge/skills to employers.
  - It is conceivable that a 120 credit-hour degree might be comprised of about 6 – 10 certificates. Students would have the opportunity to choose from various certificate options to create their degree. After specific numbers and types of certificates were earned, a degree would be granted.
  - Both graduate and undergraduate options should be considered.
  - Identify and bring career-ready degrees and/or stackable certificates to regional campuses and facilitate better integration between internal programs. Smooth the pathways for transitions between the regional and main campuses.
- Create *simpler and broader options for multidisciplinary studies majors*.
  - Often, adults pursuing degree completion simply seek an opportunity to earn a general 4-year degree. There should be multiple options for such individuals, including a very flexible major.
  - Colleges and departments/schools should explore multi-college options for the multidisciplinary studies degree.
  - The "multidisciplinary" degree name could be changed, or it could be marketed in a way that is more appealing to prospective and current students, such as a "personalized" or "general studies" degree.
- *Develop transdisciplinary/Internal partnerships* that provide agile systems for the development of new collaborative courses and programs. This would make it easier for students to package together courses to create relevant and attractive degrees. Change is occurring so quickly that it is important to devise a system that permits the organic creation of new packages of content.
  - UA could re-package existing programs to *leverage current student interests*. It is clear that a number of new students seek programs addressing relevant global issues. Currently, interdisciplinary faculty are developing specialized programs based on student interest and demand for content in areas related to sustainability and global change.
  - Successful models such as Biomimicry can illustrate pathways to success for collaborative endeavors.

- UA could develop "*Innovation/entrepreneurial mindset*" as a possible overarching academic theme that could be marketed. All students would have at least one module or course on innovation and creative problem solving (with options of gaining a certificate). Increased distinctiveness of our general education program would be created by focusing on this innovation theme.
- UA could explore *shorter opportunities for degree completion*. For example:
  - Offering 3-year degrees programs.
  - Delivering year-round nursing programs, which would expedite degrees and grow interest in the program.
  - Support and market credentialing opportunities (e.g. corporate training, military schools, etc.) for relevant learning to be applied to degrees. This might best be supported via external credentialing agencies.
- Review the impact of reciprocal state-to-state agreements.
- Reduce "red-tape," redundancy, and bureaucratic systems that stifle innovation and entrepreneurship. There is a need to promote agility and flexibility across campus, and systems that prevent this must be mitigated. Some redundancy also exists where units use different software packages that can accomplish the same purpose. Greater collaboration could increase bargaining power and reduce costs.
- Shorten the time required to evaluate external credentials for transfer.
- To prepare for future agility and flexibility, UA must create greater opportunities for faculty and staff training and development. These functions should be operated by the human resources department. Specific plans to meet future needs should be developed.
- Review the costs and benefits of providing limited scholarships or partial assistantships to potential students in graduate programs. If revenues and other benefits outweigh costs (which may need to be examined by program), new systems might be explored to attract high quality graduate students.

- Barriers
  - UA needs to better *delineate clear pathways* for students and provide them with tools to understand degree options from any particular point. This would decrease switching costs between majors, link programs to career opportunities, and provide clarity of connections among similar fields. Students will require web assistance for understanding choices between related majors to ease switching. Students require a single point of contact for advising in areas such as:
    - Computer-related fields (cybersecurity, information systems, computer science, computer engineering, etc.).
    - Health professions.
    - Engineering and Engineering Technology.
  - Administrative and faculty resistance to change, when benefits of change are not clear.
  - Search engine optimization and general promotional and marketing support – Website, YouTube, etc. In addition to highlighting all of the great examples of success and learning at UA, potential students and their parents should be able to easily find the information that they seek in order to make informed decisions about degree programs.
  - Ability to revive suspended programs – not an option in the new curriculum

proposal system.
- o Forgiveness programs would require an evaluation of the current grade replacement policies
- o All units need to have the ability to easily set up internships and co-ops for their students. This is not currently the case in all areas.
- o Make institutional changes to better support interdisciplinary teaching and collaborative projects. It is difficult to have course sharing (team teaching) and cross-college certificates/minors without some method to incentivize or share credit.
- o Students taking graduate level courses during the senior year are currently charged a higher tuition rate.
- o Some resources must be allocated to employee training and development.
- o There are accreditation issues related to certificates that need to be investigated.

4. **External Partnerships**: We recommend that UA improve the *connection of our internal capacities* (for research, industrial and corporate testing, and/or consulting) *to external constituencies*. As a regional state school, we care that local businesses contend effectively with the global competition. Regular interactions should occur between relevant UA representatives and local organizations. The city and local organizations should see UA as their partner of first choice for training and development as well as for expertise. The question we should pose to local organizations (businesses, governments, and non-profits) is: How can we help you do better?

- • Implementation recommendations
  - o Enhance the UA brand by *increasing experiential opportunities for students*
    - ▪ Encourage the creation of advisory boards that help inform academic programs on ways to maintain external relevance and meet community needs.
    - ▪ Increase experiential learning opportunities for students. Work with community or on-campus partners to build opportunities for students to engage meaningfully in the area of their studies.
    - ▪ Provide culminating experiences for seniors in all majors – i.e., capstones, senior design projects, consulting projects, etc.
    - ▪ Emphasize and incentivize early faculty engagement with students and the first-year experiences.
  - • Consider *enhancing high school partnerships* to increase matriculation.
  - • Some communities offer *scholarships to children of local residents*. UA should explore political options with regional communities, but especially Akron, since that is who we represent.
  - • UA could expand/develop *workforce training and development*. Improve mechanisms for linking departmental expertise and corporate needs. Key single points of contact for external customers (e.g. industrial partnerships, conferences and events, testing, specialized product development, etc.) are necessary. Examples include:
    - o Specialized training (manufacturing, emergency management, certifications, etc.).
    - o Create a fee-based cooperative for local organizations to join, such that they can receive discounts for employees participating in training, certificates, or degree programs.
    - o Explore opportunities for monetizing continuing education credit.

- o Provide standalone modules and/or coursework (online or other) that is marketed to external groups for a price.
- Expand commercial research and development by *leveraging the existing research infrastructure*.
- Engage in *external marketing of technical services*. Utilize students and technicians to lower the costs. Examples include:
  - o Corrosion testing
  - o Hemp/THC quality
  - o Polymers
- Explore the *sale of research for specialized needs*. Examples include:
  - o Analytics
  - o Specialized products
  - o Social science
  - o Assessment services
  - o Education
  - o Health professions
  - o Legal services
- Create more opportunities for *commercialization* – tech transfer/licensing of internally developed products. For example:
  - o Software and hardware development
  - o Online course content for sale
  - o Other intellectual property
- Provide *in-house delivery of academic programs* to company cohort groups or develop special partnerships with international schools (special partner schools, e.g. 4 + 1 programs for master's degrees). This might involve "preferred partner pricing" which increases the attractiveness to potential students.
- Expand *non-degree educational opportunities; certificates and credenti*aling. For example:
  - o Develop innovative opportunities for UA alum to return to UA. By providing a guarantee regarding some mechanism for free, or discounted "knowledge updates" to alumni, we might make programs very attractive and unique.
  - o Use certificates (current or new) to bring new, or returning learners to campus (for example, many post-baccalaureate professionals seek updated skills for resume building, but do not desire an additional degree).
  - o Develop a fee-based intensive English Language Institute expansion to include cultural adaptation to a summer bridge for international students.
  - o Provide bridge programs to help under-prepared students get ready for university-level studies. Pursue grant money and state support for this, if possible.

- Barriers
  - o Lead time required for course development and process to meet community/business/partnerships demand and need.
  - o Limitations within the bargaining agreement for faculty overload teaching and policies for incentive systems.
  - o Dedicated personnel are necessary to identify and refine market opportunities.

○ Legal counsel would need to look into liability issues.

Additional Recommendations

- Investigate *year-round housing* opportunities with kitchenettes for students. This might be particularly attractive to international students and graduate students with a clear eye on price point.
- Determine the possibility of *renting out storage space* for students that are on break.
- Explore *family housing* options.
- Develop opportunities for greater *utilization of venues* (e.g. InfoCision Stadium, field house, JAR, EJ Thomas) for external events (e.g. conferences, special events, etc.). This requires a central contact that can rapidly explain facility options and rates.
- Provide facility upgrades where appropriate and devote *attention to maintenance and custodial services*. Establish a process to ensure that the entire campus (inside and out) is visually appealing.

Appendix A: Survey Results

Below are suggestions received from the survey.

What idea(s) for New Markets for Student Enrollment (Ideas for new in-demand degrees. Ideas for stabilizing and growing enrollment. Ideas that will bring new or different learners to UA.)

- Certificates (or even clusters of courses that an employer requests that are not yet a certificate) can be offered to employers, to be taught at their location (with specific mode of delivery and scheduling to be worked out with the employer). Existing options (Professional Social Media Certificate or Certificate in Conflict Transformation & Social Entrepreneurship, for instance) can be offered immediately and used to work out the logistics for expansion.
- Large, targeted focus on increasing Biology enrollment. Biology has ~1200 applicants, but only ~200 attend. This represents tremendous room for growth.
- Do a market analysis on the Cleveland and southern CLE suburbs of what jobs are available and will be in the coming years. Use the regional centers like Lakewood and Medina to enhance your programs and enrollment at the main campus, not eliminate programs like the CBA did two years ago with the MBA, and A&S did with the MPA.
- The stadium does not get a lot of use. Football in the local high schools is huge-with crowds in the thousands. Let's give the stadium for free to a different local high school each Friday during the Fall (provided UA does not have a game)- and the high school kids (and the marching band) can play in a professional-quality stadium. They bring their thousands of fans and we run concessions so it is not a loss. The high school students and the parents have a good experience on campus and see the great facility and consider coming here for college.
- Clarify the curriculum for all Masters programs and especially focus on programs that have low or declining enrollment. Incoming students deserve clarity on their course work and thesis options, who will teach the classes, who will supervise their thesis, and what outcomes they can expect after completing the program. By ensuring supportive training and contemporary opportunities, we will certainly be more attractive to self-paying students.
- Many women leave their chosen field of study to have children. We could provide a back to work program that lasts for 8-15 weeks that trains women for new positions based on industry needs. The coursework could be extended to unemployed, already college educated people who need the retraining to find a new position. The offerings would be based on the needs of local companies who could even provide the educators to cover those topics that are more specific to their needs. In return, companies that participate would have to be willing to hire the graduates of the program. The challenge would be that the program would need to be able to pivot quickly with the market. This could be a partnership with companies...we would provide space and instruction, companies could recruit but would also have to pay to participate in the program. Of course, participants would have to pay to be in the program as well.
- As a previous online student of the Univ. of Phoenix, I would recommend that UA look at their module for online courses/degrees offered. Their curriculum for many degrees were structured in a way that taught while completing a required project. I only took two semesters online for a business degree before my job here, but was so impressed by their teaching techniques and ability to create a positive learning environment.
- I have heard from professionals outside of academia that they would like to pursue advanced degrees and/or accreditation but can't commit to daytime courses. They ask why more evening

courses can't be offered, particularly for areas that are less amenable to online classes because they require more in-person or lab work.

- Adding Masters/ PHD opportunities for Physical Therapy and Occupational Therapy. As a marketing tool obtain statements from our community partners and nursing alumni to support the excellent nursing product that we develop in our School of Nursing. Grow the nursing program by offering year round admission opportunities. Further support the student mentor programs in the University to help guide the students through the college life.
- Just a general observation. The market crashed in 2008. Fact - there was a huge pause in couples having kids. So in about 7 years we're going to see another massive national decline in the high school senior population. While we have short term issues and the need to plateau now, that's the next decline we should be focused on and readying ourselves for - because it'll take us that long to figure out a plan, implement it a couple years in advance, test it, adjust it, and hope it works full scale.
- (1) shorten the time to complete the in-demand programs (for example, three years instead of four years by offering summer classes so students can finish early); (2) improve the presentation of the classroom.s Many larger classrooms are dated (i.e. LH 107, MGH 111, SHS 145).
- "The university's tuition structure is very attractive to out of state students, yet everything that reaches the public and all of our marketing is geared towards attracting Ohio residents. The gap between in and out-of-state tuition is much smaller than any other university I've worked and and nearly all high school students (3.0 and 22ACT) get most of the difference waived via the 3,000 scholarship. This would allow us to truly be a university of inclusion, not exclusion. If the tuition structure remains the same, be more open to students from all areas of the country and market the low out-of-state rate. If the goal is truly to attract students nearly all from Ohio, the tuition structure and scholarships could improve to be more competitive with the Toledos of the world.
- Make it easier for transfer students from accredited universities to remain on track for graduation and come to Akron. The process for having credits evaluated and submitting syllabi is extremely time consuming and discouraging for transfer students and the impression they get is often that it is impossible and they'll basically have to start from scratch as a new freshman at Akron. Far more complicated than other accredited public universities I've worked at before. It is nearly impossible for students to know how many credits will transfer, what they'll come in as and what degrees they'll apply to without submitting a syllabi for every college class they've ever taken, even if all were completed at an accredited college or junior college. The reality of education is that transfers happen often and being more welcoming and accommodating to them would provide a signifiant opportunity to increase enrollment and again be a university that prides and represents itself as one that values inclusion and providing opportunities for education, not exclusion."
- We need to bring more degrees to our regional campuses, specifically Wayne College. Many students that live in the Wayne/Holmes area are tied to their home location. They work, have family obligations or transportation issues that prevent them from coming to the main campus. Expanding the four-year degrees offered at Wayne College would greatly improve our ability to serve students. I also believe that giving students a solid start at Wayne would bring students

onto the main campus to finish their degree. Right now, students do not have access to the tuition plateau if they take classes at a regional campus and at main campus. This is foolish because it prevents students from venturing on to the Akron campus. If the regional campus students could take classes within the plateau at main without the large tuition differential, I believe that many of them would actually transfer to Akron. The benefits of the Akron campus far outweigh what we can offer, but students need to get to the Akron campus to see it.

- Offer more continuing education or certificate programs for working professionals.
- We have the buildings and capabilities of becoming a trade school ourselves. Also, these student can do repairs and/or serve as interns here to help save the cost of paying tradesmen to do the job. Such as electricians, painters, mechanics, etc.

What idea(s) for increased cost savings would you like to share?

- Become more paperless
- Balanced teaching load for all tenured and tenure track faculty across all colleges.
- Ask Proenza and Scarborough to plough back some of their excessive compensation into student scholarship funds - even in their names.
- More flexibility for purchasing technology. Example, we recently had to purchase new computer monitors. We were required to buy through UA's account with Dell - meanwhile, better, cheaper alternatives were available elsewhere, but we were not allowed.
- Consider allowing qualifying offices / personnel to work remotely all the time, or for long periods of time. This could free up office space needs, possibly consolidating buildings, reducing energy usage (heating/cooling/lighting), and telecomm.
- A more thorough audit of P-CARD expenditures for duplicative services. Example: many units purchase their own version of the social media monitoring service Hootsuite. Those funds combined could allow us to save money and have one account with expanded features to serve everyone. Some units also pay for email services (MailChimp, etc.) that duplicate services already available to everyone.
- Review licensing that can be consolidated.
- I'm not sure if the previous submission went through, so: combine duplicative units - advising, tutoring services, student success center, choose Ohio first, ZipAssist, etc. Once centralized office for student/academic support eliminates all organizational confusion for students on where to go for help.
- Allow faculty to take an unpaid leave of absence. There may be other faculty like myself that have private practice opportunities that could take voluntary leave of absence. Or, allow 1/2 salary for 1/2 load- teaching either the fall or the spring semester. Currently we can only do this if we have a medical reason or family medical reason. Consider expanding it for those of us who would be willing to HELP the university out in these dire times.
- Dissolve the zone maintenance dept. with the exception of the preventive maintenance crew. Many times the work sent to the zones ends up with the skilled trades. If they were dissolved and melded into the trades only one tradesman could respond to the issue with one of the zone techs. freeing up the tradesmen instead of using 2 tradesmen. The zone techs. should also be rotated every 6 month so they are crossed trained in all shops.
- In too many instances, services / systems are contracted and used to only a fraction of their potential because they're either too complicated for one person to maintain and do their actual

job duties, or the technical requirements for a system were bloated and overstated. More realistic service selection with more cross-campus involvement in the RFP process involving IT, marketing, etc. to serve as area experts and advise.

- Department authority to say no to what might look like frivolous spending. Example - at the end of fiscal years, leftover monies are often spent on large wall graphics for office suites, or unnecessary large quantities of tchotchkes, purely to spend the allocation. That's money that could be better used as marketing dollars for recruitment for the academic unit with growth potential - and money should be allowed to be encumbered and carried over to next FY for marketing academics.
- I believe improving our customer service to potential students and current students. As a parent of two UA students the past six (6) years,, I have encountered many frustrations with understanding financial aid awards, the billing process, the bill paying process and other student services. I, as an employee being here for several years, have relationships with many of these support agencies and can seek answers to these issues. However, those not familiar with UA or the college process have gone elsewhere. Customer service is preparation.

What idea(s) for New Non-Academic Revenue Sources (Ideas that generate revenue external to academic programs or harness academic programs in new ways) would you like to share?

- Opening up the campus for summer band camps - marching bands always need to practice and require housing and meals. It is a great way to bring potential students on campus as well. 2.) Outreach to companies to use the campus for events, especially during the summer when it is a ghost town. Outreach to associations and others who need event space and housing for conferences, etc., especially in the education field. 3.) Offer graduate student housing that could include families as a way to rent out some more of the vacant spaces - maybe devote a building to them.
- Do better at partnering with local business/ corporations to provide living learning experiences for students and to garner financial support (in the form of scholarships) from these businesses. The Greater Akron community loves to support their own. Engage with this philosophy in new and innovative ways through collaboration.
- UA has a nationally ranked low cost maintainence soccer team, and a lousy high cost football team. By "deactivating" the football team, WE would have a good opportunity to become a soccer power house, by channeling lot less resources for soccer. The high rate and severity of injuries in football is also a major cost component for treatment. The stadium would probably be one of the best varsity soccer fields in the country. Sponsors would be more willing to support a team that wins than losers. Soccer would also attract international students - who pay about 3 times more in tuition than local students. Diversity of students are value added component to any campus. It is reasonable to assume that we do not attract many students because of a losing football team, and neither are we going to lose any student because we do not have a football team.
- The creation of InfoCision Stadium was not merely to host Zips Football Games. It is a truly multifaceted venue capable of hosting events up to 27,000 visitors. But what is overlooked constantly is that the seven story tower is a multiuse venue itself (similar to the Student Union).

Each level hosting such things as Academics, Esports, Lebron James IPromise Group, Campus Alumni and Development offices, Aramark, AVI Concessions, Team Shop and the Athletics Ticket office and sitting on top of those departments and constituents is a beautiful Hunting Bank Club level, Suite level and the Montrose Auto Group Press Level that has not been at its full potential (similar to the stadium area). I would like to see these areas reach their full potential.

- It is a pain for students who live far from campus to deal with their belongings and how to store them or how to get them home when they switch dorms, move home for summer break or move to a new place. To encourage students to stay at the University and stay in the dorms, we could have a service available to them to store their furniture, etc. somewhere on campus (maybe storage facilities built on the old Gallucci site) and charge them a monthly storage fee to do so.
- Require all students that are from outside local counties to live on campus for 2 years.
- Create an actual, legitimate university conference/event services office with a staff greater than one. Right now it's disjointed between alumni, student union, EJ, and dining services. Our campus is complex, and when faculty / departments hold conferences, many times the individual is planning it themselves with little or no assistance. This causes the wheel to be reinvented every time there's a major event - things like catering, printing services, marketing, RSVP system, payment processing, electronic and technical needs, etc.
- We need to utilize Infocision Stadium in new ways, especially those that partner with the City of Akron and surrounding communities. Some ideas include high school football playoff games (there are some local rivalries that would really fill up the stands), high school graduations, high school band competitions, festivals ala Lock 3, concerts, ballets, outdoor theater or summer stock/Shakespeare festivals, etc. The other idea is to tenaciously court the Cleveland Browns to relocate their summer training camp to UA. I attended a training practice this summer at the current facility in Berea and the seating, restrooms, dining, etc., were woefully inadequate. I just kept thinking how much better it could be if it were at UA. Infocision would be ideal for the Browns program and a huge draw for fans who would have plenty of close-by parking and a comfortable stadium in which to enjoy the team and the various fan experiences. With any of the above events, we could host various UA tables around the concourse with information about the University, programs and admission, 60+ program, scholarships and funding. The more people we can get on campus for pleasurable events, the more positive exposure we reflect to potential students and their parents.
- Task Development, Colleges and Departments (and Administration!) with generating specific endowments (or a mega endowment) to fund as much of the scholarships as possible that are currently covered by the general fund. This would be a significant savings of potentially of millions of dollars or more per year if ultimately realized, while potentially boasting scholarships and the ability to bring in better quality (and prepared students). Jim Tressel when he was tasked with these issues was acutely aware of this, but instead of addressing it directly he instead started the scholarship cap -which we still live under. No one has tried in he past 10 years to make a coordinated campus wide effort to address the massive draw on the general fund. Personally I'd way rather put effort in to this this another strategic planning initiative. Further, internally these general fund scholarships in a way are used as weapons to pit units against each other and serves as ways to play tricks with accounting - something different needs to be done then what we have been doing. Ultimately we need leadership that understands that

scholarship directed fundraising should be an immediate priority. One way to do this is to target donors and alumni and make them aware of the problem we have. A fund drive would be an excellent starting point.

- The University has vast resources (instrumentation, knowledge, etc) that can be provided to companies to generate revenue. This is not a new idea but I believe the way it is currently being implemented is disorganized and lacks efficiency. It appears that each group is doing their own thing. At one time UARF was around that helped with contracts and billing but it took money from those that generated it, sent it somewhere else, and didn't really do anything about fostering connections between departments or research groups. Polymer Science & Engineering has done a good job identifying their research and instrumentation capabilities (brochures, web presence, outreach, etc). I don't believe the same can be said for Biology, Chemistry, Engineering, and Physics. There are limited connections with service work done in Polymer Science and Chemistry but this can be expanded. We need to foster connections between groups, clearly identify our capabilities (instrumentation), we should offer annual tours to regional companies to show what we can do for them across campus.
- Re-implement the nurse led clinic. The clinic provided care for our community and it was a wonderful way of helping our community. There would need to be a process put into place to be able to charge for these visits so that it could be revenue generating. Also, maybe able to incorporate seeing students, staff and faculty at this clinic. The nursing students would be able to assist in running the clinic as well as getting the clinical experience and interprofessional type of experience. Dietary, social work, Neomed medical students and pharmacy students assisted with this clinic in the past.
- Outside or external event rentals on campus to have more structured uniform system of scheduling, communication to campus, capable and able campus support staff to accommodate events, and notice, involvement, engagement and follow up by appropriate administrative, academic or auxiliary event to identify future events, enrollment and development.
- Rent out the beautiful Infocision Stadium for concerts. (Can we get Garth?) :)
- Sell event sponsorships to engineering events. For example, the Engineering and Engineering Technology Career Fairs. Companies want an audience of prospective hires, and amplifying their marketing message to 1,000 of the best and brightest in engineering students would be attractive to them. We could sell sponsorships to a coffee station ("Wake up station sponsored by Goodyear"), interview rooms, a dressing room area complete with a personal stylist (sponsored by Dillard's, JCPenney). Another sponsorship idea...launch new event called "Rewind" where engineering students fix broken household items. The purpose is to prevent our stuff from ending up in landfills, promote the expertise of our students, and provide a valuable service to the community. Though this would be a free event, this would be a great sponsorship opportunity (Radio Shack, local vaccuum repair shops for a low-level sponsorship). Sell a named sponsorship to a "Spa 150" stress reduction event for students in honor of our 150th anniversary. Host the event(s) in colleges to allow for a more targeted sponsorship ask. This is a win-win. Students need a break (snacks, chair massages, spa giveaways) and corporations will love the idea of being associated with providing students with relief during exams!
- Hold summer / winter break "Career Camps." A day- or week-long program that offers high school students and transfers / adults the chance to try out a degree. For example, a Mechanical

Engineering / Engineering Technology camp would give students a taste of their studies and potential careers and could guide them to the best major for their interests and skills before they start taking college classes.

- CPR certification and recertification training.
- Provide assistance to small businesses in such areas of accounting or engineering. Work could be done by students or grad students under the supervision of professors.

Non-revenue Systemic Support (Ideas that consolidate, innovate, or improve the student experience)

- I have taught quite a few athletes over the years. They have an amazing support system that needs to be replicated for all students
- For years I have wanted the campus to have a self-guided tour program utilizing visual and auditory experiences along the way. Each building would have a tour number corresponding to a tour map that they could either print out ahead of time, or pull up on their phone. the number would either be painted on the sidewalk, or on a free standing sign post. When you get to the spot, a 4-5 minute recording would start (like you have on the tour of homes if they are using their phone, or they could hit a button on a post by the building) explaining all about the building, the college or offices housed inside, and a brief explanation of majors offered. To guide people along the path, we would have glow in the dark Zippy footprints (and tail mark). During the day, students would see the footprints and feel a sense of team spirit. At night, those on campus would see Zippy footprints glowing. We could send out notices to current and alumni students and let them know that they can purchase a set of footprints - kind of like cities have done with commemorative bricks. Once we have enough contributions, we can pick a nice day and have everyone volunteer to help paint Zippy Feet. We would have pre-cutout templates so they would all be consistent. As far as the auditory part goes, we can utilize the communications department on campus to help with recording the messages. We would use a standard 5-6 item template for each building, but the specific information would be determined by the departments inside that building. Someone from each building could also voice the message if they want, or they can have someone else be the voice of their building.
- Many schools use a chat-bot to interact with college applicants, and have shown that they convert many more of those applicants to enrollees than before the chat-bot was implemented. Students text the bot their questions and get immediate answers. They are used to communication by texting.
- Kolby Hall Z-88 and Z TV academic program can be more integrated with the Athletics ESPN room on the 1st floor. This mutual relationship will increase value to student learning and create even better prepared students for their careers. The collaboration of academics and athletics in this area will also have the potential to greatly decrease the expense for brining in off campus companies to produce athletic events that are required by the conference contractually.
- I think that we should use our student teachers to recruit students while teaching in their classrooms. I think that the education curriculum should require that student teachers about to enter their final semester of student teaching, should receive an intensive picture of UA majors, fun facts etc. within their last coursework so that they can promote them in their classrooms when they go to student teach and beyond. I also think that we should provide them with a gift basket of goodies for their classroom that they can put up in their classroom but will advertise UA. (i.e. each teacher should be given a UA pennant, UA pencil mug for their desks...) For

example, we could take a class period to teach science teachers how to do an activity related to engineering, give them some facts on the College of Engineering and give them instructions on how to do the project in their classroom then provide them a related basket of UA promo items related to their science training that they can keep in their classroom for students to see. Since these are the future influencers of students, we should consider using them to our advantage. We should also make sure that their experience in Akron is outstanding so that they are happy to support UA in their classrooms.

- Consolidate duplicative services / offices. Choose Ohio First, Tutoring Services, Student Success Center, ZipAssist, and likely others.
- Alredy discussed Mentor program and Mary Gladwin Hall as classrooms for SON
- Invest in people, not gimmicks or objects.
- Decrease the staff size (via reorganize, not layoff) of the The International Center. It was clearly a pet project of Matt Wilson, and unfortunately the (inter)national political climate stifled their good intentions.
- Invest more in UA Mobile, our smartphone app. It's capable of doing so much more for students (add/drop classes, review account balance, real-time PeopleSoft notifications (final grades, holds), review holds, push notifications from advisor to advisee, etc.). The functionality is there - the institutional will / prioritization is lacking.
- IT staffing has been a struggle since the Scarborough layoffs. Hire more critical IT professionals. It takes weeks / months for simple tasks to be resolved and students suffer as a result.
- My idea is a plea for permission to improve Folk Hall, it is in really bad shape. We have a very successful school of art but when we give tours it is difficult to compete with Kent (first) and the others that are commonly being considered when the building itself is so poor by comparison. Our faculty is amazing and the work displayed is wonderful. The gallery is superb - please visit! Our students are prepared when they graduate and they get jobs. We are constantly working to improve their classroom experience and work with any student that comes to our door. But when the signage at Exchange Street is unreadable and unkempt, and the entrance is old and paint peeling that is not a good first impression. Often times our enthusiasm cannot overcome that first impression.
- Improve the overall appearance of the inside of buildings for visit days and tours.
- Youngstown State University has an alumni group called Pete's Pride that we should emulate. They invite alumni (many retired) to all of their academic recruiting events. These alums become part of the recruiting team and a contact person for the student. It creates connection as well serves as powerful recruiting tool.
- Create a common student identity. For example, market that at UA, you are a ZIP. A ZIP has zeal, importance, persistence (or other words that resonate with our identity)

What other idea(s) would you like to share?

- Why do you not invest in your part-time faculty in ways that make sense. Part-time faculty teach a large majority of the classes taken by First year students. We are not honored for this role in any way. In fact, you have cut the budget for part-time faculty which makes no sense. The University also needs to support Modern Language development more as this area of education is vital in a global marketplace for future students. Limiting the number of second languages students can study is a disservice to undergraduate students and limits them in their future.

- The University of Akron needs an identity. This institution does not know what it is. This is a university without a clear sense of what it does better than any other university in the region. Polymers? Then why did we lose the Becker Laboratory for Functional Materials? Are we a science and technology career school? We don't have a geography department! We got rid of the Master's program in GIS, even though it had a terrific graduation record and excellent job placement. The Biomimicry Research and Innovation Center is very exciting, and groundbreaking, and interdisciplinary, and all those other great things that can put a university out ahead of its competitors. So why don't my parents, UA alumni who live in Akron proper, know what it is or what it does? UA needs to figure out what it is, and how it is different, and why anybody should care. If we need to cut programs, they need to be cut strategically. We can't just eliminate programs because they don't have a minimum number of majors, or because they exceed a certain dollar amount that some committee of administrators thinks a program should cost. We need to shape the academic offerings of this university to fit an identity that we want, that sets us apart from KSU and CSU and YSU. Scott Scarborough was pilloried for attempting to rebrand the University of Akron as "Ohio's Polytechnic University", but at least he knew that the institution had to brand itself as SOMETHING. I wasn't wild about that appellation, but his thinking was on the right track.
- This is an offshoot of the innovation/entrepreneurial item on the Developing Themes list (I am on the committee). Our Gen Ed looks very similar to every other public institution in Ohio (and elsewhere for that matter). Suppose we were more purposeful in the final outcome of completing the Gen Ed Program. Namely, suppose we promoted that all UA student will apply their general knowledge to develop a small business plan related to their major?
- Research and training grant opportunities may be an alternative form of revenue that the University hasn't comprehensively embraced to date.
- Offer banner making, button making, wedding planning, passport services, and classes in excel or even grant writing to the public. We can offer certain classes to the public for a fee without them actually having to go through the registration process. We can target businesses and offer refresher courses in law and statutes along with medical classes in order to help people keep medical licenses renewed. All of these things can be potential revenue generators.
- It is so crucial that the university undertake an IMMEDIATE review of summer class profitability. Online summer courses have almost no overhead outside of faculty salary, and quickly bring in more revenue than the salary of the faculty member (even at low enrollment, based on back of the envelope math). These summer salaries do not include additional fringe pay, and for many junior and adjunct faculty members are quite low. By cutting back severely on summer offerings, the university is losing money. Many students will simply take the additional class where it fits under the cap between 12-18 credits and the university will lose that revenue completely. Cutting the summer budget would be a cost saving measure, except, if the revenue generated is even marginally more than the cost saved, the university may be shooting itself in the foot by cutting back summer so severely. With many programs increased online offerings, there is likely potential for much more profitability and revenue generation in the summer.
- Use AI to provide campus tours. Provide visitors with AI goggles that gives parents and students a tour of campus without requiring them to have a tour guide. For example, as they walk through campus and select where they want to go...virtual arrows overlay the sidewalks on their headset to guide them to their destination. This way, they can have a personal experience even

when they drop in or at any time they are on campus. The AI goggles would pop up information about majors housed in buildings as they are walking by or more information could pop up as visitors travel inside the building as well. It could also provide them with major specific information as they take their tour. To go hand in hand with this, we could provide virtual visit days where parents and students from of state can see campus from their computer at home without having to actually come in for a visit. Virtual visit days would be held just like regular visit days (presentations, virtual tours by major etc.) but UA people would be required to be on hand for questions as needed throughout the day.

- The Writing Commons needs a dedicated coordinator, one who can lead the staff and communicate with faculty across the curriculum as well as faculty in writing programs.
- I did my undergrad at Florida State University. Every Wednesday the University held a "Market Wednesday" where student organizations could table, the multicultural greek council fraternities and sororities could perform, other dance organizations could perform, and there were vendors from the community (and some students with small businesses) set up to sell their merchandise.
- When I started here, at PFOC, there was a director, asst. director, mechanical engineer, electrical engineer and things ran very well. Since then we have an exc. director, three directors, mechanical engineer, electrical engineer, and a few others that I am not sure of there titles. We have gotten way to top heavy.
- The identity of The University of Akron is a Research and Engineering institution. We need to be SEEN as an invested higher learning institution dedicated to the areas of biomedical, polymer science and engineering, chemical engineering, medical and health professions, and yes the law school. the rest of this wonderful university will gladly ride the coat tails forward into recognition and clarity. Or with mismanagement and disillusion we will be driven to obscurity. There is no competing with OSU at the moment. Kent State University is growing an Engineering program. Are we going to let Kent steal the remaining future engineering students in northern Ohio or are we going to re-establish The University of Akron as the engineering destination in northern Ohio? Our only other competition we should be willing to share in Ohio should be the University of Cincinnati. They own the southern half of the state and we own the north. Can we please get back to that arrangement.
- Market UA as a short and longer term conference destination. It's a beautiful campus. The newer beautiful dorms could serve as lodging and foodservice is already in place. Attendees could have use of use campus facilities while attending their conference.
- We need to create a sense of shared fate and a sense of shared success among all UA employees, especially faculty. I'm not sure what our identity is, but I know we have successful graduates that should be celebrated. As part of the Sesquicentennial we could ask faculty to nominate graduates for a "Hard work pays off" campaign. I can see getting pictures of students from every degree program and then add a first name, hometown, degree, graduation year, and current employer. We could celebrate them on the UA web page and social media.

Appendix B: Other Suggestions from UA Employees

Below are suggestions sent to the committee via email.

Just to jot down a few thoughts:

- Focus should be on Student Success, Thought Leaders, Competitive Leadership....... Is there a 4th focus on the Akron Regional Impact?
- Collaboration and external partnerships should be strong aspects of the strategic elements: especially with multiple business / industries in the region, but also with local / regional/ state governments and the regional entrepreneurial / innovation leadership groups like JumpStart, BioEnterprise, Team NEO, BOUNCE, etc
- I am an advocate of applying I – Corps principles of CUSTOMER DISCOVERY to the front end of the strategic planning process to identify the opportunities for UA to address. REAL collaboration / partnership interests if UA could address. Faculty and students from all across campus should be directly involved in these "interviews"
- We expect that several major themes will result from the customer discovery process: Fresh / clean water; sustainability / environmental impact; industrial training programs / testing and scaling the OVA initiatives. Others like biomimicry or mobility will certainly emerge
- One more thought: The LeBron Family Foundation focus on I Promise school kids is great,....Can that concept be applied to Akron / Summit County ADULTS/ PARENTS ? Could UA receive philanthropic / Government funding to conduct research and educate / train / transform underserved parents? Research is not limited to the STEM disciplines………

Research and potential licensing at UA would be to REVERSE the shutdown of Biomedical Engineering PhD program. Biomedical research is a MAJOR strength in Ohio and UA was heavily engaged in that strength!

And REVERSING the shutdown of the Electrical Engineering PhD program should also be recommended as SESOR technology is really a booming field in Ohio's transport sector.

Certificates can be beneficial at the graduate and undergraduate level. We are already offering the classes for our current students and often have open seats which could be filled by these students. Certificates could lead to admission to degree programs if all credits could be applied to the degree. However, there should not be so much emphasis put on how many people are pursuing the certificates because they are meant to be an enticement to further education. Cancelling them for low numbers does not make sense.

This is not a revenue generating suggestion but more of a cost-saving suggestion. The CBA has been trying to get approval to add a Salesforce organization for Graduate to replace our outdated Access database and for use in Customer Relationship Management. Admissions uses Salesforce but our IT and admissions people have not been willing to permit this collaboration. A separate organization would not need to interact with any of their processes or disrupt it and the Salesforce rep suggested that we look at that option for our small demands.

1.   We could create courses/programs in the area of community corrections that would target employers and other non-profits that offer tuition reimbursement as a benefit (i.e. Oriana House). We could offer continuing education classes that would provide them with a specialized certification. These could be offered in flexible formats (7 week courses or online) to attract more students. We could also offer tailored corporate training for a fee.

2.   We could host certified advanced training for/by the Ohio Peace Officers Training Academy (OPOTA) that would be taught either by OPOTA personnel or the faculty at UA. UA students could also take the courses and receive certification to add to their resumes. Initial discussions with OPOTA have already taken place but were put on hold because of personnel changes in OPOTA.

3.   We could develop a certificate in undergraduate legal studies (AKA a paralegal certificate) that would attract both students currently enrolled in the BA degree but also students who are only seeking the certificate. This is a high demand career path and would increase revenue to the University in a short period. We currently have two attorneys on the faculty who would be able to oversee this.

4.   We could develop a BS in Forensic Chemistry in conjunction with the Chemistry department. Students would take courses in both departments for the BS (or a certificate or track). Many students are interested in this field.

5.   The CJ Faculty have considered a hemp testing lab that would provide plant material testing to determine the amount of THC in a product. This would give students lab skills that could help them find jobs upon graduation. More work needs to be done on this proposal to determine the validity of the market but it could make significant revenue for the department and University.

The Political Science Faculty are considering one new option to increase revenue, which is a new MA program in Criminal Justice. The department already has a CJ track in their MA program, so reviving the degree option would not be complicated. They are working with faculty in Criminal Justice Studies to make it an interdisciplinary degree. The degree will be 100% online to attract working professionals.

This is an idea I have suggested for years, to no avail, but here it is again – eliminate the application fee for admission. At my alma mater (a SLAC) they did this and applications went from about 2,500 a year to 4,500. They found that removing the fee led to more diverse pool of applications and the quality of the applicants didn't go down. This is also one of the ways that for-profit universities have been able to recruit students so well – they make the enrollment procedure as easy as possible and sand down friction points like paying the fee.

The nice thing about this idea is the numbers are very, very easy to run – how much do you lose in application fees versus how many more entering students would you need to offset that loss. In addition to broadening the applicant pool this also permits an opportunity for UA to meaningfully distinguish itself from Youngstown, Kent, and Cleveland State - our regional peers.

Another nice thing about this idea is that it is becoming more and more common at the national level, so it should not seem strange to the powers that be. It is also easy to message to the community "We don't want any person who dreams of going to the University of Akron to have any reason not to pursue that dream."

A friend of mine who worked in the admissions office here told me this idea has been floated before, by admissions staff, and it is shot down by leadership and goes no further. It is a tough sell to abandon a revenue stream when times are tight and I get where folks are coming from. But this idea has a real chance of increasing enrollment in a projected environment of flat or declining enrollment. It is easy to implement because it requires removal instead of elimination. I think there is a lot of win potential here both for the university and the greater Akron community.

• An inter-disciplinary degree completion initiative using cohorts, on-line and distance-learning, delivered at satellite locations on Saturdays. Perhaps an "elite program" created for older learners and includes extra services and programming with a course fee attached for each course in the program similar to the Saturday MBA model. Feature a "job enrichment" model of an internship and a global experience in the program.

• A Degree-Refresh program directed at those who have completed degrees at least 10 years ago. Offer a special rate for UA alumni to return to school to refresh their degree without having to commit to a graduate program. Partner with area employers to gain their approval of being willing to offer tuition reimbursement for "non-degree" for credit courses. Typically employers will not reimburse for just taking courses that are not leading to a degree.

• Charge each college with developing one non-credit professional development program with a corporate partner. Encourage or require programs be cross-disciplinary. Set minimum net revenue requirements for the programs. Charge each college with developing one innovative delivery version of an existing for credit degree program that will justify a premium tuition in the market. Require every full-time faculty member to teach in at least one non-credit/degree or one innovative delivery program per academic year with a maximum of 3 per academic year. Ideally, the course (s) would be off-load for

which faculty could be paid an additional amount beyond their annual contract. Changes that would be required for this include collective bargaining contract conditions to allow off-load teaching and supplemental pay to the extent this can be a major revenue generating initiative. Another change that seems to be needed to make "premium or elite" programs more cost effective is the ability to charge tuition differentials for programs in a less complex and more robust means than it currently occurs.

• Create "degree completion/degree refresh" cooperative with employers as members. If an employer joins the cooperative and pays an annual membership fee, their employees would receive discounted tuition at UA. Membership in the cooperative could also entitle member organizations some level of consulting from UA faculty, customized courses, internship placements, etc. The advantage of this is eliminates going through the process of setting up partnership programs with employers one at a time.

• Create an assessment center that is fee-based. The purpose of the assessment center is to "pre-screen" and "certify" our students and other applicants an employer is considering. Individuals would go through the assessment center and receive a rating of a comprehensive range of competencies, inter-personal skills, personality traits, and other attributes that are predictors of job performance. Individuals could pay for the assessment themselves to add to their resume. They could make a statement that their overall "employability" has been rated as X by UA Assessment Center and that this is a reliable and valid measure of their likelihood for high job performance. Fees for the service could be paid for by employers, students, individuals external to the university who are seeking employment. Many different "pathways" to employability could be developed that could feed individuals into various for credit and not for credit UA programming in the case that an individual is deficient in a highly valued competency or attribute. This is a small step towards the whole area of credentialing as a function of the university, but focuses on factors other than mastery of discipline specific content. It would be an initiative that is likely to involve many disciplines across campus and corporate partners in this field. A university based assessment may be seen as more objective and valid than an assessment coming from a firm like DDI.

I believe it is a well-known fact but still I want to share with you that I have observed a strong trend from industrial companies to educate their workers on their own base and they want colleges to do so. CAST

contract with Luke as an example. But I had a meeting with Stark on different issue and they are aggressively looking for contracts with companies to increase revenue. I think they landed First Energy.

I think this direction could be a source of an additional revenue. We need to go to them, not other way around. They pay handsomely.

Please start an online MOOC class, one to three credit hour program, with multiple levels, each level to cost not more than $100. Can we make this available to high school students? The general financial literacy of general public and college level students are not up to the mark and I believe an online course will need a onetime investment and can generate future revenues. Can we also say that if students completed three credit hours, it is equal to taking Personal Finance course?

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1. Have the International Center formally recruit international Graduate Students for the Graduate School.
   - The admissions decision and processing of graduate applications would be unchanged from current structure but there would be a formal, strategic vision for international graduate recruitment as there is for undergraduates. Currently, as you know, each College does their own international recruiting, in a small ad hoc way, if at all. Why not centralize this and use the expertise of the International Center team?
   - Our international graduate student numbers continue to drop rapidly: we need to reverse the trend and need to do something differently asap.
   - This would require additional funding for recruiters to travel to attend graduate specific events and fairs and for graduate-specific marketing.
   - The International Center cannot support both undergraduate and graduate recruiting from the current travel/marketing budget or with current staffing levels, so this would require a larger budget, and an additional recruiter.
   - (If the processing of graduate applications was to also move to the International Center rather than staying in the Graduate School, we would need at least one more processor)

2. Online course/degrees that are accessible to people overseas.
   - Since the students would be located overseas there would be no immigration concerns, as that only comes into play when students are physically in the US.

3. Increased use of the English Language Institute over the summer.
   a) In order to support the academic program, international students with conditional admission (that is, conditional on their English language score) could take an 8 week

intensive language program over the summer to get them up to speed in time to start academic classes in the Fall.

- o This would be particularly valuable for students who plan to join programs (such as the Akron Masters Program) that only start in the Fall, or for students who would like to gain confidence in their language ability before starting the academic program.
- o We would need to hire ELI faculty to teach these courses (this expense would be covered by the cost of tuition) and could provide on-campus housing options for the students (which would bring in revenue, but would also require the hiring of RAs etc)

b) Create short term summer programs for students (high school? UG?) from overseas who want to study English and have a cultural immersion experience in the USA over the summer. Essentially, we would market our ELI like a Study Abroad destination.

- o This has implications beyond ELI: we would have to house these students on campus and provide food for them (which would provide additional revenue beyond tuition), visas and student support (homesickness etc) would be run through the International Center.
- o We would also need to hire ELI faculty to teach these students, plus RAs for in the residence halls, and find someone to manage the program including organizing the cultural events, evening programming, and managing/troubleshooting the program from concept to execution. The International Center cannot support implementation of this type of program with our current staffing.
- o Some of the expenses would be factored into the cost of the program.

4. Non-Academic Revenue Source:
   I. Increase occupancy of the residence halls.
   a) Addition of kitchenettes to some of our current residence halls
      - o Currently, international students are required to live on campus when they first arrive. They are desperate to move out as soon as possible. Often they quote the price of living on campus as being too high (they claim it is cheaper to live off campus) BUT they also tell me that they want to move out so they can occasionally cook their own food.
      - o Plus, this would provide an option for international students who are mandated to live on campus to *EAT OVER BREAKS* when they cannot afford to travel or go home and the dining halls are closed. This is an issue now for the students we already have, and it will be ever more important as the international UG numbers begin to rise again. The lack of available food when the University is closed (such as over holidays and winter break), together with the lack of somewhere for students to cook for themselves at these times pushes them out of the residence halls and into off-campus housing out of necessity.
        (yes, some of the on-campus apartments have kitchens, but they are out of the price range of many of our international students)
   b) Graduate housing options for students.
      - o I have no idea what the demand would be, but I do have incoming students occasionally ask about on-campus housing for graduate students.

5. Non-revenue systemic support:
    a) Develop a peer mentoring support program for international students. The program housed in the Office of Multicultural Development is a great example of a successful program that helps students and directly impacts success and retention: the International Center does not have the resources to create, launch, and run such a program at this time.
        o Either the International Center needs additional staff (same person to run the summer ELI??) to run our program, or OMD would need extra staffing to incorporate support for international students into their existing peer mentoring program.

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1) Allow a 1 credit hour lab science – needs acceptance by Faculty Senate. This will provide entirely online options for bachelor's degrees that are otherwise 99% online now (Bachelors of Organizational Supervision and Emergency Management). Others may follow. The practice now is to allow students to take the online lab science at competing institutions and transfer the credit back to UA.
2) Centralized Conference Center – spaces available for rent across campus are owned, operated, and sold by the units to which they report. Essentially they're competing for business. Additionally, clients make contact with auxiliary units such as parking, catering, A/V, and residence halls on their own. Create a centralized conferencing center with a sales staff to respond to event RFPs and organize events for clients. This will require a new structure for the units that currently rent space.
3) Increase Industrial Testing – centers and institutes on campus in engineering have equipment that is unique to their industry. Hire full time technicians to provide testing services for companies that are a drain on faculty interested in scientific research. These are revenue generating laboratory procedures and tests that can occur outside of the academic department, but could include UG and graduate students on the teams.
4) Workforce development and training – company specific, in cohorts, and outside of the typical semester. Flexible and nimble responses to companies that need to upskill their employees. Example) manufacturing education to meet NIMS certification.
5) Recruitment Training – create a training program for one person per academic department and incentivize the training. Help these ambassadors answer FAQ (ex- safety issues, student life). This will streamline the presentations at visit days and create a consistent message across campus.

Event Scheduling Issues

OUR POSITION NOW…

- Auxiliaries and Support Staff
    Continue to receive many requests to use university space for their events
    Random calls and inquiries to various units resulting in no response protocol
    Units independently schedule events unintentionally creating staffing challenges
    Auxiliaries have met several times to seek-request approval to build scheduling process

For the Short Term, have updated the current web site layout.

ACTION MOVING FORWARD TO ACHIEVE…

- Technology
     Remove the technology to expose the current process
     Technology is then added to enhance the corrected process once in place
- Develop Event Scheduling Process
     Layout each unit current process
     Determine and remove deficiencies, overlap, approvals, etc.
     Streamline and test the new process
- Marketing Factors
     Venues - availability
     Rental Fees - competitive
     Services and Rates – Police, A-V, PFOC, IT, Catering, Housing, etc.
     Sufficient Staffing - management
- Revenue
     Auxiliaries – Catering, Parking, Suites, Merchandise
     Strategies
     Goals
- UA Engagement - Retention
     Admissions-Enrollment Management
     Development
     Alumni Relations
- Procedure-Structure-Organization Goals
     Conference Center - Hub
     Sufficient Support Staffing
     Transparent Process

Below is an example of an outside group request to the University – which happens on a frequent basis. Per the last university group scheduling meeting in 2016, it was determined that EJ Thomas would receive initial / default requests, per the web site.

This request was sent to EJ and forwarded. It is a high school boys' soccer team wanting an annual pre-season set of practices at a selected university.

Here is the road map this group would endeavor to fulfill this request:
1. E.J. with initial request.
2. Athletics for practice field availability (if available).
3. Student Union for meeting space.
4. Aramark for food service.
5. Residence Life and Housing for rooms.
6. Parking Services

What additional university groups would benefit? Admissions – party of 40 high school students!
More than likely, four separate contract agreements and contacts will be required for the customer.

Research methods-focused UA faculty from A&S (Anthropology, Sociology, Psychology, Statistics), CBA, College of Education, and CHP are often approached by businesses, organizations, and non-profits about serving as assessors/evaluators. This work is needed and paid but faculty are more overburdened than ever so these opportunities are going to other universities.

A group of faculty from the colleges listed above met and is exploring the idea of an interdisciplinary Training Lab in program assessment and evaluation.

This plan would involve contracts from outside organizations by means of which undergraduates in classes and as interns would gain hands-on experience under the supervision of faculty and graduate students. Students who have obtained a specified level of qualitative and quantitative methods course work where they can get hands-on, experiential learning. They would graduate with transferable skills, specific experiences, and real world connections.

NSF IUSE may be a good place to seek start-up funding for this. On campus resources including the ARM Lab which is an earlier, somewhat broader iteration of this concept could be redirected to enhance.

We used to have someone in the Office of Research Services who kept an eye on CFPs and shared them intelligently across relevant departments and programs. This service and the personnel who performed it were let go. We need this back again so that we can be agile and responsive to opportunities.

When financial aid is received by students, after tuition is paid, excess financial aid could be loaded onto zip cards for use in the bookstore (as opposed to a check that is mailed, or a direct deposit that often goes to parents' accounts). This way, students can immediately acquire their course material. This arrangement would be done on an "opt in" basis. Many other universities are already doing this.

1) In addition to the free books that might be used for some courses, creating packaged content model for core courses would create large scale purchase opportunities, and associated price reductions. If faculty could collaborate on courses and sections, there could be large savings realized for students based on volume. This would also mean that reading materials would be available on the first day of class each semester.
2) We should have a group explore the allocation of funds. Outside of tuition, are fees allocated appropriately in terms of most value added to students? What do they really need and care about? This should be explored further than it is now.
3) Currently, there are multiple overlapping co-curricular programs that often compete with one another (e.g., leadership development). A small team should review these programs to increase efficiency.

Link Budgeting to the Planning Process

- Use a "war room" approach for a 12-month planning process based on a 24-36 month vision.
- Link the budgeting process to the strategic plan. Organize revenues and costs toward that path.
- Use the same document that was submitted for the budget as the format throughout the year to track and document revenues and expenses.
- Understand true costs so that we can calculate true revenues.

- Provide explanations regarding how fund raising works, and who benefits from endowments, capital campaigns, etc.
- Clarify the best uses of restricted accounts.
- How should lower-level units participate in raising external money? What is appropriate? What is out of bounds?

Hold a One-day Curriculum Proposal Sign-off Fair

After distributing curriculum proposals to all relevant groups within UA, hold a gymnasium-style fair with each table staffed with persons of sign-off authority. All proposals could be questioned, discussed and sign off in a single day. This would eliminate the long, tortured approach to getting various groups to sign off on changes. Get people together to talk and sign off in a single day.