Faculty Senate, Minutes, October 11, 2016

University of Toledo Faculty Senate

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THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of October 11, 2016
FACULTY SENATE
http://www.utoledo.edu/facsenate   Approved @ FS on 11/22/2016

Summary of Senate Business
Barbara Kopp-Miller and John Adams – College Credit Plus
Julie Quinonez and Eric Langenderfer – Registrar's Office
Norm Rapino- Executive Director of Center for Innovation

Note: The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

President Humphrys: I call this meeting to order. Welcome to the fourth Faculty Senate meeting of AY 2016-2017. **Lucy Duhon,** Executive Secretary, called the roll.

I.   Roll Call: 2016-2017 Senators:

Present: Atwood, Barnes, Bjorkman, Bouillon, Cappelletty, Compora, Crist, Devabhaktuni, Duhon, Edwards, Gilchrist, Giovannucci, Gray, Gruden, Hall, Harmych, Humphrys, Jaume, Jorgensen, Keith, Kilmer (substitute for B. Patrick), Kippenhan, Kovach, Krantz, Lanham, Lundquist, Martin (substitute for G. Thompson), McLoughlin, Modyanov, Monsos, Nathan, Niamat, Oberlander, Randolph, Relue, Said, Thompson-Casado, Tian, Van Hoy, Weck-Schwarz, White, Wittmer

Excused absences: Ariss, Brickman, Dowd, Duggan, Haughton, Hoy, Malhotra, Nigem, Rouillard, Sheldon, A. Thompson, Williams
Unexcused absences: Burnett, Emonds, Lecka-Czernik, Mohamed, Prior, Schaefer, Srinivasan, Willey

III. **Approval of Minutes:** Minutes of August 30th, 2016 Faculty Senate meeting are ready for approval.

President Humphrys: Welcome to the fourth Faculty Senate meeting of academic year 2016-2017. The first thing on my agenda is we will have to approve the Minutes of August 30th. There were technical difficulties on that day; it seems like each of the recording devices which we used several ran into some issue. So anyways, with that said, are there any changes or corrections to the draft Minutes to the meeting held on August 30th? Is there a motion to approve the Minutes of August 30th? All in favor, say "aye." Any opposed? Any abstentions? ***Motion Passed.*** Thank you.

 Executive Committee Report: I have several announcements and reminders. First, as I mentioned at our last meeting, the Strategic Planning process has begun. In order to receive input from the constituents who will be affected by and responsible for carrying out the plan, there will be a series of listening sessions held on both campuses—each aimed at a particular group.

Now that we have our Committees in place, I would like to remind everyone of the suggested timeline that the Executive Committee created, which can be used by faculty as a planning tool related to submitting course and program proposals. You can find a link to this timeline on the Faculty Senate website. Where the curriculum proposal process starts is by clicking on the Curriculum Tracking System link on the Faculty Senate Home Page. You will use your UTAD username and password to enter the System. You may also track the progress of your proposal at this link.

My last announcement is related to the presentation given at our last meeting regarding the methods by which the Athletic Department can receive student-athlete academic progress information. If you recall, Ericka Lavender gave three options by which faculty could submit student grade information. I've received information from Ericka that due to some technical glitches, the online survey option will not be available this semester. I'm mentioning this so in case you have decided not to opt-in to the Blackboard Observer Access, you may be receiving paper forms to fill-out and return. That ends the Executive Committee Report for today. Are there any questions?

Senator Devabhaktuni: President Humphrys, I have two questions or concerns about these faculty processes.

President Humphrys: Okay.

Senator Devabhaktuni: I am really trying to understand it- sometimes when you go to the website and look for more detail and I've said this on the floor of Senate many times in the past- my comment number one is, except for Provost Hsu himself, I don't see any international compositions in the membership of the Strategic Planning Committee. I think we have to address it because if it is not addressed, I foresee that there will be consequences which are- the committee can sit up there and write a document and maybe when they try to implement it and get the results, they may not get the cooperation that is required from that component. So I think it is very important and I've mentioned it several of times and I don't think it is addressed at the moment, unless I'm not looking at the names right. The second thing is this, and I think this question came up, a strategic planning process needs to define certain pillars of a strategic plan. For instance, international recognition, research, quantity of academic programs and enrollment- these are important things. We kind of expressed our opinion to senior leadership that it might actually help to have some kind of subcommittees in addition to the Strategic Planning Committee that sits on the top. For example, if you take graduate research, if you can get faculty and staff on campus that have really concentrated in that area and have ideas and have substances, they might be able to contribute better in terms of feedback back to the committee. These subcommittees can then view feedback, then forward it on to the committee that sits at the top. We think that such an approach can be very beneficial because you are really gearing to the experts on different topics. Then you can kind of summarize all the information to the final strategic plan. I don't know if that's going to be done, but by the tone of the email we received today, to me it seems that basically the input would be directly collected by the one and only committee. So if you have any comments I would be happy to hear them.

President Humphrys: Sure. I will defer it to Provost Hsu. I believe there will be sub-committees, but I could be wrong. Provost Hsu, if you wouldn't mind commenting on that. Are there going to be sub-committees?

Provost Hsu: So, there will be subcommittees, for example there's a Research Council subcommittee that we will work with, and a Graduate Council to develop research-related and then Graduate Studies, we have Graduate Council that we consult. There are plans for convening various ad hoc committees with initiatives that require certain expertise

Senator (COM): Do we have a separate planning committee from each college right now?

President Humphrys: I am not aware. It hasn't been mentioned in our Strategic Planning Committee meetings that there will be individual college committees. But I suppose you could do it and just give input as a college.

Senator (COM): Because I totally agree with Senator Devabhaktuni that it should not [just] be a select few who are making these decisions.

Provost Hsu: Maybe I can speak to this.

President Humphrys: Sure, it's your turn on the agenda.

Provost Hsu: Since my first topic is sort of an update on strategic planning I can hopefully shed light to this topic. I forgot that President Humphrys also serves on the Strategic Planning Committee. Just to give you a little bit of a background of what we're thinking- First of all, it is a faculty-led process so we do have two co-chairs that are chairing the committee, Dr. Anthony Quinn, and Dr. Laurie Dinnebeil. They are supposed to come here and give you all a report. I think they are coming on the 28th, right?

President Humphrys: I talked to Dr. Anthony Quinn and I think we are going to look at that first meeting in November because they want to have some information to be able to present.

Provost Hsu: The plan is our co-chairs will come to Graduate Council and Faculty Senate and give reports to these governing bodies. But to tell you a little bit about what we're currently thinking - the committee is basically coordinating the activities, but the information and the ideas will come from the faculty, the constituents of this university. It is not going to be the ideas of the few committee members. Let me first tell you what we did. So far the committee met twice, as President Humphrys mentioned, and the first two meetings we tried to make some education sessions that will help people see things at the same level, so we invited the VP of Finance, VP of Research, and VP of Enrollment to give us talks about the current situation of the university and we did an analysis, but, this is just from the committee's point of view. What we're hoping is that once we have the town hall meetings we'll open up the website to get your input, then the SWOT analysis. The future direction of the university will really come from the faculty, staff, and the local communities. So, I don't think the strategic plan will be the grandchild of the committee -it will be the grandchild of the community. We do have plans for using various committees that have expertise in certain areas to help us develop initiatives in these areas. We also have plans to establish ad hoc committees. I don't know if that answered your question, but we do not have plans for the colleges to each have their own committee, but we're hoping that all the colleges will contribute. So that is my first item and I think I have President Humphrys' permission to talk to Senate to provide an update on what's going on with the Provost Office. My intent is that in the future, I will have these kind of opportunities often so that we can better communicate to you what I am doing and so that I know what you're thinking so we can better serve the university and faculty.

One thing that President Humphrys' asked me to explain is the memo that I [just] sent out recently about self-authored textbooks. I want to emphasize that even though it was a memo from me I did talk to President Humphrys quite extensively and I consulted AAUP before we finalized the memo. President Humphrys showed me the minutes from ten years ago. Right at the beginning of the minutes the committee chair made the report to the Senate, he said, "the first discussion everybody was asking, don't we already have a policy?" And the answer was "no." I think it was Dr. Glenn Sheldon who chaired that committee. Then fast-forward ten years later, we have a problem. We have student grievances about that subject. So, everybody's first question was, "don't we have a policy? we should just follow the policy." The answer is "no" we don't have a policy. What I hope is through this body we can very quickly develop a formal policy that would supersede this guideline. I don't like these ad hoc guidelines, but on the other hand, we do need a stop-gap document.

President Humphrys: I took out the parts of your letter that talked about that and put it on a PowerPoint slide just in case you want to reference it.

Provost Hsu: I think if you care to go into the details I'll be happy to explain. I think by no means are they precise or complete, but it's a guideline by which we could do the right thing by our students. Since this was out, people pointed out the inconsistencies or the vagueness of the language, but I think there's still enough material for departments to work with. If you have questions I would be happy to answer, but if not, I don't want to take up too much of your time.

President Humphrys: Also, you should mention that this is basically to hold us over until Senate can come up with---an official policy.

Provost Hsu: Exactly. President Humphrys will work with you all to develop a formal policy very soon and then I will be happy to work with you on that.

Senator Wittmer: I have a comment. I want to thank you for addressing this as quickly as you have been. I scoped out a couple students and I want to put this disclaimer out that the class that they were complaining about was not in the College of Business- I will not name the college though. In terms of student complaints, I think a lot of students would like to complain, but are not. I spoke to two different students in two different classes who had professors who were making textbooks and charging them quite a bit of money that weren't actually textbooks, but more like slides. The teachers told them that they were very lucky to receive this because it was at a much lower cost than they would get to have a regular textbook. So basically they were preempted not to complain. So, I do have a concern that two separate students from two separate classes had brought that up.

Provost Hsu: Yes, I think this is an issue.

Senator Wittmer: Anyway, I just wanted to thank you.

Provost Hsu: Thank you for that. Are there any other questions?

Senator Bouillon: Thank you for sharing some information. We happened to have a meeting yesterday with our college council to discuss this very topic, this textbook concern. I am sitting here wondering if the bill is passed at the state level, do you foresee their penalty being budgetary?

Provost Hsu: I think that it is probably going to be very prescriptive. My guess is that they will simply say, if you're teaching this class you cannot profit from this class by selling textbooks to your students. You can sell your books elsewhere; you can sell your book to students if someone else is teaching on the same campus, but if I am teaching this class, I cannot sell the books and make money that I can profit. So that is where this legislation is at on this topic.

Senator Bouillon: So that is their primary concern?

Provost Hsu: Right. So, concerning faculty-authored textbooks, that's what their concern is. But obviously, there is textbook costs and all kinds of concerns about textbook costs. Maybe they are going to say, you have to use the textbook for five years before you can change the edition so students can sell back the textbook or they can buy used books and things like that, so there's quite a bit of that kind of discussion.

Senator Bouillon: Thank you.

Senator Relue: Are the sales going to the bookstore?

Provost Hsu: Yes, many of these sales are going to the bookstore. I don't know if every case is, but a lot of these are going to the bookstore.

Senator Relue: Are you talking particularly about self-published textbooks?

Provost Hsu: No, self-authored. It [really] doesn't matter who published it. We do have a lot of faculty members who simply printed and sold them, but then you also have faculty who have other people publish and print them and then send it out.

Senator Relue: Okay. Does this include textbooks that are not just self-authored and published off-site, but also hardcopy textbooks that are published through well-respected academic presses and offered for sale widely, such as on Amazon?

Provost Hsu: I don't think we're saying that you cannot. If you publish widely and it is a well-accepted textbook, I think in that case we probably should promote it, right? But on the other hand, some oversight is needed to make sure that it's the appropriate textbook so that you're not using two chapters from a twenty-chapter textbook and it's not a document full of errors. Are there any other questions or comments? Thank you so much for this discussion. If you have any concerns or if you know of any faculty who has concerns, I would be happy to respond to them. Again, I want to emphasize, our goal is not to restrict faculty member's academic freedom, but we also want to protect the students, so that is the goal.

I also want to give you an update on other activities related to policies. Through this exercise we found that we do have a lot of areas where perhaps we need a policy and maybe the policy needs revision and things like that. We are going to take a comprehensive look at what new polices are needed and what needs revision and we are going to work with Faculty Senate to achieve those. A couple of examples I can give you - one is that we, as a university, do not know what a credit hour is. Well, we do know what a credit hour is, but we do not have a definition for it; it is not classified anywhere at this university, so that is an area where we are going to develop something and define that. Secondly, this comes from a lot of student complaints, but more so from parents, and that is the cancellation of classes. A student would arrive to their classroom and find a note recently put there that says "this class is cancelled." There is nothing wrong with online assignments if it is a mixed mode class, but if it is a lecture, you need to know that the parents nowadays have a different mentality than when we were growing up, right? Nowadays, parents are saying I am paying $10,000 for my child to take a class and they went to the class and it was cancelled. It is almost like I went to the opera Sunday and I paid $40.00 which is really cheap compared to San Francisco <laughter>. Anyway, if I were to go to the Opera House with my ticket and see a note that says "cancelled, go home and watch this video," guess what I'll say to the Opera House, right? We are now hearing a lot of complaints from parents and if we don't address the issue, then they will talk to their legislators and we are going to be regulated, so I think that's an area that we will also be looking into.

I want to give you an update in terms of what we're doing with technology and automation. Since I joined the campus three months ago, I've heard a lot of discussions that we don't have this, or we don't have that and it's all on paper and so forth. For example, student evaluations are all on paper or maybe it is online for some departments, but for many it's on paper. I think it is probably fair to say that 90% of universities in this country are probably straying away from paper. So we're going to do an analysis of what other people are using and see if we can purchase software to do that. Software that we're using: CourseLeaf software is for catalog and curriculum management. We already have sent out an RFP and have received a quote and the contract now is going to be signed soon. The software that we decided on is called CourseLeaf and the company is called, LeepFrog. Another one that was discussed two meetings ago was

called Data 180, that one is for faculty. So the hope is that in the near future everything is going to be online if you want to access a course description or want to change it, you can sit at your computer and do all of that- and you don't need to submit paper forms. We are also doing a student degree auditing software update, it's called "You Achieve" and once we update that we will also reactivate a software called "You Direct." This piece of software was implemented three years ago, and was for students to develop their plan of study, but it failed because of misinformation and poor coordination, I think we just gave up three years ago. But we're going to reactivate that, and the hope is that it does three things: (1) it allows us to do degree auditing much faster. (2) it will also allow us to audit students and tell them what courses they need to take to graduate and how to schedule classes so that there's no timing conflict or prerequisite conflicts and so forth; (3) it will allow us to project how many seats you need for this particular course based on who has this plan of study. So department chairs will be able to look at the data and say, "I only need 15 seats this semester" or "I will need 500 seats next semester," then you can plan accordingly. We are also using a software called Ad Astra. This has two functions - classroom scheduling and the other is course offering projections. Actually the data that is provided by You Achieve and You Direct will be fed into this Ad Astra software to both schedule classrooms as well as the number of sections for classes and so forth. Finally, we're developing active learning classrooms. We are going to be knocking down at least one classroom wall in the Field House and then make it into sort of a high tech area where students can sit around and have group activities. I was told that on this campus we only had one and it is in very high demand, so we're going to develop a second one, and if it works well then we're going to continue to invest in that area. We will continue to keep you updated. Thank you.

President Humphrys: Thank you for giving us that piece of information, I appreciate that.

Next on our agenda is to go to a subject that we looked at at the last meeting. If you remember, there was an issue with one of the HCAR courses that required some additional review. That course is HCAR 4580,Leadership and Management in Healthcare. The individuals from Health and Human Services and the College of Business and Innovation did meet and they decided that it should come forward for approval. I would like to bring that back for approval and Quinetta resent the information out to you.Are there any questions or concerns? Hearing none. May I ask for a vote to approve HCAR 4580? All in favor, say "aye." Any opposed? Any abstentions? *Motion Passed.* Thank you.

The next thing on our agenda is to talk about college credit plus. That is something that I know if you're like me, I hear about it and I am sure I have students in my classes from that particular program, but I wasn't really all that familiar with it. A few people had mentioned the same thing and suggested that we bring someone forward to talk about that. So, our guests today are Barb Kopp Miller, Dean of University College and John Adams, Associate Director for Dual Enrollment. Thank you.

John Adams, Associate Director for Dual Enrollment: Good afternoon everybody. So we are very happy to be here and to have the opportunity to talk a little bit about College Credit Plus. We are going to explain the program as kind of an overview and answer any questions that you may have. First of all, College Credit Plus has evolved from the previous PSEO or postsecondary enrollment option and dual enrollment programs. It's been put under one umbrella as College Credit Plus and what it has done, it's more or less addressed funding issues. But the way the program has run in terms of various modalities is primarily the same. In 2015 it was implemented, all Ohio public universities and colleges must participate, so we don't have a choice. All students in the state of Ohio are eligible from 7th-12th grade and I will talk a little about that in a second. But a student has the opportunity, they can take courses anywhere they want in the state if they meet the requirements that are in place by that institution. As far as the student goes, there is no charge at all for tuition, fees, books and supplies that are listed on the syllabus that they have to have for the course. The only thing we can charge them for is parking. So obviously, the

students get a pretty good deal. The students have to be Ohio residents and again, it is open from 7th-12th grade.

Now, prior to this past year it was from 9th-12th grade, but the state has recently broadened that. They also allow students to take courses in the Summer so now they can take them year round as opposed to just the Fall and Spring. There's obviously some concern out of discussion, especially when 7th and 8th graders are taking college level courses- there are some kids out there that definitely can handle it and we do have some students who do enroll. They can be academically ready, but not necessarily emotionally ready, which is the one thing as I go out and do presentations with current information, we talk about that and that's one area that I don't promote. I try to dissuade them from that so they start to think instead of no cost in college credit and they start thinking about starting a college transcript and what that really means, as well as the fact that we don't modify any of our courses for any specific age; the course is there and the discussions are there and they have to take part and so on. So that message does come out and it came out loud and clear and what that has done, now the state requires that the students have to be college-ready. We use a basis of ACT score to do that, but we also look at a lot of other things that are present. I want to make sure that they have the opportunity if they're ready, but if they're not, then the last thing I want to do is set them up in a situation where they're not going to be able to perform or not have a good experience. Again, it is knowing that they are starting a college transcript because there are financial implications as well as transcript implications for them. Admission requirements right now, a minimum 2.5 GPA and ACT scores of 18 in English, 22 in Math, and 22 in Reading – we use other concordance tables with other standardized tests which is Compass or…or PSAT to help to determine their college readiness. But other things that I look at are the rigor and courses that they take. If they take AP courses and such and they get a decent grade in those since that's fairly standard coursework, then there's probably a better opportunity for them. Since they are taking other types of courses with their physical ed. and health courses and those types of things, then that may not have that type of rigor in all and from a curriculum standpoint, having that much impact I'll have to look at that too.

Like I said, we are very, very careful about not wanting to have a student admitted who is not ready. Last Fall I probably sent out 100 denial letters to students and parents. I had some disappointed parents and students, but I also felt very comfortable being able to explain to them the reason why I wasn't able to admit the student and in most instances they understand. In many instances they still have a chance after that semester to maybe think about Spring or the next year if they are a sophomore or junior for example. As we continue to move forward with that, we stay really tight because we know how important that is to a student and it is important to the university's reputation, it's important for all of us that these kids are having a good experience, especially when it is at The University of Toledo. Barb is going to talk about some of the modalities that we all know.

Dean Barb Kopp Miller: Good to see you again. I am actually on the academic side of College Credit Plus. All of the CCP students sit in University College, so they're admitted into University College, so they are part of our college roll. There are 940 students this Fall that are added to the University College's roster. John is primarily responsible for admission, marketing and the relationship with the schools, but I on the other hand will work with faculty as well as chairs and associate deans for the academic portion for College Credit Plus. We tend to have a number of courses that the students have been geared to in the past. If you recall, and some of you were part of this initiative, three years ago we identified 17 courses that we were going to supersize for College Credit Plus for this new initiative- they were OTM courses. We worked with faculty to develop these courses in three different modalities. So we had Sociology where we developed it as a blended course whether it was asynchronous with a face-to-face component, whether it was synchronous with a face-to-face component- 100% or online 100% synchronous. So we've

been monitoring those courses over the past few years and of course, English was involved and Sara's been very supportive of having those courses in CCP- we try to meet the focus where they're learning. We do find that our college credit courses that our students take, about 60% choose to do face-to-face, they want that campus experience, about 40% are 100% online and that's really good for our rural Ohio, our Southern Ohio- because we are reaching students with College Credit Plus that we normally would not have reached by giving them that 100% online option.

The other thing is we can offer it at the high school and have it taught by a high school teacher- this is allowable by the state law and in the past if you're going to do this, you have to have a Master's Degree in the content area or a Master's Degree with 18 hrs. in the content area- this is very strict on how you allow the high school teacher to teach. The current law also allows you to allow somebody to teach if they have considerable experience and they are vetted by the college and department and it's approved. So all of this is approved for the high school teachers and it goes through the department and the applications come in to me. I will do a first vet- if I see that they don't even have a Master's Degree, there is no way I will send it on unless there's considerable expertise- so I kind of monitor that. So we work with Don and we have people in TPS. When we identify a new high school instructor, we then bring everybody together such as the chair, myself, a faculty mentor that is paid through here and the faculty through the high schools. At that point we deem that they understand they are to use our syllabus, they go by our timeframe, they use our book and our same assessments-that's not the law, that's HLC requirements- a college course must be the same experience from high school that they would get here. A faculty member from UT does do touch points with that high school faculty member on a weekly basis whether it is email, phone mail or visits. We encourage the high school class to come here to get them on campus. Right now we have about 40 students who are being taught in the high school- we would like to increase that I think. We have more teachers who will become more qualified and then we can partner with that and so we will be looking to do that over the next few semesters.

The other thing we try to make sure that we stress is that the grades are using the same assessments that we use for here and those grades are permanent, and that's been something that we've been trying to get through with the parents- if you have your ten-year-old, which we do demographics every semester and epigrams on what our CCP students look like. And yes, this Fall we had a 10-year old and two 11-year olds. So we really want to make sure that the parents know that these are permanent grades and so what that need is, we need to have more touch points with the students; we need to have our success coaches touch bases with them at two-weeks, four-weeks and if they're not doing well, get them out of that course and withdraw before it becomes permanent on their transcript. As I mentioned, if any of you would like to see what our students look like, what grades they are, what courses they are taking or whatever, feel free to contact me. John also has some handouts that we are going to leave in the back that has the PowerPoint as well as some brochures.

Last Tuesday we were privileged to have the chancellor come here as well as the superintendent of Ohio Department of Education, Randy Gardner, the state senator and state representative of Sandusky, as well as parents of CCP students, CCP students themselves, principals and superintendents and we hosted at a round table. So for a good hour-and-a-half it was just tell us everything about what your experience is like with College Credit Plus. I think some of the things that came up were the textbooks, the high schools pay for the textbooks, and so that was a huge concern for those folks. They also talked about some of our successes and some of the structures that we have in place to help them and John is going to talk a little more about that.

John Adams: College Credit Plus students are all University of Toledo students. They are given a success coach who is assigned to them at the very beginning as soon as they are admitted to help them

with any advising, help them through orientation, all of those things and then help to get registered. But then after that as success coaches do, they are there as one point of contact for them so if there's any type of situations, questions, or any concerns- the success coach is the person we direct them to go to and to talk to. We do that because I think they feel a little bit better about that, they're building a relationship with this success coach and they are pretty open with the success coaches. People like Kerry…and Nick…and Carolyn… who are the success coaches for College Credit Plus have been very helpful and we are getting a lot of good feedback in terms of how it makes the parents feel too. We look at the success coach as triangle communication with the student, parent, and the counselor. All of CCP students sign purple waivers and we are able to discuss situations with the counselor and the parents. We do that because otherwise we will not be able to send their grades to them so they can include it on their high school transcript-we never had any issues with that. One thing I would say though, if you have a parent calling, please just direct them back to a success coach to work with them to help you out and to help us out. Again, we really want to make this as smooth for everybody as we possibly can. The students also have access to other support services such as the Learning Enhancement Center, the Writing Center, Counseling, Business Services and Career Services, as they get further on if they want to start thinking about resumes and those types of things and those are other areas that have been received with a lot of positives on this side, especially with the parents.

We are in a very important position I think in terms of helping to educate these students, but I think it's really important that we make this fulfilling and an enjoyable experience for them. Long term, this is an opportunity for them to try out The University of Toledo. It is an opportunity for them to get a feel of what it would be like on a college campus, it is an opportunity for them to ease that transition from high school to college by doing it gradually and it is also an opportunity for us to recruit students. These students who have a good experience who are good performers stay in good standing. Part of that strategy is to continue that relationship from myself to the success coaches to our recruiters to get these kids thinking more and more about us. Barb talked a little bit about the expansion that we had and the…attain through the use of the additional online courses and that's helped get into some schools down in Columbus and in the Cincinnati areas that we really haven't had much luck with before. But working with a recruiter, and net counselor and myself, now we can tell a "good" story, the students just now have a chance to try us out. We just sent out a mailing to enroll students for the Fall, inviting them up to Homecoming and then come to preview days. We want to have them come to anything at the university where they can physically come up to campus and experience it, so they get an idea not only about what UT looks like if they never seen it before, but also [hopefully] they get kind of wrapped up in the energy that's here, especially during events like Homecoming and preview days and those things. Another thing, students love the fact that they can get into games for free and use the Rec Center. It is a nice package and it is something that the parents really perk up at when I'm talking to them, because no one else offers it to students like we do. As Barb had mentioned, also with the meeting we just had with the chancellor and the Ohio superintendent and all, if the word "successful" is used once by the parents and the students, it will be used two dozen times- there was a lot of praise for that position. There was praise for the faculty from the parents for the experience their kids have. The students are focused too, and they've been really enjoying themselves, so it is our goal and our hope to continue to work to improve the program as best we can and work with you and help out in any way we can. We are always open to opportunities for improvement. We want to grow the program, but we want it to be a managed growth to ensure that we get a good sturdy population of students, so we can help these kids do well and help matriculate to the university.

Dean Kopp Miller: We are also glad to come to department meetings or special meetings. I know Sara had us with Comp I instructors and faculty because they have a lot of those students. If it would be

helpful for us to come one-on-one to talk about it and explain it a little bit more, we will be happy to do that. So, if that is something you need us to do, feel free to let us know.

John Adams: One other thing as part of the program, there are partnership agreements that schools and school districts can enter into with universities and colleges. The way that it is set up, there are three tiers of pricing: default price, per credit hour cost that the state has set. If we talk about a situation where it was a dual enrollment environment where the high school teacher teaches a CCP course, it would be $40 per credit hour for each student. If the university professor/instructor went to the high school and taught, we will get $80.00 per credit hour. If the student comes to campus or takes courses online, we get $160.00 per credit hour. Again, those were the defaults set by the state. We have gone in as other schools have too, with $40.00 per credit hour regardless of the modality; we do it from a competitive standpoint. With those agreements, last year we had 76 and this year we've grown that to 86 agreements. The other thing that we're doing as part of the strategic plan is watching very carefully how these students are being teamed, matriculating to the university and then the final step being graduation. As we continue to work and create good partnership agreements with some of the good feeder schools. So again, we look at that as an opportunity to really continue to build and form stronger relationships. You can see from an enrollment standpoint, we've been in a growth trend which is nice and I think the important thing too is to point out the managed growth that we look for, growth that can be positive for us and not create more issues than good. Are there any questions?

Past-President Keith: How many credit hours are they allowed to take per term?

John Adams: Excellent question. From 7th-12th grade they can take up to 120 credit hours.

Past-President Keith: But not per term?

John Adams: Per year they can take 30 credit hours, so 15 credit hours per semester. Well, not 15 per semester anymore since Summer is not there, but over a course of an academic year they can have 30 credit hours.

Senator Relue: Is this open to the general public?

John Adams: Anybody.

Senator White: So those numbers are for students then, so what's the typical number of credit hours?

John Adams: The typical number of credit hours is about six [maybe] or five-and-a-half.

Dean Kopp Miller: The younger [student] is one course at a time and then the older they get, the more you might see their courses increase.

Senator White: And do we have any idea from the earlier years how many are coming to UT?

Dean Kopp Miller: We are building a database that's going to be able to look at all that. I will have some numbers from our Toledo Early College, if you remember, that sits on Scott Park. So the matriculation of students who've taken College Credit Plus or Toledo Early College fluctuate between 56% (at one time) and 24% (at its low). Keep in mind, these people are just graduating. So we will continue to track them on a yearly basis, plus we will continually track as college credit plus students come here and what we actually get from them with revenue and things as such as that. So we are building that data base and just beginning those analysis to track them over the years.

Unknown Speaker: Can any UT course be a CCP course?

John Adams: That is another excellent question. Any course in our catalog is available to a College Credit Plus student if they meet the requirements and prerequisites.

Unknown Speaker: Do they have to do independent research?

Dean Kopp Miller: I don't think we ever had that. Now granted, College Credit Plus is new, it's only been implemented for a few years.

John Adams: No, we never had that situation yet. But that's a good question, I don't know.

Senator Weck-Schwarz: Students who take College Credit Plus at their high school, do they enjoy the same benefits as a student who takes the College Credit Plus here at UT?

John Adams: Well, my personal opinion---

Senator Weck-Schwarz: No, in terms of the benefits.

Dean Kopp Miller: They get all of the benefits, they are a student.

John Adams: Right, they are a student. My apologies, I misunderstood.

Senator Weck-Schwarz: So they can go to the Rec Center and all of that?

Dean Kopp Miller: Yes, all of that.

Senator Relue: I may have an outlier with College Credit Plus. Last year I had a student enroll in my freshmen orientation class in bioengineering. This course is not a typical orientation but has significant math and engineering content. This student hadn't had algebra yet in his high school. I did work with the success coach and very strongly encouraged him to drop out of the class. We did not previously have a pre-requisite for that class because it's only been our majors that have taken the class. I don't know if there are other departments that may have the same problem where the assumption is that the students taking the course are those that have been admitted to the program. We had no pre-requisite for the ….

Dean Kopp Miller: The prerequisite itself is admitted to the program.

Senator Relue: It wasn't previously, but we have added that so it is now for that course.

Dean Kopp Miller: We'll find lots of hiccups like where we can work with you because you want people admitted in the program to be in that course.

Senator Relue: Do you notify instructors when there is a CCP student in a class? I didn't know that this student was 13-years old until after he had been in the class for four weeks and one of my TAs told me.

Dean Kopp Miller: If you look at your class roster it will say "College Credit Plus," so they are coded as College Credit Plus students. Like I said, with the success coaches "anything" regarding possible failure we would like you to let them know. If the student needs to get contacted pretty early to work something out, we would bring them into the picture, they are great and [they're great] with the parents. If you figure, we have 940 College Credit Plus students who have parents, so they've got special talent to work with all that to help you.

Unknown Speaker: Are there any plans to get more high school teachers qualified to teach College Credit Plus?

Dean Kopp Miller: Is there anyone here that would like to talk to that?

Senator Jorgensen: We received a grant last year for the College of Education under the direction of Becky Schneider, for $770,000 to support master's education for high school teachers. We're working with I think a total of 60 high school teachers around the state- they are in English, chemistry and environmental science. I [also] think they're trying to do one in your department and I think there's some in math. The state has paid the tuition for these teachers up to 36 hours for Master's, 18 of which is education and 18 of which is content area.

Dean Kopp Miller: So yes, which is great. They are being taught by our UT teachers so we know the quality of instruction is good. They are not required to teach a course for us and that is really a district conversation that the district would want, but those are the conversations that are now on the academic side- Jenny, Becky, and I would be meeting and going over to see if we could talk to those districts to see if they would like to teach them.

Unknown Speaker: We would like to get involved with that. I have a student right now with a high school teacher and her funding is very "iffy" at this point and I'd like to make sure she can complete the program. We were not part of the grant, we are not chemistry---

Senator Jorgensen: The entire grant has been committed and it has to be spent by June 30th by the way, but, it is a hope that the state would have another round of those grants.

Unknown Speaker: I understand also that it was for three subjects: biology, chemistry and English, so we weren't even involved in that. I mean, I have to thank certain offices for pitching in and helping out like your office, John, and I am really very grateful for that, but she started her program and she doesn't have enough funding at this point.

Dr. Barb Schneider: I was just going to say, even more with the teachers that were in this last year's program who were enrolled as a cohort, so you had to have a critical mass of teachers that were involved in order to participate in Rebecca's grant. If they renew the grant and there's enough writing teachers, that might work. We also had a number of people that were participating in that program that are not wholly funded by the grant, they are like 50% funded by their school district, so that's the way we can kind of extend grant funding. It has stretched the English Department to provide the courses for the high school teachers.

Dean Kopp Miller: Well, even to accommodate the College Credit Plus students that have taken the courses here, we had some stretches, we had some hiccups, but that was expected. We went in and started doing design principals on this thinking the Spring of 2014 and we tried to anticipate, but I remember sitting around the table and saying, we will never be able to anticipate everything with this- there will be something that will happen that until we're in it- we are not going to say, oh, I didn't see that one coming. This is our third Fall and every Fall there's been something new. Having these kids in the Summer when the schools are responsible for the books and they're not in in the Summer, so that is a whole other issue as well. We had over 100 students for this Summer as well as your first college course in six weeks, we don't really recommend that right? But those are some things that we just need to educate.

Senator Thompson-Casado: John, I understand that it's state mandated, but when will we be able to see a return on investment with this? If students are coming in at $40.00 per credit hour and there aren't many students and we're investing a lot of resources, success coaches, etc., is this a drain on UT's resources?

Dean Kopp Miller: We're monitoring the financial analysis of that. I think it is too early to tell, but we are capturing all those costs that we can, and looking at what we're bringing in, as well as the quality of the experience of the students and looking at matriculation, all of that.

John Adams: In many instances too, I did an analysis not too long ago, the courses that they're in, the courses haven't capped so they are in a seat there, but they haven't caused us to take another student out or create other sections for the most part.

Senator Krantz: What's the distinction between the College Credit Plus and the Early College Program? Barb alluded to it and I think I've had students from each, but I am not sure.

John Adams: I am sure you have. Early college high school over at the Scott Park Campus has been created not too long ago, it's a separate entity, but now it's under the College Credit Plus umbrella. But with the new state legislation when it came in 2014, any new early college relationship was to come under the College Credit Plus umbrella; any existing one where you had a MOU, it would be…grandfathered, so until that ran out, they wouldn't come under that same agreement and that basically becomes a funding issue. So right now they rent space, we get a higher credit hour price from them. But again, when we get into the College Credit Plus which will be 2018, I believe, we're looking at that with the MOU and all.

Unknown Speaker: Are you looking at how many credit hours students are coming into UT with? Are they getting enough so they can graduate in one year, or can they graduate with both high school and college at the same time?

John Adams: In the instance of Toledo Early College, most of those students are coming out with between 50-60 credit hours.

Unknown Speaker: So it's like two years?

John Adams: Yes.

Dean Kopp Miller: With the database we are building with the Treasurer's Office, we are looking at coding those students so we can follow them. Keep in mind, some of them were not ready to get here, but when they get here we will have a lot of background data on those who matriculate here and what they look like.

John Adams: As far as the other College Credit Plus students that are coming in now- we have students come in with 30 credit hours and below, we don't get much over that, but the majority of them by no means are 30 credit hours.

President Humphrys: I think we have time for one more question.

Senator Edwards: I just have one comment. The district superintendents had asked that this be re-looked at because of its effect on the K-12 system. They are the ones that are paying for all this and it's been becoming a drain on their budgets. Our K-12 people are already in trouble financially and this is another problem that's really a drain on their budgets, so they ask that these costs be looked at, particularly the cost for textbooks for kids. So there are some downsides of this for our feeder schools.

John Adams: That was loud and clear. We did have superintendents and some other administrators speaking with the chancellor on that, so that is one area that they are well aware of and working on.

Dean Kopp Miller: Yes, it does affect teachers' workloads at the high schools. The shift of the textbooks is recent to the high schools because the colleges had to pay it. So for the past two years, that's been a new shift and that's been hard.

Senator Kippenhan: I just wanted to make a comment that under the PSO, the Post-Secondary [Option] Education Program, we had students graduate high school and have enough credits to get an AA Degree, so that is not something that is new.

Dean Kopp Miller: Right. We've had students that they are getting their Associate's Degree from community colleges before they graduate from high school. I mean, if you are 11-years old taking college courses you are going to have a lot.

Thank you very much. Feel free to email me for anything to clear up, so we are educated appropriately about College Credit Plus.

President Humphrys: Thank you very much, we appreciate it. Next on our agenda, if you remember, and maybe some of you do, at the end of last year, our last meeting in April there were a number of questions about online grading and things related to that. So we've asked Julie Quinonez, Interim Registrar and Eric Langenderfer, Associate Registrar to come and tell us everything we could ever want to know about grading.

Julie Quinonez, Interim Registrar: My name is Julie Quinonez and I am here to discuss some specific questions that were given to me, but I am also open to any questions you might have about grading. I was first asked [in general] to review the grading process so you understand when to do what and what is what, that type of thing. So, this is also the perfect time to remind you that the grading system has been upgraded. You might've used this last term to grade, but the Banner system has an upgrade and it is known as XE- the module is called XE faculty grading. The midterm grading is on, so if you go to "input midterm grades," you'll use it.

At the end of the term we turn on grading, we make it available and ask that you submit your grades online. This new system, I'm happy to tell you, thankfully, you can now upload a spreadsheet and put your grades in that way- that hasn't been available, that's been requested since we went to online grading many years ago, but it is pretty cool. You can download your spreadsheet at the beginning of a term and then use that at the end of the term to upload your grades. You could export your grades on a spreadsheet from Blackboard and use that spreadsheet to upload your grades. You can have your own spreadsheet to use to upload your grades. If you do the Blackboard or have your own spreadsheet, it has to have the I.D. field for Rocket I.D. and it has to have a grade field, but other than that, you've basically got to upload it and it lets you connect the column of data on your spreadsheet with the column and XE grading. So we turn the system on and accept grades and once grading is on, we roll those grades to the student's transcript nightly, Monday-Friday. We don't roll it over the weekend, so it is Monday night through Friday night and that is through the entire grading period. So that directly impacts your ability to change a grade online.

President Humphrys: When do we have to use a paper form?

Julie Quinonez: Once the grade is rolled to the student's transcript, you can't change it through our online system. This is another great time to tell you that we're working on an automated grade change process. We hope to be testing it next week. We've seen it and tested it already maybe a month ago and we had to make some major revisions, so that's in the works as well. But, nevertheless, once the grades roll to History, you have to currently use a paper grade change form to make a change to that. Are there any questions about that?

Senator Edwards: In situations like that, could we at least not have to get the dean's signature? Every one of those has to get signed by the dean, that's ridiculous.

Julie Quinonez: We don't like to get them on paper either.

Senator Edwards: I understand. But if it's within a 24-hour period because the grades have rolled and you've made one mistake or one error, you have to get the dean's signature.

Julie Quinonez: Speaking…to that, it's been that way forever and you know this because you've been here for a long time, right? I can't actually speak to why that's the case, but my assumption is because the dean wanted to know if the grade was being changed. If the decision was to be made by those in charge that that wasn't needed, then we wouldn't want it either. But, it's been requested for years and no one ever, in my experience, proposed that that be changed.

So we grade and we roll. Students can't see the grade till we roll them and that's one of the reasons we roll them so often, because a lot of times you don't know you made a mistake until the student alerts you to it, so if we don't roll them, it just delays the clean-up process. At the end of the term if grades aren't submitted, we have to close out the term and we apply what we call, "NR grades" to every missing grade. We apply the NR and we roll it. NR means, "not reported." So what happens when an NR gets sent on to a student's transcript, Financial Aid puts a stop to their aid until that is resolved. When it gets sent on to SAP you basically cause them to not pass it. So the system says "you are not making progress etc." So it is really important to not let an NR get on a student's record. I think one of your questions might have been, when do we do that? It is usually about two weeks after grades are due. We try very hard to get any grade we can. There are many that are not submitted and if somebody calls and says, "oh, I forgot to submit my grades" maybe three weeks after they were due, we want them immediately. We want them to submit them; we don't wait for paper to get there and that type of thing, so, we let them grade online so we can get those things. They are still late, but they are submitted electronically. So it is during that time, about the two-week mark that we also roll the Completes to "F." So again, currently the grade change process is paper-based and we know that it travels through the campus mail sometimes, so we wait as long as we can to roll the Incompletes to "F's." With that said, you guys passed a policy here to change the Incomplete process back in March, right?

President Humphrys: I can address that. Faculty Senate modified the Incomplete policy to say that faculty would be given an option to be able to say, at the time they gave the student an Incomplete, that if a student doesn't complete the Incomplete within the specified time period allowed at the university, instead of giving them an "F," that student should receive a "C. In other words, if the student did complete enough of the course assignments to receive a "C" at the time the IN was awarded, that is what the student should receive if they never fulfill the additional required work—as opposed to the automatic "F." That policy has not gone forward to become an official policy yet. Julie, is this something that can be accomplished through the system--we don't want to create a policy that can't be implemented?

Julie Quinonez: Right. There is one thing that might be a problem, but I haven't had a chance to test it yet; part of the policy you drafted said that you can enter the grade that the student would earn if they did no additional work, right? So let's say that it's a "C." The policy as you wrote it says, if nothing was entered [then] an "F" is assumed, but I don't think the system will make that assumption. I think it is going to require you to enter an "F" so if you could live with that, then really there's not a problem with the policy as it's written.

President Humphrys: Right.

Julie Quinonez: I thought the very last sentence about tell a student if it converts the grade they have to re-take the course to get a higher grade and maybe at that point reference the GPA recalculation policy, so

they just don't think "oh, I will retake it and get a better grade," but they would realize that there's an additional step and that initial grade still exists, it's just not part of their GPA.

Asst. Dean Pollauf: So if they re-take the course, isn't there a process in the form that we have?

Julie Quinonez: Yes.

Asst. Dean Pollauf: So they do get that first grade replaced?

Julie Quinonez: Yes.

Asst. Dean Pollauf: I think I've signed them.

Julie Quinonez: And that was another one of your questions about how many times they can take a course and which one can be removed and that type of thing. So it works this way – as far as the grading policy is concerned, the student could continue to take the course multiple times. They are going to have some potential issues with financial aid- financial aid will restrict the number of times they will pay for it. Eric, correct me if I'm wrong, they'll pay for two instances of a passing grade, so an "F, F and F" is not the problem, it's a "D, C, C, C and D," but no matter what, if they use the GPA recalculation process the only grade that's going to be deleted is the first occurrence- the first time they took it, that's the only one. So let's say that they get "D, F, and A," only the "D" can be removed, any other occurrences will stay.

Past-President Keith: Can I ask you a question about that?

Julie Quinonez: Sure.

Past-President Keith: If they get a "D, F and A" and replace the "D" with an "A," where does that "F" actually enter into their GPA?

Julie Quinonez: As an "F."

Past-President Keith: So even though you take the same course multiple times, I thought they only counted the credit hours once.

Julie Quinonez: Well, in your GPA my answer was right. If it was a "D, F and A," the "F" would still count into your GPA as an "F" and so would the "A," but the "D" would not. For graduation purposes, hours towards a degree, you're right. If you have to have 120 hours to earn a degree and you earn six of them that, now I am losing myself. But they are not all calculated in the hours you need to graduate or to complete your program, that type of thing.

Past-President Keith: Okay. Is there a limit on the number of credit hours you can delete?

Julie Quinonez: Twelve. It is not uncommon, but it is not allowed- once you use this policy to your benefit – let's say you grade-deleted a grade- you can't later come back and say, "oh, well, this scenario is better for me, so add that one back." If they grade-deleted a "D" and they used their 12 hours, they want to pick that up, but we don't allow it.

Dr. Molitor: Going back to the policy on Incomplete grades, another part of this policy is if the grade reverts to the default grade, then the instructor that entered the default grade cannot change it in the future. Is that going to be enforced? In other words, does the Registrar have a way to enforce this policy?

Julie Quinonez: Well, when the grade changes are coming in and being processed manually, that's easy because you can see it and see the history of it. When we switched to online, we have to write it down -it hasn't been accounted for at this point, but it will have to be and we will do that. It is not a Banner

function, but you can do it. Anything else on Incompletes? Do you want to talk about PR's for undergrads?

President Humphrys: There was a question that we had last year about PR's, can they be used for more than graduate courses?

Julie Quinonez: Is there anybody here from Honors?

President Humphrys: Glenn Sheldon is a rep. but he is not here right now.

Julie Quinonez: Okay. Well, I have to start by saying, he was right.

President Humphrys: We're so glad that he's not here<laughter>.

Julie Quinonez: There was an issue, which I fixed today and so he won't have any trouble with that. His problem was that you could give a PR for Honors courses, but you couldn't give an IN, Incomplete. But, PR's for undergrads in general- if you read the grading policy it has a definition of when a PR can be used and it basically says, for special projects at the undergraduate level such as honors, thesis, and study abroad and undergraduate independent study courses. And it also denotes that work is in progress, so it is really a grade that means the course has spilled out over the term- the work has continued, unlike an Incomplete. So, we have the ability to make a course eligible for that. I remember a couple of years ago we set up some pharmacy courses and Honors is another example, and we could do additional courses, but the default for undergraduate courses is not to include PR. So if you had a course that meets the criteria for PR, we can do it; we just need a memo about it and how it meets it, it's nothing hard. But, keeping in mind that you can't graduate with a PR on your record, it is stated specifically in the policy. It should be used appropriately because when a student has a PR on his/her transcript as an undergraduate student, maybe they dropped out or went to another school or whatever – if that is not resolved and they come to UT, it's not going to go away and they can't graduate, so it's really not to be used lightly, which is my point. I think I'm finished. Are there any questions?

Senator Relue: Can you graduate with an NR on your transcript?

Julie Quinonez: There is no policy that says you can't. So, in my opinion, yes you can. Here's the deal, years ago in our old system you didn't have to give a grade- if you saw transcripts regularly, they were literally blank. So you would send a transcript out with a blank because the grades were never turned in and nobody missed a "beat," that was that. In Banner it works differently, but the system is different- it requires you to have a grade or it will never show up on the student's transcript and it will forever show up as an "in progress" course, so you have to do it. It morphed into this idea that it's a grade when it's actually not a grade- it's a "place-holder," if you will. If you want to pass a policy that students can't graduate with an NR, I will be happy to do enforce it.

Senator Jorgensen: So that means a student can in fact get a "get out of class free card?"

Julie Quinonez: Yes. But if they're on financial aid though, they are stopped; but if they're self-pay and if the instructor does not submit a grade, you are right.

Senator Jorgensen: That subverts the ten-week withdrawal deadline, which is our policy.

President Humphrys: Thank you so much Julie and Eric, we appreciate the information you have provided. The last item on our agenda today is Norm Rapino. Norm Rapino is the Executive Director for the Center of Innovation. After I put him on the agenda for Rocket Innovations I realized that that is not the only thing that Norm is going to speak on, so I apologize. Thank you, Norm.

Norm Rapino, Executive Director for the Center of Innovation: I promise this will take seven minutes<laughter>. On the second day I came here, on January 18th, I was fortunate enough to address this group. I told you my philosophy was "I work for faculty; I want to help them achieve their goals." I then met with the deans of all the colleges and many department chairs. I think I have already met individually with 40-50 faculty from a variety of Colleges in face-to-face meetings. I'm a program person. I help programmatically with things that will advance technology toward a grant and toward a real world impact. I do hate the expression, "real world-" I'm open to suggestions for a better phrase. At this point, after 9 months that I have been here, we've had 13 faculty members participate in the National Science Foundation I-Corps Program- each received a $50k grant and cumulatively that brought $650K into our Eco System. We've also had one SBIR awarded ($225k) to a faculty person whose project also took advantage of the I-Corps program. We think of the programs we do as a way to create grant funding opportunities for faculty projects. The $650K for I-Corps participation goes to provide faculty participants a virtually unlimited travel budget. Basically you can go anywhere, and talk to anybody about what you're interested in. That means you can also go and talk to program directors at the NSF and other granting agencies. You can go talk to anyone about a topic that is important to you, and I'm here to help you do that. I try to never say the words "commercialization" or "startup" because that's not what I am about. I am about helping you achieve your goals. The SBIR grant award that came out of the I-Corps team effort is accompanied by four PFI:AIR-TT grant applications submitted recently by faculty who also were part of the I-Corps program. I will close by saying I have met with people from: Natural Science and Math, Health and Human Services, Education, Engineering, Medicine and Life Sciences, Art and Theatre. I love ideas, and talking to people like you who have great ideas. I will close by saying again, I work with faculty. I am interested in what you do and I want to help you do it in a way that I can bring value from my world to yours. Are there any questions?

Senator Devabhaktuni: I just want to share my experience of knowing Norm. I was part of the first cohort i-Corps when Norm was actually not part of The University of Toledo; he was actually working with the University of Michigan folks. I happened to get the i-Corps grant and went to the workshop and Norm was helping faculty from all schools in the learning process from taking ideas from the research lab to the market place. So then he joined here and I spoke to him again and he remembered me. He convinced me that I could go to the i-Corps program a second time. What I really enjoyed about going to it a second time was at the end of the program, I realized I was able to train my second graduate student to really take his idea from the lab to the market place. Actually, I told Norm that I am going to go through the i-Corps Program as many times as Norm allows me <laughter>. Each time you get to work with a different grad student. The grad student is the real leader of the project; we just sign paperwork. This time around we were given $50,000 travel unlimited and I think I've used $1,500 of my travel and I believe I signed at least $20,000 for my grad student's travel across the United States to attend events and talk to people like Norm that are at other schools etc. This is really beneficial. If you do succeed and want to go further, there's an opportunity, the other grant that Norm has talked about because $200,000 on top of $50,000 will further explore your concept in the lab. I think anyone that is interested in taking their ideas in research to the market place, this is a great opportunity for you. I am one of the examples of someone who really benefitted from this program.

Norm Rapino: I do want to emphasize, of the money you get, the $50K that you'll get for the program - $15K can be used towards supporting a grad student in non-research activities- that's a lot of money for a grad student to get over six months, to do things that really create and develop, for them, an enhanced personal skill set. I was in a meeting with two faculty and one grad student before I came here today, and I said to the grad student "this I-Corps program is potentially more important for you than it is for them (meaning the faculty members), because it's going to give you a tremendous amount of valuable

knowledge outside of your technical training. It's going to be good for them as well, but it is really very important and useful for you." The students love it when they can participate. I would like to go to more meetings such as the one I had today - please call me. Many times faculty call me and say I don't really have a specific project in mind, and then when we meet and we "peel back the onion" we find they really do have one.

President Humphrys: Thank you so much, Norm. All right, are there any items from the floor? Hearing none. May I have a motion to adjourn? Meeting adjourned at 6:01 p.m.

IV. Meeting adjourned at 6:01 p. m.

Respectfully submitted,   Tape Summary:
Lucy Duhon, Executive Secretary   Quinetta Hubbard, Administrative Secretary