

**Graduate Council Minutes**  
**January 22, 2013**  
**12:30 – 2:00 p.m.**  
**Main Campus, Student Union Room 2582**

Present: Brian Ashburner, Barbaranne Benjamin, James Benjamin, David Black, Amanda Bryant-Friedrich, Mary Ellen Edwards, Timothy Fisher, Max Funk, Charlene Gilbert, David Giovannucci, Mohamed Hefzy, Paul Hong, Wayne Hoss, Ruth Hottell, David Jex, Jungwhan Kim, Patricia Komuniecki, Anand Kunnathur, Sara Lundquist, Joseph Margiotta, Monica McKnight (GSA), Holly Monsos, Timothy Mueser, Surya Nauli, Lori Pakulski, Nick Piazza, Frank Pizza, Susan Pocotte, Patricia Relue, Dorothea Sawicki, Rebecca Schneider, Snejana Slantcheva-Durst, Cynthia Smas, Susan Sochacki, William Taylor, Mark Templin, Gerard Thompson, James Trempe, Joshua Waldman, Kandace Williams

Excused: Kay Grothaus, Douglas Nims, Randall Ruch, Constance Schall

Absent: Renee Heberle, James Willey

***Call to Order, Roll Call, and Approval of Minutes***

The meeting was called to order and roll called. The Minutes of the December 11, 2012 and the January 8, 2013 Graduate Council meetings were approved.

***Executive Reports***

No executive reports were given to allow sufficient time for Provost Scott Scarborough's presentation and discussion as listed under Information and Discussion Items.

Additionally, the agenda was reordered so that the Curriculum Report could be presented at the beginning of the meeting, thus allowing the remainder of the meeting to be devoted to the Information and Discussion Item.

***Standing Committee Reports***

Report of the Curriculum Committee

On behalf of Graduate Council Curriculum Committee (GCCC) Chair, Dr. John Plenefisch, reported that the GCCC reviewed and approved the following curriculum. Council approved unanimously.

**NEW PROGRAM PROPOSAL**

| College | Department               | Program  | Summary of program  |
|---------|--------------------------|--|---|
| EH      | Curriculum & Instruction | Educational Technology: Virtual Educator Certificate Program | 12 credit certificate program, can be applied to M.Ed. Requires completion of the following 4 courses: ETPT 5000 Introduction to Educational Technology (3), ETPT 6150 Designing Instruction for Diverse Learner Populations (3), ETPT 6230 Developing Web-Based Instruction (3), ETPT 6510 Teaching and Learning at a Distance (3) * |

\*Committee asked for minor clarifications on program entry requirements.

**PROGRAM REVISIONS**

| College | Department                             | Program                                | Summary of change  |
|---------|--|--|--|
| EH      | Educational Foundations and Leadership | Foundations of Education Doctoral FOED | Change in the 12 credit hours of Research Methods Requirements within the program: RESM 8320 Research Design no longer required, additional new course options included. |

|    |  |   |                                   |
|----|--|---|-----------------------------------|
| EH | Educational Foundations and Leadership | Foundations of Education: History of Education Doctoral FEHE    | Same as Foundations of Education  |
| EH | Educational Foundations and Leadership | Foundations of Education: Philosophy of Education Doctoral FEPE | Same as Foundations of Education. |
| EH | Educational Foundations and Leadership | Foundations of Education: Educational Sociology Doctoral FEES   | Same as Foundations of Education  |

NEW COURSE PROPOSALS

| College | Department                             | Course Name   | Course Number | Course Description   |
|---------|--|---|---------------|--|
| EH      | Educational Foundations and Leadership | Methods of Normative Theory Construction                | TSOC 8380     | The purpose of this course is to explore methods of and approaches to normative theory construction, The central goal of the course is to equip doctoral students in the field of educational theory and social foundations, among other students whose fields engage in normative theory, the understanding and skill necessary to engage in normative theory construction. Normative theory refers to systematic moral, political, social, and educational conceptions that rationally account for and justify what ought to be (rather than empirical theory that accounts for what is). In the discipline of normative theorizing a number of methods of and approaches to theory construction have been developed as a means to the development and analysis of normative theory. There are two main general approaches to theory construction in this field', deontological and teleological approaches. |
| EH      | Educational Foundations and Leadership | Methods of Normative Theory Construction                | RESM 8380     | Same as cross-listed TSOC 8390 course.   |
| EH      | Educational Foundations and Leadership | Methods of Conceptual Analysis & Textual Interpretation | TSOC 8390     | The purpose of this research methods course is to explore prominent methods of and approaches to Conceptual Analysis and Textual Interpretation. These methods and approaches constitute the research tools in the field of educational theory and social foundations, among other fields of inquiry. The central goal of the course is to equip doctoral students in field of educational theory and social foundations, among other students whose fields engage in theoretical research, the understanding and skill necessary to engage in theoretical research.   |

|    |  |   |           |  |
|----|--|---|-----------|--|
| EH | Educational Foundations and Leadership | Methods of Conceptual Analysis & Textual Interpretation | RESM 8390 | Same as cross-listed TSOC 8390 course. |
|----|--|---|-----------|--|

**COURSE MODIFICATIONS**

| College | Department                     | Course Name                         | Course Number | Change in course   |
|---------|--------------------------------|-------------------------------------|---------------|--|
| BU      | Finance and Business Economics | Economics for Business Decisions    | FINA 5210     | Change in Alpha code from BANS to FINA*.   |
| BU      | Finance and Business Economics | Managerial Finance                  | FINA 5310     | Change in course title, add ACCT 5000 as coreq.  |
| BU      | Finance and Business Economics | Advanced Corporate Finance          | FINA 6130     | Change in course title, add FINA 5310 as prereq BAUD 6200 as co-Req, and course description. |
| BU      | Finance and Business Economics | Investment and Security Analysis    | FINA 6140     | Add FINA 5310 as prereq, BAUD 6200 as coreq, and course description.                         |
| BU      | Finance and Business Economics | Financial Institutions and Markets  | FINA 6150     | Add FINA 5310 as prereq, BAUD 6200 as coreq.   |
| BU      | Finance and Business Economics | Derivative Securities               | FINA 6340     | Change in course title, add FINA 5310 as prereq BAUD 6200 as co-Req, and course description. |
| BU      | Finance and Business Economics | Student Managed Portfolio Practicum | FINA 6480     | Adding prerequisite: FINA 5310 and Permission of Instructor.                                 |
| BU      | Finance and Business Economics | Corporate Finance                   | BUAD 6200     | Change in course title, add FINA 5310 as prereq, and course description.                     |

\*May require resubmission as NCP.

Chair Piazza thanked the Curriculum Committee for its work.

Report of the Membership Committee

None.

***Information and Discussion Items***

Provost Scarborough will discuss and respond to questions on the Faculty Workload Letter and on the new Main Campus Strategic Planning items outlined in *Imagine 2017*

*Discussion led by President Lloyd Jacobs*

Chair Piazza welcomed Dr. Lloyd Jacobs, President and Dr. Scott Scarborough, Provost and Executive Vice President for Academic Affairs. He informed the Council that the Graduate Faculty attending today's meeting as guests (approximately 50) who were seated around the perimeter of the room, are allowed to speak but need to identify themselves beforehand.

President Jacobs made remarks to Council before introducing the new Main Campus Provost, Dr. Scott Scarborough. Dr. Jacobs read portions of an open letter to Purdue University from Mitchell Daniels (former Governor of Indiana recently appointed as President of Purdue University) that are relevant to the issues that Provost Scarborough will address. The letter focused on higher education. Although President Jacobs shared parts of the article with the Council and guests, he stated that would like to distance himself from the article in its totality.

President Jacobs stated that although Daniels has only been in his presidency a week, he has engaged in many conversations inside and outside the university during the past six months since his appointment in June 2012. Daniels stated that “two themes ran steadily through those conversations. First, Purdue University is an extraordinary place making life-changing differences in the lives of its students and often the lives of people around the world. Second, that the higher education world we have known is likely headed for big change...” President Jacobs said he feels the same way about the University of Toledo and that he is equally bullish about this great university.

President Jacobs quoted further from President Mitchell’s letter: “I doubt that even the most focused and specialized of Purdue researchers have failed to notice the criticisms and the sometimes apocalyptic predictions swirling around higher education these days. They come from outside observers and lifelong academics and from all points of the philosophical compass.”

Dr. Jacobs also noted a list of “frequent attacks” listed in the Mitchell letter. However, fair or unfair, he acknowledged their enunciation:

- College costs too much and delivers too little. Students are leaving, when they graduate at all, with loads of debt but without evidence that they grew much in either knowledge or critical thinking.
- Expensive capital projects have run up costs to students without enhancing the value of the education they receive.
- Rigor has weakened. Grade inflation has drained the meaning from grade point averages and left the diploma in many cases as merely a surrogate marker for the intelligence required to gain admission in the first place.
- The system lacks accountability for results. No one can tell if one school is performing any better than another.
- The mission of undergraduate instruction is increasingly subordinated to research and to work with graduate students.

“However fair or unfair these critiques, and whatever their applicability to our university, a growing literature suggests operating model employed by Purdue and most American universities is antiquated and soon to be displaced.”

President Jacobs continued summarizing aspects of the Daniels Open Letter mentioning recent articles in *Newsweek* (“Is College a Lousy Investment?”) and *USA Today* (“College May Never Be The Same”) have questioned whether college a poor investment. The *American Interest* reported that in fifty years, if not much sooner, roughly half of the 4,500 colleges and universities now operating in the United States will have ceased to exist...nothing can stop it. Given that, universities must revolutionize the model of instruction.

When faced with this scenario there several different reactions:

- 1) It’s a false alarm. Forget about it;
- 2) There may be a tsunami, but don’t worry, it is not coming here; or
- 3) Get busy just in case!

Dr. Jacobs stated that he believes that Provost Scarborough is helping UT solve these problems and that he is invested in his success. Dr. Scarborough has recently served as the Director of the UT Medical Center, previously served as the CFO at UT, as an Executive Vice President at DePaul University, and Vice President for Business Affairs at The University of Texas at Tyler.

He holds a Ph.D. in strategic management from The University of Texas at Arlington, an MBA from The University of Texas at Tyler, and a BBA in Accounting from The University of Texas at Austin. He asked Graduate Council to welcome Provost Scarborough and indicated that if our problems are half or even one-third of those that Dr. Mitchell Daniels mentions, we will need to work together to address them.

Discussion led by Provost Scott Scarborough

The Graduate Council welcomed Provost Scarborough who outlined some of his background in more detail, then reviewed some of the major highlights from the *Imagine 2017* document before answering questions from the GC and graduate faculty in attendance. Provost Scarborough earned his undergraduate degree in accounting from The University of Texas-Austin, as his father and grandfather had done, and then held a variety positions as he pursued his graduate degrees (MBA in accounting from UT-Tyler and PhD in Strategic Management from UT-Arlington). He summarized his diverse background in the private sector (Coopers and Lybrand), in the University of Texas System (Chancellor's office), administration (EVP) at UT-Tyler and DePaul University, as well as former CFO at UT and former Director of UTMC. He came on board at The University of Toledo after the merger with the Medical College of Ohio as the Executive Director of UTMC. It is a different institution than just three years ago. He invited Council members to visit UTMC to see the dramatic transformation for themselves. He noted that he has a passion for academia and taught auditing for several years in Texas as well as teaching a couple of courses (one graduate and one undergraduate) each quarter during his tenure at DePaul. Provost Scarborough stated that as much as he did then, he still loves helping universities solve problems to make them great, and has enjoyed his first four months as Provost and the opportunity to create a new Strategic Plan for the Main Campus.

The Strategic Planning process in fall 2012 involved getting input from many groups of people (deans, provost's staff, associate deans, chairs, student leaders, senior administrators, Faculty Senate, Graduate Council, Research Council, Professional Staff Association, and students) to identify problems and opportunities that would be fully vetted during the fall term. A SWOT (strengths, weaknesses, opportunities and threats) analysis approach was used to help develop the plan and *Imagine 2017* was released on December 17, 2012. After the holiday break, the implementation phase of *Imagine 2017* was initiated. Dr. Scarborough emphasized that organizations fail not because they don't plan well, but because they don't implement the plan well.

The following documents were distributed for Council members to review:

- The End of the University as We Know It, by Nathan Hardin, Higher Ed., Winter 2013 edition.
- Industry Outlook U.S. Higher Education Outlook Negative in 2013, Moody's Investors Service, January 2013.
- *Imagine 2017*, Main Campus, 5-year Strategic Plan. 130-page document (executive version).

Dr. Scarborough proceeded to discuss *Imagine 2017* detailing the Main Campus 5-Year Strategic Plan. He stated that the core values do not change and emphasized that teamwork was the key to accomplishing the identified goals. The Main Campus plan reinforces the concept that higher education encompasses teaching, research, and service. The question becomes how do you accomplish all three aspirations in a way that is economically sustainable? It is now proposed that students enter UT through one of five portals for different types of students. These include: the College of Graduate Studies, Jesup Scott Honors College, College of Adult Professionals, UTXNet, and YouCollege. Portal deans oversee and manage the educational experience for the differing types of students we serve. Our strategic planning groups identified aspects of focus for each college. For example, the Jesup Scott Honors College offers an accelerated curriculum.

Research has been and continues to be a central part of this institution. UT is designated as a Research University/High (RU/H) institution by Carnegie. Researchers associated with UT's Interdisciplinary Schools: Green Chemistry and Advanced Renewable Energy, Biomarkers and Advanced Simulation, Healthcare Business Enterprise and Innovation, will see their teaching loads lightened to intersect with funded research. There is a service element for engagement in a number of areas of service.

The strategic plan looks to enhance and leverage those partnerships for opportunities for students and researchers.

In looking at our industry we can see an external analysis of who and where we are. The information age economy requires graduates with more higher education. It is crucial to survive in a growing complex economy that continues to see declining public resources and declining household income. We have to be smart in our response, while maintaining our core values, by providing online education certificates, and other competitor products that leverage technology. But, we cannot increase tuition as a continued strategy. Dr. Scarborough stressed that UT cannot raise tuition rates merely because other funding is not available. Otherwise, we drive them to a lower cost option. We face difficult choices about which of our hundreds of programs to focus on. We need to include international education as part of our everyday classroom experience.

Provost Scarborough pointed to various charts in the Moody's article that referenced charts of declining income and increased tuition. The President of the United States, Barack Obama, has reminded us in his January 24, 2012, State of the Union speech that we cannot continue to raise tuition. There is more commentary from experts in industry. Additionally, higher education faces a significant decline in federal funding with two years of stimulus (ARRA) money that ended December 2011. He noted that staffing levels at universities were the same in 2009 as 1976, down from a peak in 1999. Industry outlook is that we have to adjust.

We have already reduced positions trying to protect the core of what we are about. There are no more edges to nibble around compounded by the recession of 2007-08, and the end of one-time federal stimulus funding. At this moment in time, we are at a juncture that is critical for higher education and we must respond by redesigning our service. He pointed to a diagram explaining cash flow resources for teaching/research/services (*Imagine 2017* p43) noting that although some graduate programs are cash flow positive the lion's share of revenues are from undergraduate education. The best economic model is fully-funded grant with great indirect costs. You can do as much of that as we can hope for. Where there is not strong indirect cost support, UT subsidizes those costs, including salaries. Where there is unfunded research, UT subsidizes all the associated costs.

We also support economic development and athletics and we see an indirect return on those costs as they come back to the University. Yes, they are subsidized. Some services we provide are self-sustaining such as the medical center and housing. Our teaching enterprise creates positive cash flow. All missions are important so there is no value judgment. However, we have to balance the mix of activities on an economic model and must look at overall cash flow and must account for loss of top line (cash flow). This is one-tenth of what is in the strategic plan.

The new faculty workload guidelines are designed to increase positive cash flow in teaching. This focus on resources allows the teaching enterprise to have more teaching hours. Our other nine strategies accelerate our getting ahead of industry to grow our top line. We will start with release time for certain types of faculty work but put limits on it. There will be exceptions for pedagogical issues that we may want to consider-a sustainable economic model requires it.

#### Question and Answer Session

Council members posed several questions concerning the new Main Campus Strategic Plan and faculty workload implications. Provost Scarborough responded to the majority of questions except where specific responses President Jacobs are noted below:

#### **Is there some funding that U.S. corporations have sitting around that can help out the educational system?**

Although that is a great point, securing that level of corporation support is out of reach and beyond the capacity of a Provost.

Corporations are holding tighter while they await presidential and tax determinations. We have to deal with what we can control. We cannot focus a lot of time on what we cannot control.

**How does the proposed new teaching workload increase instructional productivity when more students are needed to fill this capacity for this model? Faculty teaching more does not generate more revenue.**

Suggest that there is a need for more full-time faculty in classes resulting in less reliance on part-time faculty. A number of full-time faculty will be retiring soon. It takes more than one economic cycle to effectuate notable change.

**If we get rid of part-time faculty and considering that in 2014 there will be a significant number of full-time staff retiring, what will we look like in five years? If full-time staff are required to teach four classes per semester, and some graduate programs are discontinued, how can we maintain projections for implementing? Who are our peers in this process? Research is currently great in Engineering with significant funding on external grants. The proposed teaching model will see funding and graduate enrollments drop.**

Stressed that we all please communicate clearly to the following message: Not every faculty member will teach a four-course workload. We will start with the collective bargaining agreement, then determination will be made on an individual basis for program-load, it will be program-specific and faculty-specific. We will exercise the exception provision as much and when needed. We need to have economic sustainability. If all ten strategies are implemented correctly, in five years, the **big splash** will be effective. In five years we should be the following position (referred to and read **big splash** effects 1 – 4 as listed on *Imagine 2017* PowerPoint (p109):

The **big splash** created by these 10 strategies is:

1. UT will have a nationally known and distinguished undergraduate honors college with large numbers of well-prepared students who earn their undergraduate degrees in three years and their advanced degrees in accelerated timeframes, which greatly enhances their chances of success in the job market.
2. UT will have grown its graduate and professional programs.
3. UT will have used new academic technologies and new pedagogies to improve learning and the career potential of all students. The overall student experience will be better.
4. UT will have lowered the cost of higher education and created a sustainable economic model that provides sufficient resources to ensure academic quality.

Dr. Jacobs added that we place great value on graduate level courses. We are not changing the value system. Maybe we will look at the graduate level programs --- not all graduate programs are the same. We recognize the intrinsic value of graduate education to research.

**The shared sentiment of many faculty in the College of Business and Innovation is:**

**(1) Hardship— If UT is changing its model to become a teaching school (70-20-10%) to address budgetary shortfall, then we should all (including administration) be willing to have shared sacrifice.**  
**(2) There is concern of lost capacity if workload is increased. The last thing we can afford is to lose students. Additionally, UT will not remain attractive to recruit research faculty. Workload decisions would be better addressed by specific colleges rather than a university-wide mandate. There are implications, including faculty morale, by increasing the teaching load, but not any additional hiring.**

Decision making will not be taken away from department chairs and college deans; rather, it will merely mean moving toward tighter perimeters. Students were part of this decision making also. We have to increase revenue or decrease expenses to attain economic sustainability.

**There are problems with perception and reality and there is crisis talk by faculty. If there is a 4/4 course load with a 30-person minimum per classroom, this is viewed as a problem. With the Honors College specifically, the perception is enormous concerning large classrooms. This doesn't send out the right message.**

Dr. Jacobs responded that when he took over the Presidency at UT, the stock market crashed, unemployment increased, high school graduate demographics decreased. Bowling Green State University is now laying off 10% of its faculty. UT is a very strong university and we are making progress. He stressed that Provost Scarborough is making a huge effort to communicate and looking for a way to do this together. We have to move forward to make progress. We are in a different place than we were five years ago and must adjust to the 'new normal'.

Provost Scarborough stated that we are at an inflection point and recommended that Council review of the materials he provided today, especially the report from Moody's as it is an unbiased, independent source. He mentioned the BGSU faculty reduction article in the Toledo Blade on January 19<sup>th</sup> and that what needs to be done at UT is a difficult adjustment, but will put us in a position to be even better. We are at a juncture and need to do this now as we have no other choice. If not in next two weeks, we miss a whole another year. We have no other choice but to act now.

**Referencing the Big Splash slide #2 of the *Imagine 2017* PowerPoint, it states that UT will have grown its graduate and professional programs. How will this be accomplished when the new faculty workload requirements will necessitate that we close down doctoral programs? If you are in a graduate program outside of emphasis area, there is no way your program will grow.**

Provost agreed. In total, numbers will have grown. UT has to make decisions as where to focus resources in order to see growth in those able to adjust their programs. If it comes to closing down some doctoral programs, we need to ask what we can do to meet our commitment to students. This will stimulate conversation to occur before that action. Further, part of program review is to help foster those conversations as well.

**There is no current released budget on graduate programs, and faculty need to move forward with recruiting and admitting graduate students, thus we are seeking direction.**

Will be talking with the Deans tomorrow and will work to have that information available as soon as possible.

In closing, Provost Scarborough said that the UT-AAUP and Faculty Senate are sponsoring a Provost Faculty Forum to be held Thursday, January 24, 2013 from 3:00 – 5:00 p.m. in Doermann Theatre. The faculty and interested persons are invited to attend and hear discussions regarding these new policies, including workload.

The lack of remaining meeting time precluded any further time for the question and answer session.

Chair Piazza thanked President Jacobs and Provost Scarborough. He reminded Council that the Provost will address faculty further on this issue on Thursday, January 24, 2013 from 3:00 – 5:00 p.m. in Doermann Theatre and suggested that they use that opportunity to learn more and ask questions.

#### ***Old Business***

None.

#### ***New Business***

None.

#### ***Adjournment***

There being no further business the Council adjourned at 2:03 p.m.