

FACULTY SENATE MINUTES

October 4, 2011
2:30 – 4:30 P.M.

Assembly Room
McFall Center

CALL TO ORDER

Chair John Folkins called the meeting to order and asked the secretary to call the roll.

ROLL CALL

Secretary Terry Herman called the roll.

Absent:

Archer; Fan; Labbie; Muthusamy; Rosenberg; Weinsier

The Secretary announced that there was a quorum.

Guests:

John Ellinger, CIO; Nancy Orel, Director of Gerontology; Sue Houston, Vice Provost for Undergraduate Education

COMMUNICATIONS

Chair of the Faculty Senate

Faculty Senate Chair Folkins shared the following remarks:

I will keep my remarks brief today as we have a full agenda. I do wish to welcome our guests: John Ellinger from Information Technology Services (ITS), Nancy Orel from Gerontology, and Sue Houston from the Office of the Provost.

All Senators should have received information about the WBGU-TV open house on Thursday, November 3, at 3:00 pm. The Senate has been asked to field a team for their Academic Challenge quiz program. We still need volunteers for the team. If you are interested, please let Pam Pinson or me know.

It is now time for remarks from President Mazey.

President

Thank you. It's my pleasure to be here with you this afternoon. I want to provide a few updates. As of yesterday morning, Bowling Green State University (BGSU) hosted an Ohio Legislative Group that is looking into workforce development in Ohio through their task force sub-committee meetings. I was so proud of our students and alums that testified yesterday talking about their educational experience here at BGSU and what that has meant to them. I also want to let you know that Chancellor Petro was here again last week. It was his third visit in the three months I have been here. He was here to announce our third Center of Excellence in Business and Organizations. There are only forty-eight in the state of Ohio and we have three of them. I'm very pleased about that. I certainly want to commend the faculty and all who worked on that proposal. It is a real honor to be a part of that group. Thirdly, I think we need to say thank you to Mike Carroll for his \$800,000 grant from the U.S. Department of Commerce to explore workforce issues here in Northwest Ohio. That was quite an honor for him to receive that grant.

Interim Provost Rogers will be talking about a number of our updates. Sue Houston is here as well to talk about CUE. We've also talked about the Graduate Strategic Plan. I have been out visiting departments and that has been a very positive experience. I made it to my home

department, the Geography Department on my very first visit. I've been out to visit the Firelands campus six times since I've been here.

Lastly, I have sat through two of the meetings on the Charter issue. I appreciated so much the input and dialog I heard. I can't change the past but I can think about the future. That's what is most important for me here at BGSU. On the October 14th Board meeting I will be taking the Charter changes that you reviewed and that those who were present and voted 73% in favor for those changes. I gave you the rationale that we needed to move quickly on this because the administrative review was part of this. The one issue in particular, administrative review, deals with a compliance issue with our accrediting body and it is incumbent upon me to go forward. As Dr. Deters told me, they took it out of the Charter and they can put it back in the Charter. We'll see what they do on October 14th. Anyone who did vote against the Charter changes, you can still work through the process to address those changes. If there are some changes you don't agree with after a longer discussion, I am more than happy to work with you to bring those suggestions to the Board of Trustees. They are the ultimate voting body on this. Any questions for me? Thank you and have a great day.

Folkins: Interim Provost Rogers...

Provost/VPAA

Thank you.

As reported at the last Senate meeting, the Deans and Provost Office have identified six initiatives that we are focusing on this term. I would like to provide some updates regarding three of these initiatives.

First, reform of undergraduate education. Last week I communicated with the faculty regarding the report that my office received regarding the reform of the undergraduate education. Vice-Provost Sue Houston will be presenting to you later in today's meeting regarding the process that we will use in considering this report. Thus, I will not provide any details at this time, but would like to emphasize the importance as well as the opportunity of reforming our undergraduate educational experience. This is an extremely important initiative and I believe is critical for the continued and future success of BGSU.

Secondly, recruitment and retention. Later this week, a group of faculty and staff will be meeting to begin the process of developing a strategy to address our freshmen retention percentage. As you know, we have had a drop in the first-time, full-time freshmen-to-sophomore retention rate. We should all be very interested in better understanding the reasons as well as implementing processes that will address this issue. We will be sharing more with the Senate as the process unfolds. Please note that John Folkins, Chair of the Senate, serves on the steering task force.

My last item to mention is regarding graduate programs. As I previously mentioned, Mike Ogawa, Interim Dean of the Graduate College, was charged with leading an effort to develop a strategic plan for graduate education at BGSU. This task force has been appointed, which Dr. Mike Zickar will chair. Each line Dean appointed a faculty member, Graduate Council appointed two members, and Graduate Student Senate (GSS) appointed two members. This task force has been charged with developing a strengths/weaknesses/opportunities/threats (SWOT) analysis for graduate education at Bowling Green State University (BGSU) as well as developing five to seven goals that should be used to strategically direct the future of graduate education in terms of quality as well as size. They will be making comparisons with peer as well as aspirational universities.

Folkins: Graduate Student Senate Representative, David Sleasman...

Graduate Student Senate Representative

David Sleasman shared the following remarks:

Good afternoon.

The Graduate Student Senate (GSS) will begin partaking in the process of defining what graduate education is to BGSU this week in the first meeting on the Graduate Strategic Planning Committee. As the university discusses, reconfigures and debates the 'connected undergraduate experience' (CUE), graduate students watch with much interest. Graduate students are TAs, departmental assistants and have countless interactions with undergraduate students in daily administrative duties that are part of the graduate student's assistantship, work or program. The GSS and graduate students see the emphasis placed upon CUE as important. Although separate, CUE and a strategic plan for graduate education are also very much linked. Graduate students see that developing a game plan by which graduate education is defined as an important aspect to the process of CUE. A truly connected undergraduate experience also includes, for many, the prospects of graduate school-whether here or elsewhere.

However, BGSU currently has no detailed process by which such decisions are made regarding graduate education. Therefore defining the appropriate mix of graduate programs, the need for sustainability and increased research are all aspects of this plan. Faculty members are fundamentally a partner in these discussions. Faculty are mentors, educators, researchers, leaders and often times friends to many graduate students- to name a few roles you take upon. It is with this, the GSS and graduate students anticipate how BGSU seeks to define graduate education over the course of the next few weeks or months as a sense of the importance BGSU places upon this endeavor.

Thank you!

Folkins: Thank you. Next we hear from the Undergraduate Student Government Representative, Emily Ancinec...

Undergraduate Student Government Representative

Emily Ancinec shared the following remarks:

My remarks will be brief. No real issues that are new to our Undergraduate Student Government group. But we did have a joint session with the University of Toledo (UT) this Monday, placing a bet. The losing school wears the winning school's colors. This is a great way to promote school spirit, especially since we have faculty who work closely with UT. As always, if you hear any issues, regardless of group, please contact me at eancine@bgsu.edu.

Folkins: Thank you Emily. Retiree Representative Harold Lunde...

Retiree Representative

Professor Lunde shared the following remarks:

Tomorrow we have a regular luncheon at the Country Club. President Mazey will be with us. We're looking forward to that. Just a quick two points from the State Teachers Retirement System (STRS). First, they are in a defensive mode as they are said to be very expensive to run. The cost to the employer is among the best in the country and even better than Social Security. The cost to the employee is about in the middle. STRS recipients do not receive Social Security. They use very advanced strategic strategies to maintain a good return on their investment even in a very bad market.

Folkins: Thank you. That concludes our communications. We'll have our reports from the Senate Committees. Committee on Academic Affairs, David Border...

REPORTS FROM SENATE COMMITTEES

Committee on Academic Affairs – Border

Guests received by CAA in September included:

Concerning proposed Interdisciplinary Gerontology MS:

Nancy Orel

Linda Petrosino

George Bullerjahn

Concerning CUE Taskforce:

Neal Jesse

Sue Houston

Actions by CAA:

Reported, in the form of a memorandum, CAA's review of the Interdisciplinary Gerontology MS to SEC and Senate Officers.

In the memorandum it was reported: "After reviewing the issue CAA voted unanimously in favor of the proposed graduate degree."

Our next meeting is tomorrow.

Folkins: Amendments and Bylaws Committee (A& B), Erin Labbie...

Keil: I will speak for Erin and the A & B Committee

Amendments and Bylaws Committee – Labbie

Amendments and Bylaws (A&B) has been working non-stop since our last Senate meeting to chart the differences between Charter 1, the pre-Dec 10, 2010 Charter, Charter 2, the Charter under which we are working, and Charter 3, the proposed Charter from SEC on August 20, 2011.

We were asked to edit Charter 3 and to submit our recommendations to SEC by Monday, October 3, 2011, and we did this. We are all in frequent contact regarding changes and we will continue our work as we are charged. Thank you.

We are meeting two weeks from today.

Folkins: Committee on Committees, Ann Darke...

Committee on Committees – Darke

1. We have filled 48 out of 53 positions. (91%)
2. You personally can help us with 3 of the remaining vacancies since only a Faculty Senator can fill them. The vacancies are on the following committees:
 - Committee on Professional Affairs
 - Honorary Degrees Committee
 - Honors and Awards Committee

If you are interested in serving on any of these committees please contact me.

3. The remaining two vacancies are for:
 - A faculty member from University Libraries to serve on the Continuing and Extended Education Committee.
 - One tenured, non-chair faculty member from any college to serve on the Faculty Personnel and Conciliation Committee.

Again, if you are interested or know of anyone that may be interested please contact me.

Folkins: You should have all picked up the handout Ann referred to on your way in. Committee on Professional Affairs, Geoff Howes...

Committee on Professional Affairs - Howes

The Committee on Professional Affairs is still seeking members. We need one more member from Senate. I hope to have a full roster soon so that we can have a meeting in October to begin planning for a trip to the State House next semester. If anyone is interested, or if you can recommend someone, please contact Geoff Howes: ghowes@bgsu.edu or 2-7139.

You'll find a description of the purpose and duties of the Committee on Professional Affairs. You might want to review this. Even if you're not interested in serving on the Committee, you may have ideas for what we should do this year.

Folkins: That concludes our regular reports. We'll move on to our first agenda item, a technology update by our Chief Information Officer (CIO), John Ellinger. John, welcome.

NEW BUSINESS

Technology Update - John Ellinger, CIO

Thank you Chair Folkins for inviting me to join you today. I want to share a few slides covering items I think you'll all be interested in. What is Information Technology Services (ITS) working on this semester? There are four key focus points for us this year. One is certainly recruitment and how we can assist in that effort; point two is retention and our role in that area; third, online education so I'll talk about the Instructure Canvas pilot happening in the spring semester; and lastly analytical forecasting or reporting and how we can improve and/or assist that.

Let me take a moment and say when I first came here many of the conversations I had with the faculty was that the technology was inconsistent across campus and from classroom to classroom. We have a plan in place that will remedy this situation. We have adopted a digital display for you to use. By the end of this semester we should have forty-two of our technology classrooms converted to that technology which is a touch screen single pad controlling everything in the room. We should have an additional one hundred and forty classrooms converted by Fall 2012. You should be able to walk into any of these technology classroom classes and have the very same experience. You won't need to know something special from room to room. We have updated all hardware in the computer laboratories and will continue to do so. If you see someplace where we can use technology, we would certainly want to do that, particularly as we're talking tablets in the future. We've also set up a service level agreement in the classrooms. The red circle represents 5 minutes; the yellow, 8 minutes; the green 10 minutes; and the blue represents 15 minutes. If you call us, within that time period you can expect us to arrive at that classroom to help with any problems within those classrooms. I think it is important for us to do and if we miss that, I think it's important that you let us know that too. Lastly we have some training sessions on that digital technology that you'll learn about soon. We've tried to identify the faculty that use those classrooms and try to show them the new equipment. Second, the other thing faculty told me was that we have a lousy desktop support service. Quite

frankly, that is unacceptable. By spring semester of this year I want to have a service level agreement similar to the technology classroom system. You'll know that someone in your office helping within that timeframe. You need to be a priority. You are important. When you call, you need to know your needs will be met. We need to fix or repair whatever is wrong with your computer when we're in your office or replace it. Immediately, not two days later. We're in the process now of working with all of the Colleges. Orders will be placed at the end of this semester and we'll make those replacements with new Dell, Hewlett-Packard (HP), or Apple products. We want to provide in-office support not only for the desktop but also if you have some academic needs in the technology classrooms. We'll also provide online training in almost all of the software we currently support.

The Canvas pilot is the Learning Management System (LMS) and e-Portfolio replacement for Blackboard and Epsilon. The product is an integrated system that means the LMS and e-Portfolio are one product. This is a single sign on environment for both you and the students. Canvas is an open source product so we're not paying annual dues for the software, just for the solution. It is cloud based and housed on Amazon. We have 1 gigabyte (GB) of storage per person and that is expandable without you having to make an individual request. Every single page is a secure transmission both up and down. It is accessible through the portal. You'll see that in the spring semester for those who are piloting. Communication options allow the faculty to choose the medium they want to communicate to the students; students can choose the medium they prefer to receive the information. If you prefer Facebook, Twitter, Linked-In, you have that opportunity. We don't have to have a single medium. Streamlining some tasks. If you change a due date for a paper or a quiz, it is automatically changed throughout the system and updates the calendars. All the functions flow through the system automatically as you make changes.

Training. We started in September with a Train the Trainer process with a group of graduate students and staff to learn the system. We finalized our team and we know who will be providing training. We'll begin the training the week of 10/24 with the volunteers from the pilot program. We will have limited functionality during the Spring 2012 pilot. We will bring over some of the basic PeopleSoft data such as the transference of the rosters and grades for students in the class. Right before I came over we had forty-two faculty who have volunteered to be in the pilot. We'll have a three-phase evaluation process including both the students and faculty. We have a decision to make about Canvas. If we accept it, we will have a three semester build out through the Fall of 2013. If we decide to not accept it, we will immediately go to a full upgrade of the Blackboard system. Either way, the current Blackboard system will stay the same as it is until Fall 2013. Active Learning Classroom... This is a joint project between the Center for Teaching and Learning (CTL) and the Office of the CIO to create a physical space and a location where we can help faculty understand the use of tablet technology in the classroom and how it effects the student learning. It will be available in 126 Hayes Hall and will be available toward the end of spring semester. It is built off of the model of North Carolina State, MIT, and McGill Universities own platforms that they have designed. We really think it becomes a test bed for you to use where we can model not only the technology environment but also the physical environment. Let me stop there. Questions? Zirbel: There is a big change of email for students and alums but not faculty and staff. I keep running into faculty who do not have enough storage room for their email. Where are we with that? Ellinger: This is a two-step process; the first step, to migrate our students off the current system. We hope to do that by the end of January. As soon as the students are off we will reallocate the storage resources to the faculty. You'll go from a .5 GB to 1.5 GB. The second decision point that we all have, do we build the next version of Exchange for ourselves or do we put that for us in a private cloud? That private cloud would be Office 365. Eleven of thirteen public universities in the state of Ohio use Microsoft Exchange. The CIOs are putting together a proposal to go with Office 365. We can share a dedicated platform and a dedicated amount of storage. It will provide us with a larger faculty allocation than the 1.5 GB you'll have in spring. The first decision happens in February or March of this

year, the second in the summer. I would expect the CIOs to have their request for proposals (RFP) completed sometime in the spring. Edminster: Are there any implications for faculty and intellectual property if we move to the cloud? Ellinger: Not if we've done our job right. The student email moving out there to the cloud still means that we, BGSU, will continue to have control of our students, faculty, and staff. If we request a subpoena for the email we can get that. Microsoft does not own any of the student email space and if we go to a private cloud they would not own nor be able to mine any information put out there for the faculty or student cloud. Edminster: I was speaking of faculty course content. Ellinger: In Canvas? Was that what you were thinking? Edminster: Yes. Ellinger: In our contract neither the hosting site nor the company has any access to or ownership of our content. It belongs to BGSU. Edminster: If we volunteered for the Canvas pilot but have not heard back does that mean we were not selected to participate? Ellinger: I know we sent the letters out last Friday. If you have not received a letter you are not on the initial pilot list. Rogel: In reference to the Office 365 software, is there any purely web-based interface option? Ellinger: Yes. Rogel: I access email from a number of systems. Ellinger: Anything we do now has to be agnostic in regard to the hardware and browser. Ellinger: If you still wish to be in the pilot, contact Sue. Folkins: Can you give an estimate of the time it will take for the average course to be migrated from Blackboard to Canvas? Ellinger: We know two things right now but I won't have a complete answer until we've gone through the pilot. Right now, the import or migration tool for the Canvas creates a flat file from Blackboard. That is not an acceptable way to move the content. We're looking at an option of migrating your objects, as they exist, in to another source and then pull from another source for migration to Canvas. Part of the reason for this pilot is to not only look at the student and faculty experience but also to figure out the technology part of this process. There are approximately 320 to 324 faculty who have course materials in Blackboard. We need to find a way to help them migrate that content. We need to understand the objects and how they move. We have at least two faculty this semester using the Instructure sandbox on the Instructure website to teach. Their experience has been valuable to the team. Other questions? Thank you.

Folkins: Thank you. Just one final thought, what that means is that during the time of transition between Canvas and Blackboard, some students may have one course in Canvas and another in Blackboard. Isn't that a concern? Ellinger: From a student perspective, they are different. That is part of the pilot; we're trying to decide how to support the students as well. We have talked about how to support the faculty but we need to support the students.

Folkins: Next we have Professor Nancy Orel, the Director of the Gerontology program.

Interdisciplinary Gerontology Master of Science Proposal – Nancy Orel, Director of Gerontology

Thank you very much. The last time I was in this room I was a Faculty Senator. I'm very pleased to present this Interdisciplinary Gerontology Master of Science degree. If I were to invite every faculty, every College that played a role in the development of this degree program, the front of the room would be filled. This work represents the work of two Colleges, the College of Education and Human Development, the College of Health and Human Services, and it also represents the Center for Health and Wellness Across the Lifespan. If I were to count all the faculty members that will participate in this degree, it would be a minimum of 13. It truly is an interdisciplinary graduate degree. This is a unique program in Ohio. A degree in gerontology is indicative of how unique the older adult population is and why the degree has to be interdisciplinary. The only thing older adults have in common is that they are chronologically challenged. They are a group of unique individuals. This degree will focus on something different than the usual disease paradigm in which we're only talking about the negative aspects of aging. I'm assuming that all of you want to age. We all want to age successfully. We want to experience successful aging. Our interdisciplinary degree program will focus on health and

wellness. We'll focus on policy and administration of sound programs that will assist older adults. We do know the population is aging. If we look at the three significant demographic changes taking place in the United States, one is we are becoming more ethnically and racially diverse; second, we are becoming bigger (in more ways than one); and third we are aging dramatically. Some have indicated that it is the gray tsunami. I don't like that analogy because of the negative connotation. I would like to think that the aging of the population will bring incredible benefits to our culture. By 2030, 21% of the population will be 65 and older. How many of you are baby boomers? On a daily basis 10,000 baby boomers become older adults. Many of my students talk about going to Florida. The older population in Florida is 21%. In 2030, what Florida looks like today will be our experience. Ideally, our culture will be prepared for the aging population. It has not been. If we look at the number of people trained in geriatrics or gerontology it is less than 1%. My hunch is, I'm going to come across a pharmacist, RN, and social worker at some point. I would hope that they would have this type of advanced training on my needs and concerns. That's what this program is designed to do. The primary focus will be those currently in the field who have not had adequate training in gerontology. We'll also be providing a service for those who want to prepare for a career in gerontology. I believe our program is very unique. Many of the reviewers felt this could be ground breaking type program within Ohio. We have very little competition but already Oxford, Miami University. However, Youngstown State is considering a degree of this type. Hopefully this particular program will provide the necessary education to advance in the field. The majority of our students find employment within four months. The fastest growing career in 2012 is for those individuals who have a background in gerontology. I could go on and on but I would be happy to entertain questions. Magelssen: Can we get an aging suit like they have in other places? Orel: I would love that; I would love to purchase an aging suit. I would love to have a house to show how you can convert that house to show how an individual can age in place. One homework assignment I give all students over the Thanksgiving break is to look at their parents' home. Can parents age in place? I would love to have that type of active learning environment.

Folkins: Once there is a motion on the floor there will be an opportunity for further discussion. Is there a motion that the Faculty Senate endorses the Interdisciplinary Gerontology Master of Science Proposal? Senator: So moved. Folkins: Do we have a second? Landry-Meyer: Seconded.

Folkins: Discussion on the motion. You heard the support when David Border read his report on CAA. This has been a long time in coming. How long has it been? Orel: Four years. Folkins: Further discussion on the motion? Hearing none, we will need a paper ballot. This takes only a fifty percent majority.

Vote:

56 Endorse

0 Not Endorse

4 Abstentions

Folkins: As we count the votes, we can move on to the next agenda item. We're pleased to have Vice Provost for Undergraduate Education, Sue Houston here to talk about the report. The administration has been very agreeable to share everything that is going on with CUE. They wanted to do it early and often. How often would we like reports to the full Senate?

CUE Task Force Report – Sue Houston, Vice Provost for Undergraduate Education

Thank you. All of us in this room, I believe, have been involved in re-envisioning the undergraduate experience in the last couple of years. I believe you all have a copy of the CUE Task Force Report. I'm going to talk about how we envision the dialog continuing after this report. You have also received email from the Provost and President about the importance of this

work. Some of the questions that have been asked have been how do our students progress through their general education of courses here? How do we integrate those courses with the other experiences they have at BGSU? How are we preparing our students as they enter their majors? How do we integrate in-class and out-of-class experiences? How are we evaluating and assessing student learning? In our classes? In our programs? How are we as a University making sure that our students are achieving what we say they will achieve? Is there sufficient rigor in our undergraduate curriculum? Is it consistent? Most of our students at BGSU live here on campus. It is a residential experience; are we taking full advantage of that?

We've received the second of two official reports from the CUE committees. There have been two separate committees as you are all aware. The Provost received this report in the last couple of weeks. This is one possible model or way of achieving or addressing some of those questions I talked about. What are the important next steps now that this report has been released? Our feeling is that there truly is an opportunity for faculty in their program and departments to truly assess this template or model and provide feedback. Conceptually what the model is and specifically, what will work; what won't? What are possible solutions? We've talked to the Deans. They have the report and we've talked about things we think are some of the core elements of the report, as it exists now and what we'd like to see as we go forward.

How do freshman transition to the University? How would we envision the Freshman University seminar? With the foundation is also the math Quantitative literacy requirement that Craig Zirbel has worked long and hard to help us move this into the implementation phase. That is a math requirement we now have at BGSU. That brings us closer to compliance with the state transfer requirement. We also have the General Studies Writing (GSW) course that is another very foundational element to our experience. Core elements that the Provost and Deans have identified, we want to be much more intentional in our undergraduate curriculum. We can help students to be better prepared to progress and succeed in the majors. We can provide more intentional opportunities for students to integrate out of class experiences with in-class experiences. A third core element, we have to think about how do students pull it all together? Is there some type of capstone experience where students can assess their own learning? There are multiple ways to arrive at these core elements. We also need to make sure we are in closer compliance with the Ohio transfer module. I think whatever model we come up with needs to ensure that students can transfer in and out of the University and change majors without undo hardship. We need to build and integrate a sustainable assessment system, both formative and summative types of assessment. We need to be sure we are supporting faculty in professional development, and also in merit and tenure decisions with this focus on student learning. We need to look at the financial structures in place.

What has been distributed in your handout is one model that was developed by the CUE Task Force. We are inviting all faculty to do a critical evaluation and provide feedback on this model. We hope this will take place in a very thorough manner that faculty really engage in the process. We need discussion across colleges as well. We hope to have this feedback in January. We will develop the next proposal that will be put forward for the formal approval processes, Undergraduate Council and CAA. I think that is about all I have to share. I would be happy to open it up to questions? Santino: The question I have is about retention. You've mentioned retention several times. I'm thinking about this model and the relationship between this model and retention. You've mentioned that some of the students who have not persisted are doing very well. They are not the stereotype of the worst students who were unprepared? Has there been any work to find out why these students have left? Houston: Yes, and I think I'll turn this over to Albert. Colom: We're working with Dr. Joe Frizado and the Office of Institutional Research to gather and analyze this data. Early in the academic year we visited with the Chairs and Directors at our retreat. We've developed questions and conducted exit interview questions. We've made the phone calls, multiple phone calls. When students give the socially acceptable answer of

finances, we check to be sure that this really was the reason. We're digging deeper. We had well over 200 students with a 3.0 or greater and in good standing. Santino: Thank you. I think those reasons are extremely important. Did those students go to smaller schools? Did they indeed have financial issues? In planning these types of undergraduate programs, these issues need to be considered. Houston: I would agree. I hope that as program faculty discuss this they also keep this in mind. Engagement of students is exceedingly important.

Rogel: Another factor that needs to be considered is physical plant and resource. We don't have classrooms that support the active learning pedagogies. In the physical sciences trying to set up demonstrations is exceedingly difficult. The number of desks in Olscamp Hall, which would be our modern classrooms, is too many to even set up a circle for discussion or team work. We need to consider this. I don't think we're going to be getting \$500,000,000 from Columbus to build new buildings. Mazey: But we do plan to take to the board 10/14 the academic plan for classrooms. Rogel: That's a start. I don't think it will be sufficient. We just need to keep in mind what our physical plant is now and what we would like. Mazey: We've been told by facilities that we can achieve some of this with the renovation of these four buildings. I agree with you. Classrooms are a number one priority. Houston: I agree that we do need to consider this. We need flexible and adaptable learning spaces. Good point.

Zirbel: I'd like to mention that I like the change in tone that I hear around the CUE discussions. There is something good in this direction, I haven't heard an implementation date and I like that. I'm curious to know, once you have the feedback, who will read this and who will write the proposal in January? Houston: I think we'll have plenty of feedback, I hope so. I don't have the answer to who will author this second report. I think it needs to be a committee or group that represents faculty. It's not something I can write. Rogers: We did talk about one possibility, the Associate Deans. Houston: Within each College there is an Associate Dean or faculty leader who is engaging the conversation within their College. That is a group that could help with this proposal. We'll have conversations this fall. This is another group who could help with the development of the actual proposal. Guenther: I know we're still in the process about how this will work. The assessment process is important. I know we had a question about how the e-portfolio might factor into the grade. The student may have passed the course but his/her e-portfolio doesn't pass muster, what are the implications for that? It's something to keep in mind. Houston: Yes, definitely. The assessments need to be integrated into the next proposal. We need to know the type of feedback we are seeking; when it occurs; what the consequences are for students. These are all important questions to consider.

Bhalla: What happens to the feedback given a year ago or two years ago? I don't see that in this report. Are we starting afresh? Houston: I would say that the initial feedback is definitely in this report. I think there are lists of those types of comments we can provide. The CUE group really did include all of that feedback. I can ask the writing team how they integrated those points. Bhalla: So, should we go back to our Associate Dean in our College and ask about this? I'm talking about page 10. There is a sentence on cultural diversity and international perspectives. My department made a plea that this should be kept separate and it was accepted. But here, that does not appear to be the case. What happened in between? Houston: That would have been the deliberations of the CUE Task Force. I think you can still provide that input again, very loud and clear. You may even want to provide some language and how that should fit in the conceptual model. Rainey: Is there a way for the Task Force to speak to their decision-making process? Maybe they had feedback that contradicted this decision and that feedback on keeping those points separate. What was their deliberation process? Who should we talk to? Houston: The most effective way for you to communicate this issue is through your College discussions. I would also invite you to send me an email. We also have this posted on the Web and you can respond and add comments directly there. You can respond as an individual and through your

College. Rainey: The original proposal had Service Learning as a requirement. It is not listed as a requirement now? Why was that taken out? Especially given the desire to connect the in the classroom with out of the classroom experience. Houston: I was not a part of the CUE task force and cannot speak to that. I would encourage you to share that feedback.

Edminster: I noticed that you addressed advising in the faculty development section. Is this a time to consider standardizing the architecture of advising here at the University? My understanding is that it is quite diverse across the campus. If our goal is to integrate we might want to integrate various architectures of advising that exist into one. Houston: Yes, that is a very important point and it does impact retention. Dixon: I have a concern on the discussion about quantitative goals and description on pages 6 and 7. I thought those were very well presented. As a qualitative researcher, I was concerned that qualitative is not discussed as fully. Should I send that to you? Houston: Yes. Deters: I have a holistic question. We went through this for a couple of years and in the last couple of weeks we've had a full court press on CUE from the President, Provost, Vice Provosts and Deans. I wonder where the CUE manifesto is coming from? Who is behind CUE? Is this from Columbus? The Trustees? The Department of Education? A consulting firm? Where does CUE come from? I'm not talking about the acronym. It just seems to have a life of its own. I don't understand this. We are in education and you can take a look at the general statements about education and everyone can agree they are general enough and we can agree with them. I just don't know where this is coming from. Mazey: I'd like to respond to this. As you may remember when I was interviewed, I was asked many times about CUE. It may be implemented in 2014 maybe. I think that Deans and Provosts at institutions where we are reforming undergraduate curriculum. It usually took three to four years. The quantitative is a mandate of the state. We had to have that. However, I thought this was all coming from the faculty and students. I've been working with the Provost and Assistant Provosts to move this forward as I think we all want the best undergraduate curriculum we can possibly provide our students. Whether you agree with it or not, US News and World Reports is the ranking of undergraduate programs across the county and undergraduate curriculums. For better or for worse, what we're doing here is not working, as well as we'd like. We are one of the five in the top 100. I'm certainly proud of that, but we're dropping. We need to work on this without a doubt. As Dr. Houston is saying, we need your feedback. I understand this has been a cumbersome process. Having read the initial proposal it seemed we were trying to do too much. We can't go back and change that. When I asked the consultant where else in the county this is being done – he replied nowhere else. I asked him to read the report and give me his impression. He gave it back and said, "good luck". We've had so much turnover in the Provost Office, we do want the very best undergraduate curriculum we can put together. Now is the time, whether or not you call it CUE, I'd say change that and if you have nominations for that please send them to Sue, doesn't matter. You can get rid of that term. What will our undergraduate curriculum be? Let's do what we can and declare victory. I don't know where it all came from but I know where we want it to go. Deters: I don't dispute anything you're saying. What I'm trying to understand is that I think CUE or whatever you'd like to call it has a lot of negatives. If you dismantle something and call it reform it is still dismantling. There are things that are being dismantled and thrown out if we adopt this. I don't think this one size fits all approach works for all programs. Quantitative literacy could be a minor tweak or adjustment to our existing undergraduate curriculum. It could have been approved independently. That is not the issue. They are minor adjustments. I'm concerned with the overall impact. Things we've been doing now are being thrown out. Mazey: Such as? Deters: I don't see anyway this will help molecular aspects of biology, chemistry, or physics. It might work for the social sciences or other areas such as Ethnic Studies, History, or English. I'm willing to listen and have those discussions with people in those areas about what is best. They have to listen to our concerns too. Mazey: It seems to me this is the time for these concerns to be voiced. I want the University to move beyond this without any type of timetable. I do think 6 years is a sufficient time to develop a plan. Let's come up with a

new plan and assess it. If we need to tweak it after that we can. The sciences may not change much. Other areas may.

Zirbel: What is the point of view of the BoT in reforming undergraduate education? Mazey: I spoke with them at the August retreat. I told them the process and we had this report to review. Their position was neutral. One person indicated that we've been talking about this for a long time and wondered if we'd ever get anything done? I told them we were continuing to work on this. Dr. Houston is trying to work in an area where she has not had a lot of experience with the early parts of the discussion. I'm new to it too. The process seems to have been cumbersome. Folkins: Thank you. My reading of the sense of the Senate is that you'd like regular reports as CUE moves through the process? Rogel: A good question for everyone to be answering and come to consensus on is what is the meaning of liberal arts general education? That is what we should be striving for to educate our students in our general education requirements. Folkins: In the context of what is an educated person? What does an undergraduate degree mean? Rogel: Right. CUE it almost seems like we started after that. It is not clear to me what the goal of liberal education we're seeking really is. Mazey: How it has been described to me... a group of individuals probably attended an American Association of Colleges and Universities (AAC&U) conference... and they looked at models and we decided we wanted to do that and be a national model for this. I couldn't find anyone across the county who was doing this. My hats are off to you as you were all out there leading the charge. I had no idea of all the issues that you were dealing with. That is the reason that at this point I wonder if maybe we are trying to do too much at one time. Perhaps we should narrow it down and five years from now come back and assess the curriculum again. We don't need everyone upset about the undergraduate curriculum. We all need to be very proud of our curriculum and what we're offering in the undergraduate curriculum. We don't want to be planning and planning but talking about our successes. Folkins: I would like to add something that relates to Professor Deters question about the genesis of this initiative. It was not some nefarious group that was pressuring everyone. A group of faculty members went to an AAC&U conference and continued to have a dialog about this. It was ambitious, and perhaps overly ambitious when it began. It really began as a faculty initiative. Wood: I did sit in with the initial Cue committee and had a modest part in the writing. It didn't all come from the administration, the state, or the faculty. Much of this was driven by what the students want and need. Dixon: I want to agree with President Mazey – we should probably change the name. CUE has become a polarizing identity. Please let's change the name. Mazey: I think it has to have Bowling Green (BG) in it. I liked the BGExperience. I know it was used before but I think you can reform it and use it again. This University is known in the community as BG. I'm not going to name the initiative... but if you have ideas, please pass them along to Sue Houston. Folkins: Thank you very much. We will continue this dialog through FS, CAA, and other venues.

Folkins: I'd like to report on our vote: 56 to Endorse; 0 to Not Endorse, and 4 Abstentions.

ISSUES AND CONCERNS

Folkins: Issues and Concerns? Hearing none, motion to adjourn? Buerger: So moved. McManus: Seconded.

OLD BUSINESS

ADJOURNMENT

The meeting adjourned at 4:11 p.m.

Respectfully submitted,

Terry Lee Herman,

Secretary, Faculty Senate