

ORIGINAL

IN THE COURT OF COMMON PLEAS, ASHLAND COUNTY, OHIO

STEPHANIE SIKORA, et al.,	:	Case No. 17-CIV-006
Plaintiffs	:	Judge Ronald P. Forsthoeft
v.	:	
ASHLAND UNIVERSITY,	:	
Defendant	:	

2018 DEC -5 AM 9:37
DEBORAH A. MYERS
CLERK OF COURTS
ASHLAND, OHIO

DEFENDANT ASHLAND UNIVERSITY'S
MOTION FOR SUMMARY JUDGMENT

Pursuant to Rule 56 of the Ohio Rules of Civil Procedure, Defendant Ashland University ("Ashland" or "the University") hereby moves for summary judgment against all Plaintiffs. A memorandum in support is attached.

Respectfully submitted,



William A. Nolan (0041891)
Taylor L. Hunter (*admitted pro hac vice*)
BARNES & THORNBURG LLP
41 S. High Street, 33rd Floor
Columbus, OH 43215
Telephone: (614) 628-0096
Facsimile: (614) 628-1433
E-Mail: bill.nolan@btlaw.com
E-Mail: taylor.hunter@btlaw.com

Attorneys for Ashland University

MEMORANDUM IN SUPPORT

I. INTRODUCTION

Plaintiffs' Complaint ("Complaint") arises from a decision by Defendant Ashland University (the "University" or "AU") to non-renew Plaintiffs' tenured faculty contracts as one part of a University-wide prioritization and restructuring effort. The Plaintiffs were among 14 tenured faculty members notified August 14, 2015 that, subject to efforts to find them other positions at the University, their tenured employment would conclude after a three-semester period required by the University's Faculty Rules and Regulations ("FRR"), on December 31, 2016.

The prioritization process yielded the conclusion that certain academic departments (along with many other components of the University) needed to be restructured, resulting in the reduction of faculty members in those departments. The FRR guided every step of the non-renewal process, and the University carefully followed every measure outlined therein.

The Complaint makes a single claim – breach of contract, relying on Article XII of the FRR as containing the allegedly breached provisions. But as set forth further below, the University carefully tracked Article XII. Where Article XII, sometimes very general in its guidance, required a judgment call, the University reasonably made it, as both the FRR and Ohio case law allow it to do.

Accordingly, the University respectfully requests that this Court grant it judgment as a matter of law for the reasons set forth below.

II. UNDISPUTED FACTS¹

A. Background

The University is a small private, non-profit university in Ashland, Ohio. AU was founded in 1878 as Ashland College. It offers undergraduate and graduate courses in a number of fields, which are taught by faculty members in six colleges. (Complaint and Answer ¶¶ 16-17; Deposition of Carlos Campo 30:25-31:²) The Plaintiffs were tenured professors with the following primary disciplines:

- Bill Cummins – Spanish literature
- Boris Kerkez - computer programming, robotics, computer graphics and statistics
- Pravin Rodrigues - communications
- Stephanie Sikora – music courses
- Jeff Tiel - philosophy and online core courses
- Rachel Wlodarsky - educational psychology, human development and adolescent psychology

(Complaint and Answer ¶¶ 22-26, 27-28; Cummins 83:19)

The terms and conditions of employment for tenured faculty members are governed by a one-page Tenure Faculty Contract and the FRR. (E.g., Complaint and Answer ¶¶ 29-30).

¹ The following facts are supported by citations to the pleadings, depositions, deposition exhibits, and other admissible evidence as to which Ashland contends there are no genuine issues. Cited affidavits, attachments thereto, and deposition exhibits are contained in a separate Appendix filed contemporaneously with this motion and memorandum. (Note that the parties in discovery have used a single set of deposition numbers; for example, there is only one Exhibit 3 among all of the depositions.) Where the University has admitted an allegation in the Complaint such that there is no dispute over that allegation, that is referenced herein as follows: *Complaint and Answer* ¶__.

² The depositions of the six Plaintiffs as well as those of University President Carlos Campo and Dean of the College of Arts and Sciences Dawn Weber are being filed with the Court herewith. Deposition transcripts are hereinafter cited simply by the deponent's last name and page and line reference, such as: (*Cummins* 83:19).

B. A Prioritization Process to Improve All Operations of University Began in 2014, and One Part of That Process Resulted in the Non-renewal of Faculty Members Including Plaintiffs.

Ashland University “is constantly in a state of review and prioritization.” (Weber 10:1-2)

“[I]n each year of the university’s history we’re making changes to our structure, to our academic programs. That’s the nature of our business.” (Weber 19:6-13)

Notably here, in January 2014, the University’s Board of Trustees (“Board”) initiated a comprehensive review of all University academic and non-academic areas and functions in an effort to use the University’s resources in the most purposeful, efficient ways in the future. As part of this comprehensive review, the Board sought to examine across-the-board the University’s underutilized programs, policies, practices, and procedures that required resources but did not provide value. The most likely source for needed resources was determined to be the reallocation of existing resources from non-academic areas on campus and from the weakest to the strongest academic programs. To accomplish reallocation, the Board needed to undertake rigorous evaluation and responsible prioritization of all areas and programs on campus. Accordingly, in March 2014, the Board convened a Planning Committee to recommend a process for conducting review of all academic and nonacademic programs of the University, which issued a detailed report on a process for prioritization. (May 2, 2014 Report to the Board of the Ashland University Planning Committee, “Recommendations for Conducting a Comprehensive Review of Academic and Non-Academic Programs,” Weber Ex. 3 at pp. 3-5)

On the academic side, the part of the prioritization most directly applicable to the Plaintiffs, the Board formed an Academic Prioritization Subcommittee (“APS”). “The [APS] conducted research on how formal academic prioritization is conducted at universities and then

made recommendations for how that might take place at Ashland University.” (Weber 14:5-9) The APS was composed of faculty members, administrators, and trustees, and evaluated each academic program at the University based on detailed self-studies prepared largely by department chairs. (See Weber 21-28, 37-38 & Ex. 6 for background on self-studies.) Further, at each review meeting, the Academic Deans were invited to answer questions, to provide supplemental information, and to address the APS regarding each specific program within their respective departments. (Weber 41:6-10, 42:3-5) After reviewing the data from each program, the APS categorized each academic program at the University in one of the following categories:

Enhance

Maintain

Review

Revisit

Restructure/Reorganize

Restructure/Reduce

Restructure/Discontinue

(Campo Aff. Ex. 1 at pp. 3-4)

While this process was ongoing, the University hired Dr. Carlos Campo, its current President. In his deposition, Dr. Campo testified about his charge from the Board when he joined:

There were a number of challenges. The transition of which I spoke, cultural shifts. The institution had also initiated a prioritization process. So part of the challenge was to continue that process forward. There were clearly significant fiscal issues with the institution, but moreover, there was a lack of focus. I think that was probably the greatest message that I received from the board was we’ve lost our way; we need someone to take us there.

(Campo 43:18-44:3) As he interviewed and began work in Ashland, Dr. Campo observed the prioritization process that had been taking place:

As I reviewed the documents and people involved, I was incredibly impressed by the depth to which Ashland University had initiated this formal process through – primarily through this prioritization process, and this wasn't just academics. So athletics, auxiliary, every area was closely examined. I mean, committees met weekly. There were more than 50 people involved in the process; board members, staff, faculty.

I read hundreds of pages of minutes and other documents that this group had worked on. I've been in higher ed. my entire adult career and I've never seen an institution take on such a formal process toward identifying areas of strength and areas of restructuring that were needed. It was a remarkable process.

(Campo 46:21-47:12)

In April 2015, the APS completed its review of all academic programs and submitted a final report – which included recommendations to restructure certain academic programs; restructure the core curriculum; limit the number of hours required for a major; and revise certain policies and procedures – to the Board. (Campo 48) The APS report is attached as Exhibit 1 to Dr. Campo's affidavit (Appendix Tab A). On August 4, 2015, the Board accepted the APS's report for prioritizing programs and authorized the formal restructuring of academic programs, which resulted in the non-renewal of some faculty members.

In addition to the non-renewal of tenured faculty members, a number of other changes took place as a result of the restructuring. For example, "[w]e've restructured our departments considerably, so we now have a number of departments in what I call administrative units. So they've not been discontinued, but they exist in a different structure than they did." (Weber 45:18-22) More broadly, Dr. Campo testified:

[The changes] would include new program development. They would include co-academic processes. They would include raises ... for two of the three

intervening years. They would include funding positions and institutional effectiveness; assessment for the institution. Even include investing in athletics at the institution; other staffing that reflects the enhanced areas, so online education, significant investment in correctional education.

(Campo 96:24-97:9)

C. The Reduction of Tenured Faculty Is Governed By Article XII of the Faculty Rules & Regulations, and the University Complied With Each Step in That Process.

It is undisputed that, “in order to terminate Plaintiffs by not renewing their Tenured Faculty Contracts, the University must comply with the provisions of the Faculty Rules and Regulations generally, and Article XII in particular.” (Complaint and Answer ¶35) The referenced Article XII is entitled “Reduction in Tenured Faculty,”³ and is reproduced in relevant part in italics below, each paragraph followed by undisputed facts showing the University’s compliance.

Section A. Definitions⁴

...

Section B. Grounds for Reduction

1. *The University may reduce the number of instructional faculty members by termination of appointments of tenured faculty members as a result of:*
 - *financial exigency*
 - *the formal discontinuance of a program or department of instruction not mandated by financial exigency*
 - *the formal restructuring of a program or department of instruction not mandated by financial exigency.*

³ The FRR applicable to the 2014-2015 academic year is attached as Exhibit 2 to the Complaint. (Complaint and Answer ¶33) The FRR applicable to the 2015-2016 academic year has been routinely referenced in discovery and is attached as Exhibit 1 to the Affidavit of Carlos Campo. The FRR excerpts quoted herein are from the 2015-2016 version. As will be further referenced below, neither version of the FRR includes any reference to the payment of attorney fees in the event of a dispute thereunder.

⁴ This Definitions section consists solely of 2 definitions – “Tenured Faculty Member” and “Financial Exigency.” Other important terms such in Article XII – “formal restructuring” (XII.B.1) and “bona fide” (XII.B.2) – are not further defined in the FRR.

2. *In all cases, the grounds for reduction must be bona fide. Documentation by outside audit of financial exigency will provided to the Faculty Senate by the University.*

It is undisputed that the University intended to non-renew tenured faculty members, including but not limited to Plaintiffs, under the 3rd prong of Article XII.B.1 – the formal restructuring of a program or department not mandated by financial exigency. (E.g., Campo 93:6-10; Affidavit of Douglas Fiore (Appendix Tab B) ¶3)

Section C. Planning Faculty Reductions

1. *Prior to faculty reductions according to the section above, the administration shall convene a special committee to review the status of affected programs or departments and submit recommendations to the President. Faculty reductions due to financial exigency shall be made on a departmental or program basis. The committee shall submit its recommendations within thirty (30) days of its initial meeting.*
2. *The special committee shall consist of an equal number of instructional faculty, to be named by the Faculty Senate and administrators, including the college dean, appointed by the administration. The Faculty Senate and the administration each have the right to require replacement of one member of this committee. The committee will be chaired by the Provost.*
3. *In recommending reductions, financial considerations and student/faculty ratio will be major factors, but will not be utilized without recognizing their impact on the academic program and on the University's commitment to the mission and goals of the University. In addition, the published aims, purposes, goals and programs of the University as they affect accreditation must be considered.*
4. *The decision to reduce tenured faculty (1) due to financial exigency, (2) due to the formal discontinuance or restructuring of a program or department, or (3) due to a decrease in enrollment in a program or department **shall rest with the Board of Trustees.***

(emphasis added)

On August 7, 2015, the University formed the special committee ("SC") required by Article XII.C. (Complaint and Answer ¶58) Under the terms of the FRR set forth above, the SC

needed to work expeditiously, and it did. While it was not clear until August 7 that there would be faculty reductions, the possibility was known beforehand (e.g., Sikora 48:5-13) and academic leaders were preparing to make those difficult decisions if they had to. (Weber 92:1-21)

As required, the SC consisted of an equal number of instructional faculty to be named by the Faculty Senate and administrators, and was chaired by the Provost, Doug Fiore. The Senate Faculty appointed four faculty members: Dan Fox, Joan Knickerbocker, Gordon Swain, and Jeff Weidenhamer, leaving three appointments for the University to appoint in addition to the Provost. Because there are six college deans, Dr. Fiore and Faculty Senate members Gordon Swain and Jeff Weidenhamer discussed the interpretation of "the college dean" in Article XII.C.2 and agreed that each college dean would participate and provide consultation on all discussions regarding his or her college. (Fiore Aff. ¶3) This indeed took place. (*Id.*; Weber 86:13-88:3)

Section D. Priorities in Faculty Reduction

1. ***The identification of faculty members to be terminated to meet planned reductions shall rest with the administration***, after consultation with the college dean and department chair.

2. *In effecting a faculty reduction under this article, instructional duties should be reassigned to minimize the impact on tenured and full time faculty members. Therefore, the identification of faculty members to be terminated shall be made, on a departmental or program basis, in accordance with the following priorities:*⁵

...

b. The retention of full time faculty members shall be preferred over part time faculty, except in extraordinary circumstances where a serious distortion in the academic program would otherwise result.

⁵ Subsection a relating to attrition is not reproduced here as the Complaint does not allege a violation of this subsection.

c. The retention of tenured faculty members shall be preferred over non-tenured faculty, except in extraordinary circumstances where a serious distortion in the academic program would otherwise result.

d. If a decision to terminate must be made between tenured faculty members, the primary determining factor shall be the impact on the academic program and on the University's commitment to the mission and goals of the University. Other determining factors shall include:

- *instructional effectiveness as measured by peer evaluation and student evaluations*
- *education*
- *teaching experience and seniority*
- *flexibility*
- *professional and scholarly activities*
- *extraordinary activities and community service.*

(emphasis added)

As required, the college dean and department chair consulted with the administration regarding the identification of faculty members to be terminated. (Fiore Aff. ¶4; e.g., Weber at 94:2-11; Cummins 50:18-24; Wlodarsky 41:6-9) Each Plaintiff was provided with a document designated as an "Article XII Written Summary" that tracked the entire process and analysis of that individual in detail, including compliance with Article XII.D.2. All of the Plaintiffs' Article XII Written Summaries are attached to the aforementioned appendix at Tab D.⁶ These summaries track many aspects of the process with respect to each Plaintiff.

Plaintiff Kerkez's Article XII Written Summary explains that Article XII.D.2.c applied to his non-renewal because his department (Communication Studies) consisted of four tenured

⁶ The Article XII Written Summaries, while submitted in the Appendix as one, are identified in depositions as follows: Cummins 44:22-24 & Ex. 59; Kerkez 31:7-13 & Ex. 120; Rodrigues 68:20-69: 12 & Ex. 95; Sikora 59:9-15 & Ex. 82; Tiel 45:1-8 & Ex. 127; Wlodarsky 43:1-5 & Ex. 72. With respect to all Plaintiffs except Cummins and Wlodarsky, the referenced pages are part of a larger exhibit that for the Court's convenience and ease of reference is not included in the Appendix in its entirety. For those Plaintiffs, the front page of the Exhibit and the Article XII Written Summaries are included in the Appendix being filed herewith. Because it is additionally referenced, Dr. Kerkez's Article XII Written Summary is

faculty and one non-tenured faculty, thereby implicating the requirement to favor tenured faculty members. The APS report designated two positions to be non-renewed within that program. The SC selected two tenured members because it was determined that the non-renewal of the tenure-track faculty member would cause a serious distortion in the academic program because that particular faculty member was the only full-time faculty member who taught ten courses in the curriculum, eight of which were required courses for one or more undergraduate majors, and that individual is one of two full-time faculty members in the department who taught the M.A. in Health and Risk Communication program.

Article XII.D.2.d applied to the remaining Plaintiffs – Cummins, Rodrigues, Sikora, Tiel, and Wlodarsky⁷ – each of whom taught in academic programs that consisted solely of tenured faculty, again as set forth in their respective Article XII Written Summaries. For example, the APS report designated one position to be non-renewed within the Foreign Languages Spanish program, which consisted of three tenured faculty, including Plaintiff Cummins. The SC determined that the non-renewal of Dr. Cummins would have the least negative impact on the academic program because the administration concluded that other tenured Spanish faculty were qualified to teach the courses that Plaintiff Cummins taught, and were more active in scholarship. (Cummins 45:22-46:3 & Ex. 59)

Section E. Relocation of Tenured Faculty

1. *Before the administration issues notice to a tenured faculty member of its intention to terminate an appointment for a reason other than for cause, all feasible alternatives to termination must be pursued. A tenured faculty member shall be given reasonable opportunity to readapt within his or her or a related discipline or to train for*

⁷ Plaintiff Wlodarsky was a member of the Department of Educational Foundations and Instruction that consisted of 13 tenured faculty, and one non-tenured faculty. Of the 4 faculty non-renewed within the Department, the one non-tenured faculty was also selected for non-renewal, after which Article XII.D.2.d was applied.

an administrative or professional staff position, if one is available. The President will determine if the suggested reappointment is appropriate. A tenured faculty member transferred to a non-teaching position will forfeit tenure. However, if they are later reappointed to a tenure-track position, it will be with tenure and previous rank, subject to approval of the department and dean.

2. *Before the administration issues notice to a tenured faculty member of its intention to terminate an appointment because of formal discontinuance or restructuring of a department or program or due to a decrease in enrollment in a program or department, the University will make every effort to place the tenured faculty member concerned in another suitable position.*

a. If placement in another position would be facilitated by a reasonable period of training, release from teaching obligations may be provided to allow greater time for relocation or retraining provided that necessary schedule changes can be implemented without serious distortion of the academic program.

b. These schedule changes shall be determined by the college dean and the department chair.

c. If no position is available within the University, with or without training, the tenured faculty member's appointment may be terminated.⁸

Once the University learned that some tenured faculty were going to be terminated and thereafter, the administration “looked at any vacancies or job openings that existed at the university at that particular point in time to see if there was anything that, using our judgment of that person’s qualifications, they would be eligible for.” This included regular discussions at the academic council, which includes all college deans and chaired by the Provost, as well as efforts with department chairs, human resources, and others at the University. (Weber 52:11-23, 53:21-54:7) Dr. Campo testified that he was part of “a number of meetings. We formally reminded deans and others at cabinet meetings, if you have any opportunity to bring back these people, if there is growth in these areas, please put that forward so we can review it.” (Campo 98:23-99:4)

⁸ Article XII.D.3 and .4 are not reproduced here as they are in issue.

Many of these efforts were successful. For example, Dr. Deleasa Randall-Griffiths, who was an associate professor tenured in the Department of Communications Studies (and originally a plaintiff in this case), is one success story. Dr. Randall-Griffiths was initially offered a part-time administrator position for an online program in criminal justice, which she declined. (Plaintiff Bill Cummins was also offered this same position, which he declined. (Weber 58:4-10)) Dr. Randall-Griffiths was later contacted with an opportunity to serve in the position as full-time director of an online communication studies program, which she accepted. (Weber 55:16-57:6)

While she was not tenured, the story of Dr. Maura Grady also exemplifies the University's process to place affected faculty members. Dr. Grady, a non-tenured faculty member in her fifth year of employment in the English Department and selected for non-renewal, was offered a full-time 12-month administrative position in the writing center, which she accepted. In the fall of 2018, Dr. Grady accepted an available tenure-track position in the English Department at the University. (Weber 54:15-55:15) Dr. Grady's application for tenure has been approved by the administration at the University, and is currently pending Board approval. (Campo Aff. ¶7)

Dr. Campo offers another successful example:

[B]ecause of our strategic plan, we had a pillar that included a commitment to wellness, and there was a faculty member who had been impacted by the nonrenewals who was a pretty good fit for that area. I know that's one that we definitely discussed, and I had a hand in bringing back a faculty member who had been impacted to lead that wellness effort.

(Campo 98:14-21)

Not all efforts were successful. For example, Plaintiff Wlodarsky, who had taught in the College of Education, sought support from the Psychology Department in her efforts to relocate, without success. Members of the Psychology Department did not feel that she was qualified to teach the requested advanced courses. (Wlodarsky 60:2-11 & Ex. 84) Similarly, Plaintiff Tiel discussed opportunities at some length with Dr. Campo (Tiel 92-93 & Ex. 133) but those were not successful. Dr. Tiel continues to teach at the University in an adjunct capacity as he seeks other employment. (Tiel 105:14-22)

Section F. Terminal Notice, Salary and Benefits

...⁹

2. *If it is found necessary to terminate the appointment of a tenured faculty member because of declining enrollment or restructuring of a program or department of instruction, the faculty member shall be notified in writing of the decision to terminate no later than three (3) full semesters in advance of termination. The faculty may elect, at his or her option, to agree to accept an earlier termination date provided that full compensation for three (3) semesters continues to be paid for three (3) semesters beyond the date of notification (in addition to the semester then in progress).*

...

Plaintiffs do not allege a violation of Article XII(F) nor is it disputed that non-renewed tenured faculty members were served by the University President in writing of the decision to terminate his or her position dated August 14, 2015, 3 full semesters in advance of his or her contract term date of December 31, 2016. (E.g. Wlodarsky 36:16-18, 100:24-101:3 & Ex. 70)

Section G. Conference and Appeal

1. *After notification of the University's intention to terminate the appointment of a tenured faculty member, the faculty member concerned may require a conference with the Provost, the department chairperson and the Dean. The request for a conference must be made no later than ten (10) business days after the formal notification of termination. At this*

⁹ Subsection "a" is omitted as it pertains only to financial exigency, not the basis of non-renewals here. Subsections "c" and "d" relate to benefits matters of which a breach is not claimed in the Complaint.

conference the tenured faculty member may require a written summary taking into account the reasons for his or her termination. The Faculty Senate President will be notified one (1) week prior to such conference, and the faculty member may bring a witness. The administration may also have a witness. This conference must happen within ten (10) business days of the faculty member's request.

2. *A tenured faculty member may appeal a proposed termination or relocation under the terms of this Article, and have the right to a full, on the record adjudicative hearing before the appropriate faculty committee. A written letter of appeal must be given to the Faculty Senate President and the University Provost no later than ten (10) business days after the conference. Both the faculty member and the administration will have the right to require recusal of one member of this committee. The issues in this hearing may include the University's failure to satisfy any of the conditions specified in this Article. The hearing shall be concluded within eight (8) weeks of the appeal request by the faculty member. **The final decision shall rest with the Board of Trustees.***

(emphasis added)

It is undisputed that tenured faculty had the right to a conference with the Provost, the department chairperson and the Dean, and that each Plaintiff timely exercised his or her right to a conference, and were afforded one witness at the conference, and that the conference occurred within ten business days of the faculty member's request. (E.g. Wlodarsky 37:25-38:1 & Ex. 71) The Plaintiffs received the required hearing before a faculty committee, and that committee ruled in each of the Plaintiffs' favor. (Complaint and Answer ¶¶ 80-81)

The FRR specify that the Board has the final decision on the faculty member appeals. The FRR provide no particular process for that decision. To ensure a fair and thorough review, even though not required by the FRR, the Board convened an Ad Hoc Committee of four Trustees – Board President, immediate past Board President Lisa Miller, David Bush, and Thomas Whatman. Each Ad Hoc Committee member carefully reviewed assigned appeal files, after which that committee met and concluded that the University's administration had acted in accordance with the FRR in deciding to non-renew the faculty member. (Affidavit of Joyce Lamb (Appendix Tab C) ¶¶ 5-6)

The Ad Hoc Committee recommended to the Board that each faculty member's appeal be denied, and on March 19, 2016 the Board of Trustees acted on those recommendations. (Lamb Aff. ¶7; *e.g.*, Cummins 95:10-13 & Ex. 66)

III. LAW AND ARGUMENT

Summary judgment is a procedural device to terminate litigation when there is nothing to try. *Norris v. Ohio Std. Oil Co.*, 70 Ohio St. 2d 1, 2, 433 N.E.2d 615, 616 (1982). To grant a motion for summary judgment pursuant to Rule 56 of the Ohio Rules of Civil Procedure, a court must find (1) no genuine issue as to any material fact remains to be litigated, (2) the moving party is entitled to judgment as a matter of law, and (3) it appears from the evidence that reasonable minds can come to but one conclusion, and viewing such evidence most strongly in favor of the party against whom the motion for summary judgment is made, that conclusion is adverse to that party. Civ.R. 56(C); *Temple v. Wean United, Inc.*, 50 Ohio St. 2d 317, 327, 364 N.E.2d 267, 274 (1977). Here, reasonable minds can conclude only that the University complied with the FRR in non-renewing the Plaintiffs and certain other faculty members.

A. Ashland University Complied With All of Its Obligations Under the FRR, Therefore the Plaintiffs Cannot Sustain a Breach of Contract Claim.

"A cause of action for breach of contract requires the claimant to establish the existence of a contract, the failure without legal excuse of the other party to perform when performance is due, and damages or loss resulting from the breach." *Lucarell v. Nationwide Mut. Ins. Co.*, 2018-Ohio-15, 152 Ohio St. 3d 453, 463, 97 N.E.3d 458, 469 (and cases cited). Plaintiffs allege that the FRR – specifically Article XII for purposes of this lawsuit (Complaint ¶ 29) – constitute a contract, and for the purposes of this motion Ashland University assumes that to be true. But the undisputed facts set forth above show that the University has performed its obligations under

Article XII, step by step. The University expects that Plaintiffs in their memorandum in response will rely heavily on obligations they think the FRR *should* include, but the requirements set forth above are straightforward and the University has complied with them. The Plaintiffs cannot sustain a claim based on wishful thinking.

Likewise, while it is clear on its face that the University carefully followed each step of Article XII, it bears noting that Ohio courts invariably give substantial deference to Ohio universities in interpreting their own policies and regulations. Just as Plaintiffs cannot make a breach of contract claim on the basis of provisions they would like the FRR to include, they cannot make that claim on the basis of judgments left by the FRR to the University.

Perhaps most instructive is *McKeney v. Ohio Univ.*, 2017-Ohio-8589, 99 N.E.3d 1244 (10th Dist.), relating to a faculty member's breach of contract and other claims relating to denial of his promotion and tenure, and a multi-step process (as here) set forth in a Faculty Handbook. There as here, the handbook placed the final decision with the university (there the university president, here the Ashland University Board and Administration, as in the portions of Article XII highlighted above.). "The handbook does not place any restrictions on the discretion" on the university's decision. *Id.* at ¶26. In affirming the University's decision, the *McKeney* court continued:

"As a general rule, courts defer to the academic decisions of colleges and universities unless there has been a substantial departure from accepted academic norms as to demonstrate that the person or committee responsible did not actually exercise professional judgment." [citations omitted]¹⁰ Here, the university

¹⁰ This proposition has been stated by so many courts that it rises to the level of black letter law. *See also Walker v. University of Cincinnati College of Medicine*, Ct of Cl. No. 2009-09523, 2017-Ohio-8277, ¶15 (and cases cited). Reflecting the courts' deference to the reasonable decisions of colleges and universities generally, in the student context, they "will not interfere with a private university's right to make regulations, establish requirements, set scholastic standards, and enforce disciplinary rules absent 'a clear abuse of discretion.'" *Valente v. Univ. of Dayton*, 438 F. App'x 381, 384 (6th Cir. 2011) (and cases cited).

followed its own process, as outlined in the handbook, in evaluating McKeny's application for tenure. That process plainly reserves independent and professional judgment at the different levels of review. The record demonstrates that the decision was made carefully and was heard at many levels of the university's hierarchy.

Id. at ¶27. The *McKeny* court's paragraph could have been written about this case. There as here, the university followed its processes carefully.

As in *Scarnati v. Ohio State Univ.*, Ct. of Cl. No. 2002-05247, 2003-Ohio-7122 (affirming denial of tenure by university), plaintiffs' arguments will "essentially [be] disputing a 'judgment call' made by [their] academic superiors," *Id.* at ¶36, that the FRR entitles the University to make. Of course the Plaintiffs would have made different decisions than the University made, at several steps in the process. (Their testimony about who *they* would have selected for non-renewal in their respective departments is one obvious example. (*E.g.*, Cummins 60:3; Kerkez 34:19; Tiel 40:4; Sikora 69:7-15)) But one Ohio appellate court

cautioned trial courts to be diligent not to intrude into faculty employment determinations ... determinations on such matters as teaching ability, research, and service simply cannot be valuated solely on the basis of objective factors.

Saha v. Ohio State Univ., 10th Dist. Franklin No. 10AP-1139, 2011-Ohio-3824, ¶ 37. These are exactly the sort of judgments reflected in the Article XII Written Summaries.

Tenured status undoubtedly represents a significant commitment on the part of both the University and faculty members. (*E.g.*, Complaint and Answer ¶21; Campo 12:3-8 ("[T]enure is understood as a commitment from an institution to a faculty member who has demonstrated levels of commitment to the institution. It gives that faculty member a sense of academic freedom and a sense of the institution's commitment to them long term as well.")) This relationship is set forth in the FRR, including the limited situations – such as that present here –

where a tenured faculty member's employment may end. However, tenure does not confer a status beyond what a contract provides. *Branham v. Thomas M. Cooley Law Sch.*, 689 F.3d 558, 566 (6th Cir. 2012).

Ashland University reasonably made the judgments that the FRR expressly and repeatedly leaves to it, and therefore complied with any contractual obligations and is entitled to judgment as a matter of law that there was no breach of contract.

B. Plaintiffs Seek Relief to Which They Are Not Entitled Under Ohio Law.

1. Ohio Law Does Not Provide for Punitive Damages in Contract Cases.

In their Prayer for Relief (Complaint p. 17), Plaintiffs ask the Court "for an award of punitive damages." The Ohio Supreme Court has recently reaffirmed what has long been the law in Ohio:

Ohio common law provides that **punitive damages may not be awarded for breach of contract, no matter how willful the breach.** *Digital & Analog Design Corp. v. N. Supply Co.*, 44 Ohio St.3d 36, 46, 540 N.E.2d 1358 (1989); *Davis v. Tunison*, 168 Ohio St. 471, 474, 155 N.E.2d 904 (1959). This court articulated this rule almost a century ago in *Ketcham v. Miller*, 104 Ohio St. 372, 136 N.E. 145 (1922), paragraph two of the syllabus: "Punitive damages are not recoverable in an action for breach of contract."

Lucarell v. Nationwide Mut. Ins. Co., 2018-Ohio-15, 152 Ohio St. 3d 453, 462, 97 N.E.3d 458, 467 (rejecting an exception for a situation even where there is an independent tort) (emphasis added).

The undersigned has been unable to identify any legal support for punitive damages in this case and respectfully requests that Plaintiffs withdraw this demand in their anticipated memorandum in opposition to this motion. If Plaintiffs do not so, the Court should grant the University judgment as a matter of law that Plaintiffs are not entitled to punitive damages.

2. Ohio Law Does Not Provide for Attorney Fees in Contract Cases.

Plaintiffs also seek attorneys' fees and costs. (Complaint ¶¶ 92, 96 and Prayer for Relief) It is black letter law that, "As a general rule, attorney's fees cannot be recovered as an element of damages for breach of a simple contract. 13 Ohio Jurisprudence, 192, Section 105." *Sheets v. Chittum*, 90 Ohio App. 341, 345, 106 N.E.2d 782, 783 (2nd Dist.1951) (noting that the case at hand involving injunction or attachment bonds was an unusual exception). The parties may shift the costs of attorney fees contractually, *Krasny-Kaplan Corp. v. Flo-Tork, Inc.*, 1993-Ohio-11, 66 Ohio St. 3d 75, 79, 609 N.E.2d 152, 155 (holding there was no indemnification for attorney fees absent a contractual provision or applicable statute), but as noted above that is not the case here in the FRR. This is known, of course, as the "American rule." *Id.* at 77.

The referenced paragraphs of the Complaint assert that the University acted wantonly and in bad faith, purportedly justifying the award of attorney fees. The plaintiff in *Sorin v. Bd. of Ed. of Warrensville Heights Sch. Dist.*, 46 Ohio St. 2d 177, 347 N.E.2d 527 (1976), argued for such an exception to the American before the Ohio Supreme Court as it related to the alleged breach of a school superintendent's employment contract. While *Sorin* ultimately turned on a statutory provision providing for the termination of that contract, the Court noted the cases relied upon by the employee to argue for attorney fees in a contract case "involved actions for malicious prosecution, assault and battery, and other related theories sounding in tort." *Id.* at 182.

The undersigned has located no authority that would support an award of attorney fees under Ohio law in this context and the Court should grant the University judgment on this element of relief as a matter of law.

3. Ohio Law Does Not Provide for Emotional Distress Damages in Contract Cases.

Plaintiffs seek, among other relief, “consequential damages in the form of inconvenience, emotional and physical distress and mental anguish.” (Complaint ¶90) However, Plaintiffs’ only two counts are a breach of contract claim, and a declaratory judgment count seeking a declaration as to contractual rights. (Complaint ¶¶ 85-96) However, it is well settled Ohio law that non-economic damages are not allowed in breach of contract cases. *E.g., Hacker v. Natl. Coll. of Bus. & Tech.*, 2010-Ohio-380, 186 Ohio App. 3d 203, 927 N.E.2d 38 (2d Dist.) (and cases cited).

Any exceptions to this well-settled rule are extremely narrow. The Ohio Supreme Court has held that Ohio will follow Section 353 of the Restatement of the Law of Contracts, which states with regard to a breach of contract action:

Recovery for emotional disturbance will be excluded unless the breach also caused bodily harm or the contract or breach is of such a kind that serious emotional distress was a particularly likely result.

3 Restatement of the Law 2d, Contracts (1981) Section 353, at 149, cited in *Kishmarton v. William Bailey Constr., Inc.*, 2001-Ohio-1334, 93 Ohio St. 3d 226, 230, 754 N.E.2d 785, 788 (reversing award for loss of enjoyment in case involving homebuilder. Comment a to this section of the Restatement states further with respect to this “particularly likely” exception: “Common examples are contracts of carriers and innkeepers with passengers and guests, contracts for the carriage or proper disposition of dead bodies, and contracts for the delivery of messages concerning death.” Cited in *Stockdale v. Baba*, 2003-Ohio-4366, ¶ 104, 153 Ohio App. 3d 712, 734, 795 N.E.2d 727, 743 (10th Dist.).

The undersigned has located no Ohio authority that would bring an employment contract within this narrow exception. Likewise, the end of employment relationships are not a basis for emotional distress damages under Ohio law, even though it is known that such decisions will normally and understandably upset employees. *E.g., Lehman v. Spenco Mfg., Inc.*, 5th Dist. Stark No. 98CA00208, 1998 WL 819653 (Nov. 16, 1998); *Gradisher v. Barberton Citizens Hosp.*, 9th Dist. Summit No. No. 25809, 2011-Ohio-6243 (and cases cited).

Accordingly, Defendant Ashland University should be granted summary judgment on any claim for emotional distress damages in this contract case.

IV. CONCLUSION

For the foregoing reasons, Ashland respectfully requests that this Court grant it summary judgment on all claims.

Respectfully submitted,




William A. Nolan (0041891)
Taylor L. Hunter (*admitted pro hac vice*)
BARNES & THORNBURG LLP
41 S. High Street, 33rd Floor
Columbus, OH 43215
Telephone: (614) 628-0096
Facsimile: (614) 628-1433
E-Mail: bill.nolan@btlaw.com
E-Mail: taylor.hunter@btlaw.com

Attorneys for Ashland University

CERTIFICATE OF SERVICE

I certify that on December 5, 2018, a copy of the foregoing Motion For Summary Judgment and Memorandum In Support was served upon the following by overnight delivery on:

Leslie Murray
Leslie Murray Law
352 Main Street
Huron, Ohio 44839



ORIGINAL

IN THE COURT OF COMMON PLEAS
ASHLAND COUNTY, OHIO

Stephanie Sikora, <i>et al.</i>)	
)	Case No. 17-CIV-006
Plaintiffs,)	
)	
vs.)	Judge Ronald P. Forsthoefel
)	
Ashland University)	
)	
Defendant.)	

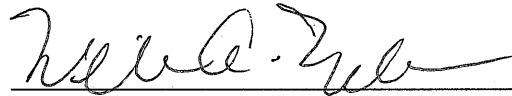
APPENDIX TO DEFENDANT ASHLAND UNIVERSITY'S
MOTION FOR SUMMARY JUDGMENT

Ashland University hereby submits the following exhibits being filed with this Appendix in support of Defendant Ashland University's Motion for Summary Judgment filed on December 5, 2018. The following materials are provided:

<u>Description</u>	<u>Tab</u>
Affidavit of Carlos A. Campo and exhibits.....	A
Affidavit of Douglas Fiore	B
Affidavit of Joyce Lamb	C
Article XII Written Summaries	D
Deposition Exhibit 3	E
Deposition Exhibit 6	F
Deposition Exhibit 59.....	G
Deposition Exhibit 66.....	H
Deposition Exhibit 70.....	I
Deposition Exhibit 71.....	J

Deposition Exhibit 84.....K
Deposition Exhibit 133.....L

Respectfully submitted,



William A. Nolan (0041891)
Taylor L. Hunter (*admitted pro hac vice*)
BARNES & THORNBURG LLP
41 S. High Street, 33rd Floor
Columbus, OH 43215
Telephone: (614) 628-0096
Facsimile: (614) 628-1433
E-Mail: bill.nolan@btlaw.com
E-Mail: taylor.hunter@btlaw.com

Attorneys for Ashland University

CERTIFICATE OF SERVICE

I certify that on December 5, 2018 a copy of the foregoing Appendix to Defendant
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Leslie Murray
Leslie Murray Law
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Huron, Ohio 44839



IN THE COURT OF COMMON PLEAS
ASHLAND COUNTY, OHIO

Stephanie Sikora, *et al.*

Case No. 17-CV-006

Plaintiffs,

vs.

Judge Forsthoefel

Ashland University

Defendant.

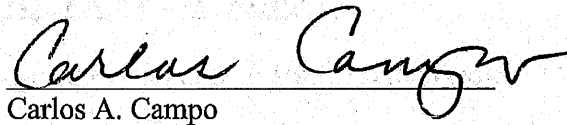
AFFIDAVIT OF CARLOS A. CAMPO

1. Now comes Carlos A. Campo and being duly sworn, states as follows:
2. I am of sound, competent mind and over the age of 18.
3. I am the President of Ashland University, and have held that position since June 2015. As such, I am the University's chief executive officer, overseeing all operations.
4. Attached as Exhibit 1 to this affidavit is the report to the Board of Trustees ("Board") of the Academic Prioritization Subcommittee ("APS"). While I was not involved in preparing this report, I was charged with leading the execution of this APS report when it was approved by the Board.
5. Attached as Exhibit 2 to this affidavit are the 2015-2016 Faculty Rules and Regulations for the University ("FRR"). I am ultimately responsible for administering this document, am very familiar with it, and referred to it often in the course of the 2015-2016 academic year, including consulting with other administrators and faculty leaders about ensuring the University's compliance with the document in non-renewing and processing the appeals of the Plaintiffs in this lawsuit.

6. On August 14, 2015, the University issued notices of non-renewal to 14 tenured faculty members, including the Plaintiffs in this lawsuit. Faculty non-renewals were necessitated by the Board's adoption of the APS report, and the specific individuals were identified by the Special Committee contemplated by the FRR, working in consultation with applicable deans and department chairs.

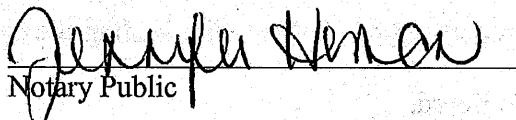
7. Dr. Maura Grady's application for tenure is approved by the administration at the University, and is currently pending Board approval.

8. Further affiant sayeth naught.


Carlos A. Campo

STATE OF OHIO)
) SS:
COUNTY OF ASHLAND)

Subscribed and sworn to before me, a notary public, by Carlos A. Campo, on this the 4 day of December, 2018.


Notary Public

My commission expires: July 10th, 2019



Jennifer C. Homan
Paralegal
Notary Public, State of Ohio
My Commission Expires
July 10, 2019
Section 147.03 R.C.

*Final Report of the
Academic Prioritization Subcommittee*

I. INTRODUCTION

The Academic Prioritization Subcommittee is composed of Faculty, Administrators, and Trustees of Ashland University who accepted the charge to review the academic programs of Ashland University. The Subcommittee's review was informed by self studies prepared by department chairs, and supplementary data submitted by the colleges and departments, or requested and obtained by the Subcommittee in the context of its work. Further, at each review meeting, the Academic Deans were invited to answer questions, to provide supplemental information, and to address the Subcommittee regarding each specific program.

The Subcommittee, individually and collectively, has questioned, examined, challenged, and considered many, if not most, of the presuppositions that are regularly brought to bear in discussions of academic quality in a university. This rigorous debate surfaced authentic issues for consideration and upon which to build arguments and to frame conclusions about program rankings. Additionally, this discussion surfaced many academic issues that transcend the review of any single program or department, such as the large-scale reorganization necessary within the College of Business and Economics (COBE) and the College of Education (COE). Resolution of these "Other Issues" is essential as most, if not all, affect program quality or efficiency.

The Subcommittee was given the goal that 20 percent of all programs should be placed within one of the five rankings established for the review process. If programs were taken in isolation, the Subcommittee could have neatly designated each program according to this method. However, what emerged from the comprehensive academic review were many opportunities to restructure programs in a way that strengthens the University. The importance of the "Restructure" designation moved the Subcommittee to further delineate within the designation as noted below. Clearly, the restructuring of programs will be one of the most far-reaching results of the review process. If the reorganization is done with purpose, focus, and vision, it will be the most consequential result of the review and a pillar of Ashland's future success.

Another important result of the Subcommittee's work has been to designate certain programs to be "Programs of Distinction" and others to be potential programs of distinction. This designation grew out of the Subcommittee's charge to identify programs that should receive the "enhance" designation. While programs received the "enhance" designation for a number of reasons, it became clear to the Subcommittee that some programs should be enhanced because they are distinctly excellent and attractive. While such programs are not the only important programs at the University that deserve enhanced resources, the Subcommittee believes that Ashland should be known for its programs of distinction and should build on them as it goes forward (including in its strategic planning). A "Program of Distinction" not only enhances Ashland's reputation but also is a place from which to cultivate excellence throughout the University. The University also should develop potential programs of distinction so that they can flourish and become full programs of distinction. These designations must be reviewed periodically to ensure that programs of distinction continue to meet the criteria, and to see if other programs have come to merit the designations.

Finally, the Subcommittee has included other important recommendations in its report. We recommend that the undergraduate Core Curriculum be restructured in order to create a compelling common academic experience for AU students. We also recommend that the number of hours in a major be capped so that students can have a complete, balanced academic experience with a major, the Core Curriculum, and electives. Lastly, we recommend that the University discontinue a number of academic policies, procedures, and practices that are unproductive or detrimental to its mission. In a similar vein, we recommend that the University adopt a number of policies, practices, and procedures that will promote effectiveness.

We believe that all of these recommendations, taken together, will begin to create the kind of "Distinctively Excellent, Distinctively Ashland" experience that our students deserve and that will enable them to thrive as human beings, citizens, and productive members of their professions.

II. DESIGNATIONS

The Subcommittee defined program designations as follows:

Enhance. Programs with this recommendation should receive additional resources from the University, which may imply capital investments, augmented faculty, or other resources. A program could receive this recommendation either by being designated a Program of Distinction (or a potential Program of Distinction) or because the program needs immediate increased support to remain successful. The designation of Program of Distinction suggests that the University should be marketing these programs as attractive to students for their quality and reputation.

Maintain. Programs with this recommendation do not require any immediate changes and do not currently have issues that require further review.

Review. Programs with this recommendation require additional review by the academic administration due to curricular or organizational changes that are underway but not sufficient for final review at this time, or due to a need to consider such changes. Where possible a timeline for the conclusion of this review is noted.

Revisit. Programs in this category are too new to meet the data needs for the Subcommittee to provide a review at this time. Where possible a timeline for the conclusion of a review is noted.

Restructure.

Restructure/Reorganize. Programs with this recommendation need serious reorganization or reallocation of resources due to structural misalignments of faculty, curriculum, or other pertinent variables affecting the outcomes of academic programs in either the department, the college, or the university as a whole.

Restructure/Reduce. Programs with this recommendation should receive reduced resources usually because the program does not need its current level of resources to meet student needs or contribute to the quality of the university.

Restructure/Discontinue. Programs with this recommendation should be discontinued due to chronic low enrollment or lack of potential for growth in size or quality.

The Undergraduate Program recommendations are included as Appendix I and the Graduate Program recommendations as Appendix II.

Program of Distinction

A "Program of Distinction" is a distinctively excellent and attractive program. While such programs are not the only important programs at the University that deserve resources, Ashland should be known for them and should build on them as it goes forward (including in its strategic planning). A program of distinction not only enhances Ashland's reputation but also is a place from which to cultivate excellence throughout the University. The designation will be reviewed periodically to ensure that programs of distinction continue to meet the criteria. It is our expectation that coming out of the reorganizations of the College of Business and Economics and the College of Education, there will be programs to consider for the designation of "Program of Distinction". In the future, other programs also should be considered for the designation as appropriate.

The following are distinguishing characteristics of an academic program of distinction (a "Program of Distinction" must meet all three of these criteria; whereas a *potential* program of distinction would meet two of these three criteria):

1. Distinctive character: A program of distinction has a character that sets it apart from other programs in its field.
 - a. Such a character includes having a clear, compelling answer to the questions: How is your program distinctively excellent? How is it better than programs at other universities?
 - b. Such a character includes being excellent in a way that is different from other programs in its field or by having the same character as them but being superior to them.

2. Academic excellence: A program of distinction has excellent faculty, students, curriculum, and alumni.

- a. Faculty excellence is evaluated by such things as: outstanding teaching, which rises above mere information delivery and challenges students to think deeply for themselves about serious questions; strong commitment to advising and mentoring students; significant scholarly accomplishments that would be recognized as such by those outside the University; superior academic credentials; leadership in disciplinary, university, and/or civic matters. These can all be measured by the same rubrics now used in tenure and promotion. Faculty excellence means not simply one superior faculty member but widespread excellence across the faculty in a program.
- b. Student excellence is evaluated by such things as: superior academic preparation prior to Ashland University; outstanding academic accomplishments while at Ashland; leadership in disciplinary, university and/or civic matters. As with faculty, student excellence means not simply a handful of superior students but widespread excellence across the students in a program.
- c. Curriculum excellence is evaluated by such things as: a self-conscious, coherent understanding of the academic purpose of the program; the depth and seriousness of the approach to the program's field of study; opportunities for students to pursue a thesis, independent research, or creative activity, including work with a faculty member.
- d. Program excellence is also indicated by the fact that the program actively seeks external support for its activities.

3. Significant number of majors or potential for such number: A program of distinction attracts and retains a robust number of majors.

- a. It attracts students who come to Ashland University specifically to study in that program.
- b. It has a comparatively high number of majors (it contains 2% or more of all discrete, individual students who have declared majors. For example if 2000 undergraduate

students have declared a major at AU, a program of distinction would have at least 40 students as a major).

- c. Its number of majors has remained steady or increased over the last five years.
- d. It graduates a comparatively high percentage (over 65%) of those who declare a major in the program (from within 5 years of when they declare the major).

III. ADDITIONAL ACADEMIC RECOMMENDATIONS

A. Core Curriculum

We recommend that Ashland University's Core Curriculum be restructured according to the Preamble, Principles/Outcomes, and Draft Framework adopted by the Faculty Senate in April 2015. The Faculty's Senate Preamble, Principles/Outcomes, and Draft Framework are given as Appendix III.

In order to promote a common Core experience, we also recommend that the undergraduate Core Curriculum be restructured in the following ways:

- a. Courses accepted into the Core should bear the distinct prefix CORE. They are not to be considered department courses offered in the Core but CORE courses. Departments may count CORE courses for their major/minor/program.
- b. Only departments associated with the liberal arts and sciences should be permitted to offer courses in any one area of the Core. These departments are Art, Biology/Toxicology/Environmental Science, Chemistry/Geology/Physics, English, Foreign Languages, History/Political Science, Mathematics, Music, Philosophy, Psychology, Religion, and Theatre. In addition to these, other departments may offer foundational or "skills" courses (i.e., Communication Studies, English, Mathematics/Computer Science, Philosophy).
- c. No department may offer more than two distinct CORE courses, excluding courses that would serve the foundational or "skills" areas of the Core. A particular CORE course may fulfill only one requirement in the Core.
- d. The total number of hours required in the Core should be no more than 42.

-
- e. Unless demonstrated to be practically impossible, Ashland graduates should take at least 50% of their Core courses from Ashland University.

B. Maximum Number of Hours in a Major

In evaluating academic programs, it became clear to the Subcommittee that some majors currently are so large that students have almost no room for electives and/or they take many of their Core courses inside their major. This means that they are not always able to have the full outstanding, personalized, all-around academic experience that is the hallmark of Ashland University.

We therefore recommend that no major in a bachelors program at Ashland University should require more than 68 hours. Every major also must include room for at least six hours of electives outside courses required in the major and the Core. Exceptions may be made by the Provost and President in cases where a larger number of hours is demonstrated to be absolutely required. This provision should work alongside a policy of capping programs at 128 hours (major plus Core plus six hours of electives), which would still govern majors exempted from the 68 hour rule.

IV. POLICIES, PROCEDURES, PRACTICES RECOMMENDED TO BE ADOPTED

1. The University should implement a university-wide data collection and analysis program in order to have adequate, timely, comprehensive data across all academic programs and institutional units. It should, for example, start collecting program level data, including financial data, to assist in future program assessment and evaluation.
2. Within three years, there should be another academic program prioritization that considers the effect of restructuring and makes further recommendations.
3. All "major-in" sheets for academic programs should include a succinct, one-page statement for prospective students describing how their program is distinctively excellent.
4. The University should establish a process for suspending academic programs that it does not wish to offer currently. Currently, the only option is to eliminate a program and then go through the cumbersome process of re-creating it.
5. In contemplating new programs or revising existing programs, the University needs to break down the barriers between the professional colleges and the College of Arts and Sciences to promote a richer educational experience for students. Two ways: 1. encourage interdisciplinary collaboration across departments and colleges. For example, courses in Health and Risk Communication could be included in the MBA as a concentration in corporate risk communication. Or nurses who wish to work in administrative positions may wish to take business courses as part of their graduate studies. 2. The University should create an undergraduate Analytics program that combines courses from areas such as economics, information systems, and computer science. And students majoring in the College of Business and Economics should be encouraged to minor in writing intensive programs such as English.

6. The university should ensure standardization of load credit, credit hours, contact hours, and reimbursement for internships, field experiences, lab experiences and other similar requirements for students

7. The University should consider developing several graduate programs that build on the strength of existing undergraduate programs: for example, a Masters in Social Work; an MS in Nursing; an MS in Health Administration; an MS in Teaching Biology or Chemistry or STEM.

8. To encourage academic quality and innovation, the University should allow academic programs the freedom to create academic centers or partner with existing ones that can help with fundraising and recruitment. For example, the Department of Religion has collaborated with the Ashland Center for Nonviolence (ACN). Future ideas include a Center for Educational Excellence in the College of Education, or permitting the Morgan Center in the College of Business and Economics to be independent in a similar way to ACN.

9. Because teaching, scholarship, and mentoring are the primary duties of a faculty member, for purposes of tenure and promotion the University should consider a faculty member's "service" in terms of his or her service to students, the academic discipline, and the profession. It should give priority to such academic service over purely administrative service (e.g., service on College or University committees that deal with administrative issues). This would allow the reduction or elimination of a significant amount of administrative service currently required of faculty and give a truer picture of the University's administrative costs.

10. The University should ensure that faculty and academic administration have a meaningful role in admissions events.

11. To recruit students for academic programs, the University should consider restarting men's soccer, preferably by 2016-17.

V. POLICIES, PROCEDURES, AND PRACTICES, RECOMMENDED TO BE DISCONTINUED

University Policies and Procedures

1. The University should no longer offer Associate degrees for traditional undergraduate students.
2. The University should no longer allow any Bachelors program whose completion requires a student to take more than 128 total credit hours, including courses in the major/program, the Core, and at least six hours of electives.
3. The University should discontinue any external accreditation not demonstrated to be essential to the existence of a program. The University should examine the financial impact of accreditation on the University.
4. The University needs to change the curriculum and program approval process to remove all redundancies and unnecessary review. For example, Colleges should eliminate separate College curriculum committees.
5. The University should end disparate treatment of course fees. For example, the College of Nursing and Health Sciences is permitted to collect and "bank" course fees for future use such as equipment maintenance while other programs are not. Course fees should belong to the program and not be "swept" at the end of the fiscal year. However, such a change should not create a system whereby equipment maintenance that should be covered by the institution via tuition monies already collected might be pushed on to departments and additional fees routinely required of students.
6. The University should change its policy to permit faculty, whenever feasible, to update software on their own without going through Instructional Technology. This should apply both to personal machines as well as classroom-specific machines.

University Practices

1. The University should end duplication of courses – for example, there should not be separate statistics course offered in graduate programs in Colleges of Business, Education, and Nursing.

2. The University should consider changing the way that academic sport-related programs are structured and marketed. Currently, sport programs exist across three colleges (Sport Communication in the College of Arts and Sciences; Sport Management in the College of Business and Economics; Exercise Science/Athletic Training in the College of Nursing and Health Sciences), but they do not share significant curriculum or marketing.

3. The University needs to eliminate the practice of the Office of Admissions and the Office of Financial Aid both sending out financial aid letters. Students should receive one, clear letter of financial aid from the University.

4. The University needs to create a more seamless flow between department faculty and admissions/financial aid. For example, departments should know whether a student gets aid and how much, especially so that faculty can follow up in contact with students. Departments also should know when financial aid letters go out.

6. The University needs to do a much better job tracking the employment of its alumni. The Office of Alumni Relations should be given the clear responsibility and authority to track alumni of all programs.

7. The University must resolve the problems with computer technology and sound system in Upper Convocation Center, especially those that affect academic programs such as the Undergraduate Research and Creative Activities Symposium. Instructional Technology does not support computers in Upper Convo, which is harmful to the University and its programs. IT and Auxiliary Services must be brought together in discussion to resolve the issue so that there is adequate technological support in Upper Convo.

ASHLAND UNIVERSITY

**FINAL REPORT OF THE ACADEMIC
PRIORITIZATION SUBCOMMITTEE**

**UNDERGRADUATE PROGRAM
RECOMMENDATIONS**

APRIL 27, 2015

College of ARTS and SCIENCES

Undergraduate	Program(s)	Recommendation	Page
	Bachelor of Arts in RELIGION	REVIEW	6
	Bachelor of Science in Education in INTEGRATED SCIENCES	RESTRUCTURE/reorganize	7
	Bachelor of Science in Education in CHEMISTRY	RESTRUCTURE/reorganize	8
	Bachelor of Science in Education in PHYSICAL SCIENCE	RESTRUCTURE/reorganize	9
	Bachelor of Science in Education in EARTH SCIENCE	RESTRUCTURE/reorganize	10
	Bachelor of Science in CHEMISTRY	MAINTAIN	11
	Bachelor of Science in ACS CHEMISTRY	MAINTAIN	12
	Bachelor of Science in BIOCHEMISTRY	ENHANCE	13
	Bachelor of Science in FORENSIC CHEMISTRY	REVIEW	14
	Bachelor of Science in GEOLOGY	REVIEW	15
	Bachelor of Science in GEOSCIENCE TECHNOLOGY and MANAGEMENT	ENHANCE/REVIEW	16
	Bachelor of Science in PHYSICS	MAINTAIN	17
	Bachelor of Arts in HEALTH & RISK COMMUNICATION	REVISIT	18
	Bachelor of Arts in PUBLIC RELATIONS & STRATEGIC COMMUNICATION	RESTRUCTURE/reorganize	19
	Bachelor of Arts in SPORT COMMUNICATION	MAINTAIN	20
	Bachelor of Arts in DIGITAL MEDIA JOURNALISM	REVIEW	21
	Bachelor of Arts in DIGITAL MEDIA PRODUCTION	REVIEW	22
	Bachelor of Arts in PHILOSOPHY	RESTRUCTURE/reduce	23
	Bachelor of Science in BIOLOGY	ENHANCE - PROGRAM OF DISTINCTION	24

	Bachelor of Science in BIOLOGY - FORENSIC BIOLOGY concentration	REVIEW	25
	Bachelor of Science in BIOTECHNOLOGY	RESTRUCTURE/discontinue	26
	Bachelor of Science in TOXICOLOGY	MAINTAIN	27
	Bachelor of Science in Education in BIOLOGY (Life Science)	RESTRUCTURE/reorganize	28
	Bachelor of Science in ENVIRONMENTAL SCIENCE	MAINTAIN	29
	Bachelor of Science in Education in INTEGRATED MATHEMATICS	RESTRUCTURE/reorganize	30
	Bachelor of Science in ACTUARIAL SCIENCE	REVISIT	31
	Bachelor of Arts/Bachelor of Science in MATHEMATICS	MAINTAIN	32
	Bachelor of Science in COMPUTER SCIENCE	RESTRUCTURE/reorganize/reduce	33
	Bachelor of Fine Arts/Bachelor of Arts in FINE ARTS ; Bachelor of Arts/Bachelor of Science in COMMERCIAL ART ; Bachelor of Science in COMPUTER ART AND GRAPHICS PROGRAMMING	REVIEW	34
	Bachelor of Science in Education in FINE ART	RESTRUCTURE/reorganize	35
	Bachelor of Arts in THEATRE	RESTRUCTURE/reorganize	36
	Bachelor of Music in MUSIC EDUCATION ; Bachelor of Music in PERFORMANCE ; Bachelor of Arts in MUSIC	RESTRUCTURE/reorganize/reduce	37
	Bachelor of Arts in ENGLISH	RESTRUCTURE/reorganize	38
	Bachelor of Arts in CREATIVE WRITING	MAINTAIN	39
	Bachelor of Science in Education in INTEGRATED LANGUAGE ARTS	RESTRUCTURE/reorganize	40
	Bachelor of Arts in FRENCH ; Bachelor of Arts in SPANISH	REVIEW RESTRUCTURE/reorganize*	41

	Bachelor of Science in Education in FRENCH ; Bachelor of Science in Education in SPANISH	RESTRUCTURE/reorganize	42
	Bachelor of Arts in HISTORY	RESTRUCTURE/reorganize	43
	Bachelor of Arts in POLITICAL SCIENCE	ENHANCE - PROGRAM OF <i>DISTINCTION</i>	44
	Bachelor of Science in Education in INTEGRATED SOCIAL STUDIES	RESTRUCTURE/reorganize	45
	Bachelor of Arts in INTERNATIONAL POLITICAL STUDIES	REVIEW	46
	Bachelor of Science in SOCIAL WORK	MAINTAIN	47
	Bachelor of Science in CRIMINAL JUSTICE	ENHANCE	48
	Bachelor of Science/Bachelor of Arts in PSYCHOLOGY	ENHANCE	49

College of BUSINESS and ECONOMICS

Undergraduate	Program(s)	Recommendation	
	Bachelor of Science in Business Administration in HOSPITALITY MANAGEMENT	RESTRUCTURE/reorganize	50
	Bachelor of Science in Business Administration in MARKETING	RESTRUCTURE/reorganize	51
	Bachelor of Science in Business Administration in SPORT MANAGEMENT	RESTRUCTURE/reorganize	52
	Bachelor of Science in Business Administration in FASHION MERCHANDISING	MAINTAIN	53
	Bachelor of Science in ACCOUNTING (4+1 in addition)	RESTRUCTURE/reduce, ENHANCE (4+1)	54
	Bachelor of Science in Business Administration in INFORMATION SYSTEMS	RESTRUCTURE/reorganize/reduce	55
	Bachelor of Science in Business Administration/Bachelor of Arts in ECONOMICS	RESTRUCTURE/reduce	56

	Bachelor of Science in Business Administration in FINANCE (two tracks)	RESTRUCTURE/reorganize	57
	Bachelor of Science in Business Administration in BUSINESS MANAGEMENT	RESTRUCTURE/reorganize	58
	Bachelor of Arts in BUSINESS ADMINISTRATION	RESTRUCTURE/reorganize	59
	Bachelor of Science in Business Administration in ENTREPRENEURSHIP	REVIEW	60
	Bachelor of Science in Business Administration in INTERNATIONAL BUSINESS	MAINTAIN	61
	Bachelor of Science in Business Administration in SUPPLY CHAIN MANAGEMENT	REVIEW	62

College of NURSING and HEALTH SCIENCES

Undergraduate	Program(s)	Recommendation	
	Bachelor of Science in ATHLETIC TRAINING	RESTRUCTURE/discontinue	63
	Bachelor of Science in EXERCISE SCIENCE	REVIEW	64
	Bachelor of Science in DIETETICS	ENHANCE	65
	Minor and Certificate in GERONTOLOGY	RESTRUCTURE/discontinue	66
	Bachelor of Science in NURSING	ENHANCE	67
	Bachelor of Science in NURSING - Accelerated and Advanced Entry	REVIST	68
	RN to BSN	RESTRUCTURE/reorganize	69

College of Education

Undergraduate	Program(s)	Recommendation	
	Bachelor of Science in Education in EARLY CHILDHOOD INTERVENTION	RESTRUCTURE/reorganize	70

	Bachelor of Science in Education in INTERVENTION SPECIALIST (dual license)	RESTRUCTURE/reorganize	71
	Bachelor of Science in Education in EARLY CHILDHOOD EDUCATION	RESTRUCTURE/reorganize	72
	Bachelor of Science in Education in MIDDLE GRADES	RESTRUCTURE/reorganize	73

College of Arts and Sciences

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of RELIGION. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program(s) be placed in the category noted:

Program:

Bachelor of Arts with a major in RELIGION

Recommendation:

REVIEW

Rationale:

The program should be reviewed to ascertain its potential for growth through program development with the Ashland Theological Seminary and a possible adult online version of the program.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of CHEMISTRY, GEOLOGY and PHYSICS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Education with a comprehensive major in **INTEGRATED SCIENCES**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. This includes the Bachelor of Science in Education with a comprehensive major in **INTEGRATED SCIENCES**.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of CHEMISTRY, GEOLOGY and PHYSICS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Education with a comprehensive major in **CHEMISTRY**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. This includes the Bachelor of Science in Education with a comprehensive major in **CHEMISTRY**.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of CHEMISTRY, GEOLOGY and PHYSICS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Education with a comprehensive major in **PHYSICAL SCIENCE**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. This includes the Bachelor of Science in Education with a comprehensive major in **PHYSICAL SCIENCE**.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of CHEMISTRY, GEOLOGY and PHYSICS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Education with a comprehensive major in EARTH SCIENCE

Recommendation:

RESTRUCTURE/reorganize

Rationale:

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. This includes the Bachelor of Science in Education with a comprehensive major in EARTH SCIENCE.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of CHEMISTRY, GEOLOGY and PHYSICS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category-noted:

Program:

Bachelor of Science with a comprehensive major in CHEMISTRY

Recommendation:

MAINTAIN

Rationale:

Programs with this recommendation do not require any immediate changes and do not currently have issues that require further review.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of CHEMISTRY, GEOLOGY and PHYSICS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in ACS CHEMISTRY

Recommendation:

MAINTAIN

Rationale:

As an addendum to the current Chemistry program, the committee felt this program to be of benefit to the institution.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of CHEMISTRY, GEOLOGY and PHYSICS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted: -----

Program:

Bachelor of Science with a comprehensive major in **BIOCHEMISTRY**

Recommendation:

ENHANCE

Rationale:

Additional, program-specific marketing resources should be used to increase the number of students in this program.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of CHEMISTRY, GEOLOGY and PHYSICS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in FORENSIC CHEMISTRY

Recommendation:

REVIEW

Rationale:

It is recommended that Forensic Chemistry be reviewed as part of the potential creation of a FORENSIC SCIENCE degree. The committee believes that there may be potential in marketing forensic sciences as a group of programs. This review should be conducted by the department chairs, the appropriate Dean and the Provost, and completed by January 1, 2016.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of CHEMISTRY, GEOLOGY and PHYSICS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in **GEOLOGY**

Recommendation:

REVIEW

Rationale:

With the proposed curriculum in **GEOLOGY** being brought in line with **GEO-SCIENCE TECHNOLOGY and MANAGEMENT**, the committee recommends that all geology programs be reviewed together.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of CHEMISTRY, GEOLOGY and PHYSICS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in GEOSCIENCE TECHNOLOGY and MANAGEMENT

Recommendation:

ENHANCE

REVIEW

Rationale:

Additional, program-specific marketing resources should be used to increase the number of students in this program. Given the newness of the program, the effectiveness of this investment should be reviewed within an appropriate time frame. Proof that all Geology programs are showing significant growth should be established by May 2017.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of CHEMISTRY, GEOLOGY and PHYSICS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in **PHYSICS**

Recommendation:

MAINTAIN

Rationale:

Programs with this recommendation do not require any immediate changes and do not currently have issues that require further review.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Studies from the Department of COMMUNICATION STUDIES. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Arts with a major in **HEALTH & RISK COMMUNICATION**

Recommendation:

REVISIT

Rationale:

This program was considered too new to meet the data needs for the Subcommittee to provide a review at this time.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Studies from the Department of COMMUNICATION STUDIES. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Arts with a major in **PUBLIC RELATIONS & STRATEGIC COMMUNICATION**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

While viewed as a strong program with potential for continued growth, the committee sees a misalignment of *department* expertise and the needs of the program.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Studies from the Department of COMMUNICATION STUDIES. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Arts with a major in **SPORT COMMUNICATION**

Recommendation:

MAINTAIN

Rationale:

Programs with this recommendation do not require any immediate changes and do not currently have issues that require further review.

It is recommended that programs in Sport Management/Sport Communication/Exercise Science/Athletic Training explore commonalities in marketing opportunities, curriculum and potential engagement with the athletic department.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of JOURNALISM and DIGITAL MEDIA. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Arts with a major in **DIGITAL MEDIA JOURNALISM**

Recommendation:

REVIEW

Rationale:

The committee commends the department's efforts to provide additional data and for the specific actions taken to address the committee's initial recommendations.

It is recommended that the department complete the implementation of proposed changes. The committee recognizes that a significant capital investment is necessary for the department to modernize production equipment as part of a viable business model. As discussed in the self-study, the department, dean and development office should develop a plan to secure donor funds for this purpose. A review of these efforts, along with an evaluation of the effectiveness of department-proposed efficiencies, should take place by January 1, 2016.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of JOURNALISM and DIGITAL MEDIA. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Arts with a major in **DIGITAL MEDIA PRODUCTION**

Recommendation:

REVIEW

Rationale:

The committee commends the department's efforts to provide additional data and for the specific actions taken to address the committee's initial recommendations.

It is recommended that the department complete the implementation of proposed changes. The committee recognizes that a significant capital investment is necessary for the department to modernize production equipment as part of a viable business model. As discussed in the self-study, the department, dean and development office should develop a plan to secure donor funds for this purpose. A review of these efforts, along with an evaluation of the effectiveness of department-proposed efficiencies, should take place by January 1, 2016.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of PHILOSOPHY. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Arts with a major in PHILOSOPHY

Recommendation:

RESTRUCTURE/reduce

Rationale:

The committee views the number of faculty in the department as greater than the needs of the program.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of BIOLOGY and TOXICOLOGY. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in **BIOLOGY**

Recommendation:

ENHANCE

PROGRAM OF DISTINCTION

Rationale:

By virtue of its position as a Program of Distinction, additional, program-specific marketing and additional resources based on program-specific needs, to be determined by the department, appropriate Dean and the Provost, as resources are made available. This may include financial aid resources, facilities support and equipment replacement funds. Investments in this program should be made as it relates to increasing the number of students in this program.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of BIOLOGY and TOXICOLOGY. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in **BIOLOGY - FORENSIC BIOLOGY Concentration**

Recommendation:

REVIEW

Rationale:

It is recommended that Forensic Biology be reviewed as part of the potential creation of a FORENSIC SCIENCE degree. The committee believes that there may be potential in marketing forensic sciences as a group of programs. This review should be conducted by the department chairs, the appropriate Dean and the Provost, and completed by January 1, 2016.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of BIOLOGY and TOXICOLOGY. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in **BIOTECHNOLOGY**

Recommendation:

RESTRUCTURE/DISCONTINUE

Rationale:

The department has clearly demonstrated a desire to prepare students for work in the Biotech fields and the committee encouraged the department to continue it this pursuit.

In agreement with the recommendations in the self-study, it is recommended that this particular program be discontinued. The committee asks that the department eliminate the BS in BIOTECHNOLOGY through standard curriculum procedures and that this process be completed by March 15, 2015

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of BIOLOGY and TOXICOLOGY. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in **TOXICOLOGY**

Recommendation:

MAINTAIN

Rationale:

Programs with this recommendation do not require any immediate changes and do not currently have issues that require further review.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of BIOLOGY and TOXICOLOGY. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Education with a comprehensive major in **BIOLOGY (Life Science Licensure)**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. This includes the Bachelor of Science in Education with a comprehensive major in **BIOLOGY (Life Science Licensure)**.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of ENVIRONMENTAL SCIENCE. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in ENVIRONMENTAL SCIENCE (biology track, chemistry track, geology track)

Recommendation:

MAINTAIN

Rationale:

Programs with this recommendation do not require any immediate changes and do not currently have issues that require further review.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of MATH and COMPUTER SCIENCE. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Education with a comprehensive major in **INTEGRATED MATHEMATICS**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. This includes the Bachelor of Science in Education with a comprehensive major in **INTEGRATED MATHEMATICS**.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of MATH and COMPUTER SCIENCE. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in **ACTUARIAL SCIENCE**

Recommendation:

REVISIT

Rationale:

This program was considered too new to meet the data needs for the Subcommittee to provide a review at this time.

Aspects of this program may be part of the Analytics/Business Analytics discussion.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of MATH and COMPUTER SCIENCE. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following programs be placed in the category noted:

Programs:

Bachelor of Arts in **MATHEMATICS**
Bachelor of Science with a Comprehensive major in **MATHEMATICS**

Recommendation:

MAINTAIN

Rationale:

Programs with this recommendation do not require any immediate changes and do not currently have issues that require further review.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of MATH and COMPUTER SCIENCE. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in **COMPUTER SCIENCE**

Recommendation:

RESTRUCTURE/reorganize/reduce

Rationale:

This department must be reorganized with Information Systems. With such a reorganization, there may be a misalignment between the number of faculty and *department* needs.

A program in Analytics/Business Analytics should be explored.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of ART. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program(s) be placed in the category noted:

Programs:

- Bachelor of Fine Arts with a comprehensive major in **FINE ARTS**
- Bachelor of Arts with a major in **FINE ARTS**
- Bachelor of Arts with a major in **COMMERCIAL ART**
- Bachelor of Science with a comprehensive major in **COMMERCIAL ART**
- Bachelor of Science with a comprehensive major in **COMPUTER ART AND GRAPHICS PROGRAMMING**

Recommendation:

REVIEW

Rationale:

Based on potential growth in the Commercial Art programs and a clear student interest in the Graphic Arts, the committee sees a misalignment of expertise to program needs. The committee recommends the department pursue position solutions that will best fill this position request.

Complete curriculum revisions according to the department self-study.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of ART. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program(s) be placed in the category noted:

Programs:

Bachelor of Science in Education with a comprehensive major in **FINE ART**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. This includes the Bachelor of Science in Education with a comprehensive major in **FINE ART**

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of THEATRE. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Arts with a major in **THEATRE**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

A viable business model that shows better faculty to major student ratios moving forward must be developed.

Working with the University, the program must pursue external partnerships that can help to support and sustain the program.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of MUSIC. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following programs be placed in the category noted:

Programs:

Bachelor of Music with a comprehensive major in **MUSIC EDUCATION**
Bachelor of Music with a comprehensive major in **PERFORMANCE**
Bachelor of Arts with a major in **MUSIC**

Recommendation:

RESTRUCTURE/reorganize/reduce

Rationale:

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. This includes the Bachelor of Music with a comprehensive major in **MUSIC EDUCATION**.

The committee views the number of faculty in the department as greater than the program needs. In addition, a viable business model must be introduced including suggestions on opportunities from the Department of Music's self-study.

The Committee asks that the department share whether NASM accreditation must be maintained in order to offer the Education program. As well, the committee requests a clear analysis of the number of faculty members teaching private lessons and the portion of their load completed through these courses.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of ENGLISH. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Arts with a major in **ENGLISH**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

There is a misalignment of faculty and the needs of the program and needs of the institution, namely a position to cover the writing center. It is recommended that courses in professional and technical writing need to be offered through the department. The need for these courses should be determined through collaborative discussions across campus.

Writing center needs must be met through an arrangement that distributes the costs for maintaining and staffing the center across all colleges.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of ENGLISH. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Arts with a major in **CREATIVE WRITING**

Recommendation:

MAINTAIN

Rationale:

Programs with this recommendation do not require any immediate changes and do not currently have issues that require further review.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of ENGLISH. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Education with a comprehensive major in INTEGRATED LANGUAGE ARTS

Recommendation:

RESTRUCTURE/reorganize

Rationale:

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. This includes the Bachelor of Science in Education with a comprehensive major in **INTEGRATED LANGUAGE ARTS**.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of FOREIGN LANGUAGES. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following programs be placed in the category noted:

Programs:

Bachelor of Arts with a major in **FRENCH**
Bachelor of Arts with a major in **SPANISH**

Recommendation:

REVIEW

RESTRUCTURE/reorganize*

Rationale:

While the committee firmly supports the teaching of foreign languages on Ashland University's campus, it notes that the number of majors and students in classes is lower compared to historical averages and it sees a possible misalignment with the current student population and either the program's teaching methods, effectiveness, or program curriculum. To determine whether there is validity to this observation, it is recommended that these areas be reviewed by January 1, 2016.

The committee is not convinced that majors in French and Spanish are necessary to the teaching of languages on campus. The department must show potential for growth by the same deadline of January 1, 2016.

*If review dictates, any necessary restructuring should be initiated in the 2015-16 academic year.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of FOREIGN LANGUAGES. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following programs be placed in the category noted:

Programs:

Bachelor of Science in Education with a comprehensive major in **FRENCH**
Bachelor of Science in Education with a comprehensive major in **SPANISH**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. This includes the Bachelor of Science in Education with a comprehensive major in **FRENCH** and the Bachelor of Science in Education with a comprehensive major in **SPANISH**.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of HISTORY/POLITICAL SCIENCE. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Arts with a major in **HISTORY**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

In light of a clarification to the category "Program of Distinction", it has been determined that History, while a candidate for this category, should first address recommended and department stated program needs. The program's potential as a program of distinction should be reviewed following the successful completion of these changes.

The committee notes a misalignment of faculty expertise to curriculum needs. A restructuring of the faculty is needed to provide for the position in Ancient History that is called for in the program's self-study.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of HISTORY/POLITICAL SCIENCE. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Arts with a major in **POLITICAL SCIENCE**

Recommendation:

ENHANCE

PROGRAM OF DISTINCTION

Rationale:

By virtue of being a Program of Distinction, this program should be supported according to its potential to attract additional students to the institution. This may include program specific marketing dollars as well as additional faculty positions based on future needs.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of HISTORY/POLITICAL SCIENCE. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Education with a major in **INTEGRATED SOCIAL STUDIES**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. This includes the Bachelor of Science in Education with a major in **INTEGRATED SOCIAL STUDIES**.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of HISTORY/POLITICAL SCIENCE. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Arts with a major in **INTERNATIONAL POLITICAL STUDIES**

Recommendation:

REVIEW

Rationale:

Undertake curriculum revisions mentioned in the program self-study.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of CRIMINAL JUSTICE AND SOCIAL WORK. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in SOCIAL WORK

Recommendation:

MAINTAIN

Rationale:

Monitor for accreditation requirements for 2017.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of CRIMINAL JUSTICE AND SOCIAL WORK. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in **CRIMINAL JUSTICE**

Recommendation:

ENHANCE

Rationale:

A second faculty position is necessary in order to maintain the program.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of PSYCHOLOGY. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following programs be placed in the category noted:

Programs:

Bachelor of Science with a comprehensive major in PSYCHOLOGY
Bachelor of Arts in PSYCHOLOGY

Recommendation:

ENHANCE

Rationale:

In order to maintain the program additional resources are needed, which may include a faculty position.

The program's potential as a "Program of Distinction" should be reviewed following the successful completion of this recommendation.

College of Business and Economics

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of MARKETING, HOSPITALITY MANAGEMENT, FASHION MERCHANDISING and SPORT MANAGEMENT. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Business Administration with a major in **HOSPITALITY MANAGEMENT**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

There is growth potential in this program. However, there is a misalignment of expertise and program needs.

A department of management is strongly recommended as a method of reorganization with all programs in management housed within a single department. Particular programs could then be possible within the revised structure.

The committee found there to be a lack of clarity in mission, vision and functionality throughout the College of Business and Economics. Recommendations in reorganization are based on that assessment.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of MARKETING, HOSPITALITY MANAGEMENT, FASHION MERCHANDISING and SPORT MANAGEMENT. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Business Administration with a major in MARKETING

Recommendation:

RESTRUCTURE/reorganize

Rationale:

The number of majors has declined significantly in the last several years, although there is growth potential in this program. However, there is a misalignment of expertise and program needs.

The committee found there to be a lack of clarity in mission, vision and functionality throughout the College of Business and Economics. Recommendations in reorganization are based on that assessment.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of MARKETING, HOSPITALITY MANAGEMENT, FASHION MERCHANDISING and SPORT MANAGEMENT. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Business Administration with a major in **SPORT MANAGEMENT**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

There is growth potential in this program. It is recommended that programs in Sport Management/Sport Communication/Exercise Science/Athletic Training explore commonalities in marketing opportunities, curriculum and potential engagement with the athletic department.

A department of management is strongly recommended as a method of reorganization with all programs in management housed within a single department. Particular programs could then be possible within the revised structure.

The committee found there to be a lack of clarity in mission, vision and functionality throughout the College of Business and Economics. Recommendations in reorganization are based on that assessment.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of **MARKETING, HOSPITALITY MANAGEMENT, FASHION MERCHANDISING and SPORT MANAGEMENT**. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Business Administration with a major in FASHION MERCHANDISING

Recommendation:

MAINTAIN

Rationale:

Programs with this recommendation do not require any immediate changes and do not currently have issues that require further review.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of ACCOUNTING and INFORMATION SYSTEMS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a major in ACCOUNTING, (4+1 program in addition)

Recommendation:

RESTRUCTURE/reduce (BS in Accounting)

ENHANCE (4+1 program)

Rationale:

There is a misalignment of the number of faculty with program needs.

The opportunity for growth in the 5 year (4 + 1) Accounting program should be accelerated with program-specific marketing dollars.

The committee found there to be a lack of clarity in mission, vision and functionality throughout the College of Business and Economics.

Recommendations in reorganization are based on that assessment.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of ACCOUNTING and INFORMATION SYSTEMS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Business Administration with a major in **INFORMATION SYSTEMS**

Recommendation:

RESTRUCTURE/reorganize/reduce

Rationale:

This *department* must be reorganized with Computer Science. With such a reorganization, there may be a misalignment between the number of faculty and *department* needs.

A program in Analytics/Business Analytics should be explored.

The committee found there to be a lack of clarity in mission, vision and functionality throughout the College of Business and Economics. Recommendations in reorganization are based on that assessment.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of ECONOMICS and FINANCE. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following programs be placed in the category noted:

Programs:

Bachelor of Science in Business Administration with a major in **ECONOMICS**
Bachelor of Arts in **ECONOMICS**

Recommendation:

RESTRUCTURE/reduce

Rationale:

The committee views there to be a misalignment of faculty numbers to the number of majors in the programs.

Options for revitalizing the area of study should be explored. For example: Political Economics and Business Analytics.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of ECONOMICS and FINANCE. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Business Administration with a major in **FINANCE** (two tracks)

Recommendation:

RESTRUCTURE/reorganize

Rationale:

The numbers of majors has dropped significantly over the last five years. In addition, faculty expertise does not match the needs of the program, particularly with regard to the potential 5-year program.

The committee believed that this could be a program of distinction but that significant work must be done for the program to rise to its potential.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of MANAGEMENT, INTERNATIONAL BUSINESS, SUPPLY-CHAIN MANAGEMENT AND ENTREPRENEURSHIP. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Business Administration with a major in **BUSINESS MANAGEMENT**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

The number of majors has dropped significantly in the last five years. In addition, the committee views there to be a misalignment of expertise and program needs, both in the undergrad and grad levels.

A department of Management is strongly recommended as a method of reorganization wherein all programs in management can be housed in a singular department. Particular programs could then be possible within the revised structure.

The committee found there to be a lack of clarity in mission, vision and functionality throughout the College of Business and Economics. Recommendations in reorganization are based on that assessment.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of MANAGEMENT, INTERNATIONAL BUSINESS, SUPPLY-CHAIN MANAGEMENT AND ENTREPRENEURSHIP. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Arts in **BUSINESS ADMINISTRATION**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

The committee views there to be a misalignment of expertise and program needs, both in the undergrad and grad levels.

A department of Management is strongly recommended as a method of reorganization wherein all programs in management can be housed in a singular department. Particular programs could then be possible within the revised structure.

The committee found there to be a lack of clarity in mission, vision and functionality throughout the College of Business and Economics. Recommendations in reorganization are based on that assessment.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of MANAGEMENT, INTERNATIONAL BUSINESS, SUPPLY-CHAIN MANAGEMENT AND ENTREPRENEURSHIP. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

**Bachelor of Science in Business Administration with a major in
ENTREPRENEURSHIP**

Recommendation:

REVIEW

Rationale:

It is recommended that partnerships be sought across campus in order to increase the effectiveness and scope of the program. The committee appreciates the efforts already underway.

The committee found there to be a lack of clarity in mission, vision and functionality throughout the College of Business and Economics. Recommendations in reorganization are based on that assessment.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of MANAGEMENT, INTERNATIONAL BUSINESS, SUPPLY-CHAIN MANAGEMENT AND ENTREPRENEURSHIP. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

**Bachelor of Science in Business Administration with a major in
INTERNATIONAL BUSINESS**

Recommendation:

MAINTAIN

Rationale:

Programs with this recommendation do not require any immediate changes and do not currently have issues that require further review.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of MANAGEMENT, INTERNATIONAL BUSINESS, SUPPLY CHAIN MANAGEMENT AND ENTREPRENEURSHIP. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Business Administration with a major in **SUPPLY CHAIN MANAGEMENT**

Recommendation:

REVIEW

Rationale:

Exploration of a possible 5-year program is recommended. This exploration should be completed by Jan. 1, 2016

A department of Management is strongly recommended as a method of reorganization wherein all programs in management can be housed in a singular department. Particular programs could then be possible within the revised structure.

The committee found there to be a lack of clarity in mission, vision and functionality throughout the College of Business and Economics. Recommendations in reorganization are based on that assessment.

College of Nursing and Health Sciences

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the HEALTH SCIENCES Department. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in ATHLETIC TRAINING

Recommendation:

RESTRUCTURE/DISCONTINUE

Rationale:

The committee recommends the program be DISCONTINUED in concert with a move to offering an MS in Athletic Training. This transition should commence as soon as possible.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the HEALTH SCIENCE Department. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in **EXERCISE SCIENCE**

Recommendation:

REVIEW

Rationale:

The committee considered the response from the department and determined to maintain the preliminary recommendation. While the additional data provided was helpful it was not viewed as conclusive. The additional data also brought to the committee questions about the status of the plan for a graduate program.

The committee recommends that a thorough review of graduation rates and job placement rates be completed by the appropriate administrative structure, along with an update on the progress toward a graduate degree in Exercise Science, within the next academic year.

It is recommended that programs in Sport Management/Sport Communication/Exercise Science/Athletic Training explore commonalities in marketing opportunities, curriculum and potential engagement with the athletic department.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the HEALTH SCIENCES Department. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in **DIETETICS**

Recommendation:

ENHANCE

Rationale:

Additional, program-specific marketing resources should be used to increase the number of students in this program.

The committee viewed this program as a *potential* program of distinction.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the NURSING Department. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Minor and Certificate program in GERONTOLOGY

Recommendation:

RESTRUCTURE/DISCONTINUE

Rationale:

In accordance with the provided self-study, it is recommended that the program be DISCONTINUED.

Upon additional review, the committee has determined to maintain the recommendation to discontinue this program internally at Ashland University.

We do however encourage the program to conduct the feasibility study suggested in its response with respect to a graduate certificate.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the NURSING Department. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science with a comprehensive major in NURSING

Recommendation:

ENHANCE

Rationale:

The NURSING program shows great promise for growth and excellence. As the program continues to grow, its *potential* as a Program of Distinction should be evaluated.

Additional program-specific marketing resources should be used to increase the number of students in this program.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the NURSING Department. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following programs be placed in the category noted:

Programs:

Bachelor of Science with a comprehensive major in NURSING - Accelerated and Advanced Entry

Recommendation:

REVISIT

Rationale:

A thorough evaluation of these programs and their potential for growth/efficiencies should be conducted by the end of the next academic year.

Distinctiveness and effectiveness must be evaluated according to market competition.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the NURSING Department. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

RN to BSN

Recommendation:

RESTRUCTURE/reorganize

Rationale:

It is recommended that a viable business model be developed that will show how the program will be a significant player in the RN to BSN market. Completion of this process must take place by JANUARY 1, 2016.

The committee reviewed the response from the program concerning the RN to BSN major. All of the issues noted in the response should be carefully reviewed in the restructure process.

College of Education

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of EARLY CHILDHOOD. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Education with a comprehensive major in EARLY CHILDHOOD INTERVENTION

Recommendation:

RESTRUCTURE/reorganize

Rationale:

While viewed as a strong program, it was specifically recommended that a review take place of accreditation requirements and the need for both Early Childhood Intervention AND Intervention Specialist degrees. The committee agrees that the institution needs to provide a way for students to receive early childhood intervention competencies, but the committee is not persuaded that two separate degrees or two separate departments are needed to accomplish this.

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. Because this restructuring may affect the Bachelor of Science in Education with a comprehensive major in EARLY CHILDHOOD INTERVENTION, it has received the "Restructure/Reorganize" designation.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of INCLUSIVE SERVICES and EXCEPTIONAL LEARNERS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Education with a comprehensive major in
INTERVENTION SPECIALIST (dual license)

Recommendation:

RESTRUCTURE/reorganize

Rationale:

While viewed as a strong program, it was specifically recommended that a review take place of accreditation requirements and the need for both Early Childhood Intervention AND Intervention Specialist degrees. The committee agrees that the institution needs to provide a way for students to receive early childhood intervention competencies, but the committee is not persuaded that two separate degrees or two separate departments are needed to accomplish this.

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. Because this restructuring may affect the Bachelor of Science in Education with a comprehensive major in **INTERVENTION SPECIALIST (dual license)**, it has received the "Restructure/Reorganize" designation.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of EARLY CHILDHOOD. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Education with a comprehensive major in EARLY CHILDHOOD EDUCATION

Recommendation:

RESTRUCTURE/reorganize

Rationale:

While viewed as a strong program, it was specifically recommended that a review of how field supervision models are arranged, along with a similar review of how full-time faculty are assigned load credit, is needed.

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. Because this restructuring may affect the Bachelor of Science in Education with a comprehensive major in EARLY CHILDHOOD EDUCATION, it has received the "Restructure/Reorganize" designation.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Self-Study from the Department of EDUCATIONAL FOUNDATIONS AND INSTRUCTION. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor of Science in Education with a major in **MIDDLE GRADES**

Recommendation:

RESTRUCTURE/reorganize

Rationale:

After reviewing all undergraduate Education programs, it became evident that a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, was necessary to the viability of these programs. This includes the Bachelor of Science in Education with a major in **MIDDLE GRADES**.

ASHLAND UNIVERSITY

**FINAL REPORT OF THE ACADEMIC
PRIORITIZATION SUBCOMMITTEE**

GRADUATE PROGRAM RECOMMENDATIONS

APRIL 27, 2015

College of ARTS and SCIENCES

Graduate	Program(s)	Recommendation	Page
	Master of Arts in AMERICAN HISTORY and GOVERNMENT (MAHG)	MAINTAIN	3
	Master of Fine Arts in CREATIVE WRITING (MFA)	MAINTAIN	4
	Master of Arts in HEALTH and RISK COMMUNICATION (MAHRC)	REVISIT	5

College of BUSINESS and ECONOMICS

Graduate	Program(s)	Recommendation	Page
	Master of BUSINESS ADMINISTRATION (MBA)	RESTRUCTURE/reorganize	6

College of NURSING and HEALTH SCIENCES

Graduate	Program(s)	Recommendation	Page
	SCHOOL NURSE licensure	MAINTAIN	7
	Master of Science in APPLIED EXERCISE SCIENCE	MAINTAIN	8
	Doctor of NURSING PRACTICE (DNP)	REVISIT	9

College of EDUCATION

Graduate	Program(s)	Recommendation	Page
	Bachelor Plus Programs in SPECIAL FIELD (PreK--12), ADOLESCENT to YOUNG ADULT (7 - 12), MIDDLE GRADES EDUCATION (4 - 9)	RESTRUCTURE/reorganize	10
	Post-Baccalaureate MIDDLE CHILDHOOD GENERALIST ENDORSEMENT	RESTRUCTURE/eliminate	11
	Master of Education in CURRICULUM and INSTRUCTION: Teaching and Learning in the 21st Century (TL-21)	ENHANCE	12
	Master of Education in CURRICULUM and INSTRUCTION: Reading and Literacy	RESTRUCTURE/reorganize	13
	Master of Education in CURRICULUM and INSTRUCTION: Educational Technology	RESTRUCTURE/reorganize	14
	TEACHING ENGLISH to SPEAKERS of OTHER LANGUAGES (TESOL) Endorsement	REVIEW	15
	TECHNOLOGY DIRECTOR Endorsement	RESTRUCTURE/reorganize	16
	GRADUATE READING Endorsement	RESTRUCTURE/reorganize	17
	TEACHER LEADER Endorsement	RESTRUCTURE/eliminate	18

	Master of Education in EDUCATIONAL ADMINISTRATION	RESTRUCTURE/reorganize	19
	Doctor of Education (ED.D) in LEADERSHIP STUDIES	REVIEW	20
	Bachelor Plus Program in INITIAL LICENSURE: K - 12 INTERVENTION SPECIALIST (ISSM)	RESTRUCTURE/reorganize	21
	2nd Licensure/Master of Education in INTERVENTION SPECIALIST: K - 12 Mild/Moderate, INTERVENTION SPECIALIST: K - 12 Moderate/Intensive; GIFTED INTERVENTION SPECIALIST	RESTRUCTURE/reorganize	22
	Bachelor Plus Program in EARLY CHILDHOOD	RESTRUCTURE/reorganize	23

College of Arts and Sciences

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of History and Political Science. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Master of Arts in American History and Government (MAHG)

Recommendation:

MAINTAIN

Rationale:

Programs with this recommendation do not require any immediate changes and do not currently have issues that require further review.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of ENGLISH. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Master of Fine Arts (MFA) in Creative Writing

Recommendation:

MAINTAIN

Rationale:

Programs with this recommendation do not require any immediate changes and do not currently have issues that require further review.

Academic Prioritization Sub-Committee Program Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of COMMUNICATION STUDIES. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Master of Arts in Health and Risk Communication (MAHRC)

Recommendation:

REVISIT

Rationale:

This program was considered too new to meet the data needs for the committee to provide a review at this time.

College of Business and Economics

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the College of Business and Economics. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Masters of Business Administration (MBA)

Recommendation:

RESTRUCTURE/Reorganize

Rationale:

The committee recognizes the fundamental benefit of the MBA program to Ashland University. The committee also recognizes the interconnectedness of the graduate program with the undergraduate programs in the College of Business and Economics. With the college receiving a general recommendation of *RESTRUCTURE*, it is recommended, as a means to facilitate the necessary changes in the college, that the MBA receive the same recommendation.

The committee found there to be a lack of clarity in mission, vision and functionality throughout the College of Business and Economics. Recommendations in reorganization are based on that assessment.

College of Nursing and Health Sciences

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the College of Nursing and Health Sciences. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

School Nurse Licensure

Recommendation:

MAINTAIN

Rationale:

Programs with this recommendation do not require any immediate changes and do not currently have issues that require further review.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the College of Nursing and Health Sciences. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Masters of Science in Applied Exercise Science (formerly M.Ed in Applied Exercise Science)

Recommendation:

MAINTAIN

Rationale:

Programs with this recommendation do not require any immediate changes and do not currently have issues that require further review.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the College of Nursing and Health Sciences. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

DNP

Recommendation:

REVISIT

Rationale:

This program was considered too new to meet the data needs for the committee to provide a review at this time.

College of Education

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of EDUCATIONAL FOUNDATIONS and INSTRUCTION. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor Plus Programs in Special Field (Pre K - 12), Adolescent to Young Adult (7 - 12), and Middle Grades Education (4 - 9)

Recommendation:

RESTRUCTURE/reorganize

Rationale:

In concert with the recommendation given to all undergraduate Education programs, a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, is necessary to the viability of these programs. This includes the Bachelor Plus programs.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of EDUCATIONAL FOUNDATIONS and INSTRUCTION. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Post-Baccalaureate Middle Childhood Generalist Endorsement

Recommendation:

RESTRUCTURE/Eliminate

Rationale:

In agreement with the self-study report and the college dean, the committee recommends the elimination of this program.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of EDUCATIONAL FOUNDATIONS and INSTRUCTION. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

M.Ed. in Curriculum and Instruction: Teaching and Learning in the 21st Century (TL-21)

Recommendation:

ENHANCE

Rationale:

In concert with the recommendation given to all undergraduate Education programs, a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, is necessary to the viability of these programs.

It is recommended that upon the completing of the reorganization of the College of Education this program be enhanced through program specific marketing.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of EDUCATIONAL FOUNDATIONS and INSTRUCTION. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

M.Ed. in Curriculum and Instruction: Reading and Literacy

Recommendation:

RESTRUCTURE/reorganize

Rationale:

It is recommended that this program be revised as part of the TL-21 program.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of EDUCATIONAL FOUNDATIONS and INSTRUCTION. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

M.Ed. in Curriculum and Instruction: Educational Technology

Recommendation:

RESTRUCTURE/reorganize

Rationale:

In concert with the recommendation given to all undergraduate Education programs, a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, is necessary to the viability of this program.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of EDUCATIONAL FOUNDATIONS and INSTRUCTION. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Teaching English to Speakers of Other Languages (TESOL) Endorsement

Recommendation:

REVIEW

Rationale:

It is recommended that a thorough analysis be conducted to evaluate whether this program can be a stronger player in this market. A review of the program should accompany and inform this analysis.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of EDUCATIONAL FOUNDATIONS and INSTRUCTION. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Technology Director (formerly Technology Facilitator) Endorsement

Recommendation:

RESTRUCTURE/reorganize

Rationale:

In concert with the recommendation given to all undergraduate Education programs, a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, is necessary to the viability of this program.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of EDUCATIONAL FOUNDATIONS and INSTRUCTION. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Graduate Reading Endorsement

Recommendation:

RESTRICTURE/reorganize

Rationale:

It is recommended that this program be revised as part of the TL-21 program.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of EDUCATIONAL FOUNDATIONS and INSTRUCTION. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Teacher Leader Endorsement

Recommendation:

RESTRUCTURE/Eliminate

Rationale:

It is recommended that this program be Eliminated.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of LEADERSHIP STUDIES. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Master of Education in Educational Administration

Recommendation:

RESTRUCTURE/Reorganize

Rationale:

In concert with the recommendation given to all undergraduate Education programs, a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, is necessary to the viability of this program.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of LEADERSHIP STUDIES. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

ED.D. in Leadership Studies

Recommendation:

REVIEW

Rationale:

Given the recent curriculum changes to the program, it is recommended that the program be reviewed to assess the success of these changes within the next academic year.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of INCLUSIVE SERVICES and EXCEPTIONAL LEARNERS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor Plus Program in Initial Licensure: K - 12 Intervention Specialist (ISSM)

Recommendation:

RESTRUCTURE/reorganize

Rationale:

In concert with the recommendation given to all undergraduate Education programs, a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, is necessary to the viability of these programs. This includes the Bachelor Plus programs.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the Department of INCLUSIVE SERVICES and EXCEPTIONAL LEARNERS. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Intervention Specialist, K-12, Mild/Moderate (2nd Licensure and M.Ed.)
Intervention Specialist, K-12, Moderate/Intensive (2nd Licensure and M.Ed.)
Gifted Intervention Specialist

Recommendation:

RESTRUCTURE/Reorganization

Rationale:

In concert with the recommendation given to all undergraduate Education programs, a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, is necessary to the viability of these programs.

Academic Prioritization Sub-Committee Placement Report

The Academic Prioritization Sub-Committee has reviewed the Graduate Self-Study from the EARLY CHILDHOOD Department. Given the information provided through the self-study and the subsequent discussions with the appropriate Dean and others, it is the recommendation of the committee that the following program be placed in the category noted:

Program:

Bachelor Plus Program in Early Childhood

Recommendation:

RESTRUCTURE/reorganize

Rationale:

In concert with the recommendation given to all undergraduate Education programs, a significant realignment and assessment of curriculum, along with a comprehensive review of curriculum development and delivery, is necessary to the viability of these programs. This includes the Bachelor Plus programs.

APPENDIX III

Ashland University Core Curriculum

I. Preamble

The word "core" comes from the Latin *cor* (heart). As its name suggests, a core curriculum is the heart of a university education. Just as the heart is essential to the life of the body, a core is essential to a good education. This education is the kind we have for centuries called a "liberal" education, also from the Latin, for *freedom*. A liberally educated person learns how to think clearly, read carefully, write coherently, speak persuasively, and listen thoughtfully, which are all valuable skills. Yet while a part and effect of liberal education, acquiring information and skills is not its *goal*. Liberal education aims to produce people who are *free* in the sense that they can think for themselves about the most important questions in life. A liberal education Core centers on a most important question for everyone: What does it mean to be a good human being? A liberally educated person continues to explore this question and others that emerge from it throughout his or her life.

A liberal education is one that is essential for a free way of life. This is achieved, in part, by freeing a human mind from prejudicial attachment to mere opinion. A good liberal education frees one from unchallenged opinion not arrived at by serious and thoughtful considerations of what is true, of what *ought to be* rather than what merely is.

To free the mind, liberal education introduces students to the most important and profound questions for them as human beings and citizens. Hence it emphasizes knowledge of God, knowledge of humanity gained through love of wisdom and beautiful writing, knowledge of beauty gained through creative works, knowledge of how one ought to live with others gained through inquiry of society and the past, knowledge of nature, knowledge of how human beings communicate their thoughts and ideas, and knowledge of quantitative and logical reasoning.

The purpose of pursuing this knowledge is more than just acquiring a little bit of knowledge about a lot of subjects or cultivating critical thinking skills. Being able to think freely and critically about certain things in particular – nature, wisdom, beauty, God, justice, ethics, for example – is essential for

human beings to live meaningful, good, and happy lives. This does not mean that only Core courses are concerned with important questions; in fact, majors are themselves often built on questions of fundamental importance for a discipline that are connected to the questions of the Core. In this way, the Core and majors may do different things but they complement each other.

A proper liberal education also promotes skills in addition to critical thinking, for example:

- the ability to recognize and understand beauty and artistic expression;
- the ability to discern and imitate the greatest achievements of the human mind;
- the ability to judge what is prudent and useful, what is just and unjust, what is noble and base;
- the ability to discern between what is true and false, or between what is truth and mere opinion;
- the ability to appreciate creation and the interconnectedness of the natural world;
- the ability to know and fulfill one's rights and duties as citizens and human beings

Every educated human being should think about these questions and possess these abilities. They are as essential to the life of the mind, as the *cor* or heart is essential to the life of the body. This aspiration is reflected in Ashland University's vision for renewal statement, which places emphasis on an education that "cultivates the mind and ennoble the heart."

The heart or *cor* is also something that is and must remain whole; no part of the heart can be missing or removed. As such, a liberal education core also implies something that is whole and complete in itself. It implies unity and cohesiveness in the purpose for which it exists. A liberal education, therefore, despite a diversity of courses and subjects, must emphasize the fundamental questions that are important for all students to encounter. It will, in that sense, be a common experience for all students and will promote the idea that students are *colleagues* – people engaged as equals in a common pursuit of truth that will deepen their minds and elevate their hearts.

II. Principles and Outcomes of the Ashland University Core Curriculum

Principle 1

As the centerpiece of liberal education, the Core exists to cultivate the mind and ennoble the heart, which is good in itself and can enable students to enrich the professions, promote the public good, and thrive in the broader world.

Outcome 1

Ashland University graduates will have demonstrated the ability to seek answers to fundamental questions that cultivate the mind and ennoble the heart, preparing them to live as better human beings and citizens who engage in activities that enrich the professions, promote the public good, and enable them to thrive in the broader world.

Principle 2

The Core's focus is to free the mind from prejudicial attachment to un-reflected opinion by encouraging students to pursue free, Socratic inquiry about the most important questions for them as human beings and citizens, regardless of major or profession. In pursuing these questions, Core courses will empower students to think freely and critically about questions concerning wisdom, ethics, justice, society, culture, language, nature, science, beauty, religion, and the past.

Outcome 2

In exploring these important questions, Ashland University graduates will have exhibited reflective thinking and free, Socratic inquiry on issues, ideas, artifacts, and events before accepting or formulating opinions or conclusions.

Principle 3

Generally speaking, Core courses will be participatory and focused on how facts and theories help to deepen understanding of the question under study. Students will also learn how to think clearly, read carefully, write coherently, speak persuasively, and listen thoughtfully.

Outcome 3

Ashland University graduates will have participated in significant class discussion and have engaged in in-depth analysis and writing on the fundamental questions under study. In addition, they will have demonstrated university-level capacity in writing clear, grammatical English, reading, speaking, and listening comprehension, logic, and quantitative reasoning.

III. Draft Framework for the Ashland University Core Curriculum

The Core is framed around its principles and outcomes taken from the idea of liberal education. The fundamental question of liberal education is: What does it mean to be a good human being? This is the Core's animating question and is addressed by examining questions central to living a good life. To give Ashland graduates a common liberal education experience, Core courses should address one of these questions, but can pursue the question in many ways. (Some of the possible potential questions for particular courses appear as bullets.)

1. What is liberal education?
2. What is wisdom and ethical conduct?
 - How does one live a meaningful life of purpose?
 - How do we judge what is noble and base, prudent and useful?
 - How is love connected to a good life?
3. What is a just society?
 - How can I contribute to a just society?
 - What are our rights and duties as citizens in a just society?
 - What are freedom and equality?
 - What does it mean to be an American?
4. How is our common humanity seen in the diverse cultures and languages of the world?
 - What are our global rights and responsibilities as human beings?
 - How do experiences such as study away, study abroad, and mission trips reveal the character of one's connection with other human beings?
5. What is the human relationship to nature and science?

- What does it mean to understand and appreciate the natural world?
- How do human beings affect the natural world?
- How does science acquire knowledge of the natural world?

6. What is beauty and why is it important to human beings?

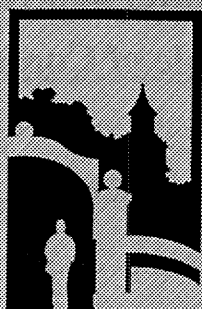
- How does one appreciate beauty?
- How does the potential of the human mind to create beauty reveal itself, for example in the greatest works of art, literature and music?
- How do human beings creatively produce works of beauty?
- How do human beings express beauty?

7. What does religion teach us about the relationship between God and human beings?

- What are the fundamental ideas of Christian theology?
- What are the basic teachings of different world religions?
- What does the Bible say about how we should live?
- How does faith enable human beings to manage real world challenges?

8. What does the study of the past show us about the possibilities for human excellence beyond our own contemporary society?

In addition to these fundamental questions, the Core will require students to demonstrate university-level capacity in writing clear, grammatical English; in reading, speaking, and listening comprehension; in logic; and in quantitative reasoning.



ASHLAND
UNIVERSITY

Faculty Rules and Regulations

Academic Year 2015-2016

Amended May, 2015

Ashland University
Faculty Rules and Regulations
Table of Contents

PREFACE.....	7
EXCERPT FROM SETTLEMENT AGREEMENT.....	7
EXCERPT FROM SENATE BYLAWS.....	8
ARTICLE I.....DEFINITIONS.....	9
Section A.....Definitions.....	9
ARTICLE II..... FACULTY ORGANIZATION THE FACULTY SENATE.....	11
Section A..... Recognition of the Faculty Senate.....	11
Section B.....Purpose of the Faculty Senate.....	11
Section C.....Organization of the Faculty Senate.....	11
Section D..... Faculty Senate Legislation.....	11
Section E.....Faculty Representation on Board of Trustees Committees.....	12
Section F..... Administration Participation in Faculty Senate.....	12
ARTICLE III.....RESPONSIBILITIES OF THE MEMBERS OF THE FACULTY.....	12
Section A..... General Responsibilities.....	12
Section B..... Professional Responsibilities.....	13
Section C.....Instructional Responsibilities.....	14
Section D.....Extracurricular Employment.....	14
Section E..... Use of University Resources for Personal Gain.....	15
Section F.....Effect of Non-compliance with Responsibilities by Instructional Faculty Member.....	15
ARTICLE IV..... INSTRUCTIONAL FACULTY ASSIGNMENT.....	15
Section A.....Teaching Assignment.....	15
Section B..... Teaching Load.....	15

Section C.....Options for Satisfying Teaching Load.....	16
Section D.....Class Size.....	16
Section E.....Additional Courses.....	16
ARTICLE V..... APPOINTMENTS TO THE FACULTY.....	16
Section A.....Criteria for Appointments.....	16
Section B.....Procedure in Appointments.....	17
Section C.....Determining Type of Faculty Appointments.....	18
Section D.....Full Time Instructional Appointments.....	19
Section E.....Rank of Instructional Appointments.....	20
Section F.....Appointments to Part Time and Distinguished Instructional Positions.....	20
ARTICLE VI.....CONTRACTS AND EVALUATIONS OF INSTRUCTIONAL FACULTY.....	21
Section A.....Contents of Contract.....	21
Section B.....Amendments or Changes in Particular Contract.....	21
Section C.....Procedure in Contract Renewal.....	21
Section D.....Annual Evaluations.....	22
Section E.....Third Year Review.....	24
ARTICLE VII..... GRADUATE SCHOOL AND GRADUATE FACULTY.....	26
Section A.....Graduate School.....	26
Section B.....Graduate Faculty Designation for Full-time Ashland University Faculty.....	26
Section C.....Graduate Faculty Designation for Faculty w/o Ashland University Contracts....	27
Section D.....Approval for Graduate Faculty Designations.....	28
Section E.....Appeals Procedures for Graduate Faculty Applicants.....	29
ARTICLE VIII..... PROMOTION AND TENURE.....	29

Section A.....	The Promotion and Tenure Review Process.....	29
Section B.....	The Institutional Promotion and Tenure Committee.....	30
Section C.....	Promotions.....	31
Section D.....	Tenure.....	32
Section E.....	Criteria for Promotion and Tenure.....	33
Section F.....	Procedures for Promotion and Tenure.....	34
Section G.....	Appeal Procedures for Promotion and Tenure.....	37
ARTICLE IX.....	INSTRUCTIONAL FACULTY PARTICIPATION IN THE NOMINATION OF DEPARTMENT CHAIRPERSONS AND DEANS.....	38
Section A.....	Appointment of Department Chairpersons and Deans.....	38
Section B.....	Advisory Committee for Chairperson.....	39
Section C.....	Evaluation of Department Chairperson.....	39
Section D.....	Advisory Committee for Dean.....	39
Section E.....	Evaluation of Dean.....	39
ARTICLE X.....	DISMISSALS.....	39
Section A.....	Informal Review.....	40
Section B.....	Initiation of Formal Proceedings.....	40
Section C.....	Hearing Committee.....	40
Section D.....	Hearing on Cause for Dismissal.....	40
Section E.....	Hearing Committee's Decision.....	41
Section F.....	Report of the Hearing Committee.....	42
Section G.....	Suspension or Reassignment.....	42
ARTICLE XI.....	TERMINATION OF APPOINTMENT BY NON-RENEWAL OF CONTRACT.....	42
Section A.....	Non-renewal Notification Dates.....	42

Section B..... Non-renewal Limitations.....	43
ARTICLE XII.....REDUCTION OF TENURED FACULTY.....	43
Section A.....Definitions.....	43
Section B.....Grounds for Reduction.....	43
Section C.....Planning Faculty Reductions.....	44
Section D..... Priorities in Faculty Reduction.....	44
Section E.....Relocation of Tenured Faculty.....	45
Section F.....Terminal Notice, Salary and Benefits.....	46
Section G.....Conference and Appeal.....	47
Section H.....Replacement.....	47
ARTICLE XIII.....RESIGNATIONS AND RETIREMENT.....	47
Section A.....Resignations.....	47
Section B.....Retirement.....	47
Section C..... Emeritus Status.....	48
ARTICLE XIV.....LEAVE OF ABSENCE POLICY.....	48
Section A.....Purpose.....	48
Section B..... Conditions.....	48
Section C..... Process.....	49
Section D..... Professional Leave.....	49
Section E..... Personal Leave.....	49
Section F.....Family and Medical Leave.....	49
Section G.....University Contributions.....	49
Section H.....Time of Service.....	50
Section I.....Cost-of-Living Adjustment.....	50

ARTICLE XV	STATEMENT ON ACADEMIC FREEDOM AND TENURE.....	50
Section A.....	Introduction.....	50
Section B.....	Academic Freedom.....	51
Section C.....	Academic Tenure.....	51
ARTICLE XVI.....	PROFESSIONAL ETHICS.....	52
Section A.....	Ethical Standards.....	52
Section B.....	Ethical Responsibilities.....	53
Section C.....	Sexual Harassment.....	54
Section D.....	Other Forms of Harassment or Discrimination.....	55
Section E.....	Complaint Against a Faculty Member.....	55
ARTICLE XVII	FACULTY WELFARE AND BENEFITS	55
Section A.....	Instructional Faculty Salary.....	55
Section B.....	Professional Development.....	56
Section C.....	Tuition Waiver/Exchange Policy.....	56
Section D.....	Auditing Privileges.....	59
ARTICLE XVIII.....	EQUAL EMPLOYMENT OPPORTUNITY	59
ARTICLE XIX.....	COMPLAINT PROCEDURE	59
Section A.....	Definitions.....	59
Section B.....	Purpose.....	59
Section C.....	Procedure.....	59
Section D.....	Limitation on Complaint Procedure.....	61
APPENDIX A.		
UNDERGRADUATE ACADEMIC INTEGRITY GUIDELINES.....		62
GRADUATE ACADEMIC INTEGRITY POLICY.....		68

THE RULES AND REGULATIONS OF THE ASHLAND UNIVERSITY FACULTY ASHLAND, OHIO

Preface

The following *Rules and Regulations* of the Ashland University Faculty are a revision of the original Rules, as amended and adopted by the Ashland University Faculty as of February 15, 1980.

The following *Rules and Regulations* have been adopted in accordance with the procedure set forth in the Settlement Agreement of May 15, 1982, between the faculty and Ashland University. Final approval by the Executive Committee of the Board of Trustees of Ashland University was given on Friday, June 15, 1984, the same being the effective date of the *Rules and Regulations*.

Future changes or modifications may be made according to the procedure set forth in the Settlement Agreement dated May 15, 1982, and in the Senate Bylaws (see excerpts next page).

When the administration plans to make an exception to the application of these *Rules and Regulations*, the Faculty Senate President and the Chair of the Professional Standards and Responsibilities Committee shall be consulted.

Excerpt from Settlement Agreement (Updated)

The existing *Faculty Rules and Regulations* may be modified or supplemented only as follows:

- A. No such change shall be made except upon formal action by the Board of Trustees or its Executive Committee, after compliance with Paragraph B below.
- B. If the administration intends to recommend any such change to the Board or its Executive Committee, it shall give the President of the Faculty Senate sixty days advance notice, specifying in writing the intended change. During the sixty day period, the Faculty Senate and/or the appropriate committee thereof shall have an opportunity to review, discuss and consider the intended change. The administration will cooperate with the Faculty Senate and/or its committees in providing information, explanation and elaboration of the reasons for the intended change.
- C. The Faculty Senate may enact legislation recommending that the intended change be made, that it be made on modified terms, or that it not be made.
- D. The Faculty Senate's legislation shall become effective only after review by and approval of the Board of Trustees, provided however that the President may be empowered by the Board to approve such legislation on its behalf during the interim between Board meetings. If the President chooses not to approve such legislation, the legislation shall be presented to the Board of Trustees at its next regular meeting or at a special meeting called for the purpose. The President of the Faculty Senate or his or her designee shall appear at such meetings to speak on behalf of such legislation and

to respond to any questions the Board of Trustees may have in respect thereto. All action taken by the Board of Trustees with respect to such legislation shall be communicated to the Faculty Senate in writing.

Excerpt from Senate Bylaws

Article V. Amendments:

Section C. To the Faculty Rules and Regulations

1. A proposed amendment to the *Rules and Regulations* shall be read at three (3) regular meetings before being voted upon.
2. A two thirds vote is required for passage and recommendation to the administration and the Board of Trustees.

THE RULES AND REGULATIONS OF THE ASHLAND UNIVERSITY FACULTY ASHLAND, OHIO

ARTICLE I. DEFINITIONS

Section A. Definitions

As used in these Rules and Regulations of the Ashland University Faculty, and unless otherwise provided, the following words and/or terms are hereby defined as follows:

1. *Academic Council*: The academic deans of Ashland University and the Provost who acts as chair.
2. *Academic Distinction*: Exceptional academic stature as defined and approved by the particular departments of Ashland University, the deans of the respective colleges, the Academic Council, the Provost, and by the President of the University. Such statement shall be on file in the Provost's office (See Article VIII, Promotion and Tenure).
3. *Adjunct Faculty*: A person who performs instructional duties but who renders less than an average of nine (9) academic hours of service per semester or other duties for the University and who is not entitled to benefits associated with instructional faculty status.
4. *Administrator, Administrative Officer*: Any person holding a non-faculty position with administrative responsibilities at Ashland University.
5. *Ashland University, The University, University*: The incorporated not-for-profit corporation organized under the laws of the State of Ohio, under charter granted February 20, 1878, as subsequently amended or modified.
6. *Assistant Professor*: The third highest academic rank capable of being attained by an instructional faculty member.
7. *Associate Professor*: The second highest academic rank capable of being attained by an instructional faculty member.
8. *Board of Trustees, Trustees*: The governing body or members of the governing body of Ashland University.
9. *Clinical Assistant Professor*: A full-time, non-tenure-track instructional faculty position with clinical duties.
10. *Committee*: A group of people officially delegated to perform a function such as investigating, considering, reporting or acting on a matter. All committees clearly related to the matters of the Faculty Senate shall include faculty representation.
11. *Dean, Dean of College*: The chief administrative officer of a college at Ashland University, with or without academic duties as a part of that position.
12. *Department Chairperson*: The head of a department within any college at Ashland University.

13. *Dismissal*: The termination of employment of an instructional faculty member according to the provisions stated in Article X (Dismissals) of these Rules and Regulations.
14. *Executive Committee*: A committee of the Board of Trustees empowered to act for the Board of Trustees under such power delegated to that committee.
15. *Faculty, Faculty Member*: The "faculty" shall consist of all persons who hold faculty rank with the University and who hold contracts requiring an average of nine or more academic hours of service per semester or a comparable level of other duties for the University.
16. *Faculty Librarians*: those faculties of the library who hold administrative contracts and are designated therein as "Faculty Librarians." Such Faculty Librarians shall be subject to the Administrative Handbook, but shall: (1) have Faculty Senate voting rights; (2) participate on Faculty Senate committees, as designated in the By-Laws of the Faculty Senate; (3) be eligible for faculty development programs to the same extent as regular faculty members are; (4) not be eligible for tenure.
17. *Faculty Senate* shall consist of Faculty Senators. Representation and eligibility for membership are defined in the Faculty Senate Constitution.
18. *Faculty Senate President*: The chief executive officer of the Faculty Senate.
19. *Graduate Council*: The body assigned general oversight of graduate education at Ashland University.
20. *Graduate School*: The administrative structure in which graduate education takes place at Ashland University.
21. *Instructional Faculty*: The term "instructional faculty" means faculty other than those holding administrative contracts.
22. *Instructor*: The lowest academic appointment to the instructional faculty.
23. *Legislation*: The proposed rule or regulation formally approved by the Faculty Senate. Such rule or regulation shall thereafter be delivered to the Provost who shall present the same for approval to the President of the University.
24. *Mission of Ashland University, University Mission*: The formal statement of Mission, Identity, Core Values, and Vision of Ashland University.
25. *Non-renewal*: The termination of appointment of an instructional faculty member prior to the granting of tenure. Notice of non-renewal shall be given according to Article XI (Termination of Appointment by Non-Renewal of Contract) of these Rules and Regulations.
26. *Non-tenured Faculty Member*: A faculty member who has either not been granted tenure by Ashland University, in those cases where the ability to receive same is recognized, or a faculty member employed on a non-tenure track basis, and therefore not eligible for tenure.
27. *Part-time Faculty Member*: A person who performs instructional duties that consist of less than an average of nine (9) academic hours of service per semester or other duties for

the University and who may have access to limited benefits associated with instructional faculty status.

28. *President of Ashland University, University President*: The chief executive officer of Ashland University.
29. *Professional Instructor*: A full-time, non-tenure-track instructional faculty position.
30. *Professor*: The highest academic rank capable of being attained by an instructional faculty member.
31. *Provost*: The chief academic officer at Ashland University.
32. *Tenured Faculty Member*: Those faculty members holding appointments with continuous tenure, and those on probationary appointments who have been granted tenure effective at the beginning of the next contract period.
33. *Terminal Degree*: The most advanced stage of academic preparation recognized by a particular discipline.

ARTICLE II. FACULTY ORGANIZATION THE FACULTY SENATE

Section A. Recognition of the Faculty Senate

The Faculty Senate shall be the legislative body of the faculty of Ashland University.

Section B. Purpose of the Faculty Senate

The purpose of the Faculty Senate shall be to promote the published mission and objectives of the University.

Section C. Organization of the Faculty Senate

The Senate, in order to function more effectively in the areas of concern, shall organize into committees for that purpose according to procedures to be determined by its members and shall adopt bylaws for its further governance. The bylaws of the Senate may provide for student and hourly staff participation on committees; provided, however, that senate committees concerned with faculty welfare and professional standards and responsibilities shall consist of "faculty" exclusive of librarians.

Section D. Faculty Senate Legislation

Senate legislation shall become effective only after review by and approval of the Board of Trustees, provided, however, that the President may be empowered by the Board to approve such legislation on its behalf during the interim between Board meetings.

Senate legislation shall be delivered to the Provost who shall thereafter present the same to the President for approval as provided in the preceding paragraph.

If the President chooses not to approve such legislation, the legislation shall be presented to the Board of Trustees at its next regular meeting or at a special meeting called for that purpose. The President of the Faculty Senate, or his/her designee, shall appear at such Board of Trustees meeting to speak on behalf of such legislation and to respond to any questions the Board of Trustees may have in respect thereto. All action taken by the Board of Trustees with respect to such legislation shall be communicated to the Faculty Senate in writing.

Section E. Faculty Representation on Board of Trustees Committees

Pursuant to Article II (Purpose and Powers) of the Constitution of the Faculty Senate and in accordance with the Board of Trustees' approval of the Constitution of the Faculty Senate at its meeting on May 7, 1993, the Board of Trustees invites the Senate President and Vice-President to serve as representatives to all meetings of the Board of Trustees and the Executive Committee, except for executive sessions. The Faculty Senate is also requested to select annually one faculty member as a representative to each of the following standing committees of the Board of Trustees: Academic Affairs, Student Life, Institutional Advancement, Enrollment Management and Marketing, Finance and Facilities, and Investment. These faculty representatives shall not have voting power nor attend executive sessions; however, they will have the right to be recognized and speak during regular discussions.

The Senate may recommend nominees for administrative offices and for membership on the Board of Trustees.

Section F. Administration Participation in Faculty Senate

Cabinet members and deans shall have the right to attend all meetings of the Faculty Senate except for executive sessions and shall have the right to be recognized and to speak. Other administrators may attend and, upon being recognized, shall have the right to speak to the Senate.

The Provost shall serve as an ex officio member of the Executive Committee of the Faculty Senate. The Provost, as such ex officio member of the Executive Committee, shall have no voting rights. The Executive Committee of the Faculty Senate reserves the right to call executive sessions excluding the Provost.

ARTICLE III. RESPONSIBILITIES OF THE MEMBERS OF THE FACULTY

Section A. General Responsibilities

The faculty member shall:

1. Represent the highest quality of academic character within that member's discipline; and
2. Strive continuously to improve his or her knowledge within that discipline or field. Conflicts between the faculty member's responsibility to the University and his or her discipline, where and as they arise, shall be resolved, when possible, in favor of the University. When this is not possible, it is the duty of the faculty member to make known the conflict to the University. Nothing in this section shall be construed as to impair academic freedom.
3. Support the Mission of Ashland University. It is recognized that each person has different strengths and gifts, that support for the mission and core values may be demonstrated in a variety of ways, and that faculty members may hold personal beliefs different from those outlined in the Mission. Consistent with Article XV (Statement of Academic Freedom and Tenure), support is understood to mean furthering the Mission of Ashland University, where appropriate, and not working to undermine it.

Section B. Professional Responsibilities

1. Professional Responsibilities Toward Ashland University:

The individual member of the instructional faculty shall recognize and accept certain professional responsibilities as an employee toward Ashland University. These responsibilities include:

- a. participation on Faculty Senate and/or university committees
- b. assistance in university, college, or department planning programs
- c. advising students

2. Professional Interests:

The individual faculty member should acknowledge his or her professional interests through:

- a. advising student organizations
- b. special research projects
- c. publications
- d. participation in learned societies
- e. Each member of the faculty shall be the best judge of his or her capacities and interests, but each member shall recognize his or her obligation to serve the university community in several roles.

3. Evaluation of Academic Performance:

As a member of the educational community, the instructional faculty member must accept the responsibility for improving his or her academic performance. The use of evaluative devices to identify areas of strengths and weaknesses in the classroom is important for professional growth.

Under normal circumstances, each faculty member shall give written student evaluations in each course each term, including summer terms. Evaluations shall be administered during the final quarter of the course.

Student evaluations shall be administered following the procedures outlined by each college or department. These procedures shall provide for the forms to be distributed and collected by students and shall ensure the confidentiality of the student responses. Procedures shall further specify how evaluations are to be tabulated and reported.

Written peer evaluations shall be conducted in accordance with guidelines set forth by individual colleges or departments.

4. Evaluation of Department Chairperson:

The academic performance of a department chairperson shall be evaluated in writing by instructional faculty members of the department and students in cooperation with the dean of the appropriate college. Such evaluations shall be set forth in writing, a copy of which shall be given to the chairperson. The dean and the chairperson shall agree as to a method for improving any areas needing attention.

Section C. Instructional Responsibilities

In order to maintain a proper rapport with the students, instructional faculty members should specify the obligations of the students and the obligations of the faculty member as they pertain to instructional performance.

1. Instructional faculty members shall present to their students, during the first week of classes, course syllabi which list:
 - a. course purposes and objectives
 - b. texts and materials to be used
 - c. specific requirements for the course
 - d. a description of the grading policy

It is recognized that occasionally some changes may have to be made due to the availability of new resources.

2. Faculty are asked to notify students at least one week prior to major exams. This procedure provides flexibility for instructors and insures ample preparation for students. The student body recognizes that unannounced quizzes are part of the professional academic freedom retained by every faculty member.
3. Faculty shall recognize their professional obligation to administer tests on the announced day and shall make every effort to have other faculty serve as test proctors if they are to be absent on the scheduled day. Students assume the obligation of taking the test at the assigned time and should notify the instructor in advance if they will be unable to take the test at the assigned time. Faculty and students share a mutual understanding that legitimate emergencies may make compliance with the above terms impossible.
4. Faculty shall have a professional responsibility to attend each class session. Legitimate emergencies and planned absences which have been approved by the department chairperson are recognized as unavoidable interruptions in the course. Efforts shall be made to inform the class of planned absences.
5. Faculty shall make available to a student, on request, a letter grade midterm estimate before the expiration of the S/U option period.

Section D. Extracurricular Employment

Faculty members are frequently called upon to render professional counsel or service to public or private agencies for which compensation is direct and in excess of the terms of university contracts. Properly transacted, such services fulfill a responsibility of the University to the community at large and provide invaluable professional experiences to faculty members. It is understood, however, that such activities shall in no way limit the extent or quality of a faculty member's obligation to the University or to his or her profession.

Employment for remuneration outside the University by full time instructional faculty members during the terms of the contract with the University shall be carried out only with the knowledge and written consent of the department chairperson and approval of the dean when the amount of time devoted to such outside work exceeds an average of eight (8) hours a week during the contract period as stated in the faculty member's contract.

Section E. Use of University Resources for Personal Gain

The University recognizes the importance of research projects and other educational functions the faculty member may be involved in from time to time. In these areas, the faculty member has access to and may use resources of the University, e.g., the University Library, computers, copying machines, etc. To the extent that prior consent has been received from the University regarding the use of these resources, the University encourages faculty members to avail themselves of the resources of the University. Personal gain not directly related to the faculty member's discipline or instructional area through the use of University resources is not permitted unless prior written consent is given by the department chairperson with the approval of the dean.

Section F. Effect of Non-compliance with Responsibilities by Instructional Faculty Member

Each instructional faculty member shall exert his or her best effort in satisfying the responsibilities stated in this Article. Any instructional faculty member who fails to satisfy any responsibility as stated herein shall be notified of such failure by the department chairperson, with a copy of such notice to the appropriate dean. The instructional faculty member, the department chairperson, and the dean of the appropriate college may meet informally to discuss the matter and attempt to reach an appropriate solution. In the event a favorable solution to the matter is not reached, the matter shall be subject to the action of the appropriate Faculty Senate committee. The result of any such action by the appropriate Faculty Senate committee may be used as proof adversely affecting future rights to which the faculty member may be entitled, including but not limited to tenure, promotion, or termination of a special nature.

ARTICLE IV. INSTRUCTIONAL FACULTY ASSIGNMENT

Section A. Teaching Assignment

Teaching and course assignments will be arranged by the department chairperson in consultation with the individual faculty member, subject to approval by the dean of the college and the Provost. The particular areas of competence and specialized study of each instructional faculty member will be acknowledged whenever possible in determining course assignments. Faculty members may, from time to time, be requested to teach interdisciplinary courses.

Section B. Teaching Load

Twenty four (24) semester hours per academic year shall be considered the normal teaching obligation. Variations of the normal teaching load to accommodate accreditation requirements, and any exceptions to this, must be approved by the dean and department chair in consultation with the faculty member. Summer terms or additional administrative responsibilities may be used to fulfill the contractual obligations of instructional faculty with the mutual agreement of the faculty member, chairperson, and dean.

Departmental teaching load status shall be determined following registration but prior to the start of the forthcoming term. All such assignments shall be completed in consultation with the instructional faculty member. If an instructional faculty member, department chairperson, and dean are unable to agree to an assignment across disciplines, the Dean's decision will prevail but the faculty member may appeal to the Provost.

Section C. Options for Satisfying Teaching Load

Assignments supported by external funds, laboratory supervision assignments based on special credit hour formulas, and/or administrative assignments, may be used to reach the accepted level with the approval of the dean and the Provost. Such variations shall be determined in writing and distributed to all persons involved.

1. In determining the teaching load, the number of students (both in individual classes and in total), individual class preparations, new courses, independent study supervisions, off campus assignments, and offices and appointments in professional societies shall be considered.
2. The normal and ideal semester assignment would be not more than three (3) three-credit individual class preparations and will not exceed four (4). Four (4) three-credit preparations per semester may be assigned in order to maintain the quality of the program in an efficient manner. Assignments for laboratory or clinical, seminars, music lessons, course by conference, etc., might be exceptions to this.

The determination of an appropriate teaching load, and alternatives to the standard used to calculate such load, shall be subject to the continuous review of the President of the University, the Provost, the Academic Council, and the Faculty Senate.

Section D. Class Size

The chairperson of the department, in consultation with the instructional faculty members within each department, will determine the size of individual class enrollment in his or her own department, subject to approval of the dean and Provost.

Section E. Additional Courses

The individual member of the instructional faculty who agrees to teach courses in addition to his or her normal teaching obligation shall do so either for additional compensation or as a part of the teaching load. When teaching above the normal load, the individual faculty member shall be limited normally to a total of six additional semester hours or two courses per semester, whichever is less.

ARTICLE V. APPOINTMENTS TO THE FACULTY

Section A. Criteria for Appointments

Appointments to the faculty at Ashland University shall be preceded by a careful evaluation of the qualifications of the prospective appointee. Consideration will be given to:

- a. graduate study at recognized universities
- b. earned degrees
- c. publications
- d. creative or scientific accomplishments
- e. participation in learned societies
- f. professional recommendations

g. teaching experience

h. support of the Mission of Ashland University, as described in Article III.A.3.

All appointments shall be made pursuant to the procedures and upon the conditions hereinafter set forth and in accordance with the individual's area of competence and specialized study and experience. No person holding an appointed administrative position shall also hold faculty rank and status unless such faculty rank and status are conferred pursuant to such procedures and upon such conditions hereinafter set forth.

Section B. Procedure in Appointments

1. All appointments to the faculty of Ashland University shall be made by the Board of Trustees. The President shall recommend faculty appointments to the Board of Trustees upon the recommendation of the Provost.
2. Recruitment of prospective appointees to the instructional faculty is the responsibility of the chairperson of the appropriate department. The chairperson shall be guided by the advice of a recruitment committee which shall consist of an equal number of members elected by the instructional faculty of the department and of members appointed by the dean. The chairperson of the department shall serve as non-voting chairperson of the recruitment committee. Names of candidates whose appointments have been recommended by the recruitment committee shall be presented sequentially to the appropriate dean, who shall note his or her concurrence or disagreement with the recommendations, to the Provost and to the President of the University who shall recommend to the Board of Trustees those acceptable to him or her for appointment.

Nothing herein, however, shall prevent the chairperson and the members of the department from agreeing to a different procedure leading to the presentation of recommendations sequentially to the dean, the Provost and to the President in accordance with this subsection, provided that the Provost expressly consents to the change in procedure.

3. The prospective appointee, in the course of a campus visit, shall be interviewed by as many of the members of the department as are available, as well as by appropriate administrators. The prospective appointee should also meet with the personnel officer to be informed of the then existing benefits of the faculty members at Ashland University. A copy of the current Rules and Regulations of the Ashland University Faculty shall be given to the prospective appointee before an appointment is consummated.
4. The prospective appointee will sign and submit the appropriate form to the Human Resources Office, which authorizes the university to conduct a criminal background check. A criminal background check must be conducted before a contract will be provided to any prospective appointee. The Director of Human Resources, the Provost, and the appropriate Dean (who will consult with the appropriate Department Chair in an advisory role regarding issues of relevance) must agree on the decision to appoint or not appoint based on the results of the criminal background check; where there is disagreement, the President of the University will make the final decision.
5. A signed offer of appointment stating rank; tenure status or length of probationary period, if applicable; salary; and reference to these Rules and Regulations shall be issued in triplicate by the President. The offer of appointment thus tendered shall result in a

binding contract of appointment when signed by the offeree and when two (2) signed copies thereof are received in the office of the President on or before the time specified in the offer of appointment.

It is the responsibility of the offeree to ensure that two (2) signed copies of the offer of appointment are received in the office of the President at or before the time specified in the offer of appointment, and a binding contract of employment will not result until and unless two (2) signed copies of the offer of appointment are received in the office of the President at or before such time specified in the offer of appointment.

6. All written appointments and any renewal contracts of employment shall contain a statement that the appointee will support the mission, goals and best interests of Ashland University and shall comply with these Rules and Regulations and University policies.

Section C. Determining Type of Faculty Appointments

The primary considerations in faculty appointments are the academic needs as related to maintaining or improving the academic experience of students in the department programs and maintaining financial flexibility.

1. In order for programs/departments and the institution to be able to adapt to changing demographics, ideally, no program/department should be composed entirely of tenured faculty. Nevertheless, the stability and longevity of programs is built on tenured and tenure-track faculty so they shall make up the majority of the faculty at Ashland University. Provided that the discipline, department size, maintenance of academic quality, and necessary financial flexibility allow, over half of the full-time faculty in each program/department should be tenured or in tenure-track positions. Additionally, at least one quarter of the full-time positions in each program or department should be non-tenure track when possible. Maintaining this balance will always be a consideration in hiring new or replacement positions. Attrition and hiring are the sole mechanisms for departments to move toward this balance.
2. Determination of the type of new or replacement positions will be done in consultation between the department faculty, department chair, dean, and Provost.
3. When a program is seeking to fill a new or replacement position, consideration should be given to:
 - a. Disciplinary needs of the programs in the department
 - b. The level of courses to be taught
 - c. The availability of adjuncts and what courses they could teach
 - d. The number of tenured faculty in the program/department and their likely longevity as well as the number of non-tenure track faculty
 - e. Possible changes in department programs and curriculum
 - f. Possible changes in student demographics impacting enrollment numbers
 - g. Administrative or service needs of the department
 - h. Needs of programs outside the department

Section D. Full Time Instructional Appointments

1. Full time appointments to the instructional faculty shall be made as:

a. tenured faculty

i. professor

b. probationary faculty

i. instructor

ii. assistant professor

iii. associate professor

iv. professor

c. non-tenure-track faculty

i. clinical assistant professor

ii. professional instructor

iii. visiting instructor, assistant professor, associate professor or professor

2. Tenure appointments for faculty new to Ashland University shall be made only at the rank of Professor. A candidate formerly employed as a tenured full time faculty member at Ashland University may be rehired at previous rank. No candidate shall be offered an appointment with tenure unless a majority of the tenured members of the department approve such an offer of tenure.

3. All probationary appointments shall be acknowledged as conferring progress toward tenure. Contracts incident to such appointment shall be for a term of one (1) academic year, subject to renewal.

The probationary period shall not exceed seven (7) years. Previous years of full time service for new faculty members at the rank of instructor or higher at other fully accredited institutions which grant baccalaureate or higher degrees may be credited as part of the probationary period, up to a maximum of three (3) years, as a result of negotiations. Credit for service shall be specified in the appointment of the instructional faculty member and in any succeeding renewal contracts. Subsequent changes in the number of years waived or credited must be initiated by the faculty member and approved by the President on the recommendation of the dean and the Provost. No changes in the number of years waived or credited may be made once the instructional faculty member has submitted an application for tenure.

Should credit be given for service at other fully accredited institutions which grant baccalaureate or higher degrees, the instructional faculty member shall designate, subject to subsequent amendment, material he or she may use from such other institutions to support an application for tenure.

4. Non-tenure-track faculty appointments shall confer membership in the instructional faculty as defined in the Rules and Regulations, but not progress toward promotion or tenure.

- a. Consideration of the candidates shall be made in accordance with the criteria listed in Section A of this article, but with particular emphasis on their professional expertise in the discipline.
 - b. Non-tenure-track faculty contracts shall be for an initial term of one (1) academic year and may be renewed indefinitely for terms of one, two or three academic years.
 - c. Non-tenure-track faculty shall be eligible for faculty development funds, except for professional leaves of absence and senior study leaves.
5. In the event that a non-tenure-track position becomes a tenure-track position, an open search shall be conducted for qualified applicants. A member holding the non-tenure-track or professional instructor position may apply for the new tenure track position.

For the purpose of tenure, a faculty member who has been re-employed on a tenure-track appointment may be credited with the years of service on non-tenure track appointments in accord with the provisions and limitations that apply to faculty being newly hired, as listed in this article. A faculty member re-employed on a tenure-track contract may request a change in the number of years credited toward tenure in the same way as any other faculty member except that the faculty member may not circumvent the normal tenure review process.

Section E. Rank of Instructional Appointments

- 1. Appointments at the rank of Professor shall be restricted to persons who possess an earned doctorate, or the highest degree recognized by their discipline, or who have otherwise achieved academic distinction. Exceptions will be made only after consultation with and approval of the members of the department. Appointments to the rank of Professor may or may not be accompanied by tenure.
- 2. Appointments at the rank of Associate Professor shall be restricted to persons who possess an earned doctorate, or the highest degree recognized by their discipline, or who have otherwise achieved academic distinction. Exceptions will be made only after consultation with and approval of the members of the department.
- 3. Appointments at the rank of Assistant Professor shall be restricted to persons possessing a graduate degree appropriate to the discipline.
- 4. All other appointments to full time instructional faculty positions shall be at the rank of Instructor, Professional Instructor, Clinical Assistant Professor, or visiting faculty at the rank of Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, or Visiting Professor, and shall be restricted to persons possessing a graduate degree appropriate to the discipline.
- 5. No candidate, except returning tenured Ashland University faculty, shall be offered tenure except at the rank of Professor.

Section F. Appointments to Part Time and Distinguished Instructional Positions

- 1. All appointments to part time teaching positions shall be made on the recommendation of the department chairperson to the dean after consultation with members of the

department. Such appointments do not confer membership in the instructional faculty or confer progress toward tenure.

2. Special instructional appointments of distinguished individuals of various disciplines to serve as adjunct professors or as artists in residence may be made from time to time by the President after consultation with the Provost, the dean, the chairperson of the department involved, and the approval of a majority of the members of the department. Such appointments shall not confer membership in the faculty or confer progress toward tenure.
3. All appointments under this section, unless otherwise acted upon favorably by the University, terminate at the end of the time stated in the individual faculty member's contract. All such appointees will authorize the university to conduct criminal background checks as needed.

ARTICLE VI. CONTRACTS AND EVALUATIONS OF INSTRUCTIONAL FACULTY

Section A. Contents of Contract

Contracts offered to instructional faculty members are subject to the provisions of these Faculty Rules and Regulations. In addition to salary, rank and term, contracts shall specify the benefits that will be in place for the duration of the contract. The conditions of the contract of an instructional faculty member shall not be made less favorable than those in an immediately preceding contract in retribution for his or her exercise of academic freedom as defined in Article XV (Statement on Academic Freedom and Tenure).

Section B. Amendments or Changes in Particular Contract

Any special provisions applying to an instructional faculty member's contract shall be stated in writing with copies, the receipt of which shall be acknowledged in writing, to both the instructional faculty member and the President of the University.

Section C. Procedure in Contract Renewal

1. The term of contracts for all members of the instructional faculty is one (1) academic year and is subject to renewal.
2. Professional instructors and clinical assistant professors:
 - a. The faculty member shall first have met or exceeded expectations for that rank as outlined in the department guidelines for its non-tenure-track faculty in order to be considered for renewal.
 - b. After the initial one-year appointment, subsequent appointments of professional instructors and clinical assistant professors may be renewed indefinitely and will be for a term of one, two, or three academic years.
 - c. The recommendation for the length of appointment will be based on both the projected need for the position and the merit of the faculty member.
 - d. The length of the appointment will be recommended by the appropriate dean in consultation with the department chair.

3. Members of the instructional faculty who are serving a probationary period and who have not been notified of non-renewal of contract under the schedule of dates listed in Article XI (Termination of Appointment by Non-Renewal of Contract) shall be tendered contracts for the next succeeding year.
4. Members of the instructional faculty who are serving a probationary period under a tenure-track contract and who have been notified of non-renewal of contract under the provisions of Article XI, shall, upon such notice, be entitled to the benefits and subject to the obligations set forth herein, except that any right and/or privilege not included in their present contract (e.g. tenure or promotion) shall not be granted nor consideration given to any requests or application submitted by such instructional faculty member.
5. Renewal contracts for the next ensuing year shall be offered to the members of the instructional faculty not later than April 15 of each year. Instructional faculty members shall have a period of thirty (30) days in which to sign and return this contract (from the date the contract is personally delivered to the instructional faculty member or sent by certified mail, return receipt requested, to the instructional faculty member's last address on record) to the office of the President of the University.
6. A signed offer of contract renewal shall be issued in triplicate by the President. The offer of contract renewal thus tendered will result in a binding contract when signed by the offeree and two (2) signed copies thereof are received in the office of the President as required by the terms of Article V (Appointments to the Faculty). It is the responsibility of the offeree to ensure that two (2) signed copies of the offer of contract renewal are received in the office of the President as required by the terms of the Annual Evaluations section of this Article, and a binding contract will not result until and unless two (2) signed copies of the offer of contract renewal are received in the office of the President as required by the terms of the Annual Evaluations section of this article.

Section D. Annual Evaluations of Full-Time Faculty

1. Evaluation Procedure for Tenure-Track Faculty

- a. Not later than March 1 of each academic year, the department chairperson shall meet with each tenure-track faculty member of the department to review his or her progress in the performance of his or her professional responsibilities. This review shall include results of peer and student evaluations for the current academic year and any other relevant material. During such meeting, the department chairperson or dean shall also review the options available for an instructional faculty member as they relate to that member's ability to apply for promotion or tenure. The annual written review shall be as specific and definitive as possible regarding areas of improvement as they relate to the Rules and Regulations and to the specific college's guidelines for promotion and tenure. Any instructional faculty member serving as chairperson shall have his or her annual review conducted by the appropriate dean.

The instructional faculty member shall be given a copy of the review to which the faculty member may respond in writing. A copy of the review, including the response, signed by all parties, shall be placed in the faculty member's

departmental file by June 30 of that year. All annual reviews and responses shall be considered during the faculty member's third year review.

- b. Annual written reviews conducted subsequent to the third year review (discussed below) shall indicate progress, or lack of progress, toward promotion or tenure as it specifically relates to the third year review and to the specific college's guidelines for promotion and tenure. Any review which contains recommendations for improvement of the faculty member's performance shall lead to a mutually acceptable plan for those areas in need of attention.

The faculty member, in consultation with the chairperson, shall develop a mutually acceptable plan for those areas in need of attention. The plan shall be included in the faculty member's departmental file. The instructional faculty member shall be given a copy of the review and mutually developed plan, with a copy of said review and plan, signed by both parties, being placed in said faculty member's department file by June 30 of that year.

- c. All full-time faculty will receive an annual review every year with the following exceptions:
 - The third-year review will be in place of an annual review.
 - A faculty member may choose to forgo annual review the year of an application for promotion or tenure.
 - Faculty members with the rank of Professor may choose to be reviewed on a biennial basis. In this case the review will cover the whole two year period.
 - Tenured faculty who have completed five years at the rank of Associate Professor may choose to be reviewed on a biennial basis. In this case the review will cover the whole two year period.

2. Evaluation Procedure for Non-Tenure-Track Faculty

Not later than March 1 of each academic year, the department chairperson shall meet with each non-tenure-track faculty member of the department to review performance of his or her professional responsibilities in the areas of teaching, professional development, and service. This review shall include results of peer and student evaluations for the current academic year and any other relevant material. The annual review for clinical assistant professors shall include clinical responsibilities as part of professional development. The annual written review shall be as specific and definitive as possible regarding the areas of improvement as they relate to the Rules and Regulations and to the specific department's and college's guidelines for non-tenure-track faculty. Any instructional faculty member serving as chairperson shall have his or her annual review conducted by the appropriate dean.

The instructional faculty member shall be given a copy of the review to which the faculty member may respond in writing. A copy of the review, including the response, signed by all parties, shall be placed in the faculty member's departmental file by June 30 of that year. All annual reviews and responses shall be included when the faculty member is considered for reappointment.

3. Failure to Receive Annual Review

Any full-time instructional faculty member who was not reviewed by the department chairperson or dean shall give notice to the appropriate administrator who shall have the review conducted.

Section E. Third Year Review

1. The third-year review process provides professional guidance to the instructional faculty member at a particular point in the promotion and tenure process. Nothing in the third-year review process or in the subsequent development plans and reviews is to be construed as a contract or a promise of future tenure or promotion. The review process does not preclude the raising of other concerns during the remainder of the instructional faculty member's probationary period.
2. No later than the third year of the instructional faculty member's appointment during a probationary period, the department chairperson and the departmental Promotion and Tenure Committee shall review the instructional faculty member's progress toward promotion and tenure. This review shall be based on standards applied to the promotion and tenure process and based on materials submitted by the instructional faculty member according to the guidelines for promotion and tenure outlined by the University, the college, and the department.
3. In the event that the instructional faculty member being reviewed is chair of the department, the dean shall serve in the place of the department chair throughout the process.
4. Instructional faculty who have brought in two or three years of service credit shall have this review in their second year of service at Ashland University. If the instructional faculty member requests (and is granted) a change in the number of years of service to be credited against his or her probationary period, the time of this review may be adjusted by the mutual consent of the department chair or dean and the instructional faculty member. In any event, the review shall be completed prior to the completion of the third year of service at Ashland University and before the instructional faculty member applies for tenure.
5. *The Review Process* - The goal of the review process is to provide an opportunity for faculty and administration to mentor the instructional faculty member. The review itself should provide a range of thoughts and observations representing both the faculty (through the promotion and tenure committee) and the administration (through the department chair and dean).
 - a. The department promotion and tenure committee and the department chair shall review the submitted materials separately. The department chair shall review the submitted materials with the dean of the college.
 - b. The instructional faculty member shall meet with the department promotion and tenure committee and with the department chair to discuss the instructional faculty member's record. The discussion need not be limited to the submitted materials but may include whatever matters the parties deem relevant to the review process and to the instructional faculty member's development. The Committee shall also discuss with the instructional faculty member how well it

believes the submitted materials reflect the work of the instructional faculty member.

- c. In conducting this review the instructional faculty member shall meet with the department promotion and tenure committee and the department chair together or separately according to department guidelines. The guidelines shall also state whether the promotion and tenure committee and the department chair shall write individual letters or a combined letter to the instructional faculty member. The same procedure, however, shall be followed for all faculty in a department having third year reviews in the same year.
 - d. The letter(s) shall be as specific and definitive as possible regarding areas of accomplishment and areas needing improvement. It (They) shall refer specifically to the Rules and Regulations, the college's promotion and tenure guidelines, and the department's guidelines as appropriate. The review letter(s) shall be delivered to the instructional faculty member by April 15.
 - e. In response to the review process, including review letter(s), the instructional faculty member, in consultation with the chairperson, shall develop a mutually acceptable written plan of action for those areas in need of attention. This plan shall be completed by May 30. While this plan shall be specific, the plan itself does not constitute a contract or a promise of future tenure or promotion.
6. *Faculty Response* - The instructional faculty member may add additional comments or make rebuttals to the review letter(s) at any time prior to June 30. Any such response shall be attached to the review letter(s) and maintained as a permanent part of the review file.
 7. *Closing the File* - The review process shall be completed by June 30. A copy of the letter(s), the action plan, and any additional response from the instructional faculty member shall be placed in the instructional faculty member's departmental file. The letter(s), the action plan, and any faculty response shall be initialed by all parties, specifically, the instructional faculty member, the department promotion and tenure committee, the department chair, and the dean. The dean then reports the findings to the Provost in writing.
 8. *Summary of the Timetable* - The timetable summarizes and does not alter any process outlined above:

February 1 Instructional faculty member submits review materials

March 15 Review meetings with instructional faculty member completed

April 15 Review letter(s) delivered to instructional faculty member

May 30 Action plan completed

June 30 Instructional faculty member responses to review added to file

June 30 Process completed; copy of letters, action plan, and any additional responses from the instructional faculty member signed by all parties and placed in departmental file

9. Any instructional faculty member who was not reviewed by the department chairperson or dean shall give notice to the appropriate administrator who shall have the review conducted.

ARTICLE VII. GRADUATE SCHOOL AND GRADUATE FACULTY DESIGNATIONS

Section A. Graduate School

The Graduate School is the administrative structure in which graduate education takes place at Ashland University. Faculty members with a Graduate Faculty Designation play a major role in the governance of the Graduate School and in maintaining the quality of graduate programs. All instructors of graduate courses, members of graduate theses or dissertation committees, or advisors of other capstone experiences at the graduate level must be approved for a Graduate Faculty Designation.

Section B. Graduate Faculty Designations for Full-time Ashland University Faculty

1. Limited Graduate Faculty Designation
 - A. Selection Criteria
 1. An appropriate advanced degree or other evidence of a high level of relevant professional expertise and ongoing professional development.
 2. Evidence of successful university teaching and the potential for successful graduate level teaching.
 3. Willingness to teach appropriate graduate courses.
 - B. Responsibilities
 1. Teach graduate level courses and gather required assessment data.
 2. May serve as invited member of master's or doctoral committees related to their areas of scholarship and expertise.
 3. May vote for representatives to the Graduate Council and serve on its standing committees.
2. Standard Graduate Faculty Designation
 - A. Selection Criteria
 1. An appropriate advanced degree or other evidence of a high level of relevant professional expertise.

2. A record of scholarly or professional achievement and ongoing scholarship and/or professional development.
3. Evidence of successful university teaching and the potential for successful teaching at the graduate level.
4. Must be connected to a program or department that serves graduate students or be involved in developing a graduate program.

B. Responsibilities

1. Teach graduate level courses and gather required assessment data.
2. Participate in the work of maintaining the quality of graduate programs, including development of new courses and programs, interpreting assessment data, and developing standards for graduate students and programs.
3. May serve as College representative on the Graduate Council and as a member of its associated ad hoc and standing committees.
4. May direct master's level capstones such as theses or internships, and may serve on doctoral committees related to their areas of scholarship and expertise.

3. Doctoral Graduate Faculty Designation

A. Selection Criteria

1. Must meet all of the selection criteria required for those with Standard Graduate Faculty Designation.
2. Must show evidence of a high level of expertise with research methodology.
3. Must be connected with a doctoral program or invited to apply by the chair of a doctoral program.

B. Responsibilities

1. Have all of the responsibilities and governance functions of those who have a Standard Graduate Faculty Designation.
2. May also direct doctoral dissertations and chair doctoral committees.

Section C. Graduate Faculty Designations for Faculty without Full-time Ashland University Contracts

1. Adjunct Graduate Faculty Designation

A. Selection Criteria

1. Either a terminal degree or an appropriate degree in a relevant field with significant relevant professional experience as specified by the appropriate

college.

2. Must be screened in accordance with the appropriate College's hiring policy as approved by the Graduate Council.

B. Responsibilities

1. Teach graduate level classes and gather required assessment data.
2. Perform other non-governance functions deemed appropriate by the affected college.

2. Honored Visiting Graduate Faculty Designation

A. Selection Criteria

1. A terminal degree or the equivalent professional accomplishment relevant to the academic field.
2. Substantial scholarly and/or professional achievement at the regional or national level.
3. Evidence of successful teaching at the undergraduate or graduate level or as an independent scholar or writer.

B. Responsibilities

1. Teach appropriate graduate courses.
2. Review student applications and provide other peripheral support.
3. May chair thesis committees in the specific program for which they are hired.
4. Are not involved with college level or university governance.

Section D. Approval for Graduate Faculty Designations

1. Graduate Faculty Designations are granted by the Graduate Council, the Dean of the Graduate School, and the Provost in accordance with the criteria specified in Section B.
2. Full-time Ashland University faculty members complete an application for Graduate Faculty Designation based on the criteria for a particular category of responsibilities. The application is submitted to the chair of the appropriate academic program and to the College Dean, is reviewed according to the criteria stated in Section B, and approved by the Dean of the College.
3. Adjunct and Honored Visiting Faculty Designations are made on the recommendation of academic programs according to stated criteria with the approval of the Dean of the College.
4. All nominations for Graduate Faculty Designations will be forwarded to the Graduate

Council by the Dean of the appropriate college and reviewed by the Admissions and Standards Committee of the Graduate Council. Applicants must be approved by the majority of the Council's Faculty Representatives.

5. Graduate Faculty Designations are regularly reviewed according to the time line specified in the Graduate Council bylaws. Faculty members holding full-time Ashland University contracts are eligible to apply for a change in Graduate Faculty Designation at any time.

Section E. Appeals Procedures for Graduate Faculty Designation Applicants

1. Ashland University faculty members who apply but are not recommended for Graduate Faculty Designation shall be notified in writing, either by the dean of their college or by the Graduate Council. The faculty member has 30 calendar days to appeal in writing to the Provost.
2. Upon receipt of the appeal letter, the Provost shall send the appellant's application materials and copies of all letters generated in the application to the chairperson of the Professional Standards and Responsibilities Committee. The committee may request additional documentation from relevant sources, including calling witnesses and seeking expert advice.
3. Within ten business days after concluding any hearings with the appellant and any witnesses, the Professional Standards and Responsibilities Committee shall file any reports or recommendations to the Provost with copies being sent to the dean of the appellant's college, the Dean of the Graduate School, and the faculty member. At that time, the application materials shall be forwarded to the Provost to be kept as a permanent record.
4. If the Professional Standards and Responsibilities Committee recommends that the application for Graduate Faculty Designation be reconsidered, the Provost, in consultation with the Dean of the Graduate School, shall, as deemed necessary, discuss the application with any committee or individual involved in the original decision-making process. This may be done to clarify any statements made in the decision letters, but not to solicit additional information. The final decision rests with the Provost, who may maintain or overturn the original decision.

ARTICLE VIII. PROMOTION AND TENURE

Section A. The Promotion and Tenure Review Process

The review of an application for promotion or tenure shall consist of reviews by the department, the chair of the department (unless the chair is the applicant, in which case this review is omitted), the dean of the college, the Institutional Promotion and Tenure Committee, and the Provost. The final recommendation is the recommendation of the President to the Board of Trustees. The final decision regarding the application for promotion or tenure is made by the Board of Trustees.

Each review and each decision is guided by the standards and criteria stated in the *Rules and Regulations* and defined and elaborated in the standards and criteria of each department and college. Each recommendation may represent a different view of the application and the

requested action. It is incumbent upon each individual or committee writing a recommendation to present a detailed and specific explanation of its recommendation.

Although each successive review has the benefit of the review and the discussion which precedes it, each is an independent review and recommendation. As such, no individual shall participate in the review process for an applicant at more than one level, e.g. department, college, institutional, or Board of Trustees. Participation includes offering opinion, involvement in discussion, or voting. This does not preclude the Provost from observing deliberations of the Institutional Promotion and Tenure committee, as per Article VIII.B.3.

In presenting recommendations to the Board of Trustees the President shall convey the recommendations made by the department committee, the department chair, the dean, and the Institutional Promotion and Tenure Committee.

Section B. The Institutional Promotion and Tenure Committee

The Institutional Promotion and Tenure Committee is an institutional faculty committee reporting to the Provost. Specifically, the committee:

1. makes recommendations on applications for promotion and/or tenure,
2. reports concerns about the promotion and tenure process, as outlined in the *Rules and Regulations*, and
3. reports on inconsistencies, concerns, and apparent anomalies among department and college guidelines.

1. Membership

The Institutional Promotion and Tenure Committee shall be composed of two (2) tenured faculty members from each college who shall be elected by the college members. In addition, one tenured faculty member shall be elected at large based upon one nomination from each college and election by all full time faculty. All terms shall be for two (2) years, with members in each college staggering their terms.

2. Committee Procedures

The Institutional Promotion and Tenure Committee shall post its current operating procedures on an appropriate network site accessible to all faculty. The Provost shall initiate a process of his or her own choosing to review and approve proposed changes to the operating procedures. Changes made after May 30th will not take effect until after the decisions have been made for the upcoming academic year.

Committee procedures shall be consistent with *Rules and Regulations*.

Any member of the academic community may submit suggestions for changes and modifications in the procedures to the Provost.

3. Committee Deliberations

The committee shall review and discuss the materials of each application for promotion or tenure. The committee shall recognize and consider all preceding reviews and recommendations in arriving at its final recommendation on each application. The Provost shall observe the deliberations of the committee.

In its review, the committee shall be guided by the criteria and guidelines established by the Faculty Senate, as expressed in *Rules and Regulations*, by the applicant's college, and by the applicant's department.

4. Recommendations to the Provost

Upon the completion of its reviews, the committee shall vote on each application and write a letter to the Provost reporting a brief summary of the committee's reasons for the recommendation as related to the appropriate criteria. The letter may include minority points of view, if any. This letter shall not be released to the applicant unless there is an appeal. Following the completion of the letters of recommendation the committee shall meet with the Provost to discuss any case or recommendation which either the Provost or the committee wishes to discuss.

5. Review of Standards and Procedures

Following the completion of its annual reviews, the committee shall report to the Provost its concerns over inconsistencies and anomalies in the review process including inconsistencies among colleges and department guidelines.

Section C. Promotions

1. Assistant Professor

Application for promotion to the rank of assistant professor shall require the possession of a graduate degree appropriate to the discipline, and a minimum of one year at the rank of instructor at Ashland University.

2. Associate Professor

Application for promotion to the rank of associate professor may be made following the completion of a minimum of two years of service at the rank of assistant professor. Such application shall require possession of the terminal or highest degree recognized by the discipline.

3. Professor

Application for promotion to the rank of professor may be made following the completion of a minimum of five years of service at the rank of associate professor. Such application shall require possession of the terminal or highest degree recognized by the discipline.

Faculty members hired before May 31, 1993 may choose to follow the two-year minimum service requirement for promotion to the rank of professor as stated in the 1991 "*Rules and Regulations* of the Ashland University Faculty."

Promotion to the rank of professor must be accompanied by the granting of tenure.

4. Promotion Without Terminal Degree or Juried Publications

Each department may appoint an ad hoc committee to specifically define a procedure which can be used to review unusual situations to achieve promotion to the rank of

associate professor or professor after meeting the required years of service at the next lower rank, but without having achieved the terminal or highest degree recognized by the discipline, or to the rank of professor without juried or solicited publication or presentation of scholarly or creative materials. If a department specifically details such a procedure, it must be approved by the appropriate dean, the Academic Council, the Provost, the President of the University and the Board of Trustees or the Executive Committee of the Board of Trustees acting for the Board of Trustees.

Section D. Tenure

1. Definition of Tenure

Academic tenure is the right of a faculty member to appointment on a continuing basis without arbitrary or discriminatory treatment until he or she resigns, retires, or is separated from the University for adequate cause in accordance with the procedures set forth in Article X (Dismissals) or in Article XII (Reduction of Tenured Faculty) of these regulations. Academic tenure becomes an integral part of the contract between the individual member of the instructional faculty and Ashland University. It assumes a strong moral commitment between the parties involved.

2. Length of Probationary Period and Conditions for the Awarding of Tenure

- a. Tenure may be granted only to an instructional faculty member with the rank of assistant professor, associate professor or professor. Tenure may be granted at the time of initial appointment only to the rank of Professor (See Article V Appointments to the Faculty). If tenure is not granted at the time of initial appointment, the instructional faculty member appointed under the tenure track system shall be subject to and shall be employed for a probationary period which shall not exceed seven (7) years. An instructional faculty member employed under the tenure track system shall not apply for or be granted tenure during the probationary period until after the third year for initial appointments as professor, and after the fifth year for initial appointments at all other ranks, unless there are extenuating circumstances.

The probationary period and foregoing time limitations shall reflect credit for service as specified in the appointment of the instructional faculty member and in any succeeding renewal contracts.

- b. After the first day of June, preceding the sixth year of the faculty member's probationary period, notice of termination shall not be issued by the University except as it relates to the granting or denial of tenure based upon an application for tenure submitted by the instructional faculty member.
- c. Notwithstanding the provisions of (b) above, during the sixth year of the instructional faculty member's probationary period, if an application for tenure is not submitted on or before the deadline established for the consideration of tenure applications, notice of termination shall be given in accordance with the dates set forth in Article XI (Termination of Appointments by Non-Renewal of Contract) of these regulations. In such cases the sixth year shall be the final year of service.
- d. The above paragraphs (b and c) shall not apply in instances where notice of termination must be given according to the provisions relating to financial

exigency, when dismissal proceedings are or have been instituted, or when an instructional faculty member has failed to qualify for the privilege of applying for tenure, i.e., by not satisfying a specific provision in that individual's contract.

- e. In the event that an application for tenure is denied, the faculty member may apply for a different position at the University, including non-tenure-track teaching positions. However, the reasons for denial of tenure shall be shared with the individuals conducting the search.

Section E. Criteria for Promotion and Tenure

1. The following criteria shall be followed for promotion in rank and for tenure:

- a. All applications for promotion or tenure shall include copies of the five (5) most recent annual reviews, or as many as have been conducted, by the appropriate chair or dean. In the event an application is submitted for promotion after three (3) years, but fewer than eight (8) years, or in the event an application for tenure is submitted, such application shall include a copy of the third year review by the appropriate chair or dean and the department promotion and tenure committee.

Should credit be given for service at other fully accredited institutions which grant baccalaureate or higher degrees, the instructional faculty member shall designate material he or she may use from such institutions to support an application for tenure or promotion.

If an instructional faculty member claims credit for previous service, the faculty member shall present materials commensurate with that claim. Such material should evidence teaching, scholarly activity, and professional and university service commensurate with the years of prior service credited.

- b. All applications for promotion to the ranks of assistant professor or associate professor or for the granting of tenure shall include evidence which documents performance in teaching, scholarly activity, and professional and university service. Effective teaching is considered essential, but not solely sufficient, for promotion or tenure. Established criteria include, but are not limited to, the items listed below. The burden is on the applicant to show compliance with the criteria.

1. Teaching:

- Peer evaluations (required)
- student evaluations (required)
- curriculum/program development and/or creative instructional activities
- other evidence in support of effective teaching

2. Scholarly activity:

- advanced degrees related to or in the applicant's discipline
- continued professional growth and development

- juried or solicited publication
- presentation of scholarly or creative materials
- professional certifications, if applicable
- research related to one's discipline
- other evidence in support of scholarly activity

3. Professional and University Service:

- advising of students and student organizations
- assistance in departmental, college and university planning and programs
- participation leadership in professional organizations
- participation in Ashland University committees
- professional service to the campus community
- work as Department Chair, Program Director, or other compensated administrative position, with evidence of the nature and effectiveness of the work
- other evidence in support of professional and university service

- c. If a college has additional criteria for promotion or tenure appropriate to the disciplines within that college, such criteria shall be in writing. Any application for promotion or tenure shall show evidence addressing such additional criteria.
- d. Recommendation for promotion to the rank of professor shall additionally require demonstrated, sustained University or professional service contribution of a significant or distinctive nature.
- e. Recommendation for promotion to the rank of professor shall additionally require academic excellence on the broader professional level as evidenced by juried or solicited publication, or its equivalent, or presentation of scholarly or creative materials.

- 2. Any decision to recommend or deny promotion or tenure shall be based upon careful evaluation by the appropriate committees and administrators and shall include statements which specify whether or not the applicant has satisfied the criteria for promotion or tenure. If non-support for the University Mission or Core Values is at issue in the denial of tenure or promotion, non-support shall be defined as a documented action or pattern of actions in violation of Article III, Section A (General Responsibilities of the Faculty Member) that constitutes damage to Ashland University or its mission.

Section F. Procedures for Promotion and Tenure

- 1. Application for Promotion and Tenure:

- a. The tenure-track and tenured faculty of each department shall determine which tenured faculty shall vote on recommendations for promotion and tenure. Faculty members voting on an application for promotion shall have at a minimum at least one faculty member who has attained the rank being sought by the applicant and, if possible, one faculty member from the discipline. The members of the faculty so designated shall be called a promotion or tenure committee. If the department so chooses, the promotion and tenure committees may be combined. If the department so chooses, it may ask the members of the college to select a committee comprised of instructional faculty to act for it.
- b. Every instructional faculty member eligible for promotion or tenure shall have the opportunity to be considered for promotion or tenure and shall submit the application binder supplied by the University, which outlines the materials required to support his or her request for promotion or tenure in accordance with the criteria outlined in this Article. Supporting materials which may not fit in the primary binder may be submitted in an additional binder or container marked as supplemental materials. While all materials will be returned to the applicant after review, the applicant should keep the originals of all submitted materials. The application binder and supporting materials shall be filed for review by the department promotion committee, the department chairperson, and the dean of the college. The application binder and material supporting the request for promotion or tenure shall be submitted no earlier than August 1, nor later than the second Friday in September of any year for tenure, and the third Friday in September of any year for promotion. Binder and supplemental materials may be, but are not required to be, submitted in electronic form, following the process and format prescribed by the University.

In the event that, after the deadline for submitting an application for promotion or tenure, an applicant receives acceptance of a manuscript for publication, notification of the receipt of a grant, or an invitation to present, perform or exhibit, the applicant may submit such materials. These materials must be submitted prior to the date by which the college's dean is required to take action, and must be dated and labeled "late material."

- c. No later than ten business days after the deadline in any given year for submitting an application for promotion or tenure by an instructional faculty member, the department promotion and tenure committee selected for the purpose shall meet to consider and shall submit to the department chairperson its recommendation pertaining to the application for promotion or tenure. Nothing herein shall be deemed to prohibit any such department promotion and tenure committee from either reconsidering previous applications which have not been approved or considering additional applications.
- d. No later than ten business days after the receipt of the recommendations pertaining to the application for promotion or tenure for which the department promotion and tenure committee is given jurisdiction, the department chairperson shall forward his or her recommendations pertaining to the applications for promotion or tenure of instructional faculty member(s) to the dean of the appropriate college.

- e. No later than fifteen business days after the receipt of the recommendations pertaining to the applications for promotion or tenure of instructional faculty member(s) submitted by the department chairperson, the dean of the appropriate college shall forward his or her recommendations pertaining to the applications for promotion or tenure to the Institutional Promotion and Tenure Committee.

In the event the departmental promotion and tenure committee, the department chairperson, and the dean of the appropriate college have all recommended denial of promotion or tenure to a particular applicant, the applicant shall first be contacted in person by the appropriate dean who shall convey in writing a summary of reasons for denial within 15 business days. The applicant may choose to terminate the promotion or tenure application process at this point. If the applicant chooses to continue the application process, the dean shall forward the application to the Institutional Promotion and Tenure Committee. If the applicant chooses to terminate the application for promotion, the applicant may request that the dean and the chairperson jointly develop written procedures for improvement; such procedures shall be developed within 15 business days. All communications with the faculty member regarding the status of the application for promotion or tenure shall be handled by the dean.

- f. The Institutional Promotion and Tenure Committee shall meet to consider the recommendations of the department promotion and tenure committee, the department chairperson, and the dean. No later than fifteen business days from the receipt of the application for promotion or tenure from the appropriate dean, the Institutional Promotion and Tenure Committee shall forward the name of each applicant for promotion or tenure to the Provost, together with a notation of support or lack thereof from the department promotion and tenure committee, the department chairperson, the dean of the appropriate college, and the Institutional Promotion and Tenure Committee.

In the case of promotion, and in the event the departmental promotion and tenure committee, the department chairperson, the dean of the appropriate college, and the Institutional Promotion and Tenure Committee have all recommended denial of promotion to a particular applicant, the application process shall be terminated.

- g. The Provost shall forward the name of each applicant for promotion or tenure with his or her recommendation to the President, together with all notations of support or lack thereof from the department promotion and tenure committee, the department chairperson, the dean of the appropriate college, and the Institutional Promotion and Tenure Committee. Such action shall occur no later than ten business days after having received the recommendation from the Institutional Promotion and Tenure Committee.
- h. The President shall submit to the Board of Trustees at the winter meeting, or the Executive Committee of the Board of Trustees acting for the Board of Trustees, the names of applicants for promotion or tenure with his or her recommendations together with the recommendations of the department promotion and tenure committee, the department chairperson, the dean of the appropriate college, the

Institutional Promotion and Tenure Committee and the Provost. Information shall be sent to the full Board.

- i. As soon as possible, but no later than fifteen business days after the winter meeting of the Board of Trustees, every applicant shall be notified in writing of the decision with respect to his or her promotion or tenure application by the President, with copies of said decision to the appropriate administrators.
- j. In the event an application for promotion or tenure is denied, the Provost shall make a copy of the application binder to retain until such time as the application is no longer needed for tenure, promotion, or other employment considerations. The submitted application binder and supplemental materials shall be returned to the applicant after any appeal is resolved or the deadline for filing an appeal has expired.
- k. If tenure is approved, the faculty member will be issued a tenured contract effective in the seventh year. If tenure is denied, the faculty member will be issued a terminal contract for the seventh year. No application for tenure will be accepted in the seventh year. Faculty who are denied tenure may apply for other positions, including non-tenure-track teaching positions, at the University subject to the conditions of Section D.2.e of this Article.

2. Full Time Leave:

A faculty member on full time leave for an academic year may request that that year not be counted toward promotion or tenure. Such change must be approved by the President on the recommendation of the dean and the Provost.

3. Concurrent Faculty Appointments and Administrative Contracts:

Persons who hold concurrent faculty appointments and administrative contracts may apply for promotion or tenure only in their faculty capacities. As it relates to satisfying the criteria for promotion or tenure, only material relating to academic performance will be considered as evidence.

4. Effective Date of Promotion and Tenure:

Promotion and tenure shall only become effective for academic years subsequent to the academic year in which the application is made.

Section G. Appeal Procedures for Promotion and Tenure

1. In the event that the application of the instructional faculty member for promotion or tenure is not approved by the Board of Trustees, or the Executive Committee of the Board of Trustees acting for the Board of Trustees, the instructional faculty member may submit a written request to the Provost for a statement of reasons upon which the adverse decision was based. The request shall be made no later than ten (10) business days from receipt of notification that the promotion or tenure request was denied. The Provost's statement shall include the comments made by the department promotion and tenure committee, the department chairperson, the dean of the appropriate college, the Institutional Promotion and Tenure Committee, the Provost and the President. This

statement should summarize the reasons for denial in terms of teaching performance, scholarly activity and professional and university service and the criteria listed in Section E. The Provost shall respond in writing no later than ten business days from the receipt of the request.

2. An instructional faculty member who believes that the denial of his or her promotion or tenure was (1) arbitrary, discriminatory, based on an inadequate consideration of his or her qualification; (2) in violation or disregard of the established standards for promotion or tenure; or (3) in violation of his or her academic freedom shall, at his or her option, be given a hearing by the appropriate instructional faculty committee established by the Faculty Senate.

In such cases, the burden of moving forward rests with the instructional faculty member. Within ten (10) business days of the receipt of the Provost's summary letter, the faculty member shall provide the chairperson of the appropriate instructional faculty committee with a written letter of appeal, including the specific charges for the appeal as listed above, and a copy of the Provost's letter. The letter shall state whether the appellant requests a hearing with the committee. The appellant shall also send a copy of the appeal letter to the Provost.

3. Upon receipt of the appeal letter, the Provost shall send the appellant's application materials and copies of all letters generated in the promotion or tenure process to the chairperson of the instructional faculty committee. The committee may request additional documentation from relevant sources, including calling witnesses and seeking expert advice.
4. Within ten business days after concluding any hearings with the appellant and any witnesses, the instructional faculty committee shall file any reports or recommendations to the Provost with copies being sent to the President, the chairperson of the Institutional Promotion and Tenure Committee, and the faculty member. At that time, the application materials shall be returned to the Provost to be kept as a permanent record.
5. If the instructional faculty committee recommends that the application for promotion or tenure be reconsidered, the President, in consultation with the Provost, shall, as deemed necessary, discuss the application with any committee or individual involved in the original decision making process. This may be done to clarify any statements made in the decision letters, but not to solicit additional information. The President shall present a report to the Board of Trustees. The final decision rests with the Board of Trustees, or its Executive Committee if the Board is not in session, who may maintain or overturn the original decision. Within ten business days of concluding any hearings, the President shall respond in writing to the appellant, with a copy of the letter being sent to the Provost, the instructional faculty committee, and the Institutional Promotion and Tenure Committee. The Provost shall formally notify the appropriate dean of the action.

ARTICLE IX. INSTRUCTIONAL FACULTY PARTICIPATION IN THE NOMINATION OF DEPARTMENT CHAIRPERSONS AND DEANS

Section A. Appointment of Department Chairpersons and Deans

The appointment of department chairpersons shall be made by the Provost; the appointment of deans shall be made by the President of the University.

Section B. Advisory Committee for Chairperson

In the appointment of department chairpersons the Provost shall be guided by the advice of a committee which shall consist of an equal number of members elected by the instructional faculty of the department and of instructional faculty members appointed by the appropriate dean. The dean shall serve as non-voting chairperson of the committee. Names of candidates shall be presented to the appropriate dean who shall note his or her concurrence or disagreement with the recommendations, and to the Provost, who shall appoint those acceptable to him or her.

Department chairpersons shall be appointed for a period of three years in accordance with the procedure set forth in this Article. Nothing herein, however, shall prevent the dean of a college and members of that college, from agreeing to a different procedure leading to the presentation of recommendations to the appropriate dean, and the Provost, in accordance with this subsection.

Section C. Evaluation of Department Chairperson

Once each academic year, the instructional faculty members of each department shall review the performance of the department chairperson. Such review shall be based upon the attainment by that department chairperson of the responsibilities identified in the position description. The appropriate administrator shall discuss such review with the department chairperson, and shall, where the same arises, agree to a plan for any improvement in an area recognized as needing attention.

Section D. Advisory Committee for Dean

In the appointment of deans, the President shall be guided by the advice of a committee which shall consist of an equal number of members elected by the instructional faculty of a college, and of members appointed by the Provost. A representative of the Academic Council shall serve as a nonvoting chairperson of the committee. Names of candidates whose appointments have been recommended by the committee shall be presented to the Provost who shall recommend those acceptable to him or her to the President of the University who shall appoint those acceptable to him or her.

Deans shall be appointed in accordance with the procedures set forth in this Article and subject to the provisions of this Article. Nothing herein, however, shall prevent the Provost and members of a college from agreeing to a different elective procedure leading to a presentation of recommendations to the President in accordance with this subsection.

Section E. Evaluation of Dean

Once each academic year, the members of the respective colleges shall review the performance of that college's dean. Faculty members who hold full-time Ashland University contracts and a Graduate Faculty Designation shall review the performance of the Graduate Dean. Such review shall be based upon the attainment by the dean of the responsibilities identified in the position description. The Provost shall discuss the review with the dean and shall, where the same arises, agree to plan for any improvement in an area recognized as needing attention.

ARTICLE X. DISMISSALS

Section A. Informal Review

When reason arises to question the fitness of a university instructional faculty member who has tenure or a university instructional faculty member whose contract of employment has not expired, the appropriate administrative officers should ordinarily discuss the matter with him or her in personal conference. The matter may be terminated by mutual consent at this point; but if an adjustment does not result, a standing or ad hoc committee elected by the Faculty Senate and charged with the function of rendering confidential advice in such situations should informally inquire into the situation to effect an adjustment if possible and, if none is effected, to determine whether in its view formal proceedings to consider his or her dismissal should be instituted. If the committee recommends that such proceedings should be initiated, or if the President of the institution, even after considering a recommendation of the committee favorable to the faculty member, expresses his conviction that a proceeding should be undertaken, action should be commenced under procedures which follow. Except where there is disagreement, a statement with reasonable particularity of the grounds proposed for the dismissal should then be jointly formulated by the President of the University and the Faculty Senate Committee; if there is disagreement, the President or his representative should formulate the statement. If non-support for the University Mission is at issue, non-support shall be defined as a documented action or pattern of action in violation of Article III, Section A (General Responsibilities of the Faculty Member) that constitutes serious damage to Ashland University.

Section B. Initiation of Formal Proceedings

The formal proceedings should be initiated by a communication addressed to the instructional faculty member by the President of the University, informing the instructional faculty member of the statement formulated and informing him or her that, if he or she so requests, a hearing to determine whether he or she should be removed from his or her faculty position on the grounds stated will be conducted by an instructional faculty committee at a specified time and place. In setting the date of the hearing, sufficient time should be allowed the instructional faculty member to prepare his or her defense. The instructional faculty member should be informed of the procedural rights that will be accorded him or her under these regulations. The instructional faculty member should state in reply whether he or she wishes a hearing and if so, should answer in writing not less than three weeks before the date set for the hearing the statements in the President's letter.

Section C. Hearing Committee

The committee of instructional faculty members to conduct the hearing and reach a decision should either be an elected standing committee not previously concerned with the case or a committee established by the Executive Committee of the Faculty Senate as soon as possible after the President's letter to the instructional faculty member has been sent. The choice of members of the hearing committee should be on the basis of their objectivity and competence and of the regard in which they are held in the academic community. The committee should elect its own chairperson.

Section D. Hearing on Cause for Dismissal

The committee should proceed by considering the statement of grounds for dismissal already formulated and the instructional faculty member's response written before the time of the hearing. If the instructional faculty member has not requested a hearing, the committee should

consider the case on the basis of the obtainable information and decide whether he or she should be removed; otherwise the hearing should go forward. The committee, in consultation with the President and the instructional faculty member, should exercise its judgment as to whether the hearing should be public or private. If any facts are in dispute, the testimony of witnesses and other evidence concerning the matter set forth in the President's letter to the instructional faculty member should be received.

The President of the University should have the option of attendance during the hearing. He may designate an appropriate representative to assist in developing the case and shall have the option of assistance of counsel, but the committee should determine the order of proof, should normally conduct the questioning of witnesses and, if necessary, should secure the presentation of evidence to the case.

The instructional faculty member should have the option of assistance by counsel, whose function should be similar to those of the representative chosen by the President. The instructional faculty member should have the additional procedural rights set forth in Article XV (Statement on Academic Freedom and Tenure) of these regulations and should have the aid of the committee, when needed, in securing the attendance of witnesses.

The instructional faculty member or his or her counsel and the representative designated by the President should have the right, within reasonable limits, to question all witnesses who testify orally. The instructional faculty member should have the opportunity to be confronted by all witnesses adverse to him or her. Where unusual and urgent reasons move the hearing committee to withhold this right, or where the witness cannot appear, the identity of the witness, as well as his or her statements, should nevertheless be disclosed to the instructional faculty member. Subject to these safeguards, statements may when necessary be taken outside the hearing and reported to it. All of the evidence should be duly recorded. Unless special circumstances warrant, it should not be necessary to follow formal rules of the court procedure. The burden of proof that adequate cause for dismissal exists rests with Ashland University.

Section E. Hearing Committee's Decision

The committee should reach its decision in conference on the basis of the hearing. Before doing so, it should give opportunity to the instructional faculty member or his or her counsel and the representative designated by the President to argue orally before it. If written briefs would be helpful, the committee may request them. The committee may proceed to decide promptly without having the record of the hearing transcribed where it feels that a just decision can be reached by this means, or it may await the availability of a transcript of the hearing if its decision would be aided thereby. It should make explicit findings with respect to each of the grounds of removal presented, and a reasoned opinion may be desirable. Publicity concerning the committee's decision may properly be withheld until consideration has been given to the case by the governing body of the institution. The President and the instructional faculty member should be notified of the decision in writing and should be given a copy of the record of the hearing. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements about the case by either the instructional faculty member or administrative officers should be avoided so far as possible until the proceedings have been completed. Announcement of the final decision should include a statement of the hearing committee's original action if this has not previously been made known.

Section F. Report of the Hearing Committee

The President of the University shall transmit to the Board of Trustees the full report of the hearing committee stating its action. Review of the case by the Board of Trustees should be based on the record of the previous hearing accompanied by opportunity for argument, oral or written or both, by the principals at the hearing or their representatives. Only after study of such records and the opportunity for oral or written argument has been given should the Board of Trustees make a final decision sustaining or overruling the committee.

Section G. Suspension or Reassignment

Until final decision upon termination of an appointment, the instructional faculty member will be suspended or assigned to other duties in lieu of suspension by the President only if immediate harm to himself or herself, to others, or to the instructional program of Ashland University is threatened by his or her continuance.

ARTICLE XI. TERMINATION OF APPOINTMENT BY NON-RENEWAL OF CONTRACT

Section A. Non-renewal Notification

1. Notification Method

Termination of appointment at the end of a contract period for non-tenured faculty shall be by notice of non-renewal of contract. Such notice shall be affected by personal service of the notice on the faculty member or by mailing a copy of the notice to the faculty member at his or her most recent residential address on university personnel records. Such mailing shall be by certified mail, return receipt requested. The instructional faculty member shall be notified by the President in writing that his or her contract will not be renewed at the end of the term, in accordance with the schedule below.

The granting of adequate notice in accordance with the schedule below should be afforded high priority in all instances. When, in effecting a faculty reduction pursuant to Article XII (Reduction of Tenured Faculty), the termination by non-renewal of non-tenured faculty occurs after the appropriate date by which notice should be given, financial compensation in proportion to the degree of lateness of notice is an appropriate substitute for full notice.

2. Non-renewal Dates

a. Tenure Track Faculty

i. During the first year of academic service at Ashland University the instructional faculty member shall be notified in writing no later than March 1 of the decision not to renew his or her contract.

ii. During the second year of academic service at Ashland University the instructional faculty member shall be notified in writing no later than December 15 of the decision not to renew his or her contract.

iii. Following the second year of service at Ashland University and continuing through the remainder of the probationary period, the instructional faculty member shall be notified in writing of the decision not to renew his contract no

later than October 15, provided, however, if such notice is given later than September 1, the instructional faculty member shall be entitled to an additional one (1) month's pay.

b. Non-tenure Track Faculty

An instructional faculty member on a non-tenure track contract shall be notified of the non-renewal decision no later than March 1 of the final year of the appointment.

Section B. Non-renewal Limitations

Non-renewal of contract is not to be construed as dismissal for adequate cause with due process. A decision not to renew the contract of employment of an instructional faculty member shall not be made in retribution for his or her exercise of academic freedom as defined in Article XV (Statement on Academic Freedom and Tenure). If non-support for the University Mission is at issue, non-support shall be defined as a documented pattern of action in violation of Article III, Section A (General Responsibilities of the Faculty Member) that constitutes serious damage to Ashland University.

ARTICLE XII. REDUCTION OF TENURED FACULTY

Section A. Definitions

1. *Tenured Faculty Member*: For the purpose of this Article, tenured faculty members are those faculty members holding appointments with continuous tenure and those on probationary appointments who have been granted tenure effective at the beginning of the next contract period.
2. *Financial Exigency*: For the purpose of this Article, financial exigency exists if (1) a financial emergency, based on an operating budget deficit, requires immediate action to reduce the institution's expenditures; or (2) current expenditures exceed operating revenues (without regard to endowment or capital accounts). The decision to declare a financial exigency must be bona fide as documented by an assessment of the Board of Trustees' motivation, the adequacy of the institution's operating funds, the history of financial struggles, and attempts at other cost cutting measures as assessed by the institution's outside accounting firm, the report of which will be provided to the Faculty Senate of the University. Only the Board of Trustees may declare a financial exigency.

Section B. Grounds for Reduction

1. The University may reduce the number of instructional faculty members by termination of appointments of tenured faculty members as a result of:
 - financial exigency
 - the formal discontinuance of a program or department of instruction not mandated by financial exigency
 - A substantial decrease in enrolled students in a program or department over a period of three (3) or more years that cannot be addressed through reduction of non-tenured faculty members without significant harm to academic quality or through targeted recruitment and marketing efforts.

- the formal restructuring of a program or department of instruction not mandated by financial exigency
2. In all cases, the grounds for reduction must be bona fide.

Section C. Planning Faculty Reductions

1. Prior to faculty reductions according to the section above, the administration shall convene a special committee to review the status of affected programs or departments and submit recommendations to the President. Faculty reductions due to financial exigency shall be made on a departmental or program basis. The committee shall submit its recommendations within thirty (30) days of its initial meeting.
2. The special committee shall consist of an equal number of instructional faculty, to be named by the Faculty Senate and administrators, including the college dean, appointed by the administration. The Faculty Senate and the administration each have the right to require replacement of one member of this committee. The committee will be chaired by the Provost.
3. In recommending reductions, financial considerations and student/faculty ratio will be major factors, but will not be utilized without recognizing their impact on the academic program and on the University's commitment to the mission and goals of the University. In addition, the published aims, purposes, goals and programs of the University as they affect accreditation must be considered.
4. The decision to reduce tenured faculty (1) due to financial exigency, (2) due to the formal discontinuance or restructuring of a program or department, or (3) due to a decrease in enrollment in a program or department shall rest with the Board of Trustees.

Section D. Priorities in Faculty Reduction

1. The identification of faculty members to be terminated to meet planned reductions shall rest with the administration, after consultation with the college dean and department chair.
2. In effecting a faculty reduction under this article, instructional duties should be reassigned to minimize the impact on tenured and full time faculty members. Therefore, the identification of faculty members to be terminated shall be made, on a departmental or program basis, in accordance with the following priorities:
 - a. Position and duties which become available through normal means of attrition (retirement, resignation, etc.) shall be reassigned to remaining faculty members. New appointments to fill such positions shall not be made unless proof of overwhelming need is clearly demonstrated to the Provost by the department chairperson, after consultation with the department members, and dean.
 - b. The retention of full time faculty members shall be preferred over part time faculty, except in extraordinary circumstances where a serious distortion in the academic program would otherwise result.
 - c. The retention of tenured faculty members shall be preferred over non-tenured faculty, except in extraordinary circumstances where a serious distortion in the academic program would otherwise result.

- d. If a decision to terminate must be made between tenured faculty members, the primary determining factor shall be the impact on the academic program and on the University's commitment to the mission and goals of the University. Other determining factors shall include:

- instructional effectiveness as measured by peer evaluation and student evaluations
- education
- teaching experience and seniority
- flexibility
- professional and scholarly activities
- extraordinary activities and community service.

Section E. Relocation of Tenured Faculty

1. Before the administration issues notice to a tenured faculty member of its intention to terminate an appointment for a reason other than for cause, all feasible alternatives to termination must be pursued. A tenured faculty member shall be given reasonable opportunity to readapt within his or her or a related discipline or to train for an administrative or professional staff position, if one is available. The President will determine if the suggested reappointment is appropriate. A tenured faculty member transferred to a non-teaching position will forfeit tenure. However, if they are later reappointed to a tenure-track position, it will be with tenure and previous rank, subject to approval of the department and dean.
2. Before the administration issues notice to a tenured faculty member of its intention to terminate an appointment because of formal discontinuance or restructuring of a department or program or due to a decrease in enrollment in a program or department, the University will make every effort to place the tenured faculty member concerned in another suitable position.
 - a. If placement in another position would be facilitated by a reasonable period of training, release from teaching obligations may be provided to allow greater time for relocation or retraining provided that necessary schedule changes can be implemented without serious distortion of the academic program.
 - b. These schedule changes shall be determined by the college dean and the department chair.
 - c. If no position is available within the University, with or without training, the tenured faculty member's appointment may be terminated.
3. Relocation of a tenured faculty member may be partial. Departmental assignments across disciplines shall be made in accordance with Article IV (Instructional Faculty Assignment).
4. An arrangement for the early retirement of a tenured faculty member by investing appropriate additional institutional funds into his or her retirement income, as determined

by CREF and TIAA or Midland Mutual, may be acceptable if the faculty member and the University voluntarily agree thereto.

Section F. Terminal Notice, Salary and Benefits

1. If it is found necessary to terminate the appointment of a tenured faculty member because of financial exigency or discontinuance of a program or department of instruction, the tenured faculty member shall be notified in writing of the decision to terminate at the end of the contract no later than October 15, provided, however, if such notice is given later than September 1, the instructional faculty member shall be entitled to an additional one (1) month's pay.
2. If it is found necessary to terminate the appointment of a tenured faculty member because of declining enrollment or restructuring of a program or department of instruction, the faculty member shall be notified in writing of the decision to terminate no later than three (3) full semesters in advance of termination. The faculty may elect, at his or her option, to agree to accept an earlier termination date provided that full compensation for three (3) semesters continues to be paid for three (3) semesters beyond the date of notification (in addition to the semester then in progress).
3. For each tenured faculty member whose position has been terminated, the University shall provide the following for relocation:
 - a. Traditional placement services offered by Ashland University to its graduates for up to one (1) calendar year after end of contract.
 - b. Continued use of present office or studio space and secretarial services as possible for up to one (1) calendar year after end of contract.
 - c. Travel, telephone service, office supplies, postage, copy service, and payment of fees charged by professional placement or occupational counseling services up to \$500. Services exceeding the \$500 limit shall be made available at the tenured faculty member's expense.
 - d. Release from teaching obligations may be allowed to provide greater time for retraining or relocation, provided that necessary schedule changes can be implemented without a serious distortion of the academic program. Such release from teaching obligations and the necessary schedule changes shall be determined by the Provost in consultation with the department chairperson, the department membership, and the dean.
 - e. On campus undergraduate tuition benefits at Ashland University for up to one (1) calendar year after end of contract.
4. Full on campus undergraduate tuition benefits for up to the equivalent of four (4) years at Ashland University for the tenured faculty member's dependent unmarried children shall be given to all tenured faculty members terminated without cause for the next eight (8) years or a period equal to the faculty member's years of service at Ashland University, whichever is greater, following the termination unless the faculty member secures a position at another university.

Section G. Conference and Appeal

1. After notification of the University's intention to terminate the appointment of a tenured faculty member, the faculty member concerned may require a conference with the Provost, the department chairperson and the Dean. The request for a conference must be made no later than ten (10) business days after the formal notification of termination. At this conference the tenured faculty member may require a written summary taking into account the reasons for his or her termination. The Faculty Senate President will be notified one (1) week prior to such conference, and the faculty member may bring a witness. The administration may also have a witness. This conference must happen within ten (10) business days of the faculty member's request.
2. A tenured faculty member may appeal a proposed termination or relocation under the terms of this Article, and have the right to a full, on the record adjudicative hearing before the appropriate faculty committee. A written letter of appeal must be given to the Faculty Senate President and the University Provost no later than ten (10) business days after the conference. Both the faculty member and the administration will have the right to require recusal of one member of this committee. The issues in this hearing may include the University's failure to satisfy any of the conditions specified in this Article. The hearing shall be concluded within eight (8) weeks of the appeal request by the faculty member. The final decision shall rest with the Board of Trustees.

Section H. Replacement

1. In the event that a tenured appointment is terminated, a replacement with the terminated faculty member's expertise shall not be appointed within two (2) years from the effective date of release, unless the terminated faculty member has been offered reappointment and has had a period of not less than thirty (30) days in which to accept or decline the offer. Such appointment shall be at the faculty member's previous rank and tenure and at a salary not less than the last Ashland University contract.

ARTICLE XIII. RESIGNATIONS AND RETIREMENT

Section A. Resignations

A member of the instructional faculty, recognizing the generally accepted principles of professional ethics in regard to resignations, shall give notice of his or her intention to resign at the earliest possible opportunity. The individual instructional faculty member shall not normally submit a resignation later than May 15, nor later than thirty days following his or her reappointment, whichever date occurs later. In the event of individual hardship or where substantial professional advancement may be involved, the instructional faculty member may request the President of the University to waive these requirements. The instructional faculty member, in such cases, should conform to the decision of the President of the University.

Section B. Retirement

All retired faculty members shall retain library privileges; shall be listed in the faculty telephone directory; shall be notified of upcoming campus events; and shall have, as available, access to office space, secretarial service, technological support and a parking permit.

Section C. Emeritus Status

1. Procedures for Granting Emeritus Status:

- a. By September 1 of each year, the Provost shall send all instructional faculty a list of all faculty who retired in the previous five (5) years, who completed at least fifteen (15) years of full time academic service at Ashland University; and who have not achieved emeritus status. A letter shall accompany the list indicating that any instructional faculty member may nominate an eligible faculty member from any college for emeritus status.
 - b. The nomination letter shall enumerate the significant contributions of the faculty member to Ashland University in the areas of scholarship, teaching, and service.
 - c. Letters of nomination will be submitted to the dean of the nominee by October 1. The dean will keep the letters on file for any faculty member within the college to review. The dean will conduct a vote of the college by November 15.
 - d. The senators of each college will bring forth a list of approved nominees from their college to the Senate for a vote at the December Senate meeting. A majority vote is required.
 - e. The Senate president will forward a list of approved nominees to the Provost to present to the President.
 - f. The President will notify any approved nominees of the granting of emeritus status.
2. An individual granted the rank of emeritus shall continue to be listed in the University catalog, may continue to attend all faculty meetings as a nonvoting member, may act as an advisor to the University when called upon, and may participate in all convocations and academic processions.

ARTICLE XIV. LEAVE OF ABSENCE POLICY

Section A. Purpose

A leave of absence with or without pay may be granted to a member of the instructional faculty for professional reasons. A leave of absence without pay may be granted to a member of the instructional faculty for personal reasons.

Section B. Conditions

With the exception of leaves that are protected by law, leaves are granted for one semester or year. The granting of any leave (excluding those under the Family Leave and Medical Act) is subject to an approval process which considers the needs of the university and the potential benefit to the university and to the instructional faculty member.

A request for an extension of leave time will be considered a new request.

Failure of the faculty member to return to the University for one year following the leave shall entitle the University to immediate and full payment for all compensation paid by the University to or on behalf of the instructional faculty member while on leave.

Section C. Process

Requests for all leaves of absence, except those protected by law, shall be made to the department chair, who shall make a recommendation to the dean. The dean shall make a recommendation to the Provost, who shall be responsible for the final decision.

Requests for leaves of absence protected by law are made to the Personnel Office of the University.

If a leave request is denied, the instructional faculty member may appeal that decision in accordance with the procedures outlined in Article XIX.

Section D. Professional Leave

A member of the instructional faculty requesting a professional leave of absence shall make such a request in writing at least six months in advance of the academic year in which the leave will take place. The request for leave shall state the purpose to which the period of time will be devoted.

Professional leaves are granted for the purpose of scholarly activity under a grant or visiting appointment consistent with the mission of Ashland University.

Professional leaves, unless granted through an Ashland University Faculty Development program, shall be without pay except for possible University contributions to insurance and retirement programs as noted in Section G.

Section E. Personal Leave

A personal leave of absence without pay may be granted to a member of the instructional faculty.

Section F. Family and Medical Leave

Family and Medical Leave as defined by federal guidelines will be granted and treated as unpaid personal leave.

Section G. University Contributions

1. Professional Leave With Pay

During a professional leave with pay contributions that Ashland University would make toward the instructional faculty members retirement and group insurance plans will be continued, with the individual instructional faculty member making his or her appropriate contribution.

2. Professional Leave Without Pay

During a professional leave without pay, if retirement and group insurance contributions are not being provided by a third party, contributions that Ashland University would make toward the instructional faculty member's retirement and group insurance plans will be continued at the discretion of the administration, with the individual instructional faculty member making his or her appropriate contribution.

To receive these contributions from the University, the instructional faculty member must present to the Personnel Office, prior to beginning the leave, documentation that health insurance and/or retirement benefits will not be paid by a third party and must make appropriate arrangements with the Personnel Office to make his or her own contribution to the cost of those benefits.

3. Personal Leave

In cases of personal leave without pay, the University will make no contribution, but eligibility for usual benefits will continue with the full costs paid by the instructional faculty member.

Section H. Time of Service

The time of service during any leave of absence shall count toward tenure and/or promotion unless the instructional faculty member makes a written election to the dean prior to the leave not to count the service.

The time of service during a leave of absence that counts toward tenure and/or promotion shall also count as completed time of service in reference to Ashland University's contribution to the instructional faculty member's retirement plan.

Section I. Cost-of-Living Adjustment

The instructional faculty member on any approved leave shall receive whatever cost-of-living adjustment to the base salary is provided to other faculty in the year of leave.

ARTICLE XV. STATEMENT ON ACADEMIC FREEDOM AND TENURE

Ashland University affirms the right of academic freedom and, where available, the ability of the instructional faculty member to receive tenure. Where substantive provisions are set forth elsewhere in these *Rules and Regulations*, such provisions shall supersede and take precedence over any statement contained herein. The 1940 Statement on Academic Freedom and Tenure adopted by the American Association of University Professors herein set forth, is adopted, subject to the preceding sentence and its effect. The interpretative comments to the Statement on Academic Freedom and Tenure may be used as a resource by the University, Faculty Senate or any committee of the Senate but shall not be binding when in conflict with these *Rules and Regulations*.

Section A. Introduction

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends, specifically: 1) freedom of teaching and research and of extramural activities and 2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are

indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Section B. Academic Freedom

1. The faculty member is entitled to full freedom in research and in the publication of the results subject to the adequate performance of his or her other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. The faculty member is entitled to freedom in the classroom in discussing his or her subject, but he or she should be careful not to introduce into his or her teaching controversial matter which has no relation to the subject.
3. The college or university faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When he or she speaks or writes as a citizen, he or she should be free from institutional censorship or discipline, but his or her special position in the community imposes special obligations. As a man or woman of learning and an educational officer, he or she should remember that the public may judge the profession and the institution by his or her utterances. Hence, he or she should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he or she is not an institutional spokesperson.

Section C. Academic Tenure

After the expiration of a probationary period, faculty members should have permanent or continuous tenure, and their service should be terminated only for adequate cause, or under extraordinary circumstances because of conditions in Article XII (Reduction of Tenured Faculty).

In the interpretation of this principle, it is understood that the following represents acceptable academic practices:

1. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and faculty member before the appointment is consummated.
2. Beginning with appointments to the rank of full time instructor or a higher rank, the probationary period should not exceed seven (7) years, and may include up to three (3) years of previous service at other institutions of higher learning as negotiated and set in writing at time of appointment.
3. During the probationary period, a faculty member should have the academic freedom that all other members of the faculty have.
4. Termination for cause of continuous appointment or the dismissal for cause, of a faculty member previous to the expiration of a term appointment should, if possible, be considered by both an instructional faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused faculty member should be informed before the hearing in writing of the charges against him or her, and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon his or her case. He or she should be permitted to have with him or her an

advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of faculty members and other scholars, either from his or her own or from other institutions. Faculty members on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

5. Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

ARTICLE XVI. PROFESSIONAL ETHICS

Section A. Ethical Standards

Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, shall recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end they shall devote their energies to developing and improving their scholarly competence. They shall accept the obligation to exercise critical self discipline and judgment in using, extending, and transmitting knowledge. They shall practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

As teachers, faculty members shall encourage the free pursuit of learning in their students. They shall hold before them the best scholarly and ethical standards of their discipline. They shall demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. They shall acknowledge significant academic or scholarly assistance from them and shall protect their academic freedom. They shall make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They shall respect the confidential nature of the relationship between professor and student. They shall avoid any exploitation, harassment, or discriminatory treatment of students. They shall avoid romantic or sexual relationships with students.

As colleagues, faculty members have obligations that derive from common membership in the community of scholars. They shall not discriminate against or harass colleagues and shall respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty members shall show due respect for the opinions of others. They shall acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Faculty members shall accept their share of faculty responsibilities for the government of their institution, as stated in Article III (Responsibilities of the Members of the Faculty).

As members of an academic institution, faculty members seek above all to be effective teachers and scholars. Although they shall observe the stated regulations of Ashland University, provided the regulations do not contravene academic freedom, faculty members maintain their right to criticize and seek revision in a manner conformable to accepted ethical standards. They shall give due regard to their paramount responsibilities within Ashland University in determining the amount and character of work done outside it, as stated in Article III. When considering the

interruption or termination of their service, faculty members shall recognize the effect of their decision upon the program of Ashland University and give due notice of their intentions.

As members of their community, faculty members have the rights and obligations of other citizens. They shall measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession and to Ashland University. When they speak or act as private persons they shall avoid creating the impression of speaking or acting for Ashland University. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Section B. Ethical Responsibilities

Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to:

- respect the dignity of others
- acknowledge their right to express differing opinions
- foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus

The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways which injure individuals, damage institutional facilities, disrupt the classes of one's colleagues or undermine the core values. Speakers on campus must not only be protected from violence, but also be given an opportunity to be heard. Those who seek to call attention to grievances must not do so in ways that significantly impede the functions of the institution.

Students are entitled to an atmosphere conducive to learning and to even handed treatment in all aspects of the teacher student relationship. Faculty members may not refuse to enroll or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course. Students should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or their own part in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance whether personality, race, religion, degree of political activism, or personal beliefs.

It is the mastery faculty members have of their subjects and their own scholarship that entitles them to their classrooms and to freedom in the presentation of their subjects. Thus, it is improper for an instructor persistently to intrude material that has no relation to the subject, or to fail to present the subject matter of the course as announced to the students and as approved by the faculty in their collective responsibility for the curriculum.

Other forms of behavior which are traditionally considered unethical, damaging to collegial relationships, and harmful to the fulfillment of the educational mission include, but are not limited to the following:

- lying, spreading rumors or making unsubstantiated charges about another member of the Ashland University community

- prying into the personal life of another member of the Ashland University community, distorting another member's words or actions in order to discredit that person or further one's own interests
- advising students, whether or not they are one's assigned advisees, in a manner prejudicial to another member of the Ashland University community
- making derogatory comments about another member of the Ashland University community in the presence of students

Because academic freedom has traditionally included the instructor's full freedom as a citizen, most faculty members face no insoluble conflicts between the claims of politics, social action, and conscience, on the one hand, and the claims and expectations of their students, colleagues, and institution, on the other. If such conflicts become acute, and attention to obligations as a citizen and moral agent precludes an instructor from fulfilling substantial academic obligations, the faculty member cannot escape the responsibility of that choice, but should either request a leave of absence or resign his or her academic position.

Section C. Sexual Harassment

It is the policy of Ashland University that no member of the academic community may sexually harass another and that sexual harassment represents a failure in ethical behavior. Charges of sexual harassment which are not brought in good faith equally represent a failure in ethical behavior and may adversely affect future rights to which the faculty member may be entitled. Any sexual advances, requests for sexual favors, and other conduct of a sexual nature constitute sexual harassment when:

- any such proposals are made under circumstances implying that one's response might affect such academic or personnel decisions as are subject to the influence of the person making such proposals; or
- such conduct is repeated or is so offensive that it substantially contributes to an unprofessional academic or work environment or interferes with required tasks, career opportunities or learning; or
- such conduct is abusive of others and creates or implies a discriminatory hostility toward their personal or professional interests because of their sex.

Any faculty member who believes that he or she has been the victim of sexual harassment as defined above (the complainant) may bring the matter to the attention of the administrator holding jurisdiction over both the complainant and the individual against whom the complaint is lodged.

The complainant should present the complaint as promptly as possible after the alleged harassment occurs in order to ensure a more efficient and effective investigation and expedite a resolution of the problem.

If the administrator, after the initial meeting with the complainant, determines that the complainant has stated a claim of harassment as defined by the above policy, he or she shall make a written record of the complaint and initiate an appropriate investigation. Cases involving sexual harassment are particularly sensitive and demand special attention to issues of

confidentiality. Dissemination of information relating to the case should be limited, in order that the privacy of all individuals involved is safeguarded as fully as possible.

The administrator should inform the alleged offender of the allegation and of the identity of the complainant. A written statement of the complaint should be given to both parties. Every effort should be made to protect the complainant from retaliatory action by those named in the complaint.

Promptly after a complaint is submitted, the administrator should initiate whatever steps he or she deems appropriate to affect an informal resolution of the complaint acceptable to both parties.

The complainant, if unsatisfied with the resolution proposed by the administrator, may file a formal complaint under the procedure set forth in Article XIX (Complaint Procedure). Complaints of sexual harassment shall not be subject to the 30 day filing limitation of this provision.

Section D. Other Forms of Harassment or Discrimination

Harassment on the basis of race, color, religion, gender, national origin, age, disability, marital status or sexual orientation constitutes discrimination in the terms, conditions, and privileges of employment. All faculty members have the right to work in an environment free from discriminatory intimidation, insult, and ridicule. Accordingly, conduct that: a) has the purpose or effect of creating an intimidating, hostile, or offensive work environment; b) has the purpose or effect of unreasonably interfering with an individual's work performance; or c) otherwise adversely affects an individual's employment or educational opportunities is deemed to be harassment and a violation of Article XVIII (Equal Employment Opportunity). Any faculty member who believes he or she has been harassed or discriminated against on the basis of race, color, religion, gender, national origin, disability, marital status or sexual orientation may file a complaint in accordance with the procedures set forth in Section C above, Sexual Harassment.

Section E. Complaint Against a Faculty Member

Any complaint made against a faculty member shall be in writing, notice of which, including intended action, shall be sent to the faculty member. In the event a specific policy exists elsewhere to which such complaint applies, that policy shall be followed.

ARTICLE XVII. FACULTY WELFARE AND BENEFITS

Section A. Instructional Faculty Salary

1. It is the intention of Ashland University to achieve and maintain the highest standards in instructional faculty salaries and in total compensation in all academic ranks, consistent with the economic resources of the University.
2. The appropriate Faculty Senate committee shall annually recommend salary increases to the administration and may advocate for other welfare issues involving the faculty.
3. When a full time faculty member successfully completes his/her doctoral degree requirements, he or she shall have a stipend added to the base salary. If the requirements for the doctoral degree have been completed during the contract year, the stipend shall be prorated for the remainder of the current contract; the full amount shall be added to the

next contract. The faculty member shall provide written verification to the Provost that such requirements have been completed.

The stipend will be a minimum of \$1,000. An additional amount will be added, based on the following formula: Years of full time service at Ashland University (maximum of 5) × \$500, minus \$1,000 for employees who were hired ABD, minus \$1,000 for employees who received a doctoral degree grant from the Dean's Council.

Section B. Professional Development

1. It is the intent of Ashland University to provide a program of professional development for faculty. Specific guidelines for professional development opportunities will be set by the Academic Council.
2. The appropriate Faculty Senate Committee shall annually review the program and make recommendations to the administration for program changes.
3. Ashland University encourages participation by instructional faculty in academic and professional organizations and attendance at meetings of professional societies.
4. Applications for professional development grants shall be submitted to the Office of the Provost. The Academic Council shall review applications and distribute funds or other resources according to the established guidelines.

Section C. Tuition Waiver/Exchange Policy

1. Eligibility:
 - a. All full time employees shall be subject to the completion of one year of service to Ashland University (one current year or one anniversary year) before eligibility for the tuition waiver is granted to the employee, spouse or dependent, or before tuition exchange is granted to the dependent.
 - b. The following criteria define a dependent for the purpose of tuition waiver or exchange:
 - i. Must be claimed as an exemption on the employee's federal income tax return for the year prior to enrollment and/or the year of enrollment. The University reserves the right to request proof of this exemption.
 - ii. Must be no more than 23 years of age at the date of first matriculation. Extension of the age limit may be permitted in cases in which the education program has been delayed because of service in the armed forces or Peace Corps or due to extended illness or other delay recognized as beyond the control of the dependent and for which such requirement should be waived.
 - c. The dependent must be enrolled in collegiate work at the baccalaureate degree level. The tuition waiver/exchange is not available for post baccalaureate course work, whether at the graduate level, or in pursuit of a second degree, or additional undergraduate study following receipt of the baccalaureate degree.
 - d. The dependent must apply for all federal and state financial aid grants which are applied to tuition first and the waiver will make up the difference for full tuition.

2. On Campus Tuition Waiver Program:

a. Purpose:

- i. The purpose of this program is to ensure that all full time employees at Ashland University, their spouses and dependents receive funds sufficient to meet tuition expenses with gift assistance from Ashland University and/or the Ohio Board of Regents, the Federal Government, or any grant in aid programs such as Pell Grants. Such funds will be restricted to tuition expenses and will not be applied toward room, board, or other fees.
- ii. Full time employees, their spouses and dependents, are eligible for tuition waivers for regular undergraduate courses, excluding private music lessons taken at Ashland University during the academic year. As used herein, "academic year" includes the regular and summer academic semesters.

b. Spouses and dependents of Ashland University employees are entitled to the benefits of the tuition waiver program to the same extent as the employee.

c. Application Procedures:

- i. Employees must submit an application for themselves, their spouse, and/or dependents to the employee's department head, or employee's supervisor, prior to the first day of the academic semester of enrollment. The forms are available in the Personnel Office.
- ii. Based on the application, the Director of Financial Aid will determine whether the employee should apply for an Ohio Instructional Grant. Approval or rejection of an Ohio Instructional Grant shall in no way act as a denial of the Tuition Waiver.

d. Additional Stipulations:

- i. Full time Ashland University employees on tuition waiver will have an unlimited time to complete a baccalaureate degree.
- ii. A dependent must be enrolled for not less than twelve (12) credit hours per term (summer semester hours excepted), not to exceed a total of 145 semester hours. This provision does not apply to spouses.
- iii. A dependent receiving a bachelor's degree in less than four academic years, whether at Ashland University or elsewhere, or through a combination of both, is not entitled to further remission even though the dependent has received remission for less than 145 hours.
- iv. A dependent requesting a tuition waiver must obtain student health insurance through Ashland University, or provide proof of health insurance coverage before a tuition waiver will be granted.
- v. Once a tuition waiver has been granted, a dependent or spouse must meet the requirements prescribed in the Financial Aid's Standards of Satisfactory Progress Policy to maintain eligibility for the Tuition Waiver Program.

e. Miscellaneous Provisions:

- i. Eligibility for tuition waiver does not imply waiver of regular admissions requirements and procedures. Each person must qualify for admission to courses and/or degree programs in the same manner as all other applicants.
- ii. In all cases, tuition waiver refers to basic tuition only. It does not cover the payment of additional fees such as registration, laboratory fees and other fees not included in basic tuition.
- iii. Ashland University Tuition Remission benefits will not be paid in duplication of other applicable benefits available to the employee, spouse or dependent, such as:
 - federal grants or scholarships
 - state grants or scholarships
 - vocational rehabilitation benefits
 - veteran benefits, or veteran dependent benefits
 - corporate or private foundation grants or scholarships that are designated for the student's tuition or instructional costs.

Any amounts received hereunder shall be subtracted from the total tuition charged, and the amount of the Ashland University tuition remission may not exceed the difference thereof.

3. Off Campus Tuition Exchange Policy:

- a. The purpose of this program is to allow dependents of Ashland University employees to utilize their tuition waiver benefits at other colleges or universities. This is a scholarship program which may or may not be available in every situation.
- b. Application Procedures:
 - i. Applications for tuition exchange must be completed and submitted by November 15 of the year prior to the academic semester of enrollment. Applications shall be accepted no earlier than 18 months prior to the expected matriculation date. Applications are available from the University portal and should be submitted to the Business Office.
 - ii. The dependent must demonstrate proof of acceptance at the host college or university. If the host college/university has not issued acceptance letters at the time the tuition waiver application is due, verbal assurance of admissibility from the host institution may be acceptable.
 - iii. Applicants shall be notified of any tuition exchange award by the following January 31.
 - iv. Scholarship recipients shall notify the Business Office, in writing, of their intent to accept the tuition exchange award by the following May 1.

Failure to meet this requirement shall result in forfeiture of the scholarship award.

- v. The recipient of a tuition exchange scholarship shall submit a renewal form annually using the above dates.

c. Additional Stipulations:

- i. Tuition exchange scholarships shall not exceed a total of eight (8) semester units.
- ii. A dependent must be enrolled as a full time undergraduate student.
- iii. Student dependents shall submit a copy of their grades at the culmination of each semester to demonstrate that they are in good academic standing at the tuition exchange host institution.

Section D. Auditing Privileges

Auditing privileges are available to all University employees. Those wishing to enroll as auditors should make arrangements in the office of the Registrar. Auditing privileges are, of course, contingent upon availability of classroom space. While there will be no charge for the auditing, the auditor will be expected to pay the fees for special materials or equipment paid by a regular student for those courses.

ARTICLE XVIII. EQUAL EMPLOYMENT OPPORTUNITY

Ashland University affirms its commitment to the principle of equal employment opportunity regardless of age, sex, physical handicap, race, religion, national origin, marital status, or sexual or affectional preference.

ARTICLE XIX. COMPLAINT PROCEDURE

Section A. Definitions

- 1. *Individual*: An instructional faculty member (regardless of length of service).
- 2. *Complaint*: An allegation by an individual that the University has misapplied, misinterpreted or violated an express written term of the *Faculty Rules and Regulations* as to him/her.
- 3. *Day*: A calendar day. If the last day for taking action falls on a weekend or holiday, the deadline shall be the next weekday that is not a holiday.

Section B. Purpose

This procedure is intended to provide an expeditious and efficient means of resolving any disputes that arise between instructional faculty members (regardless of length of service) and the administration regarding interpretation or application of the *Faculty Rules and Regulations*.

Section C. Procedure

- 1. Informal Step

An individual with a complaint may first discuss it with the immediate supervisor who made the decision or interpretation.

2. Formal Step

- a. If the individual is not satisfied with the results of the informal discussion with the supervisor, or if he or she chooses not to meet with the supervisor, a meeting may be held with the dean. If the dean is the supervisor in question, he or she shall file a complaint in writing with the Provost. The complaint must specify the basis for the complaint, the language of the *Faculty Rules and Regulations* involved and the resolution desired by the individual. The complaint must be filed within 30 days of the occurrence of the event or condition which is the subject of the complaint. The Academic Council will make any investigation it deems appropriate and shall respond in writing within 14 days.
- b. If the individual is not satisfied with the response of the Academic Council, or if it fails to make a response within 14 days, he or she may file an appeal with the appropriate committee of the Faculty Senate. The appeal must be filed within 14 days of the date on which the Academic Council makes its response or fails to make its timely response as required above. The Faculty Senate committee will conduct any investigation it deems appropriate and shall recommend within 14 days, in writing, a disposition of the complaint. A copy of the recommendation shall become part of the Faculty Senate minutes and shall be sent to the Provost.
- c. If the individual is not satisfied with the Faculty Senate committee's recommendation or with the Academic Council's action with respect to the recommendation, he or she may file a written request for formation of a joint ad hoc committee to review the complaint. Such request must be filed with the President within 30 days of the issuance of the recommendation of the Faculty Senate Committee.

The ad hoc committee shall consist of two persons appointed by the President of the Faculty Senate from a list of seven persons nominated by the President of the University and three persons appointed by the President of the University from a list of ten persons nominated by the President of the Faculty Senate. The ad hoc committee will select a chairperson, review the recommendation and proceedings of the Faculty Senate committee and conduct any further investigation it deems appropriate.

Within 30 days of its first meeting, the ad hoc committee will issue a written report and recommendation, with a copy going to the individual, the Faculty Senate President, and the University President. All members of the ad hoc committee must be employees of the University.

- d. The report and recommendation of the ad hoc committee will be considered as legislation of the Faculty Senate. Accordingly, it shall become effective only after review by and approval of the Board of Trustees, provided, however, that the President may be empowered by the Board to approve such legislation on its behalf during the interim between Board meetings.

If the President chooses not to approve such legislation, the legislation shall be presented to the Executive Committee of the Board at its next regular meeting or at a special meeting called for the purpose. The chairperson of the ad hoc committee, or his or her designee, shall appear at such Executive Committee meeting to speak on behalf of such legislation and to respond to any questions members of the Executive Committee may have in respect thereto. Action taken by the Executive Committee with respect to such legislation shall be communicated to the Faculty Senate in writing.

Section D. Limitation on Complaint Procedure

This complaint procedure shall not be available where the *Faculty Rules and Regulations* already provide a procedure for an individual to challenge or to have a hearing on a decision under the *Rules and Regulations* which adversely affects him or her (for example, Article VIII [Promotion and Tenure] and Article X [Dismissals]).

APPENDIX A.

ACADEMIC INTEGRITY GUIDELINES

UNDER GRADUATE ACADEMIC INTEGRITY POLICY

The Ashland University community strives to model leadership which is based upon Judeo-Christian beliefs and virtues and which will encourage, develop and sustain men and women of character to serve their professions, their communities, and the world (AU Statement on Ethical Leadership). As members of Ashland University, students hold themselves to the highest standards of academic, personal and social integrity (Ashland University Campus Creed). In keeping with the Ashland University commitment to the highest standards of academic, personal and social integrity, students are expected to abide by the academic integrity standards outlined in this policy.

Section 1. Purpose

Academic integrity is as important to our mission today as it was at the university's founding. The founders declared that Ashland "would develop students intellectually," and our current mission continues to advance that position. Since the educational and social environment is built upon a long-standing commitment to Judeo-Christian values, it is obvious that academic integrity is an essential part of students' personal and intellectual growth.

At Ashland University academic integrity is to be revered, honored and upheld. Therefore, an academic integrity infraction is considered a very serious matter, as it corrupts the educational process and undermines the foundation of our community.

Section 2. Conduct Which Violates Academic Integrity-Academic Dishonesty

Ashland University expects each student to advance the university's mission by furthering an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be his/her own unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use his/her own capabilities to achieve his/her fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to the above conduct shall constitute academic dishonesty.

Section 3. Forms of Academic Dishonesty

Proper acknowledgment of ideas and sources is central to academic honesty. To insure academic honesty, it is important to examine that which constitutes academic dishonesty. Academic dishonesty includes:

Plagiarism

Plagiarism is the intentional or unintentional presentation of someone else's words, ideas or data as one's own work. In the event the faculty member deems the plagiarism is unintentional, he/she shall typically require the student to rewrite the assignment. In the event the faculty member believes the plagiarism is willful, the sanctions in this document will apply. If the work of another is used, acknowledgment of the original source must be made through a recognized reference practice, and, if verbatim statements are included, through quotation marks as well. To assure proper crediting, a student will acknowledge the work of others,

1. Whenever one quotes another person's actual words,
2. Whenever one uses another person's idea, opinion or theory, even if it is completely paraphrased in one's own words, or,
3. Whenever one borrows facts, statistics, or other illustrative materials, unless such information is of such common knowledge so as not to be questioned.

Fabrication

Fabrication is the intentional falsification or invention of research, data, citations, or other information. Examples of fabrication include:

1. Citing information not taken from the source indicated.
2. Including in a reference list sources which have not been consulted.
3. Inventing or altering data or source information for research or other academic exercise.
4. Submitting as his/her own any academic assignment (e.g. written work, painting, sculpture, etc.) prepared totally or in part by another.
5. Using a portion of a piece of work previously submitted for another course or program to meet the requirement of the present course or program without the approval of the instructor involved.
6. Permitting one's work to be submitted by another person as if it were his or hers.
7. Taking a test (or other evaluation) for someone else or permitting someone else to take a test for oneself.
8. Other offenses of this form which incorporate dishonesty for academic gain.

Cheating

Cheating is an act of deception in which a student represents mastery of information that he/she has not mastered. Cheating may be suspected if an assignment that calls for independent work results in two or more solutions, sequences, or language so similar as to merit the charge. Cheating may be suspected if there is a statistical inconsistency in the student's performance and the student cannot explain or reproduce both the intricacies of the solution and the techniques used to generate the solution; or in the case of an essay examination, that the student cannot explain or reproduce the thought-processes used to generate the writing. Examples include:

1. Copying from another student's test paper.

2. Allowing another student to copy from a test paper.
3. Using notes, textbooks or other information in homework, examinations, tests or quizzes, except as expressly permitted.
4. Securing, giving or exchanging information during examinations without authority to do so.
5. Other offenses of this form which incorporate dishonesty for academic gain.

Other Forms of Academic Misconduct

Examples include:

1. Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor.
2. Stealing, buying, or otherwise obtaining all or part of an unadministered test in which the origins of the materials are suspect.
3. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
4. Inducing any other person to obtain an unadministered test or any information about the test.
5. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, computer file, on a test, a "change of grade" form, or other official academic records of the University which relate to grades.
6. Cooperating with another person in academic dishonesty, either directly or knowingly, as an accessory.
7. Using computing resources in a manner which violates University academic integrity policies.
8. Other offenses of this form which incorporate dishonesty for academic gain.

To reiterate, these examples are not meant to be inclusive. Further, they refer only to academic areas; appropriate action may also be undertaken by other agencies.

Section 4. Institution of Procedures Following an Allegation of Academic Dishonesty at the undergraduate level

- A. When a faculty member has observed a student violating any of the policies stated herein, an allegation of academic dishonesty shall be filed with Registrar.
- B. When a proctor has observed a student violating any of the policies stated herein, the faculty member, under whose authority the proctor oversaw the academic activity, shall file an allegation of academic dishonesty with the Registrar.
- C. When a faculty member has not observed a student violating any of the policies stated herein, but has a firm conviction of academic dishonesty, based on competent and probative evidence, an allegation of academic dishonesty shall be filed with the Registrar. It shall be a breach of professional responsibility should a faculty member make an allegation of academic dishonesty in bad faith.

- D. Upon the filing of an allegation of academic dishonesty, the faculty member, or the chairperson of the department in which the faculty member instructs, shall inform the student of the nature of the allegation.
- E. Upon receipt of an allegation of academic dishonesty, the Registrar should identify whether the allegation is the first such allegation, or whether the allegation is a subsequent allegation of academic dishonesty. Results of any previous allegations or appeals may be considered in subsequent allegations. In addition, the Registrar should notify the student and his/her academic advisor of the opportunity to refute such allegation, the opportunity to appeal an initial decision of such allegation, and the University penalty upon a finding that the student has committed an act of academic dishonesty.
- F. Action on second allegations will proceed even if the student withdraws from the course. In the event of a withdrawal from the course by the student, a grade of WF (if found in violation of the policy) or W (if found not in violation of the policy) will be assigned to the course according to the outcome of the academic integrity process.
- G. Upon receipt of an allegation of academic dishonesty, the Registrar should identify whether the allegation is the first such allegation, or whether the allegation is a subsequent allegation of academic dishonesty. Results of any previous allegations or appeals may be considered in subsequent allegations.
- H. The following timeline shall apply to the adjudication of violations:
- I. Within five business days, upon the receipt of the allegation, the Registrar shall notify the student and his/her academic advisor of:
 - a. The opportunity to refute such allegation
 - b. The opportunity to appeal an initial decision of such allegation, and
 - c. The University penalty upon a finding that the student has committed an act of academic dishonest.
- J. Upon receipt of notification from the Registrar the student has ten business days to request hearing or appeal.
- K. The Registrar shall schedule a hearing within ten business days of receiving the request to appeal.

Section 5. First Offense at the undergraduate level

- A. Upon the allegation of an act of academic dishonesty for the first time, and not involving multiple offenses arising out of the same instance, the faculty member shall submit an Academic Integrity Incident Report with supporting documentation of such offense to the Registrar's Office. The student and academic advisor shall be notified of the allegations and the opportunity to appeal. Upon findings of an academic integrity violation, the student shall be placed on Academic Integrity Probation, and notification of that status shall be sent to the student's academic advisor for placement in the academic advising folder.
- B. In addition to submitting the Academic Integrity Incident Report the faculty member should take such action as is deemed appropriate and pursuant to any stated policy of the

faculty member and/or department, if any. Such action may be, but is not limited to, assigning a grade of zero for the assignment or test involved, assigning an F for the course, suspension from the major, or permanent dismissal from the major. Seriousness of the offense depends on such factors as but not limited to:

- a. The student's length of experience as a student; e.g., an offense by an advanced student is more serious than an offense by a first semester student.
- b. The extent to which the student has been previously warned or instructed about academic integrity.
- c. Willfulness of the violation. (Done with deliberate intention and not as an accident.)

- C. In addition to submitting the Academic Integrity Incident Report to the Office of the Registrar, the faculty member may also pursue other options such as:
 - a. Referring the student for tutoring and/or Classroom Support Services.
 - b. Referring the student to the Counseling Center.
 - c. Requiring that the student review and summarize issues of academic integrity or rules of citation.
- D. The action taken pursuant to paragraphs B. and/or C. above does not prevent any additional action taken pursuant to stated policies of individual colleges, departments or programs.

Section 6. Second Offense at the undergraduate level

In the event a student violates the academic integrity policy after having been previously found to have committed an act of academic dishonesty, or if the offense involves multiple allegations of acts of academic dishonesty, the Registrar shall cause the matter to be presented for adjudication before the Academic Integrity Board. The Board will be appointed by the Provost and will be composed of three faculty members and one or two students. If the student is found by the Board to have committed a subsequent act of academic dishonesty, or multiple acts of academic dishonesty, the student under most circumstances shall be suspended from Ashland University for a period to be determined by the Board, but not to exceed two years. At that time, the student's academic advisor, the chair of the department(s) in which his/her major resides, and the chair of the department of the faculty member bringing the allegation shall be notified of the findings. The suspension may be applied to the current semester or the following non-summer semester at the discretion of the Academic Integrity Board, based on the date of the hearing, proximity to degree completion, and severity of the charge. A student given the sanction of suspension is withdrawn from the university and is excluded from classes with no right to take tests or make up work missed during the time of the suspension. If the suspension occurs after the third week of a semester, the drop must be graded (WP) or (WF.) If the suspension occurs after the 12th week of a semester, a (WF) grade must be recorded. The actual dates of the above withdrawal periods are included in the Registrar's Calendar each term. The Admissions Office shall be notified of the term of the suspension. The student may apply for readmission after the specified term of suspension has passed.

Section 7. Appeal at the undergraduate level

- A. First Offense.
 - a. A student, against whom a faculty member alleged a first offense, may appeal such allegation to the Academic Integrity Board.
 - b. The Provost shall appoint members to such board.

c. Any appeal must be filed in the Office of the Registrar within ten University business days from the student being notified that an Academic Integrity Incident Report has been filed.

d. Upon the filing of such appeal, the Registrar shall convene the Academic Integrity Board, consisting of three faculty members and no more than two students.

e. The Academic Integrity Board shall review written documentation and hear verbal testimony from both the student and the faculty member as well as examine evidence and results from any previous allegations or appeals.

f. A student or faculty member may also appeal a finding by the Academic Integrity Board, which appeal shall be filed in the Office of the Registrar within ten days from the decision of the Academic Integrity Board.

g. Upon the filing of an appeal of a finding, the Registrar shall convene the Academic Integrity Appeals Board, consisting of three faculty members and no more than two students.

h. No voting member of the Academic Integrity Appeals Board shall have served as a voting member of the Academic Integrity Board hearing the claim of a first offense.

B. Second Offense.

a. A student or faculty member may appeal the findings of the Academic Integrity Board regarding a second offense, or multiple offenses, to the Academic Integrity Appeals Board.

b. The Provost shall appoint members to such board.

c. Any appeal must be filed in the Office of the Registrar within ten University business days from the decision of the Academic Integrity Board.

d. Upon the filing of such appeal, the Registrar shall convene an the Academic Integrity Appeals Board, consisting of three faculty members and no more than two students.

e. The Academic Integrity Appeals Board shall review written documentation and hear verbal testimony from both the student and the faculty member as well as examine evidence and results from any previous allegations or appeals.

f. A finding by the Academic Integrity Appeals Board may not be appealed.

g. No voting member of the Academic Integrity Appeals Board shall have served as a voting member of the Academic Integrity Board hearing the claim of a subsequent offense or multiple offenses.

Section 8. Subsequent Offense after readmission at the undergraduate level

A. If a student is readmitted after having been suspended for a second offense as described in Section 6 above, the record of academic integrity violation shall be retained by the Office of the Registrar.

B. Subsequent Offense(s):

a. Any allegation of academic dishonesty subsequent to the student's readmission under Section 6 above shall be adjudicated according to the process outlined in Sections 6 and 7, with the following exception:

b. If there is a finding of academic dishonesty in the allegation above, being a third violation of the Academic Integrity Policy, the student shall be immediately expelled from Ashland University, with no provision for readmission.

The Ashland University community strives to model leadership which is based upon Judeo-Christian beliefs and virtues which will encourage develop and sustain men and women of character to serve their professions, their communities, and the world (AU Statement on Ethical Leadership). As members of Ashland University, students hold themselves to the highest standards of academic, personal and social integrity (Ashland University Campus Creed). In keeping with the Ashland University commitment to the highest standards of academic, personal and social integrity, students are expected to abide by the academic integrity standards outlined in this policy.

The Ashland Theological Seminary has its own Academic Honesty and Plagiarism policy stated on pages 19-20 of its Student Handbook.

Section 1. Purpose

Academic integrity is as important to our mission today as it was at the University's founding. The founders declared that Ashland "would develop students intellectually," and our current mission speaks to "the purpose of leading meaningful lives in the world community." Since the educational and social environment is built upon a long-standing commitment to Judeo-Christian values, it is clear that academic integrity is an essential part of students' personal and intellectual growth.

At Ashland University academic integrity is to be revered, honored and upheld. Therefore, an academic integrity infraction is considered a very serious matter, as it corrupts the educational process and undermines the foundation of our community.

Section 2. Conduct Which Violates Academic Integrity-Academic Dishonesty

Ashland University expects each student to advance the University's mission by furthering an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be his/her own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use his/her own capabilities to achieve his/her fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty.

Section 3. Forms of Academic Dishonesty

Proper acknowledgment of ideas and sources is central to academic honesty. To insure academic honesty, it is important to examine that which constitutes academic dishonesty. Academic dishonesty includes:

Plagiarism

Plagiarism is the intentional or unintentional presentation of someone else's words, ideas or data as one's own work. In the event the faculty member deems the plagiarism is unintentional, he/she shall typically require the student to rewrite the assignment. In the event the faculty member believes the plagiarism is willful, the sanctions in this document will apply. If the work of another is used, acknowledgment of the original source must be made through a recognized

reference practice, and, if verbatim statements are included, through quotation marks as well. To assure proper crediting, a student will acknowledge the work of others,

1. Whenever one quotes another person's actual words.
2. Whenever one uses another person's idea, opinion or theory, even if it is completely paraphrased in one's own words.
3. Whenever one borrows facts, statistics, or other illustrative materials, unless such information is of such common knowledge so as not to be questioned.

Fabrication

Fabrication is the intentional falsification or invention of research, data, citations, or other information. Examples of fabrication include:

1. Citing information not taken from the source indicated.
2. Including in a reference list sources which have not been consulted.
3. Inventing or altering data or source information for research or other academic exercise.
4. Submitting as his/her own any academic assignment (e.g. written work, painting, sculpture, etc.) prepared totally or in part by another.
5. Using a portion of a piece of work previously submitted for another course or program to meet the requirement of the present course or program without the approval of the instructor involved.
6. Permitting one's work to be submitted by another person as if it were his or hers.
9. Taking a test (or other evaluation) for someone else or permitting someone else to take a test for oneself.
10. Other offenses of this form which incorporate dishonesty for academic gain.

Cheating

Cheating is an act of deception in which a student represents mastery of information that he/she has not mastered. Cheating may be suspected if an assignment that calls for independent work results in two or more solutions, sequences, or language so similar as to merit the charge. Cheating may be suspected if there is a statistical inconsistency in the student's performance and the student cannot explain or reproduce both the intricacies of the solution and the techniques used to generate the solution; or in the case of an essay examination, the student cannot explain or reproduce the thought-processes used to generate the writing. Examples include:

1. Copying from another student's test paper.
2. Allowing another student to copy from a test paper.
3. Using notes, textbooks or other information in homework, examinations, tests or quizzes, except as expressly permitted.

4. Securing, giving or exchanging information during examinations without authority to do so.
5. Other offenses of this form which incorporate dishonesty for academic gain.

Other Forms of Academic Misconduct

Examples include:

1. Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor.
2. Stealing, buying, or otherwise obtaining all or part of an unadministered test in which the origins of the materials are suspect.
3. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
4. Inducing any other person to obtain an unadministered test or any information about the test.
5. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, computer file, on a test, a "change of grade" form, or other official academic record of the University which relate to grades.
6. Cooperating with another person in academic dishonesty, either directly or knowingly, as an accessory.
7. Using computing resources in a manner which violates University academic integrity policies.
8. Other offenses of this form which incorporate dishonesty for academic gain.

These examples are not meant to be exhaustive. Further, they refer only to academic areas; appropriate action may also be undertaken by other agencies.

Section 4. Procedures Following an Allegation of Academic Dishonesty at the Graduate Level

- A. When a faculty member has observed a student violating any of the policies stated herein, he or she shall first inform the student of the allegation then file a report with the Registrar with supporting documentation.
- B. When a proctor has observed a student violating any of the policies stated herein, the faculty member, under whose authority the proctor oversaw the academic activity, shall file an allegation of academic dishonesty, with supporting documentation, with the appropriate administrator.
- C. When a faculty member has not observed a student violating any of the policies stated herein, but has a firm conviction of academic dishonesty, based on probative evidence, the faculty member shall file an allegation of academic dishonesty, with supporting documentation, with the appropriate administrator.

- D. Upon the filing of an allegation of academic dishonesty, the faculty member, or the appropriate administrator shall inform the student of the nature of the allegation and supply the student with documentation.
- E. Within ten business days of receiving an allegation of academic dishonesty, the appropriate administrator shall notify the student of the procedures for refuting such allegation and for appealing any resulting penalty, and shall forward the allegation of academic dishonesty, with supporting documentation, to the appropriate person.
- F. Within ten business days of receiving an allegation of academic dishonesty, the appropriate committee shall schedule a hearing and inform the student of his or her right to refute the allegation at the hearing.
- G. Time frames for taking actions may be extended upon agreement of the parties.

Section 5. Penalties and Penalty Determination

- A. In addition to submitting the allegation of academic dishonesty to the appropriate administrator, the faculty member may assign a grade of zero for the assignment or test involved and/or assign an F for the course. Any grade appeal in process will be suspended until any integrity violation is resolved.
- B. The appropriate committee shall determine the penalty, adhering to the stated policies of the program, up to and including permanent dismissal from the graduate program, without opportunity to reapply. Within ten business days of the hearing, the committee shall notify the student of its decision, and report its decision to the College Dean. In determining the penalty, the committee shall take into consideration the seriousness of the offense, including:
 - 1. The willfulness of the incident; e.g., an error in the form of a citation is less serious than no attempt to credit the work of another;
 - 2. The extent to which the student had been previously instructed or warned about the academic integrity policy;
 - 3. Previous violations of academic integrity.
- C. The action taken pursuant to paragraph B. above does not prevent any additional action taken pursuant to stated policies of individual colleges, departments or programs.

Section 6. Student Appeal Procedure

- A. The student shall have an opportunity to attend the appropriate committee's hearing and refute the allegation of academic dishonesty.
- B. Within ten business days of receiving notice of the committee's decision, the student may appeal the decision to the College Dean. The Dean shall review the information presented, make such inquiries as necessary and render judgment. If dissatisfied, the student may appeal to the Associate Provost within ten business days of receiving notification of the Dean's decision.
- C. The Associate Provost shall review the information presented, make such inquiries as necessary and render judgment, which shall affirm, modify or overturn the decision of the Dean. If the decision of the Dean is overturned, the Associate Provost shall

remand the matter to the Dean for action not inconsistent with the decision of the Associate Provost.

- D. Students may appeal a decision of the Associate Provost to permanently dismiss a student from the program to the President by submitting an appeal to the President's Office within ten calendar days of notification of the decision.

Notes

Section 4. Definitions

A. In sections 4, 5, and 6 "appropriate administrator" means

1. The Director of the Masters of Education Program, in the case of a M.Ed. student;
2. The Graduate Chair of the M.B.A. program, in the case of an M.B.A. student;
3. The Director of Doctoral studies, in the case of an Ed.D. student;

B. In sections 4, 5, and 6 "appropriate committee" means

1. A committee of three full-time faculty members, in the case of an M.Ed. student;
2. An Academic Integrity Board comprised of three full-time faculty who teach in the graduate business program, in the case of an M.B.A. student;
3. The Doctoral Admission and Retention Committee, in the case of an Ed.D. student.

IN THE COURT OF COMMON PLEAS
ASHLAND COUNTY, OHIO

Stephanie Sikora, *et al.*

Plaintiffs,

vs.

Ashland University

Defendant.

Case No. 17-CV-006

Judge Forsthoefel

AFFIDAVIT OF DOUGLAS FIORE

1. Now comes Douglas Fiore and being duly sworn, states as follows:

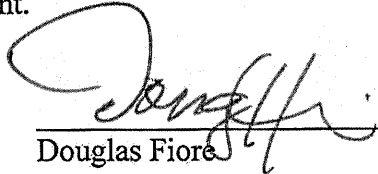
2. I am of sound, competent mind and over the age of 18.

3. I am currently employed as the President of Mercy College of Health Sciences in Des Moines, Iowa. In 2014 and 2015, I was employed by Ashland University, first as the Dean of the College of Education, then from August 2014 through December 2015 as the Interim Provost. As Interim Provost, I served as the Chief Academic Officer, reporting to the President of the University. As such, I was primarily responsible for faculty personnel matters, including the August 2014 non-renewal of faculty members resulting from the formal restructuring of certain programs or departments of instruction, which in turn resulted from an academic prioritization analysis, and subsequent internal appeals of those non-renewed faculty members.

4. The Ashland University Faculty Rules and Regulations required as part of the faculty reductions that a Special Committee be convened, with an equal number of faculty and administration members, and chaired by me. The Faculty Senate appointed four members to the Committee: Dan Fox, Joan Knickerbocker, Gordon Swain, and Jeff Weidenhamer. With me as the required Chair, that left three administration appointments. The Rules and Regulations

indicate that deans should be included on the Special Committee, but there were more deans than available spots on the committee given that there were four faculty members appointed by the Faculty Senate. Dr. Swain and Dr. Weidenhamer, appointed from the Faculty Senate, and I discussed this interpretation and agreed that we would ensure that each dean would participate and provide consultation on all discussions regarding his or her college.

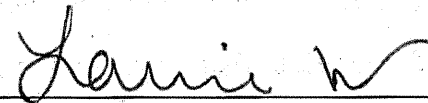
5. Further affiant sayeth naught.



Douglas Fiore

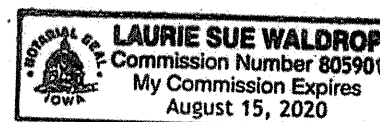
STATE OF IOWA)
) SS:
COUNTY OF POLK)

Subscribed and sworn to before me, a notary public, by Douglas Fiore, on this the 3rd
day of December, 2018.



Notary Public

My commission expires: 8/15/20



IN THE COURT OF COMMON PLEAS
ASHLAND COUNTY, OHIO

Stephanie Sikora, *et al.*

Plaintiffs,

vs.

Ashland University

Defendant.

Case No. 17-CV-006

Judge Forsthoefel

AFFIDAVIT OF JOYCE ANN LAMB

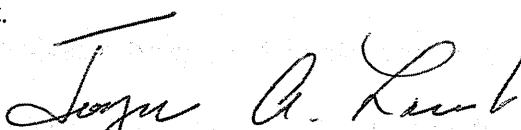
1. Now comes Joyce Ann Lamb and being duly sworn, states as follows:
2. I am of sound, competent mind and over the age of 18.
3. I am a graduate of Ashland University, was a member of the University's Board of Trustees from 2009 to 2017, and the President of the Board from May 2015 to 2017. I am now a Board member emeritus.
4. In my capacity as Board President, in November 2015 I received from the Ashland University Faculty Senate Professional Standards and Responsibilities Committee (PSRC) its decisions on the appeals of certain faculty members whose employment had been non-renewed, with extensive background documents on each of the faculty members. In each case, the PSRC had decided that the faculty member was not properly non-renewed by the University.
5. The University's Faculty Rules and Regulations (FRR) specify that the Board of Trustees has the final decision on the faculty member appeals. The FRR provide no particular process for that decision. To ensure a fair and thorough review, even though not required by the FRR, I convened an Ad Hoc Committee of four Trustees – myself, immediate past Board

President Lisa Miller, David Bush, and Thomas Whatman. All were experienced and dedicated Trustees, and Mr. Bush and Mr. Whatman had also been particularly involved with and knowledgeable about the prioritization process that had resulted in these non-renewals. I felt this would be a well-informed and committed group of Committee members, and it was.

6. I assigned each faculty member's appeal to one of our members for review, then we reconvened to discuss our thoughts and reach conclusions as a group. I carefully reviewed each file assigned to me, and it was evident that each of the other Committee members had done the same. We met for several hours to discuss the files. In each case, we concluded that the University's administration had acted in accordance with the FRR in deciding to non-renew the faculty member. The administration's process had been extensive and thorough in our opinion.

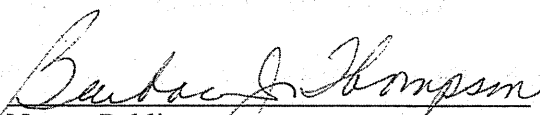
7. Our Ad Hoc Committee recommended to the Board of Trustees that each faculty member's appeal be denied, and on March 19, 2016 the Board of Trustees acted on those recommendations.

8. Further affiant sayeth naught.

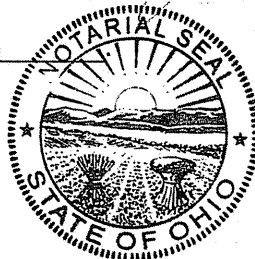

Joyce Lamb

STATE OF OHIO)
) SS:
COUNTY OF STARK)

Subscribed and sworn to before me, a notary public, by Joyce Ann Lamb, on this the 4th day of December, 2018.


Notary Public

My commission expires: 05/02/2022



BARBARA J. THOMPSON
Notary Public, State of Ohio
My Commission Expires 05-02-2022

Ashland University
Faculty Rules & Regulations
Article XII Written Summary
Non-renewal Notice of Dr. William Cummins

On Friday, August 14, 2015, Dawn Weber, Dean of the College of Arts and Sciences at Ashland University, notified Dr. Bill Cummins, Associate Professor of Foreign Languages, that his position was being non-renewed and as a result his final semester would be Fall 2016. In addition, a certified letter was also sent on this date per the Faculty Rules and Regulations.

Dr. Cummins' tenured faculty position was selected for non-renewal for the following reasons:

- The Ashland University Board of Trustees directed the institution to conduct an institution-wide review and prioritization process during the 2014-2015 academic year, with recommendations for academic prioritization submitted to the Board of Trustees in May 2015.
- On August 5, 2015, the Ashland University Board of Trustees moved to formally accept and implement the reports and authorized the restructuring of programs and departments based upon the reports provided.
- The Core Curriculum received a recommendation of RESTRUCTURE from the Academic Prioritization Subcommittee.
- Dr. Cummins was notified that the reason for the non-renewal was based upon this 'Restructure' determination of the university core curriculum and in accord with *Ashland University Faculty Rules and Regulations, Article XII. Reduction of Tenured Faculty, Section B. Grounds for Reduction*. The University may reduce the number of instructional faculty members by termination of appointments of tenured faculty members as a result of: the formal restructuring of a program or department of instruction not mandated by financial exigency.
- The Department of Foreign Languages is approved to teach 4 courses in Core Humanities, 2 courses in Core Social Sciences, 5 courses in GPS Language, and 3 courses in Core Border Crossing. (Spanish)
- Per Ashland University Faculty Rules and Regulations, prior to faculty reduction, a special committee shall be convened to review the status of affected programs or departments and submit recommendations to the President. This committee designated one position be non-renewed in Foreign Languages - Spanish.
- The Foreign Language Spanish program consists of three tenured faculty.
- Per Faculty Rules and Regulations, Section D.2(d) – "If a decision to terminate must be made between tenured faculty members, **the primary determining factors shall be the impact on the academic program and on the University's commitment to the mission and goals of the university.** Other determining factors shall include: 1) instructional effectiveness as measured by peer evaluation and student evaluations; 2) education; 3) teaching experience and seniority; 4) flexibility; 5) professional and scholarly activities; and 5) extraordinary activities and community service.



- It was determined that this decision would have the least negative impact on the academic program because the other tenured Spanish faculty are qualified to teach the courses which Dr. Cummins currently teaches and are more active in scholarship, which informs excellence in teaching.

In evaluating the "other determining factors outlined in Section D.2(d), Dr. Cummins was found to be comparable to his tenured faculty peers in many respects. Distinguishing factors were found as follows:

Evaluations

- Dr. Cummins did not provide as part of his annual review materials the required peer review for four of the past six years.

Teaching Experience and Seniority

- One tenured member of the Spanish faculty is the only one of the three qualified to teach Spanish Education pedagogical courses (FL 380, 432, 636, 637).

Professional and Scholarly Activity

- Since his appointment at Ashland University in 1994, Dr. Cummins has one publication, significantly fewer publications of scholarly work than either of the other faculty members in the program.

Extraordinary Activities

- One tenured member of the Spanish faculty is a Taylor Teaching Award recipient.
- Dr. Cummins has no external grants unlike at least one other Spanish faculty member.

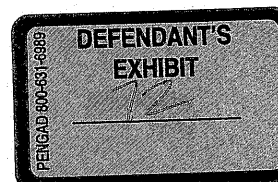
This summarizes the reason for the non-renewal of Dr. Cummins' contract for the academic year 2016-2017 academic year, effective at the end of the Fall 2016 semester.

Ashland University
Faculty Rules & Regulations
Article XII Written Summary
Non-renewal Notice of Rachel Wlodarsky

On Friday, August 14, 2015, Linda Billman, Interim Dean of the Dwight Schar College of Education, Ashland University, notified Rachel Wlodarsky, Professor of Educational Foundations and Instruction, that her position was being non-renewed and as a result her final semester would be Fall 2016. In addition, a certified letter was also sent on this date per the Faculty Rules and Regulations.

Dr. Wlodarsky's tenured faculty position was selected for non-renewal for the following reasons:

- The Ashland University Board of Trustees directed the institution to conduct an institution-wide review and prioritization process during the 2014-2015 academic year, with recommendations for academic prioritization submitted to the Board of Trustees in May 2015.
- On August 5, 2015, the Ashland University Board of Trustees moved to formally accept and implement the reports and authorized the restructuring of programs and departments based upon the reports provided.
- All undergraduate and most graduate programs housed within the College of Education received a recommendation of RESTRUCTURE/REORGANIZE from the Academic Prioritization Subcommittee.
- Dr. Wlodarsky was notified that the reason for the non-renewal was based upon this 'Restructure' determination of the College of Education's undergraduate and graduate programs and in accord with *Faculty Senate Rules and Regulations, Article XII. Reduction of Tenured Faculty, Section B. Grounds for Reduction*, "The University may reduce the number of instructional faculty members by termination of appointments of tenured faculty members as a result of: the formal restructuring of a program or department of instruction not mandated by financial exigency."
- Per Ashland University Faculty Rules and Regulations, prior to faculty reduction, a special committee shall be convened to review the status of affected programs or departments and submit recommendations to the President. This committee designated eight positions be non-renewed within the College of Education; two from the Department of Early Childhood, one from the Department of Inclusive Services and Exceptional Learners, one from the Department of Leadership Studies, and four from the Department of Educational Foundations and Instruction. Dr. Wlodarsky is a member of the Department of Educational Foundations and Instruction.
- The Department of Educational Foundations and Instruction consists of 14 faculty members, 13 of which are tenured.
- Of the four faculty non-renewed within the Department of Educational Foundations and Instruction, the one non-tenured faculty member was also selected for non-renewal.



- Per Faculty Rules and Regulations, Article XII, Section D.2(d) – “If a decision to terminate must be made between tenured faculty members, **the primary determining factors shall be the impact on the academic program and on the University’s commitment to the mission and goals of the University.** Other determining factors shall include: 1) instructional effectiveness as measured by peer evaluation and student evaluations; 2) education; 3) teaching experience and seniority; 4) flexibility; 5) professional and scholarly activities; and 6) extraordinary activities and community service.
- It was determined that this decision would have the least negative impact on the academic programs within the College of Education because the course (EDFN 202 *Teaching and Learning Process*) that Dr. Wlodarsky teaches within the college has been taught by other faculty.
- In evaluating the “other determining factors” outlined in Section D.2(d), Dr. Wlodarsky was found to be comparable to her tenured faculty peers in many respects. The distinguishing factors found are as follow:
 - **Education:** Dr. Wlodarsky has a B.A. in Communications, M.A. Higher Education and Student Affairs, and Ph.D. in Urban Education. Compared to other colleagues who teach in the department, Dr. Wlodarsky’s background has limited her ability to bring kindergarten through grade 12 experience to the College of Education and its students.
 - **Teaching Experience:** There is no evidence indicating that Dr. Wlodarsky has teaching experience in kindergarten through grade 12. With a shrinking faculty population, experience in a kindergarten through grade 12 environment is essential to the continuing success of the College’s graduates and program completers.
 - **Flexibility:** Since 2008-2009, Dr. Wlodarsky has limited her teaching within the College of Education to multiple sections of a single course, EDFN 202 (*Teaching and Learning Process*). To meet her teaching load of 21 hours (due to load reduction) or 24 hours during those academic years, Dr. Wlodarsky taught 47 sections of EDFN 202 in load, with an additional 3 sections of PSYC 218 (*Psychology of Adolescence*) in the Department of Psychology.

The College of Education began the 2015-2016 academic year with ten fewer faculty members than 2014-2015. As faculty are not being replaced, all are expected to be more flexible in the course work that they can teach. Dr. Wlodarsky’s commitment to a single course has limited her flexibility to teach additional educational courses. With fewer sections of EDFN 202 being offered, she will not maintain a full teaching load of 12 hours per semester. Given the current direction of the College of Education, faculty members must be able to teach more than one course within the college.

TENURE FACULTY CONTRACT

Ashland University and STEPHANIE SIKORA (hereinafter referred to as "Faculty Member")
hereby agree as follows

1. The Tenured Instructional Faculty Member is hereby employed to serve as
PROFESSOR OF MUSIC
for a period commencing August 17, 2015 and ending May 20, 2016.
2. The Tenured Instructional Faculty Member shall support the Mission Statement, including its commitment to Christian values; support the policies and best interests of the University (see reverse side) and shall be subject to the current Faculty Rules and Regulations, a copy of which has been reviewed by the signatory. This may include the possibility of teaching undergraduate/graduate courses, off-campus sites and/or evenings and weekends.
3. In consideration of the performance of said service, Ashland University will pay the Tenured Instructional Faculty Member a salary of \$ 64,149, payable in 24 equal installments.
4. The terms set forth in this document constitute a signed offer of contract renewal. However, the offer of contract renewal thus tendered will result in a binding contract only if the Tenured Instructional Faculty member returns two (2) signed copies to the Office of the President of Ashland University no later than May 15, 2015 in conformity with the requirements of Article VI (Contract of Instructional Member) of the Current Rules and Regulations of the Ashland University Faculty
5. By signing this agreement, the Faculty Member agrees to do the work assigned, to be at the post of duty at the assigned time and place, to enter into no other gainful employment without the consent of the Dean and not to be absent from the post of duty without just cause.

Contract Notes:

21-HOUR TEACHING LOAD HAS BEEN SUSPENDED.

10-100-1005100-5100000

Account Number

Stephanie Si
Tenured Instructional Faculty Member

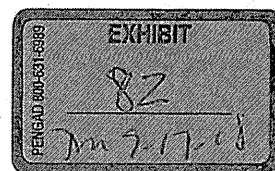
Date

William C. Sorenson
President, Ashland University

Date

White - Human Resources Office Yellow - President's Office Pink - Employee Copy

Ashland University is an Equal Opportunity Employer.



Sikora
1955

Ashland University
Faculty Rules & Regulations
Article XII Written Summary
Non-renewal Notice of Professor Stephanie Sikora

On Friday, August 14, 2015, Dawn Weber, Dean of the College of Arts and Sciences at Ashland University, notified Dr. Stephanie Sikora, Professor of Music, that her position was being non-renewed and as a result her final semester would be Fall 2016. In addition, a certified letter was also sent on this date per the Faculty Rules and Regulations.

Professor Sikora's tenured faculty position was selected for non-renewal for the following reasons:

- The Ashland University Board of Trustees directed the institution to conduct an institution-wide review and prioritization process during the 2014-2015 academic year, with recommendations for academic prioritization submitted to the Board of Trustees in May 2015.
- On August 5, 2015, the Ashland University Board of Trustees moved to formally accept and implement the reports and authorized the restructuring of programs and departments based upon the reports provided.
- The music program received a recommendation of RESTRUCTURE/REORGANIZE/REDUCE from the Academic Prioritization Subcommittee.
- Professor Sikora was notified that the reason for her non-renewal was based upon this 'Restructure' determination of the music program and in accord with *Ashland University Faculty Rules and Regulations, Article XII. Reduction of Tenured Faculty, Section B. Grounds for Reduction*, "The University may reduce the number of instructional faculty members by termination of appointments of tenured faculty members as a result of: the formal restructuring of a program or department of instruction not mandated by financial exigency."
- Per *Ashland University Faculty Rules and Regulations*, prior to faculty reduction, a special committee shall be convened to review the status of affected programs or departments and submit recommendations to the President. This committee designated two positions be non-renewed in Music.
- The music program consists of seven tenured faculty.
- Per Faculty Rules and Regulations, Article XII, Section D.2(d) – "If a decision to terminate must be made between tenured faculty members, **the primary determining factors shall be the impact on the academic program and on the University's commitment to the mission and goals of the University.** Other determining factors shall include: 1) instructional effectiveness as measured by peer evaluation and student evaluations; 2) education; 3) teaching experience and seniority; 4) flexibility; 5) professional and scholarly activities; and 5) extraordinary activities and community service.
- It was determined that this decision would have the least negative impact on the academic program because to maintain a competitive program in music and music education it is more essential to retain full-time faculty able to teach a wide range of courses including core

subjects such as music appreciation, music theory, music history, and music methods and increasingly less typical to have a full-time faculty member primarily teaching in applied music.

In evaluating the "other determining factors outlined in Section D.2(d)," Professor Sikora was found to be comparable to her tenured faculty peers in many respects. Distinguishing factors were found as follows:

Teaching Experience

- Professor Sikora has no experience teaching music appreciation, music theory, music history, and music methods as do other faculty members in the program.

Professional and Scholarly Activities

- Professor Sikora has fewer significant items in her scholarly activity than do the other tenured members of the department.

Extraordinary Activities

- Professor Sikora has not received a Taylor Excellence in Teaching Award from Ashland University as has one of the other faculty members in the program.
- Professor Sikora has not received an Excellence in Scholarship Award from Ashland University as has one of the other faculty members in the program.

This summarizes the reason for the non-renewal of Professor Sikora's contract for the academic year 2016-2017 academic year, effective at the end of the Fall 2016 semester.

----- Forwarded message -----

From: **Pravin Rodrigues** <prodrigu@ashland.edu>
Date: Sun, Sep 18, 2016 at 6:29 PM
Subject: Fwd: CITI Certified
To: pravin rodrigues <deeyavarun@gmail.com>

----- Forwarded message -----

From: **Theodore Avtgis** <tavtgis@ashland.edu>
Date: Sat, Sep 20, 2014 at 4:44 PM
Subject: Re: CITI Certified
To: Pravin Rodrigues <prodrigu@ashland.edu>
Cc: Daniel ORourke <dorourke@ashland.edu>, Dariela Rodriguez <drodrig2@ashland.edu>, Kimberly Field-Springer <kfieldsp@ashland.edu>, Deleasa Randall <DRANDALL@ashland.edu>, Wendy Hall <whall4@ashland.edu>

Pravin,

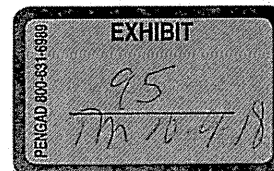
There is no "fog of fear," This organization is downsizing that is crystal clear. Everything we can do to enhance our programs need to be done and CITI is one thing that needs to be accomplished. I did not see you at the college meeting yesterday, but in case you did not hear, they are in deed cutting faculty. That is not a fog, that is a reality. I will not be part of any "email forum" discussion regarding this. I will gladly meet with anyone for a discussion on this issue. And what was also made crystal clear from the Dean, is that that they are not necessarily working from untenured professors up. In fact, there have been some Chairs who have been asked to prioritize faculty in the event that cuts come down. Let's not be ignorant to the strong possibility that the Dean's may have already developed a hierarchy of faculty regarding programs and departments. This certainly concerns me and as Chair of the department, it is my job to inform all faculty of such risks and concerns. This is no fog, this is the world in which we presently find ourselves.

Ted

On Sat, Sep 20, 2014 at 4:26 PM, Pravin Rodrigues <prodrigu@ashland.edu> wrote:
Ow, Ted, man, as Chair of the dept., I was hoping you would not "add" to the fog of fear and threats that we all are struggling to teach our classes under.

You have to believe me: I have no doubt that you are a tireless worker and to say anything less than that to anybody would be a lie but, really, do we have to be

PREx1



Rodrigues
1649

**Ashland University
Faculty Rules & Regulations
Article XII Written Summary
Non-renewal Notice of Dr. Pravin Rodrigues**

On Friday, August 14, 2015, Dawn Weber, Dean of the College of Arts and Sciences at Ashland University, notified Dr. Pravin Rodrigues, Associate Professor of Communication Studies, that his position was being non-renewed and as a result his final semester would be Fall 2016. In addition, a certified letter was also sent on this date per the Faculty Rules and Regulations.

Dr. Rodrigues' tenured faculty position was selected for non-renewal for the following reasons:

- The Ashland University Board of Trustees directed the institution to conduct an institution-wide review and prioritization process during the 2014-2015 academic year, with recommendations for academic prioritization submitted to the Board of Trustees in May 2015.
- On August 5, 2015, the Ashland University Board of Trustees moved to formally accept and implement the reports and authorized the restructuring of programs and departments based upon the reports provided.
- The Core Curriculum received a recommendation of RESTRUCTURE from the Academic Prioritization Subcommittee.
- Dr. Rodrigues was notified that the reason for his non-renewal was based upon this 'Restructure' determination of the core curriculum and in accord with *Ashland University Faculty Rules and Regulations, Article XII. Reduction of Tenured Faculty Section B. Grounds for Reduction*, "The University may reduce the number of instructional faculty members by termination of appointments of tenured faculty members as a result of: the formal restructuring of a program or department of instruction not mandated by financial exigency."
- The Department of Communication Studies is the sole provider of the Communication area of the core curriculum and is approved to teach 3 courses in Core Aesthetics and 2 courses in Core GPS Border Crossing.
- Per *Ashland University Faculty Rules and Regulations*, prior to faculty reduction, a special committee shall be convened to review the status of affected programs or departments and submit recommendations to the President. This committee designated two positions be non-renewed in Communication Studies.
- The Communication Studies Department consists of three undergraduate majors, one graduate degree program, four tenured faculty, and one tenure-track faculty member.
- Per *Faculty Rules and Regulations, Section D.2(c)* – "The retention of tenured faculty members shall be preferred over non-tenured faculty, except in extraordinary circumstances where a serious distortion in the academic program would otherwise result."
- It was determined the non-renewal of the tenure-track faculty member would cause a serious distortion in the academic program because that particular faculty member is the only full-time faculty member who has taught ten (10) courses in the curriculum, 8 of which are required courses for one or more undergraduate majors. Additionally, the tenure-track

faculty member is one of two full-time faculty members in the department who teaches in the M.A. in Health and Risk Communication program.

- Per Faculty Rules and Regulations, Section D.2(d) -- "If a decision to terminate must be made between tenured faculty members, the primary determining factors shall be the impact on the academic program and on the University's commitment to the mission and goals of the university. Other determining factors shall include: 1) instructional effectiveness as measured by peer evaluation and student evaluations; 2) education; 3) teaching experience and seniority; 4) flexibility; 5) professional and scholarly activities; and 5) extraordinary activities and community service.
- It was determined that this decision would have the least negative impact on the academic program because this faculty member teaches primarily in the core communication area of the core curriculum and other faculty in the department are qualified to teach the courses he currently teaches.

In evaluating the "other determining factors outlined in Section D.2(d), distinguishing factors were found as follows:

Evaluations

- Dr. Rodrigues did not provide as part of his annual review materials the required peer review for 2013 or 2008.

Teaching Experience and Seniority

- Of the five (5) courses Dr. Rodrigues has taught over the past 10 years, two are no longer in the undergraduate catalog (COM 306, 312), one is a required course on the public relations and strategic communication major and one of five electives (choose 1) on the health and risk communication major (COM 302), one is one of five electives (choose 1) on the health and risk communication major (COM 206), and one meets the core communication requirement (COM 101).
- Of the tenured faculty members not selected for non-renewal, one teaches two courses required for the public relation and strategic communication major and one course required for the sport communication major and the other tenured faculty member teaches two courses required in all three majors, one course required in two of the undergraduate majors, one course required in one undergraduate major, and teaches in and directs the M.A. in Health and Risk Communication.

Professional and Scholarly Activities

- In 2010-11, the Department of Communication Arts was restructured and the Department of Communication Studies and the Department of Journalism and Digital Media were introduced in 2011-12. The Department of Communication Studies offers three undergraduate majors and one graduate program based on the social sciences. Students are taught how to conduct research from a social scientific perspective. Dr. Rodrigues' scholarship is based on rhetorical analysis rather than a social scientific perspective.
- Dr. Rodrigues' last publication of scholarship was in 2011.

Extraordinary Activities

- Dr. Rodrigues has not served as an Editor-in-Chief or as an Editorial Board member of a prestigious disciplinary journal as have two of the other faculty members in the department.
- Dr. Rodrigues has not served as a Reviewer of a prestigious disciplinary journal as have two of the other faculty members in the department.

-
- **Dr. Rodrigues has not been awarded external grants or engaged in professional consulting as have three of the other faculty members in the department.**
 - **Dr. Rodrigues has not received an award for excellence in teaching as have two other faculty members in the department.**
 - **Dr. Rodrigues has not received an award for excellence in research as has one other faculty member in the department.**
 - **Dr. Rodrigues has not received a faculty mentor award as has one other faculty member in the department.**
 - **Dr. Rodrigues has not served as the President of a professional organization within the discipline as has one other faculty member in the department.**

This summarizes the reason for the non-renewal of Dr. Rodrigues' contract for the academic year 2016-2017 academic year, effective at the end of the Fall 2016 semester.

TENURE FACULTY CONTRACT

Ashland University and BORIS KERKEZ (hereinafter referred to as "Faculty Member")
hereby agree as follows

1. The Tenured Instructional Faculty Member is hereby employed to serve as
ASSOCIATE PROFESSOR OF MATHEMATICS/COMPUTER SCIENCE
for a period commencing August 17, 2015 and ending May 20, 2016
2. The Tenured Instructional Faculty Member shall support the Mission Statement, including its commitment to Christian values; support the policies and best interests of the University (see reverse side) and shall be subject to the current Faculty Rules and Regulations, a copy of which has been reviewed by the signatory. This may include the possibility of teaching undergraduate/graduate courses, off-campus sites and/or evenings and weekends.
3. In consideration of the performance of said service, Ashland University will pay the Tenured Instructional Faculty Member a salary of \$ 76,917, payable in 24 equal installments.
4. The terms set forth in this document constitute a signed offer of contract renewal. However, the offer of contract renewal thus tendered will result in a binding contract only if the Tenured Instructional Faculty member returns two (2) signed copies to the Office of the President of Ashland University no later than May 18, 2015 in conformity with the requirements of Article VI (Contract of Instructional Member) of the Current ^{WES} Rules and Regulations of the Ashland University Faculty
5. By signing this agreement, the Faculty Member agrees to do the work assigned, to be at the post of duty at the assigned time and place, to enter into no other gainful employment without the consent of the Dean and not to be absent from the post of duty without just cause.

Contract Notes:

21-HOUR TEACHING LOAD HAS BEEN SUSPENDED.

10-100-1005360-5100000

[Signature]
Tenured Instructional Faculty Member

4/12/15
Date

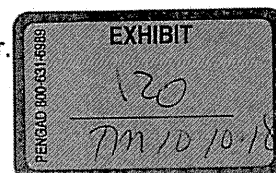
[Signature]
Account Number

[Signature]
President, Ashland University

4/12/15
Date

White - Human Resources Office Yellow - President's Office Pink - Employee Copy

Ashland University is an Equal Opportunity Employer.



[Signature]
Kerkez
0468

Ashland University
Faculty Rules & Regulations
Article XII Written Summary
Non-renewal Notice of Dr. Boris Kerkez

On Friday, August 14, 2015, Dawn Weber, Dean of the College of Arts and Sciences at Ashland University, notified Dr. Boris Kerkez, Associate Professor of Computer Science, that his position was being non-renewed and as a result his final semester would be Fall 2016. In addition, a certified letter was also sent on this date per the Faculty Rules and Regulations.

Dr. Kerkez's tenured faculty position was selected for non-renewal for the following reasons:

- The Ashland University Board of Trustees directed the institution to conduct an institution-wide review and prioritization process during the 2014-2015 academic year, with recommendations for academic prioritization submitted to the Board of Trustees in May 2015.
- On August 5, 2015, the Ashland University Board of Trustees moved to formally accept and implement the reports and authorized the restructuring of programs and departments based upon the reports provided.
- The computer science program received a recommendation of RESTRUCTURE/REORGANIZE/REDUCE from the Academic Prioritization Subcommittee.
- Dr. Kerkez was notified that the reason for his non-renewal was based upon this 'Restructure' determination of the computer science program and in accord with *Ashland University Faculty Rules and Regulations, Article XII. Reduction of Tenured Faculty, Section B. Grounds for Reduction*, "The University may reduce the number of instructional faculty members by termination of appointments of tenured faculty members as a result of: the formal restructuring of a program or department of instruction not mandated by financial exigency."
- Per *Ashland University Faculty Rules and Regulations*, prior to faculty reduction, a special committee shall be convened to review the status of affected programs or departments and submit recommendations to the President. This committee designated one position be non-renewed in Computer Science.
- The computer science program consists of three tenured faculty.
- Per Faculty Rules and Regulations, Article XII, Section D.2(d) – "If a decision to terminate must be made between tenured faculty members, the primary determining factors shall be the impact on the academic program and on the University's commitment to the mission and goals of the University. Other determining factors shall include: 1) instructional effectiveness as measured by peer evaluation and student evaluations; 2) education; 3) teaching experience and seniority; 4) flexibility; 5) professional and scholarly activities; and 5) extraordinary activities and community service.
- It was determined that this decision would have the least negative impact on the academic program because the other faculty within the Department of Computer Science are qualified

to teach the courses that Dr. Kerkez currently teaches and are more active in scholarship, which informs excellence in teaching.

In evaluating the "other determining factors outlined in Section D.2(d)," Dr. Kerkez was found to be comparable to his tenured faculty peers in many respects. Distinguishing factors were found as follows:

Evaluations

- On the student evaluation, Dr. Kerkez received an average Overall Instructor Rating score for courses taught in the Fall 2014 and Spring 2015 semesters that was lower than the average score received by the other tenured faculty in computer science.

Teaching Experience and Seniority

- Dr. Kerkez has taught fewer unique courses than has either of the other faculty members in the program.

Extraordinary Activities

- Dr. Kerkez has not been nominated for a Taylor Teaching Award as has one of the other faculty members in the program (5 times).
- Dr. Kerkez has not been recognized with a Mentor Award as has one of the other faculty members in the program.

Professional and Scholarly Activities

- Dr. Kerkez has fewer publications of scholarly work than either of the other faculty members in the program.
- Dr. Kerkez has no external grants to support scholarly work unlike one faculty member who has received multiple external grants.
- Dr. Kerkez has not organized or chaired professional conferences unlike the two other faculty members in the program.
- Dr. Kerkez has not supervised a student honors thesis unlike the two other members of the program.
- Dr. Kerkez has no research conducted with undergraduate students unlike other faculty members in the program.

This summarizes the reason for the non-renewal of Dr. Kerkez's contract for the academic year 2016-2017 academic year, effective at the end of the Fall 2016 semester.

February 22, 2008

From: Jeffrey R. Tiel

Re: Written Response to Chair Evaluation dated February 10, 2008

Since it is unclear to me to whom I am writing this response, I shall begin by summarizing my main contention in this extensive rebuttal to my chair's evaluation for my teaching, scholarship, and service in 2007. Dr. William Vaughan rated my performance as "effective" in all three areas for the year. This assessment is the lowest positive rating that is possible in our department, the next rank down being ineffective. Yet as I will demonstrate below, my record shows very clearly that my teaching, scholarly contributions, and service have been exemplary.

Teaching

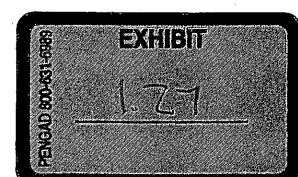
Dr. Vaughan gave me the lowest rating available to him short of declaring my teaching ineffective. I consider my 2007 teaching evaluations in fact to be superlative. Dr. Vaughan admits as much in his review where he acknowledges the very high student reviews for both Philosophy 318 and Philosophy 220. He overlooks entirely the student reports from Phil 205 which as I demonstrate shortly are nothing short of unanimously stellar. In fact the numbers and reports in these classes are among some of the best that I have received while serving as a faculty member at AU. And in the past those comparable ratings received a consistently superlative rating by the chairs. Just to offer a sampling of the data from the Phil 205 course, consider the following:

Of eight respondents in categories relating to value of readings, opportunities for expression, textbook choice, testing and papers, instructor's ability to communicate, instructor's enthusiasm, instructor's interpretation of the material, instructor's use of class time, instructor's effectiveness in demanding thinking, and instructor's approachability, availability, helpfulness, courtesy and interest in students, I received 7 unanimous excellence ratings, and four nearly unanimous (1 student checking the "above average" box instead of "excellent").

Comments generated from the class included the following samples:

On the issue of the teaching itself: (notice that this is all eight respondents)

- **Lectures were extremely interesting & applicable to daily life & my other classes.**
- **Lectures were awesome. Very informative & comfortable.**
- **Good!! Helped explain difficult material.**
- **I never have witnessed an instructor more enthusiastic for his subject than in**



Ashland University
Faculty Rules & Regulations
Article XII Written Summary
Non-renewal Notice of Dr. Jeff Tiel

On Friday, August 14, 2015, Dawn Weber, Dean of the College of Arts and Sciences at Ashland University, notified Dr. Jeff Tiel, Associate Professor of Philosophy, that his position was being non-renewed and as a result his final semester would be Fall 2016. In addition, a certified letter was also sent on this date per the Faculty Rules and Regulations.

Dr. Tiel's tenured faculty position was selected for non-renewal for the following reasons:

- The Ashland University Board of Trustees directed the institution to conduct an institution-wide review and prioritization process during the 2014-2015 academic year, with recommendations for academic prioritization submitted to the Board of Trustees in May 2015.
- On August 5, 2015, the Ashland University Board of Trustees moved to formally accept and implement the reports and authorized the restructuring of programs and departments based upon the reports provided.
- The Philosophy program received a recommendation of RESTRUCTURE/REDUCE from the Academic Prioritization Committee with the rationale "the committee views the number of faculty in the department as greater than the needs of the program." Additionally, the Core Curriculum received a recommendation of RESTRUCTURE from the Academic Prioritization Committee.
- Dr. Tiel was notified that the reason for the non-renewal was based upon this 'Restructure' determination of the philosophy program and core curriculum, and in accord with *Ashland University Faculty Rules and Regulations, Article XII. Reduction of Tenured Faculty, Section B. Grounds for Reduction*. The University may reduce the number of instructional faculty members by termination of appointments of tenured faculty members as a result of: the formal restructuring of a program or department of instruction not mandated by financial exigency.
- As of August 2015, 6 students had declared a major in philosophy, 9 students had declared a minor in philosophy, and 11 students had declared a minor in ethics.
- The Department of Philosophy is approved to teach 3 courses in Core Math/Logic, 1 course in Core Religion, 13 courses in Core Humanities, and 1 team-taught course in Core Natural Sciences.
- Per Ashland University Faculty Rules and Regulations, prior to faculty reduction, a special committee shall be convened to review the status of affected programs or departments and submit recommendations to the President. This committee designated one position be non-renewed in Philosophy.
- The Department of Philosophy consists of four tenured faculty.
- Per Faculty Rules and Regulations, Section D.2(d) – "If a decision to terminate must be made between tenured faculty members, **the primary determining factors shall be the impact on the academic program and on the University's commitment to the mission**

and goals of the university. Other determining factors shall include: 1) instructional effectiveness as measured by peer evaluation and student evaluations; 2) education; 3) teaching experience and seniority; 4) flexibility; 5) professional and scholarly activities; and 5) extraordinary activities and community service.

- It was determined that this decision would have the least negative impact on the academic program because the other tenured Philosophy faculty are qualified to teach the courses which Dr. Tiel currently teaches and have been more active in peer-reviewed scholarship over the past five years, which informs excellence in teaching.

In evaluating the "other determining factors outlined in Section D.2(d), Dr. Tiel was found to be comparable to his tenured faculty peers in many respects. Distinguishing factors were found as follows:

Evaluations

- Dr. Tiel did not provide as part of his annual review materials the required peer review for 2010, 2009, 2008.
- Annual review letters for calendar years 2009 – 2014 state that Dr. Tiel provided no evidence of peer-reviewed publication..

Teaching Experience

- In the past ten years, Dr. Tiel has taught one course not taught by another member of the faculty (PHIL 320). This course is one of two choices for a required course for the philosophy major. PHIL 320 has been taught once over the past 10 years, in 2011 with an enrollment of 10. Students typically fill this requirement with PHIL 220 that is offered regularly and also taught by two additional members of the department.

Professional and Scholarly Activity

- Dr. Tiel has no peer-reviewed publications for the past six years (2009-2014).

This summarizes the reason for the non-renewal of Dr. Tiel's contract for the academic year 2016-2017 academic year, effective at the end of the Fall 2016 semester.

Report to

Ashland University Board of Trustees

May 2, 2014

Ashland University Planning Committee

Recommendations for Conducting a
Comprehensive Review of
Academic and Non-Academic Programs



Tiel
2476

Ashland University Planning Committee

Tom Whatman (Chair)
Chair, Academic Affairs Committee

Dr. Chris Boyd
Trustee

Dr. David Foster
Associate Professor, College of Arts and Sciences

Dr. Dan Fox
Associate Professor, College of Business and Economics

Dr. Faye Grund
Dean, College of Nursing and Health Sciences

Dr. Dan Lehman
Trustees' Distinguished Professor

Dan McDonald
Associate Professor, College of Arts and Sciences

Dr. Deanna Romano
Associate Professor, College of Education

Dr. Steve Storck
Vice President, Finance and Administration

Dr. Scott VanLoo
Vice President, Enrollment Management and Marketing

Dr. William Vaughan
Professor, Director of Core Curriculum

Dr. Dawn Weber
Dean, College of Arts and Sciences

Table of Contents

Introduction	3
Planning Committee Structure	7
A Vision for Renewal.....	9
Proposal for a Strategic Review Committee	11
Academic Prioritization.....	13
Academic Structure and Program Prioritization process description	
Self-study documents	
Rubrics	
Scoring forms	
Recommendation forms	
Institutional Prioritization	43
Institutional review process description	
Self-study document	

Introduction

Colleges and universities across the country are experiencing fiscal challenges due to declining enrollments, the recent economic downturn and debt associated with building projects. Overall college enrollment fell for the second year in a row, from about 20.2 million students in the fall of 2012 to about 19.9 million in 2013, according to a report from the National Student Clearinghouse.

As the number of available high school graduates in the United States has decreased, college and university enrollment has become increasingly competitive. In the Midwest, for example, 11 of 12 states saw enrollment decreases because the Midwest reached its projected peak for the number of high school graduates in 2007-2008. To compensate for fewer undergraduate students, universities looked to graduate programs to make up the difference in revenue. As a result, multiple universities began offering traditional professional programs like the MBA and MEd in cities such as Columbus and Cleveland. Ohio Governor John Kasich's decision to decouple pay increases for public school teachers from graduate education caused further declines in AU's MEd program and professional development offered via the Founders School of Continuing Education. Whereas AU's MEd program reached a high in 2006-07 of \$10.8 million in revenue, in 2013-14 it will provide \$5.6 million.

In the recent economic downturn an increasing number of students turned to community colleges and public institutions as a way to pursue the American dream in a cost effective manner. At the same time, enrollment decreased, long-term debt associated with the building frenzy that took place on college campuses in the 1990's still required payment. To meet financial obligations, universities turned to new programs to replace the graduate-level cash cows of the past.

The result? Most higher education institutions today are unrealistically striving to be all things to all people in their quest for students, reputation, and support rather than focusing their resources on the mission and programs that they can accomplish with distinction.

According to Robert Dickeson, higher education consultant, president emeritus of the University of Northern Colorado, and former vice president of Lumina Foundation for Education, there is a growing incongruence between the academic programs offered and resources required to offer them with quality. Traditional approaches, like across-the-board cuts, lead toward mediocrity for all programs. The most likely source for needed resources is reallocation of existing resources from non-academic areas on campus and from the weakest to the strongest academic programs.

Reallocation cannot be properly accomplished without rigorous evaluation and responsible prioritization of all areas and programs on campus. Care must be taken to recognize the difference between programs that serve as revenue centers and those that do not. Academic Program Review has long been a part of the Ashland University culture. In 2009, the academic division launched an annual review process consisting of Snapshot Data and a Dimension Survey completed by all undergraduate programs. A Full Academic Program Review was scheduled to launch in 2013-2014. Although both review processes were intended to result in academic prioritization, that final step has yet to be taken.

In January 2014, the Ashland University Board of Trustees announced its intention to conduct a comprehensive review of the institution. Subsequently, in March 2014, the Board Academic Affairs Committee Chair convened a Planning Committee to develop a Vision Statement for Ashland University and to recommend a process for conducting a review of all academic and non-academic programs of the institution.

A new Vision Statement is necessary to direct and inform the focus of Ashland University as it plans for the future. Clarity in vision will direct both academic and non-academic resources.

The purpose of Academic Prioritization is to conduct an open-minded and fair review of all academic programs to determine how each program fits with the mission and vision of the university. Undergraduate programs of distinction in the arts, sciences and professions, rooted in the liberal arts, that attract students, and provide students and parents with a good return on investment should be a priority of Ashland University. Graduate programs of distinction that build on the undergraduate programs also should be a priority for the institution. Decisions must be made that allocate valuable resources to the programs that meet this criterion, recognizing that not all programs may rise to this level. It is only through a comprehensive, impartial, and focused review that these determinations can be made.

Institutional Prioritization is necessary to ensure that the administrative and non-academic areas of the university are efficiently and effectively organized to support the academic programs. Administrative and non-academic functions should exist for three reasons: 1) recruiting students, 2) supporting the transformation of those students and 3) the fiscal stability of the institution. An institutional review with this focus in mind should result in streamlining any functions that have not already been done so over the course of the last two years.

This report is respectfully submitted to the Board of Trustees for consideration. It contains the recommendations of the Ashland University Planning Committee for processes by which to conduct a comprehensive review of the academic and non-academic programs of the institution. The results/recommendations of the review will be brought back to the Board for action no later than the May 2015 Board meeting.

Input for this report was solicited from all corners of the campus by posting all working materials on the AU portal, which is accessible by all faculty and staff, and asking for questions and comments. Often the work of the Committee was enhanced and revised by the comments it received. Three open forums for faculty and staff were held on campus to provide opportunity for questions and debate on the various issues facing the Committee. Tom Whatman also briefed Student Senate on the Planning Committee's work and solicited their input on the vision statement.

Practical revisions to the processes recommended here might be necessary as the review gets underway. Not all questions could be answered or anticipated. These recommendations to the Board should be viewed as a roadmap for moving forward. If the Board chooses to embark on this critical mission, it should do so in concept, and grant the Trustee chairs of the various committees the authority to adapt processes as necessary. Accountability for the process should

be required through reports at the October and January Board meetings and through regular updates posted on the AU portal.

Thank you in advance for consideration of this report. We believe this review is a necessary and exciting opportunity to make informed, thoughtful, and critical decisions about Ashland University's future. We have no doubt about the ability to save Ashland University. The question is whether we leave Ashland University an institution worthy of the saving.

Planning Committee Structure

The committee was appointed and chaired by Trustee Tom Whatman. The task of the committee was organized into the following Working Groups:

Vision Subcommittee

David Foster (Chair)

Chris Boyd

Dan McDonald

Scott Van Loo

Academic Prioritization and Structure Subcommittee

Dawn Weber (Chair)

Faye Grund

Dan Lehman

Deanna Romano

William Vaughan

Institutional Prioritization Subcommittee

Steve Storck (Chair)

Dan Fox

Tom Whatman

MISSION STATEMENT (as previously adopted by the Board of Trustees)

Ashland University educates and challenges students to develop intellectually and ethically, to seek wisdom and justice, and to prepare for the rigors of living and working as citizens engaged in their local, national and global responsibilities.

A VISION FOR RENEWAL

Ashland University aspires to provide a transformative learning experience that cultivates the mind and ennobles the heart, and that enables students to enrich the professions, promote the public good, and thrive in the broader world.

This vision guides the university in seven ways:

- Ashland University will maintain an environment where students pursue their educational aspirations in a context that both respects Christian faith and moral principles and is committed to the free inquiry that sustains a university.
- Ashland University will strengthen the core value of "Accent on the Individual." Renewing a commitment to treat each person with respect, we will direct teaching and advising toward a striving for excellence, and we will welcome differences of thought and background in a mutual quest to understand our common humanity.
- Ashland University will achieve distinction in undergraduate programs that are anchored in the liberal arts. Our graduates in the arts, sciences, and professional programs will become known for their leadership qualities; for their ability to think, write, and speak; for pursuing the truth with integrity; and for their grasp of the profound beauty, wit, wisdom, and imagination that is the common heritage of humanity.
- Ashland University will strengthen graduate programs that evidence a reputation for excellence in intellectual development, in guiding the application of theory and research, and in promoting productive citizenship or a deeper engagement with the wider world.
- Ashland University will develop a community of learning whose faculty members strive continually to become and to help one another become better teachers and scholars.
- Ashland University will enhance its contribution to the public good through innovative programs notable for outstanding teaching and learning or for their impact on civic life or the world, and through the research and creative activity of faculty and students.
- Ashland University will achieve an endowment that visibly promotes the mission of the University by providing greater opportunities for such things as study abroad and student research.

Proposal for a Strategic Review of Ashland University Overview

"The struggle of today, is not altogether for today—it is for a vast future also. With a reliance on Providence, all the more firm and earnest, let us proceed in the great task which events have devolved upon us."

-Abraham Lincoln, December 3, 1861, Message to Congress

The Ashland University Board of Trustees at its January 2014 meeting stated its intention to conduct a comprehensive review of the institution. Subsequently a Planning Committee was convened by the Academic Affairs Chair to make recommendations to the Board at its May 2014 meeting on a process by which to conduct that review.

The purpose of a Board-led comprehensive review is to take a fair-minded assessment of Ashland's academic and non-academic programs in order to make informed, strategic decisions about AU's future. The recommendations should be the basis for a strategic plan that leads to the institution's financial stability and growth.

A new vision statement for Ashland University is proposed to start this process. Creating a strategic plan requires clarity for where the institution is headed. Input was gathered from all corners of the institution to help provide this clarity and to encourage thoughtful consideration of the future. The vision statement is presented in this report for the Board of Trustees' approval.

Launching of the comprehensive review should begin with the Ashland University Board of Trustees formally establishing a *Strategic Review Committee* to conduct a Trustee-led assessment of all academic and non-academic areas of Ashland University.

The *Strategic Review Committee* should consist of the following members:

- Lisa O. Miller (Chair)
- Four additional Trustees
- The President of Ashland University
- Two Faculty representatives
- One Administration/Staff representative

The *Strategic Review Committee* will review the following areas:

Board of Trustees

- Structure
- Standing Committees (role and scope)
- Trustee responsibilities
- Trustee recruitment

Governance

- Ashbrook Center
- Seminary
- Office of the President

The *Strategic Review Committee* should establish two sub-committees chaired by Trustees. Each sub-committee should include representatives of the Board of Trustees, Administration/Staff, Faculty, and Students. The sub-committees should be:

Academic Prioritization

For the review of all academic programs of AU.

Institutional Prioritization

For the review of all non-academic areas/functions of AU other than those to be reviewed by the SRC as whole.

Each of the committees should regularly brief Student Senate regarding the on-going process and to seek student input.

The review should begin as soon as the Board of Trustees approves moving forward. Direction should be given that the review, while thorough, should proceed with a sense of urgency. Reports should be made to the Board at its October and January meetings. Any preliminary recommendations that can be made in these reports should be done so. For instance, the Academic Prioritization Committee as contained in this report would charge certain working groups with completing their work over the summer and reporting to the Board in October.

All work of the Strategic Review Committee should be completed and a final report with recommendations issued to the Board of Trustees no later than May 1, 2015. The Board should consider these recommendations at its May 2015 meeting to complete the process.

Academic Prioritization

The Academic Program Prioritization sub-committee should consist of the following membership:

- Trustee (Chair)
- Provost
- One additional Trustee
- Academic Dean for college whose program is being reviewed
- 3 Faculty Representatives

The Academic Structure sub-committee should consist of the following membership:

- Trustee (Chair)
- Provost
- One additional Trustee
- 4 Academic Deans
- 2 Faculty Representatives

The following areas will be reviewed: Academic Support Services, ACCESS, Centers, Founders School of Continuing Education, Global Education, Graduate School, Library. The Committee will also review the overall structure of the Academic Divisions including: Colleges, Schools, Departments.

Four Working Groups will be developed to assist the work of the Academic Structure sub-committee.

Teaching Load, Department Chairs, Tenure Track System: This working group will evaluate these areas referred to the Academic Affairs Committee of the Board of Trustees. The group will be comprised of at least one Trustee, the Provost, and representatives of the deans and faculty. Representatives of the appropriate Faculty Senate Committees, other faculty and administrators may be interviewed by the working group.

Adult Studies & Online Degree Programs: This working group will evaluate Founders School of Continuing Education and study the question of whether Ashland University should develop online academic programs for Adult Students. The group will be comprised of at least one Trustee and representative administrators, deans and faculty.

Academic Support Areas: This working group will evaluate the Academic Success Center, ACCESS, Global Education, and the Library. The group will be comprised of at least one Trustee and representatives of the deans and faculty.

Centers: This working group will evaluate academic program centers in Cleveland, Columbus, Stark, and Elyria and study the question of the role of Centers in the future. The group will be comprised of at least one Trustee, the Dean of the College of Education, the Vice President of Business Affairs, and two faculty representatives.

Core: This working group will assess if the current core is consistent with the mission and vision of Ashland University, its programmatic quality, the efficiency of its delivery, and future opportunities. The group will be comprised of at least one Trustee, the Core Director, and faculty representatives.

Faculty and Student Senate should be briefed on a regular basis with the opportunity for input throughout the process.

Immediately upon commencing the review, an audit should be completed to determine specific areas where budget cuts have negatively impacted the institution's ability to recruit or retain students.

The criteria that should be used to conduct these reviews is:

1. Alignment with University Mission and Vision
2. Effectiveness (including quality of outcomes) and efficiency.
3. Evidence of internal and external demand (who uses your services?)
4. Program Financials including Revenue and Costs
5. Opportunity for Future

After receiving recommendations from the Working Groups and after the academic program prioritization has been completed, the Academic Structure sub-committee will review the overall structure of the Academic Division including colleges, schools and departments.

Academic Prioritization Timeline

Distribute Academic Prioritization Self-Study and rubrics to allow Chairs/faculty to work on narrative pieces that do not require data	May 15, 2014
Distribute Undergraduate Snapshot Data	June 15, 2014
Distribute Graduate Snapshot Data	October 1, 2014
Undergraduate Program Self-Study due	August 29, 2014
Committee reviews Undergraduate Programs	September 1 – January 23, 2015
Submit Draft Undergraduate Recommendations to Chairs & Deans	January 26, 2015
Comment Period	January 26 – February 6, 2015
Graduate Program Self-Study due	January 23, 2015
Committee reviews Graduate Programs	January 26 – April 3, 2015
Finalize Undergraduate Prioritization Recommendations	February 23, 2015
Submit Draft Graduate Recommendations to Chairs & Deans	April 6, 2015
Comment Period	April 6 – April 17, 2015
Finalize Graduate Program Prioritization Recommendations	April 20, 2015
Submit Final Report to Board of Trustees	April 27, 2015

Academic Prioritization Self-Study

The following Academic Prioritization Self-Study is designed to avoid duplication of program review work already completed by academic programs at Ashland University. As such, it aligns carefully with the Ashland University Dimension Survey and Department Snapshots that already have been completed under existing Academic Review procedures. To build reliable longitudinal evidence, this Self-Study makes use of Snapshot data from the past five years (2009-2010 thru 2013-2014).

Therefore, the narrative below clearly indicates which categories comprise data already available under completed reviews. The other mostly qualitative descriptions covering the past 5 years should be compiled and written as new evidence.

Academic Program Under Review: <Insert Name of Academic Program>

Criterion 1: Alignment with University Mission & Vision

Write a narrative of about 250 words concerning the program's alignment with AU's Mission and the Vision Statement adopted by the Board of Trustees in May 2014.

Criterion 2: Program Quality

- a. Report internal and external recognition of students over the past 5 years, which may include competitive scholarships, juried publications/presentations, competitive internships, honor societies, external awards, etc.
- b. Report internal and external recognition of faculty teaching over the past 5 years, which might include competitive internal or external teaching awards, competitive teaching and/or curriculum development grants, and the like.
- c. Summarize faculty research, creative activity or practice over the past five years relevant to promotion and tenure guidelines.
- d. Report faculty service over the past five years to the profession, relevant to recognized professional and learned associations.
- e. Identify instructional delivery modes used in this academic program over the past five years, which may include various classroom strategies and/or online teaching. Also address how class enrollments relative to ideal class sizes are impacting the effectiveness of instructional delivery.
- f. List any partnerships with affiliated units on and off campus over the past five years, which may include department memberships and/or support of professional associations, significant external community involvement, meaningful internal liaisons, and the like.
- g. If applicable, identify your accreditation organization:
Name and Last date of accreditation:
Overall findings, expectations and actions being taken:
- h. Provide evidence of effective student learning outcomes assessment & program evaluation/adjustment that your department completed over the past five years under Ashland University's ongoing assessment structure. (Note: Your answer may be informed by your previous answers to 3.d. on the Dimension Survey)
- i. Show evidence of internationalized curriculum and/or program's awareness of global responsibilities over the past five years.

Criterion 3: Evidence of Internal Demand

Please review the following 5-year Snapshot data. A response is not necessary but you may comment if you desire.

a. Size, Scope and Productivity

Snapshot 2: Department Faculty Profile

Snapshot 5: Total Credit Hours Generated

Snapshot 6: Department Average Course Enrollment

Snapshot 8: Degree Completers

b. Contributing Factors to SCH Generated

Snapshot 10: Number of Majors/Minors by Program

Snapshot 5: Credit Hours Generated for the Core and as Service to other Majors

c. Enrollment Trend: Growth, Decline or Stability

Criterion 4: Evidence of External Demand

a. Summarize projected demand for program services over next 5 years, citing sources of information.

(Note: Your response may be informed by previous answers to Dimension 4 on the Dimension Survey)

b. Report the known competition for this program in the state of Ohio. Additionally, if the program is substantially unique within the region or nation, please make that case.

c. Based on the information available to you, summarize how successful your graduates have been over the past five years in finding jobs of choice and entering graduate/professional programs of choice.

(Your response may be informed by previous answers to Dimension 3.a. on the Dimension Survey)

Criterion 5: Program Financials

Please review the following 5-year Snapshot data. A response is not necessary but you may comment if you desire.

a. Revenue

i. Snapshot 1a: Tuition

ii. Snapshot 1b: Fees

iii. Snapshot 1c: Grants

iv. Snapshot 1d: Endowment

b. Expenses

i. Snapshot 1.2.a: Personnel

ii. Snapshot 1.2.b: Operational

c. Economic Productivity Index: Snapshot 1.1

d. Facilities: Please review the condition of your current facilities and project any capital expense needs over the next 5 years.

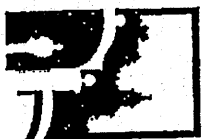
Criterion 6: Opportunity

a. Describe your vision for evolving curricula over the next 5 years.

b. Describe the potential alternative delivery formats you expect to implement over the next 5 years as well as how you will manage traditional class sizes to enhance the program's effectiveness.

c. Describe any other anticipated new program developments.

d. Describe any future potential of the program not reported elsewhere.



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19

Ashland University Program Prioritization Rubric

Note: Each program option will receive a score based on the information in the program reports, and informed (where appropriate) by the departmental report.

1. Alignment with University Mission and Vision (25%)

Criteria	25 - 19	18 - 13	12 - 6	5 - 0
a. Consistency with mission and vision; essentiality to the university.	The program curricular and co-curricular features described provide outstanding support for the mission and vision of Ashland University.	The program curricular and co-curricular features described provide substantial support for the mission and vision of Ashland University.	The program curricular and co-curricular features described provide minimal support for the mission and vision of Ashland University.	The program curricular and co-curricular features described provide no support for the mission and vision of Ashland University.
b. Reason for the programs existence.	The program makes a convincing case for its essentiality to the university.	The program makes a somewhat convincing case for its essentiality to the university.	The program makes a less than convincing case for its essentiality to the university.	The program makes no case for its essentiality to the university.

2. Program Quality (25%)

Criteria	25 – 19	18 – 13	12 – 6	5 – 0
Internal and External: a. Recognition of Students (N)	Students participate in a variety of discipline-related scholarship and service, and receive external recognition for their achievements. Program shows strong evidence of high quality of faculty and curriculum, enriched interdisciplinary learning and teaching.	Students participate in some discipline-related scholarship and service, and receive recognition for their achievements. Program shows moderate evidence of high quality of faculty and curriculum, enriched interdisciplinary learning and teaching.	Students limited participation in discipline-related scholarship and service. Program shows minimal evidence of high quality of faculty and curriculum, enriched interdisciplinary learning and teaching.	There is little or no evidence that students participate in discipline-related scholarship and service. Program shows little or no evidence of high quality of faculty and curriculum, enriched interdisciplinary learning and teaching.
b. Recognition of Faculty Teaching (N)	Summary of faculty scholarship, research and creative activity shows significant output and program has a comprehensive set of clearly defined policies and practices for encouraging and supporting scholarly and creative development of faculty.	Summary of faculty scholarship, research and creative activity shows moderate output and program has some clearly defined set of clearly defined policies and practices for encouraging and supporting scholarly and creative development of faculty.	Summary of faculty scholarship, research and creative activity shows low output and program has a few vaguely defined policies and practices for encouraging and supporting scholarly and creative development of faculty.	Summary of faculty scholarship, research and creative activity shows little to no output and program has no policies and practices for encouraging and supporting scholarly and creative development of faculty.
c. Faculty Research, Creative Activity or Practice (N)	Summary of faculty scholarship, research and creative activity shows significant output and program has a comprehensive set of clearly defined policies and practices for encouraging and supporting scholarly and creative development of faculty.	Summary of faculty scholarship, research and creative activity shows moderate output and program has some clearly defined set of clearly defined policies and practices for encouraging and supporting scholarly and creative development of faculty.	Summary of faculty scholarship, research and creative activity shows low output and program has a few vaguely defined policies and practices for encouraging and supporting scholarly and creative development of faculty.	Summary of faculty scholarship, research and creative activity shows little to no output and program has no policies and practices for encouraging and supporting scholarly and creative development of faculty.
d. Faculty Service to the Profession (N)	Summary of faculty service shows significant impact to the profession.	Summary of faculty service shows moderate impact to the profession.	Summary of faculty service shows low impact to the profession.	Summary of faculty service shows little to no impact to the profession.
e. Instructional Delivery Modes	Program has either clearly embraced online delivery modes, or has clearly identified and sustainable reasons for not doing so, with success.	Program has moderately embraced online delivery modes, or is still exploring how best to integrate them, with moderate success.	Program has only sporadically experimented with online delivery to no clear or consistent end, or has resisted opportunities despite clear needs.	Program has either neglected obvious online delivery needs and opportunities, or has failed to identify coherent reasons for not doing so, to where there is concern.
f. Partnerships with Affiliated Units On and Off Campus (N)	Program has strong connections to affiliated units on and off campus, and takes advantage of the regional environment to strengthen its program and experiences for students.	Program has some connections to affiliated units on and off campus, and/or takes advantage of the regional environment to strengthen its program and experiences for students.	Program has limited connections to affiliated units on and off campus, and some connections to the regional environment to strengthen its program and experiences for students.	Program has not made significant connections to affiliated units on and off campus, or to the regional environment to strengthen its program and experiences for students.

2. Program Quality (25%)

Criteria	25 – 19	18 – 13	12 – 6	5 – 0
g. Accreditation - as appropriate (I)	Program shows strong evidence of high quality of faculty and curriculum, enriched interdisciplinary learning and teaching.	Program shows moderate evidence of high quality of faculty and curriculum, enriched interdisciplinary learning and teaching.	Program shows minimal evidence of high quality of faculty and curriculum, enriched interdisciplinary learning and teaching.	Program shows little or no evidence of high quality of faculty and curriculum, enriched interdisciplinary learning and teaching.
h. Evidence of Effective Assessment and Evaluation (I)	Program outcomes are of excellent quality, as indicated by the following: i. assessable SLOs; ii. assessment data indicating that the SLOs are being met; iii. retention and graduation rates (or time to degree completion rates for graduate programs); iv. post-graduation student outcomes	Program outcomes are of substantial quality, as indicated by the following: i. assessable SLOs; ii. assessment data indicating that the SLOs are being met; iii. retention and graduation rates (or time to degree completion rates for graduate programs); iv. post-graduation student outcomes	Program outcomes are of marginally acceptable quality, as indicated by the following: i. assessable SLOs; ii. assessment data indicating that the SLOs are being met; iii. retention and graduation rates (or time to degree completion rates for graduate programs); iv. post-graduation student outcomes	Program outcomes are of low quality, as indicated by the following: i. assessable SLOs; ii. assessment data indicating that the SLOs are being met; iii. retention and graduation rates (or time to degree completion rates for graduate programs); iv. post-graduation student outcomes
i. Evidence of Internationalized Curriculum and Global Awareness	Program shows strong evidence of having internationalized its curriculum and aligned its endeavors to globalized contexts/conditions.	Program shows less than strong evidence of having internationalized its curriculum and aligned its endeavors to globalized contexts/conditions.	Program shows weak evidence of having internationalized its curriculum and aligned its endeavors to globalized contexts/conditions.	Program shows no evidence of having internationalized its curriculum and aligned its endeavors to globalized contexts/conditions.

3. Evidence of Internal Demand (10%)

Criteria	10 - 9	8 - 6	5 - 3	2 - 0
a. Size, Scope and Productivity a. Average class size by classification (100 - 900 level) (i) b. Number of faculty (i) Dimension report c. Total credit hours generated (i) Dimension report d. Number of program completers (i) Dimension report	Enrollment and retention in the program is above university average.	Enrollment and retention in the program is moderate, relative to other AU programs.	Enrollment and retention in the program is low, relative to other AU programs.	Enrollment and retention in the program is very low, relative to other AU programs
b. Contributing Factors to Student Credit Hours (SCH) Generated i. Number of majors (i) Dimension report ii. Number of minors (i) Dimension report iii. Program's contribution to the Core (i) Dimension report iv. Program's service courses to other majors (i) Dimension report	Program in the top quartile in terms of number of degrees awarded and graduation rates. Program course work includes graduation requirements needed by a variety of other units. (iii/iv)	Program in the second quartile in terms of number of degrees awarded and graduation rates. Program course work includes graduation requirements needed by a few other units. (iii/iv)	Program in the third quartile in terms of number of degrees awarded and graduation rates. Program course work includes graduation requirements needed by a few other units, but none of which could not also be offered through other units on campus. (iii/iv)	Program in the top bottom quartile in terms of number of degrees awarded and graduation rates. Program course work is not needed to support other academic programs or university graduation requirements. (iii/iv)
c. Enrollment Trend: growth, decline or stability	Current trends indicate that external demand for graduates from this program will increase over time.	Current trends indicate that external demand for graduates from this program will remain constant over time.	Current trends indicate that external demand for graduates from this program will decrease over time.	Current trends indicate that remaining external demand for graduates from this program will shift to other academic areas.

4. Evidence of External Demand (10%)

Criteria	10 - 9	8 - 6	5 - 3	2 - 0
a. Projected Demand Over Next 5 Years (I), Dimension report	Enrollment in the program, current trends and the US job opportunities outlook indicate that demand for this program will be strong in the foreseeable future (through legislative funding, donations or business/civic indicators).	Enrollment in the program, current trends and the US job opportunities outlook indicate that demand for this program will be moderate in the foreseeable future (through legislative funding, donations or business/civic indicators).	Enrollment in the program, current trends and the US job opportunities outlook indicate that demand for this program will be low in the foreseeable future (through legislative funding, donations or business/civic indicators).	Enrollment in the program, current trends and the US job opportunities outlook indicate that demand for this program will be little to no evidence in the foreseeable future (through legislative funding, donations or business/civic indicators).
b. Program Uniqueness	Program's uniqueness adds strongly to its institutional profile.	Program's uniqueness adds considerably to its institutional profile.	Program's uniqueness adds moderately to its institutional profile.	Program's uniqueness is low or absent for its institutional profile.
c. Placement of Graduates (N)	Graduates are consistently offered jobs in their field or in a closely related field or attend graduate school. Surveys (employer/alumni, etc.) indicate regional/state demand and satisfaction either with graduates' specific preparation or with their general liberal-education background.	Graduates are offered jobs in their field or in a closely related field within 6 months of graduation or attend graduate school. Surveys (employer/alumni, etc.) indicate average regional/state demand and satisfaction either with graduates' specific preparation or with their general liberal-education background.	Graduates find employment in a closely related field within 6 months following graduation or attend graduate school. Surveys (employer/alumni, etc.) indicate low regional/state demand and satisfaction either with graduates' specific preparation or with their general liberal-education background.	Graduates are not offered jobs in their field or in a closely related field nor do they attend graduate school. No employer/alumni data available or provided.

5. Program Financials (20%)

Criteria	20 - 16	15 - 11	10 - 6	5 - 0
a. Revenue i. Tuition (I) ii. Fees (I) iii. Grants (I) iv. Gifts (I) v. Endowments (I)	Program has significant funding from varied sources including fees, grants, endowments, donations, etc.; and a high number of external relationships and resources.	Program has moderate funding from somewhat varied sources including fees, grants, endowments, donations, etc.; and a moderate number of external relationships and resources.	Program has some funding from limited sources including fees, grants, endowments, donations, etc.; and a limited number of external relationships and resources.	Program has little or no funding from any sources including fees, grants, endowments, donations, etc.; and no external relationships and resources.
b. Expenses i. Personnel (I) ii. Operating (I)	Program has average total cost per student (based on annual number of graduates) in top quartile of all programs.	Program has average total cost per student (based on annual number of graduates) in second quartile of all programs.	Program has average total cost per student (based on annual number of graduates) in third quartile of all programs.	Program has average total cost per student (based on annual number of graduates) in last quartile of all programs.
c. Net Revenue (I)	Program generates significant additional resources that help defray program costs per student. Program expenditures are usually much lower than budgeted.	Program generates some additional resources that help defray program costs per student. Program expenditures are at or below budget.	Program generates few additional resources that help defray program costs per student. Program expenditures are at or above budget.	Program generates no additional resources that help defray program costs per student. Program expenditures are normally greater than budgeted.
d. Facilities	Facilities are commensurate with curricular need.	Facilities are standard with curricular need.	Facilities are sub-standard with curricular need.	Facilities are severely sub-standard with curricular need.

6. Opportunity (10%)

Criteria	10 - 9	8 - 6	5 - 3	2 - 0
a. Curricula Evolution (N)	The program has identified a comprehensive set of specific steps, along with a realistic set of strategies to make the program competitive now and in the future; and it has clearly made a convincing case for the program's essentiality to Ashland University.	The program has identified a partial set of specific steps, along with a somewhat realistic set of strategies to make the program competitive now and in the future; and it has clearly made a somewhat convincing case for the program's essentiality to Ashland University.	The program has identified a few specific steps, along with a less than realistic set of strategies to make the program competitive now and in the future; and it has made a less than convincing case for the program's essentiality to Ashland University.	The program has not identified any specific steps, nor any realistic set of strategies to make the program competitive now and in the future; and it has made no case for the program's essentiality to Ashland University.
b. Alternative Delivery Potential (N)	Program has shown strong evidence that the program has deliberated and settled upon appropriate delivery modes consistent on institutional needs.	Program has shown considerable evidence that the program has deliberated and settled upon appropriate delivery modes consistent on institutional needs.	Program has shown moderate evidence that the program has deliberated and settled upon appropriate delivery modes consistent on institutional needs.	Program has shown weak evidence that the program has deliberated and settled upon appropriate delivery modes consistent on institutional needs.
c. New Program Development and Future Potential (N)	Investment in the program will enable the university to find new and innovative ways to support its vision and will subsequently strengthen a variety of other academic programs.	Investment in the program will enable the university to refine the ways in which it supports its vision and will subsequently strengthen one or more other academic programs.	Investment in the program will not bring new opportunities or refinements of existing opportunities to support the university vision and may not strengthen other academic programs.	Investment in the program would be counterproductive to support the university vision and will not strengthen other academic programs.

Program Prioritization Individual Worksheet

Program: _____

Department: _____

Evaluator: _____

Note: Each program option will receive a score based on the information in the program reports, and informed (where appropriate) by the program report. Evaluator will review each of the criterion and transfer total points for each to the Program Prioritization Final Scoring sheet. A final score will then be determined.

1. Alignment with University Mission and Vision (25%): ☐

- a. Consistency with mission and vision and essentiality to the University _____
- b. Reason for program existence _____

Comments:

2. Program Quality (25%) ☐

- a. Recognition of students _____
- b. Recognition of faculty teaching _____
- c. Faculty research, Creative Activity, or Practice _____
- d. Faculty service to the profession _____
- e. Instructional Delivery Modes _____
- f. Partnerships with Affiliated Units on and off campus _____
- g. Accreditation (as appropriate) _____
- h. Evidence of Effective Assessment & Evaluation _____
- i. Evidence of Internationalized Curriculum and Global Awareness _____

Comments:

3. Evidence of Internal Demand (10%) ☐

- a. Size, Scope, and Productivity _____
 - i. Average class size by classification (100-900)
 - ii. Number of faculty
 - iii. Total credit hours generated
 - iv. Number of program completers by academic year
- b. Contributing factors to Student Credit Hours (SCH) Generated _____
 - i. Number of majors
 - ii. Number of minors
 - iii. Program's contribution to core
 - iv. Program's service courses to other majors
 - v. Enrollment trend: growth, decline, or stability (3 years)

Comments:

4. Evidence of External Demand (10%)

- a. Projected demand over next five years
- b. Competition for this program in local, regional, & national market
- c. Placement of graduates (within 6 months of graduation in field)

Comments:

5. Program Financials (20%)

- a. Revenue
 - i. Tuition
 - ii. Fees
 - iii. Grants
 - iv. Gifts
 - v. Endowments
- b. Expenses
 - i. Personnel
 - ii. Operating
- c. Net Revenue
- d. Facilities
- e. Projected capital expenses

Comments:

6. Opportunity (10%)

- a. Curricula Evolution
- b. Alternative Delivery Potential
- c. New Program Development and Future Potential

Comments:

Program Prioritization Committee Final Scoring Worksheet

Program: _____

Department: _____

Evaluator: _____

1. Alignment with University Mission and Vision (25%)

Comments: _____

2. Program Quality (25%)

Comments: _____

3. Evidence of Internal Demand (10%)

Comments: _____

4. Evidence of External Demand (10%)

Comments: _____

6. Program Financials (20%)

Comments: _____

7. Opportunity (10%)

Comments: _____

Total Program Score: _____

Ashland University
Program Prioritization Recommendation Form

Date:

Program:

Department:

College:

Weighted criteria for this review include alignment with university mission and vision, program quality, evidence of internal and external demand, program financials, and future opportunity. Based on the committee's assessment of these weighted criteria, which of the following is recommended?

A. Overall Recommendation

1. **Enhance:** Investment in these programs should be a priority to strengthen the academic performance of the university.
2. **Maintain:** Continued support of these programs, at or near their current resource allocation, is central to maintaining the academic performance of the university.
3. **Review:** Programs assigned to this category contribute to the academic quality of the university, but curricular reorganization and/or resource reduction is required for long-term viability on contribution of these programs.
4. **Restructure/Discontinue:** Restructuring or discontinuing these programs will permit the redistribution of resources to other targeted programs and/or will enhance the academic performance of the university.
5. **Revisit:** Programs assigned to this category have been recently created or restructured and therefore could not be adequately assessed at this time, but have potential to contribute to the academic performance of the university. A careful review of these programs should be conducted within the next three years.

B. Explain the above response. Based on the six criteria, provide a rationale for enhancing, maintaining, reducing, restructuring, eliminating, or revisiting the program.

Academic Structure Self-Study

The following document provides a self-study process that will help to guide the review of academic structural and academic support functions at Ashland University. This process shares some similarities with the Institutional Prioritization Self-Study (in that it is a structural and administrative analysis of units) and others with the Academic Prioritization Self-Study (in that it specifically concerns the delivery and efficiency of academic programs and support).

In general, the programs reviewed under the Academic Structure Self-Study concern those that do not originate within a specific academic department, but which are considered vital to the delivery of academic programs or services. Examples of support programs and institutions to be evaluated under this classification would be the Library, Academic Support Services, ACCESS, and Global Education. This process also would evaluate major academic programs and centers at the University such as the Core Curriculum, the Graduate School, the Founders School of Continuing Education, and the Ashland University Centers at Cleveland, Columbus, Stark, and Elyria.

Finally, after the Self-Study outlined in this document is completed and results obtained and analyzed, the Academic Structure Sub-Committee will review the overall structure of the University's Academic Division: colleges, schools and departments. This review also will take note of pertinent results obtained through the processes of Institutional Prioritization and Academic Prioritization as they might pertain to Academic Structure.

Criterion I: Alignment with University Mission & Vision

Write a narrative of about 250 words concerning the unit or program's alignment with AU's Mission and the Vision Statement adopted by the Board of Trustees in May 2014.

Criterion II: Effectiveness (including quality of outcomes) and Efficiency

- a. From your unit or program's guiding documents and articulated goals, cite the purpose of the program and the outcomes it is designed to achieve. In what specific ways does it intend to support the academic function of Ashland University? Briefly describe how and where these goals have been articulated.
- b. How has the unit or program's resulting effectiveness toward those goals been assessed? How often is it assessed? Supply a brief general statement of your assessment plan; specific types of assessments will be outlined within the next three categories.
 - i. External assessment: Are accrediting reviews or other external reviews conducted? If so, which ones and how often?
 - ii. Intra-University assessment: Is the unit or program assessed independently within Ashland University by either qualitative or quantitative measurements? If so, which ones and how often?
 - iii. Internal Assessment: What evidence can the unit or program cite of internal self-study and outcomes analysis?
- c. Cite any relevant evidence as to the unit's reputation within the community, state, or nation.

Criterion III: Evidence of Internal and External Demand (Who uses your services?)

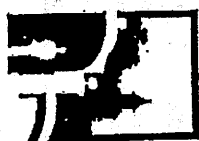
- a. Cite any evidence you might have of the number of Ashland University students and/or faculty and academic staff that the unit or program serves each year. Have these numbers been trending upward or downward? How do you know?
- b. Cite any evidence you might have of the number of non-Ashland University entities (other universities, external agencies, the general public, etc.) that your unit or program serves. Have these numbers been trending upward or downward? How do you know?

Criterion IV: Program Financials including Revenue and Costs

- a. Please refer to the financial data for this unit provided by the institution. Please provide any additional information that will more fully inform the results of the financial analysis.
- b. Describe the unit's existing financial accountability process and identify any additional financial accountability needs.
- c. Please review the condition of any current facilities in the context of academic or curricular needs.
- d. (If applicable): If your program delivers direct academic services and/or academic courses and has produced 5-year Snapshot data, please review such AU Dimension Survey and Department Snapshots data as to revenue, expenses, and economic productivity. A response to these data is not necessary, but you may comment if you desire.

Criteria V: Opportunities for the Future

- a. Describe opportunities for the unit or program to innovate and the value such innovation would provide to the institution. Include new program developments as applicable.
- b. Describe specific challenges to the unit or program and a plan to address them.
- c. Describe any future potential of the unit or program not reported elsewhere.



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Ashland University

Academic Structure Rubric

Note: Each category will receive a score based on the information in the unit.

1. Alignment with University Mission and Vision (25%)

Criteria	25-19	18-13	12-6	5-0
a. Consistency with the university mission and vision	The unit provides outstanding support for the mission and vision of Ashland University.	The unit provides substantial support for the mission and vision of Ashland University.	The unit provides minimal support for the mission and vision of Ashland University.	The unit provides no support for the mission and vision of Ashland University.
b. Reason for the unit existence.	The unit makes a convincing case for its essentiality to the university.	The unit makes somewhat convincing case for its essentiality to the university.	The unit makes a less than convincing case for its essentiality to the university.	The unit makes no case for its essentiality to the university.

2. Effectiveness (including quality of outcomes) and Efficiency (25%)

Criteria	25-19	18-13	12-6	5-0
a. Unit Goals/Outcomes	Unit shows strong evidence of goals and outcomes that cite purpose and achievements.	Unit shows moderate evidence of goals and outcomes that cite purpose and achievements.	Unit shows minimal evidence of goals and outcomes that cite purpose and achievements.	Unit shows little or no evidence of goals and outcomes that cite purpose and achievements.
b. Unit Assessment/Evaluation	Unit shows strong evidence of high quality planning that indicates unit goals and outcomes are being analyzed.	Unit shows moderate evidence of high quality planning that indicates unit goals and outcomes are being analyzed.	Unit shows minimal evidence of high quality planning that indicates unit goals and outcomes are being analyzed.	Unit shows little or no evidence of high quality planning that indicates unit goals and outcomes are being analyzed.
c. Unit Reputation	Unit shows strong reputation and aligned its endeavors to broader contexts/conditions.	Unit shows less than strong reputation and aligned its endeavors to broader contexts/conditions	Unit shows weak reputation and aligned its endeavors to broader contexts/conditions.	Unit shows no evidence of having a reputation nor does it align its endeavors to broader contexts/conditions.

3. Evidence of Internal and External Demand (20%)

Criteria	20-16	15-11	10-6	5-0
a. Internal Unit Service and Trend	Unit service to the university is strong and future trend is increasing.	Unit service to the university is considerable and future trend is increasing or stable.	Unit service to the university is moderate and future trend is stable or decreasing.	Unit service to the university is low to none and future trend is decreasing.
b. External Unit Service and Trend	Unit service to external entities is strong and future trend is increasing.	Unit service to external entities is considerable and future trend is increasing or stable.	Unit service to external entities is moderate and future trend is stable or decreasing.	Unit service to external entities is low to none and future trend is decreasing.

4. Program Financials including Revenue and Cost (20%)

Criteria	20-16	15-11	10-6	5-0
a. Unit Financials	Unit generates significant resources and/or unit expenditures are usually much lower than budgeted.	Unit generates some additional resources and/or unit expenditures are at or below budget.	Unit generates few additional resources and/or unit expenditures are at or above budget.	Unit generates no additional resources and/or unit expenditures are normally greater than budgeted.
b. Unit Financial Accountability Process	Unit financial accountability process is described in great detail and supports the unit's existence.	Unit financial accountability process is identified and somewhat supports the unit's existence.	Unit financial accountability process is unclear and loosely supports the unit's existence.	Unit financial accountability process is not identified and doesn't support the unit's existence.
c. Unit Facilities	Facilities are commensurate with academic need.	Facilities are standard with academic need.	Facilities are sub-standard with academic need.	Facilities are severely sub-standard with academic need.
d. Unit Economic Productivity (If applicable)	If applicable, the unit economic productivity is strong and data supports the unit's existence.	If applicable, the unit economic productivity is considerable and data supports the unit's existence.	If applicable, the unit economic productivity is moderate and data supports the unit's existence.	If applicable, the unit economic productivity is low and data doesn't support the unit's existence.

37

5. Opportunity for the Future (10%)

Criteria	10-9	8-6	5-3	2-0
a. Action plan for unit innovations and future potential	Investment in the unit will enable the university to find new and innovative ways to support its vision and will subsequently strengthen a variety of other academic units.	Investment in the unit will enable the university refine the ways in which it supports its vision and will subsequently strengthen one or more other academic units.	Investment in the unit will not bring new opportunities or refinements of existing opportunities to support the university vision and may not strengthen other academic units.	Investment in the unit would be counterproductive to support the university vision and will not strengthen other academic units.
b. Action plan for unit challenges	The unit has identified a comprehensive set of specific steps, along with a realistic set of strategies to make the unit competitive now and in the future; and it has clearly made a convincing case for the unit's essentiality to Ashland University.	The unit has identified a partial set of specific steps, along with a somewhat realistic set of strategies to make the unit competitive now and in the future; and it has clearly made a somewhat convincing case for the unit's essentiality to Ashland University.	The unit has identified a few specific steps, along with a less than realistic set of strategies to make the unit competitive now and in the future; and it has made a less than convincing case for the unit's essentiality to Ashland University.	The unit has not identified any specific steps, nor any realistic set of strategies to make the unit competitive now and in the future; and it has made no case for the unit's essentiality to Ashland University.

Academic Structure Scoring Worksheet

Unit: _____

Evaluator: _____

Note: Each category will receive a score based on the information in the unit reports. Evaluator will review each of the criteria and generate a total score for each category.

1. Alignment with University Mission and Vision (25%): ☐

- a. Consistency with University Mission and Vision
- b. Reason for unit existence

Comments:

2. Effectiveness (including quality of outcomes) & Efficiency (25%) ☐

- a. Unit Goals/Outcomes
- b. Unit Assessment/Evaluation
- c. Unit Reputation

Comments:

3. Evidence of Internal and External Demand (20%) ☐

- a. Internal Unit Service and Trend
- b. External Unit Service and Trend

Comments:

4. Program Financials including Revenue and Cost (20%) ☐

- a. Unit Financials
- b. Unit Financial Accountability Process
- c. Unit Facilities & Capital Expenditure
- d. Unit Economic Productivity (If applicable)

Comments:

5. Opportunity for the Future (10%) ☐

- a. Action plan for unit challenges
- b. Action plan for unit innovations and future potential

Comments:

Total Program Score: _____

Ashland University
Academic Structure Recommendation Form

Date:

Unit:

Weighted criteria for this review include alignment with university mission and vision, effectiveness and efficiency, evidence of internal and external demand, program financials, and future opportunity. Based on the committee's assessment of these weighted criteria, which of the following is recommended?

A. Overall Recommendation

1. **Enhance:** Investment in these units should be a priority to strengthen the performance of the university.
2. **Maintain:** Continued support of these units, at or near their current state, is central to maintaining the performance of the university.
3. **Review:** Units assigned to this category contribute to the overall quality of the university but reorganization should be considered for long-term viability.
4. **Restructure/Discontinue:** Restructuring or discontinuing units will permit the redistribution of resources to other targeted areas and/or will enhance the academic performance of the university.
5. **Revisit:** Units assigned to this category have been recently created or restructured and therefore could not be adequately assessed at this time, but have potential to contribute to the performance of the university. A careful review of these units should be conducted within the next three years.

- B. Explain the above response. Based on the five criteria, provide a rationale for enhancing, maintaining, reducing, restructuring, or eliminating the unit.**

Institutional Prioritization

The IP sub-committee should consist of the following membership:

- Trustee (Chair)
- One or more additional Trustees
- Vice President of Finance and Administrations
- Two faculty representatives
- Two administration/staff representatives

Every non-academic department, program area, committee, function and employee at Ashland University should be reviewed.

The review should be organized by area of responsibility as reporting to a Vice President. This would establish four IP Working Groups:

- Finance, Facilities, and Information Technology
- Enrollment Management/Marketing
- Student Affairs (including Athletics)
- Institutional Advancement

Working Groups should include the Vice President responsible for that area and at least one Trustee, faculty, and administration/staff representative. Additional Working Group members may be recruited with particular expertise as needed.

Student Senate should be briefed on a regular basis with the opportunity for student input throughout the process.

Immediately upon commencing the review an audit should be completed to determine specific areas where budget cuts have negatively impacted the institution's ability to recruit or retain students.

The criteria that should be used to review an area is:

1. Alignment to University mission and vision
2. Effectiveness (including quality of outcomes) and efficiency (including use of technology)
3. Evidence of internal and external demand (Who are your customers?)
4. Unit Financials
 - a. Revenue and Costs
 - b. Overhead allocation
 - c. Contribution margin
 - d. Accountability (existing/needed?)
5. Lean Approach (value added vs. non-value added)
6. Key reporting metrics/indicators
7. Opportunity

The criteria should be appropriately weighted/modified for review of the following areas:

- Student Life
- Religious Life

The financial data necessary to conduct an institutional review is:

1. Analysis of Cost Centers vs. Profit Centers
2. Revenues/Expenditures by Department
3. Audited Financial Statements
4. Operating Budget
5. Cost assignment and allocation across Colleges, Departments, programs, majors, and faculty

The non-financial data necessary to conduct an institutional review is:

1. Organizational charts/job descriptions with corresponding salaries
2. Number and type of "customers" served categorized by unit
3. Overhead cost drivers
4. Unit strategic plans
5. Space utilization analysis
6. Capacity analysis

Each Working Group may determine additional financial and non-financial data necessary to evaluate the specific functions of that area.

At a minimum the following tools should be used as part of the review:

1. Benchmarking to comparable institutions
2. Self-review by the area/function
3. "Customer" surveys
4. Dashboard
5. Complete list and analysis of data collected by Director of Institutional Research and Assessment

The committee needs to develop a timeline by which to accomplish this review by May 1, 2015.

Institutional Prioritization Self-Study

Unit Under Review: <Insert Name of Unit>

Criterion 1: Alignment with University Mission & Vision

Write a narrative of about 250 words concerning the unit's alignment with AU's Mission and Vision.

Criterion 2: Effectiveness and Efficiency

- a. What are the unit's quality outcomes?
- b. Identify and describe any direct outcomes the unit has with student success
- c. Describe how technology has made, or could make, the unit more efficient
- d. Describe how the unit keeps current on and implements industry best practices
- e. Describe the improvements to efficiency and effectiveness that could be realized as a result of an additional investment in technology. If possible, calculate the Return on Investment.

Criterion 3: Evidence of Internal and External Demand

- a. How is the unit critical to AU's mission?
- b. Who are the unit's customers?
- c. Describe the role, if any, the unit has in accreditation
- d. What is the history of the unit? Why was it developed and how has it evolved?
- e. Describe the impact on AU students if this unit were to be eliminated.

Criterion 4: Unit Financials

- a. Please refer to the financial data for this unit provided by the institution. Please provide any additional information that will more fully inform the results of the financial analysis.
- b. Describe the unit's existing financial accountability process and identify any additional financial accountability needs.
- c. Identify any capital expenditure needs by the unit over the next 5 years and if possible, calculate the Return on Investment.

Criterion 5: Lean Approach

- a. Identify and describe the critical processes performed in your unit.
- b. Identify and describe the outputs of those processes.
- c. Describe how the outputs add value from the customer/stakeholder perspective.
- d. Identify and describe any outputs that add little or no value, but are necessary.

Criterion 6: Key Reporting Metrics/Indicators

- a. Identify all key reporting metrics/indicators and describe their value to the institution.
- b. Identify any changes to reporting metrics/indicators that would provide more effective or efficient data to the institution.
- c. Describe how you are currently tracking and monitoring key performance indicators and what the findings are, including performance versus goals and trend analysis.

Criterion 7: Opportunity

- a. Describe specific challenges to the unit and a plan to address them
- b. Describe opportunities for the unit to innovate and the value such innovation would provide to the institution.

From: Stephanie Sikora <ssikora@ashland.edu>
Date: March 9, 2017 at 10:29:46 AM EST
To: S R <srsikora8@gmail.com>
Subject: Fwd: Prioritization Report/IMPORTANT/from TOM REED

----- Forwarded message -----

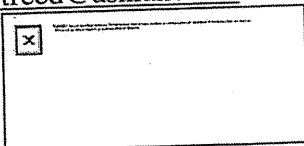
From: Thomas Reed <treed@ashland.edu>
Date: Tue, Oct 20, 2015 at 3:30 PM
Subject: Prioritization Report
To: "Sikora, Stephanie" <ssikora@ashland.edu>

Stephanie -

Sorry, I forgot to send this. Let me know know if you have any questions. I don't know what parts of it might be helpful for you.

Tom

--
Dr. Thomas Reed
Chair, Department of Music
Professor of Music
206 Center for the Arts
Ashland, OH 44805
(w) [419.289.5158](tel:419.289.5158) | (fax) [419.289.5638](tel:419.289.5638)
treed@ashland.edu



Stephanie Sikora
Professor of Music
Room 205 Center for the Arts
331 College Ave.
Ashland University
Ashland OH 44805
ssikora@ashland.edu
419.289.5128

Academic Prioritization Self-Study

September 8, 2014

The following Academic Prioritization Self-Study is designed to avoid duplication of program review work already completed by academic programs at Ashland University. As such, it aligns carefully with the Ashland University Dimension Survey and Department Snapshots that already have been completed under existing Academic Review procedures. To build reliable longitudinal evidence, this Self-Study makes use of Snapshot data from the past five years (2009-2010 thru 2013-2014).

Therefore, the narrative below clearly indicates which categories comprise data already available under completed reviews. The other mostly qualitative descriptions covering the past 5 years should be compiled and written as new evidence.

Academic Program Under Review: DEPARTMENT OF MUSIC

Most of this report deals with the Department as a whole, inclusive of all programs. This is because the programs are highly interconnected in a curricular sense. They share faculty and many of the same courses. All courses use a single course prefix. However, as noted, there is reference to specific programs including:

- Bachelor of Music, with a major in music education
 - instrumental concentration
 - vocal concentration
- Bachelor of Music, with a major in performance (new 14/FA; no snapshot data)
- Bachelor of Arts, with a major in music (revised 2014)
 - applied emphasis (discontinued 2014)
 - academic emphasis (discontinued 2014)
- Minor in Music
- Minor in Applied Music

Criterion 1: Alignment with University Mission & Vision

Write a narrative of about 250 words concerning the program's alignment with AU's Mission and the Vision Statement adopted by the Board of Trustees in May 2014.

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." (Plato)

Music is essential to the intellectual, artistic and civic life of a university. It was one of the subjects in the first liberal arts education in the Middle Ages and offers a unique

opportunity for students to challenge their minds, ennoble their hearts and create community. Many recent studies have linked music to increased brain function, higher grades and improved graduation rates. Our department offers these benefits to the entire university; we encourage students of all majors to participate and bring music to the campus, the nation and the world.

The Ashland music department has established a reputation of distinction among music departments in the state and is among the most efficiently run music programs in the country (see p. 29). We offer programs for students who want to teach music (BMed), perform music (BM) or study music as part of the liberal arts (BA). Our accrediting body has consistently recognized our high standard of excellence. Music faculty have won numerous accolades for research, performance and teaching. Our department's instructional model embodies Ashland's accent on the individual. We pride ourselves on close teacher-student interaction, personalized instruction, extensive mentorship of student teachers, and creation of community through ensemble performances.

Our students provide an essential service to Ashland, performing at numerous campus events and spreading Ashland's name through regular national and international tours. In sum, music helps Ashland students thrive in the broader world. They become confident through performance, connected to Ashland through community, and creative in their approach to life.

Criterion 2: Program Quality

- a. **Report internal and external recognition of students over the past 5 years, which may include competitive scholarships, juried publications/presentations, competitive internships, honor societies, external awards, etc.**

OHIO PRIVATE COLLEGE INSTRUMENTAL CONDUCTORS ASSOCIATIONS HONORS FESTIVAL (OPCICA)

Each year, multiple (6-10) members of the Ashland University Band and the Ashland University Jazz Orchestra have been selected by the directors to perform at the Ohio Private College Instrumental Conductors Associations Honors Festival. This involves an all-state honors band and honors jazz band made up of students from 21 private colleges around the state. Ashland has regularly placed more students in the OPCICA Jazz Band than other member schools. We have hosted the festival three times at Ashland, most recently in 2010.

NATIONAL ASSOCIATION OF TEACHERS OF SINGING (NATS)

A.U. voice students compete regularly at the Buckeye Collegiate Competition of the National Association of Teachers of Singing. We attended the Great Lakes Regional Competition in one year, and two students received awards, but we are not normally able to attend both the state and regional events. These are significant events, where our students compete against students from many institutions, including large state institutions. (There are no analogous events for instrumentalists.)

Buckeye NATS Student Auditions (Ohio colleges) – Ashland students receiving awards:

Kathryn Mounts - 2nd place, Senior Women (2014)
 Kathryn Mounts - 2nd place, Upper College Musical Theatre (2013)
 Fatima Imani Smith - 1st place, Freshmen Women (2013)
 Johanna Regan - 2nd place, Upper College Musical Theatre (2013)
 Kathryn Mounts - 3rd place Lower College Musical Theatre (2012)
 Katie Vargo - 3rd place, Junior Women (2012)
 Chanae Curtis - 2nd place, Junior Women's (2011)
 Derek Jackenheimer - 2nd place, Freshman Men (2011)
 Kathryn Mounts - 2nd place, Lower College Musical Theatre (2011)
 Japhael Bondurant - Honorable Mention, Upper College Musical Theatre (2011)
 Chanae Curtis - 1st place Sophomore Women (2010)

Great Lakes Regional NATS Student Auditions (4 state area) Ashland students receiving awards:

Derek Jackenheimer - 1st Place Freshman Men (2011)
 Kathryn Mounts - Honorable Mention Lower College Musical Theatre (2011)

The ASHLAND UNIVERSITY JAZZ ORCHESTRA (AUJO) AND COMBO have received awards at several open jazz festivals in four states:

- AUJO - 3rd Place, Villanova Jazz Festival (Pennsylvania), 2011
- AUJO - Trombone Section-Outstanding Section, Villanova Jazz Festival, 2011
- AU Jazz Combo - 3rd Place, Villanova Jazz Festival, 2011. Solo Awards - Trent Kimball, Chris Simmons, Aaron Hill, Jim Slike, Andy Bartelheim
- AUJO - Outstanding Band, Elmhurst College Jazz Festival (Illinois), 2010. Solo Awards - Trent Kimball and Aaron Hill
- AU Jazz Combo - Outstanding Band, Williamstown Jazz Festival (Massachusetts), 2009. Solo awards - Trent Kimball, Aaron Hill, Chris Simmons
- AU Jazz Combo - Silver Medal, University of Louisville Jazz Festival (Kentucky), 2009
- AUJO - Gold Medal, University of Louisville Jazz Festival, 2009. Solo awards - Trent Kimball, Aaron Hill

UNDERGRADUATE RESEARCH AND CREATIVE ACTIVITY SYMPOSIUM (URCA):

Music students have presented annually at the College of Arts and Sciences Undergraduate Research and Creative Activity Symposium. Presenters have included:

- Devyn Renninger (2014)
- Bret Cowden (2013)

- Kyle Gould, Brandi Riha (2012)
- Eddie Carney, Jordan Black, Katie Vargo, Melissa Bloomfield, Jacob Haury, Kara Minton (2011)
- Lindsay Riegel (2010)

WHO'S WHO

The following music majors were Who's Who recipients:

2014: Alexandria Van Scoy

2012: Jon Barko, Emily Geib

2011: Melanie Gardner, Emily Hoernschemeyer

2010: Rachel Blenman, Lauren Owens, Jessie Rowe

The following music minors were Who's Who recipients:

2014: Erin Lingenfelter, Morgan Mirtes, Hillary Rheinheimer

2011: Denise Baker,

2009: Theresa Ardiri, Teresa Schermerhorn, Hallie Wolff

ALUMNI ACHIEVEMENTS

Derek Jackenheimer '13 played the lead role of Jean Val jean in the Renaissance Performing Arts production of *Les Miserables* in summer 2013 at the Renaissance Theatre in Mansfield. Jordan Black '12 was also a cast member.

Chanae Curtis '12 completed the Master of Music in Performance program at the Manhattan School of Music in 2014. At Manhattan she was soprano soloist in Mendelssohn's *Elijah*. Chanae performed as soprano soloist with the Ashland Symphony in the season finale concert on April 26, 2014, in Faure's *Requiem*, and will perform overseas in fall 2014 with the Welsh National Opera. She was the winner of the Tuesday Musical Society (Akron) voice competition in 2011, and was an associate artist with the Central City Opera (Colorado) in 2014.

Megan Barth '09 completed a Master of Music at Kent State University and recently completed a Master of Music with Honors at Oklahoma City University, where she is now an adjunct faculty member, working as a collaborative pianist and vocal coach. While a student at OCU, Megan participated in numerous opera productions, including serving as Repetiteur/Assistant Coach/Recitative Pianist for Rossini's *Il Barbieri di Siviglia*, which was the 1st place winner in the National Opera Association production awards. Megan also participated in SongFest 2014, a vocal music festival at the prestigious Colburn School of Music in Los Angeles.

Megan Routh '09 was a presenter at the 2011 and the 2014 Ohio Music Education Association Conference and at the 2014 General Music Workshop at Ashland University.

Tricia Snowden '09 was a presenter at the 2014 Ohio Music Education Association Conference.

Several music graduates have received scholarships or teaching assistantships for graduate school in music, including:

- Jordan Black '13, University of Akron
- Derek Jackenheimer '13, University of North Carolina – Greensboro
- Kyle Gould '12, University of Cincinnati College-Conservatory of Music
- Jake Kinney '11, New York University
- Chris Simmons '11, University of Akron
- Shane O'Neill '09 (AU music minor), New York University

- b. Report internal and external recognition of faculty teaching over the past 5 years, which might include competitive internal or external teaching awards, competitive teaching and/or curriculum development grants, and the like.**

Faculty recognitions: Nearly all of our full time faculty have received significant awards or award nominations.

Dr. Rowland Blackley, Professor of Music

- Two Ashland University Mentor Awards in 2009

Dr. Marla Butke, Associate Professor of Music:

- Received the Distinguished Music Alumnus of the Year in 2011 at Wright State University
- Research Grant (\$1000) from the Dalcroze Society of America for joint research with David Frego, 2011
- Designated as a Master Teaching Artist for the American Eurhythmics Society – 2014
- Ashland University Mentor Award in 2014
- Nominated for Outstanding Female Faculty Member in both 2013 and 2014

Dr. Christina Fuhrmann, Professor of Music:

- Finalist for the Taylor Teaching Award at Ashland University in 2009, and semi-finalist in 2011 and 2014.

Elizabeth Pastor, Trustee's Professor of Music (retired May 2014):

- Received the Raymond W. Bixler Award at the Alumni Awards Luncheon in 2014.

Dr. Thomas Reed, Professor and Chair of Music:

- Recipient of the Ashland University Excellence in Scholarship Award in 2012.

Leonard Salvo, Director of Bands and Associate Professor of Music (retired May 2014):

- Featured guest conductor at Bedford High School (Temperance, Michigan), April 2014, as one of 5 "living legends" from Bedford Bands' history. Salvo taught at Bedford from 1971 to 1987.
- Received the Outstanding Music Alumnus Award at Eastern Michigan University in 2009.
- Presented the honorary title of Kentucky Colonel by the State of Kentucky at the band reception/reunion at AU's homecoming, October 2013. The Kentucky Governor and the Secretary of State give commissions for Kentucky Colonels to individuals in recognition of noteworthy accomplishments and outstanding service to a community, state or the nation.

Stephanie Sikora, Professor of Music:

- Nominated for A.U. Outstanding Female Faculty Member, 2010.
- c. **Summarize faculty research, creative activity or practice over the past five years relevant to promotion and tenure guidelines.**

Our faculty are active in creative and scholarly fields and bring national and international exposure to Ashland's programs through their work. Full records of faculty achievements in scholarly and creative activity are available on request. The Department has a detailed set of Tenure and Promotion Guidelines, available on request. These were last revised and approved in 2011. Faculty members have participated in various faculty development programs and regularly receive the available grants.

Dr. Rowland Blackley, Professor of Music and Director of Choral Activities, is active in the performance area of conducting, with a strong music education component. In addition to publications, scholarly/creative items include: guest conducting of honors choirs, invited adjudication, guest conducting, unpublished musical compositions, and professional performance as a pianist, organist or harpsichordist.

Selected Work:

- Original choral compositions published in 2009, 2011, and 2014; two more in 2015. They join 21 other published compositions over the years.
- Unpublished composition: several hymn arrangements for choir, congregation, brass, organ, piano, and percussion that were performed at a Hymn Festival in Cleveland
- Guest conducting: Pennsylvania Region 2 (Area All-State) Chorus, Crestwood High School Choral Festival, OMEA District 6 Junior High Honors Choir, Ashtabula County Choral Music Society's Men's Honor Choir

- Served as music director for AU Theatre Department production of *Songs for a New World*, 2013
- Invited adjudication, including Ohio Music Education Association, Large Group and Solo and Ensemble: twice annually for the past five years
- Music Director at Peace Lutheran Church, Ashland: weekly organ performance and choral conducting; occasional choral composition and arranging
- Presentations at Dalcroze Society of America's state chapter workshops: annually

Dr. Marla Butke, Associate Professor of Music, has focused her research and creative activity in the Dalcroze approach to music education. This movement-based methodology is one of four approaches implemented in the United States. Dr. Butke, along with Dr. David Frego at UTSA, performed a two-year study on *plastique animée*, which was the first piece of research on expressive/meaningful movement within the Dalcroze paradigm. Part of her research in this area involved students, and A.U. students assisted at Dr. Butke 2011 presentation at the Ohio Music Education Association. Her expertise in this field makes her a sought after presenter nationally. She co-teaches at two summer training centers at the UTSA and Anderson University.

Dr. Butke is one of three Dalcroze experts who have recently created the American Eurhythmics Society. The mission of the American Eurhythmics Society (AES) is to stimulate interest in and train performing arts educators in the use of eurhythmics as a tool to develop rhythmic, purposeful and expressive movement in musicians, dancers, actors, and those engaged in wellness. The AES serves as a body providing education, outreach and engagement on a national level. Dr. Butke continues to be a leader at the state level with her involvement in the Ohio Music Education Conference.

Selected Work:

PUBLICATIONS

- Butke, M. (2014). Assessing expressive movement: Measuring student learning outcomes in the general music classroom. *General Music Today*, (27)3, 23 - 27.
- Butke, M. and Frego, R. J. D. (2011). Selecting music for purposeful movement. *The Orff Echo*, 44(1), 20-22.
- Butke, M. (2011). The continuum of music teacher preparation and professional development. *Triad*, 55-56.
- Butke, M. and Frego, R. J. D. (2009). Prospective music majors: How the audition process influences their choices. *Enrollment Management*, 3(1), 66-77.

PRESENTATIONS: Over 40 presentations since 2009, including National Dalcroze Society, Ohio Music Education Association, Ohio Choral Director's Association, First International Conference of Dalcroze Studies (Coventry, England), National Orff

Conference, University of Texas at San Antonio, Kentucky Music Educators Association, College of Wooster, Ohio State University, Western Michigan University.

Dr. Christina Fuhrmann, Professor of Music: Her research focuses on opera in early nineteenth-century London, and especially on foreign opera adapted for London playhouses. During the past five years, she has focused on three main projects.

1. A book exploring these adaptations, currently under contract with Cambridge University Press, one of the foremost presses for music research.
2. A scholarly edition of one of the adapted operas, Henry Bishop's 1819 version of Mozart's *The Marriage of Figaro*, which was published by A-R Editions in 2012. A scholarly edition is a modern edition of a full score and involves a scholarly introduction, critical notes for the score, and a complete score and libretto of the work entered in modern notation; this included includes a creative reconstruction of pieces available only in fragments in the original score.
3. A recording of Henry Bishop's *The Miller and his Men*, an 1813 melodrama. This was completed in 2012 and is available at the Romantic-Era Songs website, <http://www.sjsu.edu/faculty/douglass/music/album-miller.html>. Fuhrmann completed this recording with the assistance of Dr. Rowland Blackley, conductor, and nine Ashland University students, who sang on the recording. This is the first recording of this work.

Recently, Fuhrmann has been invited to participate in the European Research Council project on Music in London, 1800-51. This is a prestigious 5-year grant run by one of the leading opera scholars in the world, Dr. Roger Parker from King's College, London. Fuhrmann presented a workshop on her book in summer 2014 and has been asked to participate in a conference in January 2015 that will lead to the publication of an edited book.

Selected Work:

- **Book:** *Foreign Opera at the London Playhouses: from Mozart to Bellini*, book under contract with Cambridge University Press, forthcoming 2015.
- **Article:** "Between opera and musical: music in early 19th-Century London playhouses," in *The Oxford Handbook of the British Musical*, Eds. Robert Gordon and Olaf Jubin, Oxford University Press, forthcoming 2015.
- **Invited Workshop:** "The Pippin and the Pineapple': Rossini and Mozart at the London Playhouses, 1817-30" for the European Research Council project on Music in London, 1800-51, 2014

- Edition: Henry Rowley Bishop, *Mozart's The Marriage of Figaro, adapted for Covent Garden*, critical edition (A-R Editions, 2012).
- Encyclopedia article: "Music at the Patent Theatres; Opera in English," in Frederick Burwick, Nancy Moore Goslee, and Diale Long Hoveler, eds., *The Encyclopedia of Romantic Literature* (Wiley-Blackwell, 2012): 2: 928-32.
- Conference Presentation: "Music for a Catastrophe: Sir Henry Bishop's Score for *The Miller and his Men* (1813)" Catastrophes: The 2012 International Conference on Romanticism, Tempe, AZ, 2012
- Recording: Recording of Henry Bishop's *The Miller and his Men* (1813) for Romantic-Era Songs website, with Dr. Rowland Blackley and Ashland University students, 2012
- Invited Lecture: "Sir Henry Bishop: Perverse or Prophetic?", Case Western Reserve University Musicology Colloquium, 2011
- Performance: Faculty recital with Dr. Thomas Reed, clarinet, 2011

Dr. Scott Garlock, Professor of Music, has been involved in a wide variety of creative endeavors. While most of them surround performing jazz, bass and classical trombone, he has also been active as a clinician, guest artist and has presented papers at state and regional music conventions.

Selected Work:

- Over the past five years, Scott has been a regular member of: The Cleveland Jazz Orchestra, The Cleveland Pops Orchestra, Mansfield Symphony Orchestra, The Dave Banks Big Band, Artistic Jazz Orchestra, Bonefide Swing Band, John Kennedy Big Band, Steve Brown Trio, Paragon, Cleveland Trombone Collective, Asher Barkin's LYD Orchestra, The Dukes of Wail, The Paul Ferguson Jazz Orchestra, The Lakewood Hometown Band and the Erik Gimble Big Band.
- Scott has recorded two different albums with the Paul Ferguson Jazz Orchestra, and others with the Cleveland Jazz Orchestra (lead trombone on both groups), the Cleveland Pops Orchestra, the Ludwig Band Masters Recordings and on several religious recordings.
- Scott also served as a clinician at the Lakeland Community College Jazz Festival, the Fairfield Union HS Jazz Festival, the Bradley University Jazz Festival, Plymouth-Shiloh High School, Brecksville-Broadview Heights High School, ROWVA IL Jazz Festival, Ashland High School and the Akron City Jazz Festival.
- Scott has been a guest artist at the Knox-Rootabaga Jazz Festival (Galesburg, Il.), Bay Village High School, Brush High School, and Cuyahoga Falls High School.
- Scott presented "Scatterbrained Notions on Scatting" at the Ohio Music Educator Association annual conference, at Baldwin-Wallace College and at the Pennsylvania Music Educator Association District I. Scott also gave an improvisation clinic at the Lancaster Jazz Festival.
- In addition to performing 3 faculty recitals in Ashland, Scott performed a guest artist recital at Alabama State University

Elizabeth Pastor, Trustee's Professor of Music (retired May 2014), following a distinguished career of teaching and performing, in the past 5 years continued as an active performing pianist, including recital performances at Ashland University and a benefit recital with Thomas Reed for the Ashland Symphony in 2011. She adjudicated several piano competitions including the Tuesday Musical Association.

Dr. Thomas Reed, Professor and Chair of Music, is an active performing and recording artist in the northern Ohio area, and has performed as saxophonist and clarinetist with major classical and jazz ensembles, given annual recitals on campus for 30 years, and has performed as a guest at a number of High Schools and Colleges. He performed on a CD by the Cleveland Chamber Symphony that won a Grammy Award in 2007.

Selected Work:

- Principal Clarinet, Ashland Symphony, 1991-present
- Bass Clarinet and Saxophone, Akron Symphony, 1995-present
- Founding Member, *Iron Toys* (a saxophone/woodwind quartet), 2004-present
- Multiple performances with the Cleveland Orchestra (saxophone)
- Solo Clarinet CD "Mutually Inclusive," 2008, funded by AU Merit Grant
- *Iron Toys* CD in production 2014, funded by AU Study/Writing Grant
- Soloist with the Akron Symphony (2013), Ashland Symphony (2009, 2012, 2013), and Clarence Symphony (2009)
- Performed on CDs with the Cleveland Jazz Orchestra, Paul Ferguson Jazz Orchestra, and the Jazz Unit.
- Guest artist at The University of Akron, Youngstown State University, Westminster College

Leonard Salvo, Associate Professor of Music and Director of Bands (retired May 2014), focused his professional work as a band conductor and music educator. He was the guest conductor of numerous all-county and district honors bands for high school students in Ohio and Michigan. He was the co-founder and director for many years of the North Central Ohio Adult Music Camp, a successful weeklong annual event for adult amateur musicians. Len also conducted the Ohio Private College Instrumental Conductor's Association (OPCICA) Concert Band on several occasions and guest conducted the Ashland University Faculty Chamber Ensemble. He has extensive adjudication experience, notably with the Michigan School Band and Orchestra Director's Association

Dr. Alexander Sanchez-Behar, Assistant Professor of Music: His writing and ongoing research focuses on minimal music, with an emphasis on the music of John Adams, who is one of the foremost composers today. A secondary interest deals with music theory

pedagogy; Dr. Sanchez-Behar has also published various materials in this area. Currently Dr. Sanchez-Behar is editing two forthcoming articles that will appear in print in 2015.

Selected Work:

- "Dovetailing in John Adams's 'Chain to the Rhythm'" - Indiana Theory Review – forthcoming 2015
- "Finding Slonimsky's Thesaurus of Scales and Melodic Patterns in Two Concerti by John Adams" Music Theory Spectrum (published by the Society for Music Theory) – forthcoming Fall 2015
- "Symmetry in the Music of John Adams" - Tempo 68/268 (April-2014)
- "Coordinated Ear-Training Curriculum for MacGAMUT and Listen and Sing." Authored melodic, harmonic, and rhythm dictation libraries, software presets files, and instructor's compendium detailing information about the curriculum. Published in MacGAMUT 6 Music Software (Summer 2013)
- "A Guide to Advanced Harmony" - Article and accompanying exercises published in Music Theory Pedagogy Online (Spring 2013)
- "Engaging Piano Students with Minimalism" - American Music Teacher 62/2 (October/November 2012)
- "Recording review of John Adams: Complete Piano Music" - Naxos American Classics (8.559285). Published in American Music 28/3 (Fall 2010).

Stephanie Sikora, Professor of Music: As a professional singer, her primary area of creativity is through solo performance. Additional professional areas include conducting, presenting Master classes, and serving as an adjudicator for vocal competitions. Her performing resume covers a diverse list of repertoire and venues, and continues to grow with new repertoire and varied chamber music and solo opportunities. As a singer in small chamber groups, she especially values the knowledge and enhanced insight as a musician that these experiences have brought.

Selected Work:

- Gretchen French Faculty Guest artist concert performed works by Anthony Iannaccone (AU, 2014)
- Beethoven Lieder Faculty Voice Recital joined by 3 guest artists (AU, 2013)
- Brahms *Requiem* and Handel's *Messiah* soprano soloist with AU Choirs and Orchestra conducted by Rowland Blackley (2013)
- Performed 3 chamber music concerts with "Maine Friends of Music"
- Vocal Master Class at the University of Nevada, University of Charleston, All Saints' Church in Pawley's Island, SC, Boulder High School in Anthem AZ
- Performed soprano solos in the Mozart Requiem with the Avon Lake Chorale
- Soprano soloist for *Messiah* with Galion OH Chorus and Orchestra
- Performed a full faculty chamber music recital at AU assisted by five guest artists. For the featured work, Andre Previn's "The Giraffes go to Hamburg,"

communication arts major Courtney Long presented a slide show which coordinated with the text and music.

- Awarded Maude Rutt Grant to take Alexander Technique lessons.
- Performed 3 chamber music concerts with "Maine Friends of Music"
- Performed 2 vocal trio guest artist concerts, *Classics to Broadway*, in Scottsdale AZ
- *Boheme to Broadway* Concert, at Fredonia Opera House Guest Artist Series, New York

d. Report faculty service over the past five years to the profession, relevant to recognized professional and learned associations.

Rowland Blackley, D.M.A., Professor of Music and Director of Choral Activities

- Vice-President for the Ohio chapter of the Dalcroze Society of America for four years
- Completed eight years of service as an Ohio Choral Directors Association State Board member in 2009, including six years as editor of OCDA News
- Founder and Director (until 2013), Ashland Area Chorus (a community choral ensemble sponsored by Ashland University)

Marla Butke, Associate Professor of Music

- 2014 - Present, Vice-President of the American Eurhythmics Society
- 2014 - Present, President of the Ohio Chapter of the American Eurhythmics Society
- 2014 - Present, Ohio Chapter of the American Eurhythmics Society, Instructor of Record
- 2013-2014, Member of OMEA Convention General Music Selection Committee
- 2013-2014, Member of OMEA Convention Higher Education Selection Committee
- 2012-2014, Ohio Chapter of the Dalcroze Society of America, Instructor of Record
- 2011-2014, President of the Ohio Chapter of the Dalcroze Society of America
- 2011- Present, Member of the Ohio Society of Music Teacher Education Committee
- 2011-2012, Co-Chair of OMEA Convention General Music
- 2010-2014, Chair of the Research Committee for Dalcroze Society of America
- 2004-2012, Member of OMEA Curriculum and Assessment Committee
- 2004-2010, Member of the Ashland Symphonic Youth Chorus Board of Directors
- 2002-2009, Praxis III Assessor for the Ohio Department of Education

Christina Fuhrmann

- 2011-present: Member, Moderation Team, American Musicological Society Listserv --Serve as part of a three-member moderator team for the listserv for the national society. Moderate all messages, interact with list members regarding messages, and serve on the Communication Committee of the American Musicological Society.
- 2011-present: Secretary/Treasurer, Pedagogy Study Group, American Musicological Society. --Served as secretary and treasurer for group devoted to music history pedagogy.

Help run meeting at the national conference, organize study days throughout the year, and conduct elections. Support pedagogy within the profession. Significant accomplishment was to help alter the society's bylaws to include teaching as part of its mission.

- 2012: Member, Prize Committee, North American British Music Studies Association (NABMSA).
--Serve as member of committee that decided student paper prize at the biennial conference of NABMSA. Attended all papers, ranked papers with committee, and awarded prize.
- 2003-10: Treasurer, North American British Music Studies Association (NABMSA).
--Establish non-profit tax status for NABMSA and file yearly reports with IRS. Collect dues, donations, and conference fees. Pay for conferences, web support, insurance, and other expenses. Help organize and run biennial conferences in US and Canada. Invest money to support prize funds.

Scott Garlock

- President, Past President, the Jazz Education Connection of Ohio (2008-2013). As its first president, Scott was directly responsible for and/or deeply involved in the creation of Ohio's jazz education organization.
- Cleveland Pops Orchestra Negotiating Committee (2013)
- Chair, OMEA All-State High School Jazz Ensemble (2011). This involved the coordination of the rehearsals, guest artist, students, and the performance.
- Trombone Judge, OMEA All-State High School Jazz Ensemble (2014)
- Chair, JECO Intercollegiate Jazz Ensemble (2009-2012)
- Trombone Judge, JECO Intercollegiate Jazz Ensemble (2013)
- Renaissance Theater Education Advisory Committee (2009)

Thomas Reed

- Ashland Symphony Orchestra
 - Board of Directors, 2007-2013, including service as Vice President and as Secretary
 - Created a database of the symphony's repertoire and concerts since 1970
- Saxophone Judge: OMEA Ohio All State Concert Band (judged auditions for this all state high school ensemble) 2010.

Leonard Salvo, Associate Professor of Music

- Founder and Director, Ashland Area Community Band (a community concert band sponsored by Ashland University)

Alexander Sanchez-Behar

- College Board Advanced Placement Reader in Music Theory, 2012, 2014
- Society for Music Theory Ad Hoc Committee on Demographics, 2009-11
- Society for Music Theory Committee on Diversity, 2008-2011

Stephanie Sikora, Professor of Music

- National Association of Teachers of Singing, Buckeye Chapter Board member, 2011-2014

- e. Identify instructional delivery modes used in this academic program over the past five years, which may include various classroom strategies and/or online teaching. Also address how class enrollments relative to ideal class sizes are impacting the effectiveness of instructional delivery.**

Music instruction is delivered by various means. The teaching of ensembles (which carry academic credit like all music courses) is done through full rehearsals for one to five hours per week, as well as some sectional rehearsals. In many classroom courses in music, the instruction varies freely from lecture to discussion to lab format, where students perform individually or collectively in class as they learn the material. Applied music study, or music lessons, is delivered with a combination of a private lesson weekly for each student, along with a group meeting called a studio class, where students discuss relevant topics and perform for one another. Some music courses, such as those in music history or music core courses such as music appreciation, have a traditional lecture/discussion format.

The program in Music Education requires a diverse set of instructional modes. The curriculum includes courses in methodology, which are paired with field experiences. We value the use of Music Education faculty members in supervising and mentoring our future music teachers in these field experiences.

We have carefully considered the feasibility of online instruction, and have concluded that most aspects of music instruction do not lend themselves to online teaching. Face to face teaching is crucial in individual skill development in areas such as lessons, music theory, aural skills, and conducting. Ensembles must be physically together to rehearse. However, we have determined that some courses for the general student can be taught effectively in the online environment. The Department does offer Music 225, Musical Style, and Music 226, Music in World Cultures, in hybrid format, and is investigating alternative delivery options for other courses in the music appreciation area. For example, a fully online version of Music 251, Love Songs, is planned for summer 2014.

We have not experienced any negative effects of class size on instructional delivery; course caps are set at appropriate levels, and have been increased where feasible.

- f. List any partnerships with affiliated units on and off campus over the past five years, which may include department memberships and/or support of**

professional associations, significant external community involvement, meaningful internal liaisons, and the like. (Department Snapshot sections 4 and Section 2 & 3 references to borrowed faculty may be of assistance, as well as Section 10 listing of majors and minors outside the department serviced by department courses may be of assistance.)

- The Department is active in the Ohio Music Education Association. Faculty and students attend the annual conference, faculty have given a number of clinics, faculty members have served on conference steering committees, we have a recruiting booth at the Conference Exhibit Hall, we host an alumni reception, and we host a dinner for current students attending the conference. We are unusual among Ohio schools in that nearly all of our music education majors attend the annual conference.
- The largest program in the Department is the Music Education major. For this program, several music faculty teach courses in the College of Education, especially field experience seminars and observations, where the K-12 experience of our Music Education Faculty is particularly beneficial to our students.
- Our faculty have extensive ties with area school music teachers, through collaborative work in mentoring our student teachers.
- The Department's larger ensembles (University Choir, University Band, and Jazz Orchestra) all take annual performance tours. (These are not destination trips with minimal performing, like high school music tours.) The 2014 Choir Tour was typical: they gave seven concerts in churches and high schools in five days, both to and from their destination of Chicago. Usually one day is reserved for cultural/entertainment activities for the members, such as attending a concert, museum, opera or musical. The Band and Jazz Orchestra likewise perform at high schools annually. Various ensembles also give run-out concerts (out of town concerts with no overnight travel) at schools, churches, and festivals. We try to be as active in this way as we can, minding the need to minimize schedule issues for our students and maximize our limited travel budgets. With the University Choir and Jazz Orchestra we have been able to take international tours on occasion. Students pay a significant portion of the cost directly and through fundraising.
- The Department is a member of the Ohio Federation of Music Clubs, and has hosted the Annual Regional Festival (a performing event for musicians ages 6-18) for the past two years.
- The Ashland Area Chorus and Ashland Area Community Band are Department-sponsored community ensembles that provide a performance and social outlet for area residents, and perform regularly.

- The Department hosts the Maplerock Jazz Festival and the Fall Choral Invitational, annual events that bring high school ensembles to campus for performances and educational activities.
- The Women's Chorus performs an exchange concert with a high school choir annually.
- In addition to the many performances that we sponsor in our usual concert/recital venues, Department Ensembles perform at home football games, the Ashland County Fair, University Convocations, the Festival of Lights, and events such as the Founder's Dinner.
- Dr. Christina Fuhrmann, Professor of Music, served on the Honors Advisory board from 2009-11, taught honors sections of Music 252, Music and Drama Across Cultures in Spring 2012 and in Fall 2009, and will do so again in spring 2015.
- The Department is strongly involved with the Ashland Symphony Orchestra. The University Choir and Area Chorus perform annually with the Symphony, our most advanced instrumental students perform occasionally with the Symphony, and a number of faculty members are regular symphony performers.
- The Department co-sponsors an annual Bach Vespers Service with Trinity Lutheran Church in Ashland.
- Dr. Rowland Blackley is Organist/Choir Director at Peace Lutheran Church in Ashland.
- Professor Stephanie Sikora is Choir and Bell Choir Director at First United Church of Christ in Galion, OH.
- Dr. Tom Reed is an active singer and instrumentalist at Christ United Methodist Church in Ashland.

f. If applicable, identify your accreditation organization:

National Association of Schools of Music

Name and Last date of accreditation:

Full ten-year reaccreditation through 2022 was received July 3, 2013, following the March 2012 site visit. NASM Accreditation is given for individual major programs. All of our major programs are accredited. Programs, policies, and courses for minors and for general students are considered in the NASM self-study, visit, and visitor's report.

Overall findings, expectations and actions being taken:

Following a successful March 19-20, 2012 site visit, the Visitors' Report was quite favorable. (The Visitors' Report is advisory to the Commission Report, and is not the official action of NASM.)

Strengths cited were

- "Exceptional, dedicated, well-qualified and collegial faculty"
- "Strong adjunct faculty"
- "Intelligent, talented students"
- "Strong, flexible curricular structure which balances the needs of music instruction with those of the institutions' core curriculum and NASM standards"
- "A strong, capable, well-respected music executive"
- Support from administration
- Administrative assistant
- "An excellent reputation in the region for producing strong musicians, especially music education majors who excel at teaching due to the high level of training"

Recommendations included

- "Continue to advocate for return to full funding of deleted budgetary items"
- "Consider a building use study" with other departments in the Center for the Arts
- "Focus on the music education degree" and develop more extensive marketing
- Study ways to vary curricular experience in instrumental vs. choral music education
- Investigate centralized student records (we did explain that the Registrar maintains official student records while we maintain departmental items)

Future Issues included:

- Aging facilities
- "Institutional financial instability"
- "Regional financial distress"

Following this Visitors' Report and our response, the NASM Commission on Accreditation letter of December 17, 2012 deferred renewal of accreditation pending our response to four items (deferral is the typical first response in NASM actions). The four items, and their current status, are:

1. Respond to loss of library online subscriptions.
 - *This item was resolved by the Provost at our request.*
2. Develop a plan for reducing sound transfer in the Center for the Arts.

- *Work with Rick Ewing and his staff has demonstrated that the fundamental construction of the Center for the Arts makes some sound bleed inevitable, but tolerable.*
- 3. Demonstrate provision of musicians' health information to students.
 - *Information was added to the website and certain syllabi to meet expectations.*
- 4. Clarify institutional policy on credit and time requirements.
 - *Additional information was provided to NASM, and the Registrar agreed to some minor catalog rewording to meet expectations for institutional policy (these concerns were not specifically related to the Music Department).*

Following our response to these items, the institution was granted a ten-year renewal of accreditation on July 3, 2013. Although the concern about sound transfer is still considered unresolved, the NASM letter of July 8, 2014 stated:

"The first action above [accepting our progress report on the sound issue] brings to a close the comprehensive evaluation process starting in 2012. NASM appreciates Ashland University's extraordinary efforts clearly evident in its application."

Additionally, in July 2014 NASM granted Plan Approval Status to our new Bachelor of Music in Performance program, which was approved by Faculty Senate in April 2014. With this NASM approval, we are now able to recruit students to the program for 2015-16.

- g. Provide evidence of effective student learning outcomes assessment & program evaluation/adjustment that your department completed over the past five years under Ashland University's ongoing assessment structure. (Note: Your answer may be informed by your previous answers to 3.d. on the Dimension Survey)**

The Department has a robust set of student assessments, and is considered a leader on campus in this area. A number of our assessments (such as auditions, applied music juries, and comprehensive exams) have existed for years, prior to the more comprehensive approach to outcomes assessment in which the institution has engaged in the last 10 years. As we further developed our Assessment Plan we have added additional assessments (recital hearings, piano proficiency testing, student teacher assessment) and we have refined the data collection of all items.

Because of the size of our department and the extensive personal attention our students receive, the assessment data typically confirms our own observations. However we have

used the data in conjunction with our own observations and judgments to make curricular adjustments to improve student outcomes.

There are 12 Student Learning Outcomes, listed in the catalog. A number of aspects of music instruction are best assessed in a subjective manner that does not generate numerical data. For example, in applied music juries each student receives a written critique of their solo performance from 3-6 faculty members, but there is no meaningful way to generate objective data.

Here is an excerpt of the 2012-13 Assessment Report that shows the outcomes of the various SLO's. Full Reports are available. Refer to the catalog to see the SLO identification.

- SLO's 1-8 apply to all majors
- SLO 9 applies to BMusEd majors and BA Applied majors
- SLO10 applied to BA Academic majors
- SLO's 11-12 apply to BMusEd majors

Mission-Based SLOs: Department/Program Student Learning Outcomes (same as Step 3).

Specify each Dept./Program SLO as Exceeded, Met or Not Met.

NOTE – as stated above, the results below are determined from a two-year average.

1. Intellectual Development and Wisdom	<i>SLO 1 a EXCEEDED</i>
	<i>SLO 1 b NOT MET</i>
	<i>SLO 1 c MET</i>
	<i>SLO 1 d MET</i>
	<i>SLO 2 MET</i>
	<i>SLO 3 EXCEEDED</i>
	<i>SLO 4 MET</i>
	<i>SLO 5 EXCEEDED</i>
	<i>SLO 6 NOT MET</i>
	<i>SLO 7 NOT MET</i>
	<i>SLO 9 MET</i>

	SLO 10 MET SLO 11 EXCEEDED SLO 12 EXCEEDED
2. Ethical Behavior and Justice	SLO 2 MET. no academic integrity incidents SLO 12, item 7 MET. no ethical behavior incidents
3. Preparation for Living and Working as Citizens	SLO 1 a EXCEEDED SLO 1 b NOT MET SLO 1 c MET SLO 1 d MET SLO 2 MET SLO 3 EXCEEDED SLO 4 MET SLO 5 EXCEEDED SLO 6 NOT MET SLO 7 NOT MET SLO 8 MET SLO 9 MET SLO 10 MET SLO 11 EXCEEDED SLO 12 EXCEEDED
4. Global Responsibilities	n/a; No DSLO's linked to this MBSLO

Please see section 4.c below for discussion of degree completers.

- h. Show evidence of internationalized curriculum and/or program's awareness of global responsibilities over the past five years.**

- The Department has contributed to International Perspectives and Global Passport Strategies course work with the following courses: Music 226, Music in World Cultures; Music 252, Music and Drama Across Cultures, and Music 381, Seminar in Music History 2. The latter explores popular and world music as part of our music majors' music history sequence and is also a GPS course.
- The Chamber Singers and Women's Chorus participated in the College of Arts and Sciences Symposium Against Indifference: Engaging Latin America and the Caribbean, by giving a concert "Choral Music from Latin America and the Caribbean," April 26, 2014.
- Music students regularly study and perform music from different places and times, and develop some basic awareness of other parts of the world through this study. Vocal majors are required to sing in five different languages. The new B.M. in performance requires study of a modern language.
- Music Ensembles have taken a number of international performance tours: The University Choir traveled and performed in Italy in 2013, and in Austria and Germany in 2009. The Ashland University Jazz Orchestra traveled and performed in the Barcelona, Spain area in 2005, 2008, and 2012.

Criterion 3: Evidence of Internal Demand

Please review the following 5-year Snapshot data. A response is not necessary but you may comment if you desire.

a. Size, Scope and Productivity

Snapshot 2: Department Faculty Profile

Please note that although the number of full time faculty has been 9 for many years, following two retirements there are 7 full time faculty in 2014-15. *High use of adjunct faculty is a typical feature of music programs of all sizes, particularly because of the need for specialist instructors used as needed on a wide range of instruments.*

The seven full time faculty are not interchangeable; each has a particular area of teaching expertise needed to offer a music major:

Dr. Blackley: Choral Music, Keyboard, Conducting

Dr. Butke: Music Education, Choral Music

Dr. Fuhrmann: Music History and Appreciation

Dr. Garlock: Instrumental Music, especially jazz and brass instruments

Dr. Reed: Instrumental Music, especially woodwind instruments and jazz

Prof. Sikora: Vocal Music and opera

Dr. Sanchez-Behar: Music Theory and Aural Skills, Music Composition

Applied Music (lessons) and ensembles are Core Aesthetics courses as well as major/minor requirements. All full time faculty all teach courses in the Core and all teach courses in the major, in varying proportions. Some adjunct faculty are hired primarily for Core teaching (largely in Music 150, Principles of Music Making; Music 225, Musical Style; and Music 226, Music in World Cultures). Other adjunct faculty are hired to teach in specific applied music areas where full time faculty are lacking, or are already fully scheduled (flute, trumpet, violin, piano, percussion, guitar, organ, oboe, bassoon).

NASM data also shows that for private institutions with 1-50 music majors, the average number of adjuncts is 10.55 producing 2.75 FTE. Our number of adjuncts in 2014 was 15, producing 5.07 FTE, showing that we make heavy use of adjuncts by comparison (NASM HEADS Data Summary, 2013-14, chart 19). In this way the Department is maintaining good efficiency. Although our FTE of adjuncts has decreased to 5.07 in 13-14 from a high of 7.37 in 09-10, it is still well above the national average for similar programs.

Snapshot 5: Total Credit Hours Generated

The department offers several types of instruction, typical of music programs, and there are different load practices for different types of instruction. These areas are traditional classroom courses, ensembles, applied music (lessons), and lab courses.

The data does show a significant decline in hours generated by department majors (5.1.a), which results from the lower numbers in Snapshot 10.1. Significantly, the department generates a large number of hours in Core and Service courses (5.1.b), and that number was at its highest level in 2013-14.

Line 1 of the Snapshot shows the total credits generated by Department courses has fluctuated relatively little since 2007, with a high of 2606 and a low of 2227.

The percentage of credit hours generated by non-major courses (excluding transfer hours) has varied between 60% and 79% during the period studied, with the percentage rising. *Compared to NASM for similar programs, this puts us in the 3rd and 4th quartile, meaning non-major courses generate a relatively high, but not unusually high percentage of hours.* (NASM HEADS Data Summary 2013-14, Chart 4). This shows that non-major students are highly active in department coursework.

It is important to note two factors that influence CHG and therefore EPI in music courses. First, ensemble courses carry a relatively low student credit (0.5 hours or 1.0 hour per semester). However, the preparation and instruction time for ensembles is significant and therefore the faculty load is determined by contact hours, not by credit hours. For example, University Concert Band, Music 010, is 1 credit hour, meets for 4.5 hours per week, the

faculty load is 5 hours, and the enrollment varies from 45 to 65. Therefore the course cannot generate a similar productivity to a lecture course. This longstanding load policy is typical of other music programs, and is consistent with NASM standards. *The added benefits of music ensembles not evident in the CHG data include the public relations benefits of performing ensembles, recruiting performances at schools, outlet for students from any major to be active, enhanced recruitment of students in other majors who want to be in our ensembles, and service to the campus through on-campus performances.*

Second, music majors and minors take private lessons as credit-bearing courses, called applied music. One-on-one instruction of this type is obviously less cost effective than traditional courses, but is standard at all institutions, and is an essential part of musical training. Two factors partly mitigate the adverse cost factors: we adhere to the NASM recommendation of 0.66 faculty load for 1.0 credit/contact hour, and we charge a substantial (but typical) fee of \$320 for one-hour lessons and \$196 for half-hour lessons.

Snapshot 6: Department Average Course Enrollment

Because the number of music majors has dropped during the last 3 years, the average class size of majors' courses has dropped as well (6.1.a). Despite this the EPI (1.1) has been stable. This is partly because we have moved additional classes from a two semester to a four-semester rotation, and moved a few to a temporary six-semester rotation. This has allowed us to reduce adjunct use.

The average class size for Core/Service courses (6.1.b) has been stable during this period. This number is in the 15-17 range, and not higher, because the majority of these courses are of a lab nature and therefore must have somewhat lower caps than lecture/discussion courses. For example, the cap is 16 for Music 150, Basic Musicianship. Music 150 is taught in a room with 16 pianos, so the cap is not flexible.

Ensembles play an important role in department offerings, and are all for-credit courses. Some ensembles are large in enrollment, and some ensemble experiences are by design small groups. Total ensemble enrollment averages 200 students per semester. A mixture of music majors, minors, and general students populates ensembles. Each of these three constituencies are crucial to the success of the ensembles. Without music majors, for example, we would not have a viable band or a strong choir.

Regarding courses in the Music minor and major programs, please note that all courses in the Music Minor are required in the B.A. in Music, and all courses in the B.A. in Music are required in the Bachelor of Music. The B.M., naturally, has the more extensive requirements, but the significant overlap of required courses between the programs is a sign of efficiency in curriculum. The various department programs are interdependent.

We do not have data by program on class size because so many of the classes serve multiple programs.

Snapshot 8: Degree Completers

Using Snapshot item 8 (degree completers, majors only) divided by item 10 (headcount of majors) over the 7-year period of the snapshot, 18% of students graduated in any one year, which indicates a good retention rate. The Snapshot did not provide any retention data.

Senior Music Education majors take the Praxis 2 Music Content Knowledge Test as part of their Ohio PK-12 Licensure requirements. For the 9/2013 to 7/2014 period, five A.U. Music education majors took this test and all passed. The minimum passing score was 220, and the five A.U. students' scores ranged from 231 to 260. An average score is only provided if ten or more students take the test. We are pleased with the performance of these students.

Our records indicate that the pass rate for A.U. students is 100% since 2005.

b. Contributing Factors to SCH Generated

Snapshot 10: Number of Majors/Minors by Program.

The Music Education program is the largest department program. Enrollment in the Music – Academic major (B.A. Academic) has been low for a number of years (10.1.a), so this was one of the programs deleted in April 2014. The Music – Applied program experienced a three year bump in enrollments from 2009 to 2012, but has declined since then (10.1.b). This program was also deleted in April 2014. Incoming students can instead elect the new B.A. with a Major in Music, which has fewer credit hours and includes more flexibility in elective hours. Current students may complete the deleted programs as listed in their catalog. The programs are highly interdependent; all of the courses in B.A. program are required in the Music Education program which also includes additional courses.

Snapshot 5: Credit Hours Generated for the Core and as Service to other Majors.

See above, and see below regarding item 10.2.

The Department provides significant credit hours to the Core through traditional courses, ensembles, and lessons.

- Snapshot item 5.1.b shows an increase of 18% from 2008 to 2014.
- Enrollment in music ensembles is about 200 students per semester.

- *In spring 2014 ensembles included students from 45 different majors, representing 23 undergraduate departments. This shows the broad reach of the Department into the experience of a wide range of students across campus.*
- Some prospective students not majoring in music audition for and receive small scholarships called Participation Grants. These are awarded to incoming students, and influence students in various majors to attend Ashland.

c. Enrollment Trend: Growth, Decline or Stability (Snapshot sections 5 and 10 may be of assistance)

Music major enrollments have clearly declined in recent years. The decline has been the least in the Instrumental Music Education track (Snapshot 10.1.c). We believe that the national economic concerns of recent years have biased many families against careers in the arts and in teaching. The wavering public perception of the teaching profession and job losses in K-12 schools have further added to this decline. We do believe that this trend will reverse itself in coming years. In fall 2013 we enrolled only five new music majors, which is clearly a low number for us. In 2014 enrolled 10 new music majors, which is encouraging. Incoming classes have been around 15 until recently, and have been as high as 20, so it is reasonable to believe we can increase number of music majors in the future.

In the Snapshot the number of majors for 13-14 (item 10.1) is 28, but should be 29. One student was not counted in 10.1.a.

The Department has modified recruiting practices in recent years to tie prospect data directly to data from admissions, and to utilize more extensive personal contact with prospects. Our recruiting uses direct contacts to students at the prospect level; we don't wait for the accepted level before we contact them. We are also working to increase school visits by faculty, but have to consider workloads carefully.

The number of Music minors has been fairly robust, in the teens throughout the reporting period (10.3).

In item 10.2, in addition to Early Childhood Education and Early Childhood Intervention Majors who take a required music class, there should be a listing for students pursuing a B.A. in Theatre with the Musical Theatre track. These students must complete the Applied Music Minor in voice, which requires 18 music credits. The snapshot data does not track Theatre Majors by the various program tracks they can elect, so this data can't be included in line 10.2. (They are presumably included in line 10.3, Minors within Dept.) Our records show the following enrollment of Musical Theatre students in the Music Minor, by year:

- 5 in 2014-15
- 7 in 13-14

- 4 in 12-13
- 8 in 11-12
- 10 in 10-11
- 8 in 09-10
- 2 in 08-09

Criterion 4: Evidence of External Demand

- a. Summarize projected demand for program services over next 5 years, citing sources of information. (Note: Your response may be informed by previous answers to Dimension 4 on the Dimension Survey)

Regarding the Music Education Major:

<http://musiced.nafme.org/careers/career-center/supply-and-demand/> reports that supply and demand for music teachers are balanced nationally.

http://www.ehow.com/about_5457257_music-teaching-career.html reports: "According to the American Association for Employment in Education, there is a significant shortage of music teachers in about 30% of the United States. The most severe shortage is in the Rocky Mountain States of Colorado, Wyoming, and Utah, as well as Arizona and New Mexico. For the country as a whole, there is an average supply of music educators that is well proportioned to the demand for those teachers. These figures suggest that music teachers have a consistent level of demand and can find employment opportunities throughout the United States."

Available data does not differentiate between instrumental and vocal positions, so demand for these two programs can't be separated. Also please note that the State of Ohio awards a single Music Pre-K to 12 licensure, but most programs, like Ashland, offer two or more tracks towards this licensure.

Regarding the B.M. in Performance (new program not in Snapshot):

<http://www.bls.gov/ooh/entertainment-and-sports/musicians-and-singers.htm> reported 5% growth, or slower than average for employment for performing musicians and singers.

Regarding the B.A. in Music:

A number of resources and writings support the benefit of liberal arts study as strong preparation for a number of fields:

<http://www.academicinvest.com/arts-careers>

<http://www.exforsys.com/career-center/career-articles/career-opportunities-with-a-bachelor-of-arts-degree.html>

<http://www.pbs.org/newshour/making-sense/get-a-liberal-arts-b-a-not-a-business-b-a-for-the-coming-artisan-economy>

b. Report the known competition for this program in the state of Ohio. Additionally, if the program is substantially unique within the region or nation, please make that case.

Competition for music major students within Ohio is robust. Nearly all 4-year institutions in the state offer bachelor's degrees in music education and one or more other areas of music. We are not in direct competition with the major conservatories (Oberlin, Cleveland Institute of Music, University of Cincinnati), but with the state schools (especially Kent State, Ohio University and Akron), the smaller conservatories (Baldwin-Wallace, Capital), and other private institutions (especially Mount Union, Ohio Northern, and Otterbein). The number of prospective music majors has appeared to decline in recent years, and we have observed that some of the larger programs, such as Baldwin-Wallace and Akron, have lowered their music admissions standards, which heightened competition.

We believe our curriculum for the Music Education major is exceptional. Our students receive field experiences in a series of four courses spread throughout their study. This gives them significant teaching experience before their student teaching. This is an uncommon and highly effective feature. Also, the extensive involvement of music department faculty both in teaching methods courses and in supervising field experiences, allows them to combine theory and practice effectively.

We have an outstanding faculty and curriculum, and offer a distinctive educational experience to students. We will continue to actively recruit students and promote our programs to high schools.

c. Based on the information available to you, summarize how successful your graduates have been over the past five years in finding jobs of choice and entering graduate/professional programs of choice. (Your response may be informed by previous answers to Dimension 3.a. on the Dimension Survey)

We are generally pleased with the job placement record of our music education graduates. We believe the quality of graduates has increased in the years since we increased the audition/admission standards, and added some rigor to assessments. We have clearly noticed that students who are willing to look outside of Ohio for teaching positions have the best job placement. In addition to students hired in Ohio, we have recently placed

students in teaching positions in Virginia, Florida, Texas, North Carolina, and South Carolina.

B.A. Music students have often gone on to graduate school in performance, in other fields such as Musicology or Library Science, or to post-graduate Teacher licensure programs.

Dept. of Music – status of degree completers in the year after graduation, or more recent data as available									
Year	Number of Grads	# working in field	% working in field	# in grad school	% in grad school	# in outside field	% in outside field	# unknown	% unknown
2014	(6)	3 (Incomplete data)						3	
2013	10	6	60	2	20	1	10	1	10
2012	8	4	50	2	25	2	25	0	0
2011	11	7	64	1	9	1	9	2	18
2010	12	10	77	0	0	1	8	1	8
2009	6	4	66	1	17	0	0	1	17
2008	4	0	0	2	50	1	25	1	25
2007	10	9	90	1	10	0	0	0	0
2006	7	3	43	0	0	1	14	3	43
2005	8	3	38	4	50	1	12	0	0
TOTALS	76	45	59%	13	17%	9	12%	8	11%

Criterion 5: Program Financials

Please review the following 5-year Snapshot data. A response is not necessary but you may comment if you desire.

a. Revenue

i. Snapshot 1.1.a: CHG Revenue

ii. Snapshot 1.2.a: Grants Revenue

iii. Snapshot 1.2.b: Course Fee Revenue

Please note that the Department collects a significant amount in course fees. The largest amount comes from applied music (lesson) fees, which partially offset the expense of one-on-one instruction. This is a typical practice for music programs. Smaller fees are collected for some other courses, and are used for course supplies and some equipment maintenance.

iv. Snapshot 1.2.c: Endowment Revenue

The Department is the beneficiary of the Gretchen French Visiting Artist in Music Endowment, and the Preston Music Endowment. Both are used for programming of special events and guest artists/teachers. Funds were not available for multiple years, but resumed in 2013-14. Through the Gretchen French Endowment we have been able to bring artist/teachers of international stature to campus to work with our students.

b. Expenses

i. Snapshot 1.1.b: Department Faculty Salary & Benefits Expense

This amount will decrease for 2014-15 due to two retirements.

ii. Snapshot 1.1.c: Adjunct/Supplemental Expense

iii. Snapshot 1.1.d: Non-Faculty Dept. Staff/Admin Salary & Benefits Expense

No data was provided in the Snapshot. The Department has no personnel in this area.

iv. Snapshot 1.3: Remainder of Department Budget (Operational)

No data was provided in the Snapshot

c. Economic Productivity Index: Snapshot 1.1

The EPI number has stayed above 1.0 throughout the period of study, indicating a better than break-even status by this measure. The EPI will likely increase in 14-15 as two full time faculty members have retired and have not been replaced. Adjunct costs covering these courses will represent considerable savings. Additionally, all full time faculty moved to a 24-hour load for 2014-15. The department has a high preponderance of full professors (6 of 9 in 13-14 and 5 of 7 in 14-15), which increases salary expense and lowers the EPI. It also, however, indicates a healthy department to which faculty are committed. This allows us to provide the type of long term planning and support needed for a successful department.

Because we have optimized course rotations, and because adjuncts teach a large portion of music courses (1.4, 1.5) adjunct expense (1.1.c) has declined along with enrollments. This has helped keep the EPI fairly stable during enrollment declines. The effect of ensemble instruction and applied lesson instruction on the EPI is discussed earlier in Criterion 3.

Recent campus discussions have focused on credit hour productivity per faculty member, with a goal of 480. Our Department, with all National Association of Schools of Music schools, participates in the HEADS Report, or Higher Education Arts Data Service Report. This is annually reported data from accredited music programs. *From the compiled 2013-14 data, Music Chart 35, the average credits generated per year per FTE faculty member, for private institutions of 1-50 music majors, was 139. The value for Ashland University, 2013-14, was 186. This value puts us around the 80th percentile for CHG per FTE of similar departments, meaning our CHG productivity is higher than the average of similar*

programs. The CHG productivity for fall 2014 is higher still (104), due to the move to 24-hour loads and increased course caps.

The implication of this data is that although our music program generates fewer credits per FTE than other A.U. Departments, this is typical of music programs, and our numbers are favorable nationally.

d. Revenue/Cost Ratio by Credit by Program: Snapshot 1.6

e. Revenue/Cost Ratio by Load by Program: Snapshot 1.7

DATA NOT PROVIDED BY INSTITUTION. REPLACED BY AVERAGE STUDENT CREDIT HOURS GENERATED:

2013-14 AVERAGE SCH BY DEPARTMENT: 186

FALL 2014 AVERAGE SCH BY DEPARTMENT: 104 (one semester only)

NARRATIVE: Please describe specific strategies your department/program is planning to increase the average student credit hours generated.

- An important way to increase CHG in our department is to increase the number of majors. We are working hard at recruiting, we are active and visible in area schools, we have made program changes to make the major programs more attractive, and we expect the recent downturn in major prospects to reverse.
- Course caps for Music 225, 226, 251, and 252 (all are Core courses) have been increased from 20 to 24 effective 14/FA.
- We have reduced the number of sections of Music 150, which must have a cap of 16 because the room has 16 pianos, and Music 130, which must have a cap of 15 to be taught effectively, in favor of more sections of 225, 226, 251, and/or 252, which have a cap of 24.
- The department will continue to recruit students from across campus to ensembles and maximize hours generated in ensembles.
- Applied Music courses (lessons) for music majors at the freshman/sophomore level are 1 credit hour, and arguably could be 2 credit hours. We will consider this option but wish to avoid adding net hours.
- All full time faculty are at or above 24 hours this year: 6 tenured faculty were moved by contract and the one untenured faculty member volunteered for the 24 hour load.
- We are designing a new Core course, "Listening to Jazz." This may be feasible with a high cap, possibly 30 or 40, if the institution desires such a step in core courses.

SUMMER 2014 CHG: 21

SUMMER 2014 CHG REVENUE: \$9,891

SUMMER 2014 CUPPLEMENTAL CONTRACT EXPENSE: \$3,179
SUMMER 2014 NET REVENUE: \$6,712

SUMMER 2013 CHG: 36
SUMMER 2013 CHG REVENUE: \$ 16,380
SUMMER 2013 CUPPLEMENTAL CONTRACT EXPENSE: \$7,817
SUMMER 2013 NET REVENUE: \$8,563

SUMMER 2012 CHG: 29
SUMMER 2012 CHG REVENUE: \$13,050
SUMMER 2012 CUPPLEMENTAL CONTRACT EXPENSE: \$5,759
SUMMER 2012 NET REVENUE: \$ 7,291

Summer courses in music have been minimal, but do bring revenue to the institution. Our summer offerings are limited to Core courses including some applied music courses.

NARRATIVE: If your department generates other forms of revenue not accounted for elsewhere in the self-study, please describe here (e.g., prison program, dual credit delivered at the high school).

f. Facilities: Please review the condition of your current facilities and project any capital expense needs over the next 5 years.

Classrooms in the Center for the Arts are in good shape, and are heavily scheduled. Two of the four classrooms assigned primarily to the Department of Music have new computer teaching podiums; the other two have a stereo system but no computer or projector. The university has a significant investment in instruments, including a large inventory of band instruments, a good collection of grand and upright pianos, many of which were recently refurbished through University and gift funds, and a piano lab (337CFA) with 17 excellent Yamaha Clavinova electronic keyboards. The music computer lab (336 CFA) is in good condition. There is a need for renovation of storage spaces or the addition of storage areas.

The piano inventory is in very good condition. The band instrument inventory is in acceptable condition, with ongoing replacement and renovation needs handled through the college. Marching Band uniforms are new. We have a good collection of Music education classroom instruments, and a good array of audio equipment.

Regarding performance venues, the Department uses several facilities for different types of performance. Room 115 CFA is our band room, and also serves as the Elizabeth Pastor Recital Hall. Although we do not have a dedicated recital hall, the situation is workable

despite issues with scheduling, storage, technology, and security. Hugo Young Theatre is used effectively for larger instrumental ensemble performances, but is not an appropriate venue for many of our performances for size and acoustical reasons, and is not sufficiently available to be used often. The University Chapel is a fine facility for our choral music performances, and is also heavily scheduled. The Eagles Nest has been a successful venue for jazz performances.

Capital needs for next five years:

- Band instrument replacement: \$5,000 annually
- Re-carpet Pastor Recital Hall: \$10,000
- Maintenance of the University Organ in the Chapel is underfunded: \$2,500 annually needed
- Computer teaching podiums for two classrooms (115, 337 CFA)
- Add to/renovate storage space for choral sheet music and band instruments (cost TBD)

Criterion 6: Opportunity

a. Describe your vision for evolving curricula over the next 5 years.

The Department recently completed a program revision, approved by Faculty Senate in April 2014, with several elements:

- Eliminated the B.A. in Music, Applied Emphasis
- Eliminated the B.A. in Music, Academic Emphasis
- Created a new B.A. in Music with fewer hours and more electives. This essentially replaces the two deleted programs.
- Created a new B.M. (Bachelor of Music) in Performance. This is a professional degree, which allows us to keep current with our competition. (Accreditation approval to admit students was just granted in July 2014, so we don't anticipate enrollments until fall 2015. NASM only approves new programs after full institutional approval.)

We did submit in 2013 a Concept Paper for a B.A. in Music with Church Music Emphasis. The Academic Council did not approve the Concept Paper for a feasibility study. *We may revisit this idea; we believe the proposal is highly Mission-consistent, and we know firsthand that churches have difficulty in finding trained musicians to employ.* We have faculty and adjuncts with experience in this area, and a strong Department of Religion to partner with in providing theology courses.

The B.M. in Music Education is the largest program in the Department, and we will look at possible revisions to that curriculum in the coming years. We are quite pleased with the curriculum, but do try to review things periodically. One possibility is to combine the two tracks (Instrumental and Vocal) into one track. The advantage is that it would reduce the number of low enrolled major courses. But there are significant negative consequences in terms of preparing the students sufficiently for their work as teachers. This is an important issue to discuss. Most music education programs at other schools do have two or more tracks, because a single-track program becomes superficial in some areas of the curriculum, potentially hurting academic quality.

Music ensembles are currently 0.5 credits for small ensembles and 1.0 credits for large ensembles. These credit amounts are arguably too low given the student's time invested. We need to investigate practices at other institutions, and consider the possible negative impact on other Core Aesthetics enrollments, as well as the possible credit overload for many students.

We are investigating the creation of a new core course in classroom music methods, which would serve Early Childhood Education majors better than the current requirement of Music 150, Principles of Music Making, and would replace some sections of Music 150.

- b. Describe the potential alternative delivery formats you expect to implement over the next 5 years as well as how you will manage traditional class sizes to enhance the program's effectiveness.**

Because a significant part of music study involves lab type experiences such as music ensembles and instrumental/vocal study, alternate delivery formats are not feasible for music major programs at the undergraduate level. Our music appreciation courses are usually full via traditional classroom sections, but we recognize the need for hybrid and online core classes. We have developed two hybrid core courses (Music 225 and 226) and are planning a fully online course starting summer 2015 (Music 251).

Class sizes are already set appropriately for effectiveness. Because Music 150 must have a cap of 16 due to the 16 pianos in the classroom, we may reduce the number of those sections and increase sections of Music 225 or 226, where the cap is 24. All of these courses are Core Aesthetics. However, we must be careful to provide sufficient seats in 150 for the ECE/ECIS majors required to take Music 150.

- c. Describe any other anticipated new program developments.**
See above regarding a potential program in Church Music.

d. Describe any future potential of the program not reported elsewhere.

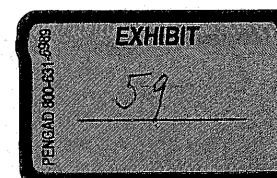
In summary, the Department has a skilled group of tenured faculty and a large pool of qualified adjuncts that allows us to maintain our nationally accredited, high quality programs. Our Music Education degree is especially distinctive; we have a superlative curriculum, dedicated faculty, and a large number of successful graduates who promote AU in area schools. We contribute to many important campus events and help spread the university's name through close collaboration with area secondary schools and through national and international tours. We believe that with diligent work of the faculty, and with continued assistance with recruitment and marketing, our major programs can rebound from recent enrollment declines. Our programs enrich the lives of majors, minors and general students, and our department serves as an important cultural force in the community.

Ashland University
Faculty Rules & Regulations
Article XII Written Summary
Non-renewal Notice of Dr. William Cummins

On Friday, August 14, 2015, Dawn Weber, Dean of the College of Arts and Sciences at Ashland University, notified Dr. Bill Cummins, Associate Professor of Foreign Languages, that his position was being non-renewed and as a result his final semester would be Fall 2016. In addition, a certified letter was also sent on this date per the Faculty Rules and Regulations.

Dr. Cummins' tenured faculty position was selected for non-renewal for the following reasons:

- The Ashland University Board of Trustees directed the institution to conduct an institution-wide review and prioritization process during the 2014-2015 academic year, with recommendations for academic prioritization submitted to the Board of Trustees in May 2015.
- On August 5, 2015, the Ashland University Board of Trustees moved to formally accept and implement the reports and authorized the restructuring of programs and departments based upon the reports provided.
- The Core Curriculum received a recommendation of RESTRUCTURE from the Academic Prioritization Subcommittee.
- Dr. Cummins was notified that the reason for the non-renewal was based upon this 'Restructure' determination of the university core curriculum and in accord with *Ashland University Faculty Rules and Regulations, Article XII. Reduction of Tenured Faculty, Section B. Grounds for Reduction*. The University may reduce the number of instructional faculty members by termination of appointments of tenured faculty members as a result of: the formal restructuring of a program or department of instruction not mandated by financial exigency.
- The Department of Foreign Languages is approved to teach 4 courses in Core Humanities, 2 courses in Core Social Sciences, 5 courses in GPS Language, and 3 courses in Core Border Crossing. (Spanish)
- Per Ashland University Faculty Rules and Regulations, prior to faculty reduction, a special committee shall be convened to review the status of affected programs or departments and submit recommendations to the President. This committee designated one position be non-renewed in Foreign Languages - Spanish.
- The Foreign Language Spanish program consists of three tenured faculty.
- Per Faculty Rules and Regulations, Section D.2(d) – "If a decision to terminate must be made between tenured faculty members, **the primary determining factors shall be the impact on the academic program and on the University's commitment to the mission and goals of the university.** Other determining factors shall include: 1) instructional effectiveness as measured by peer evaluation and student evaluations; 2) education; 3) teaching experience and seniority; 4) flexibility; 5) professional and scholarly activities; and 5) extraordinary activities and community service.



- It was determined that this decision would have the least negative impact on the academic program because the other tenured Spanish faculty are qualified to teach the courses which Dr. Cummins currently teaches and are more active in scholarship, which informs excellence in teaching.

In evaluating the "other determining factors outlined in Section D.2(d), Dr. Cummins was found to be comparable to his tenured faculty peers in many respects. Distinguishing factors were found as follows:

Evaluations

- Dr. Cummins did not provide as part of his annual review materials the required peer review for four of the past six years.

Teaching Experience and Seniority

- One tenured member of the Spanish faculty is the only one of the three qualified to teach Spanish Education pedagogical courses (FL 380, 432, 636, 637).

Professional and Scholarly Activity

- Since his appointment at Ashland University in 1994, Dr. Cummins has one publication, significantly fewer publications of scholarly work than either of the other faculty members in the program.

Extraordinary Activities

- One tenured member of the Spanish faculty is a Taylor Teaching Award recipient.
- Dr. Cummins has no external grants unlike at least one other Spanish faculty member.

This summarizes the reason for the non-renewal of Dr. Cummins' contract for the academic year 2016-2017 academic year, effective at the end of the Fall 2016 semester.



Office of the President

March 22, 2016

Dr. William Cummins
337 Simcox St.
Wadsworth, OH 44281

Dear Dr. Cummins,

On behalf of the Ashland University Board of Trustees, I would like to convey their decision regarding your appeal of non-renewal. Upon receipt of the appeals from the non-renewed faculty, Joyce Lamb, Board Chair, appointed an Ad Hoc Committee to review the specific appeals. To ensure each appeal received thorough attention in a timely manner, certain committee members took the lead on assigned, specific appeals for particular consideration. The committee then met to hear its members' report on each individual appeal assigned to them which was followed by a discussion of the appeals collectively as well.

After diligent and careful consideration of each appeal, the recommendation of the Ad Hoc Committee was that the Board finds the University has acted in accordance with the Faculty Rules and Regulations and it therefore affirms the actions of the University Administration and denies your appeal. The full Board of Trustees met on Saturday, March 19, 2016, and unanimously affirmed the actions of the Administration were in accordance with the Faculty Rules and Regulations. As such, Ashland University's Board of Trustees respectfully denies your appeal of non-renewal effective at the end of the 2015-2016 academic year.

Best regards,

Dr. Carlos Campo
President



August 14, 2015

Dr. Rachel L. Wlodarsky
12316 Berlin Rd.
Berlin Heights, OH 44814

Dear Rachel,

As you are likely aware, Ashland University conducted an institution-wide review and prioritization process over the past year. This work involved an immense amount of time and analysis, as committees across campus evaluated the structure of the University and how to prioritize our resources to best ensure a successful future. On August 5, 2015, the Ashland University Board of Trustees moved to formally accept and implement the reports of the review committees and authorized the restructuring of programs and departments based upon the reports provided.

In accordance with Faculty Rules and Regulations, a committee comprised of both faculty and administration worked diligently and collaboratively to make recommendations related to areas of restructure. It is with regret that I write to inform you that your position was selected for non-renewal at the end of the 2015-2016 academic year as part of this formal restructuring process.

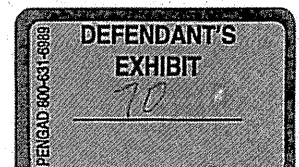
The University owes you a debt of gratitude for your service and will work cooperatively with you in the coming months to ease your transition. The University is committed to following the Faculty Rules and Regulations as it pertains to processes, procedures and benefits related to non-renewal of appointments. Please contact our Human Resources department if you have any questions regarding the next steps.

Best regards,

Dr. Carlos Campo
President

Office of the President

401 College Avenue | Ashland, Ohio 44805 | 419.289.5050 | fax 419.289.5099 | www.ashland.edu



August 19, 2015

Dr. Doug Fiore
Office of the Provost and Academic Affairs
Ashland University
401 College Avenue
Ashland, Ohio 44805

Dr. Fiore,

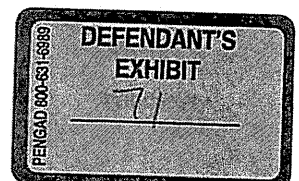
I received formal notification of termination as a full, tenured faculty member today, 8/17/15. I am requesting a conference with the Provost, Dean and Department Chair within 10 business days of receipt of this request. I require, at this conference, a written summary taking into account the specific reasons for my termination.

In addition, please be prepared to provide clarification of the entire process outlined in Article XII, Section G. 1-2 (Conference and Appeal).

According to 2015-2016 Faculty Rules and Regulations, the Faculty Senate President will be notified one week prior to such conference. I will forward a copy of this letter to the current Faculty Senate President.

Please confirm receipt of this letter.

Cc: Jeff Sikkenga



----- Forwarded Message -----

From: Rachel Wlodarsky <rwlodars@ashland.edu>
To: "rwlodarsky@yahoo.com" <rwlodarsky@yahoo.com>
Sent: Friday, August 5, 2016, 2:26:26 PM EDT
Subject: Fwd: Letter of Support for Appeal Hearing

----- Forwarded message -----

From: Mitchell Metzger <mmetzger@ashland.edu>
Date: Fri, Oct 16, 2015 at 1:10 PM
Subject: Re: Letter of Support for Appeal Hearing
To: Rachel Wlodarsky <rwlodars@ashland.edu>

Hi Rachel,

I'm sorry its taken me a while to get back to you. I got your response yesterday after I was home, and I spoke to my faculty this morning about it. I've been tied up with meetings and class since, and am now just sitting down to a computer to write this. We are going to leave the letter as it stands, and not include the PSYC 264 class.

Mitchell

On Thu, Oct 15, 2015 at 4:24 PM, Rachel Wlodarsky <rwlodars@ashland.edu> wrote:
Mitch,

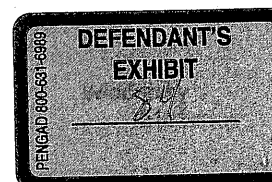
This news is of great disappointment to me. Do you feel the I am competent to teach the child development, as many of our education majors take this course? Would you be comfortable adding this course to your letter?

Best,
Rachel

On Thu, Oct 15, 2015 at 3:39 PM, Mitchell Metzger <mmetzger@ashland.edu> wrote:

Hi Rachel,

I've talked to members of my department about the email you sent over the past two days. We are certainly comfortable in writing a letter that addresses the first point you've asked about, as we're all in agreement that you've done a good job in teaching the PSYC 218 class. However, we are not comfortable in addressing the other points that on which you're seeking our support. Given your training, we believe that you'd have difficulty in teaching the other courses



you've indicated. As examples, Cognitive Psychology is a high-level psychology course taught in a rigid experimental tradition, drawing heavily on topics in brain anatomy, neuropsychology, information processing modeling, priming, deductive/inductive reasoning, language development, etc. Theories and Principles of Learning, in the way it is taught, is rooted in animal research and is primarily based on the intricacies of classical and operant conditioning. Even General Psychology I covers many areas outside the developmental tradition where you have the majority of your training. Such topics that we cover in PSYC 101 include the history of psychology, brain anatomy, sensory and perceptual systems, cognition, classical and operant conditioning, consciousness, abnormal psychology, personality, social psychology, etc. While you've had some exposure to and teach some Erikson, we don't think that necessarily qualifies someone to teach our Psychology of Aging (PSYC 224) course.

It is true that we need someone who can teach the wide variety of developmental courses that our department offers....but, what we really need is a *developmental psychologist*. Alinde's training, experience, teaching, and research were more firmly grounded in developmental psychology specifically, and we are not comfortable drawing the direct comparison you noted in your email. Our students need someone who does developmental psychology research, who can supervise developmental research projects, and can lead them in the experimental tradition that has served as the bedrock of our departmental teaching for the past decade. When we look at your training and look at the research you've been doing, it just doesn't match what we need. You've been active in research and your work is interesting, but it simply isn't developmental in nature.

I've thought about this a lot over the past few days, and I'm really conflicted about it. You're a great faculty member and colleague, and I'm happy to write a letter that comments on your work in PSYC 218. But we can't go further than that, because we believe the intention of the "enhance" designation is to allow us to meet our students' needs by adding a true developmental psychologist. For us to testify

otherwise would be disingenuous. We feel badly for the faculty that were impacted by this latest round of reductions and are sympathetic to the situation you now find yourself in. But in the end, we need to faithfully represent the needs of our students and our department. In this case, we need a development psychologist that will fill the void for that important and fundamental area of our discipline. I've attached a letter to this email that you can submit as evidence for successfully teaching the PSYC 218 course, but I'm sorry that I can't speak to the other points that you've asked about in your last email.

Mitch

On Wed, Oct 14, 2015 at 10:42 AM, Rachel Wlodarsky <rwlodars@ashland.edu> wrote:

Hi Mitch,

I appreciate the conversation yesterday and your willingness to be a "written" witness on my behalf (as long as your colleagues don't have issue with you doing so).

This is my recollection of our conversation and what information could be included in the document. Please know that I respect you as a colleague and do not want to pressure you to include anything you aren't comfortable with. See below.

- 1) Successfully taught Psych 218.
- 2) Courses competent to teach. In my opinion, Psych 101, 209, 218 and 264 and I do cover Erik Erikson so maybe 224. Much of my research focuses on cognition and learning, Psych 320, 324.
- 3) Knowing that Alinde Moore's background is Ed Psych and was quite successful not coming from a "traditional" background.
- 4) The fact that Psychology program was placed in the ENHANCE category for the Prioritization Report, recent retirements, position recently posted, and lots of courses being taught by adjuncts; proves the need for additional faculty (preferably full-time tenured with proven success and commitment to the institution).

Attached is my CV, I will get you copies of student evaluations tomorrow.

Thanks for your support!

Rachel

--

Dr. Rachel Wlodarsky, Professor
Educational Foundations and Instruction
225 Schar College of Education
Ashland University
Ashland, Ohio 44805
419-289-5334 Office
rwlodars@ashland.edu

Honors Immersion Project Report

5 messages

Jeffrey Tiel <jtiel@ashland.edu>

Wed, Feb 24, 2016 at 1:35 PM

To: Carlos Campo <ccampo@ashland.edu>

Dear President Campo,

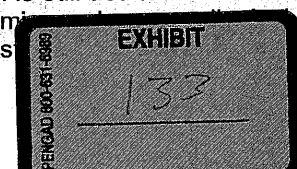
So much has happened with the honors college senior year immersion project since we last spoke about it that I wanted to fill you in on some of the more important details and gain some direction from you about what to do next. To summarize our last conversations, you had asked me to take on the leadership role in forming and implementing a semester-long cultural immersion experience for a subset (10-30 students) of the future honors college seniors. We had discussed a scenario in which I would take these students to a foreign locale for most of a semester effectively earning them a semester's worth of credit. I enthusiastically accepted the role and have been working on it ever since, both on various locations and pedagogical models, as well as the possibility of AU forming a partnership with the Semester at Sea folks for an occasional merger of interests.

Let me begin, then, with Semester at Sea because the results are intriguing, and because it's taken me a while to form what is now a growing relationship with them. It turns out that during this year Semester at Sea has been switching host institutions from Virginia to Colorado State. Colorado State will be running the program beginning with the Fall of 2016, finishing off the last of the localized voyages and then, in the Spring of 2017 (and from then on), changing to a new model. The new model will be based in part on the availability of their ship, because SAS has sold their previous ship and will instead be leasing a smaller vessel, a lease which won't be possible during the summers. As such, all of SAS's future voyages will occur during academic semesters. Also, the smaller ship reduces the number of student passengers from 750 to 550, permitting SAS to be more selective in its admission policy, a selectivity their chief academic officer assures me is specifically focused on honors quality students—their objective is to beef up the academic side of SAS. Moreover, the voyages will now all be worldwide, in the Fall heading in one direction and in the Spring heading back. As with the previous incarnations of SAS, the new model will emphasize faculty whose teaching will profit from the various ports that are visited during the voyage. It will also focus on active or engagement learning rather than the usual model employing research books and the internet (since a ship has a small library, and apparently, the internet is rather intermittent, but also because the world itself is available as the students' "books"). These foci fit well into our immersion project objectives.

As to a partnership with AU specifically, SAS already has such partnerships with other institutions, some much larger than AU who bring 30+ students annually to the SAS program. SAS is eager to consider including our faculty as part of the SAS onboard education program, so long as we fit into their pedagogical model and have the appropriate expertise. To reassure them on this score I regaled them with stories of my international travels with students, my experiences at West Point, and my administrative role in creating and administering AU's honors program in the past. I also related our long history of international student recruitment and our business college's interest in international marketing and business. By the end, SAS was suggesting that they were very interested in hiring "former honors directors" and that I should apply this March-April for the Fall 2017 trip! So, I think I effectively sold them on what we could bring to their program. AU students who joined an SAS voyage would take a full academic load of four to five Colorado State courses. Faculty who join the SAS voyage would have to modify their teaching to fit into the Colorado State catalog (such faculty members teach three courses during a voyage.)

Two issues emerged over the course of these conversations with SAS. First, our immersion experience concept envisaged removing students entirely from the classroom and effectively creating a kind of Oxford Tutorial interaction with me in the chosen locale. SAS doesn't really go this far; it moves the classroom to a ship. And though SAS emphasizes alternative learning models based on what occurs in each port, its program is still tied to the traditional academic course structure, a structure that our seniors may find doesn't fit their academic lives. At the twenty to thirty course options for students on any given voyage, many of them s

looked
think
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of as mid-level core courses, and I wondered if our Honors Sophomores or Juniors wouldn't better benefit from the SAS experience. By the time Honors AU students reach their senior year, how many core courses do they still require? But the second issue may prove the real hurdle: the cost. The current minimum price for a one semester voyage is set at \$27,500, which is significantly greater than what AU students currently pay for a semester. What's more, we'd have to accept Colorado State transfer credits making no tuition dollars on our end. Having said that, the SAS experience would be truly amazing for our students.

On the non-SAS front, in other words our own immersion program, I have devised five candidate locations based thematically on what those locations can offer. Here is a brief sketch just to give you an idea of some of the possibilities:

1. Romanesque Tour: Italy, Spain, France

The Romanesque Tour would focus on the history, art, archeology, culture, and faith contributions of the Roman Empire and post-Roman influence up through the Renaissance in the visited countries.

2. Religious Heritage Tour (Monotheist Tour): Egypt, Greece, Turkey, Israel

The Religious Heritage Tour would focus on the monotheistic as well as historical, cultural, and archeological contributions of the monotheism of Akhenaten, Socrates, Moses, Jesus, and Mohammed.

3. "Down-Under" Tour: Australia, Tasmania, New Zealand

The "Down-Under" Tour would focus on themes relating to biodiversity, ecology, geology, and oceanography.

4. North American Tour: Galapagos Islands, Guatemala, American West, Alaska

The North American Tour would focus on biodiversity, ecology, sustainability & the "free trade" coffee revolution, the history of evolutionary biology, geology, volcanology, and conservation in the Galapagos Islands as well as in the great American natural parks of the West, including Alaska.

5. English-Speaking Heritage Tour: England, Wales, Scotland, Ireland (possibly to include Canada and Nova Scotia)

The English-Speaking Heritage Tour would focus on the contributions and complications of the British Empire on world history, as well as explore the cultural minorities within that broader tradition.

Some of these tours would be safer and more cost-effective than others, and for some of these tours I am already wholly prepared to launch based on my own experience with leading honors students on foreign excursions in the past. Some of them also dovetail with offerings that have been made in the past by other AU faculty, and it would surely be beneficial to take full advantage of our faculty's expertise. I think it's useful to consider a wide range of tour options, because the honors students represent a variety of backgrounds, interests, and majors.

These tour options are all based on a semester-long time frame with the built-in variable of how much time the tour itself operates. So, we could actually set the tour time frame at 10 or 12 weeks instead of the full 16 in order to facilitate events such as Thanksgiving and Christmas (students would probably prefer to have returned home by Thanksgiving, e.g.), as well as to modify costs. And this cost issue becomes a matter of great importance that I need your guidance on. How are we thinking of funding this program? Immediately, I can see that program costs could be deducted from the student's room and board costs (although for trips of this length it's probably wiser to have students manage their own food costs), and perhaps some of the tuition dollars earned by students enrolled in the immersion project could be directed to the program's cost. But I don't see that it would be at all out of the question to expect students to contribute something extra for this program, including both their air fares for getting to and from the locations, but also the costs

involved of running the program. We might even ask the Honors College to create an immersion sponsorship program where students can seek sponsors among their friends and relatives to help defray their costs. Because I'm looking at a conservative cost of probably \$15,000 per student for a semester long tour, not including their air fare.

Another issue for us to consider is the way in which academic credit will be awarded for the immersion experience. Honors students typically take a minimum of 18 academic hours during a semester. So, if we are going to award students 18 academic hours of credit, we'll need to think about how to arrange that within existing curricular structures or how to create new structures in which to embed this program. For example, I don't see any reason why this experience couldn't replace the senior honors project, or thesis, or whatever it is ultimately called. But that project has typically involved only between three and six credit hours. Moreover, if we permit students to earn a full 18 hours (which I'd imagine would be required to keep students on their academic clocks for graduation), we may need to include hours from different academic areas, something that will require some negotiation with chairs and may even require involving faculty back home from those areas or bringing additional faculty out during the tours. Alternatively, we could create a brand new structure within the new college that awards the necessary hours under an innovative non-disciplinary designation. But that will take time and creative negotiation with the relevant senate committees.

Another issue for us to consider is our implementation timetable both for our future immersion project students and for me as their leader, because as I learned when I ran the honors Masterworks in Florence program several years back, steady and advance marketing of this type of program is critical to recruitment success. If we aim to involve solely honors college seniors, and if we plan to wait for seniors graduating from the new honors college, then we have at least four years' time to fully prepare this program. If we aim to involve current honors and Ashbrook scholars who will be converted into the new honors college, then our time table is certainly less than four years. Fortunately, we can create an experimental version of this program in advance of its full implementation by partnering with the Semester at Sea program. SAS provides all the resources, academic credit structures, and logistical support that we would require, cost being the major challenge. I could also apply to teach on an SAS voyage in advance of our full partnership with SAS to give us a more in-depth understanding of all that SAS could contribute to our immersion program. Additionally, for a few of the proposed tours, I could be prepared to implement them with only two-year's notice. Finally, I need my own contract status to be clarified for the years leading up to the full implementation of the immersion project. I've felt confident since our discussions in the Fall that I needn't worry about the issue of the non-renewal of my contract, since a new kind of contract would presumably have to be created anyway. But what does that look like exactly? Currently, I seem to be working for the philosophy department, the honors college, and the online college to all of which I bring significant experience. And I am happy wearing multiple hats as we transition into the full implementation of the immersion project. But in the meantime, guidance regarding my future contract and report structure would be helpful, since I have in mind a number of different options in the coming semesters, and hope to make the most valuable contributions I can to AU.

Sincerely,

Jeff Tiel

Carlos Campo <ccampo@ashland.edu>
To: Jeffrey Tiel <jtiel@ashland.edu>

Wed, Mar 2, 2016 at 10:20 AM

Hi Jeff,

Great to hear from you, and thank you for continuing to develop potential scenarios for a unique immersive experience for our future honors students. Here are a few thoughts:

The SAS collaboration (I knew some of those folks when I was in VA) has potential, but the cost and other strictures make it a bit problematic. I would not pursue them further, but leave the option open just in case we decide to circle back.

The other optional tours with their unique locales and programming align well with some of the early info developing around the honors college. It will be critical to have a holistic approach to this small (because of the cost, nature of the learning objectives, etc.) part of the overall HC experience. In fact, we have determined that the HC's projected launch is Fall of 2017, and I do not think that the immersion program will be feasible before Fall of '18 at the earliest.

This timeline and our continuing budget restrictions make it impossible for us to extend an offer of employment at this time, though your considerable talent and scholarly breadth make you a valuable member of the academic community, and someone we would like to retain if our fiscal picture improves dramatically (which, frankly, is unlikely so please pursue your options openly).

The academic issues you raise must all be worked through, and I think it is clear that we need to fold the cost into the HC tuition, and ensure that students receive credit—including Core credit for the experience.

Thanks again, and I look forward to our ongoing correspondence,

Carlos

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Carlos Campo, PhD

President

Founders Hall 205

Ashland, OH 44805

(w) 419.289.5050 | (f) 419.289.5099

office-president@ashland.edu

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on ordinary days.

Jeffrey Tiel <jtiel@ashland.edu>
To: Alyssa Guthrie <alyssadguthrie@gmail.com>

Wed, Mar 2, 2016 at 10:33 AM

[Quoted text hidden]

Jeffrey Tiel <jtiel@ashland.edu>
To: Carlos Campo <ccampo@ashland.edu>

Wed, Mar 2, 2016 at 10:58 AM

President Campo,

I understand that the honors college timeline is further into the future, but I had hoped to be able to work within the online college until that point. My conversations with Todd Marshall have given me the understanding that the online college will need experienced and talented people. In fact, I'm currently running a pedagogical experiment for him to help formulate an online professor/undergraduate assistant model. I'm teaching nearly every course online now and all my courses in the fall are online. And they are all stuffed to overflowing with students. So, are you saying that even with the new online college there is no option for me for Spring 2017 (since my contract continues through Fall 2016)? I guess I figured that we'd be able to do something for that one semester and then see where everything stood for the following academic year.

Jeff

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Jeffrey Tiel <jtiel@ashland.edu>
To: "Mancha, Louis" <lmancha@ashland.edu>, "jtiel@zoominternet.net" <jtiel@zoominternet.net>

Mon, Jul 18, 2016 at 9:52 AM

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