

Ohio University Faculty Senate
Monday, November 14, 2011
Room 235, Margaret M. Walter Hall, 7:10 p.m.
SUMMARY

Faculty Senate Chair Joe McLaughlin called the meeting to order at 7:10 p.m.

I. Craig Cornell, Vice Provost for Enrollment Management: Enrollment Report

VP Cornell presented a set of slides showing preliminary Ohio University enrollment figures for Fall 2011. [The slides are attached to the end of the summary.] Highlights of the report included the following:

- The total number of students enrolled for the Athens campus (25,921) is a record high. Much of that is due to rapid increase in eLearning (largely from the RN to B.S.N. and Bachelor's Completion programs); increased enrollment at OU Heritage COM also contributed.
- Regional campuses overall have seen an enrollment drop in the last year (429 total), especially Lancaster and Chillicothe, though looked at over several years enrollment is still trending up.
- Many specific groups targeted in the University's strategic planning have increased enrollment, including out-of-state, international, multi-cultural, and transfer students. International undergraduates now outnumber graduate students, and although the majority are Chinese the University actively working to diversify the international cohort (e.g., 50 Omani students in OPI this year).
- The failure to reach the target first-year students (by 93) is troubling, and probably results from a number of factors: a 10-year long trend in dropping high school graduations in Ohio; economic conditions, which encourage students to enroll at metropolitan campuses near home; specific disincentives for particular colleges (Business, because of the downturn, and Education, due to state cuts and SB 5); and trouble with PeopleSoft for Admissions last year.
- Although academic qualifications were at record highs last year, this year's class saw a drop from that high.
- Applications this year appear to be up, with 36% of the expected number already in; admits are up 67% from this time last year.

Discussion

Asked what the drop in academic qualifications was and why it had happened, Cornell replied that the average ACT went from 24 to 23.6 and average GPS dropped .2. Ohio University recruited more aggressively because applications were slightly down, and although it admitted approximately the same number of students as the previous year, private institutions are now offering substantial enough scholarships that their tuition is competitive with ours for the higher-achieving students. When the senator wondered if other Ohio public universities were having a similar experience, Cornell replied that it was mixed, with metropolitan campuses doing better (about 80% of the students we lose to Kent State live very near there), and better results for OSU and Miami as well. Another senator observed that the freshmen class seemed very weak, and those she worked with were largely not ready for regular Biology classes, and wondered whether standards had slipped. Cornell replied that

this class had the same scores and GPA as the one three years ago. To her complaint that instructors couldn't teach the material as they expected without students dropping because it was "too hard," another senator confirmed that she had also had unusually large drop rates for a freshman class because they were unable to meet deadlines. Cornell maintained that OU has tried to admit students who will be successful, and that from the perspective of Admissions this year's class was not outside the norms for the last few years; some years there are some students in the lower ranges, but standards remain the same overall.

Other questions focused on international students. In response to a question about the ratio of Chinese to other international students and language training specific to their needs, Cornell noted that while Chinese students make up 80-85% of our international undergraduates, the number is leveling off and the University is concentrating on developing recruiting in other countries, including Saudi Arabia, Oman, Brazil, Argentina, and Peru. Regarding language training, his office is working closely with Linguistics/OPI to make sure that the program can provide resources adequate to the international admissions. They are also experimenting with different models of English Language Improvement Program (ELIP), which is credit-bearing language training. Because most Chinese students choose to major in Business, Dean Sherman is helping build a bridge program specifically for them. The Omani students currently in OPI have largely chosen majors, and Cornell's office is talking to their prospective deans about resources needed. Another senator noted that there has been pressure from international students to lower standards for ELIP classes; some Saudi students threatened to leave (and some did) because they didn't like standards. Cornell noted that cultural norms tended to produce better English speaking than writing for some (e.g., the Saudi students) and better writing than speaking for others (e.g., Chinese students). There were many conversations with the Saudi students last year, and although some did leave, a proportion of those returned (and others counseled students still here to stay). The University will not lower standards to keep any student.

A senator commented that working with lower-scoring but motivated students was more rewarding than interactions with higher-scoring but lackadaisical ones. He thought Admissions should emphasize the seriousness of academics at OU rather than the beauty of the campus or extra-curricular activities. He encouraged viewing of a November 13 segment on "60 Minutes" about University of Maryland Baltimore County (http://www.cbsnews.com/8301-18560_162-57319098/hrabowski-an-educator-focused-on-math-and-science/). Cornell replied that the messaging platform is always a work in progress, and that targeted recruitment for higher-achieving students is one part of it; he offered to work with faculty on getting the academic message through. Another senator cautioned against putting too much weight on anecdotes about particular (unmotivated) students, and reminded senators that faculty are the ones who set and maintain academic standards in the curriculum. Dean and Associate Provost for Undergraduate Education **David Descutner** also encouraged faculty to go through freshman orientation to see the repeated and systematic message about academics. He argued that the students do hear and understand the message, but it needs to be reinforced by faculty. Another senator remarked that we are just beginning to inherit students whose whole K-12 career has been accomplished under No Child Left Behind, and that that is bound to change not only the students' attitude to education but also the validity of the standardized tests (because so much teaching is specifically geared to testing). A senator agreed that lower-scoring students with motivation were preferable to

higher-scoring students without, but argued that lower scores amplified the trouble of teaching some undermotivated undergraduates.

II. Roll Call and Approval of the October 17, 2011 Minutes

The minutes were approved by a voice vote.

III. Chair's Report

- **President's Evaluation:** In late October, the Faculty Senate Executive Committee met with Terry MacTaggart, the consultant working on President McDavis's evaluation (who had a copy of the Faculty Senate evaluation done last spring). Dr. MacTaggart will prepare a written report and meet in executive session with the Trustees in January.
- **Dean Searches:** The Executive Committee is also meeting with the VPRCA/Graduate Dean candidates. Anyone participating in deans' search events should submit evaluation sheets (except those for Scripps, because the search committee has already met). **Evaluation sheets for the A&S Dean candidates are due Friday, November 17 by 11 a.m.**
- Faculty and Staff who are alumni of Ohio University are now again eligible for the following awards given by the Alumni Association: Medal of Merit, Distinguished Service, Alumnus of the Year, Honorary Alumnus of the Year, and the Ping Recent Graduate Award. **Nominations for 2012 awards are open until December 1**; see <http://www.ohioalumni.org/nominations>.
- **Semester schedule for Faculty Senate:** over break, the Executive Committee will prepare a resolution about revising the Senate calendar; we are likely to eliminate the June meeting and possibly add one in December. Input from faculty is welcome: write to Joe at mclaughj@ohio.edu.
- **Upcoming Senate Meeting: January 23, 2012, 7:10 p.m., Walter Hall 235**
- **General Discussion** (in lieu of President and EVPP reports)

A senator asked about budget planning for next year. McLaughlin said that the Budget Planning Council has not heard anything about further cuts, but inevitably costs for the University (utilities, health care, potential raise pool) will go up, and the money must come from somewhere.

Another senator asked the President's Office to address current NCAA changes, which include the possibility of scholarships going up \$2,000 if approved by the individual conference. How will OU vote, and what will the effect on costs be?

A senator asked whether there was any more support for Q2S advising available. **Jeff Giesey** (in his role as transition coordinator) said that the University had set aside \$1 million, and that some was left; he encouraged departments to communicate their needs to their colleges.

Returning to the question of student performance, a senator pointed to Facebook and other social media, along with declining high school standards. He opined that we will need to find a way as educators to deal with these long-term trends.

A senator asked about movement on Enterprise Universities, and McLaughlin said that he had heard nothing; action is unlikely to be taken soon.

A senator wondered what the University had learned from the Penn State football coach scandal, especially given the history of smaller-scale problems here (e.g., drunk driving). McLaughlin urged faculty to take concerns about Athletics to their colleagues on

the Intercollegiate Athletics Committee, chaired by Prof. Raymie McKerrow (full membership is listed here:

http://www.ohio.edu/standingcommittees/committee.cfm?customel_datapageid_1748687=1749806). When Prof. McKerrow became chair, McLaughlin briefed him on Senate concerns.

McLaughlin reported back on the question raised last month regarding the language of faculty reappointment letters. The President's Office and Legal Affairs went to work on it right away, and McLaughlin supplied them with a sample letter from 2004 containing reference to the Faculty Handbook. It is still not clear whether the elimination of such references was an error or a policy decision. He promised to report again in the January meeting.

There was a long discussion on the role of faculty research and creative activity at OU. A senator said that he recalled in various strategic planning several years ago an emphasis on research and faculty productivity, but that he and his colleagues feel that currently only revenue-generating research is actively encouraged; his question for the administration is whether the institution maintains its commitment to non-profit-generating research. McLaughlin noted that the Executive Committee had been bringing this issue up with VPRCA candidates, and asking them to advocate for the right kind of faculty workload in addition to supporting Group I hiring in order to retain a cohort of research-active scholars. The senator added that productive faculty model devotion to our research and creative activity, and that faculty not working as scholars teaches students that such work is unimportant. McLaughlin agreed that many faculty are frustrated about workload, and that the connections between research productivity and teaching should be more central.

Other senators pointed out the difficulty that RCM does not account for the value of non-revenue-generating research, and the complexity of trying to build it into the model. McLaughlin commented that he and John Gilliom raise this question whenever they discuss RCM with administrators. Another senator suggested that faculty should define the value of research in RCM, actively insisting that faculty need time to create new knowledge rather than taking on an increasing service load. Otherwise, the University becomes a vocational school. Another senator pointed out that even as a non-researching Group II faculty member, her workload has increased, much of it trickle-down from the overburdened Group I cohort. The point was also made that while previously Group IV faculty in Fine Arts were expected to be participating members of the arts community at a high level, discussions now seem to assume that that is not necessary. Another discussant commented that while research is not part of Group II contracts, responsible pedagogy often requires it. Finally, a senator pointed out that in RCM, some areas will be protected because they are important to the University in ways that are not directly related to revenue, and that research will only be among them if Deans and higher-level administrators really value it. McLaughlin noted that he hears it argued that RCM makes it advantageous to have a high-quality department because lower-quality ones will lose students, but that argument presupposes a certain kind of student—which may not be the ones now coming to public universities. He concluded the discussion by saying that while resolutions may be one option, the Senate should think about what the most effective steps on this issue would be.

IV. Finance & Facilities Committee—John Gilliom

Returning to the RCM discussion, Gilliom urged senators to speak to their deans about their concerns. He noted that the literature on RCM recognizes the vulnerability of things that

are not monetarized, and recommended two lines of defense for faculty research: strong deans, and an insistence that RCM does not determine a university's priorities.

He also presented several other updates. The Benefits Committee will meet for first time next week. The F&F Committee has drafted new language for the benefits section of the Faculty Handbook. Further, the Trustees will meet this week, and its Resource Committee will probably focus on the physical plant's need for millions and millions of dollars in maintenance, refurbishment, and construction.

In response to a question, Gilliom said that the defeat of Issue 2 would not have an impact on their proposed language on benefits. They are trying to clarify current costs and provide a narrative that shows the progression from employees receiving health benefits with essentially no contributions to the current very large ones, with the aim of positioning employees as stakeholders. When another senator suggested that the Senate allowed employee premium contributions to go over the Handbook-mandated 10% because of S.B. 5, Gilliom demurred; he contended that the swap of salary for premium costs was a good deal, and also made us less vulnerable because more in line with what other public sector employees pay.

Senators continued to argue that the administration has not been open to discussing either alternatives to RCM or different ways of calculating revenue (e.g., headcount vs WSCH). There was frustration about a perceived lack of transparency in how decisions so far have been made. McLaughlin said that we need to find a model for a real conversation with the administration about the values built into the RCM modeling. Other senators again argued that rewarded variables in the model should include scholarly and creative productivity, and that there should be some way to weight the quality of the programs offered. It was suggested that students might see the value in institutional prestige for their employment prospects, even if scholarly prestige left them cold. A senator also noted that when funded research is harder to come by, even programs that traditionally rely on it need other measures. Gilliom summed up by saying that the hugest scariest danger of RCM is the difficulty of factoring in the hard-to-measure parts of our jobs. In the winter, Steve Golding will be arranging conversations with other institutions about how they've done this.

V. **Educational Policy & Student Affairs Committee—Allyn Reilly**

- Resolution to Adjust Handbook Language for the Quarters-to-Semesters Transition—First Reading (co-drafted with the Professional Relations Committee)

Reilly praised **Ken Brown**'s hard work in finding all references to quarters and dates in the Faculty Handbook. The intent of the resolution is housekeeping: to change all references to quarters where there is nothing controversial about simply substituting "semesters." The item conspicuous by its absence is the "Two-Hour Rule," allowing instructors to drop students from any class in which the student did not attend the first two hours of the quarter; EPSA is still discussing changes to that (a resolution will probably emerge for the February meeting). Some errors in numeration in the resolution as printed for the meeting were noted, as well as the fact four passages needing changes had been inadvertently left off the resolution and were on a supplemental sheet. Two further minor changes in wording to the resolution as printed were also necessary, both in VII.E: "Executive Dean for Regional Campuses" should read "Executive Dean for Regional Higher Education," and "Provost" should be "Executive Vice President and Provost." No objections were raised to the resolution.

VI. Professional Relations Committee—Sarah Wyatt

The Committee intentionally omitted from its list of changes the rule stating that any Group III faculty member employed for more than five consecutive quarters would convert to Group II. This is a very complex issue, and the Committee is considering expanding the rule; input is welcome (email wyatts@ohio.edu).

VII. Promotion & Tenure Committee—Joe Slade

The Committee has begun work on a third appeal this quarter that is complicated enough to require further discussion in the winter. Two more are additionally lined up for next quarter. Slade thanked the Committee members for their work on these long discussions that, because they affect people's lives and careers, take a toll on the members.

He also seconded Reilly's thanks to Ken Brown. The Committee has begun discussion of dates for the P&T process. Its preliminary thinking is that most dates will be moved back one month, with a couple of exceptions. (See the chart attached to the end of the summary.) So, for example, non-renewal of probationary appointment for first year of employment should be given at least 3 months in advance, and given that the academic year will end in May, the deadline for non-renewal would move from March 1 to February 1. There was a variety of opinion about shifting dates earlier. Some concern was voiced about moving Chairs' letters to probationary faculty to December, given that most units submit annual reports in January based on the calendar year. Others thought that the timing of some processes like annual reports might need to be moved to accommodate the new calendar anyway. It was noted that some schools making a Q2S shift found that without a long December break, they needed to move deadlines later in the winter and spring. More discussion focused on whether the Provost's letters on tenure decisions needed to be changed, though several senators argued for time to begin appeals before the end of the spring in cases of denial. Slade solicited further input on these changes (email slade@ohio.edu).

As co-chair of the Technology Access and Security Committee (TASC), Slade had also promised to report on privacy and security in OIT. TASC is currently investigating how privacy is handled given that technology is thoroughly centralized.

VIII. New Business

There was no new business.

IX. Adjournment

The meeting was adjourned at 9:06 p.m.

Ohio University Athens Campus Headcount Enrollment					
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011*
Athens on-campus Undergraduate	16,644	16,738	17,124	17,212	17,260
Athens eLearning Undergraduate	739	832	1,465	3,784	4,270
Total Athens Undergraduate	17,383	17,570	18,589	20,996	21,530
Grad (Athens & Outreach)	3,269	3,353	3,595	3,645	3,899
Ost. Med	437	446	463	467	492
Total Athens Headcount Enrollment	21,089	21,369	22,647	25,108	25,921
Eastern	751	774	920	985	990
Chillicothe	1,836	1,978	2,362	2,558	2,274
Southern	1,699	1,831	2,137	2,199	1,957
Lancaster	1,728	1,868	2,280	2,491	2,489
Zanesville	1,805	1,893	2,013	1,983	2,077
Total Regional	7,819	8,344	9,712	10,216	9,787
Total University					
*Very Preliminary	28,908	29,713	32,359	35,324	35,708

Ohio University Preliminary Headcount Enrollment					
	Fall 2010 Final	Budgeted Enrollment 2011-12	Expected Final Fall 2011 Enrollment**	Difference: Actual vs. Budgeted	Difference: Fall 2011 vs. Fall 2010 Final
Athens Undergraduates:					
New Freshmen	3,976	3,976	3,883	-93	-93
Transfers	495	520	540	20	45
Other New*	716	719	720	1	4
Continuing from prior spring	12,025	12,018	12,117	99	92
Total Athens Undergraduates	17,212	17,233	17,260	27	48
Graduate--Athens***	2,718	2,810	2,802	-8	84
Graduate--Outreach/Other***	927	--	1,097	--	170
Osteopathic Medical	467	456	492	36	25
Total Athens	21,324	20,499	21,651	1,152	327
Lifelong Learning	3,784		4,270		486
Chillicothe	2,558		2,274		-284
Eastern	985		990		5
Lancaster	2,491		2,489		-2
Southern	2,199		1,957		-242
Zanesville	1,983		2,077		94
Regional Campus Total	10,216		9,787		-429
Grand Total	35,324		35,708		384

*Other new includes the following categories:
 nondegree (special) undergraduates;
 reenrolling undergraduates (have not been enrolled for at least one prior academic quarter);
 relocating undergraduates from regional campuses.
 **Very preliminary, other new is estimated.
 ***Graduate students are all at the Athens campus; includes graduate outreach workshops.

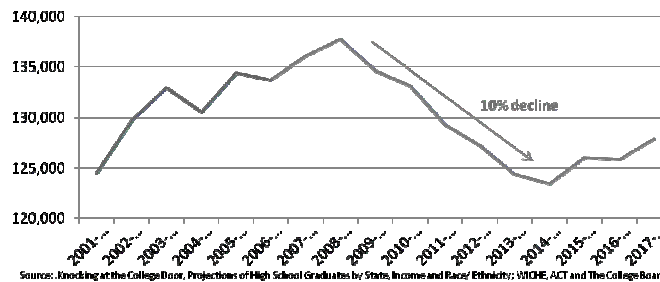
Student Enrollment Update

Highlights:

- Many record (as close as we can tell) enrollments- Athens Undergrad, Athens Campus, E-learning, Graduate, Overall
- 4th highest freshman application pool in University history
- Strong increases in alignment with the Strategic Enrollment Management Plan
 - ✓ Out-of-state domestic students increase of 53, or 12.1%
 - ✓ Multi-cultural students increase of 50, or 12.8%
 - ✓ Overall international students – highest number for grad/undergrad in 30 years at 1,572 - marked by sharp increase in undergrad students
 - ✓ New transfer students increase of 45, or 9.1%

Concerns:

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Concerns:

- In-state students continue to lag, but in alignment with high school graduation rates
- Economic turnaround in the State of Ohio coming slowly – cost sensitivity
- Particular colleges continue to be hit with enrollment pains, other colleges are within acceptable/anticipated variances
- Processing in the new system will not be a concern for this year
- Student ACT/GPA took a hit this year unexpectedly after growing to records last year

Significant efforts are underway to off-set these concerns for this incoming year. This is already paying off with a large increase in applications already being seen – believe it or not, we are already 36% of the way there!

Critical Dates and Deadlines

The following information was taken from Appendix B of the *Faculty Handbook*. This list is provided as a convenient reference; it is not meant to substitute for the detailed information found in the *Handbook*.

Notification of Deadlines

- **Non-renewal of Probationary Appointments (II.D.3)**

→ FEBRUARY 1	March 1	Non-renewal notification <i>during the first year of service</i> for contracts expiring at the end of the academic year (or no later than 3 months before expiration for other contracts).
→ NOVEMBER 15	December 15	Non-renewal notification <i>during the second year of service</i> for contracts expiring at the end of the academic year (or no later than 6 months before expiration of other contracts).
→ MAY 30	June 30	Non-renewal notification <i>after two or more years of service</i> for contracts expiring at the end of the academic year (or no later than 12 months before expiration for other contracts).

- **Promotion and Tenure (II.D.1, II.E.2, II.E.7, II.E.8, II.E.10)**

→ SEPT 15	October 15	Tenured faculty eligible for promotion request letter of evaluation from chair/director if desired.
→ DECEMBER 15	February 1	Chair/director provides annual letter of evaluation regarding progress toward tenure to probationary faculty and letter of evaluation regarding progress toward promotion to tenured faculty who requested such a letter.
→ FEBRUARY 1	February 15	Chair/director provides faculty member with written notification of departmental recommendation for promotion and/or tenure
→ MARCH 1	April 1	Dean notifies chair/director and candidate in writing of <i>rejection</i> of departmental recommendation of promotion/tenure
→ APRIL 1	May 1	Provost notifies dean, chair/director, and candidate in writing of rejection of departmental recommendation for promotion/tenure.

- **Evaluation and Contracts of Continuing Faculty (II.D.1, II.D.2, II.E)**

stet	February 1	Chair/director provides faculty member with written statement of annual departmental evaluation.
	March 15	Faculty member receives formal notice of re-appointment for next year. Continuing faculty sent contracts (if feasible).
	May 1	Contracts sent to all continuing faculty.

- **University Faculty Fellowships (V.A.11, V.A.12)**

1 st DAY SPRING SEMESTER	1 st day of Winter qtr	Written application from faculty member to chair/director
→	March 1 / MARCH 15	Written notification of President's approval or disapproval to faculty member.

Time Limits

- **Appeal of Non-reappointment or Denial of Tenure or Promotion (II.F)**

stet	45 days	For faculty member's initial appeal (from date of notification of denial, excluding intersessions and summer quarter).
	30 days	For appeal by faculty member to each higher administrative level (from date of last notification of denial, excluding intersessions and summer quarter).
	30 days	For chair/director, dean, and Provost to rule on grievance.
	30 days	For appeal by faculty member to Senate P&T Committee (from date of notification of denial by Provost, excluding intersessions and summer quarter).
	45 days	For petition to Senate P&T Committee, after it issues its report, to recommend a formal hearing.

- **Grievances other than Reappointment, Promotion, and Tenure (II.G)**

30 days	For each administrative level to render written decision (from date of receipt of grievance).
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