

CAS Faculty Senate Meeting Minutes

February 15, 2016

Senators present: Alborzi, Alcantara-Garcia, Carper, Cotsell, Galileo, Hayes, Johnson, Justice, Kaufman, Lambe, Leung, Ley, Matthee, Miller, Mink, Morgan, Morrison, Nauen, Nicholson, Patel, Rosenberg, Werth.

Senators absent: Barrier, Boyer, Criston, Cunningham, Davis, Gutman, Hestvik, Payne, Romero, Seraphin, Smith, Winn.

Agenda

The meeting was called to order by President Mink at 4:05 PM.

1. Approval of CAS Faculty Senate Agenda.

Moved, seconded, and approved.

2. Approval of minutes from [December 2015](#).

Moved, seconded, and approved.

3. President's Remarks

President Mink asked Senators to please attend the March Senate meeting, when we will go over more revisions to our college's bylaws. Dean Watson has returned his comments on the revisions which were approved by the CAS Senate last spring.

4. Guest - Provost Domenico Grasso

Provost Grasso spoke for about 50 minutes to the Senate about multiple topics and took questions. A transcript of his remarks and the questions and his answers follow. He stated that any time that we wanted him to come back, he would be more than delighted to do so.

PRESIDENT PHIL MINK: Dr. Domenico Grasso was named provost of the University of Delaware in January 2013. Prior to joining us he was the Rosemary Bradford Hewlett Distinguished Professor and Founding Director of the Picker Engineering Program at Smith College, the first engineering program at a women's college in the U.S. Provost Grasso's Ph.D. is from Michigan. He is an environmental engineer who studies the ultimate fate of contaminants in the environment and develops new techniques to reduce the risks associated with them. He is currently Editor-in-Chief of the *Journal of Environmental Engineering Science*, and he has served as Vice-Chair of the United States Environmental Protection Agency's Science Advisory Board, President of the Association of Environmental Engineering & Science Professors, and Associate Editor of *Reviews in Environmental Science and Biotechnology*. He has authored more

than 100 journal papers and reports, including 4 chapters and 3 books. Provost Grasso and his wife Susan, also an engineer, have 4 children, and they all enjoy hiking, skiing, camping, and travelling in Italy. If you would, please give our provost a welcoming round of applause.

[APPLAUSE]

PROVOST GRASSO: Thank you, Phil. I received from Phil some preliminary questions that I had my staff furiously working on to get you answers. So I'm trying to pull as much information together as I could to get you quantitative numbers. And I'd like to just start by talking a little bit about the first over-arching question, which was, how can CAS help in diversity. And, as you know, diversity's been a hot item on this campus for the last academic year, but in my office it was a hot item when I first arrived. And I was very dedicated to diversity. I created the position of Vice Provost in Diversity. I was very active and supportive of the NSF Advance Grant proposal that went in, committed a lot of resources from my office, and my personal time. And then we also submitted a Clare Booth Luce grant and committed resources to that as well. And we were very fortunate to get both of those in supporting our diversity efforts. Right now we are [NOISE OBSCURES] this past month we had three different [NOISE OBSCURES] we looked at diversity issues on the campus to identify what we're doing, where we want to be. I know that Dean Watson has committed a million dollars a year to diversity efforts in your college, which is really a mutual leadership move, and is a wonderful demonstration of commitment out of his college.

One of the things that we need to do that came out of this diversity retreat, which we're not doing very well, is assessing everything that we are doing, because we're spending, by a modest estimate, somewhere over \$9 million a year already in diversity efforts, but we don't know if that's money well spent. We know for a fact that we have duplications in different colleges; we're doing the same thing in different colleges. So we have to really try to assess what we're doing. And this is where you can be very helpful, if you can participate in assessments of our efforts around diversity, so that when we start in future activities, we can move money from existing activities or acquire new money to support these activities, so that we are sure that the money that we're investing [UNINTELLIGIBLE]. So that's one of the things.

Another thing is that, as you know, we were very emboldened this past week by passing the test optional criteria for admission to the University for Delawareans. But, again, this is going to be important for us to assess how these students perform here and whether this was a good move. So your efforts in helping us assess whether test-optional is a good way to go forward, which I think all indications seem to point in that direction, but we want to make sure that it's the right decision to extend it to out-of-state students as well. So those are some of the things that you could do around assessment.

Another thing is this whole issue of culture and support around minority groups. We have been able to attract increasing numbers on campus, but we have not been as successful at taking them all the way to graduation. And being able to attract them here is only part of the success story that we want to tell. The other part is helping these students get to finish promptly and one of the things that you've probably been following in the *Chronicle of Higher Education* about the bunny situation and Mount St. Mary's --, and if you haven't been following it, just briefly, the president said that he wanted his faculty to take away from the first year class and identify people that were not going to succeed and drown them like bunnies, because it would help their eventual graduation rates. And that is not, that is not our approach at all. I would much prefer

the approach, and I've been working with Chris Lucier on this, that small liberal arts colleges use. And the way they do it is they are very hard to get into, but [UNINTELLIGIBLE] prestigious schools. They are hard to get into, but the thinking is, if you get in, then you are going to be able to graduate. And then all the institutional resources and [NOISE OBSCURES] are directed to helping you get through the programs that you choose. That's how we should approach this. It should be a challenge to get in, right, because we are making sure that if you get in you can succeed, and that's why we're test optional. Once you're in, we should do everything in our power to make sure you succeed, not another barrier, another obstacle, and so I'd like us to think about that. That's a cultural thing that we can do here, to make sure all students are supported well.

And also, of course, there should be no place at all on this campus, in this city, in this state, in this nation for bigotry, and we've got to be ever-vigilant about this, and make sure that we call people out when we see that. So that's around the diversity issue.

I can move into the specific questions that you asked about. Would you like me to do that?

PRESIDENT MINK: We can have Q&A afterwards.

PROVOST GRASSO: OK, yes, of course, right. So excellence in teaching, perfect, first question. So the question was raised that some of our class sizes are super large and is it realistic to expect excellence in teaching as a promotion and tenure criterion. But I've got actually a lot to say about this, but I will [NOISE OBSCURES] I asked for an analysis of how many classes we have that are super-large. It turns out that 95.9, or 96% of our classes are less than 100 students. 86.7%, or 87%, are less than 50 students. So the vast majority of our class sections are relatively small, less than 50 students. So there are some large class sizes, and we have some outstanding teachers who teach them. Bahira Trask teaches a class of 350, and she is super in that class. Students chase her down the walk after class to tell her how great she was. So we have to, if ever want to teach those large classes, we've got to make sure that the right people are in classrooms to teach those. On the other hand, when we teach any size, whether it's 15 or 50 or 75, I think that there should be an expectation that our students are receiving excellent instruction. And I say that because I just came [NOISE OBSCURES] from a meeting with Senator Carper and a group of our students, and they were all talking about how they were financing their educations. And some of the stories were really heartbreaking, because they came from families that could not afford to send them here, and they scrimped and saved and they were doing jobs and they were taking out loans, and they were going to leave here burdened with massive debt. And from my perspective, we owe it to them to make sure that their education is excellent, and no less, that they are going to leave here [UNINTELLIGIBLE] come here and work extra jobs and do all that they're doing, we should make sure [UNINTELLIGIBLE] Also, just as you get the fuller picture, as you know, we do effort reporting on campus, and if we look at the departmental research component of effort, which is the amount of research that's [UNINTELLIGIBLE] every year of our faculty salaries are directed to supporting faculty research, and that's fair because we are a major research university. But what that amounts to is about 2500 students that are at this university and their entire tuition dollar is going to support faculty to do their research, not to teach. So when they do teach, I think that it is fair also to expect that the students get an outstanding education, because these students are coming here and supporting faculty to do their research as well and

allowing our faculty to be excellent scholars, with their subsidy through tuition dollars. I'd be happy to answer any questions on that. Yes?

SENATOR JIM MORRISON (Public Policy & Administration): I have a question. Let me ask you a question. How many education courses have you had in your undergraduate degree?

PROVOST GRASSO: Zero.

SENATOR MORRISON: Yes. Most of the faculty that I know are researchers, right? They really come in as expert researchers, and they've not really had any training in teaching basically, except maybe what they've witnessed. And I get, I just, get your reaction is, it would seem to me that you could argue with your approach, that we should do away with the College of Education and maybe just have a department to do research, and that the way you get teachers is, what you expect us to do, is be excellent, go to a few workshops, maybe go to the Faculty Commons, to be an excellent teacher. So I can see faculty being high quality, good teachers. But when you get to this standard of excellence, you're really saying to a faculty member, well, you've been prepared to be a researcher, and you really haven't had the experience, I mean, you're going to come in here and teach, right? And to set the standard so high just seems to me unfair.

PROVOST GRASSO: Well, I certainly understand your perspective, because we have not been trained as teachers. But we try to invest in things like the Center for Teaching and Assessment of Learning, and we try as much as possible to send faculty to workshops if they want to learn how to be better teachers. And I think that it is a process that is continually targeted to improvement, but I don't think that we should shoot for a standard that's lower than excellence. And I think that it's a question of how close you can get to it, and I think that, given the fact that most of our colleagues who are going to do the evaluations know the criteria, which is that we haven't had education courses, they would be a little bit sensitive to where people are on their trajectory through their careers. But I think that when you have a classroom and the students are in there, that they're there, and they're supporting this enterprise through their research dollars and their investments, and I think we owe it to them to try to be as excellent as we can in the classroom, and I fully understand your perspective that that's not how this system works, it's not set up like that. But when I was at Smith there was a sense then that the people, the faculty at Smith all came from top research universities, from Harvard to Stanford to Oxford, you pick it. And they weren't trained in that, but they were all dedicated to be teachers as well as scholars in their fields. So I think it would be a different perspective than what we've had in the past, but I think it would be the right perspective to have. John?

SENATOR JOHN MORGAN (Physics & Astronomy): Thank you. If I could follow that up, I think there's a very simple thing that could be done, and that is that, whenever a new faculty member is hired, to that person should be assigned a mentor who has been here for a while, who can talk with the person before he or she designs the first syllabus, sit in on a couple of the first lectures, just help avoid obvious problems, which I don't know how often it's done.

PROVOST GRASSO: No, that's a good point, and I've asked [Vice Provost] Matt Kinservik to try to build a mentoring network for all new faculty members, and mid-career faculty members as well, because it's not just about how you put the syllabus together, but how do you navigate going from associate to full professor, what the expectations are. So Matt is actually supposed to

be working on a mentoring network, in each of the colleges, to do exactly what you're proposing. But it is, you know, it's, and I don't know, Jim, if, it's not a question of quantity of teaching, because a lot of faculty have varied teaching loads (we should all have the same workload, it's just varied in composition), but it's a question of, when you are in the classroom you should be as dedicated to excellence there as you are to excellence in your laboratory, field work, or library when you're doing your research. Yes?

SENATOR STUART KAUFMAN (Political Science): I've got a follow-up on that as well. So looking beyond the issue of just faculty when they first get here, every year we get evaluated, right, so every year in every department there is going to be somebody who is rated the lowest in teaching. So my question is, what is your understanding of what ordinarily happens in departments when a chair has to tell a faculty member, "you're the lowest rated teacher in our department". What do you think then happens in regard to improving that person's performance, and what do you think should happen?

PROVOST GRASSO: Well, first I hope that when you say that they're rated and they're rated the lowest, that it's beyond student teacher evaluations, because that is a small part of the whole overall evaluation. And I think that being the lowest does not necessarily mean it's bad thing, because you could be a department filled with outstanding teachers all across the board, and you're, you know, at the lower end of an outstanding group that does not mean that there's a problem there. But if there is a problem with the teaching of an individual, then the department chair should work with the individual to try to improve their teaching capability, whether it's pairing them with a mentor, or sending them to workshops, or getting them some other help in that regard. But the whole goal is not to make it a punitive type of review, but a way to help improve the faculty member's performance so that the faculty member is successful and the students are happy that they're getting a great education. So I think that that would be my approach. John?

SENATOR JOHN MORGAN: Could I just follow up briefly on the issue about the students graduating with a lot of debt? I believe for many years now our University has had the so-called Commitment to Delawareans, which is supposed to be meeting the demonstrated financial need of Delaware residents, so if we admit them –

PROVOST GRASSO: No, they will graduate with no more than 25% of the total cost of attendance. That's the Commitment to Delawareans after they meet the family expected contribution; expected family contribution.

SENATOR MORGAN: So they do have to put in - .

PROVOST GRASSO: Oh yes, I mean, if you have to evaluate the family's ability to contribute. That's put in, then what's left over is parsed out in terms of scholarships and loans, and the loans will not amount to more than 25% of the entire cost of education. But that's after the family's contribution, unless all the family want to contribute.

SENATOR MORGAN: So it could be as much as \$10,000.

PROVOST GRASSO: Oh it could be, very much. And there were students at the talk, there was one --, it was very heartbreaking actually, you know, there was one student talking about how

her mother doesn't have a job and they actually moved from New Jersey the year before she started school to set up residency because she wanted to go to Delaware, and they came here and her mother's had intermittent jobs; she's graduating with a lot of debt, she wants to go to law school but she can't afford law school. The stories were very troubling. And I know that the students bear some of the responsibility, but when the students come from families that don't have parents that are knowledgeable, and you've got an 18 year old student, it's hard to ask the student to really understand what's going on. And then the parents don't understand, and this particular young woman was from Uruguay, so her parents didn't even speak English well, and the whole situation is very troubling. And that's why I think that we owe it to them to make sure they get the very best education they can, so they can go out and be very successful, because they put a lot on the line.

OK, we can come back to this. I'm just keep going on to another easy topic, Academic Analytics. So I understand that there is some concern about Academic Analytics, and I want to explain how we're perceiving this. We're perceiving it as a tool to help us understand our faculty performance. We're not using it in any evaluative capacity for individuals or for departments, and right now, what we are doing is we're rolling it out, letting people play around with it and get a sense of how it's reflecting the performance of your departments. And you can adjust it. And if you think that it's not counting the right things, we can go in there and change that; that's why it's out there right now is for you to take a look at that. And then we can normalize it and look at performance per faculty member, because we can't compare ourselves to schools unless we normalize for faculty size. There are different universities out there that are much larger, universities that are smaller, so we have to look at how our faculty are doing in areas that you agree are the metrics that you want to use for your departments, and how you compare to other universities. And I have to say that, for a lot of our departments, if you look at our faculty performance against the AAU [Association of American Universities], that we are very, very competitive. And as with many things, we're going to have to be in the AAU for many years virtually for many years before we get in actually. So I think that we're there in a lot of instances.

One of the areas, if we compare it to the AAU, and I'm not saying we want to be in the AAU, it's not necessarily a goal but it's a good benchmark to use for comparison, but one of the things that we don't compare well on is the graduate student population here, when we look at the relative [number of] Ph.D. students compared to our faculty size and our undergraduate population. And if you look at the AAU as a whole, that the AAU publics, which is the group that we're benchmarking to, we don't have as many Ph.D. students here as some of the other schools that we would consider our peers. But our faculty, interestingly enough, are performing at the same level, and are doing so with higher teaching loads and fewer graduate students. So it's an interesting comparison. It will help us decide how to use our resources in the most effective way. So that's the real use of the Academic Analytics.

SENATOR MORGAN: So I guess the follow-up on that is that, according to the article in *Inside Higher Ed* in December [2015] and a lot of other information, ordinary faculty could not, in fact, see how many publications they are supposed to have authored and so on. That information was available only to administrators, according to some licensing agreement with Academic Analytics, and so you don't even know if you're being evaluated properly. That just seems to me to be a really serious problem.

PROVOST GRASSO: Right, but that's why we're not going to use it for personnel decisions. What we are going to use it for are departmental assessments. And the department chair should be able to look at different faculty members and decide whether it is reflective of their CV's or not. And he or she can share that with the faculty members, I think, as he or she deems appropriate. But it is a licensing thing, that is right.

SENATOR MORGAN: But wouldn't it be better just to have a completely transparent system?

PROVOST GRASSO: If we could do it, I would do it. I don't know if it costs an astronomical amount of money, but I know that they typically stop at the department level, in terms of the access.

SENATOR MORGAN: What are we paying for Academic Analytics? Something like \$100,000 is typical of what universities pay.

PROVOST GRASSO: You know, we have so many different contracts I don't know what Academic Analytics is charging.

SENATOR MORGAN: I think it's not only faculty in this college who are interested in these questions.

PROVOST GRASSO: I think they're good questions. And I think that if we get faculty involved we'll get a better product out of it, so I'd like to do that.

So shared governance, OK? They keep getting easier. [LAUGHTER] My definition of shared governance is that hopefully we work together on important topics and we get advice, and then make decisions collaboratively, to move forward. Now one of the problems with shared governance is that if you have a collective, like a senate or a faculty, that someone eventually has to have responsibility for the decisions that are made, and it's typically not the collective, because when institutions have to be accountable to federal regulations, for instance, it is an individual who is held accountable for that.

So I think that shared governance has to somehow accommodate the role of both the collective, the faculty that have the responsibility to ensure education and governance of the institution, and the responsibility for fiduciary issues and for regulatory issues, which both come down to either the president or the provost, typically. And, AAUP, I think in 1968, has a very nice definition of shared governance that talks about this partitioning of responsibility and authority. And I think that this is why Article III [of the Bylaws of the Board of Trustees] is being revisited by [Acting President] Nancy Targett now, at the request of the Board.

SENATOR MORGAN: If I could, can I follow that up with a comment, which is that, on the accountability to federal agencies and the like for regulation, I agree that it's someone at the top who is going to bear the burden if something has gone wrong. In the unlikely event that our university got itself into serious financial troubles, like financial exigency, it would enable the university to start laying off tenured faculty, and faculty would bear that very directly. So I think we all have an interest in making sure that our university's budget is in good shape.

PROVOST GRASSO: Oh, absolutely, I'm not even - , financial exigency would be an extreme situation, but it would be a situation where, let's say that the Senate decides to pass a resolution to start a school of medicine, right? Which they could. And that would require a massive

infusion of resources. So someone has to be a guardian of that resource allocation. So those are the types of things that I think we need checks and balances on. Jim?

SENATOR JIM MORRISON: Yes, shared governance. The process of, for example, selecting associate deans, deputy deans, you know, [for] the colleges, and I guess you could say the same thing for deputy provost and so forth, right? What's your reaction to faculty input into that process?

PROVOST GRASSO: Well, I think I've demonstrated my reaction, because all of my appointments have been open searches and I've asked for faculty input. So I'd like to make --, especially coming in from the outside, right, so I've only been here two and a half years. Even though I was appointed in January I didn't start until August [2013], but so I've been here about 2½ years and I wanted to get as much input as I could from the faculty when I was making appointments and take their opinions under advisement. I think it's critical to get as much input as you can in making these appointments. But in the final analysis, I think, it's obviously the dean or the provost who makes the appointment, because they have to work with their staff and they have to pick the people that they feel that they can work with. But they should get as much input as possible on.

SENATOR MORRISON: Well, really, the question is more about the dean's level, in terms of the openness and the process. It seems that, and I'm not sure about the other colleges, but in the College of Arts and Sciences we seem to have 4 or 5 associate deans. And I don't know how many deputy provosts you have, but it's probably, what, 8 or 10?

PROVOST GRASSO: No, no, I wish I had 8 or 10! I have two deputies and one, ..., three vice provosts.

SENATOR MORRISON: That's 5, 6. Because the question becomes, I guess they are also on the border here about allocation of resources, and that the administration seems to, like when you have a need, right, you get a diversity person to take care of that need, you have a Title IX need, maybe you hire a Title IX person. And I guess at the dean level it's the same way, you find you need somebody and you go hire. But sort of a combined shared governance and allocation of resources, I guess I'm trying to find your perspective on the role of faculty in that process. To me, allocation of resources is the most important aspect of faculty governance. I mean it's, to me, as a faculty member, and we know under RBB ["Revenue Based Budgeting"] that whole process is all about allocation of resources and faculty input and faculty opportunity to be part of the decision-making process. Of course that turned out to be a little different. So I guess I'm trying to get your perspective of the allocation of resources, the opening of new positions, and that process, versus the role of faculty.

PROVOST GRASSO: Well, I think faculty play a major advisory role, and in the final analysis the dean is essentially the CEO of the college, and they should be able to deploy their resources in a way that they are achieving their mission. And excellence in research and scholarship and excellence in teaching and service are the primary missions. So if a dean feels that they need a new person to - , for instance, Tunde [Ogunnaike, Dean of Engineering] created a position of Associate Dean for Diversity. And he needed someone to really focus on diversity. He actually took someone out of your college, Randy Duncan, to fill that slot. So I think that it's a balancing act for the faculty, you know, I see the shared governance idea almost like a law firm where you have partners, and then there's a managing director that is responsible for running the whole

thing. But the partners are the faculty that have a sense of ownership. A word that's not used very often that I think is appropriate for the whole shared governance idea is the word "compact." I think there should be a compact between the administration and the faculty, so that there is clearly an expectation on both sides of what we need to do to be successful. So it's not just a question of a one-way flow, it's a collaborative, where we're working together, and we're invested in each other's success. And that's how it should be.

OK, the last thing, and then I'd be happy to answer any other easy questions, is the budget model. So we have a new budget model. The last budget model was very confusing and very complicated by anybody's standard. Before I even arrived on campus, in the spirit of shared governance, I sent the deans a request that summer, that I wanted them to write me a white paper on what their view of the RBB model was, and what they saw their problems to be, and what the issues were, because even during the interview process I heard a cacophony of opinions around that. So they wrote me a white paper. It was clear we had to do something. So right after I arrived here, we put together a committee and we included faculty, staff, budget staff, and administrators, on the committee, and we tried to work out a new view to a budget model. We brought in a team of outside individuals from other universities that had RCM models of different flavors, and we put together, after 2½ years almost now, a new budget model. And the model we have now is a tax-based budget model.

The last model we had was an allocated cost budget model. This is much cleaner, it's much easier to understand. The revenue is given to the college that produces it; the expenses are charged to the college that produces it. There's a little bit of subvention or incentive for research, because the state allocation is based on the expenditures in each college, so if you have a large research expenditure in a college, you get a larger percentage of the state allocation. But you don't get the tuition dollars that a particular college uses to support their enterprise, and that was the old model where if you did research you ended up with tuition dollars from another college. So that has gone away. It's a cleaner model. We're running it in the shadow mode right now, and we've already found things that people aren't happy with, and rightfully so; we found things that we did not see, and that were, even though we had a lot of people working on this, that were unintended consequences. So we're going back and tweaking a few things. But hopefully it will be easy to understand. Your dean is the one, he's going to get, in this particular case, he's going to get all the budget stuff and he can share with you, I think to your content, what the model looks like, because it's very clean and easy to understand.

OK. Now I'll open it up to easy questions. John?

SENATOR JOHN MORGAN: I'll make more of a comment than a question, which is that you mentioned what would happen if the faculty voted to start a school of medicine, which obviously would be several hundred million dollars to start up, but I don't think the faculty are likely to do that. And to take another example, in December 2010 it was suddenly announced, with essentially zero input from faculty, that the University of Delaware was considering starting a law school. And then there was a committee set up, which I think was chaired by [General Counsel] Larry White, to look at what would be involved. And 6 months later the conclusion was it would cost \$250 million in start-up and it wouldn't be feasible, especially since there's a huge glut of lawyers looking for jobs. But I think there was hardly any faculty involvement in that process at all, in the consideration of it. And I think actually the faculty would tend to be

more conservative than the administration, at least locally here, in trying to initiate costly new programs, because they know it's going to have consequences on their own budgets.

PROVOST GRASSO: And I appreciate that caution, but I think we still need the checks and balances because you could --, all right, a medical school is an extreme case, right, but you can imagine smaller programs that could require resources, and the [University Faculty] Senate, rightfully so, did a very nice job of vetting the Speech Language Pathology Program, and looked at the dollars and cents. But so did the provost on this, to make sure that we're able to cover it, and if there were going to be additional resources, that we could identify them so nobody else is going to get hurt. But any type of program like that has to have additional review at the administrative level, to make sure that it's not a duplication and that we can support it downstream of the initiation of the program.

SENATOR MORGAN: I think we agree completely on this. Both faculty and the administration should be closely scrutinizing things.

PROVOST GRASSO: I think the better that the faculty and the administration work together, the better the university will be. I mean, if there is tension there, it's just not a good situation for anybody, whether administration, faculty or the students. I think we want to be on the same page going in the same direction. That's why it was so critical, so critical that the strategic plan ["Delaware Will Shine"] was written by the faculty, adopted by the faculty, and it didn't matter if we were in the search for a new president or a new provost or a new dean, or whatever, it had to be owned by the faculty, because that plan should transcend the administration; it should be a community compact about how we [NOISE OBSCURES] in the future.

SENATOR JIM MORRISON: The College of Arts and Sciences, in your view, and this is besides diversity and the new academic core, what are the three issues that you think this College of Arts and Sciences is going to have to face in the next three or four years, that we should be addressing now to make sure that we can, as a college, do what we are expected to do. What are the three issues that you think the [CAS] Senate should be looking into?

PROVOST GRASSO: For just Arts and Sciences?

SENATOR MORRISON: Just Arts and Sciences.

PROVOST GRASSO: Well, I think one thing that's facing Arts and Sciences at universities or colleges across the country is the validation of a liberal arts degree, and how that's going to play out in the future. Because things --, and I am not a big fan of this, even though I am an engineer --, things have moved to much more vocational perspectives and people are talking about ROI's ["Return On Investments"] and what are you going to make when you, and there are a lot of rating systems now. I didn't like *U.S. News and World Report*, but some of these others are way worse, right? It's about how much you're going to make right out the door, not what your life is going to be like 50 years out there. So I think that that is something that the college really has to grapple with, and really come to the table with something that's compelling for students to understand the importance of a liberal arts degree. I also think it's going to be tied in very closely with that, it's going to be in a world that is going to be constrained in resources. How do we support the scholarship of our humanists, social scientists, and artist colleagues that don't

have access to outside funding. And we have to find a way to do that, so they are as successful as our chemical engineers and chemists and biologists. So that's another thing that I think is going to be facing us. And finally I think that, and this faces, maybe this should have been first, this not only faces Arts and Sciences, but the whole university, is that we have to be a much more diverse and inclusive institution, at the collegiate level and at the university level. We have to be able to reflect the hopes and dreams of our society as a whole. We have to be able to provide opportunities for everybody and make sure that the education that people receive here is one where people feel that they have been enriched by the diversity of the institution, not just in their education, but in how we have organized and conducted ourselves while they're here. So I think that those are the important things. There are probably a lot of others that will probably relate more to finance, but I don't think we really need to talk about that.

But the Gen[eral] Ed[ucation] --. Let me just say something about Gen Ed, because that was on the list. And I know many of you have been at these faculty dinners that I've had and we talk about different things. But one of the questions I ask is why is it that, and this is something that, like your college and our faculty [UNINTELLIGIBLE] why is it that it's 120 credit hours to get a degree in Biology or in Fashion or in Nursing or in Physics or in Engineering? Why is it 120 credits for all those degrees? Is it that the base knowledge is exactly the same for all those different disciplines? And why is it that every course we teach is a 3 credit course, 3 or 4 credit course? I mean, have we been able to, we're so smart that we've been able to break down all our disciplines into these same little bites? And why is it that all the courses take 15 or 16 weeks? Right? I mean, it's really amazing. And we've done it because it's an efficient way to deliver a curriculum. But the reality is that, in the 1800s and before, there was a classical education, and that identified the body of knowledge that anybody who went to university should have, and that was the classical education. And then in the late 1800s and early 1900s, schools like Harvard and Hopkins decided to introduce things called majors, and the majors started to edge out the classical education. And that was called Gen Ed pejoratively, right? So then the majors came in with the same amount of time, because the classical education took a certain amount of time. But we kept that amount of time, edged out the Gen Ed, which was the classical education, jammed in to varying degrees the professional or vocational education, and now we're in this very peculiar position where not everybody that graduates from different universities is considered to be educated in the same way, because different universities have different Gen Ed requirements. So each university has a flavor of what it means to be generally educated at that university. So that's why it's important for us to think about what we're doing with our Gen Ed requirements. What do we want a UD degree to mean in the world? What does it mean to be a graduate of the University of Delaware? So, John.

SENATOR JOHN MORGAN: I can answer one of your questions, which is about why all bachelors degrees require the same number of credits. It didn't used to be that way here. About a dozen years ago a former provost and the people in his office thought it was important that there be the same number of credits for all bachelor's degrees. My department, and most departments in the College of Engineering, had something like 128 or even maybe 132 credits.

PROVOST GRASSO: And we still have that in engineering.

SENATOR MORGAN: And I think that it would be good, actually, because we had a more rigorous bachelors of physics program, say a dozen years ago, than we do now, because it involved a couple more physics courses, which had to be cut out.

PROVOST GRASSO: I guess where I was going was, I would love us to be able to think from a *tabula rasa* perspective and just have a blank slate and say, what would a degree, what would these degrees look like, what would an education here look like, if we didn't have this history? What could design here? Could we be different? You know, UD is an institution that has enough history and prestige that it does not have to feel like it has to conform. It could be like Stanford, or MIT, and say, we're going to do something different; we could lead the way. We don't have to be catching up to somebody else, we could be the leaders. We could say, and we are, we're one of the few flagship universities in the country that has gone test-optional. We're one of the few flagships that have gone test-optional. We are actually daring to be first, living up to our motto, in that regard. But now we've got another opportunity here. What else can we do that's very cool and clever and think out of the box? I mean, MIT put its entire curriculum - , you don't even have to pay to go to school, here, our curriculum's up on the website. And Stanford did the same thing with Coursera. They went so far as to say, we're not only going to put our curriculum up on the website, we're going to go out there and collect courses from all over the country, all over the world, and put it up on the websites. So what could we do that we would feel that we're leading the way on? I mean, these are just things that I like to think about when I'm not thinking about anything else, but these are exciting opportunities for us. Yes.

SENATOR MARTHA CARPER (Fashion & Apparel Studies): I have a question going back to the diversity issue, and my question is, you really have to get to these kids, even before they enter the University of Delaware. And are you looking at how do you go to these prospective kids before they get to Delaware, working with them through either their school or their non-profit? A lot of the problem occurs even before they get admitted to Delaware.

PROVOST GRASSO: Oh, that's so true. And we are actually, we have \$3 million from the Give Something Back Foundation that identifies cohorts in eighth grade. And we work with them, a group of 50 students that we work with all the way up through high school. And they get to come to the University of Delaware and their tuition is all paid for. That's a small group. But we're doing, we're trying to reach down into a variety of different programs through enrollment management and other programs that are in the colleges, to work with students in that area. But that's absolutely true. And you probably saw last week we started a community engagement initiative and named Dan Rich as the director of that. And he is very tied into and committed to the educational system in Wilmington, as at least one place to get started, and hopefully reaching out to a variety of different places.

But even before high school you have to go down all the way into the elementary schools and really work, and I think working at that level would really transform this state. I went to a dinner in Wilmington, at the Wilmington Club, where they brought in people, and they had ten tables with ten people at each table, and they wanted the best ideas to transform the state of Delaware. And one of the ideas that I voted for that did not get enough traction, was to blow up the school system in Delaware and really start from the ground up and rebuild it and do it right. So, I mean, this was really big ideas, so that was one of them.

And Dean Watson has joined us.

DEAN GEORGE WATSON: I need you.

PROVOST GRASSO: You need me. Oh, OK.

PRESIDENT PHIL MINK: We do want to thank you for coming today; it's tremendously helpful. [APPLAUSE] It's been several years since the college has had the benefit of a provost visit.

PROVOST GRASSO: Well, I enjoyed it and any time you want me to come back, I'd be more than delighted.

PRESIDENT MINK: Us too, let's do it then. Thank you for answering all those questions. Good luck in your meeting. Thank you again.

5. New Business – Presented by COCAN Chair John Morgan

COCAN Chair Morgan said he will send out an email to CAS faculty asking for volunteers to fill CAS committee vacancies for next year. There are about 10 vacancies. On the CAS P&T Committee there are 4 vacancies which must be filled by tenured faculty. A transcript of COCAN Chair Morgan's presentation, with comments by President Mink, follows:

COCAN CHAIR MORGAN: As the Chair of COCAN, I have gotten started with the task that needs to be carried out this spring, namely of making sure that all of the college committees for the coming academic year are staffed with a good group of people. And I have sent out emails to most of the committees, actually, I guess except for my own COCAN committee, asking faculty whether they're willing to continue for another year, or if they would prefer to step off. And where you see names against a green background in this column, faculty have agreed to continue into academic year 2016-2017. And where you see red, someone has stated they'd like to step off, and those are vacancies that will need to be filled. And in a couple of cases I haven't yet heard back from people where there's just no color here; hopefully I'll hear something from them soon. And so what I'm planning to do is some time later this week send out an email to all the college faculty, all 580 or so, asking them if they would like to volunteer to step into one of the vacancies that we will have. And when I have assembled those responses, I can then figure out, together with the other members of the COCAN committee, how best to put people into some of the slots.

PRESIDENT MINK: One thing, John, George [Watson] insisted last May, and he has repeated that insistence several times, that we have more than one candidate, at least for the President-Elect position. And I think that's something we probably should emphasize as we move into the spring and into May.

COCAN CHAIR MORGAN: I agree, and I can certainly include a solicitation for volunteers to stand in any email that I send out to all the faculty.

PRESIDENT MINK: And the reason for that is that our bylaws require that we have more than one candidate, our current bylaws, and actually the new ones too, so I think we do need to address that, if we can. We've got to find two people.

COCAN CHAIR MORGAN: Yes, if we can. I'd have to say I have gone back through the minutes for the past several years, and I'd say more often than not, it seems there was only one candidate for these College Senate offices. So what happened last year was not really an anomaly.

PRESIDENT MINK: Well, for whatever reason, it did become an issue, so. These are important committees.

COCAN CHAIR MORGAN: Yes, yes. And if anyone would like to volunteer on the spot for filling one of these committees. In particular we need to get 4 tenured faculty on the Promotion and Tenure Committee, where there are term limits; faculty can serve only two years consecutively on the P&T Committee.

PRESIDENT MINK: Very good, thank you, John.

COCAN CHAIR MORGAN: OK, thank you. Are there any questions from the audience?

PRESIDENT MINK: Right. Thanks for doing it.

6. Old Business

None.

The meeting was adjourned at 5:02 PM.