

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of February 11, 2014
FACULTY SENATE

<http://www.utoledo.edu/facsenate> Approved @ FS meeting on 4/22/2014

Summary of Senate Business:

President Lloyd Jacobs
Provost Scott Scarborough
Dean Lakeesha Ransom, Honors College
Dr. Constance Schriner, Associate Provost for Faculty Development

Note: The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

President Rouillard: I call this meeting to order. Welcome to the tenth Faculty Senate meeting of **Lucy Duhon**, Executive Secretary, called the roll.

I. *Roll Call: 2013-2014 Senators:*

Present: Present: Black, Caruso, Chiarelott, Cochrane, Dowd, Denyer, Duhon, Edinger, Ellis, Elmer, Farrell, Gilbert, Giovannucci, Gunning, Hamer, Hewitt, Hoblet, Humphrys, Kennedy, Kistner, Kranz, LeBlanc, Molitor, Monsos, Moore, Nigem, Ohlinger, Plenefisch, Porter, Quinlan, Randolph, Regimbal, Relue, Rouillard, Sheldon, Springman, Srinivasan, Teclehaimanot, Templin, Thompson, Thompson-Casado Van Hoy, Weck-Schwarz, Wedding, White, White, Williams,

Excused absences: Anderson, Bailey, Brickman, Cappelletty, Cooper, Crist, Gohara, Lee, Ligan, Lundquist, Moynihan,

Unexcused absences: Duggan, Federman, Frantz, Hasaan-Elnaby, Keith, Skeel, Willey

III. Approval of Minutes: Minutes from December 3rd and January 14th Faculty Senate meetings are ready for approval.

Academic Year 2013-2014. I ask that Executive Secretary, Lucy Duhon come to the podium to call the roll.

President Rouillard: Hello Senators. Welcome to the tenth Faculty Senate meeting of AY 2013-2014. Thank you, Senator Lucy Duhon. We will begin with the Executive Committee report: On Feb. 3, FSEC met with Vice Provosts Traband and Barrett. Included in our discussion was the topic of UT's relationship with Szufe University in China. We had just learned about a College of Business professional sales program with this university and wanted more details. The Szufe students take their first three years of classes in China and come to UT for the final year. Some UT faculty may teach there in the third year of the program.

There are some issues related to TOEFL and when the students in this China/COBI program are taking that test of English as a Foreign Language. Originally, the students were apparently to take this test later in the program. Now apparently they are taking the test after the first year.

Nonetheless, this still does not conform to our current admission requirements for international students:

TOEFL

The University of Toledo offers conditional undergraduate admission pending English language proficiency to students who have not met The University of Toledo's TOEFL requirement. A minimum international TOEFL score of 500 on the paper-based test, a 173 on the computer-based test, or a 61 on the Internet-based test, is required for full time undergraduate registration. Students who have been conditionally admitted will take The University of Toledo's institutional TOEFL (paper-based test) upon arrival. Students not earning a 500 on the institutional TOEFL will be automatically admitted to the American Language Institute for intensive English language instruction. Students are responsible for having their official score reports submitted to UT by the testing agency.

<http://www.utoledo.edu/admission/international/index.html>

While we understand the value of international collaborations, we remain concerned about the process of establishing such initiatives. To my knowledge, this program was not presented to Faculty Senate. Limiting the knowledge of such programs also limits the potential contributions of other UT programs to a given project. It also limits the faculty's role as ambassadors for the international program. How can we help each other if we don't know what our colleagues are doing?

On Jan. 28, FSEC met with Bill McCreary, Executive Director of the One World Schoolhouse. He updated us on the Carlson Library renovation, estimated to be \$1.1 or \$1.4 million in construction costs. He also showed us a model of one of his gaming simulation products. He will come to Faculty Senate on Feb. 25 to update us on OWS, Learning Lab and the MC Simulation Center.

Student Gov. President Emily Kramp has asked if Faculty Senate is interested in working with students on their initiative to get lecture classes of 100 + students to be automatically videotaped. Anyone who would like to volunteer to work on this initiative is asked to notify me and Emily Kramp as soon as possible.

Senator Mary Humphrys will update you on most of yesterday's BOT meeting. I can add to that that the Sabbaticals: 27 applications, 12 accepted.

Searches for VP Institutional Advancemnt, Dean of COM, Associate VP of HRTD and Associate VP of Finance.

VP Morlock repeated that we have an \$18 million budget improvement challenge (\$8 million revenue shortfall and \$10 million of deferred maintenance)

Matt Schroeder updated the BOT on American Campus Communities, the developer and manager of the Academic Village Housing Project, which is hoping to break ground on May 2014.

VP Vern Snyder reported that the capital campaign is at \$55.5 million as of Feb. 1, 2014.

That is the end of the Executive Committee report. Are there any questions or corrections, now would be a good time before we move on. ... I would like to announce and welcome to the floor, President Jacobs and Provost Scarborough who were kind enough to offer their time this afternoon to entertain questions.

[Applause]

UT President Jacobs: May I say at the outset, I have to leave at 5:15 p.m. which should be enough time I hope.

President Rouillard: Yes. Is there anyone who would like to start us off?

Senator Hoblet: Dr. Jacobs, I know in the College of Nursing we're questioning how it's going to work with this council of deans since we don't have a provost and/or chancellor to report up to, so could you enlighten us how are you going to handle that since apparently this council of deans at Health Sciences will report directly to you.

UT President Jacobs: As it happens, I met an hour ago with that group, including, Thea Sawicki and Patsy Komuniecki, and I made a couple of points and I will make those same points now. This is temporary. This is not a good org structure. This is not the way it would be for the long term.

Senator Hoblet: Thank you.

UT President Jacobs: I suggested that they do some benchmarking and looking around the place where I think this works pretty well which is at the University of Iowa, Iowa City and it may be that one or two of those people will visit there, at least look on the internet at their org structure. I do not believe that the way that it has been sort of by "evolutionary accident" if you will, to have the deans of the other Health Sciences colleges which is Nursing, Pharmacy, and Health Science and Human Service, report to a person whatever the role is who is also sitting in the dean of the College of Medicine spot. I do not think that's the best structure and I will try to take this opportunity to change that. Exactly how it would look when we get done, I will ask those "good" folk to try to help me figure it out. Finally, I would say during the interval which I hope would be six months, Thea Sawicki would be an advocate in Scott's office, my office, and Morlock's office and other such places. Okay, does that work for you?

Senator Hoblet: Yes. Thank you very much.

Senator Edinger: Good afternoon. I had asked a question of this to Jeff Gold before he left and so I don't know where to direct the question. The faculty on the Health Science Campus do not have access to the Student Rec Center. Since I asked that question a lot of faculty have said, "yeah, why not?" I know we have paid access to the Moore Center on this campus, but we will have to pay for that membership and I'm wondering why we would need to pay for a membership and other faculty don't. If we are one university it seems to make sense that we would all have access to the same facilities.

UT President Jacobs: It makes sense to me. I cannot answer the question why since I do not know what the situation is or whether it exists. Wafaa, can you make a note? We will follow-up and try to find the answer because I don't know the answer.

Senator Edinger: Thank you.

Past-President Dowd: Recently income statements were released for various colleges. Without trying to sound parochial, but if you look at the statement for my college, Languages, Literature and Social Sciences, it shows a contribution margin of somewhere around 35%. Then, after various university costs are allocated, the adjusted contribution margin drops to -1%. Now, I don't think this is meant to be

interpreted as Language Literature and Social Sciences is losing money, but it is a signal that that college is not performing properly. We should look at how some of those costs are allocated across colleges. For example, the College of Languages, Literature and Social Sciences is paying approximately twice as much to fund the Medical Library than is the College of Medicine. The same is true for the College of Natural Sciences and Mathematics. One of my questions is, is there a guide or structure for how these university costs are being allocated to each college?

Provost Scarborough: Let me give you a little history on the college income statements. We began developing those statements approximately five years ago.

Past-President Dowd: Okay.

Provost Scarborough: When we initially did it they had never been done before. A committee was formed and met for two years to determine the fairest/equitable way to allocate indirect cost. Initially, the costs were allocated based on 100% who taught the course. The committee decided to involve those two-years into the development since now revenue has attributed 75% of the college faculty members who taught the course and 25% to the student's home college, their major college. The group felt that was the fairest way to do that and that is how revenue was attributed. On the expense side, the direct cost is fairly simple, it is the indirect cost that is attributed. They're allocated on the basis of a number of factors, one of which is the square footage occupied. Another factor is the number of full-time faculty and staff. It attributes as you suggests all the indirect cost of the university. One question that we often get is, how is our indirect cost related to direct cost? The best way to research that question is to look at all the federally approved indirect cost rates that are applied to federal grants and you'll see an indirect cost rate ranging from anywhere between 40-51% of the cost. For those of you that have been federally funded you've seen those types of indirect cost rates, and that's representative of the magnitude of indirect cost of a typical research university ... So the question about should the Medical Library for example be allocated 100% to the College of Medicine or should it be spread among all of the colleges the same way as the Carlson Library, is the kind of issue that this committee took up over a two-year period of time. The Law School is very unhappy for example that it has been attributed 100% of the cost of the Law Library when the other general libraries are allocated among all the costs. There are certainly flaws with the rationale, which will be my answer to you. It's not meant to be an absolute measure of profitability; what is really real value is to give you an idea of relative subsidy or relative contribution of a particular college. One of the things that you have to remember also is since the state regulates what we can charge for undergraduate tuition, we have to charge a blended undergraduate tuition rate across the board. Now, what you would normally do is charge a higher undergraduate tuition rate to colleges that have higher cross programs so that they can recoup a higher percentage of their cost. So it's natural then that low-cost programs in Language, Literature and Social Sciences would subsidize more expensive programs than Natural Sciences and Math because of that blended undergraduate tuition rate. You can mitigate the effect of that somewhat by charging unique fees. We started a couple of years ago charging what we call, upper division program fee to recoup some of the higher cost of a program and that helps level it out a bit. We don't take the number too literally. Again, they're indicators of where a cash-flow comes from and where a cash-flow goes. I haven't seen them and in reality they don't have a lot of decisions to this point, to be real honest with you. We look at each and every program each year to see what its needs are to keep the program healthy and then we have not worried too much about the overall level of subsidy; we are more worried about the whole worth than any particular part.

Past-President Dowd: That is actually my follow-up question. Will the level of resources allocated to individual colleges be tied to their adjusted contribution margin?

UT President Jacobs: Not currently. Maybe someday we will get them good enough. And maybe someday they will be sufficient and accurate to do that, but they are not that accurate now as you implied in your question.

Past-President Dowd: Is there any discussion or consideration of using responsibility base budget in this regard? I understand that some of colleges must subsidize other colleges. After all, this is a university where more profitable colleges have to support less profitable colleges. But the actual contributions to the university by individual colleges shouldn't be ignored when allocating resources. Is that correct?

UT President Jacobs: The answer is, yes, we have. And believe it or not, I'm actually a proponent of responsibility based budgeting. However, in your first question you point out the reason why we can't get there, at least not very quickly, maybe we don't have good enough data. You need good data to have responsibility based budgeting work, of course. However, in spite of all that, I asked Mr. Morlock when he came on board, and one of his first jobs was to begin the 2015 budget, and I asked him to significantly decentralize control of various pieces of money and the various decision-making and we are still discussing that. He is thinking how to do that. Scott has some views on that and I have some views on that. But never mind that is sort of an overarching theme for the combination of the 2015 budget.

Provost Scarborough: Just want to add one thing to your point. The university that is most noted for responsibility based budgeting is Harvard University. It is said that every college is a tub on its own bottom, that's the phrase that is often used. I thought that was always interesting until about three weeks ago when I ran into someone who claimed to be on one of the boards at Harvard University (I am not sure which one), but he then began to share with me that the College of Arts and Sciences at Harvard is subsidized every year from their endowment by \$700 million. Even at Harvard "each tub on its own bottom" has a lot of cross-subsidy to make it all work.

UT President Jacobs: There is nothing wrong with that cross-subsidy, in fact, it is irony. I am committed to making it transparent so we all will know what those subsidies are and why folks have been working for several years now trying to get those P&L's right (we are not there yet). But ultimately, we have to be conscious of "where" those subsidies are.

Past-President Dowd: To respect Senators' time, would you rather I take this issue to Mr. Morlock and the Finance and Strategy Committee?

UT President Jacobs: Well, he is very much aware of the issue; it wouldn't hurt at all for you to reinforce your point which generally is correct, I think. I don't think it will hurt to have the conversation because he is pretty much aware of it.

Senator Regimbal: This question is for both Drs. Jacobs and Scarborough. I serve on the Technology Committee in the Judith Herb College of Education. I have, for a long time, been a proponent of recycling technology that's been purchased through student monies and is considered outdated and it's tucked away in a room and not discussed. I believe that students ought to have the opportunity to purchase that equipment and/or, if we're going to reach our mission of outreach to the community

and make an impact, possibly we can provide that equipment on a loaner basis to schools in our neighborhood. However, I'm told that IT's point-of-view is this can't be done. I'd be really appreciative if you could look into that "policy" because that's a terrible waste of equipment that, while it may not serve the purposes of current cutting-edge technology for our students to learn with, it certainly can serve the purpose for our students to get access to the internet and to do relatively simple processes. If the concern is that there's toxic information on the machines I'm sure that IT would be able to clean them and only install those programs that they think are safe programs.

UT President Jacobs: First of all, that is a great idea; we will do that. Wafaa, can you make a note of that? The issue is not cleaning the computers. As you implied, wiping computers clean is fairly straightforward these days. The issue is that those dollars become State of Ohio dollars; once they are paid in they are in a State of Ohio account and they are subject to all the restrictions of all the State of Ohio equipment and dollars and other such. We can look to see if there's any way of maximizing the freedom that it will, we will do that.

Senator Regimbal: Thank you.

President Rouillard: If there's no other question at this point, I am very much still concerned about this issue of these international programs that get established in the manner that we learned about with this particular business program and I think that we could probably come up with some other programs. Is there any move to perhaps make the process of establishing these programs a little bit more straightforward and transparent? I mean, as far as I know this program did not come to Faculty Senate for any kind of review or input. I think that it's not just a question of policing; it is also a question of informing the faculty so we can help each other and so we can collaborate a little bit more. When we are put in the position of not knowing what's happening, it causes a great deal of concern.

Provost Scarborough: So we are talking about the international program?

President Rouillard: Well, we are talking about that and we can talk about the business program collaboration in Szufe check University, but we can also talk about these aviation programs and exactly what is happening with that. The letters of intent suggest that these are supposed to be ready to roll out in the fall and we have not seen any courses in Faculty Senate or any program statements.

Provost Scarborough: In the case of the College of Business trying a program. I was informed a couple of days ago that these conversations started earlier and the decision as it was reported was to seek forgiveness rather than approval. So I learned about the same time as you did. I reminded them that forgiveness is not always guaranteed, so I agree, the process needs to be a little bit more structured. The idea behind the President's Commission on Global Initiatives could be a place where faculty members who have an interest typically associated with their family connection in some way or a faculty colleague at another university is typically how these begin. They can come and vet the program to make sure that it will be higher equality and economically sustainable. It certainly does represent a new program. There are established university traditions, polices, and procedures to follow and to do that. In the case of this particular program we were just as surprised as you were.

President Rouillard: I understand that. But the issue of the admission requirements and the English language requirements -- that's pretty serious. And if these students are taking courses in China in

Chinese we also don't know who is evaluating those courses for them to be granted tribute under a UT degree.

UT President Jacobs: There's an interesting problem here. I answered Dr. Dowd's question a moment ago by speaking of increased decentralization of budgetary issues, local autonomy, and local control. To some extent that flies in the face of what we are talking about trying to get a little more centralization, a little more policy around, a little more orderly too some of our global initiatives. Those are a constant tension in this institutional life between allowing the organization to be a little bit messy, allowing people to do some stuff and figure it out later versus centralized control above approval processes. I think frequently that tension comes up in places like this, budget issues and maybe a little decentralization, global initiatives, maybe a little more central control, but those are not all or none. Those are adjustments between centralization and decentralization, a spectrum. So as it turns out I agree that the global initiative business needs a little more tightening up.

President Rouillard: So as a follow-up, where are we with these proposed aviation programs? There's a deadline to submit something to OBOR by June, where are we in that process?

Provost Scarborough: My understanding is that it's really not going to be a new program for either Bowling Green or The University of Toledo as it is being contemplated. They went through a lot of thinking about possibilities, but what they ultimately agreed to do is move forward because their recruitment of additional students for a program that was failing in Bowling Green... continue. We helped to put them in touch with Chinese contacts that would provide additional students in the program. For our helping to establishing a recruiting pipeline they have offered and I think agreed that these students can take general education courses here and then transfer to Bowling Green into the aviation program where they would finish. It's really a two-plus-two program, it's not a new program on our part. It's just that we would have some new students taking some general education courses that would ultimately transfer to Bowling Green.

President Rouillard: And I assume that these students will have to meet the international admission requirements.

Provost Scarborough: Yes. One of the reasons that they were willing to basically concede that general education instruction to our university is because of our American Language Institute. So a big part of their curriculum would be those intensive courses in the ALI.

President Rouillard: But those are not credited courses.

Provost Scarborough: No, those are not credit-bearing, but that's the reason why we're essentially in the first half of the program.

UT President Jacobs: Does that answer your question or do you want expansion?

President Rouillard: Yes.

UT President Jacobs: Let me go back and give you a tiniest bit of history. A group of people led by an organization called, Coast Aviation came to us 6-8 months ago and said, maybe you would like to establish an independent aviation program. We thought, we consulted, and we discussed and said, no we

don't want to do that; but what we will do is contribute some of our course work and other things to Bowling Green's existing program.

President Rouillard: Thank you.

Senator Wedding: How many students do we anticipate would be in the program?

Provost Scarborough: The numbers were given to me, but I don't know how good they are, they were just numbers that were handed to me. But they are talking about 200-300 Chinese students helping to make that program viable to Bowling Green, that's the incremental amount. I don't know what their base number is or what they are beginning with. Whatever it was it was insufficient to the point where they almost decided to close the program.

President Rouillard: Well, the letters of intent that I saw suggests 100-300 in the first year, and up to 2,000 as a sustainable point. Another thing is that the program doesn't appear to be for calling for additional international students. It seems to be geared primarily towards these international students. Certainly American students could apply, but it seems to be geared towards the Chinese students.

UT President Jacobs: Bowling Green's current program which we have now said we will help you with it, but not take it over or not duplicate it, has mainly American students in it who are interested in general aviation as opposed to commercial aviation. The Chinese are interested in commercial aviation and they are looking at numbers that sort of relate to their population base and the current anticipated data from the commercial airline industry which is a huge variable, that's one of the few facts I learned in that discussion. So, where that would shake out, I don't know.

Provost Scarborough: Just the cost of the program alone, if the numbers that are given to me are accurate, the four or five-year cost of completing this degree is about \$125,000.

UT President Jacobs: On the other hand, if 2,000 students wanted to come here for general education courses and then transfer to Bowling Green for year-4 to learn to fly an airplane, flying themselves is a pretty reasonable thing if they have the qualifications, but we don't know the answer, well, I don't know the answer.

Senator Relue: Is the idea for them to then go back to China to fly or to stay here?

UT President Jacobs: If they have a green card, any of them could choose to stay here, perhaps. But they would largely be governed ultimately by the Immigration of... I'm told that China is desperate to build their number of ranks for both general aviation and commercial aviation pilots.

Senator Templin: Will the students receive an associate's degree when they complete their two-years with us?

UT President Jacobs: It hasn't been determined. I think that would relate more to our own internal discussions about an associate's degree at the end of their two years; the program would be 4-years. In order to receive a Commercial of Arts Degree they would need four years, at least under the normal circumstance.

Vice Provost Barrett: I wanted to add something about the first half of the question. A few years ago the president set up the President's Commission on Global Initiatives and since so many faculty read the Faculty Senate Minutes that's why I wanted to bring this body up. It's been trying to standardize the template that we use when we do enter into foreign agreements. It's trying to create a coherent consistent strategy for when and if we engage in foreign programs. I just would like faculty to know that if you're looking at foreign programs in your college or departments that information needs to be transmitted to the PCGI so we can see how it fits into the broader overall thing so we don't get into these "better to ask forgiveness than to ask permission situations." We want it to be part of a conduct and strategy to involve the right stakeholders at the right time and to have our choices be intelligent and fit some sort of strategy.

Past-President Dowd: Before the Senate meeting today I walked around the new Simulation Center. It was exciting to see that facility so close to being finished. I saw where the \$36 million was spent in constructing different rooms, different facilities, with conference rooms complete with fireplaces and marble walls. For the past few years we have been told that that was an important investment for this university – the building, the physical environment, and the equipment that we would be installing in that building. I want to ask you the same question that I asked Mr. Morlock in the Fall semester. I am concerned about the lack of investment in the faculty at this university. We have buildings, old and new, but faculty will be retiring this year and a good number of faculty members are considering retiring by 2015. Yet I have not heard any substantial discussion about whether there will be an investment in university faculty. That is, will there be a faculty hiring plan? I am quite concerned not only for my department but also for so many departments across the university. On several occasions I raised with you the issue of the impact on graduate studies from these retirements. We are going to lose many senior faculty members and this will put at risk many existing graduate programs. We are going to have Masters and PhD students who may not have mentors. We have undergraduate programs that will simply stop existing because of the lack of faculty. The scary fact is that the occurrence of retirements will likely be random across department. At this point we don't know which faculty members will be retiring from. It appears that we need a faculty hiring plan that gathers that data and prepares to hire the appropriate replacement faculty.

UT President Jacobs: Let me start from where you started. The Simulation Center is near completion. It is my vision that that will be a transformative force for the entire university for undergraduate as well as graduate. In my mind it is not a place for surgical trainees to learn to sew fake skin together, some simulation centers have been in the past, but it is not to my mind an appropriate use of this investment. I think this is a great opportunity to discover how much simulation can replace other forms of experiential learning and that should be something that we learn a lot about together. As regards to faculty hiring plan, yes, there will be. As you know we began a process to try to update the so-called "Directions" document, Direction 07, 11, and we are now working on what would hopefully be known as Directions 14 or 15 depending on how quickly we move. Yes, it is my thought that we have several appendixes -- areas of special emphasis perhaps. I like Appendix 1 and Appendix 2 hiring plan. I do not think however if we have a faculty hiring plan that is going to solve all of our problems. We are going to live in a...a long time and this is our...impact our ability to hire faculty. But, yes, we need a faculty hiring plan and it is my hope that it would be part of this undertaking that we have begun. Ultimately, we are currently having a bunch of groups work on each of the goals and at some point we will bring that work product to University Council and the University Council will start or finish or somehow be involved in a faculty hiring plan, but we haven't quite figured that out yet.

President Rouillard: Are you planning on bringing that to Faculty Senate to also talk about this hiring plan; it seems to me that that would be a logical place to come.

UT President Jacobs: It depends. I think the ultimate goal of the Faculty Senate...institution is evolving and I'm not quite sure where it would evolve to, so I hear your voice too.

President Rouillard: I would invite you to come and present to us those issues; I'm sure we will be very glad to hear them.

UT President Jacobs: That is a very kind invitation, thank you.

Provost Scarborough: The only point that I would add and I think Dr. Dowd makes a good point and that is, what we don't want it to be is kind of randomly happening to us. We want it to be a conscious choice in terms of where we make investments in the faculty. I think in a constrained resource environment those kinds of decisions are going to be important to be overt rather than... We've seen departments and you have seen departments over the years where the nature of the departments have changed by the number of faculty retirements. Some come to mind and we kind of just let it happen to us, we don't want to do that.

UT President Jacobs: That is why I said a moment ago, Dr. Dowd and Provost Scarborough, please correct me, the first step is to decide what areas of emphasis, areas of strength, areas where we might say let's let this lessen in importance, that's probably "step one" so your faculty hiring can be informed by those areas.

Provost Scarborough: We like to say that getting the universities ahead of us on this issue is something that makes us very uncomfortable, but in this case I think it is going to be very informative and interesting to watch the dialogue play out at the University of Akron. People have seen the articles that suggest that someone has looked at what's going to happen to them in terms of faculty retirements, areas of emphasis, and specialization and someone has come up with a plan that ultimately has led to certain programs ultimately being suspended for a period of time. Again, I don't know if that's in our future. It will be in some university's future to look at this kind of transition that is growing and see where they choose to make investments and where they choose not to make investments.

Senator Thompson-Casado: When we talk about a faculty hiring plan we always talk about areas of emphasis and strengths, what about the nuts and bolts that make this state run, one of which is education and foreign language. We lost Dr Demedio over two-years ago to retirement and there is no one in that licensure program. The students that graduated last year from the licensure program, every single one of them found a job in the state of Ohio. They're active productive citizens. To make that program run, a colleague from my section is teaching in Education and next year we can't meet the needs of our majors and minors. This is a nuts and bolts program. It may not be special. It may not be "sexy." It may not be cutting-edge, but this is what the state needs.

President Rouillard: This is one of the direct contributions that we make to our community is to train teachers.

Provost Scarborough: These kinds of nuts and bolts decisions are being handled by the Provost's Office. We are improving the hiring of faculty in certain areas where there are nuts and bolts types of

requirements where there are accreditation issues. There is an ongoing process. It is typically through John Barrett, Brenda Grant, and Peg Traband, they take a look at it and the annual budgeting process is included as well. There is an ongoing process. I think when we talk about something on top of an ongoing process, what we're talking about is making strategic decisions that have long term implementation.

UT President Jacobs: I couldn't hear every word you said, I'm sorry. But what I did hear, it seems to me very important. Our faculty hiring, our curricula, our output for various types should match the societal needs and we should be emphasizing when we decide on areas of emphasis. There are many factors to our strengths and to the rest of it are important factors. But a very important factor to my mind is, are there jobs out there and can our graduates and outputs from these programs expect a life of prosperity and fulfillment. So, I hear you; your point to the outlook of this particular program has 100% employment that carries a lot of weight. We should be investing where there is employment and we should be divesting or at least being very careful where there is no employment. Not everyone agrees with that but I do. I just want to say where my thinking is on that point.

Past-President Dowd: Senator Thompson-Casado's point comes back to a question a raised a few minutes ago. Please look at the contribution margins of colleges that are being subsidized by other colleges. In Senator Thompson-Casado's terms, their programs may be "sexy" or high on your list of preferred programs, but those "sexy" programs cannot exist without the subsidy provided by the "nut-and-bolt" programs such as Foreign Languages in the College of Language Literature and Social Sciences. These "nut-and-bolt" programs need to hire additional faculty which, in turn, will provide the subsidy needed for the continuation of the programs you consider "sexy." It may be the case that hiring such new faculty members may not be "sexy" and it may not be something that you or other administrators can "brag" to the Board of Trustees about, but it is one of the soundest financial decisions that can be made to ensure continued financial resources. This is not just about the Department of Foreign Languages. It is about every department and college teaching the "nut-and-bolt" courses that subsidize the other academic units.

UT President Jacobs: I think that probably all of those are in our heads and a few of them should be on paper should begin to say, what should be the factors that weigh into a selection of various emphases. What could be the factors that weigh into a faculty hiring plan one period or another? I think that you can very well undertake that and send me a list. I can scribble a list, the cost of instruction and margin; if we can ever get perfect data, the availability of jobs. We need to understand better what factors we want to put weights against, creating this kind of grid or you will end up with something like "hire faculty here" and "don't hire faculty there." We need to understand what the proper weights are or at least what the factors are.

Provost Scarborough: The conversation here is alive and well. When a dean comes with a proposal to hire faculty the conversation that they first have with John Barrett and Peg Traband, Brenda Grant before getting in a room they have the conversation about all of the various decision criteria you would expect. Is this a program that is cash-flow positive? Is this a program that has strong research emphasis? Is this a program that has a strong graduate program? Is this a program that teaches a lot of service programs for the rest of the university? What are the accreditation requirements if any for this particular program? So all of those conversations end up with a decision, will faculty be replaced? If enrollment has declined and

there's still sufficient numbers of faculty to teach the students and we need to pursue the other things that a department pursues it is not a very good prospect, that position may go elsewhere to help balance the budget that we are still working to balance. But on the other hand, if this is a program that is growing and it has strong research then the tenure-track position would likely be approved. If it's somewhere in the middle and it doesn't have a strong research emphasis or the research emphasis has changed over time like a number of our programs have and now it's primarily a department that teaches a lot of service courses for the rest university, the position will be replaced but it will not be replaced with a tenure-track faculty member, it will be replaced with lecturers. All these conversations I assure you are alive and well. I don't sit in all of them but John Barrett does, but those are the kind of conversations that I think you would feel comfortable with.

UT President Jacobs: It wouldn't hurt to list those factors a little more clearly and to talk it a little more openly, and I guess that's Dr. Dowd's point.

Senator Lee: One program that is "sexy" is healthcare. There is a growing demand for healthcare. We are concerned in Nursing to have enrollment and that can't keep up with placement sites. And I understand that is also a problem in Medicine and in some of these programs that have lots of students interested and it is not so much the faculty resource that we are concerned about, but it's the site where we can get quality sites; enrollment seems to be growing faster than we are able to place those students and that's a concern that we have in our college.

UT President Jacobs: Thank you for mentioning it. It is a great concern to apply across the country and across multiple disciplines. The availability of clinical sites for the healthcare professions and for that matter the availability of the student teaching opportunities for the College of Education is a major factor in many disciplines. It is a great societal problem and frankly I don't know where it's going to end. The availability of those sites depends on the physical welfare of the hospital to some extent and hospitals are hurting. We were notified this week of two major hospital programs looking like they are probably going to go south, one from ProMedica and one from Mercy and this is happening all over the country. There is no easy answer for this. I, personally spend a lot of my waking hours on this particular issue, with no end in sight. Well, there's one end in sight that I would like to call to your attention and that is simulation.

Senator Lee: I was going to bring that up. There's regulations at least in nursing about how much of that time can be counted towards direct patient care when you are working with the simulation.

UT President Jacobs: So are there other disciplines?

Senator Lee: Right.

UT President Jacobs: I think it is....for all of us, you and me perhaps particularly to try to influence the accrediting agencies and other bodies to at least let us test the advocacy of simulations at least in these incidences. But it is a big problem, you are absolutely right.

Provost Scarborough: It may be something that these regulatory bodies have to reconsider at some point.

President Rouillard: Senator Wedding, do you have a question?

Senator Wedding: I have a comment. Most of the conversations always drift back to more efficiency with the faculty, higher workload, and very low salaries for some of these faculty, but we never quite get around to the number one economic number one problem on this campus and that is administration; it stripped the faculty. There are far more administrators than there are faculty and those numbers are from administration. The cost of administration is very very high on this campus; if we were a private business trying to survive we wouldn't. With all these administrators that we have being paid tremendous salaries and they are, where are the solutions coming from? All we have is more and more problems and all we hear is, "let's cut the colleges and let's do this or that." It always goes back to the faculty which by the way is the economic engine of this campus are these faculty who are teaching these classes and bringing in the money. We are the money makers and we represent a small fraction of this university. Administration which is calling the shots should take some blame or responsibility here. It should start from the top and it should start all the way down. There's a lot of administrators on this campus who demonstrates incompetence on a regular basis. I always considered to Provost Scarborough and others if we had an administrator who is apparently competent what we would likely do is promote him or her. So we need more accountability of administration on this campus which is very costly and we are paying for it, it should be delivered to us.

UT President Jacobs: You say "this campus" I assume you don't mean the Health Science Campus?

Senator Wedding: No, I mean both campuses, the entire university.

UT President Jacobs: Okay.

Senator Wedding: I don't like that distinction, Health Campus versus Main Campus (Bancroft), I think of us as one university.

UT President Jacobs: Thank you for looking at it that way. Provost Scarborough is exactly correct because over the last five or six years Provost Scarborough was responsible for a lot of this. We have moved \$11 million from faculty functions, administrative functions, IT, HR, and Finance into the frontline essentially a lot of that goes into faculty and other such, we have actually trimmed a fair amount. The other force here that you need to be aware of is that there's a huge increase in the cost of compliance; the cost of accrediting bodies is a huge and continuous increase and in that cost and the cost of oversight...the Department of Education, you are correct, the cost of things that are normally done by administrators has gone up. Then finally, I don't think it helps very much for me to defend or be defensive about Provost Scarborough's or Mr. Morlock's salary, we have committed to try to pay what the market will bear; when we hire a new dean for the College of Medicine it would be costly because that's what the market wants. If you want a "good" dean for the College of Medicine you will have to pay a chunk of money for it. Just for the record, I don't want to make a big deal about this, but it is a true fact, I haven't had a raise, not a single penny except when we bought the Healthcare which was a 2% cut for everyone, but other than that, I haven't had a raise in seven years. I've been offered a raise, but I haven't taken a raise in seven years. I'm not saying that to make a big deal of it, but I am saying that we are trying to be responsible.

President Rouillard: But Dr. Jacobs, I have to say that it is very...for you to not take a raise and our part-timers who get \$750 per credit hour and that is the going rate for decades. These people haven't had a raise either.

UT President Jacobs: I understand.

President Rouillard: There's a huge scale of difference.

Past President Dowd: I would like to build upon Senator Wedding's point on the number of administrators. If you look at the two universities prior to the merger, the old UT had, I believe, a total of five vice president s/provosts. Forgive me because I do not know the corresponding number of VPs at the old MUO. Provost Scarborough now has approximately 21 direct reports. If you do not count the number of deans, he is still left with 10 or more direct reports. Without question, there has been a substantive expansion of vice provosts, vice chancellors, and vice presidents. Further, for each one of those expansions there has been an accompanying expansion of their staff as well. This is just to add to Senator's Wedding's point: our concern is not just that of the salaries paid to the "big shots" around here. It is also about the significant, general expansion across the top UT administration. I recognize the importance of the compliance issue, but given the magnitude of administration expansion it simply cannot be the explanation for the vast expansion in administrators.

UT President Jacobs: You are probably right that compliance is a big component of this entire issue. Actually, to give someone a title is cheap; it doesn't cost anything to call someone a VP. To reward someone not with money but with whatever that physiological value of having that title is frankly that's part of what I believe to hold true cost down and to some extent that counts to some degree for a significant increase or the doubling of the number of people carrying that title.

Past-President Dowd: That's fair. However, almost in all circumstances involving a shift in an individual's duties from a faculty position to an administrative position, this necessarily implies fewer faculty members to teach our students, conduct research and perform service activities. For example, when John Barrett was moved to his current Vice Provost position, the Law School lost a well respected and effective faculty member. That is, when the administration expands, there is a shifting of vital resources away from academic affairs.

UT President Jacobs: Yes, we can keep this up for a long time.

Past-President Dowd: I'm done.

UT President Jacobs: But, Vice Provost Barrett whom you gave the example of, he is working very hard. Probably 80-85% of his work from morning till night is compliance and accreditation. I don't know how to answer your question other than to say, yes, it is costly to have good staff with various compliance agencies. Is it worth it? Is it a proper investment for us to have a very good mark for the Higher Learning Commission as we did? Is it worth the working money we spent to get a very good mark from the ALCME and AVA? I think it's probably worth it. Others may say, well, you can probably just get by for 50% of the cost and I think that is another...and other institutions have shown it. I think it is worth it and it cost more money.

Senator Hamer: Yes, I think that is true. But I think compliance and accreditation as far as faculty because you have to have the courses that are being offered to meet compliance and we're quite involved with the assessment that's gone up to accreditation, so I don't quite understand the argument that we have to take money away from the faculty lines in order to support accreditation and compliance.

UT President Jacobs: Nor do I; I'd like to say I don't believe that. I think you are absolutely right. I said it earlier that faculty create the institution. It is the faculty and administrators on every level that supports that. This is a difficult time. I've seen a lot of stresses and a lot of pushing back on the availability of resources. There's been a huge increase in legal and to see if we can struggle through these things.

Senator Hamer: I think that is a great point, but I think also we should all go to the February 20th screening of the Robert Reich videos that's going to be right here on UT's campus. He is a quite a well-known economist that teaches that stress is coming from and relating to the upper level salaries and the destruction of the lower.

UT President Jacobs: I'm not sure if I agree with him. I think that the...of our society, the richer getting richer and the poor are getting poorer, that phenomenon exists. I don't think that it's due to anyone's greed. I think it's due to some fundamental change in our society. Dr. Dowd and I had some conversations around these discussions and I would love it if I had several minutes left, President Rouillard to talk about that sometime. You are right, society is rapidly being...to our detriment and hurting the American green and there's no question about it, it's just because Art Artinburg is making millions and millions of dollars with other factors.

Senator Hamer: We do make the decision...as a society and individuals make those decisions.

UT President Jacobs: That's true.

Provost Scarborough: Okay, here's what's happening. I'll give you a seven-year perspective. Every time we take a state budget cut in every place that I know of the first thing they do is look at the administrative areas.

UT President Jacobs: Even here.

Provost Scarborough: Yes, it is the same approach that I know of. Either through enrollment decline or a state funding cut or a cut in federal funding, the first thing that administration always looks at is the administration itself. I think there's data and if there's not, someone please correct me that shows how many positions that are eliminated on the closed budget side, meaning, non-academic carriers. Over the last seven years we eliminated scores.

UT President Jacobs: \$11 million worth.

Provost Scarborough: Everywhere across the country. If you don't believe me, read the article. In fact, budget cut after budget cut at some point you start getting payroll wrong. You start to process payroll incorrectly; you cut so deep in some of the administrative areas that you can't get the deposit right, which suggests you're cutting in the bone now. I used that as an example because it is probably real, the concept is true. The next thing that happens is that there's a hollowing out of the middle manager position, the professional staff...rights. Because the complex things are still there so the middle rank gets cracked out and the higher rank manager takes on both the...and the middle man manager's task, I've seen that happen here as well. Once that is done then what's left the next time you have a budget cut are the student services and the academic areas and that's the reason why the issue has gotten difficult and tough because all the...and fruit on the administrative side is gone. It's a legitimate issue because we, the administrative team have that conversation all the time. They ask if we can get by with one position less here, no I don't

think that is possible. I would invite your opinions on those issues. If you see something at this university that says, “surely we can get by,” put it on the table. Three-year or three-year officers and lets have the conversation about that...however, all these accrediting bodies seem to be getting bigger and bigger. Learning assessment seems to be getting bigger and bigger. I gave the presentation at the Board yesterday, not even counting the clinical enterprise we have over 50 accrediting bodies that are always coming in to do business at this university. Even the cost of that is in the hundreds of thousands.

UT President Jacobs: It’s several million.

Provost Scarborough: Yes.

UT President Jacobs: President Rouillard, I am just about out of time, how would you like to finish?

President Rouillard: I think there’s one more question. Senator Wedding, do you have a question?

Senator Wedding: I would just like to make a comment. This is not about your, President Jacobs or Provost Scarborough’s salary, it’s about the total cost of administration on this campus and whether or not that is being effective. I think there are issues on how effective that administrative is. You are saying it is because of compliance etc. and everything is getting bigger which is fine, but at the end of the day when things gets tough there’s an attack on the academic side, on the faculty. The faculty gets cut or their salaries are not increased. We haven’t had raises either and our faculty haven’t been increased in a couple of years and it looks like whatever they offer is going to be chump change. All that said, the faculty are doing their job and I don’t necessarily agree that administration as a whole is always doing its job; they are the ones that report these problems. The \$11 million cut, I don’t even think that’s a lot of money in the total context of the \$900 million institution. I don’t know if it’s bookkeeping changes, the \$800 million is going after the academic units 5 out of 7 times, what is that? That’s just an excuse to act the way at the colleges again. I wouldn’t even report that kind of stuff, it creates bad morale.

UT President Jacobs: Sooner or later we have to look at our core business; you are our core business and instruction is our core business. I believe and I think most of my colleagues...put off our core business for six or seven years and that’s fine. But that doesn’t mean that I don’t see your value.

President Rouillard: We thank you very much for your time.

[Applause]

President Rouillard: One thing that I forgot to mention in my Executive report is that Senator Duhon asked me to announce that the Open Access survey for UT faculty will be emailed to you tomorrow. You are encouraged to participate in that survey. Next, it is my pleasure to introduce to you Dean Lakeesha Ransom who is going to give us some updates on the Honors College.

Dean Ransom: Good afternoon everyone. President Rouillard asked me to come and share some of the updates that we have been working on in the Honors College as well as to provide some general context. I have a few slides; most of them have pictures and some graphs, so I will speak about the updates then I will answer questions that you have.

Many of you are probably aware that as of this Fall all of our direct from high school students were admitted into a portal...When we speak from an admissions standpoint, in terms of students we talk in

terms of the bands. As I talk of the Jesup Scott College, think “Band 1” which is only 15% of our total pool in the Fall of 2012. This is the first Fall to implement the system. The logic behind it was that we wanted to ensure that all of our students had adequate support mechanisms and so I understand and believe that the coaches will be involved. ...in mind has coaches to support their college and so this year we initiate this particular system. So if we look at Band 1, it gives a simple breakdown of where we were and where we are headed. In the Fall of 2012 we had a total of ...students that were in the Honors College portal. In Fall 2013 we had a total of 1300 students and it was difficult to get the precise data because it is newly launched as of this Fall. Just over 2500 students have been accepted into Band 1 at the end of January and so we are seeing growth and momentum in terms of attracting well prepared students who have a greater likelihood of finishing their degrees. We posted several recruiting initiatives so we had a couple of recruiting days in August and October to target that Band 1 student population. If I recall correctly, in August we had over 600 people including the students and their parents for both of those dates. On Saturday we hosted the first ever Scholarship Day and historically what has happened is the finalists for the presidential scholarship were invited to campus this time of year, 12 of those individuals and I guess it was mid-summer we thought “why don’t we invite all of those students?” because we want them all...and why don’t we create an event to invite them to the university to create some momentum to connect with the departments and that is what we did on Saturday. For many of the colleges it was hugely successful. I know some of you here were involved. Can you raise your hand if you came out on Saturday? Wonderful. I’m sure you had a firsthand impression on how that went.

When we talk about the Jesup Scott Honors College benefits these are benefits that really all of our students received, but we want to introduce them to students early on. So all the Band 1 students received a letter from me welcoming them to the university and the college because we want our success coaches to build that identification with them. We are establishing a mentoring network for students within the Honors program. They have access to the newly renovated Honors housing beginning this past Fall in McKinnon and then moving into Scott and Tucker next Fall prior to registration. The Honors’ coaching circle is something that I wanted to speak a bit more about. As you all I’m sure are aware that every first-year student takes an orientation course. So the Honors 1000 course is what we historically offered with Honors and there will be four sections of those courses. Beginning in the Spring we’ve piloted what might happen if we take those four sections of first-year students and keep them loosely intact so that as those students matriculate through their undergraduate degree programs they have this cohort of students with whom they’re developing. These coaching circles will be facilitated by the Honors coaches. I had a wonderful meeting with Dr. Iman Mohamed a couple weeks ago about how we can fulfill the grand-promise that we made to guarantee an interview to medical school for all the students who graduate from the Honors program. One of the things she had mentioned early on is that we cannot simply admit these students from high school, let them make their way through the university as an undergraduate student and then grant them an interview. We wanted it to be a developmental process for students so they were getting the outside-of-the-classroom experiences along the way. So we began setting some milestones for students so that when they do graduate they are the most well-rounded, competitive, well-prepared student possible. The Honors coaching circle is the mechanism by which we really help to have that cohort of support for our students within the Honors program. I understand that you had some discussion about Ceelio at a previous meeting and so that’s another benefit that students have as of this year, plus the International Honors Seminars and Service Trips and then getting the notation of their transcripts. Many of these mechanisms have been in place for many years and then some are newly developed.

Here's a little feedback from our scholarships via Twitter. It is feedback that's coming from parents and students that participated. Just yesterday one of our parents said, "Thanks for a great program. My son finally made a decision. Thanks for the great day." Alana said "Getting my "nerd-on" here at the College of Natural Sciences and Mathematics." Benjamin tweeted, "I finally declared a major. I can't wait to begin the rest of my life at UT Honors." This is the feedback that we've gotten and I'm sure there are different mechanisms by which we can get additional feedback. It's nice to see that the students and their parents had positive experiences; and thank you for all of your efforts. Connie was talking a little bit about the courses that had begun to be flipped and these courses had emerged from within the academic departments and their Honor sections of courses that existed. In the Fall we flipped the College Algebra course, Sociology, Chemistry I, FYE, and the Reading Conference of the Honors 1010 course. In the Spring several additional courses were launched, Intro of Business Principles, Public Speaking, Physics I, Biology I, and then a Leadership in Career Development course. So these are Honors sections of courses that have emerged from within a department that Honors program students are taking this semester.

Next, let's talk about the pathways that we are developing. Pathways are simply ways to help students to kind of craft their Honors experience here at the university. All of our Honors program students take a total of 33 honor credits and so those can be courses that are offered within the Honors College that have the HON designation. They can work with their faculty and I know that many of you have worked with students to convert a general student body course to an Honors course and then Honors seminars. I will also add the book courses that are also offered by departments that are honors courses. And then all of our students will engage in some sort of capstone via thesis or project so that what is on the books and it has been on the books. And what we found is that most students see that it needs to be either thesis or project and they'd rather work towards their thesis and then they get closer to their senior year and they think, "I don't know how this is relevant to me, so I'm going to opt out of Honors." So what we've seen by looking at the data is that we have roughly a 40% Honors program graduation rate from the students who begin in the Honors program and those who choose to continue all the way through. And so what that signals to me is that we have an opportunity to redefine within a framework how students can go about fulfilling their Honors experiences and that's how the pathways have emerged. These are some examples and ways that students can earn their Honors designation by engaging in specific types of projects and this is not an exhaustive list but it's simply meant to demonstrate a variety of opportunities. We've begun conversations and mapping out we can work with a startup and incubation team so that students that have that entrepreneurial drive and endeavor can take what they are learning in those four courses and start to build or develop an entrepreneurial endeavor. It could be a comprehensive report. It could be a published article in which we have students that do that. It could be a production or exhibition, so if we have a BFA student that has a gallery exhibition. It could be a thesis or a social entrepreneurial adventure. What we're really focused on is how do we enhance the experience that all of our undergraduate students have. We want them to have connected experiences with the college not simply in their few Honors courses that they take the first two years, but we really want them to engage with the college and with the Honors College community throughout their experience.

Another area that we are beginning to experiment in is that of the design think-belt. Is anyone familiar with design-thinking as a construct or as a platform? Actually, there is an Ohio native son by the name of David Kelly and he went to graduate school at Stanford and partnered with Bill Gates in the early days of Apple. He designed the first Apple interactive mouse. So he's an engineer by training and he incorporates the social sciences in terms of how do we understand what it is that people truly need so the designers can

really start to understand what people's needs are and to design solutions that meet those needs. He also designed the lavatory "occupied" signs in aircraft. There's a really cool firm that he launched probably 10-12 years ago that is called IDEO and I would say they are the global leaders in terms of incorporating design and the social sciences together. So, in 2006 Stanford launched something called the "d.school." They began inviting graduate students to incorporate these principles into co-curricular experiences to get these graduate students from across disciplines the skill sets and capabilities to be able to design an effective solution. So they are not just necessarily products. They might be services and they might be broad global challenges that we face as a society but that is the core mechanism. As I said, we began piloting ways that we might incorporate that into the Honors experience. Some of the academic colleges have started mapping out what it means to have an Honors experience within their colleges. I know within the College of Education they are planning to implement national teaching practical placements, ongoing career development from professionals in the field so students and alumni are able to get that ongoing coaching that they need in the early years of their careers, and immersive experience in different school settings so that the student-teachers are well-versed to begin teaching in a variety of settings. I have to say in Business that some of this is what we are mapping out in the college. This global placement is really a placeholder, but I began having conversations with executives at a couple of fortune-20 firms; one is probably the biggest brand in the world in terms of some of the commitments that they've made to the world of economic and how our students may be able to help them to fulfill that commitment that they made for 2020. The BSPS scholars program is a new initiative that is being developed within the College of Pharmacy and all of these with the Honors program students and the goal is to create a prestigious experience for BSPS scholars within the College of Pharmacy. We've partnered with Echoing Green, which I would say is one of the worlds' leading social entrepreneurial ventures. Each year they get thousands of applications for a handful of fellowships; I believe it is 20-25 fellowships per year. When Forbes "top 30 under 30 in the social entrepreneurial category" came up a few months ago, half of them were Echoing Green fellows, and then the undergraduate research global connection. So expanding our students' experience is beyond a classroom and beyond Toledo. Are there any questions?

Senator Hewitt: First of all, thanks for all the work on Scholarship Day.

Dean Ransom: Thank you.

Senator Hewitt: I thought it was a lot of fun to meet the students and their parents; it was a great idea and great implementation. I have questions about how the Honors courses and programs are going to be developed because there's been a lot of confusion, at least in my part about what Honors courses are to be offered. I'm not sure that I agree with the characterization that those Honors courses you just mentioned were developed in the departments. For example, for the Honors College Algebra offered last Fall I was told to nominate someone who would go to the Apple Higher Ed. School and learn how to use integrated iPads, which I did. In the end, as I could've predicted, there were only two students enrolled in that class. I don't even know what Honors College Algebra means. I think it's not something that would fit most Honors students' needs.

Recently there was an email exchange about honors math courses for Fall 2014 in which you acknowledged that enrollment was pretty low last Fall and that you understood that Matt Sutherland was developing a calculus course for Fall 2014. I don't recall ever being asked about developing such a course and in particular whether Matt Sutherland should develop it. Matt told me that he hadn't been asked to do

this but would be interested. During this same email exchange I noted that an honors student would generally be placed higher than College Algebra and that Honors Calculus, which we have always offered here until this past year, would be more appropriate.

Dean Ransom: So, let me just give you a little context.

Senator Hewitt: Okay.

Dean Ransom: Because I received the email and I was part of the correspondence. The last piece that you quoted I was outside of Matt's office; I think he was on the fourth or fifth floor of University Hall and I was heading into a meeting. It was the middle of Fall semester and we were just checking in with each other, "informally." So, he said, the enrollment was low and it would be great to have more students, most of the Honors students placed in calculus and I agreed and so that was the generation of my comment to you. So it was not intended to be a formalized articulation of a course that was being developed, but it was just an informal conversation that he and I shared in the hallway.

Senator Hewitt: I assumed that as chair of the department I would have been involved in the development earlier on. But nonetheless, I wrote to you and said, "I would be happy to talk to you at any time about Honors math and stat courses" and your response to me was "We're developing next year's strategy regarding the flipped sections of Honors courses, and I will be sure to keep you posted on the developments." At what point did you intend to inform me?

Provost Scarborough: Well, it is interesting the way you read it. I would have read it, "We are developing next year's strategy, I'll keep you informed rather than "we're;" I don't know if I would put the emphasis on "we're" automatically.

Senator Hewitt: Well, because I have not been part of the "we."

Provost Scarborough: Well, what we do when we come up with a university strategy, 1-10 in Imagine 2017, an enhancement to enlarge the Honors College, is we asked people to help develop ideas of how to enhance the college. One of the ideas was let's take some of the courses and flip them and use technology in a way that rather the Honors College work or not we will know certain institutions when that decision was made we go to the dean and say, "Dean, can you find us a faculty member who would be interested and who would be part of a willing coalition to do this?" What the dean does at that point is up to the dean. My assumption is, but I don't know, but I can check is that they go and have the conversations with the department chairs. They may not have done that, but that's how it could happen. Maybe they knew a faculty member and chose to ask them directly and that's an issue (I guess) between you and the dean.

Senator Hewitt: That is what happened with College Algebra last year, but there was no point at which anyone came to me and asked whether or not College Algebra is an appropriate course for Honors.

Provost Scarborough: Is it possible that an Honors student can take a College Algebra class? I think I heard you say earlier that it is not typical, but could it happen?

Senator Hewitt: Rarely, it could happen. The question is, where do you develop the limited resources we have? Again, it seems to me that given the experience that we have in the department with math and stat courses I should have been a part of that conversation from the beginning.

Past-President Dowd: But there's also another issue to consider here. Does the department of Mathematics and Statistics have curriculum authority such as a committee or individual identified by the faculty of that department? If so, have they developed/approved any such honors classes?

Provost Scarborough: Well, there are senior members from this group that disagree with you on that point. We heard one not too long ago and I won't name him since I don't have permission to name him, but someone of somewhat great stature in this group has a different opinion of that. So, I don't know if I would make that statement as an assumption of fact.

Past-President Dowd: About curriculum within a department?

Provost Scarborough: No, about the course; not the curriculum within a course, the course itself.

Past-President Dowd: Was there an existing Honors College Algebra course? If not, then this is essentially a new course.

Provost Scarborough: It's not a new course. It is a course with a faculty member who teaches the course who was asked, do you wish to develop a course with a classroom that we may offer to Honors students?

Past-President Dowd: If the course material or the delivery changes by more than 50% it's considered a new course. That said, the point I should make is to not get bogged-down with technicalities here.

Provost Scarborough: Right. But, that is what we seem to do.

Past-President Dowd: However, an important point is whether the Department of Mathematics and Statistics is participating in this process as opposed to only one individual in that department being involved in any such action? Senator Hewitt, I don't want to speak for your department. Is that part of the issue?

Senator Hewitt: Yes, that is part of the issue. Another thing that puts us in a most difficult position has to do with compliance. One of the things in getting the courses finally approved for OTM was making sure that our Honors courses still fit the requirements for OTM calculus. The same would be true for College Algebra and in fact as I said in my email, it is hard to imagine what Honors College Algebra look like given the tight constraint for OTM appliance. It's almost impossible. Even with calculus where there's a little bit more lead way we have to work very hard on our curriculum to make sure that it was compliant. Again, at no point are we consulted on that. I don't understand it.

Provost Scarborough: When we go to the dean we ask.

Senator Hewitt: But you did not go to the Dean and inquire about the appropriateness of Honors College Algebra, you just mandated that it be created. Apparently, you're already thinking about calculus for Fall 2014.

Dean Ransom: Please go back to the context that I shared with you. Clearly, I shouldn't have written it because it was based upon a conversation that Matt and I had in the hallway.

Senator Hewitt: So when you asked him whether he was working on developing, [cut off mid-sentence]

Dean Ransom: It wasn't even that formal. It was, "How is your class going?" "The enrollment is low." "MMM...Matt, many of our Honor students take calculus." Coming from Matt, "I think it would be a better option." I agreed and that was really it, but it was an informal conversation that I should have hesitated from recapturing in email.

Senator Hewitt: So, is your intent that if you wish to offer further honors math and stat courses in the future that you will work with the department from the beginning to make sure that the curriculum stays in line with all the requirements?

Dean Ransom: I can commit that to you, absolutely.

Provost Scarborough: We are not going to skip over the dean though. We're going to go to the dean, okay. We would expect the dean to have a conversation with the department chairs. We are not going to check to see if they do, but we would expect that from them. We are going to say, if the Honors College for whatever curricular process that the university typically follows decides that a particular course is needed for a particular Honors degree program, we are going to go to the dean and say, "Can you find a faculty member that is eager to do this, who wants to do this?" We expect them, the dean to go to the department chairs.

President Rouillard: But the problem is that it appears that they haven't.

Provost Scarborough: Right, and so we'll follow-up and say "I'm good."

President Rouillard: This department has resources that is missing for this particular schedule that it didn't anticipate and so it is causing a lot of problems.

Provost Scarborough: So we assume that the department chair would have that conversation with the dean.

Past-President Dowd: But what if the dean decides that Dr. Dowd knows "gobs and gobs" of math and that dean then asks me to develop a Math class. Now, my knowledge of math is greater than some people, but compared to a Mathematician my mathematical knowledge is probably closer to that of a student. Further, suppose the dean asks a part-time instructor in the Department of Mathematics to develop a class – and the dean decides to not go through the department's curriculum authority, and to not go through the department chair. This is an assault on academic integrity. To say that you will to turn to the dean only is not acceptable. It is wrong.

Provost Scarborough: I didn't say that "we're going to go to the dean" because that is the normal chain.

Past-President Dowd: Why? Why can't you just change the word "expect" to "require"?

Provost Scarborough: I wouldn't think of needing to put that down in writing.

Past-President Dowd: Well, we are all here. You can do that now if you wanted to.

Provost Scarborough: If there was a breakdown in communication it is better to deal with the breakdown in communication rather than to have the conversation.

Vice Provost Barrett: Can I raise an issue with this very quickly?

President Rouillard: Yes.

Vice Provost Barrett: Part of creating the flipped material is a hope that that material is to a greater or lesser degree going to be used by more than one person down the road. If we pick the one-off person that is under-confident or not confident, nobody is going to use that and then we have misused our resources because that's not going to pick up. We have an intrinsic incentive to find the right person and the chair is the integral part of that process so that way we are using our money in a smart way. I'm not saying things can't go wrong; I'm not saying that they are perfect, but there's a secondary reason that this is likely not going to go down the road of you, Dr. Dowd, being asked to prepare a math course.

Senator Relue: I want to change the subject. I just want to congratulate you on Saturday. From our perspective, The College of Engineering, I thought the Honors Scholarship Day went very well. I had a tremendous number of students that were all anxious, and eager and very pleased. There was a little bit of confusion though where we had some students wanting to know whether or not they were admitted to the Honors College or the College of Engineering in terms of how that worked. That was something that was hard for me to explain to them that their degree comes from us, but they are part of your college, Honors - they are part of two colleges. How does all that work? It is easy for me to understand the Honors program and being admitted to the College of Engineering, but I don't really fully understand how it is and what that means for them.

Provost Scarborough: May I?

President Rouillard: Yes.

Provost Scarborough: I'm going to let Dean Ransom off the hook for a second; I'll let her "kick" me later. I agree with you. I thought Saturday was something that we all can be very proud of and hopeful about, that's the attitude I had. I was proud and hopeful because to have that many quality type students and their parents in the room, that's going to create distinction and stature for this university in great ways if we can pull it off. In the last year I would say, we made some mistakes, communication was probably not right; but this is still a work-in-progress because what I am afraid of is that the marketing is so good (the smile and the welcoming), they come here and they don't get the experience they were hoping for. I don't think that's going to happen, but it does concern me. We are having an ongoing debate about this confusion (I had that debate this morning). I'm particularly concerned about it. There are a group of people they've been trying to convince me that it's nothing to worry about, and that's okay because that is the kind of conversation we want. Let me tell you what concerns me. What concerns me is that we are attracting these bigger numbers of well-prepared Band 1 students and yet a very large percentage ("75%") are choosing not to be a part of the Honors program even though they are eligible to be a part. Then even worse, for the "25%" that do choose, half of them drop out before they get to the end. What it says to me even though this is highly debated and I'm still open to the fact that I may be dead-wrong, what it suggests to me is there's something wrong about the program. It's not that it's not a great program, it just could be better. It could be more. It could be communicated differently. But what makes the program more rich, it builds into something rather than added onto something which is something I think is part of our problem and the fact that we have two application processes. What I would like to see in the future; what I would challenge you to help me think through, is how do you alter the Honors College experience so that 100% of these students are capable and able to benefit from an experience like this would choose to be a part of this experience. And then once it is so obvious that they never want to not choose it, why

have a separate application process, you're just in it. I think there's some curricular issues over a period of time that we formally need to look at. It's going to have to start with the academic colleges because they have Honors programs that add a little bit to this confusion. We need to see whether or not if there's a way to make it less confusing over time. And that's a dialogue that very quietly took place over the last many months and it's a dialogue that's going to continue beginning with a meeting on Thursday to continue this conversation. I think we can do so much better and I think if we can think about a way to make this seamless with a program that attracts rather than...great numbers, this is the kind of thing that could call out our distinction and stature in economics and everything basically over time.

Senator Unknown: When is the next event?

Provost Scarborough: This was really the last event of the semester. But beginning next month we focus on the juniors from high school.

Senator Unknown: Is there anything we can do?

Provost Scarborough: Listen, you guys are great. The nice thing about it is we run into faculty all the time that just say tell me what I can do. So the fact that you guys stepped up and the fact that you enjoyed it is even better because this isn't all we do.

Senator Ohlinger: Saturday was the greatest success I participated in as well. I spoke to some of my colleagues about this in my department; a lot of potential and absolutely recruitment of students that are potentially high-caliber. One of the concerns is the communication across the colleges in the Honors program particularly, how...I know we can improve, but I know that there's a concern. Looking at the numbers, for example the College of Pharmacy we typically have about 30 Honor students per year and the experience we had on Saturday we have 121 outstanding students and that's wonderful, but how are we going to handle 121 students with the current resources that we have? I'm not saying that we need to add resources, but where it gets operationalized where the students are taking the courses or whether they are doing their thesis, research, or exhibition it's within the colleges. One success coach in the Honors College won't be able to take on all those additional people; we have to be creative. I think we can do it, but we are not in that place yet and that's the concern.

Provost Scarborough: That's one of the purposes of Thursday's meeting. I think even Dean Naganathan is coming to that meeting because he and I talked about it. So, I hear you. It's the kind of problem that you want to have like I said, but you have to solve the problems.

Senator Ohlinger: Who is at that meeting?

Provost Scarborough: Dean Naganathan is going to be at that meeting and you are welcome to attend. This is one of the unfortunate side effects of having this council being structured right now during this transition period; but you are welcome to attend.

Senator Denyer: It is wonderful to hear from faculty and administrators how much you all liked what happened on Saturday. I was fortunate this morning to spend my whole morning reading further applications for scholarships and essays. Everybody was so positive about their experience. I can say that I wasn't necessarily looking forward to spending my whole morning reading those, but it was such a really hopeful experience.

Senator Giovannucci: It seems like a lot of these students are going to go on to graduate school for further education, have there been conversations about how to use the Honors College as a convoy to help students enter into graduate programs?

Dean Ransom: Yes.

Dr. Sawicki: Dean Ransom, can you also plan something that is a Saturday event to juniors and sophomores in Honors?

Dean Ransom: I think that is a wonderful idea. Thank you.

President Rouillard: Thank you very much. We will have to postpone our other reports till the next meeting. May I have a motion to adjourn? Meeting adjourned at 6:05 p.m.

IV. Meeting adjourned at 6:05 p.m.

Respectfully Submitted by:
Lucy Duhon
Faculty Senate Executive Secretary

Tape Summary: Quinetta Hubbard
Faculty Senate Administrative Secretary