**DRAFT– Verbatim Transcript notes for *The University of Akron Chronicle***
**November 3, 2011 – Faculty Senate Meeting**

The regular meeting of the Faculty Senate took place Thursday, November 3, 2011 in Room 201 of the Buckingham Building (BCCE 201).  Chair Sterns called the meeting to order at 3:01 p.m.

Of the current roster of sixty-eight Senators, 47 were present for this meeting.  Senators Bouchard, Hamed, Homa, Huff, Lazar, Newton, Raber, Rostedt and Sancaktar were absent with notice.  Senators Doutt, Elliott, Gwinn, Kimble, Lyndall, C. Miller, Prichard, Scotto, Srviatsan, Thomas, Webb and Zhe were absent without notice.

**I. Approval of the Agenda –**

Chair Sterns – Ladies and gentlemen we might do something unprecedented by actually starting on time.  So let me call the meeting to order not quite 3 o'clock but a couple minutes after.  I'm glad to see that we have an excellent group attending today, may I start by asking for the approval of the agenda in front of you?  (motion by Speers, 2$^{nd}$ by Hajjafar)  All in favor please say aye. (aye)  Any opposed?  (none)

**II.  Approval of the Minutes -**

**Chair Sterns –** We had a note from the Secretary indicating that the October minutes weren't quite ready for primetime so we believe they'll be out next week so we can act on them then.

**II. Chairman's Remarks and Opening Comments –**

Chair Sterns:  Let me just say a few remarks.  It's always interesting when the Chronicle of Higher Education appears in your mailbox and today's I thought was, they are always interesting but this one was really interesting because there's a map you can now go to to look at the enrollment trends within the various states.  And the article today talks about the importance in state universities of student's from out of state.  And the example given was that Arizona State enrolled more freshmen from California than six of the California state universities campuses themselves.  So you know how President Proenza has said on occasion that people are out there to eat your lunch?  This is a prime example of that.  And the issue is very interesting an article

about recruitment across the nation but the other big issue that comes up at colleges are going around the country promising that their students can finish their degrees in four years. And that's really interesting that that's become a major recruitment tool which reminds us about some of the things we have to do. I couldn't resist it to look up the data for The University of Akron, between 2006 and 2010 our enrollment according to this was up 23.2% and in terms of 2010 we had 4,472 freshmen from Ohio. According to this data 84.3% of new freshmen at The University of Akron come from Ohio. And so that reminds us that of course we want to be serving the students around us at the same time there's great pressure to be a global university which was another article for those of you interested in global education there's a very interesting article about Duke's sojourn into China and I thought it was interesting because I thought about some of our own successes in China by comparison so we really are in the business of world wide issues at the same time we must serve well our own students. So invite you to take a look at that article I thought it was intriguing and it also gives you a picture of growth patterns of the other institutions, I couldn't help but click on all the other universities to see what their growth patterns have been in the last period of time. So let us move on to any special announcements. I just have one thing I'd like to say under special announcements. Dick Stratton, our former Secretary of the Senate, and now an acting assistant dean in the College of Arts and Sciences wanted me to just say to the Senate, this is kind of an academic organizational issue, we all should be as faculty we should pay attention to making sure that our students understand the withdrawal policy. And that we make sure that the withdrawal policy is contained in all the course outlines or where our students can go to get that information if you didn't want to include it. And he also asked me to say that it's probably a very good idea for in every department and this isn't, it's just a suggestion it's nothing other than that, that each semester all faculty should make sure that there's a copy of their curriculum with the secretary of the department. So he asked me to communicate that to you, I was willing to do it. If others have comments about it I'll certainly discuss it. If not, let's turn to reports and we'll start with the report of the Executive Committee. Secretary Bove.

**Reports**
**Executive Committee** – Frank Bove – Thank you Chair Sterns. The first item of business conducted by the Faculty Senate Executive Committee in the month of October was to appoint

members to the University General Education Program Review Committee as per the Senate resolution brought forth last month by the Executive Committee and passed by the Senate. All members of the previous General Education Steering Committee were appointed to the new committee in addition to representatives from Wayne College and Academic Advising. Members of the EC met with the President and Provost on October 20th. We discussed the university's online learning initiative with Pearson Publishing and the Senate's role in that initiative. Jim Sage was invited to explain the process and progress to the EC and also invited the EC to appoint faculty members to the working groups and the steering committee. Thus far faculty appointments have been made to the working groups. Another large item of discussion was the university budget, the 26 million dollar liability and the potential negative impact on academic programs from the reclamation of the departmental carry over funds to address the liability. We also discussed the recent progress on the university council and implementation. On October 27th the EC held a regular meeting, we were joined by Jim Sage and John Savery to discuss ways of reporting the online learning initiative to faculty. As a result we will hear a presentation on the topic today from Jim Sage, John Savery and Wendy Lampner. The EC also discussed the allocation of graduate assistants, the possibilities of creating a committee to explore post retirement employment at the university and we also drafted the agenda for today's meeting. On October 28th the Senate EC met with members of the Akron AAUP Executive Committee for a very fruitful discussion. Topics covered included the budget, faculty raises, healthcare, retirement, interdisciplinary faculty lines and state ballot issues. Both the Senate and Akron AAUP Executive Committees agreed to send letters to the President requesting an explanation of the recent budget liability. Thank you very much and that concludes my report.

Chair Sterns: Okay are there any questions? If not, let me ask President Proenza to make his remarks.

**Remarks of the President**
President Proenza: Good afternoon colleagues and in light of what Harvey said I want to vary from comments considerably but I did want to make a small amendment here. I do have the letters requesting explanation of that budget liability but it is certainly not recent. It's over ten years old but it is something that we'll have to handle and the Provost and Mr. Cummins and I

are working an approach that will minimize any of the adverse consequences of having to deal obviously with any of the indebtedness that we have to retire.

Well, Harvey, Chair Sterns pardon me. We know each other as Harvey and Luis so. Thank you, dispense a little bit, Harvey's comment about the Chronicle reminded me of a couple of things. One is that earlier this year the Chronicle itself indicated that The University of Akron had been over this period of time that Chair Sterns cited, the fastest growing university in the Midwest and we can be thankful for that in several ways, certainly it is a testament to the success of many of the things that all of us have been doing to advance the future of The University of Akron and clearly that was reflected in student's interest in enrollment applications at very high rates over this period of time and hopefully we can continue that because frankly that is what has enabled us to do many of the things that we have done and to plan for some of the things that we will do. That said, there are many things that are changing and I would like to address some of that here with you today.

Last week one of our trustees and I attended a meeting of the Ohio Business Roundtable/Business Alliance for Higher Education and the Economy, BAHE as it is called where we learned that business as it is reflected in the Ohio Business Roundtable, this is a group of the top CEOs from throughout the state are very interested in assisting higher education in gaining higher completion rates, graduation rates so that the population of the state of Ohio can show a higher attainment of college learning both in terms of Baccalaureate and Graduate degrees or for that matter even certificate degrees. And the reason for that I think you all understand certainly back to the deep recesses of time every statesman has understood that a nation rises on falls on the wealth, educational wealth if you wish of its populace. And unfortunately the United States has not been doing particularly well in the last ten to twenty years, we've lagged as you've heard me say in high school graduation rates and we've lagged increasingly now in college graduation rates and it wasn't so long ago where we were literally the most highly educated nation in the world. We're still in a very good position and we continue to do very well but there's some other dynamics that I want to call your attention very briefly to. And Mr. Chairman if I fail to do so please remind me because there are a couple of other articles in the Chronicle and Inside Higher Education etc that may be worth all of you

reading.  Many of you have either read or seen the recent film called Moneyball.  And some astute higher education observer decided to write an editorial and he called it Moneycollege.  But if you know the story about the book you understand that it isn't about money per se, or at least not getting more money into the system but rather about optimizing the conditions for success by doing the very best you can within the resources you have available.  And one of the elements of that was fundamentally understanding that measuring certain things are valued at the outcome of the game become very very important if you're going to be successful at that.  So this particular article noted that for better or for worse, we in higher education measure what is easy to measure not necessarily what we should be measuring because frankly that's harder and maybe we haven't thought carefully enough about what we should value and what we should therefore measure in terms of understanding ourselves and how we could optimize the conditions for our institutional success by optimizing the conditions for student success and I don't have to tell you that we've made a mantra of saying that student success is our success and that is quite literally true for reasons that many of you that have been here for a few years will have come to understand that the various objective indicators that we have that bring great credit to this institution.  There was similarly a second article that while it was written from the perspective of community colleges, it is equally applicable I believe to higher education and again Mr. Chairman I'll be happy to share those with you.  But fundamentally there it called attention to the very fact that again I have highlighted for you over some time, that the present way in which government, and that is both federal and state government track college completion rates is by following one and only one cohort of students and that is those who enroll in college for the first time and do so as full-time students.  In other words the cohort of first-time, full-time students.  Now for us at The University of Akron that is less than 16% of our students.  And you will know from your own experience as faculty that of those 16% who start that way, many don't continue to be full-time students.  They have family issues, they have financial issues and they very quickly become part-time students and they clearly if a student goes to school half time there is no way that they will graduate in four years or the six years so called reported graduation rate of first time full time students.  It will be fine if perhaps they graduate in eight and that assumes that they do well in all their courses along they way.  And we know that that's not necessarily true.  So the point that I'm trying to drive at colleagues is that there is an emerging movement across the nation and fortunately it is beginning to be just glimpsed a little bit in Ohio that this six-year,

first-time, full-time cohort graduation rate frankly is meaningless in trying to understand the totality of the students who attend our colleges and universities and what is more and here's where I need your help because here's where I hope where all of you become better able to suggest to us the kinds of measures that would make much more sense. And I want to commend of course, Rex Ramsier who I don't see here today and the Provost who have been working very diligently at understanding the characteristics of how our students do or do not become successful. But the problem lies in the fact that the six year graduation rate for first-time, full-time students winds up praising and benefiting and lauding institutions that only admit that kind of students to their colleges and it punishes all other institutions who happen to have a greater diversity of students, not necessarily preparation for that but simply they have time or they drop out and come back in, any number of other things. So absolutely what I'm trying to say to you is that much of what we measure in higher education that is clearly one of the glaring examples that do all of us a disservice but particularly our students may not be allowed to continue. Our students who look like in other ways either because they are full-time or because they have ACT of 26, 27, 28 graduate at the same rate as those that go to Miami or Ohio State or for that matter Harvard or Yale or whatever. Hopefully that is now self-evident but hear more about it and please do help us to get to better measures.

Let me just highlight a couple of things that have happened and then welcome any questions you may have. Wayne College won a one million dollar grant from the Department of Labor for providing IT network training to displaced workers, that's a good thing. One of our colleagues here at Akron, Robert Ward, distinguished professor of Psychology has been named the 2012 recipient of the Significant Contributions Award from the Society of Industrial and Organizational Psychology. I trust became aware that the Travel Channel featured our campus center on the History of Psychology last week and it will surely repeat again, it was in a series entitled Mysteries at the Museum and clearly maybe some of the things that are in our archives of American Psychology are a bit of a mystery within the museum. And finally although we experienced the first loss at home field for the soccer team again Michigan State I trust you noticed also that Caleb Porter, the head coach, has been selected to be the head coach for the US Olympic team in London in 2012 and that is a great testament to him and clearly it brings a great deal of attention to The University of Akron which by the way he gets to pick the team and many

of the colleagues that he will bring onto the team are some of the former players that are now doing other things but still under 23. Mr. Chairman, that completes my report and I welcome any questions.

Mr. Chairman: Are there questions for President Proenza?

President Proenza: If not I'm sure Provost Sherman will have all the answers you may wish. You know the story about the famous lecturer, the famous Nobel Prize winner that went around the country and lecturing and he'd done so well on the lecture circuits that he had a chauffer and limousine and the chauffer says at one point, "you know Professor I've heard you give that lecture so often I'll bet I could give it to you" and so they trade places and the chauffer sure enough gets up and he gives the lecture perfectly with all of the good humor and at the end questions come and he gets one and he starts being puzzled and he says "young man that is such a naive question I'm going to let my chauffer answer it!" So with let I'll let my Provost answer the questions. Good day.

Chair Sterns: Please remarks from the Provost.

**Remarks of the Provost -** Provost Sherman: Thank you Chair Sterns All questions are good questions. Thank you for the opportunity to make remarks at the Faculty Senate. What I thought I would do is share with you a notion of the remarks that I make to the Board of Trustees. Last year we created the opportunity for me to make comments in public session to the Board of Trustees at their major meeting and that provides an opportunity to make public statements about how we're doing, where we're headed, what the challenges are and how we're pursuing various opportunities. So I would give you a flavor of the comments to the Board at their last meeting on October 26th and then take a few minutes to review quickly with you where were at with describing Vision 2020. Typically the comments to the Trustees are made around themes, it's either relevant, connected and productive as you've heard the President articulate before many times or more recently given the principles that we've adopted for the budget process fiscal integrity, capacity assurance and strategic investment and initiatives. Which is really the three themes in addressing the Board at the last meeting. So from the perspective of fiscal integrity

our efforts to improve the use of instructional space this year were successful compared to last Autumn. For example, there were more students served this year across all hours of the day, all days of the week this Autumn as compared to last Autumn. And with the cooperation and collaboration of the faculty we served 8,200 more students across all hours of the day on Friday compared to last year. This is a testament to faculty's collaboration with Academic Affairs to move towards using our space more effectively and more efficiently and I assure you I recognize the faculty for creating this opportunity for that recognition. I made note of what you're to hear from Jim Sage here in a few minutes about our objective to expand our fully online programs and I'll say no more than that. Let Jim give his brief. So those are the two things I mentioned under fiscal integrity. From the perspective of capacity and excellence assurance I indicated that we will have soon interacted with the deans regarding the capacity and excellence analysis of academic programs, that will have led to faculty decisions in each college. And I alerted them that were having an upcoming council of deans meeting at which time we would discuss those faculty position allocations. I reported to them that the convergence of the Buchtel College of Arts and Sciences and the College of Creative and Professional Arts is on schedule. A draft of the new bylaws for the converged college was distributed to all faculty on October 21st and there will be a two-week window for discussion, comment and revision. The revised bylaws will be presented at a joint college meeting on November 15th and a week voting window will follow. The results will be announced at a college meeting on November 28th and I indicated I look forward to the opportunity to interact with the Board about these discussions at their meeting on November 30th. From the perspective of strategic investment and strategic initiatives I indicated that the University Council implementation is progressing as planned. We've had excellent cooperation from all constituencies on campus. Online standing committees will have met for the first time by the end of the month and will have elected their positions and will have discussed topics for consideration during the rest of the academic year and we anticipate convening the full council yet in November. I indicated that we will soon be starting the search for the inaugural dean of the College of Health Professions and the next dean of Wayne College. I indicated that on October 21st the Buchtel College of Arts and Sciences hosted a three-hour listening session with women faculty in order to learn more about the ways in which the college and the university can promote the career success of women. Approximately 40 faculty from assistant professors to distinguished professors participated in the session which was also

attended by Candace Campbell-Jackson, Elizabeth Reilly, Becky Hoover and Judge Jane Bond and I obviously thanked her for her participation in that discussion which I was able to enjoy listening to for a little while before I had to go to another engagement. I did make comments at the last Board meeting related to being relevant and connected from the perspective of on Make A Difference Day we made a difference. Over 1,000 students, faculty and administrators participated in the day by helping make Akron and the University Park area a better place to live, work and study. This is one of the largest groups of participants since the university became involved in this national initiative. It was led by a steering committee of faculty, administrators, staff and students and this year's program was organized and ran very very effectively and efficiently and we wish to recognize the service of those individuals to our community. I noted that the common reading author Janette Walls spoke to a sold out audience at EJ Thomas Hall on October 12th. UA incoming students read her book, The Glass Castle, which has been used in many first year classes including English Composition, Basic Writing, Student Success Seminar and certain sections of the Social Science classes. Judge Bond, again a member of the Board met Janette Walls at the reception and spoke to her about court cases she had dealt with regarding child neglect and in fact the author noted that in her changing remarks to the crowd which not only included forum series ticket holders but university faculty, staff and students but also high school students who were bused to campus with their English teachers. And obviously I always end my comments from the perspective of you can see these activities demonstrate our commitment to student success and the success of our community because when students and our community succeeds we succeed. So I thought I would give you a sense of the type of report that I give to the Board of Trustees, what we've decided to do is while these comments are transcribed into the Board minutes, really the community as a whole does not have a chance to hear these comments so I think rather than sending them out as a mass e-mail we'll be posting them on the web and probably notating that they were posted through e-mail digest so that as you would choose you would have the opportunity to review those comments and see how at least that update to the Board is advancing our academic agenda. Chair Sterns if I may, take a few minutes to discuss Vision 2020.

The one thing I would like to say is that I started visiting with colleges just yesterday and will continue to do that this semester as I did last year. This year actually I will have been able to

interact with at least right now as it's scheduled all of the colleges, all of the Vice Presidential areas and very many student groups by the end of this semester. In a similar fashion to that interaction I had the opportunity to engage in last year. Importantly and I was going to bring this to the Executive Committee's attention, I met with the Library yesterday and they talked about general education reform and they asked if anybody from the Libraries was on the General Education committee. My reaction was well I thought that was the case and they looked around and no one said they were and recalling our collaboration about the committee structure, a Faculty Senate committee, where we wanted to make sure an academic advisor was on that committee, I would ask the Faculty Senate Executive Committee to so consider the appointment perhaps of a member of the Libraries for the General Education Review Committee. Obviously we want to make adjustments to any of these processes and activities as important observations such as that are brought to our attention. What I'm doing when I'm visiting the colleges is briefly running through this, we've pretty much been in a holding pattern so to speak with the strategic plan Vision 2020 as many members of the university community had seen it through the end of the spring last year. Largely because we've been having iterations with the Board with regard to you know what is their role and what will they endorse. What is our role, how do we be accountable to what they endorse and that sort of thing. And really what has been agreed to is this; that is the university vision mission, the strategic priorities or the aspirations and the goals are the areas and the perspectives from which the Board will endorse Vision 2020 going forward. So that basically means a 25-page document is about an 8 or 10 page document that is the description of these major items of institutional directional setting. The goals we've discussed many times with the different committees over time related to the six primary objectives, these are stated a little bit differently but basically mean the same sort of thing. I think we called measurable success integrated planning. This is written in such a way that the general public has a better appreciation for what our goals actually are without needing to know what integrated planning is and certainly they understand that we're going to measure success. From the perspective of aspirations several meetings we've discussed with the Board and these topics as they relate to metrics that the Board will endorse. Importantly these aspirations are currently in the viewfinder for their endorsement and again keep in mind this is a vision through 2020. So the objective is to by 2020 have engaged or be engaged with 40,000 learners. We didn't say students, we didn't say student learners, didn't describe the nature of those interactions but an

interaction with up to 40,000 learners by 2020.  That can take very many shapes and forms, lots of opportunity there.  A 60% graduation rate, the data that we've shared with everybody in the forums is really a target to secure a trajectory for at minimum a 60% graduation rate.  80% placement rate, we've got different colleges that do a very good job of that, we've got other colleges that we can work with to secure a much better outcome.  Why 80%?  Well it's lower than 100% and at one time I was saying 100%.  Obviously that's what we should aspire to but we should create a remarkable student experience with the right kind of opportunities so those distinctive opportunities create the next step of a student's professional and personal success.  200 million in research expenditures, that is an achievable directive.  I think right now if you combine our external funding with the funding that is classified as research within the university we're at about 105 or 10 so this kind of growth is possible, especially if you consider the strategic investment that we've been talking about of 2 million dollars a year over ten years adding faculty/staff with whom there would be additional student engagement and academic program enhancement.  A one billion dollar development portfolio, importantly the rest of the phrase describes with significant unrestricted funds and significant allocations to student scholarships.  Recognized at a national level the Akron Experience, very many of you and staff and students are involved in creating the Akron Experience.  We'll be undertaking some efforts in the near future to absolutely ultimately align that with the general education curriculum reform so you'll be hearing more about that.  Revitalization of the University Park district, leverage investments with our vital partners again going to the ten year investment strategy.  Obviously to increase diversity as part of our inclusive excellence approval and really creating the university as a model, a go-to university by the University System of Ohio and other national organizations that consider opportunities in higher education.  There are basically two avenues through which we will achieve Vision 2020, obviously the Board going to say we'll how are you going to get there?  We have said we'll get there through two principles, I've mentioned these before.  These are now illustrated at certain levels.  In a phrase it's assuring excellence and achieving we've been saying imminence but we'll probably shift the language to distinction.  So assuring excellence, achieving distinction.  The assuring excellence and assuring our capacity to deliver high quality academic programs has to do with implementing my commitment to the university that we would value and utilize the hard work that was done in the academic program review arena and basically what that means is that from the perspective of assuring excellence,

determining if there are programs we need to invest more in, maintain investment in or disinvest them.  And depending on how that evolves, then there is an institutional commitment to reinvest the internally allocated dollars from a process such as this to the academic programs.  That is really the principle in terms of how we are shifting more resources to the academic side, keeping resources on the academic side and reinvesting them strategically in the academic side.  This has to do with assuring distinction, we've talked about at a high level the innovations for clusters as rate of solutions.  If you think from a broad framework that we're providing an outstanding liberal education in a context of the realities of the human condition you know in an environment with significant implications of science, technology and innovation then we could probably identify areas in which the institution would choose to invest over the next ten years.   And these areas are identified as regional solutions with urban life and implications, the human condition with a focus on health, from an entrepreneurial and innovative perspective enhanced materials and enhanced energy and from a broad perspective academic development or human talent development which we're anticipating we more organically oriented and might overlap with some of the areas or by virtue of how that area comes to be, might become more distinctive than as it's currently listed.  The important thing here is this reflects that 2 million dollars a year over ten years the 20 million dollar investment in the academic side of the house.  Because we've aligned it with strategic partners, University Park alliance, Summit Education Initiative, ABI, ABA, industry partners and the city and county basically we're able to pull into that framework all of the dollars we've invested in those areas.  So if you consider our investment in AVIA you consider the commitment to funding these at a 100,000 dollars a year for 3 or 5 years this represents over ten years basically about a 52 million dollar investment.  And the modeling we presented to the Board was merely one that said we could make a plan and that was imagine 15 years from now if we look backwards on how successful we were what might that look like.  So on the basis of how we might choose to strategically invest that 52 million dollars and these different areas the bottom line is this, were able to hire about four research intensive faculty a year, and that aligned with the fact that if we allocate 2 million dollars we don't have people in that year to pay but we've got it allocated then it generates 2 million dollars worth of cash, that cash then provides the startup funding for those research activities.  So we have included in the model an ability to fund startup which often times in the past has been kind of a second thought and about how we are going to do but we have a plan that is part of the 52 million dollars.  So

about four research intensive faculty a year with that kind of startup.  About eleven teaching/research faculty a year, I think the number is about 150 faculty over that 10 year period using that approach.  We decided that the model would be short-sighted if we decided to invest in faculty without supporting staff or having supportive staff.  So we added to the model supporting staff so we have a more complete model which is why at least as we modeled it's not 200 new faculty over the next ten years it's about 150.   the point is we can plan for it.  If we can think about what we need to fund to optimize the success of the faculty in those academic areas.  How will we get there?  This is really the high level illustration of what it means to move across the next ten years you know the President will give his address to the university next Monday, I do a future state of Academic Affairs address February/March.  We're anticipating that in the period of time of May or so University Council having significant interactions with the Vice Presidents will be involved in an evaluation of the previous year's activities in the context of a trajectory of the next year, the next two years, five years and ten years framework.  That then will be presented to the Board of Trustees from an assessment perspective, how did we achieve on the metrics that they've adopted, what adjustments do we recommend, what things should we change, what things should drop off the radar screen and basically annually a leadership agenda reset so to speak.  The whole point of the exercise though is that there's enough flexibility within this kind of annual leadership agenda setting that it's really a pathway it's a guide, it's a roadmap with alternative ways to get to the city or the mountains or the ocean or lake of destination and that it can be molded in such a way that we can be responsive to opportunities that we might not have otherwise anticipated.  And finally I think, basically if we're able to do this this is just a short listing of the benefits of being able to carry out Vision 2020, the major point I would like to make is that I think this situates us in such a way that if you were able to hear the president of the Cleveland Reserve Bank when he presented at the Business College about a month or so ago, she referred to a federal reserve study that basically determined the factors that contributed to economic development over the last 50 years.  And while you might imagine there are many factors, the two primary factors that contributed to largest percentage of variances like in economic development were two things; education of the workforce, the availability of an educated workforce and innovation, the ability to translate knowledge into application.  So those two things fit very nicely into the framework of The University of Akron being an innovator and an educator.  So I think with that I kind of end the interactions with the colleges so I apologize if

I haven't met you yet in your college you'll see this again. Maybe it will be better and more fine-tuned by then but we thought this would be a good opportunity to give you a sense of where were at. We anticipate that the Board will endorse the vision goals and aspiration at the November 30th Board of Trustees meeting. My objective was to get it endorsed by the end of this calendar year and I think we'll be able to do that. So Chair Sterns that concludes my comments.

Chair Sterns: Are there any questions for Provost Sherman?

Senator Woods: When you're hiring these new faculty, is it done with a target adjunct versus full time ratio in mind or how is that planned?

Provost Sherman: I don't know, you talking about the 10 year plan? The 10 year plan is to hire tenure track, full-time faculty. Whatever happens on the other side of the house with regards to assuring excellence I can answer the question about the ratio of full time to part time. Interesting thing is that if you consider the largest college, Ohio State University, their ratio of part time to full time is about what ours is, so quite frankly I don't know what the ratio should be but the academic programs through the processes that we'll have in place to assure academic quality will right proportion that relationship.

Senator Wedemiotis: You mentioned that four positions would be research faculty and the others research teaching, now research faculty without teaching or usually the research faculty teach at the same time.

Provost Sherman: Yeah, that's a great question. Rex is not here, Rex did the model just to get a sense of what the estimated return on investment might be. I can't tell you exactly I think it was a course a semester plus expectation of about 350,000 dollars a year in research funding but..

Senator Wesdemiotis: That is with teaching also.

Provost Sherman:  Yes absolutely.  So there's those kind of things and really the point I would make is that even though this is how I described it to you that doesn't necessarily mean that's how we'll implement.  Really it was a matter of illustrating that one can plan to do something such as this.  Not just say we're going to spend 20 million dollars over the next 10 years.  So I'm imagining that the dean's will play a major role in helping frame our approach towards implementing that strategy that would be much more to my liking than trying to prescribe something that is kind of what I think but certainly the deans working with the department chairs and the faculty are in a better position of proposing what we want.  I think I did mention before we talked about this, the deans committee to assuring faculty would be hired in such a way that if they can't be tenured in two different units they can contribute in significant way to more than one unit.  So obviously the deans will work hard to figure that out.  We want to use this strategy to increase the diversity of the faculty so we'll put a lot emphasis on these searches having that as an objective outcome.

Chair Sterns:  Senator Speers.

Senator Speers:  Provost Sherman I greatly appreciate your models and I am very stimulated by the whole thing and I've become very motivated.  I promise this will be shorter than one of my e-mails but when we have leadership and we want someone to be qualified for that and yet they have two different positions that associate dean and director without the academic background of that program I can't tell you how frustrating this is and I beg you the faculty can go forward with leadership.  And so as you look at the administrators that you assign or hire for the positions we desperately need someone who knows the field so that we don't have to play a lot of politics.

Provost Sherman:  I appreciate that comment.  Actually let me just say this in general, in terms with regards to the perspective.  When I became school director at OSU in '96 from the reorganization of the College of Education my school was called Physical Activity and Educational Services.  It had everything in it you would expect to be of HPER, Health, Physical Education and Recreation.  It also had associated with it counselor education, special education, workforce development, rehabilitation counseling, school psychology.  So if there's anybody who understands putting together a tenure initiating unit from a huge diversity of disciplines and

working with faculty to help understand the multiplicity of disciplines, the value of disciplines I do and I think from that perspective Susan, you can anticipate I'll be very attentive to and respectful of that.   Of the perspective you articulated.

Chair Sterns:  Thank you.

Provost Sherman:  Thank you I appreciate it.

Chair Sterns:  It sounds like we as a faculty have an enormous responsibility to make sure that these implementations that we are engaged in them, that we are actively involved in them, that there is a bottom-up process to meet excitement coming the other direction.

Provost Sherman:  Right, absolutely.

Chair Sterns:  Okay, because of a lot discussion on campus during the last month regarding the implementation of the online approaches, we were asked to kind of really clarify the situation and how it was emerging and how it was developing.  We thought no better could that be done than to have Jim Sage, John Savery and Wendy Lampner come here and present exactly what's going on, what's the current information, what's the state of things, and this way we can create together one solid rumor.

Jim Sage:  Well thank you Chair Sterns and thanks to all of you for the opportunity to be in front of you today and to share with you the status of the online initiative here at the university.  I think what's really important to understand is we're just getting started so now is a good time for all of us to be engaging and working together.  I think you probably all know my colleague, Dr. John Savery, our director of instructional technology and most of you probably know Wendy Lampner, our online project director so they are going to be doing the majority of the presentation today okay.  I think we're all aware that there are students who desire more education that cannot come to the university for various reasons and the purpose of this initiative is to attempt to serve those students.  To serve the students who can't come to our campus.  Not to move the traditional, on-ground students to online, that is not the intent.  The literature says

that all universities in across the world only serve about 27% of the demand for education. The other 73% is what the for-profit universities are trying to serve. And obviously we're in a much better position to serve a portion of the 73% than many of the for-profits are. This presentation and discussion is really one of first, it is the first of many that we intend to do so we're going to be back in front of you a number of times reporting status, asking for input and feedback so this is only the first. We've been with the Faculty Senate Executive Committee I think now twice and obviously we'll be reporting to them on a regular basis also. At this point what I'd like to do is turn the floor over to John and Wendy, they're going to do the presentation and then at the end I would welcome any questions you would have about this initiative or anything else that's going on in Information Technology that I can do to help you.

John Savery: Good afternoon colleagues. Who'd have thought that when I started here in 2000 I'd be presenting to the entire faculty? Provost Sherman tasked us with, you can see the charge up here, as you're aware online learning has been growing at the university incrementally year over year over year. Web CT was a bit of an obstacle for awhile and then we moved on to Desire to Learn which we call Springboard and enrollment in online courses has continued to increase. And the question becomes what are we going to do? It was a very effective cottage industry and we can probably keep it a cottage industry but we really had to attempt to build the structures around it that would help it to grow. So we organized the committee, established the mission goals and we'll go over those in just a second. We did an environmental scan of institutions that appeared to be successful and there's at least the three that we looked at more carefully. So the mission was to provide the best match among diverse student needs, world class learning and research capabilities and existing emerging technologies and support through the coordinated integration of our physical and virtual campuses. Realize that we couldn't do this alone so the e-learning strategy committee suggested that we find a partner, someone who could help us to get to the next level. So an RFP was developed, sent out, the responses came back in, members of the e-learning strategy committee independently scored those responses and then we met and unanimously agreed Pearson Learning Solutions was the clears winner of that competition. So moving forward we have attempted to communicate and keep people informed because we can't this is not an IT solution particularly, it's a faculty driven solution and so we've as you can see, we have ongoing communications. A website has been developed with a graphic

that will show up in the minutes of the meeting you'll be able to go and take a look at this and we'll continue to update this with information as it becomes available. Wendy I'm going to turn this over to you now seeing as how you developed the graphic.

Wendy Lampner: Okay so what we decided to do is show you graphically what this might look like if we were to take on partnership with Pearson how might it be structured? And so the important thing to start with is the upper left corner, that's the academic corner, so The University of Akron these are the things that we would bring to the partnership. The academic core is purposely separated out as something that would not be crossed by any partner, that is something that we maintain here at the university it is so faculty for example have curriculum selection, curriculum approval, content creation, assessment license, textbook selection those things, that's what you do that will not change. Academic advising, library services, faculty selection those are all also within the academic core and we're not looking for any help from a partner with any of those areas. Or accepting any help so that's the academic core and then the university also brings administrative activities, we have to our own hiring, we have to do our own financial aid, we are responsible for our own accreditation, our own state authorization if you're familiar with that term, we have our own policies in place as far as who owns the academic content that's produced. We have to come with our own financial models and we'll talk about some of the teams that are being formed to look at some of these things. So those are all pieces of the puzzle, all of these represent pieces of the puzzle we're trying to form teams to try to figure out how this can all fit together. Then we get into things that the partner in this case it could be Pearson could bring to the partnership. So they have some technology, they have really advanced technology they have data analytics that will tell us within really fast if students aren't succeeding in a class. They'll get alerts that can go out to faculty member, to the advisor and say hey you know this student's in trouble, their not logged in, they're not participating the thing with doing the teaching and learning online is that you have a lot more access to data so you can get that more quickly. They have the softwares the servers, this model backed up by the data center with the 4-9 uptime. They provide some digital content management pools, they provide course conversion support, those things they will convert courses for you if you like, they will provide some course content sources if you like, those are your choice though faculty choice. They do provide 24/7, 365 faculty and student support and I can tell you the members of

the UAIG committee said that is absolutely critical and I do get e-mails from faculty sometimes those go all the way to the President about how important it is when you're teaching online to have that support when you need it right away, it's critical. The students going to have a better experience, faculty members going to have a better experience, some of these things are things that we didn't have in place. We don't have 24/7, 365 support for faculty and students, technology training they provide, they provide learning outcomes management tool, they provide lead generation and marketing services so they actually go out and provide some marketing of the programs. They provide enrollment support which means they'll talk to that student and help them make sure they can get their transcript together some of that early student advising before the student has selected the program. Some retention and persistence support, so if they get an alert that says hey this student isn't logging in they'll make sure that we know about it. And then they'll provide some enrollment management consulting.

John Sage: And obviously we could have built this whole model at The University of Akron if we chose to. An online student has a whole different set of requirements at the bottom of the chart than a traditional on-ground student would have. There's an expectation that if I need help, I'm an online student and I need help at 3 in the morning there's going to be a place to get it. And it's going to be an informed service. The other expectation is that unlike our student services, the integration with our student services the integration is done by the student, walking from department to department or building to building. An online student expects that to all be fully integrated, online, all electronic, all the same user experience so we estimated to fill that bottom would cost us something in the neighborhood of 12-15 million dollars and it would take a long time to generate enough revenue to offset that cost. That's why were looking to a third party to build it. Now as the online grows there will be a point in the future, I don't know if it's five years or ten years down the road that hopefully the online enrollment will be high enough to fund building those services in-house. And when we get to that point we'll bring the services back maybe. But that's the reason we chose to go down this path. And we feel the other advantage to working with a partner is it gives us the ability to build and scale very very quickly. The universities that have struggled scaling online have struggled below the line, not above the line which is what you all do so that's the reason we chose this approach.

Wendy Lampner:  Okay so one of the things that we've recently been working on is what are the teams going to look like?  We need a steering committee and that's Dave Cummins, Charlie Faye, Elizabeth Reilly, Jim, the chief communications officer when they're in place and someone from Faculty Senate and then we came up with some teams on the next slide it'll talk a little bit about what these teams are going to do but a business case contract team, a technology team, a communications team (end of tape)

A faculty focus, focused on what the needs are in the faculty, student focus-what are the needs of the students, how do they feel about this experience and curriculum focus how do those decisions get made?  And so that's where we reached out to you and placed members of the faculty senate on all of the teams in addition to the members that were working on the implementation and strategy committee.  So the faculty focus team, these are just some of the high level goals, obviously there are large numbers of questions that need to be addressed but making sure that we have exceptional and proactive training and mentoring support for faculty, raising and investing faculty interest as plans are being developed, assessing the adequacy of the support for the faculty that teach online making sure that you have what you need, making any policy and process recommendations that will support faculty success during the consideration launch and the ongoing growth of this initiative so we thought it was important to call out those as the high level goals for that team.

John Savery:  Just to add to what Wendy said, there's a we in there someplace because Wendy teaches online, I teach online, we're not looking at it from some third parties interest perspective, we are invested in making sure that if we're going to teach online we have the support that would make it possible for us as it would be proper for you.

Wendy Lampner:  Curriculum focus then would raise the quality and capacity for the online courses or programs to meet the educational needs of current and prospective students, make policy and process recommendations for new online courses and programs, recommendations for conversions of courses and programs and establish processes to measure the quality of the online curriculum were some of the things that we thought would be important to that curriculum process to work through.  And then some of the other teams in place the business case contract team which met for the first time yesterday would look at the feasibility and the cost of the

contract and what's the business case and look at the terms and traditions and make sure that they allow for all the needs of the other teams. For example, so the faculty team says this is what we need, that business case team needs to look at that and make sure that it's actually there. Communications and marketing that would be internal and external communications efforts that need to take place, how do we engage the campus for example and how do we engage the community. Technology team making sure that technology is seamless and it integrates with everything else that have on campus and make sure that it meets the needs and then the student focus team looking at what does it take to be successful as the student online and how do we measure that and how do we have plans for continually looking at the improvement of that of students and ideas for any policies and initiatives that might improve the outcome for online students and then what the, how do evaluate if student support and service levels are adequate. So that's sort of what we've come up with working definitions as these teams begin to meet they can of course refine that and move that and decide what really needs to be done. The request for Faculty Senate then would be to populate the faculty focus and curriculum teams, that's already in progress I did receive some of those names today. Five representatives on all remaining teams that's in progress although I did receive names today and then help with the communications strategy, what do we need to do to communicate to our campus, what should that strategy look like and then one of the thoughts that we had was that if we had a campus-wide event it would be really nice if the Faculty Senate would consider serving as a co-host for that event, we would envision that an event focused on teaching online and what it takes to be effective online programs might be a nice event to have on campus. And it would be nice if Faculty Senate would consider co-hosting that event.

John Savery: So now what are your questions? Harvey wants to start the rumor.

Chair Sterns: Why don't we work our way across. Senator Koskey.

Senator Koskey: I have four comments and some are more comments than questions but I'll just go ahead and state them and you can take one each at a time. But the first what criteria were used to rate the different bids that came in, the responses to the RFPs to determine that Pearson was the best option?

Wendy Lampner:  Boy that's a big one.  We had a scale of from 1 to 5 and then we had it was quite a lengthy RFP I can tell you that the winning response was 172 pages but we had I can get that information but we had kind of a complicated spreadsheet with multiple variables and multiple ratings and so it's pretty, it was a numerical analysis that took place so okay.

Senator Koskey:  Is there a summary of the main criteria that guided your decision?

John Savery:  We could definitely generate one.

Wendy Lampner:  Yes I mean there are some things that we thought were more important than other things if that's what you're asking.  There were a lot of criteria, everything from answering questions about faculty for example was one there, for example some of the respondents didn't give us complete visibility into their communications with our student, we didn't like that.  I can tell you some of the reasons why Pearson stood out and one of them was that every communication they would have with a perspective university of Akron student would be captured and we'd have complete visibility into it.  But we're happy to share that with you,  I could share the score.

John Savery:  If you're having trouble sleeping.

Wendy Lampner:  I'll tell you by the end of the scoring process I never wanted to see another number.

Senator Koskey:  The other three things I have are more comments to consider as you continue presenting the other to faculty.  Considering what makes Pearson qualified for that early advising is a faculty concern from a faculty's perspective what is exactly meant by early advising, you mentioned helping them with their transcripts, what really?

Wendy Lampner:  And they do answer that, as far as how their qualified the qualifications of the advisors.  But I don't mean advising in the sense of academic advising, that's it's advising in the

sense of do you have the SAT score cut off that we need or the ACT score cut off that we need, have you graduated from high school or those kind of things, probably is a bad term…admission yeah. I shouldn't have used the term advising cause it's not advising.

Senator Koskey: I don't want to take up everybody's time cause I know other people have questions but two more things. I saw the focus of the curriculum sub team, one of the focuses was to make policy and process recommendations for curriculum proposals and I thought we already have those in place so…

Wendy Lampner: Okay maybe oversight would be a better term. Oversight of the curriculum process.

Senator Koskey: And how that would work together would be something to consider. And one last thing that I saw missing I don't know if this Pearson would offer something that we would have to build in but training not just for the corporate teacher or faculty but a lot faculty don't actually know how to teach online and so how are we going to build that into the model if they actually are expected to do it.

John Savery: And the easy answer is Pearson has in their catalog a training program for faculty, you don't have to take it but I think what four weeks?

Wendy Lampner: It's actually six modules it's called the Pearson online educator it's really quite extensive. I'd be happy to show it to you I actually just recently got a chance to look at it. But I spent years training faculty how to teach online and so I do know and that was one of the areas where they're set up, they offer quite a bit of that.

Senator Koskey: You might consider requiring that.

John Savery: That's a faculty decision.

Chair Sterns: Other questions, comments. Senator Erickson.

Senator Erickson: I think this is a time for us to start thinking questions because there are a lot of them obviously. Now let me just get your committees straight. The committees to do with the whole system or only the part under the line or what? I was a little confused cause once you're talking about faculty focus and curriculum focus teams surely we're talking about content. We have to be, it has to relate to content not just to, that was the one, the committee sort of didn't relate to that. So wherever it is in actual fact committees cover the whole four quadrants, there's no question. And of which of course in fact no committee can of course look at the academic content without coming to the appropriate committees in the Faculty Senate because that is essential but also what puzzles me is, this is me as an Economist on this, this is I'm not quite sure but it seems it could well be, certainly you're reducing the fixed costs by bringing them in and I guess do they pay by the number of students that you have, is there a fixed cost involved in the whole process?

Jim Sage: the way Pearson has compensated Senator Erickson is they share a portion of the revenue, we haven't negotiated what portion they get, you know they're going to negotiate for as much as they can get and yet we're going to negotiate for as little. But they're going to take the revenue realized from the online students and a portion of that will go to fund their services.

Senator Erickson: Well clearly the idea though under those circumstances, either way, would be to maximize revenue. That gives you the idea that that's the objective function. And that's if I may say I am an economist, I understand that but there is that extra that should be subject to a considerable constraint and the constraint is excellence, success, all the other things that we're talking about. I listened to the people, that number that you got the 33% which is from the head of the University of Phoenix who came on spoke here on campus and I understood that. What I didn't know then is that that's the group that's not only not being effectively supplied but also has been effectively taken advantage of. And we've already found from Associate Provost Ramsier how we ourselves take advantage of some groups of students who roll in and roll out of the university. And it seems to me if we're just going to participate in what the for-profit colleges are doing then we're in really, we are setting ourselves up for a fall when that winds up hard in the future. But that means it's seriously important and I don't know if two of these

committees are meant to look at it, I don't think any of them are set up that way, to look at what in fact is the appropriate group of demands for our courses, what should we be looking at, who are the groups out there, what will they need to have as prerequisites or what can we provide as training before they can effectively meet our high quality standards.

John Savery: I hope you'll be on a committee.

Senator Erickson: Well I don't see that as a job of any of the committees, that's a separate issue.

Jim Sage: If you think about what we're hearing from university leadership and about how the focus is moving more to student success and ensuring that we're able to service students.

Senator Erickson: Right but..

Jim Sage: We're going to apply that same rigor to the online courses.

Senator Erickson: But that whole issue I think in just if you got folk from Pearson who want to market oh boy, you've got yourself a potential, then you do not want any of them to be involved. Marketing is not what we want until we know exactly who we are trying to reach. And how are we going to deal with them once we reach them? Because without an estimate of what that part would be then the effectiveness of the supply can't be dealt with. And we may sort of have our notion playing around with supply but we don't need, I think what is very important to set up at the very beginning is that appropriate group and how we can reach out of that whole group there, we're already talking about how we maybe not be able to meet the students who come in at the lowest level of ACT scores, we've got a whole lot of these who may fit into that category. How do we do it, which ones are they? That has to be done as a separate committee it seems. And it needs to be strongly and absolutely involved not with technical stuff but with the faculty senate.

Chair Sterns: Now of course a basic principle of faculty life, it can't be a good idea unless I'm involved.

Senator Erickson:  But in this case it has to be.

Chair Sterns:  And that's the essential issue I think that's the point.  Ali Hajjafar.

Senator Hajjafar:  My understanding is certainly Pearson wants to create a center for online courses, it's not only us.  It's they try to recruit other universities also to have courses.  And that becomes a center for online courses, then we become competing with many other institutions where students have the choice of for example if they want to take a humanities course they click on the humanities and then the universities come up.  Now in here the reason these talk about the economy I as mathematician what my thought is that's wrong.  So we might fall into that mediocrity of what other competitor you know some course that we might lose some of our students because of an easier course you know?  It's how can we control that, how are we sure that we don't become competitive with a lot of easier providers.

Jim Sage:  The thing to keep in mind is not just Pearson that we're competing with, it's every other online provider.  Pearson, they're not going to be the only place that students that are interested in online go, will they someday have on a central site of theirs, we're going to market our own courses.  Pearson going to work with us on our brand, an Akron online initiative and we're going to market it.  They're doing the exact same thing with Arizona State now is Pearson going to someday create a portal that has our offerings and Arizona State's in it?  We can stop our offerings from being in there, I'm not certain though that we're going to want to.  Because what Pearson's going to do is they're going to drive as much activity to their portal as they can and we're going to want to have a presence there and with web search optimization the goal is to be up in front of people as much as you can, so I think any time we can put The University of Akron in front of perspective students we're going to want to.  And if it's in a Pearson portal or another search engine we're gonna want to be there, because that's where we're going to a higher frequency of being seen is what's going to create the activity and the interest.  And obviously over time programs will be graded and scored.

Wendy Lampner:  there are things in the model though there are things about persistence rights having to be at a certain level you know 92% persistence rate.  And we didn't, we deliberately

didn't put anything about incoming student because we don't want to change the existing policies that we have on our campus for what that student has to be and as the campus changes their entrance requirements those entrance requirements will be the same in the online. The students will need the same requirements. For example the Engineering Management Master Degree if that goes online, those entrance requirements will be very high as they are now. So I don't think you want to start saying okay the entrance requirements are different online than they are face to face, I don't think you want that at all. You want them to match so that you're achieving you're seeking the same caliber of student. We still maintain control of that decision.

Jim Sage: Yes, Senator Hajjafar are we answering your question because I don't think we are.

Senator Hajjafar: Yes what I just want, I want some kind of control inside the Pearson of what kind of courses other institutions can offer. Is there any control or any other university can offer courses they want.

John Savery: Okay I think there's some confusion. This is through Pearson there will be a link to a University of Akron online. And when someone answers the phone they'll say thank you for calling The University of Akron online, they will be in a phone room that Pearson is staffing and supporting but there's not a Pearson portal as such that people go into find The University of Akron.

Wendy Lampner: It's going to be our courses, our faculty, our programs on our site.

Senator Hajjafar: So we are not part of.. a group of online courses?

Wendy Lampner: Not like that at all.

Jim Sage: Pearson's strategy is to pick six universities across the country who are going to have online presences, two on the west, north and south. Two in the middle of country and two on the East Coast. They've selected Arizona State and I believe they've selected us for the north

central university.  We've had no dialogue with them about creating a Pearson portal where they serve up Arizona's content and our content together.

John Savery:  That portal already exists, it's called the world wide web.  Students are going to go find it wherever it is.

Jim Sage:  If you look at Arizona State online under the covers, it's Pearson.

Wendy Lampner:  But you don't see the word Pearson anywhere.

John Savery:  I think the distinction is that they are offering, they don't want to become a university, they want to provide the services that cannot provide for ourselves at the scale to which it would be possible with someone that's skilled in that area.

Jim Sage:  And I think the reason is that they've realized how difficult it's been for the for profits in the top left corner, they couldn't.  And Pearson's concluded we can't do that.

Senator Hajjafar:  We you say they chose us, that means if another university in Pennsylvania wants to join them they refuse that?  How did they choose us?

Jim Sage:  They chose to respond to our RFP, and they were out talking to universities with us and others.  And it doesn't make any sense to The University of Akron to engage with Pearson if they're going to go up the street and do the same thing for Kent State so..

Senator Hajjafar:  That's what my worry is so that would become a center of many universities with many online courses.

Wendy Lampner: That won't happen.

Jim Sage:  We contractually will make sure that doesn't happen.

Chair Sterns:  Senator Lillie was next.

Senator Lillie:  thank you Mr. Chairman, I wanted to say that as has been said, Faculty Senate EC has had a couple of opportunities to hear about this, some of the questions that I've heard already today and some other issues that I'm going to imagine is in the minds of folks were raised by us and one of the things that I'd like to say from my experience especially from having been at one of the meetings from yesterday is that I'm getting the impression that the folks who are working on this particular initiative are understanding that there are some major areas in which the faculty need to be involved and consulted but have to have in essence the approval of what's going to happen.  So one of the things that we have been talking about that I wanted to mention because I thought it was helpful in my understanding of this process is going forward was that and it relates back to something that Vice President Sage said about this particular initiative started with people who for one reason or another couldn't come to The University of Akron.  My understanding is that at least at the beginning and the start this process will only be serving programs that are entirely online which programs have already been approved or will be approved through the faculty senate process for online provisions so that my understanding is at this point, that this is not going to just open it up to everyone immediately, this is not a situation in which the department chair will come to you tomorrow and say you're going to do this course online with Pearson, it's got to have gone through the process by which the Senate not only consults with but actually approves whether or not something's going to be online.  So we did talk yesterday about the need to perhaps reduce some anxiety by making sure that generate a list of the programs that this process is intended to begin with and make sure that they are all that they have indeed gone through the appropriate process.  So my point is that I thought that after some of the rumors that had started, some of the concerns that people have raised that I'm sensing that there is a serious effort to make sure that the faculty role is not disregarded and in fact is really central to this.  Now in order for that occur as has been said, we need to take part in it.  So I'm taking part, some other people have said they'd take part, if you folks have interest or concerns or questions, I would encourage you to take part and to ask the people you represent to also see if they want to do something in this area. And that's how then that this particular issue will remain under the control of the faculty the academic issues are under the control of the faculty as my understanding of how we're starting.  And that a lot of this from the way I'm

looking at it at least is that there would be improvement in the technology, an improvement in the support, you know the jury's not in but that's how I'm seeing at this point, my questions are being answered when I'm asking them and so I'm encouraging you to also do the same thing so we can be sure the kind of quality that Senator Erickson was talking about and that people understand what's going on and not be the subject of rumors.

Chair Sterns:  Senator Koskey.

Senator Koskey:  Is there any kind of going off of Senator Lillie's comments there, is there any pilot data that Pearson's given, I assume they've never done this before but is there some kind of pilot data that we've listed all the things that they can do for us but have they done this before and what was the success rate.

Jim Sage:  they've actually done it on a fixed scale at Arizona State University, Arizona State has how many courses online or students would be a better way.

Wendy Lampner:  They have about 15,000 I believe now.  So yea, they have been in place there for over a year and they have a year's worth of data, they have their retention, they have persistence rates publicly available, I can get you that information but they do.  And they just rolled out their partnership, they just began their partnership with Ocean County College in this particular term, in this term.

John Savery:  To build on that, they are offering services and you can pick the services that we need.  Don't have to buy all the services, you can buy the services that can help us do what we want to do.  And part of what we want to do is to be sure we're on the same page around what faculty want to do with teaching online.

Jim Sage:  I spoke with the folks at Arizona State yesterday actually three of us did and one of the best practices they shared was the faculty in the colleges determine what's going to be offered online and it's an opt-in system.  So it's not a matter of the university all the sudden launching all these courses at Arizona what they did was they let the faculty in the colleges

determine which courses would be delivered online. And a factor that was considered obviously was the market, what kind was there for online courses. So they used an opt-in model versus an opt-out model that seemed to work well.

Chair Sterns: Senator Cushing.

Senator Cushing: One of my concerns and this may be too early for this, the University of Maryland pays like about 450 dollars per credit or per student in the course to the faculty member who teaches the online course. I know I was there when they started developing and doing it so I think it's a good idea but what I'm a little bit concerned about is given our university and given that we're unionized faculty, what's the consideration where this fits into course load and compensation for the faculty, it's lovely that Pearson will make money and that the university will make money but we obviously we want to do this we want buy in from the faculty so what's the level of consideration for that type of involvement?

John Savery: That's exactly the kind of question we hope the faculty focus group would deal with.

Jim Sage: So the honest answer is we don't have an answer today but..

Senator Cushing: At least in the plans to make that cause currently, I know you won't get good buy-in if it becomes, you know I do it online and I just put in extra time.

Jim Sage: The way Arizona State did is you would be what they call master instructors you would work to create the course and then the delivery were done by other instructors because online delivery as you know is very demanding and…

Senator Cushing: For awhile they had a program where they'd give you like 5,000 dollars to pay and development of an online course and it was also of course something else the university might consider doing if you want this to be relational.

John Savery:  We have that information.

(talking over each other)

Chair Sterns:  Senator Clark.

Senator S. Clark:  My question concerns the amount of risk that Pearson is willing to take, I expect that there are enrollment projections for their profit and I'm wondering what are those enrollment projections and to meet their profit goals and what assurances have we given that we can meet those goals and what will happen if we don't?

Wendy Lampner:  So I think Tim you started to look at that yesterday right?  Well they're relatively modest, their projections, we were actually surprised at how well those projections are, they do have some we haven't accepted them yet that's the job of the business case contract team is to look at those and see if they're viable and valid and then as far as we've given no assurances that we can meet those minimum enrollments or that can meet their projections, we have not given anything yet that's part of this business case contract and associated with that are performance indicators such as retention numbers and things of that nature that we're trying to meet.  I forget the second part of your question.  The opportunity then as far what if we end the relationship or we don't meet those requirements.

Jim Sage:  As you so astutely said, that's all in the agreement.  And the business case contracting team met for the first time yesterday so clearly they're going to try to keep the minimums as low as possible or as high as possible and keep the guarantee as high as possible, that's what they're going to do to protect themselves because they've made significant up front investment.  Our objective is to negotiate that as low as possible so we have, we can limit our exposure and our risk.  And that's Senator Lillie and others began working on yesterday, folks from the finance team, folks from the legal team.  It's in the contract as you would expect.

Chair Sterns:  Senator Mancke.

Senator Mancke:  I guess just a few quick answers.  How many contracts did you consider?

John Savery:  Three.  Three responses to the RFP.

Senator Mancke :  And you've been doing that process for about 5 months, when did you start in the summer?

Wendy Lampner:  We wrote the RFP in July and it was issued August 1.  The responses came in during the end of August and we scored them.

Jim Sage:  "we" is a cross cultural team, it's not just the IT people.

Senator Mancke:  So this was done in about a three month window?

John Savery:  I'm not sure, the RFP came in, it was scored in about the end of August.

Senator Mancke:  So it was the beginning of August, came in the end of August and we're in November.  Has this been confirmed or are you still under negotiation?

Jim Sage:  Still in negotiation.

Senator Mancke:  What is the time of implementation?

Wendy Lampner:  We don't have that either.

Jim Sage:  I don't think we're far enough along.

Senator Mancke:  But do you have any discussion points on thinking about implementation or have you not thought about the planning and implementation?

John Savery:  The first part and Tim's point is the courses the programs that have already been approved for fully online delivery by HLC would be the first ones who would be able to put those out.  The initial process would be there are three courses in each of those programs that would have to be converted to the Pearson printing studio platform and the faculty that would be teaching those courses trained how to use that platform.  So that's we're looking at a very small coming out of the gate.  If everything is approved and ready to go.

Senator Mancke:  But no sense of when the implementation would be?  If you were negotiating it, so would it be January, would it be the spring, would it be working on the same academic calendar that the regular program works on?  Are we working on a different academic calendar?  For faculty that's a very important question and it seems to me a very basic question.

John Savery:  In some of our conversations with different colleges, for example the College of Nursing, I'm not sure if they're still calling them the College of Nursing, they have a cohort that starts in May and that cohort they're still going through the curriculum approval process to be able to offer that entire program online.  So for them it would be ideal to hit that target that's appropriate for the particular schedule.  So in implementation there's a number of places along the way, depending upon getting through the understanding of what we're getting into and how it's going to impact on everybody and then being able to more forward with an arrangement.

Jim Sage:  You may have heard, cause this was a date Pearson put out there, that we were going to go live in January.  That's a date that Pearson is driving to.  But I can tell you is we're not going to go until the contract's negotiated, the Board and the senior executives of the Board approves it, the faculty members are trained, our marketing programs ready to go, I don't care when Pearson wants to go.  We're not gonna go until we're ready.  Now Pearson for obvious reasons wants to go sooner than later cause they want a revenue stream.  But we're not going to put ourselves at risk over something like that.

Senator Mancke:  And then to address Senator Clark's question.  You're responded to her that you were going to keep the number at a minimum if you could.  Is there a range of what minimum means, what kinds of number are we…

Jim Sage:  We're not far enough along to answer that question.

Senator Mancke: So you don't have a sense of range?  We don't have a sense of whether we're talking cause earlier Provost Sherman put up a number that said 40,000 students by 2020, that is approximately a 12 to 14,000 above where we are now, so the question is where do we get those students and how much of this agenda is to hit that 40,000 and there just…I'm just a little anxious about vague terms such as "minimum" "modest"  "faculty driven"  when faculty at this stage don't know very much about it all, and so if we could get some more specifics around those or discuss those, that would be extremely helpful.

Jim Sage:  Once those statistics are developed I am more than happy to come back and report as with this and obviously Senator Lillie and others who are actually involved in the details of the contracts and the minimums and the guarantees and so that would be another way to get the information back to you but we're happy to share that as it's developed.

Chair Sterns:  What we have here is a real professional opportunity for the entire faculty.  For those that would like to add this arsenal of new skills to what they do, this provides that as a growth experience and I think if that's the way we look at it, I think the problem is that we like to be in control.  We control the courses, we want to control the curriculum and in order to do that that means we have to get involved and participate if we want to be involved we're going to have to design new courses, it seems to me this is what it's about.  The reason we wanted to have this exchange today is to find out how the faculty are going to be involved, how they are engaged, have they been bypassed or are they going to swept up in the excitement, the point is I think I'm hearing concern and interest.  The question is how to channel it so that we have an opportunity to engage this in a way that meets what we think is the right way to do it.  Whatever that is.  Let's go back here to Senator Hanson.

Senator Hanson:  I'm very pleased to see that you have confidence in the university's abilities, if we look back at that pie chart, my biggest concern is in that northeast quadrant.  If we continue to bring online programs and web-based students, I'm afraid that our brick and mortar

philosophy like academic advising and financial aid and registration needs to follow this movement and I'm not sure that I saw a committee or initiative that will be moving that quadrant at the same rate that will be inviting faculty to start new courses and new programs. Can you speak to that at all or?

Wendy Lampner: The overall mission of the UA strategy when we started was to coordinate an integration if we could go back to that slide. It's a coordinated integration of our physical and virtual campuses, I can tell you that every school that makes a serious investment in online learning finds that ironically their physical campus enrollment grows and they're often surprised by this but their physical campus enrollment grows because their name recognition increases and people become more aware of their campus in more markets and some students are actually just out there looking for a university that they'd like to go to school, you know where they'd like to attend the physical campus. Some students are looking for a mix as we know. So yes, the physical campus will grow so the part of the coordinated integration of our physical and virtual campuses is in there, we do expect that as we fine tune things like financial aid and admissions to meet the needs of our online students that those are the same kind of people that are meeting the needs of our on the ground students, they're not different people we're not setting up an organization. So because of that, they will learn to do things in a more efficient way to be able to serve students virtually which actually many of physical students will tell you they can benefit, I know I went to school here many years ago at night and it was really a challenge to not be able to get offices by the time they closed so yes, they will learn and they will apply those things and there will be no sense that there's a different model for different populations of students we set that and David can attest to this, we set that as our mission in the beginning.

John Savery: The interesting thing is so many online ?? want to identify with The University of Akron they want to come here even though they might live in a state a thousand miles away. And that's the kind of affinity we want to build. We have a huge number of students that have graduated from the university and are looking for the next step in their careers, they love The University of Akron and they want to come back and we can't provide that for them right now. So that's in one sense the side of the greater community tells us to meet the goals for graduation in the state of Ohio by the Chancellor, there's a lot of positives that are built into this.

Wendy Lampner:  You should come by and see the e-mails and the calls from the students.  Our students who are asking what are their opportunities to come back to school here at The University of Akron  and all the time I get "I was a University of Akron grad, now I live here or I work here"  "now I would like to come back what do you have available?"  I can show you many many examples of that.

Jim Savery:  We want to be sensitive to your time Chair Sterns.  So we'll..

Chair Sterns:  We thought this was very important, that's why were taking this much time.

Jim Sage:  We'll stay all night if you'd like.

Chair Sterns:  I don't think that's the answer.  Secretary Bove.

Secretary Bove:  Yes I'd like to reiterate what Senator Lillie said before, a lot of what we're hearing now makes us anxious as Senator Mancke says because we've just heard about this.  Admittedly the Faculty Senate EC only heard about this in the middle of the summer, that was the first time we heard about it and the process was just starting.  Admittedly probably for some weeks before that, the steering committee was meeting and discussing this so it's relatively new.  I think we are the solution to our own anxiety where right now we have the ability to take part in the process much like what happened with the curriculum software process, we were a vital part of that process, we owned that process, we worked collaboratively with IT and training all over the campus and the proprietary company and that's the kind of thing that has to happen.  All these questions are important questions like Senator Lillie mentioned before there also very similar to the questions that we asked as the EC when we first heard about this.  So I would encourage you, we've had over the past couple days we've had a couple calls for the faculty members to sit on these six committees, I would encourage you if you have any interest of doing that, please send your name to me and we'll situate you appropriately, we're also looking for some members for the steering committee as well and I think that's the best way to get these concerns onto the table, discuss them and then we can work through the resolution.  Now that

being said, I do have some concerns with the direction. Being a large university as we are, it's hard for us to find a niche. Unlike a small, liberal arts college that's maybe in a rural area that has it's community, it's easier for the smaller institutions to find their niche, what students are we after with what programs. A large university like Ohio State or like a University of Akron has a problem there. So we need to explore what avenues we can have available in this discussion in talking with the Jim Sages and the Wendy Lampners and the John Saverys that's really going to facilitate this discussion so ultimately it's difficult I think where were gonna go and it's ridden with anxiety where we're going to go with our 100% online initiative, but we're all teachers, one of the first things is we take our students and we life them up out of their comfort zone. This is us being lifted out of our comfort zone. So as many of us get involved in the process we're going to work towards an applicable solution that's going to benefit us and more importantly benefit our students. Thank you.

Chair Sterns: As a psychologist I can tell you that anxiety is a important component of our lives and I'll be happy to loan any of the you my copy of the Joy of Stress. Jim wanted to say one other thing to us.

Jim Sage: Just very quickly, a totally different topic. Laptop refresh is under way. I committed to my boss that we'll be done by the end of the year, calendar year. Maybe I could have another week or two but anyway, you should have already been contacted about the technology you need and want. It's important that you return your existing laptops and the primary reason is we're going to upgrade the memory and replace the batteries and redeploy them to the adjuncts and the part-time faculty. So when we ask for the laptops back that's why we want them back cause the technology that they're currently using is about eight years old, yours is about four. They're using your old laptops so they're now approaching eight. So we need to replace that equipment so when we ask to return equipment please do so we can refresh it and deploy it. So any questions about the laptop refresh? For those of you who took the time to come to the union to see your options thank you cause your input was very useful.

Chair Sterns: Let me express on behalf of the Senate our sincere thanks for coming here today. The chance for these kinds of interactions are important I think the timing is the right timing for

this particular project.  I think you can see that there are legitimate issues that we want to address but I think the spirit with which we discussed them today is what we should do from now on and make sure that we have the kinds of involvement that will move us in the right direction.  Thank you for being willing to come into the pit of the Senate as we say.

**Committee Reports**

**Chair Sterns:**  Is there any committee business that needs to come forward at this time?  We didn't have any specific resolutions today, is there any committees that would specifically like to report?  Senator Lillie.

Senator Lillie:  It's not exactly a report as much as it is a plea.  The ad hoc Committee on Accessibility has met once and I've the Chair of that committee for a couple years.  I offered the opportunity for others to be the chair so far there have been no takers.  We are working on trying to decide whether the Committee on Accessibility will generate and perhaps have some kind of recommended amendment to the Senate bylaws so that it could be a permanent subcommittee.  If there is any one here or you know anyone who is interested in the issue of accessibility please have them get in touch with the Executive Committee and or me so that we can get them on the committee and especially if you know someone who wants to be chair I would really appreciate you telling them that the opportunity is there.  Thank you.

Chair Sterns:  You heard in the report of the Executive Committee that Provost Sherman and I have been in discussion regarding some issues of career planning and how to meet the changing demography of our faculty and that we are creating a committee to kind of study career issues like step down, post career employment so if you have an interest in that please contact me cause we're going to be coming up with a committee together on that.  Any other, any old business?  Any new business?  And good of the order?

**Adjournment**

Chair Sterns:  Then the chair will entertain a motion for adjournment.

(motion by Rich, 2nd by Wesdemiotis)

Chair Sterns:  All in favor please say aye.  (aye)

**The meeting adjourned at 4:56  pm**

*Verbatim transcript prepared by Heather Loughney*