

University of Akron

Faculty Senate Meeting

March 7, 2013 3:00 - 4:43 p.m.

CHAIR WILLIAM RICH: We await the arrival of one more person to make a quorum. All right. The March meeting of Faculty Senate is called to order. We now have a quorum. Once again, let me express my appreciation for those of you who show up by 3:00 and express the hope that others will do so in subsequent meetings.

And let me also just mention that remember we've gone to a policy of not providing hard copies of every report to every person in the meeting. They're distributed in advance electronically. Many of you have devices that you bring to class on which you can view these reports. And those of you who don't can print them out. We do bring a few copies for the recalcitrant, but there are not nearly enough to go around, so please don't take one unless you really need it, and please try not to need it.

As you all know, well actually excuse me, we do have a quorum now so we can approve the agenda. Is there a motion to approve the agenda? Senator Erickson. Is there a second? Senator Lillie. Are there any amendments to the agenda? Hearing none, all those in favor, signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed, nay. The agenda is adopted.

Next item of business is the approval of minutes from the February meeting. Is there a motion to approve those minutes? Senator Clark. Is there a second? Senator Schuller. Are there any corrections to the minutes? Senator Lillie.

SENATOR TIMOTHY LILLIE: I had sent through a correction that I wondered if it had been found and changed.

SECRETARY FRANK BOVE: Yes, sir, it has.

SENATOR TIMOTHY LILLIE: Thank you.

CHAIR WILLIAM RICH: Any other corrections? Hearing none, all those in favor of adopting the minutes of the February meeting, please say aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign. The minutes are adopted. Next item of business is my remarks. I already gave you my first remark having to do with the hard copies of reports and resolutions.

As you all know, the Higher Learning Commission team has concluded its visit to campus. I want to acknowledge with gratitude the many contributions that were made by members of the faculty including many members of this body to the self study and to the interview process while the members of the team were on campus. I want to give a special acknowledgment to vice president, excuse me, Vice Provost Rex Ramsier for spearheading this effort and making sure that everything was done that needed to be done.

I also want to report that members of the site visit team informed the Faculty Senate Executive Committee in our interview that the students that they interviewed were highly complimentary of the faculty here, that they spoke about how engaged the faculty are with the students, how much they care about the students, and how much work they devote to teaching the students, and how skillful they are about it, and I wanted you to know that that was what we heard. And that it is certainly consistent with everything that I've come to know about the faculty at the University of Akron, that this is a faculty that puts the students first.

Rudy Fenwick, our elected representative to the Ohio Faculty Council, will be reporting later in the meeting about some developments in the OFC, one of which has been some ongoing discussion about issues of faculty workload policy and a proposed piece of legislation on that subject. Having heard many expressions of concern about the faculty workload review being conducted here, I asked Provost Sherman to distribute to the entire faculty his directive to the deans and department chairs on this subject so that everyone could read it, and he has done so. You should have received it by electronic mail.

The, we did also talk with the provost about the question that was raised in the last meeting concerning the number of the, the increase in the number of faculty positions and you know, whether that was something that might be undermined by subsequently elimination of positions from which faculty members retire. Provost Sherman has assured us that the new positions that increase the size of the full time faculty are budgeted as permanent items, continuing items, and that of course if cuts need to be made, they'll have to come from somewhere, but there is no plan essentially to pay for these new positions by eliminating positions from which people retire.

Having heard some concern about whether the budget allocations for faculty positions for next year, the faculty lines for next year might be skewing towards non tenure track full time faculty as opposed to tenure track full time faculty, we raised that issue as well and received hard data on that, and from that data it is evident that that concern is not well founded, except perhaps in the College of Health Professions which we should, you know, it's probably gonna bear some discussion, but may be a special case because of the critical nature of the positions. But the ratio of tenure track to non tenure track full time positions to be hired for next year is, other than the College of Health Professions, essentially identical to the existing makeup of the faculty.

Finally, let me mention that as I told you previously, we planned to have some relatively informal discussion in this meeting with the president about ideas concerning online instruction, MOOCs, assessment, credentialing of students who've learned outside of the classroom whether it's such online instruction or otherwise. So the president will be keeping his remarks relatively brief, and then we'll

proceed with that discussion. This will be a little out of the ordinary, because this is not an item of business that is pending. This is kind of a longer term discussion and undertaking, but I thought it would be useful and much of the real work will end up having to be done in committees and so forth, but I thought it would be useful to have some discussion at this level of a preliminary nature and to engage with the president in a discussion of these ideas.

So, that's what we'll be doing at the conclusion of any remarks he wishes to give. That concludes my remarks.

The next item of business is the report of the Executive Committee. There are no special announcements.

SECRETARY FRANK BOVE: Thank you, Chair Rich. Good afternoon, guests and senators. The Faculty Senate Executive Committee met on February 14th to prepare for the HLC site visit meeting on March 5th. The EC identified three issues of importance to press with the site visit team. Full time versus part time faculty assignments, the university budget deficit and governance. The EC met with two members of the HLC site visit team on March 5th for a very frank and rigorous discussion.

The next EC meeting was on February 21st for regular senate business and to prepare for the meeting with president and the provost later that afternoon. The regular senate business included determining two committee appointments. Dr. S. Graham Kelly was appointed to the University Council's Budget Finance and Benefits Committee and Dr. Steven Myers was appointed to the ad hoc Online Subcommittee of the Faculty Senate's Curriculum Review Committee.

The president opened the meeting by reporting on the Ohio budget proposal outlined in the governor's State of the State address. The bulk of available finances will be concentrated in the K through 12 arena. A modest amount will be allocated to the higher education but not sufficient to recover what was lost a few years ago. The president also discussed the UA budget deficit of \$26 million, and a three prong strategy of reducing costs, growing enrollment and creating new resources of revenue to reconcile the deficit.

We discussed increasing the number of full time faculty in light of the challenges with the university budget and the potential for increased faculty attrition this year. We also discussed the anxiety and concerns surrounding regular faculty teaching loads and also summer teaching loads. The provost emphasized that he has charged the department chairs to engage faculty in discussions to arrive at a departmental consensus on load rather than applying blanket administrative assignment of load.

The EC next met on February 28th to set the agenda for today's meeting and for regular senate business. One appointment was made. Ian McCullough was appointed to the University Council's Public Affairs and Development Committee.

Senators, thank you very much for your service to the senate and the university. And this concludes my report.

CHAIR WILLIAM RICH: Are there any questions of the secretary concerning the Executive Committee report? Senator Elliott.

SENATOR J. RICHARD ELLIOTT: When I read these discussions of workload, I went and checked what it would be for a Ph.D. granting department. And according to the collective bargaining agreement, and it says it has to be 50 percent teaching or more. And then, I was actively involved in our committee for writing the merit guidelines of you know, what percentage teaching, what percent is service, what percentage is research. And if you are gonna do any significant research and service, then you can't get to 50 percent on the teaching. And so these documents are all approved. And so, you, as far as I know, any Ph.D. department is not getting to 50 percent. So does that mean we all have to resubmit all of our merit guidelines? Is that something that was discussed? Has anybody thought about that?

SECRETARY FRANK BOVE: That was not discussed.

CHAIR WILLIAM RICH: The question that's appropriate for the secretary is whether that was discussed.

SECRETARY FRANK BOVE: It was not discussed.

SENATOR J. RICHARD ELLIOTT: Okay.

CHAIR WILLIAM RICH: I expect this is a subject that will bear discussion in this body. At the point at which the Executive Committee met, it had not seen the relevant documents. It was as a result of those discussions that some of those documents were then distributed. So there's obviously much to talk about here, but not as part of the Executive Committee report.

Any other questions for the secretary concerning the Executive Committee report? Thank you.

SECRETARY FRANK BOVE: Thank you.

CHAIR WILLIAM RICH: Next item on the agenda is the remarks of the president.

PRESIDENT LUIS PROENZA: Thank you, Chairman, and I do look forward to our dialogue in a few moments.

Let me begin by echoing your thanks to the campus community for the participation and effort that went into preparing for the HLC visit and for the documents that were prepared and obviously for the discussion that ensued. The site visit team is either home or on their way home, and it is therefore time for us to refocus our energies on getting about the business at hand which is after all, the things that need to occupy us.

We have began, as you know, the budget planning process for fiscal year 2014. And as you know, we face a number of challenges, some of which were just outlined by your secretary. And it is I think, important that we focus our energies to responding collaboratively, strategically, with some degree of innovativeness and urgency.

In January, early January I outlined some of the challenges in a message to campus which I expect all of you saw along the way. And next week the provost and chief financial officer will join me in two campus based open forums to discuss these matters as we did last year. So with that in mind, I thought it might be helpful that I share some remarks about what I conveyed and what will happen, and then just have a couple of comments to get us prepared and in the mood for that next dialogue. In the last (indiscernible) all of you will recall and I know all of you appreciated, David I recall some of your good comments, the degree of detail that we shared, and will continue to share and that we saw and understood.

As I think all of you know, we fixed those problems in large measure with one time monies, so in many respects therefore, the problem continues and we now have to get about the business of trying to get ahead of the ball as they say. And it is in large measure, but not uniquely due to the fact that the state share of instruction temporarily bolstered by the federal stimulus funds did not continue to be bolstered, and that creates the early part of the gap, and other expenses that we incurred create the balance of the problem including some things that I think are strategic and important for us to do, so I think we'll have to wrestle with that.

In this biennium, as I mentioned to your Executive Committee, the governor has presented a budget which includes a very, very modest increase for higher education. I think it's two percent or thereabouts David?

CFO DAVID CUMMINS: It's a little bit under two percent.

PRESIDENT LUIS PROENZA: I was being even more conservative. But anyway, it doesn't amount to terribly much. And besides that, I think you also know that the budget and the legislature will be considering and likely implementing a new state funding formula which will increasingly reward universities for higher retention and graduation rates, in fact 50 percent of the funds will be so allocated.

The good news is that we don't expect a significant change in the coming biennium, maybe a tiny little decrease in allocation, but we'll have to begin working as all of our other colleagues in all of the other state universities to ensure that we're focusing our efforts to meet those new criterion.

In addition, funding for developmental work is slated to begin to be decreased and eventually eliminated, and ironically of course that's at the time when today's high school graduates seem to be graduating with more and more of a need for remediation or conversely with more need of not having been allowed to graduate, which is another approach.

The other challenges that we face is that demographic studies show that we're going to see a continuing decline in high school graduates for the foreseeable future. In addition, national trends are suggesting that the enrollment of older adults will grow by about 25 percent through 2021 compared with the only 10 percent for the traditional aged college based students. And so these new traditionals will need to be served and will need to be a focus of our strategic intent and enrollment if we are to meet our goals.

The rapid growth of new technologies in addition offers us new avenues with which to expand our reach and draw upon other resources that will enhance, I believe, the faculty student relationship and offer our faculty other opportunities as well. And our strategic plan, Vision 2020, is a good road map in this regard.

And most of you will recall that I have mentioned the budget pressures in almost every one of any comments that I've made to you over the past several years. In fact in meeting with our CFO this morning, we noticed that in five of 10 years we have seen budget cuts from the state. And that should tell us that we can't plan for any increases. In fact, the surest thing we can do is plan for a potential decrease. So we'll need to do that. So I hope that many of you will take part on these forums in these next couple of weeks, and certainly I appreciate the participation of many of you in the forums. It will be a chance for us to engage our entire campus community in productive conversation and strategic innovative thought and action. That's also vital I think with these new formula elements that we consider as part of these dialogues our role and responsibilities in the continued success of the university.

For example, I think all of us need to have it ingrained in us in our campus culture that all of us, every individual plays some role in the successful recruitment and retention of students. These are not uniquely the province of our admission or orientation or student services. They require direct involvement of all of us. So I hope you will, as many of you already do, of course very actively and I'm very grateful for that.

And indeed in that regard, next Friday about 400 prospective students will attend the senior day events at the Student Union. These are students who have either applied for admission, been admitted, and in some cases have tendered their intention to enroll, but that this is essentially our last chance to close the deal with them, to convince them and to share with them why the University of Akron should be their first choice. So if your schedule will permit it, please give us one hour of your time a week from tomorrow, Student Union on the third floor and help all of our colleagues work with those students and share their excitement.

I was delighted today to hear that a local high school has a program they call Experience UA. It's a way for them to see something about our university, and through some of our colleges they have a chance to come over and spend a week with our faculty and our staff to see what college life is like, and therefore have an advance opportunity, and we need to do even more of that.

And of course, and in a lead in to this, we also all must participate in the search for innovative and practical and bold ideas. And I think we can find encouragement in the example of our contemporaries in other fields, particularly health care. I was talking to someone that many of you perhaps know, Marty Hauser at Summa Care, Summa Health System, and he was saying how things are completely changing for them, and how the physicians today like we're finding, are having to get involved with the patient from the point of entry into the health system to the point of all of their other integration, and not just hand them over willy nilly to something else. In other words, a truly integrated approach to health care around the patient. Much as we talk about integrated approach around student focus.

And perhaps you saw the comments that Toby Cosgrove, CEO of Cleveland Clinic made as he shared his vision for the Cleveland Clinic, his comments that were reported in the paper, if you just change the words health care, would sound like many things we've said to each other here, which you no doubt are reading in the Chronicle of Higher Education and other things. And what is happening is that economic and technological forces are converging, and those technological advances are providing us with some opportunities to make ourselves more relevant, productive and connected in many respects, and how we utilize those resources, we'll start to discuss, we have begun to discuss, and ultimately it is up to us.

I would share with you that I believe that the media coverage with MOOCs is perhaps overrated in some regards. It certainly has been hyped. And this was truly one of those issues of something going viral that stands for a lot of other things, not that one singular thing alone, but they bear watching. Some of it will prove useful. Some will certainly change.

And perhaps along those lines you saw Tom Friedman's editorial in yesterday's New York Times. It speaks to these issues. It says that universities will have to nurture even more those unique experiences on the campus while blending in technology to improve outcomes at measurable levels and lowering costs at the same time. I'm paraphrasing what he said.

So among those things discussed is the so called IN model that I outlined in the State of the University Address. And I look forward to discussing that with you here as we move forward.

Before I do, I just want to share one bit of unrelated but exciting information. I trust that none of you failed to recognize the outstanding performance of both men's and women's basketball teams. The men's team have already secured the Mid American Conference title for the second year in a row and the women's team is cinched the MAC East Division, and they're truly to be commended. They have an outstanding academic record, and it's just a joy to watch. Mr. Chairman, back to you and we'll start the discussion.

CHAIR WILLIAM RICH: Okay. Let me try and just sketch out a little bit the topic. As you just said Mr. President, probably a bit too much focus has been on MOOCs per se, so let me broaden that category out to the role of online instruction in the University. And we probably should focus more on asynchronous online instruction, because the synchronous online instruction is not very different from what we already do in the classroom. It represents an extension of what we do in the classroom.

So it seems to me that one of the two large pieces of this discussion has to do with the role of online discussion, although I want to throw in there as well because people have been talking about it the idea of flipped classes, too.

And the other major topic is the idea of the university assessing people's learning outside of the classroom and credentialing based on those assessments. There's obviously a relationship between the first large piece and the second large piece, but I don't think one is truly dependent upon the other. And so they're in that respect, I think, conceptually distinct.

Concerning the online instruction, there are a number of issues that we could talk about, and we'll see where the discussion goes, but some of them include, you know, this sort of mundane, the availability of the technology and of the technical support necessary to engage in that kind of activity. The incentives for faculty members to develop courses and teach courses in that way. Mechanisms for assuring the integrity of those courses and the academic rigor of those courses.

And then there's a set of issues that have to do with the processes by which we review that kind of work and approve particular you know, modes of instruction, and the question of how much of that needs to be done at the university level as opposed to the departmental level.

Concerning MOOCs in particular, one of the questions I'm interested in pursuing is the question of what the business model is, you know, why it would make sense for a university over the longer term as opposed to just we're trying this out, to you know, to be doing massive open online courses.

So having just sketched out that set of issues I guess, let me just start by asking you you know, where you think we should focus initially on this set of issues or is there something that I've overlooked here?

PRESIDENT LUIS PROENZA: I think you've identified many of the issues. Let me preface, I will try to leave it more open, but where this is leading, I don't think any of us have a clue. That it will lead somewhere that it will be different is a certainty. That it is very important as Mr. Friedman said in his editorial yesterday that we take advantage of this as an opportunity because it can redefine the faculty student relationship in even richer terms that we've come to experience in the past. It frees time, creates all sorts of other opportunities for faster feedback and et cetera, et cetera, et cetera. But how this will evolve I don't think any of us have a clue.

And already I think the fact that MOOCs are such a hyped phenomenon, what it has done in a sense, please understand, is that immediately legitimized it at the highest level of the academy, Stanford, MIT, Harvard, others participating very actively.

What will be the business model, I don't know. But you can immediately see when 100,000 students access something, there's opportunity to earn revenue. But when you spread cost among 100,000 students, you have the possibility of decreasing cost per student. At the same time you have some revenue with which to continue to develop something and go forward.

Likewise, when you spread the cost in other ways by working across universities across several faculty you enable a better product with cost spread across institutions and across faculty. So there are those opportunities.

But I do want to come back to a point you made, and that there is a range of asynchronous opportunities, and we shouldn't overlook the opportunity to take what we do in the classroom synchronously as well as one of the ancillary things. But in the end result all of this will evolve to if somebody has a computer, that's all they need, folks.

CHAIR WILLIAM RICH: They might need us.

PRESIDENT LUIS PROENZA: That comes after. Absolutely. I mean, I said that before that, okay, but that's what they need to access you, to access all the information. And please, I know I've shared this with you, it's on the website, the reference to Anya Kamenetz' book DIYU. It's happening. I didn't think it was going to blossom as it did with the MOOCs as quickly as it did in the press, but I have been watching everything that happened over the last five years and it's been an exponentially rapidly growing thing.

CHAIR WILLIAM RICH: Let's open it up to discussion, and I am hoping somebody will want to say something.

SENATOR DAVID WITT: I can speak to in my own department what we've done, and Pamela Schulze is right here, and she's been a big part of this. I had one of the first online courses at the university quietly over there as my parenting class. And at the time when I put it up, I had about 20 people enrolled in the spring, and sometimes I would have to teach it on small class formula in the summer because I would only get eight or 10, something like that. I put it on line.

Today after all these years, I teach two sections of the class in the spring with 40 students in each section, and in the summer time there's only about 35 or so in the summer, and that's been happening lately.

Now, I look and see what the composition of the students are, because these can't all be our majors. We don't have that many. And they are students from all across the campus. Partly they're taking it because it's on line and easy to get to. I don't care personally why they take my class, I just want to expose them to you know, the viral impact of my lectures and that sort of thing.

And I think that, I'm finding people that, the people that are most vocal that, I invite students to E mail me with comments or questions that they have personally, and I'm getting a lot of nontraditional students who were, who had trepidations about using the computer and finding it's not that difficult. And next thing they ask is, are there more classes like this that I can take on line?

In our department we've added several other classes. And the same thing has been repeated. They've gone from making enrollment with one section a year to offering multiple sections a year and we have to put caps on them because they get the 35 and they would go way over if we allowed them. And Pamela can speak to whether or not that's true.

SENATOR PAMELA SCHULZE: That's absolutely true.

SENATOR DAVID WITT: We have the idea of online Master's Degree. And what's holding us up there is having the faculty to put it up. That's one problem. And then we have a curriculum proposal system that I said before in this body is lackluster. There's just, it doesn't work. We were hoping to get courses up for the fall semester and they've now been returned to us from the University Committee and we put them in the system in the fall and it just keeps going around and around. Somebody is trying to digest this, but that's a big problem that we have. We have an online master's program that is all but ready to go up. We just need to put faculty in place and then this thing would go.

CHAIR WILLIAM RICH: What's the mix of synchronous to asynchronous either there or in the existing courses?

SENATOR DAVID WITT: It's all asynchronous. And there's a wide range of things. Pamela uses discussion groups and lots of different things. I'm much more traditional about it.

PRESIDENT LUIS PROENZA: Number one, congratulations. Number two, explore what it would take to explore feedback techniques that enable you to grow that course to 50, 60, 100 or 100,000 or whatever.

SENATOR DAVID WITT: That would be the next step.

PRESIDENT LUIS PROENZA: Congratulations. Thank you.

CHAIR WILLIAM RICH: Senator Klein.

SENATOR JANET KLEIN: Yes. Thank you. Right now I direct the World Civ Program and we're trying to get a couple of experimental online courses for the summer. I don't know if that will happen with the course proposal system or if it will ever help with the current course proposal system. So the small scale might work or a hybrid model might work under the circumstances, but this 100,000, first of all, these MOOCs, correct me if I'm wrong, but the studies that I've read show that they don't go towards graduation, sort of like a PBS seminar where you could become enriched in the same way. So these don't actually go towards graduation is my understanding.

PRESIDENT LUIS PROENZA: Let's be clear. Size is irrelevant. It just proves that a lot of people are interested in that. And whether they pursue it for a degree or not is a secondary question, okay? Or a second order question. It does begin to ask about collaborating with others in terms of developing something. We are starting this fall or summer the sociology course with Princeton. Somebody remind me of the details of that. Matt Lee. Okay so here's an opportunity to leverage a prestigious colleague to come together and bring something to campus in a collaborative way that reduces cost, increases maybe the interest for your students, et cetera. So there are a hundred different ways.

Ignore the word MOOC. That's just what somebody called it at Stanford and it's caught on and will be used for a dozen years then it will go away, you know.

Think back, I think I mentioned this year already J.J. O'Donnell when he was at University of Pennsylvania was teaching a class in classics to a group of about 100 students around the world, because there are very few classicists who can teach such a course.

I don't know what the specific things that you might do, but you know, don't get worried about what it is that's happening with something that's being offered for whatever reasons okay? Students may choose, and Coursera and others are now looking at the way in which they will take such things that are out there as MOOCs and offer credit for them.

The ACE is exploring that, the Association of Public Land grant Universities are exploring, and I think we have to do that. For the past two years I have been saying to this body that we need to look at how

we do assessment as one of the things that we could do to earn revenue and provide value to your students. We already do it for advanced placement and we do it for credit for experience, et cetera. Why shouldn't we, if somebody walks in and says you know, Senator Klein, I already know what you are teaching, test me. And if I can show it to you, give me credit. Why shouldn't you do that? Challenge, you know, I know there's all sorts of things, they didn't sit in class and so forth, but come on, Bill Gates didn't sit in class, and look where he is. Students learn from many different ways.

CHAIR WILLIAM RICH: Senator Lillie.

SENATOR TIMOTHY LILLIE: As you recall I'm sure, and as others may, for several months last year we had a, an extensive connection with members of the Faculty Senate in reviewing and trying to examine whether or not the use of Pearson Learning Systems would be a good way for the University of Akron to move forward into online learning. Part of what we found from that, and I was, I am very proud of that actually, because I think it demonstrated that the Faculty Senate and members of the Faculty Senate were anxious and able to be involved in that in an extensive and ongoing way that really took advantage to some extent of the experience and expertise of some of those folks, including at what she felt at the time was considerable risk to herself, Quetler Jensrude, who was critiquing the Pearson Learning System model.

At the time I remember there was much talk about how we were with Pearson and everything was a done deal, and it was just a front. Now I didn't believe that, but that was often the rumor. So we found essentially that from where the people who were using our system sat for the current online programs and courses that the system that we had then and have now desire to learn was one that seemed to be working well.

And as you may recall last June, I think it was after the decision was made not to go with Pearson, we were sitting in a meeting of the Faculty Senate Executive Committee and you were, as you rightly do, said let's get started. And I said, great, let's get started. And here we are now almost a year later with a second committee, second way of doing things which is fine. I think it's a really good idea to plan and to make sure that you are moving forward. But I just want to point out that this body did respond and did do a lot of work, and that I think needs to be an important part that we do have people now who do have an understanding of how this system works now. So I wanted to make sure that was sort of as a background, because we have a new committee coming up with a new mission and that's great, but there are other folks who have been involved extensively as well, and sometimes we get the impression that we aren't moving fast enough or that yeah, we have to, as you've said, speak business and all of those things. And I want to make sure everyone in the room understands that sometimes the slowing down may not be the faculty's fault, it may be for good business reasons. But let's keep in mind that that is sometimes the case. So we have some expertise.

In terms of some of the advantages of this, I have been using this as much as I can lately, trying to stay within the rules. For instance, under our current rules you can't do, without a curriculum change I can't deliver more than 30 percent of the content on line. That's just, because if I did that it would not be consistent with the rule. And if I am not meeting the class when I'm supposed to, that could

conceivably be a problem. So what I've tried to do is take as much advantage of those kinds of things as I can.

In doing that over the years, I have been trying as I think my colleagues have also been trying, to make sure we're doing this in a rigorous way. So once again, I think we have people who can work on and answer these things.

Third, one of the real advantages of this where I sit, is that for individuals with disabilities the wide nature of disabling conditions, online kinds of options are gonna be remarkably efficient, remarkably effective and it's gonna give us the opportunity to access a tremendous amount of talent out there that's been excluded in the past. This is not a pity thing that we're gonna help those poor disabled people. This is we're going to be able to take advantage of these kinds of opportunities in ways that we haven't been able to in the past. So I think that's an important thing that we need to think about.

So I would encourage us to think about how do we get what we have rolling, and then in light of what you have said, we don't know where it's going to lead, but why don't we get what we have rolling, get it started now, and over the next year or two as this begins to work out then we can begin to develop a more coherent approach. So it may be the desire to learn leads into something else. It may be that these other courses are fine. So that's one of the things that I would encourage.

In line with that, all this takes time. So when are the faculty who were on, you know, 24 hour teaching loads a year supposed to get the time to do all these other things that are so valuable, so important, and we all agree is a good thing to do?

So I just, I guess what I want to make sure that we understand is that this is a collaborative venture, one that takes time, and it's one that we think, I think, I don't know anybody who says no, let's not do it, but how do we make sure all this is done and it's done in a way that reflects the pride and caring that we have at the University of Akron for the kind of student and product we're gonna have.

PRESIDENT LUIS PROENZA: Good set of points, Tim, and I think at this time a willingness to experiment in a wide variety of ways is what we're seeing across the country, and all of this will begin to sort itself out. So I suggest, as we are with last year's committee and this year's senate committee and some college based work that's going on, I think we'll participate. I just have to do my duty and say next month is too late, okay?

So we did some things last year and we need to keep moving along and read what's happening so that you can learn, call up your friends who are doing it, et cetera, et cetera, et cetera.

CHAIR WILLIAM RICH: Senator Erickson.

SENATOR ELIZABETH ERICKSON: Two things. One I think is, I see as very positive and one had come to my attention today that concerned me and I wanted to pass it on to somebody. The first one would be that yes, the colleges, I think we need to do this, and we just got the material from our college. I know we have our college, College of Arts and Sciences has just sent out a call for proposals for doing courses. And I certainly have been wanting to try one in the summer, maybe next summer.

But where I think you've got the real strength is where you are putting together on line and off line. Both of these go together, especially if you are talking about the MOOC type lecture that you have got that you can take advantage of. And I think that's all very, that's really exciting.

What came to my attention today and it's purely, it has to be of course anecdotal, but somebody was telling me today that at CSU they've had in Cleveland, they've had Principles of Economics online and that the dropout rate from that course was so great that they're now canceling those principles courses.

So I think at the very least as I was thinking about that, that the quality of the course is tremendously important. And then this did fit with some of the earlier experience with for profit organizations who don't really care if you pass, as long as they get the money and sign up, and that that kind of dropout rate would well be the case. And we indeed have to graduate people, so I think that concern, I think it would be useful for people to check with their colleagues to find out where people have had problems as well because otherwise we don't want to do the failed version. We want to do the positive version.

PRESIDENT LUIS PROENZA: I thank you for those comments. I would ask you all to please ask the question, what does a dropout mean, okay? Because if you go on line to any website and you don't like it, you know, you get off it. Like now a lot of people are reporting that MOOCs are bad because the dropout rate is phenomenal. Does it mean the course is bad or a lot of people went in and saw it and didn't want it? They're not paying for it, they're not looking at it for credit, so the notion that you are getting these huge dropout rates are because of MOOCs.

Let's ask the question, I don't know anything about the CSU thing, so I can't comment on it. The course may have been lousy, or it may have been that some students went in and decided that, anyway, you get the point. Let's ask the serious question. Liz is absolutely correct.

SENATOR ELIZABETH ERICKSON: I know that economics classes the dropout rate is high anyway, because they're difficult. But it may be that some courses are more difficult to use than others. There's lots of possibilities. But sometimes the rush to getting them, who knows, but I certainly know that I'm going to go and try and find out more about that situation and what was wrong with it.

PRESIDENT LUIS PROENZA: Please do.

SENATOR DAVID STEER: I want to suggest a slightly alternative way of thinking about how we might think about MOOCs and other free online courses that people have developed and put out there and how we might use it to capture the untapped students in the six county area which is where most of our students come from. There are many of them who are unfinished degrees, students who are nontraditional students who we might be able to capture, and other students who we need to improve success for. So they can come to the University of Akron. There might be a way to use some of these free resources if we do it in a smart way that won't require huge resources of developing this stuff on our own. Some of these MOOCs cost hundreds of thousands of dollars to develop. I don't think we'll be investing in those kinds of servers and that kind of material.

Something we might consider doing is developing an initiative where we evaluate these MOOCs and develop what would be considered valid instruments to assess students who took those courses, and then we have a list of these courses and say, all right, if you take this sustainability course, we have gone through the content. We know the kinds of assessments that are appropriate to evaluate that course. And you can come take that assessment for some fee, because it's really unfair to say to faculty okay, you took a MOOC on earth science, now take my test. They won't pass my test, because they won't know, students, you have to assess them a consistent way or they're not going to succeed.

PRESIDENT LUIS PROENZA: I take your point. What if they did pass your test?

SENATOR DAVID STEER: That's fine. But I think it would be very difficult. That's not what the literature suggests will happen.

CHAIR WILLIAM RICH: Senator Allen.

SENATOR PHIL ALLEN: I think there's another issue I haven't heard brought up yet, and that's the quality of the interface. The stuff I see on Springboard that's just not going to cut it. We have Windows 8 out, and Apple versions that are touch base, smart phones that are touch base. Some of us are even using connect white technology. That takes a huge amount of programming. But I wonder have we even considered the type of interface? Could we go out and get our product? Microsoft has some of this stuff available that would be an interface that our students expect. They have it on their video games, but we have stuff from the 1950s that we're trying to use on Springboard. That's not going to go over well.

So I just ask that we look into the interface and look into feedback loops and asynchronous learning. When you don't have an instructor there you have to have some way of connecting when someone doesn't understand something. And that's my hypothesis as a learning and memory person on why we're getting that kind of dropout rate.

PRESIDENT LUIS PROENZA: And I urge you to either go to J.J. O'Donnell's website or the Stanford site or such to see how they've solved some of those problems in ways that are quite sophisticated. And really, I think you would love it.

SENATOR PHIL ALLEN: But their interface has not done that. And that's where I am really concerned.

PRESIDENT LUIS PROENZA: Their interface or ours?

SENATOR PHIL ALLEN: Any of them are not using these modern interfaces.

PRESIDENT LUIS PROENZA: This is of course evolving.

SENATOR PHIL ALLEN: Okay.

PRESIDENT LUIS PROENZA: Good points again. Needless to say, educational technology needs to catch up with game technology. Is that what you are saying?

SENATOR PHIL ALLEN: They have more money than we do.

PRESIDENT LUIS PROENZA: They have a better business model.

CHAIR WILLIAM RICH: Is there anybody else who would like to speak who hasn't already spoken? Senator Elliott.

SENATOR J. RICHARD ELLIOTT: What I hear is a bottleneck is assessment. How do we assess that many people that aren't even here on campus? My collaborator at Michigan State has been doing this for years. Again, it's 40 students nation wide, essentially getting them to convert from chemistry degrees to chemical engineering degrees. So, what do they have to do to make that transition.

So he offers this class on line. They go to a local library and the librarian signs off as the proctor and they attest that that student has solved that test in their chair with only the resources that they have, that they're supposed to have.

And so is that a model that is being discussed or is that too crude? It seems a little crude to me, but that seems to me like the thing we have to get to, some better improvement.

PRESIDENT LUIS PROENZA: I think that's a very good idea, and I think it's worth looking at. Everything that seems to be potentially offering either a platform or step to the next opportunity or a collaborative opportunity to get us to where we're not, you know, I think the beautiful thing that is happening, and I use beautiful sort of you know, metaphorically or whatever you want to call it, it's a nice word, is that there's a lot happening. It is exciting and students are responding in exciting ways.

And you know the kids that are really serious about it or responding with great success, et cetera. But you know, where it's all going to wind up, I don't know. But that's why the ideas that I threw out with the so called IN model is that let's integrate what's available, preferably the best of the best or at least a set of options that people could choose from.

And separately you are absolutely correct. We've got to find a better way to assess that learning against the criteria that we would espouse. And this is something by the way that, maybe something we could again share. Because what's happening right now is that Stanford is saying, hey, you know, we're operating it, therefore it must be good.

What I've seen is very good, by the way. I haven't seen it all, but as I mentioned to you at the last meeting that I was in, and I wasn't here at the last one, I had the privilege of sitting in front of the, you know, the guys who started, the Coursera and the guys who started edX, and wow, that was pretty powerful stuff that if you had sat and heard that presentation you would say, gee, you know, there's something here. May not be for me or my course, maybe I need to learn from my colleague who's doing the work with Princeton, but let's explore it.

I will give you one last example of where this was 15 years ago in a college of nursing at another state. They had put all of their curriculum on line. And they were willing to share it with others for a price in several formats. You could lease or buy a piece of a course, a module. You could buy the course.

You could buy the course and package it as your own. In other words, you could re brand it as your own. Or if you wanted to have the brand name, that would be a different price. Those are some of the options that were there 15 years ago in a college of nursing.

And those are the kinds of options that are going to increasingly be seen and many others. You know, imagine, I think I've said this before. Imagine a website like Amazon.com except what's there is not retail products but courses and stuff. Wow, you know, and yes, all of you could go in and evaluate it and say, this one is lousy and this one is good and this part's bad. It's interesting. I don't know where it's going to go, but let's not get behind too much more.

CHAIR WILLIAM RICH: Let me just focus for just one second on the assessment and credentialing piece, because it's my understanding, and I need help here because I don't teach at undergraduate level, I'm not familiar with this. It's my understanding that there's a mechanism called credit by examination. And I wondered how commonly is that actually used, and you know, I guess I might have followup questions, but is that used a lot or not much at all? Chand.

SENATOR CHAND MIDHA: We did the study at the College of Arts and Sciences and we found that in the last five years in the entire College of Arts and Science, 20 departments, only 66 students have used the credit by exam. Out of 66 students, 40 students took the exam in two departments. Many of the departments are not even aware that we have that policy there and that's what we are trying to publicize right now. It's an established process that a student has done the learning in a prior learning environment. They can come and establish the learning through the exam, which is given to the departments already in place there. Somehow people are not aware of it. 66 in five years.

PRESIDENT LUIS PROENZA: So in other words, we've got a lot of opportunity, right?

CHAIR WILLIAM RICH: Why has it not taken off? That's the question that seems to be, bears examination.

SENATOR CHAND MIDHA: That was our question also. But we discussed it in the department chairs meeting, some of the chairs were not even aware of it, that there are courses for which we are doing the credit by exam.

CHAIR WILLIAM RICH: How many of you were aware of it by show of hands? Okay. So pretty well known at least in this sophisticated group.

PRESIDENT LUIS PROENZA: I think what we're finding is that we haven't made it an integral part of how we might approach our students.

CHAIR WILLIAM RICH: So why hasn't that happened?

SENATOR J. RICHARD ELLIOTT: Is there a charge to take the exam?

SENATOR CHAND MIDHA: Yes. There's a charge. University charges \$30 per credit hour to get the credit for that course. So for a three credit course it is \$90 so \$1,500 if you go through the entire process.

CHAIR WILLIAM RICH: Senator Scotto?

SENATOR CARRIE SCOTTO: Both of my kids have returned to school after an extended adolescence, and they're making use of this, because the courses they took three or four years ago and they remembered it, and just did some study and were able to go ahead and get some of those courses out of the way. So as other people end their adolescence and return to school, we might see more of that. It was a really easy process and much less expensive than having to go through the classes.

CHAIR WILLIAM RICH: Senator Witt.

SENATOR DAVID WITT: I think part of the reason my colleague touched on it a moment ago is that students would be fearful they would fail an exam over a whole course by walking in to take it.

One of the things Dean Midha talked to us about is coming up with a refresher seminar or a weekend where someone could build a little confidence about a particular subject then come take the exam right, rather than just coming cold and take it. I've had six students that I can recall in 30 years try this and three of them passed the exam and three did not, and that's not a very good effort.

CHAIR WILLIAM RICH: Doing online work you know, might also

SENATOR DAVID WITT: If you took an economics online class, one of these MOOC things and then come, the whole point is to as I understand it, it's getting us moving people toward graduation. That's the point.

PRESIDENT LUIS PROENZA: The other thing we've begun to identify is that one of the benefits of framework which a student can work on line rather than getting a failing grade, they get something that says you need to do x and y. And that encourages them rather than smacking them with an F or D. The game competency approach, so to speak.

CHAIR WILLIAM RICH: Senator Lillie.

SENATOR TIMOTHY LILLIE: This is related directly to the question you asked about why it isn't being used more often. It strikes me that it's similar to any kind of individualized instruction, and that if it happens once in a while, 66 times in five years, it's fairly easy to fold into things. If we're going to do individualized testing and instruction for individuals that come in, it becomes very expensive. Who is supposed to do it? Has the test been updated? Those are the kinds of things that if it's rare they're a pain in the neck, but they're not hard.

If it's going to be routine thing that we'll make part of the system, it becomes expensive.

I'm struck over and over again from having worked in the field of disabilities and special education since 1979 how many of the things we're talking about and struggling with here we have at least addressed in that field in some way, shape or form.

Individualized instruction, these kinds of things are things that are the kind of things that we have done a lot. And the challenges are expense and time to do it the right way. And that's as direct a response as I can get to your question.

PRESIDENT LUIS PROENZA: So we'll come to you and you can help us develop a new business model.

SENATOR J. RICHARD ELLIOTT: Out of the 66 people, I just want to make sure I understood what you are saying, 66 people passed or 66 people took it and 50 failed or what was the number?

SENATOR CHAND MIDHA: 66 people took the test, and I would say about three or four have failed. Most of them have got good grades. Based on just looking at the results, my understanding is that the (inaudible) prepared and have learned the material, took this and others did not. In order to make it aware to them that this possibility exists, the proposal we're discussing in our colleges like this, certain courses will offer a tutorial session for 10 days telling the students the possibility of taking the class that it is Psych 100 or Sociology 100, where an experienced graduate assistant can tell them, this is the material we covered in this course there. Do you have the knowledge for this one here? If you have, this is the kind of study material there. Come back and take the test. You don't have to take the test, okay, the idea is that some of these students might come and see how we engage them and how good we are to them. They might become our students also. So we are going from that intention. That is the discussion going on in the college right now.

SENATOR J. RICHARD ELLIOTT: So if I heard you 62 out of 66 passed?

SENATOR CHAND MIDHA: That's what my recollection is right now.

CHAIR WILLIAM RICH: Senator Cerrone.

SENATOR CHAND MIDHA: And I think a couple of courses more students took the credit was in fine arts there with the portfolio approach there, all information was collected how they learned their material and (inaudible).

CHAIR WILLIAM RICH: Senator Klein.

SENATOR JANET KLEIN: It's quick and it's related. I think also this model could certainly work for certain departments, but not for others. I can't imagine in the history department how one could, we deal with writing and critical thinking, which has unfolded during the course of, you know, discussions that we have, intensive readings. And so I would just urge that if we do encourage this to take place that it not be one size fits all for all departments.

PRESIDENT LUIS PROENZA: Absolutely. But by the same token, don't abandon it because it's more difficult in one field than another, and adapt it as you see fit. That's what's happening anyway. Don't just set it aside because you see trouble.

CHAIR WILLIAM RICH: Senator Cerrone.

SENATOR KATHRYN CERRONE: I just wanted to express some of the concerns that faculty in my department have had about moving courses on line and it speaks to the comments Senator Erickson and Lillie have brought up with the retention rate and passing rate for the courses.

Now that our funding is based off of that, and if we only had 50 percent of the students passing, that comes into play with funding and wanting to put these courses on line. And going back to Senator Lillie's comment about how are we supposed to have time or compensation? It seems like certain colleges are getting time compensation for this where others are not, where if you are teaching a larger load it is hard to move things forward.

PRESIDENT LUIS PROENZA: It is for us to solve. And let me make sure I am not misunderstood. Our responsibility is finding a way to work with our students and optimize their success.

Secondly, I've said over and over again. This, I believe, is not a replacement for us but rather an opportunity to, for us to create a much richer experience both for our students and for ourselves, okay? And it's not, I don't believe it's about putting everyone's course on line or every course at every university on line, but it's about finding what works either in a blended way, or because there might be some courses better than mine, for example. Why not use it? Okay?

But again, the opportunity for creating a much richer relationship with your students is there. Please think of that and think about what it is that these kinds of things can offer to help you help our students succeed.

In fact, somebody asked will all of this mean we will be forced to pass our students just to pass them? No. As it is happening in health care, each of us will have to work more closely with our students. And we won't succeed with everyone, but by gosh, some of them will respond and they'll be the best student experiences you will have ever remembered. And it's wonderful in that regard.

SENATOR SUSAN SPEERS: I understand, you know, what we're trying to do, and in fact I will do, I am designing an online course for Intro to Theatre. However, as we, you know, rush into something that we think everybody is doing, et cetera, we're selling out our students, selling out our education, selling out the very dynamics of what a university is, which is coming to a campus and learning away from the home about the diversity of thoughts, people, ideas, et cetera.

So yes, I understand you just said we don't have to do them all, but we have to work with them in being successful. I think we are working with them all, being, you know, we are doing everything we can short of just handing them a degree. I don't think you can replace the passion. I don't think you can replace the critical thinking. I don't think you can replace the maturing process that happens on a campus.

So I understand what you are gonna say and that we're still gonna do this. I understand that.

PRESIDENT LUIS PROENZA: That's not what I'm gonna say. Has anybody heard me say anything like what Susan has just alleged?

SENATOR SUSAN SPEERS: Maybe I'm just theatre and I am thinking passion.

PRESIDENT LUIS PROENZA: Did you hear what Tim said and where we had gone?

SENATOR SUSAN SPEERS: I'm sorry. I was late because I teach till 3:30. I'm sorry if I am repeating you. Can we also then think of some way that the culmination, the capstone of our courses might be that gathering once, twice maybe in the semester where there is the dynamics

PRESIDENT LUIS PROENZA: What did I just say about let's find the opportunities for us as faculty to build a much richer, dynamic, even more passionate relationship?

SENATOR SUSAN SPEERS: Okay! You ready?

PRESIDENT LUIS PROENZA: Folks, as I told you, 35 years ago somebody talked about what the models might be that evolved, and they talked about one model that said maybe we could become an exciting Olympic Village for our students that drew stuff from all over the world. Hey, that's kind of exciting. It didn't mean athletics, it meant learning. That's exciting.

CHAIR WILLIAM RICH: Dean Midha and then, Senator Loth will have the last word, because we need to move this along.

SENATOR CHAND MIDHA: To answer Klein's question, here this idea of giving credit by exam for some courses, we know that it is not going to work for all disciplines. In fact, the American Council of Education so far has come up with five recommended courses where they're saying the students get credit for the MOOC courses. And humanities is not there yet, okay? Classes in (inaudible), calculus, classes in algebra, computer engineering. And I don't remember the fifth one there. So it's just evolving right now. Where we'll be as the president said, we don't know that. So we are trying to see where we can help the students in assessing. It's not for everyone by any means.

CHAIR WILLIAM RICH: Last word, Senator Loth.

SENATOR FRANCIS LOTH: I want to say I strongly agree with your assessment of where it's going, especially the example of the Amazon.com. I don't think it's a question of if. It's how fast we'll see that. So I'm excited that we're moving in that direction, but one of the big challenges that I see talking to my colleagues is that since we are moving in sort of a, as you said over and over, a dynamic, ever changing, we don't know is it going to be 80 percent content? 100 percent? Asynchronous? Synchronous?

There's so many different choices that this tends to paralyze faculty members. If they're really busy doing, with research and service and teaching, to say let me go ahead and make a completely new course, dedicate extra hours, only to find out that was a bad way to do it and I picked the wrong one, next year I have to make a new one. The tendency is let's let some of it sort itself out.

We do have dynamic faculty that will take that initiative, but, I don't know, I don't have a solution. I don't expect you to have a solution either, but this is a tough thing for us as a university to dedicate that time toward what you can call risky, we know some of them will be duds. We know we're going to make online courses that will have been a bad idea. Usually when we teach classes we may have a couple of assignments that aren't good, but not the whole class.

PRESIDENT LUIS PROENZA: I think Dean Midha had a good point, and just to, having left the last word, close with a couple of comments on your question. Again, I don't think I am suggesting or anybody is suggesting that every one of you take your material and put it on line. That may work for some of you, some of you it may not.

I might suggest that you would be, if you are thinking about it, collaborate with someone you know, preferably someone who is very strong in the field, and would have recognition, somebody that could give you that edge. Alternatively begin by borrowing material from someone who is very prominent. Of course we do that with text books and videos and other things already, but in terms of a piece of a course or even a course. Then you become the facilitator, the integrator with the student in a very positive way.

So again, I don't think any of what we're discussing is intended to suggest that everyone ought to go back to your office and start putting your material on line. No. That would be exceedingly expensive, very risky for some of us anyway, and I don't think that would be the answer, okay. But be open to what is happening. See what's happening.

I think I'm not mistaken, on the website, and some of you have been sending stuff so it's not just stuff that I want you to read or somebody else, but Provost Sherman shared a nice bit called Epic that envisions how this might evolve into an Amazon Apple conglomerate that does these things.

There's a wonderful TED presentation recently that I think we put on the web which looks at this in an extremely different way. It suggests really that if we simply raise big questions and give folks access to information, just give them a computer and access to the web, they'll teach themselves. And it's a powerful video that has other suggestions for us.

Thank you very much for initiating this dialogue. I'm delighted to have had the questions and insights and concerns, and I am happy to do this again on this topic or any other topic. It's fun and important. Thank you.

CHAIR WILLIAM RICH: Thank you, Mr. President. The provost told me that he thought this might take time and therefore that he, I think, was not going to give any prepared remarks.

PROVOST MIKE SHERMAN: I yielded my time to the president.

CHAIR WILLIAM RICH: Thank you. The next item on the agenda is the report of the representative of the Faculty Senate to the Ohio Faculty Council. Rudy Fenwick, welcome back.

RUDY FENWICK: Thank you. It's good to be back, mainly because it's only for a couple of hours. I get to do the fun part and not the grungy details. Before I give my report, one thing I wanted to say after listening to the discussion on MOOCs and online courses is something, in case you didn't hear it earlier this week, the famous prognosticator of the future, Bono said in a conference that technological invasions will eliminate poverty by 2030. I hope he's right.

SENATOR DAVID WITT: He was talking about Irish musicians only.

RUDY FENWICK: Well, technological innovations have eliminated his poverty. Reminds me of Daniel Bell's coming of post industrial society where by this time we would all be educated and fluent.

Anyway, Ohio Faculty Council we deal with much less weighty things. And I'm going to get to the draft resolution on workload in a minute, but I wanted to just point out that we've done other things this year than talk about workload.

We've met with David Cannon, the Vice Chancellor for Finance and Data Management, and Bruce Johnson the Executive Director of IUC to talk about the changes in the SSI formula, and in particular put forward a case for most universities at least to give credit to those universities that transfer out students, so that if a student comes to Akron for three years then decides to get their degree at OSU or Miami that we should get appropriate credit for that. I don't know whether or not and to what extent that's been incorporated in those changes.

We talked about the Complete College Ohio report with Steve Angle and Tony Landis from OBR. We'll meet tomorrow with Rebecca Watts, another vice chancellor to talk about the college writing and Remediation Free proposal in the state.

And again, if there are any issues that anybody here, faculty or administrators want us to take up we will be able, we would be willing to do that, put forth the case for the faculty in the State of Ohio.

Hopefully you've all seen the electronic copy of the draft proposal or draft resolution on workload. And to give you some context of what it is, and it's still very much a draft. I'm continuing to get revisions of that based on factual information about where the shared governance policy comes from and also typos and spellings.

Sometime between our December and February meeting there was a memo to faculty at Toledo from their provost. And I wouldn't say mandating, I think it's strongly persuading or pushing all faculty to do four four load regardless of their mission, including research. And so at our February meeting we wanted to make faculty, universities who may not have heard about this aware of what was going on in Toledo. And the representative from Toledo made a very factual, very straight forward presentation of what was going on in Toledo in the sense of demoralization of the faculty in Toledo as a result of this seemingly imposed workload policy.

And I think some people were, had been aware and were stunned by this, I think, especially at Ohio University. They hadn't heard of this. So we propose that faculty senates of the universities take this issue back, discuss it, let faculty know what's going on in Toledo, and if they wanted to draft some resolution of concern about it. And then I was drafted to draft the draft, which is what I've done.

And that Faculty Senate at Wright State University have taken up this week a resolution very similar to the draft resolution. Ohio University Faculty Senate has taken up a resolution that's a little bit different and specifically addresses the workload policy mandated in House Bill 59 which in case Toledo didn't make people aware of the workload issue, House Bill 59 did by saying that universities could increase workload for faculty, and if they did for one faculty, my reading is they had to do it for every faculty.

And I think that that puts university administrations in kind of a bind because they don't think they want it across the board workload policies. It should be more nuanced and flexible.

Anyway, draft resolution, the concerns that I've heard or read about are expressed in the whereas clauses, the effect not only on faculty but schools in general, such as potential loss of top researchers, if they can find greener pastures in other states without these workload increases. The impact especially of junior faculty and research departments who have been hired and whose tenure expectation is based on research, if they're going to see a one or two course load increase.

As to the resolution clauses, the first clause is to express our concern. The second clause expresses what we think are the principles for having a workload policy or changing the workload policy. And actually clauses one through four in the second resolution come from the University of Akron's bylaws. Consistent flexible faculty have the ability if they have a grant to get their load reduced if they put that request in writing and if it is approved by the chair or dean.

And then clauses, or excuse me, points five through seven of the second whereas clause just express kind of the process that should be followed in developing and changing workload policies. So, it's what, where we're at today.

We'll have a meeting in Columbus tomorrow, we'll meet with Rebecca Watts from OBR, and we will continue with the workload policy discussion.

It could be that OFC passes tomorrow a resolution similar to this, or we wait a month and have more discussion. I'm curious to know now from other schools what their situation is and what their faculty are talking about. So thank you very much for your time.

CHAIR WILLIAM RICH: Are there any brief questions for Mr. Fenwick?

SENATOR DAVID WITT: Just the ideas that everyone's gonna read it and get back to you with comments?

RUDY FENWICK: Yeah. If you haven't read it read it, it's online. We're saving trees as Bill points out. Again, it's possible that Ohio Faculty Council will pass something like this tomorrow. It's not clear. It's up to the will of the body obviously.

CHAIR WILLIAM RICH: Senator Clark.

SENATOR KATHLEEN CLARK: Just a brief question about your read on what kind of support House Bill 59 actually has.

RUDY FENWICK: Well, I have been quoted in Inside Higher Education this week saying that I predict that that language won't be in the final bill, and that's about 30 percent correct what I said. I said my first reading of the bill was that it was unlikely to be in the final reading because it seemed to be kind of a bludgeoned sledge hammer approach to this that would put administrations in a bind if you want to do flexible workload policy, which makes sense to me.

But then, what I told the reporter was then I read the statement from the governor's office and the governor liked it, so thinking maybe it does have a chance.

And the more I look, especially with the testimony this week on that part of the legislature, I would say that it's likely to be in the final. Of course that now means that it won't be, because whatever I predict, it's the opposite. So, but it does seem that it's more likely now than when I first read the bill. And my first reaction to the bill was that this language will be in.

CHAIR WILLIAM RICH: Senator Elliott.

SENATOR J. RICHARD ELLIOTT: You said find it on line.

CHAIR WILLIAM RICH: It was E mailed to the senate discussion list.

SENATOR J. RICHARD ELLIOTT: Is there a URL?

CHAIR WILLIAM RICH: Not at the moment, but we can arrange for that.

RUDY FENWICK: We can. That's one thing technology will allow us to do.

SENATOR DAVID WITT: And then would it be all right if we in the, until next time that we forward amendments to the body to consider, or revisions to it?

RUDY FENWICK: Again, I drafted that just to make it broad enough so that every university, if they wanted to, could fit it to their own situation. Wright State has modified some of it, Ohio University modified a lot of it. So it's whatever fits each school. Because some of the concerns aren't true at every school. Some of the workload provisions wouldn't be true of every school because again, I took ours. That was the one I knew about. Thank you very much.

CHAIR WILLIAM RICH: Next item is the report of the Academic Policies Committee. Vice Provost Ramsier.

VICE PROVOST REX RAMSIER: Thank you Mr. Chairman. Academic Policies Committee brings forward one resolution for consideration today. It comes with supporting documentation in several forms. One is a diagram of an organizational structure, one is a narrative document and one is entitled Report of the Academic Policies Committee Recommending the Approval of the Proposed Institute for Human Science and Culture. The committee brings forward this resolution: Be it resolved the Academic Policies Committee unanimously recommends the Faculty Senate approve establishing the Institute for Human Science and Culture, parenthesis the IHSC.

CHAIR WILLIAM RICH: Thank you. This comes from committee. It does not need a second. Is there discussion of the proposed resolution approving this institute? Senator Lillie.

SENATOR TIMOTHY LILLIE: I really think it's a wonderful idea. I just have a general question to make sure I understood what was happening. As I understand from my reading this, it's a collaborative effort that will cross a bunch of sort of traditional reporting lines. Would you refresh my memory as to where it's going to be housed administratively?

VICE PROVOST REX RAMSIER: Mr. Chairman, I will refer to the documents that were distributed so that I don't misspeak. I've asked David Baker, the originator of the proposal, to come to answer specific questions. If you would give him permission to speak, if that's possible.

CHAIR WILLIAM RICH: I will, but let me answer Senator Lillie's question. The institute will report to the Center for the History of Psychology, which for administrative purposes in turn reports to the Provost's Office on matters of curriculum. So far as we're talking about the establishment of the program of instruction, the reporting lines will go through the relevant academic departments. But for administrative purposes the reporting line is through the Center for the History of Psychology to the Provost's Office.

VICE PROVOST REX RAMSIER: Thank you, Mr. Chairman.

CHAIR WILLIAM RICH: Would you care to address the body, Mr. Baker?

DAVID BAKER: Yeah, I think that's it. Since we're gonna have the faculty from various colleges, the, we will serve as the administrative head for this. And as was mentioned, our reporting line back to the Office of Academic Affairs.

SENATOR ALI HAJJAFAR: Is this a degree granting institute?

DAVID BAKER: No.

CHAIR WILLIAM RICH: The institute, like the center, does not have its own faculty, all right, so it's not and couldn't ever be a degree granting entity. Other questions or discussion? Senator Witt?

SENATOR DAVID WITT: I just think it's a cool idea.

DAVID BAKER: Thank you.

CHAIR WILLIAM RICH: I have to say I agree. Any further discussion? I take it that you are ready to vote. All those in favor of approving the proposed institute signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign. Motion carries without dissent.

Next item of business is the report of the Curriculum Review Committee.

VICE PROVOST REX RAMSIER: Thank you, Mr. Chairman. Curriculum Review Committee brings forward a list of curriculum proposals that we've received. The committee recommends the senate approve the list distributed previously.

CHAIR WILLIAM RICH: The motion before the body is the approval of the curriculum proposals. Is there debate? Hearing none, I take it you are ready to vote. All those in favor signify by saying aye.

MANY SENATORS: Aye.

CHAIR WILLIAM RICH: Opposed by opposite sign. Motion carries without dissent.

VICE PROVOST REX RAMSIER: Thank you, Mr. Chairman.

CHAIR WILLIAM RICH: Thank you. The next item on the agenda is the report of the ad hoc Online Committee, which is a subcommittee actually of CRC. This is an informational report only. We have a report in writing. Did you wish to

SENATOR JON MILLER: No. And we submitted a draft statement today to the CRC. The full written report went out to the list serve.

CHAIR WILLIAM RICH: Thank you. Athletics, we have an informational report in writing. Is there anything in the way of an oral report?

SENATOR TIMOTHY LILLIE: I just want to bring to the attention of this body that we have with the women's basketball team the first Academic All American. I think it's important to recognize that we can do both academics and athletics. And I wanted to make sure that you were aware of that. Her name is Rachel Tecca, for those of you who may know her.

CHAIR WILLIAM RICH: Thank you. University Libraries Committee we have a written informational report. Is there an oral report as well? I gather not. The reference committee we won't be able to consider the proposed bylaw amendments until next month. Student Affairs Committee we have a short informational report. Is there an oral report as well? I gather not. Computing and Communications Technologies Committee we have a written informational report. Is there an oral report as well? I gather not. Accessibility Committee we have a written report. Is there an oral report as well?

SENATOR TIMOTHY LILLIE: Just a plea for new members. If you are interested, please, we need more folks.

CHAIR WILLIAM RICH: Please let Secretary Bove know if you are interested so we can make that appointment. General Education Revision Committee we have an informational report. Anything oral? I don't think so. The ad hoc Committee on Part time Issues we have a written report. Anything to add orally?

SENATOR SHANNON OSORIO: You have the written report and we filed the initial results of the survey conducted last year on part time faculty for people who are interested in seeing those.

CHAIR WILLIAM RICH: Thank you. There's no unfinished business. Is there any new business? Senator Lillie.

SENATOR TIMOTHY LILLIE: Mr. Chairman, I am not sure if it falls under new business or good of the order. I wanted people to be aware of the fact that the University Council has completed its work on the bylaws after three meetings. They have been forwarded to the president, and I as co chair of the University Council have received word from him that he is recommending the bylaws to the Rules Committee of the board of trustees.

Now, the next meeting of the board of trustees is March 20. However, it's my understanding that the committees of the board that are meeting next week do not include the rules committee. So I want you to be aware of the fact that it's in the pipeline and that's where it stands at present.

CHAIR WILLIAM RICH: That was good of the order. Anything else for the good of the order? Hearing none, are you ready to adjourn? We stand adjourned.

(Meeting adjourned at 4:43 p.m.)