

**ROUGH EDITED COPY**  
**may not be a verbatim record of the proceedings**

University of Akron  
Faculty Senate

2016-09-01

**CART/CAPTIONING PROVIDED BY:**

Premier Visual Voice, LLC  
CART, Captioning and Interpreter Services  
[www.premiervisualvoice.com](http://www.premiervisualvoice.com)  
216-246-9477

JMC

CHAIR RICH: [GAVEL] The September meeting of the Faculty Senate is called to order. Is there a motion to adopt the agenda as distributed? I heard a motion from Senator Gandee. Thank you. Is there a second? Senator Landis seconds. There is one change that we need to make to the agenda, and if there is no objection we will make it without a formal motion. And that is we need to add under VII Senate Elections the election of a Secretary of the Faculty Senate. Pam Schulze has been our secretary. She is resigning that position effective today, and so we need to replace her. We need to elect someone to serve the balance of her term, which is to say, the next year. Is there any objection to adding that to the agenda? Any other changes anyone wishes to propose to the agenda? If not, I take it you are ready to vote. All those in favor of adopting the agenda as amended, please signify by saying aye. Opposed by opposite sign. The agenda is adopted.

The next item of business is the Remarks of the Chairman.

Welcome to the first meeting of the Faculty Senate for the new academic year. We have a number of newly elected Faculty Senators, as well as some newly reelected Faculty Senators. From the College of Arts and Sciences, Connie Bouchard was reelected this spring. From the College of Engineering, Richard Elliott, Robert Veillette, and S.I. Hariharan were newly elected, and Minel Braun was reelected. From the College of Education, Huey Li Li was newly elected -- I'm using the term newly elected to include people who did previously serve in the Senate but not last year. From the College of Business Administration, Marcus Braga Alves was newly elected. From the College of Polymer Science and Polymer Engineering Mark Soucek and Abraham Joy were newly elected, and William Landis was reelected. From the School of Law, Dana Cole was newly elected. From the retired faculty Ali Hajjafar was newly elected, and Robert Gandee was reelected. Megan Bodenschatz and Sterling Galehouse represent

the undergraduate students this year. Congratulations and welcome -- or welcome back, as the case may be -- to these new and returning Faculty Senators.

We await the completion of runoff elections in the college of arts and sciences which has eight seats remaining to be filled; the College of applied science and technology which has three seats remaining to be filled; and the College of health professions which has two seats remaining to be filled. I encourage Senators from those colleges to impress upon the Deans of their respective colleges the need to complete those runoff elections expeditiously so that those vacancies are filled before the October Senate meeting.

For the information of those who are new to Faculty Senate, and as a reminder to those who are not, the Faculty Senate is the legislative body of the faculty at the university level. Its meetings are relatively formal and are conducted according to the bylaws and Roberts rules of order. If you wish to address the body, please hold up your nametag to seek the recognition of the Chair. And please be sure that your name is facing the chair not you. And is right side up. Horizontal. And stationary.

[LAUGHTER]

So it may be read by the Chair who, I should add, is developing cataracts. Please do not speak until recognized by the Chair. If I should fail to say your name when recognizing you, please state it before you begin to speak so your remarks may be properly attributed in the record. This meeting is being transcribed. Please do not make noise that may make it difficult for the transcriber to hear the proceedings. When you speak, please bear in mind that your remarks will be transcribed for all the world to see. If you have not already done so, please sign one of the posted attendance sheets so that your presence may be properly recorded.

Among the items on today's agenda is the ratification of two actions taken by the executive committee acting in place of the Senate over the summer: the approval of the August graduation list, and the approval of several curricula change proposals. Also on the agenda are the election of someone to fill a vacancy in the office of secretary of the Faculty Senate, the election of two members of the executive committee of the Faculty Senate, and the election of two faculty senators to serve as members of the graduate Council.

There have been several significant developments since the Senate last met. As you know, Scott Scarborough resigned his presidency of the University at the end of May and Matthew Wilson, Dean of the University school of Law was appointed Interim President on July 11. During the period between Dr. Scarborough's resignation and Dean Wilson's appointment as interim president, interim senior vice president and Provost Rex Ramsier acted as president of the University. For the two years immediately preceding his appointment as interim president, Matt Wilson was my Dean. I hold him in the highest esteem as a leader, academic administrator, and colleague. As I'm sure President Wilson will explain shortly in his remarks, the University faces serious fiscal challenges owing in part to the substantial drop in first year undergraduate enrollment this year. I leave it to him to provide detail about the magnitude of the problem and the potential solutions to it. At its regular meeting last May, the Senate passed a resolution calling for an immediate suspension of the so-called Gen Ed Core initiative. The offering of general education courses online at deeply discounted prices. The administration declined to suspend this initiative on the grounds that those courses had already been announced and students had already enrolled in them for the fall semester. It should be noted that this decision was made before Matt Wilson's appointment as interim president. This is a matter about which I expect there will be further discussion in this body. Later in the summer, Provost Ramsier and members of the Faculty Senate executive committee met with members of the faculty from various colleges who have developed and taught

courses that were part of the Gen Ed Core initiative. Among the conclusions reached by this group of faculty members were that the courses were generally of high quality but that in many instances the enrollments were too high. That for the most part these courses could not be taught effectively to classes larger than about 25 students. That some sections were taught by adjunct faculty with heavy teaching loads and other jobs. That some adjunct faculty members were not assigned to teach the courses until shortly before the beginning of the semester, which did not allow sufficient time for preparation. That all faculty newly teaching online courses should be required to undergo training. That the initiative was aimed at the wrong kinds of students, namely those who are new to college, especially those who have just completed high school and especially those whose preparation for college may be weak. That students ought, in some way, to be screened so that only those who are reasonably likely to succeed in online courses are enrolled in those courses. And that there ought to be a broader discussion among the faculty about the role of online education in the University. In accordance with this last conclusion I intend to propose the formation of an ad hoc faculty Senate committee on online education. Unlike the distance-learning review committee, whose role is to review particular curriculum change proposals that involve distance learning, this ad hoc committee would address the larger policy questions about the role of online education in the University. I think it important that this committee include not only proponents of online education but skeptics as well. Finally, I wish to note the presence of and welcome the chairman of our board of trustees, Mr. Roland Bauer. I thank you for coming Mr. Bauer and I'm sure that my faculty colleagues appreciate it greatly. This concludes my remarks.

Next is Special Announcements. Alfred L Anderson, Professor Emeritus of music died on June 18 at the age of 73. Professor Anderson taught voice and opera lyric theater in the school of music for 25 years. A wonderful baritone and active performer in his own right, he was a great influence on many students who went on to successful careers of their own.

Walter Lehrman, Professor Emeritus of English died on May 26 at the age of 91. After serving in the Army Air Corps during World War II as a B-29 radio operator, he earned Bachelors and Master's degrees in English from Columbia University. From 1951 until 1956 he taught at the University of California Berkeley. 1956 he joined the English faculty here at The University of Akron and completed his PhD degree at Western Reserve University. He retired from the University in 1986. Professor Lehrman was the author of *The Plays of Ben Johnson a Reference Guide*, published in 1980. He was active in community and political affairs, helping to organize the Akron Fair Housing campaign in the early 1960s among many other things. He pioneered the introduction of black studies into The University of Akron curriculum. Recently, his personal photographs of Beat Generation poets and writer friends were acquired and published as a collection by Utah State University's Merrill-Cazier library. Professor Lehrman is remembered fondly by senior and retired faculty for having made a good mentor. If I may add a personal note, I knew Walter early in my career at The University of Akron. I admired him for his tireless activism and commitment to social justice and for his kindness and gentleness. He touched many lives and he left his mark on the world. Would you all please rise for a moment of silence in honor of our deceased colleagues.

The next item on the agenda is the report of the executive committee. Secretary Schulze.

**SECRETARY SCHULZE:** Since the faculty Senate last met on May 19, the executive committee met on four occasions by itself, once with the Gen Ed Core faculty, once with the Ernst & Young consultants, and twice with the interim President and interim Provost. The executive committee met on June 9 with faculty involved in the Gen Ed Core initiative to discuss ways to enhance student success in those courses. On June 16, the Faculty Senate EC met with Ernst & Young consultants to discuss the University's fiscal situation. The Faculty Senate EC next met on June 30 for regular Senate business. We discussed progress on

the Tiger team, the Faculty Senate EC then certified the election of Senator Bouchard from the Buchtel College of Arts and Sciences, and Senators Hajjafar and Gandee representing retirees. The Faculty Senate EC next met on July 21 for regular Senate business and to prepare for the meeting with the Interim President and interim Provost. We adopted the motion to approve the graduation list and all curriculum proposals have been approved by the EC except for one which is pending and that is speech language pathology and audiology number 15-13095. Later that day, we met with the Interim President and interim Provost. We discussed the issues raised in the Gen Ed Core meeting. We discussed progress on Zook Hall renovations. We discussed the progress made on Tiger team. Budget issues. We discussed the University of Akron's communication strategy, its immediate staffing needs, and the importance of international programming on campus. The EC next met on August 24 to prepare for the meeting with Interim President and interim Provost, to prepare the agenda for the upcoming Faculty Senate meeting, and to conduct regular Senate business. The Faculty Senate EC meeting with Interim President and interim Provost covered the Gen Ed Core, we discussed the report that was made as a result of the meeting with instructors and course designers, and the implications for how to best ensure student success. The Faculty Senate EC was informed that the Zook Hall construction was complete. We were updated on Tiger team reports, timelines, and the president's vision. The University is committed to act on recommendations and report to the campus what has been accomplished. The recommendations of the Tiger team will be tasked to the appropriate University Council committees. We were updated on the University's commitment to consider approving searches for critical positions in fall 2016. We also discussed IT issues, the need for more personnel, the laptop refresh program, online course evaluations, and discussions about the possible replacement of PeopleSoft on campus. We discussed plans to recruit new advisors. We discussed adult focus and the possibility of working on evening programming on campus. We discussed new initiatives on campus and the need for those to be self-supporting. The Excel Center was funded for another year. We were updated on

the non-endowed scholarship rollout. Interim President Wilson is fundraising, although it has not yet been publicly announced. Later that day, the Faculty Senate EC met to plan for the upcoming Faculty Senate meeting and to conduct regular Senate business. We discussed which colleges still have vacant seats, we discussed the need to change college and university bylaws to allow the alternative of choice voting particularly in large colleges. The Faculty Senate EC certified the elections of polymer sciences and polymer engineering Senators Joy, Landis, and Soucek. And we appointed new members to Senate committees. The Faculty Senate EC appointed the following individuals to the Faculty Senate Research Committee: Jie Zheng from the College of Engineering, Dimitria Gatzia from Wayne College, Matt Wyszynski from Modern Languages and Buchtel College of Arts and Sciences and Xiong Gong from Polymer Sciences and Polymer Engineering and Peter Gordon from Math and Buchtel College of Arts and Sciences. The Faculty Senate EC appointed the following individuals to the Academic Policies committee: Robert Veillette of the College of Engineering and Ali Hajjafar representing retired faculty. The Faculty Senate EC voted to eliminate the ad hoc committee on Academic Centers and Institutes and Faculty Research as it has been inactive for some time. The Faculty Senate EC made the following appointments to the University Council committees: we appointed Julie Cajigas to the Communications committee; we contacted Kate Clark to ask if she would be willing to serve on the Institutional Advancement committee. We discussed the upcoming orientation for new senators. This concludes the Executive Committee's report.

CHAIR RICH: Are there questions about the Executive Committee report for Secretary Schulze? Senator Clark.

SENATOR CLARK: I believe I'm Kate Clark and I'm not sure I received that.

CHAIR RICH: It should have said we agreed to contact you, and I will. But I have not yet. [LAUGHING] Any other questions about the executive committee

report? Thank you. Next item on the agenda is the Remarks of the Interim President. President Wilson.

INTERIM PRESIDENT WILSON: Welcome, and I guess welcome back, to the school year. It is truly an honor and a privilege to be here and to have the opportunity to address you. I warn you in advance I have this disease — I have no shortage of words. [LAUGHTER] If anybody wants to go like this [GESTURING] part way through my presentation, don't hesitate. [LAUGHTER] We've got a gavel. Thank you very much Mr. Chairman for the opportunity, and Mr. Bauer, the chair of our board of trustees, thank you for being here today and all of you. I really do appreciate all of your time and dedication and devotion of being here and serving in this capacity. What I wanted to do – you've heard a lot from me through email. Maybe some of you have had an opportunity to listen to me share some thoughts. Some of you may have read my introductory comments that I gave on July 11. Some of you weathered the storm when I spoke at graduation. I want to leave time for you to ask me questions.

To give you a little bit of background if you haven't, I thought that I would share some background of who I am so you get to know me and then touch a little bit about motivation and my, really what keeps me ticking, and then also brief you on what I have learned behind curtain number one, two, three, four and five over the last seven weeks as I have been your Interim President.

My background: I am not your traditional president, I think, in many senses of the word. I have never followed that traditional pattern. I grew up certainly not in a house of wealth -- one where I scrapped and I clawed and I paid for all my own education at a public research university in Utah, The University of Utah. I received two degrees in two years' total calendar time. One a Bachelors of Science in Poli Sci – so for those of you in the social sciences, my heart goes out to you. In a good way. I also received a BA in Asian studies, so for those of you who are from the humanities side of the ledger I can relate to that as well. That

was at the University of Utah. In between all of that, I actually served as a volunteer missionary in Japan where I learned to speak Japanese and then I returned, actually, to Japan where I worked for a hydrological and meteorological instruments manufacturer doing their international marketing and their technical translation. So for anybody who is a linguist you could check that box off. For those of you on the science side, getting involved in hydrological and meteorological instruments I have that benefit as well. I've also spent some time working for a Sony group corporation where I worked with their professional audio and video department doing their technical translation and also designing their instruction manuals. The Japanese was getting ready to come out there....

[LAUGHTER]

I came back and finished off my undergraduate degrees and went to Temple University in Philadelphia where I pursued my Jurist Doctorate degree. You're noticing a pattern with these public research universities. I had a great opportunity with Temple. Temple actually has a branch campus overseas in Tokyo. A 3000 student campus with an undergraduate – a slew of undergraduate programs, an MBA, a law program, graduate education, an EED and a Masters in education, corporate education, continuing education – and so that was really one of my motivations to go to Temple, was the ability to study abroad for an entire semester – the spring semester – during my law career. So I spent the time in Japan. Worked for General Electric medical systems in their legal and patent department. I took a year off law school, again the nontraditional, to actually go through a trial in the Western Pacific on an island by the name of Saipan. So I helped out with a three and half month jury trial and I lived on that tropical island and I told all of my friends when I got back that I found Nemo. It was great. But the work was even better. Came back, graduated, practiced law in Florida for four years until Temple University came back and they asked me if I would go back to Japan, this time as an administrator and a faculty member and actually run the study abroad program and the Masters programs that I had once

been a student in. The program was struggling at the time and I thought, you know what, this would be a great time to realize my passion of teaching and giving back and really investing in students and help turn around a program that I had really benefited from. So back to Japan I went. The program was really struggling. In fact, it was losing money and we made some enhancements and turned things around really quickly. About a year later I woke up, and they had made me associate Dean over graduate programs, professional programs and non-degree programs and also General Counsel of the campus. A year later I woke up, and they had consolidated the associate deanship under me, and so for a year I actually ran the day-to-day of an undergraduate program that had 10 different majors and so we introduced some new majors. I worked with undergraduate students. With faculty and the like and in essence became the provost of this campus. So I was in Japan for six years. Moved to Wyoming. Another public research university with the College of Law there. Both as a faculty member, and for whatever reason I woke up again and they had made me associate dean of student affairs and then a year later associate dean of academic affairs and two years ago I came here. What I saw coming into Akron, and you've heard me talk about this, was, really, greatness. A lot of folks did not understand the greatness that we had in our school of Law and in our University as a whole. In fact, as I came here and people heard a little bit about my background, the response that I got or the question back was, why Akron? Why are you here in Akron? As I have talked to folks, never undersell Akron because Akron is a great place. The University of Akron is a phenomenal place, and what I saw at the school of law I'm discovering applies to this entire University. The faculty were stellar. They care about the students. They are really invested in their teaching and as dean I was honored to support those faculty members. Our students – they are blue-collar students similar to my background. They want to learn. They want to excel. They want you -- they want your assistance and your friendship and they are great students who do great things. It is amazing to see the students that we have and their desire to succeed. If you were at graduation, I truly got choked up when one of our nontraditional students stood up and talked

about how she worked three jobs as a single mother to get through her degrees. Those are the students that we have. And it is incumbent upon us to step up and to assist the students as they go out to realize their dreams. And it is a privilege and honor for me to be able to assist them. When the Board of Trustees came to me, after spending two years at the school of law and not only hopefully supporting professors -- and one has my back and one who has my front. As long as they're not scowling, we're okay. I'm not going to look. [LAUGHING] I am really trying to assist our faculty in working with our students. Taking a wonderful, wonderful institution, polishing it off and letting the world see that institution. Talking about the great areas of excellence, and you know what? Adding a few more. On the enhancements side, we added some international programs. We added some more practical programs. And you know what? The world got to know about our school of law and what happened? Last year enrollment was up 30% in the school of law. In a really down and challenged market. This year applications at the school of law were up 25%. The number of rejections doubled. The enrollment up yet again. These are things that I think Akron, Ohio, the nation, and the world saw and now the school of law really is one of the hottest law schools in the country. Can we do that across the board? Absolutely. I am convinced of it. What I am finding, faculty like yourselves who care. Phenomenal students. We've got a beautiful campus. What we need is we need a little polishing. We need a little confidence. Instead of saying why Akron? Instead of talking about the miserable weather in January and February. Trust me, having lived in Wyoming, if you ever complain about the weather, I want you to come and chat with me and I will describe to you what it was like living in Laramie, Wyoming, at 7200 feet above sea level in January -- let me start that again: in October, November, December, January, February, March, and April. We are blessed here. With the scenery that we have, and the experiences. The campus, the people -- it really is a phenomenal place. We need to show that to the world.

That is a little bit about me. My philosophy is all about students. I want to engage with students, as you may have heard. I am there for students. I will give them

my cell phone number on my card with a nice little message in hopes that if they are struggling they will reach out. I was going back and forth two nights ago with one of our international students who had a hard time understanding his classes during the first day or two. He was like, President Wilson, I do not understand. Now I could've just let that sit, but I'm in this for the student, so we had a nice back-and-forth about strategies that he could use to learn, to understand. Things that he could do. And that is my philosophy, I love to roll up my sleeves and I like to get in the trenches. I really like to engage with the students and you know what? I know many of you are like that as well.

I'm also all about being honest and being direct. I have been accused of probably sharing too much information but I would rather have you have the information as opposed to read about it in the paper. One of my big frustrations is when I don't know and I'm all about information so don't hesitate to ask in a formal setting like this or even informal. Often times I'm not going to have the answer and I will tell you I am not perfect. I'm not even close. I will make mistakes. And I will own up to those mistakes. But I'm here to support the students. And as we are thinking about decisions, think about how does that impact our students? Because that is really what it should be all about.

Another part of my philosophy is I am here to support faculty and I'm here to support staff. Unfortunately, I do not have a magic wand. If I did, I would have been waving it since I came on seven weeks ago to make some improvements. But life is not that easy. But working together I think we can overcome a lot of the challenges that we have and we will really be able to move forward. So let me talk about this concept of moving forward. And where we are.

On July 11 when I was appointed to be interim president—let me back up even before that. I was invited to come in and meet with the Board of Trustees to be Interim President. It is not something I campaigned for. You did not see me out there with signs, shaking hands or campaigning or anything of the like. But the

Board of Trustees called me in and said we would like to talk to you about your potential interest in this position. Is this something you'd be interested in? And I said you know, I was speaking with my father after I received the call from the board -- I think it was a Friday afternoon, right as we're going into July 4 weekend, and they asked if I would come in the following Wednesday and chat with the board. So I was having the conversation with my dad and my dad said why in the world would you be interested in something like this? That became the topic of conversation in the board meeting. Why in the world would I be interested in something like this? Like I told the board, my interest is in students. That is what it's all about. If my employer comes to me and says, you know what? I need you to step up. You're paying my salary, if it benefits students, I'm there. How can I say no? And if I can have a positive impact across campus, that's what I want to do. And I said I will be there and I will agree. Do I understand that there are challenges involved? Oh yes. There are many challenges involved. In fact, we know a lot of those. But I think collectively, if we come together, if we have trust, if we can really move forward, the sky is the limit. We really have the opportunity to do that and so when I was asked I was very eager to help out. Over the last seven months I have been touched by many messages that I have received from you, from the community, from students. Over the last seven weeks I have met with governmental officials, I've met with other college presidents, I've met with business leaders, I've met with faculty, I've met with Chairs, I've met with student groups and organizations and my schedule is packed as I work these 18 to 20 hour days on behalf of the students. As I try to figure things out. So as you ask the questions, I may not have the answers, but I will try and get to the answers. But there are certain things that I think I know about in terms of challenges and you know about challenges as well. So let me talk about some of those challenges

The first is enrollment. We all know about enrollment. I'm going to give you some general figures and ideas and maybe you've heard some of these things and if you've got questions, please ask. Approximately for every percentage down we

are in enrollment we are talking about \$2 million. Now I could be off a little bit, but it is about \$2 million. A lot depends on how much we scholarship. A lot depends on what the makeup of those students is, but that is what we are looking at. So on July 11, when I came on board, as you looked at the admissions figures at that point in time year-to-year we were looking at a 12.3% decrease across-the-board in terms of enrollment. Now that \$25 million gift is a gift that unfortunately keeps on giving. We're not talking about one year; we are talking about that gift following us as long as those students are in the pipeline. The undergraduate, new students down 25%, 26% somewhere in that realm and that's troubling. How do you make that up? We all saw what happened last summer. I lived through it. As Interim President, one of the things I want to avoid is I want to avoid what happened last summer. None of us like mandatory or involuntary layoffs. We don't like the baseball team being cut. We don't like what happened with E.J. Thomas. We don't like those types of things so, as Interim President, that is one of the things I want to do. I want to try and see what we can do and how we can become more efficient, how we can become more nimble, what we can do to enhance revenue, maybe cut out some expenses that we don't necessarily need. Going back to does it benefit our students? Shouldn't that be the question that we are always asking? As I'm looking at these type of things, one starts to think. And what you will find out is I am a listener. So I wanted to solicit many opinions or all opinions of folks in terms of what we could do to enhance revenue and what we could do to cut expenses and what could we do to communicate better and what could we do better on the faculty governance side and we had the Tiger team. The Tiger team looked all of those. I looked at all of those. And we are processing all of those and we are moving forward. Interestingly, I think the fewest number of responses that we received was on the cutting expense side.

[LAUGHTER]

Not sure how that works but that was probably the fewest number of responses that we received. But we are going to work through this. A big part of what we are

looking at was a \$25 million deficit just this year. And I will talk about finances here in a second. In more detail. I could tell you and I don't know where we are going to be at the end of census after add/drop here in a little bit but as of about 10 o'clock this morning we were 7.2% down over where we were last year. That's in a seven-week period: a 5% increase which is a \$10 million – now it's not a bonus, right? – it is money that we don't have to go out and find and I am encouraged by that. And that is probably the only time in my life that I am encouraged by being down 7.2%. I have always been about coming in and rebuilding and enhancing and moving forward, but you know what, under the circumstances, in that short period of time, it is a good thing.

There are a couple challenges. One is, these students that we have, we really need to work harder to retain. We do. And a lot of that relies on the faculty. And I need your support. And as I get around and as I hold these town halls, I'm going around to all the different colleges and we are having town halls, you will hear me beating this drum. Please engage with your students. Even an extra hello. Even a how are you doing. A differently phrased email. It makes a huge difference. I had an email forwarded me today from a student who had received a one-liner from someone I won't even go into it. It just defeated them today. The words, the way we approach, we've got to look at ways to hang onto these folks. My philosophy is if we are bringing folks in, if we are admitting them, we need to do our best – we don't need to do good, we don't need to do better, we need to do our best, individually and collectively, to get these folks through school. To get them degrees. We need to absolutely do that. And I'm here, hopefully, to lead by example. To assist and to do what I can along those lines. If we help retain then hopefully this financial gap that we have will go down. Another thing that you saw in one of my communications on the admissions side -- we are increasing the power of our engine to get it done. I was surprised when I came in and I found out we had eight recruiters that were recruiting for us on the undergraduate and graduate side last year. Only eight. In the law school we had three. That was one of the things that I did when I came into the law school. The law school is 450

students. The University is 25,000 students. I had three recruiters plus myself out recruiting for the professional school. We had eight. That doesn't work. We should be in high schools on a weekly basis. We should be connecting with folks. And so we are ramping up the admissions team but we also need faculty. And that was one of the great things that our faculty did at the school of law was went to universities and did special lectures and got involved with different classes and did different things. We can do that on the undergraduate side. You'll see me doing it. I'm doing donut runs to the high schools. I'm going to get George's donuts – I've heard they're good; I don't know if you had them—I'm going to get George's donuts. I'm going to hit five different high schools in a morning and introduce myself to the principals. Give them some University of Akron material. Letting them know how great we are. And letting them know, you know what, we are here for you. I have put together a webpage that's going to be distributed to all the high schools. And I've got a letter going out tomorrow inviting myself to talk to the students about their futures and what they can do, what I've learned, and hopefully what they can learn here at the University of Akron. So if you know folks in the schools and your respective colleges do that can get me in, offer me up. Use me -- and I hesitate to say this, but --abuse me. And I will run a thousand miles an hour for you, your colleges and our students. I believe it's about that personal touch.

On the budget side, where does that leave us? Well, we will see. We will know at census in terms of where we are financially. As soon as I have that information I will communicate that to you because it is going to have an impact on what we do. We've put a hold on hiring for the time being. It is not an absolute hold. The deans and the vice presidents and the different area administrators have been told that if it is absolutely critical, talk to us and we will see what we can do. But there is a lot of money out there that I would rather temporarily hold positions or hold them for even a lot longer, than I would to give somebody a pink slip or to have to make cuts. Now this hold, it may only be the tip of the iceberg. I'm hoping not. But what I can assure you is we will be having discussions. It is not going to

be me saying this is the way it is going to be done. We are going to be having discussions with committees, the UC budget committee, that is something that I want to engage heavily. As we move forward and we start to plan the budget for next year I want it to start now. Faculty Senate-wise, I want the Faculty Senate active. I want to have a collaborative arrangement where we are talking back and forth and we are doing things. Space-wise I can try to wave my magic wand that I do not have and reorganize Simmons Hall and the things that have been done but I think it can be done even better if we do it collaboratively. And so Harvey and his UC committee on facilities are meeting in terms of coming up with a strategic plan. And that is something I would like to see us do as well. We need to, next year, start talking really about strategically where do we want to be as a university? We've got plans that are out there and aspirational statements but really who are we? I have heard since I came two years ago, well we built our campus for 40,000. Do we want to be 40,000? Do you want to be 25,000? Do we want to be 20,000? What we want to emphasize as our areas of excellence? Do we want to be comprehensive across the board? What can we do to go and distinguish ourselves? That is not for me to decide as one, or for a couple to decide. That is for all of us to move forward and figure out exactly what we are going to do and how we are going to play out. We will be getting back to you. Just so you know, and you heard about it in Executive Committee, we do have Ernst and Young here on campus. One of the things that I wanted to do coming in was to get a third party to go out and give us a solid concrete idea about what this enrollment downturn is going to mean to us financially, where we are projecting out, where our finances really are. I wanted an objective third-party view. A good thing is, I was able to get an anonymous donor to step up and pay for the entire operation, so not a dime is coming from the coffers that we have here. As you're finding out, we don't have a lot of funding, the messaging that you will be hearing from me is very consistent. It is consistent across the board. And so we'll be looking for ways to scale back. And I apologize in advance if that offends or if there is an event that we used to have that we can't have anymore but when I hear that we had an alumni event that we came out of pocket for

\$45,000 last year for 225 people, I ask why. And I ask is that benefiting the students. We cannot spend that \$45,000 so we are not having an alumni gala right before homecoming. We will do different things that don't cost us much. Instead of having steaks we are going to have \$.99 packaged hot dogs. To get it done. We're going to do it, it's going to be the interaction it is not going to be the high and lofty stuff -- not that we were doing that before, but we all need to conserve, we all need to preserve, and I have encouraged the deans to find ways to do that. To really conserve on their budgets. I could come out and say we are going to cut budgets 20% across the board to get us where we need to be. Right now I do not want to do that. I want to rely on the Deans. I want to rely on the VPs to hold costs down. To be conservative, but at the same time to serve our students and to be able to support our faculty. So that's where we are budget-wise, and I could keep going for another half an hour, but, I wanted to -- and I could see the look. [LAUGHING]. And I'm not even wearing my glasses.

What I wanted to do was give you that overall viewpoint of what I am seeing. What I am hearing, by the way, is I'm hearing positivity. What I'm seeing is optimism. I'm feeling a lot of hope as I have been out engaging with students, our students seem happy. Folks around campus, there seems to be an uptick in their step. As I meet with folks in the community, everybody is asking how can I help? We are so supportive of the University of Akron. We've been through some turbulence here the last two years. The learning takeaway from that -- we're all about takeaways -- the learning takeaway from that is that the community cares and they love the University of Akron. The takeaway from that is that our students care, and that you care. All of us care. So let's take that caring feeling and let's come together. Bygones are bygones. The past is the past and, yes, we may have to do some clean up -- okay, yes, we will have to do some cleanup, but let's look to the future. Let's not talk about the past. Let's see what we really can do to enhance this together. Let's get out in the community and talk about what a great place University of Akron is. Let's go out and let's engage. Let's think about some creative ways that we can serve our students. And maybe some of these

creative ways -- and you'll hear me talk about this - maybe we could talk about ways to save our students money. What can we do with textbooks? Can we use older editions as opposed to the newest editions? Can we switch to e-books and save our students money? Are there things that we can collectively do? Can we come together and talk about internationalizing our campus and globalizing our campus? Whether I'm your interim for the next 16 months only and then I ride back to the law school, or whether it's a little bit longer, a little bit shorter than that, it is a prime opportunity if you want to internationalize and globalize to take advantage of it now. I've got two decades' worth of international experience, overseas, and putting together programs and developing relationships. What I've heard so far from the comments in the emails that I have gotten and the committees I met with is now is the time to come together and really have a true international program here. Both inbound and outbound. I would love to see that. I would love to see us do an evening program. Not 200 majors but maybe we have 10 or 15 majors that we offer in the evening where folks can actually come and complete their degrees.

I would love to see us reach out to those folks that started their degrees but have never finished. That's near and dear to my heart. My wife and I started off in undergraduate together. I got done a lot quicker than she did. We had children as we were going through undergraduate -- I get married very young. We had children as we were going through undergrad and I went off to law school and she stopped her studies. After I got done with law school she was like I want to go back and I want you to go back and as we traveled around, as she calls up universities she's got about 2 ½ to 3 years of credits from a PAC 12 institution and every institution would say, you know what? That doesn't fit our degree requirements. And by the time that she got done, they're asking her to take another year or year and a half of school which, on a part-time basis, turns into another 2 ½ or 3 so instead of getting done in a short period of time it is a long period of time and she gives up. Until we go to the next city and she has that fire burning and she asks the same thing. As a faculty, let's come together and talk

about how we can reach out to these folks that have left us or have left other schools and make it easier to come back. Is there any way that we can recognize life experience? Is there any way that we can create a degree or do something that would overcome those hurdles and think creatively? I would like to see more folks in our community be able to go out and finish their degrees. For each degree that gets finished, their ability to support their families increases. Their ability to make a difference in our society goes up. And if we could try and support those folks and reach out to the community, we truly have a way to distinguish ourselves from others. Another thing -- veterans. Can we, as an institution, give veterans academic credit for their experience that they received? Their training that they received. Wouldn't that be cool? If we could welcome back our veterans by saying, we are going to recognize the experience you had and apply that towards your academic degree.

Hopefully, as we go forward in this next year, we can talk about these things and have serious talks. And not only talks, but I love to act. It's all about acting. If we can act and particularly now when we are strapped. We are kind of boxed into a corner. If you watched Clayton Murphy and his race -- in our family, we were up standing up cheering at the TV. But as you watched Clayton Murphy in the 800 m finals of the Olympics, he was boxed in. He was boxed in and we were talking, saying there is no way that he is going to be able to come out of that and get a medal. But Clayton, with true Akron Zip spirit, he broke his way -- he came around the side when it looked like all was lost, and boy you saw him running down the home stretch to claim that bronze medal. Five more yards he probably would've had a silver. But the fact that we have an Akron Zip -- and if you look at his story, he was raised on a pig farm. In the state championships, he took seventh. And here he is as an Akron Zip, having come here and received training and education -- look what he did with that. All of us have the ability to bring out the Clayton Murphys in us. Bring out the Clayton Murphys in our students. As your Interim President I look forward to hopefully helping you bring out the Clayton Murphys in all the other students that we have.

And so I'll leave my remarks at that. I've been told that we have some time for question and answer, unless I gobbled it up. Any questions or comments that anybody would like to raise?

CHAIR RICH: Senator Elliott.

SENATOR ELLIOTT: It's all nice to hear. A lot of pleasant talk and cheerleading, I guess, but we have a big problem. I am an engineer. I've thought about how to solve large problems. What they teach us to teach the students is you have to break it down into intermediate steps. The journey of 1000 miles, right? The other point I'd like to make is that in a world of perception versus reality, and in the information age, reality will eventually win out. So we need to concern ourselves with the facts. There's a really nice website called [collegefactual.com](http://collegefactual.com) and they compile statistics like fractions of part-time teachers versus full-time teachers, student loan default rates, and those kinds of statistics. So I will read off the bad news. We are number 1100 out of 1200 schools, nationwide, as the best value. We are number 45 out of 58 in Ohio, according to these kinds of fundamental measures. We have to fix the measures first and then we could talk about the happy talk. I've heard these things said so many times: we can be MIT if we just change our name a little bit. I'm done with that. We need to get down to facts and start dealing with the facts and solving each individual factual problem in a systematic fashion. That's what I believe.

INTERIM PRESIDENT WILSON: I appreciate that. Being a trial attorney who goes into court and who presents the facts, I'm not about spin. I'm not going to challenge your website but one thing I have learned as a lawyer is you can take the facts and you can spin those facts however you want to read them. I can take some facts and I could give you some happy facts. And we can sit here and say, you know what, those facts are accurate let's dwell on those. But we've got to do something. And that is my message. I'll get up here cheerleading all day because

I know that we have the potential, and I know that we have great programs that are here; I know that we have great students; I know that we have issues and challenges that we need to fix. We are seven weeks in here, and what I am encouraging folks to do is to step up, identify those problems, and, yes, let's address them. We have the realities that we have to face as we go forward with those challenges. Nobody's dismissing the fact that we have issues. Nobody is dismissing the facts. In fact, those are the things that we need to go do. It is a fact that our enrollment is down and that we have financial challenges. It is a fact that we can go out and we can do better. There are a lot of facts that are out there and whether we're pointing to a website or not, I'm looking at the student who is sitting in my classroom – I am standing up as a teacher looking at the student who is right there and I'm going to do everything possible to get them through school and to get them a job and to get them to graduate. So I would hope as we go forward and you hear me talking positively that you understand that I'm also a realist. That I'm worried about that person who is sitting there in that chair and getting them through to graduation. And also, I'm worried about how do we make this a better place. How do we make it a better place? And if you've got concrete suggestions, and I hope that you do, let's talk about narrowing this down and making it a better place. I can get up here and say I'm different from the past but I absolutely am. I am not Scott Scarborough. I'm not Luis Proenza, I am not whoever the president was before that. I'm Matt Wilson, and I'm here to roll up my sleeves and I'm here to solve problems and I'm here to do my best. I hope, as we go forward, that you'll roll up your sleeves with me and give me a chance to help fix those problems because that is what it's about. But as I go out, I wear no shame at all in walking into a high school and telling any kid, my kids or others, that they could come to the University of Akron and get a great education.

CHAIR RICH: Senator Feltey.

SENATOR FELTEY: Thank you. Thank you very much for being here today and for your comments. I've been here almost 30 years and I think it's the first time that I've heard articulated from upper administration what I do and what many of my colleagues across campus do: what I think of as kind of the care work it's called in sociology literature of being a professor. Caring about the students, being there for them, in all kinds of ways. And hopefully then making it more possible for them to stay and complete their degree. And so to hear that is very validating and I appreciate it. I also want to say that I think we need to begin to address the problem of retention of faculty. In the past couple of years, we are hemorrhaging in terms of the flight of faculty. We need to figure that out and we need to figure out how to replace tenure-track faculty with tenure-track faculty. I know that's a conversation that you are aware of, but I think it is critical to really positioning ourselves as the kind of university that I know we can be. My son graduated from here, by the way. I believe in this institution. I have been here almost 30 years. In the next five years there are many more of us going out, including myself -- retiring -- and I hate to leave knowing that it is just going to be one more hole in my department.

INTERIM PRESIDENT WILSON: Thank you. One of the things, in terms of the hiring of faculty, it's part of serving our students. And finding faculty that are truly committed to the one. Or the 30 or the 50 that are going to help get them through. Would need to have those folks in our ranks. And they need to have the time to be able to go and focus on that student. And they need to be able to go out and really enrich themselves. What you'll find with me is, I'm still out researching; I am still out writing. I have a book chapter that is due at the end of October. Where I'm going to find the time to do it, I have no idea. But, it is important for me to be out there and doing that. As Dean of the law school, I wrote a book. I still do not know how I did it because I had a small window to get it done, but whether it is researching, whether it is with the students, our full-time faculty are able to do that. And one of the reasons you'll find me out cheerleading, if you want to call it that, or really raising the Akron flag and

focusing so much attention on admissions is I want to get us to a spot where we are not talking about our financial challenges, we're talking about where can we really enhance. Where can we really come in and get that muscle because you're right we do need to have quality faculty who are here, that are vested. Your tenure-track folks are able to devote all their time and attention to our students. I have seen it. I have lived it. Is one of the things that I want us to be in a position to do, so hopefully we'll get to that point, similar to the success that we have seen at the law school, where focusing on that admissions initially got us in a position where we are able to go out and do things like that.

CHAIR RICH: Senator Cole.

SENATOR COLE: Mr. President, I share Senator Elliott's – or I can understand Senator Elliott's concerns about facts and statistics and the negativity that we can all tap into. I wonder if you think can say a little bit more about the shape you found the law school in when you came two years ago, in terms of admissions, retention, best value – just kind of the atmosphere of the law school, the trajectory that we were on two years ago and where you left us. And I would like to say that we have mixed emotions at the law school about you being named Interim President. We did not want you taken away from us. If you're going to be taken away, I suppose it is better that you are our president than finding yourself in some other institution, but I think that we have the benefit of seeing where we were and how much we were able to accomplish in two years and I wonder if you could speak to that a little bit more.

INTERIM PRESIDENT WILSON: Coming in, as we looked at the facts, the law school enrollment had plummeted. Your traditional class of 155, 160 somewhere in that range was at 116. The scholarship or the discounting rate was probably in the range of 67% where they recommend it to be about 35%. So the amount of revenue coming in was poor. Hemorrhaging faculty. Really demoralized in terms of where they are. Law school applications around the country plummeting. I can

talk about fewer numbers of students, if you look at the facts demographically, law school applications around the country over the last six or seven years have gone down by 45%. About 100,000 applicants, down to about 53,000 applicants. If you look at law schools, there were 53,000 seats when there are 100,000 applicants that means everybody gets into law school. Well, that is not the way that it works so it's shrunk. As you look around the country, there are law schools that have furloughed faculty, have laid off staff. They have merged. It's really a difficult spot we're in here in Ohio. We have nine different law schools. What we did was we came in and enhanced. Added some international stuff, added some hands-on practical stuff, talked to the faculty about getting out and talking about Akron law. Really polishing off the great things that we had. Going out and doing fundraising. Finding additional scholarship dollars which as president I have already started to do. In fact, I will share a little bit more about our scholarship campaign and what I've seen so far. To really be able to attract the quality students and to provide that value. This year, if you combine our fall and spring start programs -- our spring start is new, it's innovative, to get people in off-cohort. We're looking at having gone, in a two-year period, from 116 to close to 170 students. And flipping the scholarship model completely so that the revenue has come in so that they are not talking about that anymore. It has been amazing to see the shift and the uptick and the increase -- Akron in many respects, in the state with nine law schools, has been one of the smallest. Last year we were number two in the state in terms of size because everybody else has shrunk so much. I'm waiting to see where Ohio State's figures come in, because I think we will actually eclipse them and be number one in the state if not now, then in the spring in terms of size. That was kind of facing up to the facts and we've got the facts. There were problems after problems. I talk about it in terms of what I found under a rock. There were many rocks and as you lifted them up you deal with those as they come, collectively, together as colleagues to figure out how can we go about doing that. And that is part of who you will find that I am. It is all about open dialogue. It is all about enlisting the expertise that we have here. And coming together and solving these challenges and these problems so that

hopefully when we start looking at the websites, we will see us being able to climb.

CHAIR RICH: Senator Landis.

SENATOR LANDIS: I realize that we are supposed to stand. I thought we were supposed to stand here while we are addressing the Senate. I would like to say thank you very much for being here, I really enjoyed your comments and I applaud you for your enthusiasm and the straightforwardness with which you addressed us. That was just terrific. So Senator Elliott mentioned something about MIT. We are MIT on campus. Here is my brass rat ring. I am an MIT graduate. I'm in polymer science. Thank you very much. I really think that your personal approach is absolutely spot on, and I really think it's very encouraging to see this kind of enthusiasm from the senior member of the administration and the leader of the University going out to the different high schools. However, on the other side of it, you talk too much.

[LAUGHTER]

But that is a positive. What I am suggesting is a couple of things. One is, I think there are lots of us, students, faculty, administrators who would really be enthusiastic in going out if you formed some sort of a committee, maybe you have already done that, I would be personally willing to go out to speak on behalf of The University of Akron. I do that at high schools. I do that at middle schools already in another capacity, but I will guarantee that there are many, many on campus who would like to help you do that sort of thing and I think I would be right there waving a flag. So that is one suggestion. The second suggestion I've got for you, and I'm not sure it can be done, I think we suffered – the University suffered a lot, tremendously, in the community over the last year and the loss essentially of E.J. Thomas and the baseball team. And I do not know whether or not those two entities can be restored but on the other side of it, it would be

extraordinarily meaningful for everyone -- community, the general community of Akron, but the university community as well – if somehow we could reinstate the full status of E.J. Thomas and also the ball team. And those, you know, aside from all the other problems we've got, I think public relations needs to be ramped up tremendously. I think it has been, but those would be my focal points at this particular time. Thank you very much for coming here.

INTERIM PRESIDENT WILSON: I appreciate your comments and your suggestions. As to your first suggestion, admissions is working on a campaign that will embrace faculty volunteers and student volunteers to get out and to do this and I think you're spot on and I would love to have your assistance in that regard. Your second comment, I think everything is on the table. I think it is. In terms of where we go and what we do and how we need to engage. E.J. Thomas, in terms of coming back -- can I say it? So the ticket office will be opening back up and so we will have the ticket office this week. September 9. So ticket office is coming online. What we're seeing in terms of the Broadway series we've got ticket sales that are up considerably there. One of the PR things that you will hear me pounding as I get out in the community is every entertainment dollar that is spent here at The University of Akron goes back into the community. Goes back into The University of Akron and our students. I was super happy to see the mayor talk about our football team and coming out and supporting that. I've been doing PR internally. We have a new campaign that hit today, right? Oh, next Wednesday. So our new slogan, if you want to know what our new slogan is, I've got it: The University of Akron.

[LAUGHTER]

And so hopefully that will sit well with everybody. If you want have a conversation about that, I'm open to the conversation, but I think we'll run with The University of Akron. To be rolling out those types of things as well. Thank you. Baseball team, we'll continue to talk about those types of things as well. I understand how

hurtful it was. I actually was on the phone with a former member of the baseball team this morning and we were chatting about that and I've gotten deluged with emails about that. Whether it's financially possible or not, that's what we're going to have to have a conversation about. But everything is on the table. Things that have come in, things that are there, let's have a conversation.

CHAIR RICH: Senator Bouchard

SENATOR BOUCHARD: I'll stand up, too.

CHAIR RICH: For the newcomers, you are supposed to stand up.

SENATOR BOUCHARD: I think it's been really good, the last few months and that a lot of so-called initiatives that were supposed to bring us students, instead cost us students and cost us money, most of them are gone. This is great. But there is the one that is sort of lingering like the woodchuck under the porch and this is the GenEd Core that Chair Rich had mentioned. As he said, we voted to get rid of it in the spring and they said it was too late to get rid of it. The reason we voted to get rid of it were the same reasons which I gather over the summer even more studies have shown -- it doesn't help our students, it is bleeding us money, it costs us about thousand dollars per course when they take these drastically-reduced-price courses, without getting us any new students. They don't get the kind of quality education we want them to have. I know in the first year there was about a 25% loss of retention -- kids who took those classes in the fall, about a quarter of them did not come back at all in the spring. So it had a negative effect. So I'm hoping -- what my question is, can we get rid of it now? We already voted to get rid of it. And what I'm afraid is, if we wait, in another month they're going to start thinking about registering for spring and we don't get rid of it now it will continue to do that woodchuck thing and still be with us and we have a very good idea about is it going to work -- no. Unfortunately, not. This is not an indictment of online per se. I think Senator Rich's ideas of addressing the

question, to get rid of a version that clearly does not work. If we could do that right now that would be great, save us money, help our students.

INTERIM PRESIDENT WILSON: I'm all about all those things.

CHAIR RICH: Senator Klein.

SENATOR KLEIN: Thank you for coming to address us, and also thank you for your encouraging words. I wanted to echo or build upon something Senator Feltey brought up, which is about retention of faculty. And connect this to retaining students. And further connect that to diversity on campus. Just in my department -- I'm in the History department -- the last five departures from the faculty, and we have had a lot lately; our department has bled, whether from retirement or from other universities stealing our colleagues -- they've all been women. And we are about to lose one more. That will be six women gone in the last few years, including faculty of color. One of these, both a woman and a faculty member of color, was offered a position at another university and this university didn't even make a counter offer. Not a counter offer.

It is really important for students, for those of us who go, care, talk to them, talk to them about their personal lives and struggles, for students to be able to connect to a broad range of faculty. And so I think -- I understand the hiring freeze for the moment, but I think it needs to be reevaluated particularly in light of what's necessary to retain the students that we have and attract more. And if I might be permitted one second small bit, question, it might be a coincidence, I started the Asian studies certificate programs here on campus several years ago and one of our students -- because we encourage study abroad as part of these certificate programs and he just didn't have the programs available. One student actually tagged on to Temple's program in Japan. What I'm wondering is where the resources might be to expand our study abroad opportunities for students.

INTERIM PRESIDENT WILSON: Great question. Your first point, very well taken. The second point in terms of resources, I mean that's where I think we need to be creative. I don't know if you're aware, one of the things that I did when I came into the college of law was put together a study abroad program. It was two countries, three cities, four weeks. And actually, two days after I was appointed to be Interim President I was actually supposed to get on a plane and fly with 25 law students over to Asia to teach them and do that as well. I still did that -- kept the commitment to my students, got a little creative. Involved three economy-fare roundtrips to Asia in four weeks to pull that off, get that done. So I am all about putting together study abroad opportunities and I would like to find a way to support folks in doing that. If you look at the cost and what it took -- this is a program that ended up bringing it over a \$100,000 in new revenue, and expenses were under \$30,000. And we need to have an incentivization process so that faculty members who are interested in putting together study abroads and hopefully drawing on my expertise and some other folks' expertise here in the community who have done this, be able to do that so that if you were to go out and put something together for our students, then there is an incentive to you, there's an incentive to the department, and even greater than that this wonderful thing for the students. So one of the things I would love to do is put together a comprehensive international program that allows students who maybe can't travel overseas to get international experience here on campus, and whether that's designating one of our dorms as an international experience campus where not only do you have international students but you also have students who have international experience or interest and maybe once a week you have an international cook-off or some sort of international-type thing. I would love to see us bring the US passport agency on campus and see if we can't do things. But the way that I financed that, at least the startup cost, was I went out and I fundraised. I got \$25,000 in seed money to get us off the ground and was able to actually use that for scholarships. So there are creative ways to do it. If it's got promise, and it's going to bring in revenue for us, and it gets students that international experience, we should be looking at that seriously. Right now we

have in our office of international programs like 1.5 people that are there. And the one is on a temporary contract. We need to do much better than that. To serve our students who are coming in, and our students who are going out. Both the inbound and the outbound. And I look forward to working with everybody and brainstorming how we can best do that. But there's a lot of potential there – and I truly hope that I can employ my expertise to help get us there as well as many folks as well. One of my emails coming out will be a call for international experience and interest. Another one will be call for interest in talking about evening programs as well. I think that would be a great thing for us to discuss.

CHAIR RICH: Other questions for the President, keeping in mind we do have some other business to conduct. Senator Osorio

SENATOR OSORIO: I would be very interested in hearing any interest -- discussing student retention. I think we all know that a great majority of the first-year classes that students take on this campus are taught by part-time faculty. Many of the second-year classes as well. And I have not heard you address part-time faculty at all. I am interested in hearing – there is a Senate resolution that was passed almost 2 years ago to increase the salary, which has not been increased for part-time faculty in 15 years. How do we get part-time faculty involved in the student retention aspect of those first couple of years?

INTERIM PRESIDENT WILSON: This is a great question – great discussion. I do not have the answers right now. My belief is, at the college levels, that the folks that we have need to be leaders and need to step up and need to be having these type of conversations in terms of what do we do. As you're talking and you're talking about who staffing first-year classes, my initial question becomes why? Why is that the case? If we are talking about retention, and you're talking about that first-year experience being key, shouldn't you have your strongest professors teaching those classes? I don't have the answers, because I'm not dean of the different colleges but that is a discussion that we all ought to be

having in terms of who's teaching those classes and where you go from there. Because it's true, you have those type of things. In terms of part-timers and where they fit, salaries and stuff, one thing that we've all got to keep in mind is if you don't have money, you can't give raises. That's one of the things about doing a comprehensive analysis of the finances of the university. Because I think as people stand up and say we don't have money. I don't know how people believe that. My sense is when folks have stood up hey the university does not have money there's a belief that there are secret hidden bank accounts that are out there that are available to be tapped into. I have not seen those. I know that this year what I have heard is the Board of Trustees saying that we are going to have a shortfall. Plan for an eight and half percent decrease across-the-board, and they decided to dip into our bank accounts that hold maybe \$100 million and they are taking maybe 18, 19, 20 million out of that. Well, that is not healthy because if you understand that that is a gift that keeps on giving for four years, that means that we have no bank accounts. So as we go out and we give raises, my concern is avoiding layoffs, avoiding the baseball team being cut or another team being cut, but I don't want to have us be in a spot where financially you have to say all right we are on an exigency basis now and let's see where we can slash. I think we ought to be looking at ways that we can enhance. And as we enhance hopefully we will have the opportunity to come out and say maybe we can pay the part-time faculty more. Maybe we can pay our adjuncts more. Maybe we can go out and pay our staff and contract professionals more because there is that issue there. The faculty are keyed up to get a raise. We don't have the money. Other folks aren't. So what are we going to do about that. That's why I'm so forward focused. Let's see what we can do on the admissions side. Let's see what we can do to generate new revenue. Bringing in an international program, starting an evening program – if we can really enhance and bring things in, part of the mission that I have been tasked with is to stabilize the budget and to try and see if we can't find way to enhance. And I'm going to use a sports analogy going back to baseball. You'll find out I'm a true lover of baseball I will admit it. I will tell you the story about how I got my job with the hydrological and

meteorological instrument manufacturer through my baseball skills at some point in time, but I talked too much, so I'll save that for another day.

[LAUGHTER]

So I love baseball, I coach baseball, I played it since the age of three. In terms of getting us back on track, I'm not a power hitter. Never have been. You could tell if I were to roll up my sleeves. I do not have muscles. But what I am is I'm quick and I can lay down a bunt and I'm going to make it to first base because I'm going to outrun that. Or I'm going to not hit for power, I'm going to hit a single. And the way that I play baseball and the way that I coach my kids is not to swing for the fences. Not to swing for the homerun. Because what happens is they pull their head and it gets away from the mark – the mark being the students, right? And they strike out. So we shouldn't be swinging for the fences necessarily -- going for the home runs. We should be going for the bunt singles and the singles and what happens – that's when you end up winning. If you stay focused on that ball, in this case the students, that is what I want to do going forward. So I look forward to having that conversation because I don't have the answers but it is something we ought to be talking to deans about. We ought to be talking amongst ourselves and we ought to be looking for ways to stabilize so we can have these conversations about investing further. Because we do need to invest in our students and our faculty and our staff and our contract professionals; really everyone.

CHAIR RICH: Let me just add, from my perspective, the part-time faculty pay is kind of a special case. It has not increased in 15 years. 15 years. It is indefensible, just indefensible. And there is no way it is not hurting our ability to recruit the kinds of part-time faculty we need and want to teach our students. However much or little we are going to rely on part-time faculty, we need to have good part-time faculty who have time to devote to it, and having such low pay for part-time faculty is not a recipe for success. So I do think it is a special case.

INTERIM PRESIDENT WILSON: And thank you for raising that issue and putting it on the radar. At least my radar.

CHAIR RICH: It is almost 4:30. I think we need to stop for now. To be resumed. Thank you, Mr. President.

INTERIM PRESIDENT WILSON: Thank you.

[APPLAUSE]

CHAIR RICH: Next item is the Remarks of the Interim Senior Vice President and Provost. Provost Ramsier.

PROVOST RAMSIER: Thank you, Mr. Chairman. I'll keep it short in the interest of time. You'll be seeing several communications coming out from the president's office in the next few days. One and I want to add my thanks to the people who served on the Tiger Team over the summer. A lot of recommendations came forward from people all over campus and also off campus. The Tiger Team worked hard, came up with recommendations, those are all being submitted to the University Council or other bodies that are hopefully going to act on all those recommendations. So there will be a communication coming out about that with access to all the comments and all the recommendations so it's a transparent process. Most important thing now, for the semester, besides focusing on the student which is number one, is I'm going to remind you we have a Higher Learning Commission site visit coming Valentine's Day. You are going to see communications about the writing teams that we have asked people across campus to help serve on, writing teams. The process is different than we are used to in the past. No longer do we have a self-study. We have to craft what is called an assurance argument. The burden is on all of us, senators included, University Council members, everybody, the burden is to assure the accreditors

we meet the criteria for continuing accreditation. It is our task to assure them we meet the criteria. The format of the report is completely different. It is in essence fill-in-the-blanks. Provide the evidence that we meet the criteria. It is no longer a narrative document like it used to be. The writing team members, hopefully all will accept the invitations we sent out yesterday, I will coach them through the process. They will all be asking input from the campus. We're going to use the same mechanism we did for the Tiger Team, with a survey, so everybody has a chance to weigh in on any one of the criteria they see fit. We'll collate all that information and again it will be transparent. But we have a lot of work to do in less than four months' time. The report has to be submitted in essence the day before we leave for the holiday break in December. The visit is on Valentine's Day – it has to be submitted eight weeks in advance. So we have a lot of work to do. Those of you who will be actively involved, on the teams, I thank you in advance. Those of you who have a lot of information that could be helpful, please use the survey links. Please talk to the people on the writing teams. Which will be announced once they have been set. And help the campus assure the accreditors we meet the criteria. The alternative is not a healthy situation. This institution is a good institution. We can prove to them that we meet the expectations. We do have challenges, and Senator Elliott knows I understand that we have real challenges. We can address them. We have to have a plan to address them. But we have to convince the site team that we have the ability to pull off the plan. That is the real key. And pulling together, I believe we do. I know almost everybody in this room. We can do this. It's going to take a lot of work. And I'm okay with that because it is a new day. I'll be happy to answer any questions.

CHAIR RICH: Are there questions for the Provost? Senator Bouchard.

SENATOR BOUCHARD: This is a question about faculty lines. A year ago, then-President Scarborough announced that we were going to start 18 tenure-track searches, as well as a number of nontenure track. As of this fall, in terms of the

bargaining agreement, I know that we have seven new bargaining unit members who are tenure-track. I am wondering what is the status of the other 11 lines? Are they stalled? Are they still moving forward? Have they been canceled? What's happened to them?

PROVOST RAMSIER: I don't know exactly which ones by name, but I know a couple of them were searched for and the candidate pool was weak so they've been renewed for this coming fall. We will search again. I can think of two in particular. Some of them never came forward although they were critical. And I have actually been addressing that this week, that we have some accreditation issues especially in the health college. We've got to get some lines filled, or at least we have to demonstrate to the disciplinary accreditors for those program that we are in the process of searching for permanent faculty. It is really important. So those are on the radar. All the deans have been submitting, in the last week since last Tuesday's meeting, revisiting their critical needs requests and providing information to say this is why it is really important, so we're looking at it. We are working on it daily. The deans will be talking about this next Tuesday morning as well. Hopefully that helps answer your question.

CHAIR RICH: Any other questions for the Provost? Thank you, Mr. Provost.

CHAIR RICH: The next item on the agenda is the elections. First we need to elect a Secretary to fill the vacancy created by Secretary Schulze's resignation. Are there nominations for Secretary? Senator Bouchard.

SENATOR BOUCHARD: I nominate Senator Jon Miller.

CHAIR RICH: Senator Miller has indicated his willingness to serve, for which I'm deeply grateful. Are there any other nominations? Any other nominations? Any other nominations? Is there a motion that nominations be closed and that Senator Miller be elected Secretary by acclamation? Moved by Senator

Matejkovic. Seconded by Senator Howley. All those in favor of the motion please signify by saying aye. Opposed by opposite sign. **Motion is adopted without dissent.** Thank you, Senator Miller, and congratulations.

Next, we have two seats on the Executive Committee the terms of which are ending. One is currently held by Senator Hausknecht and the other by former Senator Erickson. We will do those selections in that order. We'll first elect someone to fill the seat currently held by Senator Hausknecht and after we've done that, we will hold the election for the seat that has been held until now by Senator Erickson. Is there a nomination for the seat currently held by Senator Hausknecht? Senator Matejkovic.

SENATOR MATEJKOVIC: I nominate Senator Hausknecht.

CHAIR RICH: Thank you. And I know from having spoken to him that Senator Hausknecht is willing and interested to serve. Are there any other nominations for that seat? Any other nominations? Any other nominations? Is there a motion that nominations be closed and that Senator Hausknecht be elected by acclamation? Moved by Senator Kidd, seconded by Senator Clark. All those in favor of the motion, please signify by saying aye. Opposed by opposite sign. **Motion is adopted without dissent.** Congratulations, Senator Hausknecht.

The next item is the election of someone to serve on the executive committee in the seat heretofore held by Senator Erickson. Are there any nominations for that seat? Senator Coffey.

SENATOR COFFEY: I nominate Senator Schulze.

CHAIR RICH: Senator Schulze has also indicated her willingness to serve. Are there any other nominations? Any other nominations? Any other nominations? Is there a motion to close nominations and elected Senator Schulze to the

executive committee by acclamation? Moved by Senator Clark. Seconded by Senator Elliott. All those in favor of the motion please signify by saying aye. Opposed by opposite sign. **Motion is adopted without dissent.**  
Congratulations, Senator Schulze.

Next, we have two representatives to elect to the Graduate Council. The two seats have been held by Senator Allen and Senator Sterns. With respect to Senator Sterns' seat, we are in a somewhat unusual situation. Although in the College of Arts and Sciences, it is not all that unusual.

[LAUGHTER]

There are runoffs yet to be held. And I want to take this opportunity to urge the representatives of the College of Arts and Sciences to do something in that college to solve the problem of seemingly endless runoff elections. But what I would suggest, since I know— this is up to the body – I would suggest, since I know that Senator Sterns is interested in continuing to serve, is that we defer action on that election until the October meeting. Is there objection to that? Hearing no objection, we will do that. The other seat is held by Senator Allen currently. He remains a member of this body. I have not actually talked with him about it. Senator Allen – I'll just open the floor to nominations. See if anybody nominates him. Senator Hajjafar.

SENATOR HAJJAFAR: I nominate Senator Allen.

CHAIR RICH: Senator Allen, do you accept the nomination?

SENATOR ALLEN: I do.

CHAIR RICH: Thank you. Are there any other nominations? Any other nominations? Any other nominations? Is there a motion to close nominations and

elected Senator Allen as a representative of the Faculty Senate to the graduate Council by acclamation? Moved by Senator Landis. Seconded by Senator Clark. All those in favor of the motion, please signify by saying aye. Opposed by opposite sign. **Motion is adopted without dissent.** Congratulations, Senator Allen. Senator Bouchard?

SENATOR BOUCHARD: As of this afternoon, we just got in the email the runoff ballot. Senator Sterns' name was on it.

CHAIR RICH: So I understand. We eagerly await the outcome of that election and hope that it is conclusive. Although I'm not counting on it.

Next item is the report of the University Council representatives. Our University Council representatives are Senator Roy and Senator Allen. Actually Senator Roy is one of those in limbo in the College of Arts and Sciences awaiting the outcome of the run-off election. But she is our representative to the University Council, would even remain so if she is willing even if she is not reelected because those are not required to be senators. We prefer, of course, to have senators in general representing us on the University Council but they're not required to be. Is there a report from either or both of the representatives to the University Council? I'm not hearing one yet.

SENATOR ROY: I did not know I was going to be making report.

CHAIR RICH: It's not mandatory. Senator Allen, is there anything you wish to report?

SENATOR ALLEN: I would defer to erstwhile senator and maybe future Senator Sterns, who chairs that body, if that is allowed.

CHAIR RICH: The Chair would be pleased to recognize erstwhile Senator Sterns.

SENATOR STERNS: The University Council has continued to work all through the summer. One of the biggest issues has been getting all of our committees fully functioning. As you know, it is only in the last month or two that we've had the bylaws fully approved by the Board of Trustees and so now we are implementing all of the full function of the University Council.

Something that Provost Ramsier mentioned is that a lot of work was done this summer in the Tiger Teams and a lot of that work will be carried over and given to various committees in the University Council for them to carry those actions forward. Probably one of the most important things from all of our perspectives will be the University Council Budget Committee. The Budget Committee is meeting and will continue to meet. It will be reporting to the University Council in two weeks regarding the status of the budget. We're almost complete in fulfilling all the committee memberships of the University Council and we look forward to a very productive and active year.

CHAIR RICH: Thank you, Senator Sterns. Is there any new business to come before the body? Is there anything for the good of the order? I take it you are ready to adjourn? I declare us adjourned [GAVEL].