CALL TO ORDER: 12:08 p.m.

COMMUNICATION OFFICER’S REPORT: Minutes of October 4, 2012 were approved with one abstention.

EXECUTIVE COMMITTEE REPORT

- The chair (Paul Tymann) and Julia Lisuzzo (Chair of Staff Council) had just met with the President in regards to the Cost Containment reports and the President has reviewed them. These will be placed on his website next week and RABC (Resource Allocation and Budget Committee) is being asked to review the Cost Containment reports before the end of November and to bring a report to senate. Jeff Lasky, chair of the RABC will be contacted in regards to this request.

- There is a Smoking Task Force that is reviewing the Smoking Policy and are in the process of forming a committee which they want to have include some Campus Environment Committee members.

REPORTS & PROPOSALS

INTERNATIONAL EDUCATION

PPT Presentation: http://hdl.handle.net/1850/15441

James Myers, Associate Provost for International Education and Global Programs presented today on International Education. The report includes giving a preliminary look of high level concepts of International Education and some needs in regards to faculty participation and governance. There was a Global Education Task Force formed in 2011-2012 which Academic Senate sanctioned as the International Education Task Force (IETF) and included 11 members from across the colleges as well as representatives from International Student Affairs and The Wallace Center. A broad and comprehensive charge was given with 15 specific recommendations within 6 categories. J. Myers asked the Provost if these recommendations can be used as the department’s plan of work.
The charge to the IE Task Force can be seen on the PPT via the link above. Some of the charges were highlighted in greater measure and can be viewed on the PPT in red font. The charges reflect the intention and scope that RIT is looking at and reflects our intention as an Institute.

Three major themes from the Task Force report included the following:

- **Comprehensive Internationalization** – holistic faculty (stakeholder) led infusion of international and global learning across the university.
- **Faculty engagement and leadership** – faculty must lead the process through the professional and general education curriculum.
- **Enabling student mobility** – expanding opportunities for students and faculty to have international learning experiences.

Premise and approaches per International Education was shared. In regards to this a quote from Hans de Wit (2012 AIEA webinar) was given: “Internationalization is not a goal in itself but a way to enhance the quality of education and research and their contribution to society.” We need to integrate International Education into the fabric of RIT and not just give faculty more things to do (not a heavier load).

The big picture of Comprehensive Internationalization was shared (see PPT). RIT needs to look at how faculty become more involved with international education. J. Myers said many times we look to Gen Ed as the only place in curriculum where internationalization can occur. However, he noted there are many opportunities to internationalize the professional aspects of the curriculum in ways that enrich the disciplines. The example was given of the Japanese and their approach to computing can be entirely different than here in America. In regards to policies and procedures, simple student exchange agreements and other basic issues must be developed and failure to do so may present some risks. The faculty must be engaged at all levels of International Education – from transforming the curriculum to developing workable policies.

The priorities were shared (see link to PPT) and there must be a supportive culture. Engagement of faculty will lead to partnership which leads to greater student mobility.

The GETF (Global Education Task Force) governance recommendations were shared. (See PPT). There is a need to work collaboratively with the Associate Provost for International Education and Global Programs and the Academic Senate to provide appropriate guidance on academic issues as they relate to International Education. An established standing committee should be established in regards to International Education and Global Programs and the work of this committee should be coordinated with other RIT committees, including the International Education Working Group and the Global Education Council and the chair(s) of the Standing Committee be invited to sit on these other institute committees.

The great need is to have faculty involved in every aspect of its implementation to ensure alignment with other curricular goals and the effective use of resources. There are a number of major policy issues that will accompany a comprehensive internationalization initiative.

Discussion and Q&A ensued.

- J. Hertzson thanked Associate Provost James Myers for this report and seeing a committee formed soon regarding International Education. She volunteered to serve on this committee as she has worked much with Study Abroad and there needs to be more support for this at the university.
- E. Saber: From a research perspective, we need to strike specific partnerships and get top quality students to come here from other countries. What are the next steps to make this happen?
J. Myers: Strategic and tactical things have to happen. We have to see how to support the set of goals we share, including the Graduate experience through faculty engagement and we must look at ways to share and leverage resources to achieve multiple goals related to international research, education, and co-curricular activities. So we have to look at our budgets and get faculty involved. At the tactical level, it is necessary to get faculty talking more as the expertise is on our campus, and get them into peer to peer environments where they can share their expertise and develop creative models for teaching and research abroad. Strategically, through governance, some things can be done to help us with a strategic plan. In CLA there is an International Committee which is an interesting model. And having college curriculum committees involved is important as well because it is at the program level where internationalization can really make a meaningful difference (i.e. STEM education, etc.).

- E. Saber: Q: What metrics can you use to be successful?
  A: There are concrete outcomes that can measure this (i.e. do we have partnerships, number of students traveling abroad, research funding, etc.) More substantive methods would be “what are the learning outcomes for the students” etc.

- Ram: The Student Affairs Committee is looking at the co-curricular activities that you have listed and they (SAC) would benefit from talking with you (Jim Myers).

- J. Myers: We have a cross-divisional working group called the International Education Working Group. This is an administrative group that includes representatives from each major division; Jeff Cox and Stan VanHorn from Student Affairs, Diane Ellison from Enrollment Management, Greg VanLaeken from Finance and Administration, Craig Smith from Development and Alumni Relations, and myself, representing Academic Affairs. This group does not set policy; it simply advises on processes and administrative issues related to international students, global programs, study abroad, and other aspects of international education.

- Ram: RIT has done a lot in Kosovo and Croatia and can the structure be pushed forward as those things take a lot of time.

- J. Myers: Those in India meet with peers and come to a consensus and there is opportunity where we look at research and can build off of this. And the knowledge that exists at RIT we can build off of as well.

- H. Shahmohamad: As the new Associate Professor, as last year we did not have an Associate Professor overseeing International Education, what are two questions for faculty pertaining to international education?
  J. Myers: My own international experience has shaped my response here. I think you can learn about both the other culture and American culture when you travel abroad. I really didn’t fully comprehend American culture until I lived in another country. The two questions I would ask are:
  1) How does culture and internationalism bear on the subjects we teach?
  2) Is there a way that I can create international student mobility through the courses I teach (i.e. study abroad etc.)?

- M. Richmond: Being interested in the business model one relies on three business models:
  1) Using general tuition money (from all students at RIT); 2) Using tuition only from students who participate in International Study; and 3) Using external sources of money, such as federal grants.
  J. Myers: RIT relies on all three that were mentioned. Yet we rely too much on other institutions as well and need to recover some of those resources. We have the opportunity to deliver outside of the United States yet it may be a tough road to get government help yet there will be funding.

- C. Hull: I hope this is successful and I have confidence in your approach. It sounds like you are using a “bottom up” approach, not just a “top down” approach, meaning that the ideas can come from us as well as the people at the top. What mechanisms do you have for faculty to bring this forward?
  A: We have it at the college level and can sort out priorities. Across the colleges it is our
responsibility to create some platforms and this is a balancing act. There are a number of Fulbright Fellows but there is low participation of former Fulbrighters and we could host a forum for Fulbrighters regarding International Education. Additionally we have a number of strategic partnerships where our faculty has been engaged and we plan to host forums for them to share their experiences and strategies for starting up programs and conducting research.

- C. Hull: India and China are countries everyone is getting into but some countries have no one going there. Shouldn’t we try to get into these other countries as well? Also, how do you see ILI in conjunction with international education?

  J. Myers: We have a number of strategic initiatives that are incredibly complimentary. For example, the ILI and our goals for international education compliment each other. Technology enabled learning can help us connect cross cultures and find good strategic partners. Engagement with other countries can be supported through innovative course design and this interaction is both achievable and very important. And Intersession, what will this look like and we can internationalize this as well.

- H. Ghazle: The Persian Gulf is in need of the advanced expertise we have in the medical field here in America and at RIT and there in the Gulf there is a dire need for training and expertise and we can play a role in advancing this and this can be a major impact. Let us know (CHST) how we can be a part of this.

P. Tymann said the Global Task Force was formed in spring 2011 and given the importance of International Education, he proposed to re-establish the Global Education Task Force for another two years, using the existing structure but forming a new committee. Each college would have one member representative serving on this committee. E. Saber noted that we need people with experience in this area. J. Hertzson recommended that Jim Myers form the committee as voting in someone does not always vote in someone with expertise. P. Tymann said a new set of charges for this committee would come forth. One elected faculty member from each college would serve on the committee, the same process as the Standing Committees.

A. Phelps read from the March 2011 AS minutes when the senate endorsed the former Global Education Task Force.

**Motion:** The senate will call for nominations and continue to utilize a Global Education Task Force for the next two years, or until such a time as the request for a permanent standing committee has been evaluated through review of the charter.

Jim Myers said he would like to convene this new committee by early winter quarter.

The motion was seconded and carried with 26 in favor, 0 opposed and 4 abstentions.

**ILI (INNOVATIVE LEARNING INSTITUTE) REPORT**

Report and PPT Presentation: [http://hdl.handle.net/1850/15429](http://hdl.handle.net/1850/15429)

Provost’s Town Hall Fall Town Hall Meeting per ILI:  [Responding to the Changing Landscape: Innovative Learning Institute](http://hdl.handle.net/1850/15429)

Mike Laver, Academic Affairs Committee (AAC) Chair presented the Academic Affairs Committee’s review of the ILI proposal. Some background material and today’s presentation can be found at the links above.
The AAC saw that the ILI afforded opportunities for non-traditional students, it could produce innovative pedagogies and new technologies, and credentials could be obtained online through partnerships with businesses. The challenges the AAC saw were as follows: Identification of resources to support the ILI, determining the breadth of ILI reach, and analyzing the feasibility of an all-online degree. There is a critical need for precision in knowing what the ILI purpose is (i.e. What are we going to sell, who are we selling to, etc. – See PPT). Other challenges were as follows: Analyzing the demand through market analysis and a clear business plan, consideration of faculty incentives or other compensation (i.e. course release, overload pay etc.) and the need for a cautious, step-wise approach. M. Laver gave the example of low hanging fruit. The ILI is not just online learning.

A part II PPT was then presented by Neil Hair and Therese Hannigan. (See first link above). The primary goal of the ILI is to assist faculty in the development and dissemination of innovative, effective, and accessible learning experiences for all RIT students. The ILI is for everyone, across all platforms. There will be blended/hybrid/flipped approaches to assist in the conversion process. The ILI will investigate and promote innovation in face-to-face teaching, learning tools and practices. Resources were discussed and N. Hair identified a range of business models being used in the field to fund educational opportunities (see PPT via link above). PLIG and FEAD will be reviewed for possible re-purposing of existing funding. There have been discussion with F&A and there is a commitment from them for funds including seed funds from the Provost’s office and to explore tuition share models. With the ILI, best practices will be promoted with the on-line course offerings and the assessment market will be taken seriously. The existing oversight structures will remain in place and the Multidisciplinary Curriculum Committee will oversee the RIT Online offerings that are not a part of a specific college offering. The next steps are for the President to approve the ILI; have a market analysis phase 1 completed and shared with the community; an Interim Executive Director will be officially appointed once the ILI has been approved; charter and goals are finalized; FY2012-13 temporary budget is submitted to the Provost and VPFA; and programs with high marketability will be targeted for the remainder of the year, looking to showcase best practices.

Discussion and Q&A ensued.

- Q: M. Richmond said he was glad to see that the committee is interested in traditional courses. Yet will the ILI help faculty who are on campus to get more classroom space etc.?
  N. Hair: There is only so much the ILI can achieve and there is not a concrete answer presently per space.
- E. Saber: The market demand is key and how will you have more access to the market demand as we need good assessment?
  Therese Hannigan, Interim Director for RIT Online: There are multiple avenues we need to explore. We are looking at the best online universities and which courses are most the most in-demand by the students. She has been working with Diane Ellison in Enrollment Management to get more statistics as well as utilizing outside sources such as the Education Advisory Council. There was also a President’s Roundtable and folks are telling us they would buy certain bundled courses “yesterday”. We want to utilize the RIT brand and make sure online offerings reflect it appropriately. T. Hannigan said she is cataloging all research pertaining to market assessment. She is looking to have RIT Online start with single courses that are in demand and work up to full degree offering after having a chance to test the waters. N. Hair said he is reaching out to external advisors.
- E. Saber: In the corporate sector, courses from companies are different than those in the classroom. That is one sector. Another sector are the courses given in un-developed countries. We need to consider all these sectors.
• T. Hannigan: We need to look at the different target audiences individually and see where the demand lies. Once we determine the demand, we also need to look to see if there is saturation in the marketplace on that particular content. We need to determine what is a good fit for RIT, look to take advantage of our differentiators, compare it against RIT’s current offerings and move forward from there strategically. Diane Ellison from Graduate Enrollment Management has been extremely helpful and has a wealth of knowledge and experience to share.

• Mary Boyd, Interim Director of the Center for Multidisciplinary Studies: If you go to deliver courses, the expectations may be different for different corporate sectors. Right now the center is delivering an online BS degree to Xerox employees who are in-line to become managers.

• M. Ruhling: The intellectual center is shifting from Wallace Center to other places. He said he works with the Wallace Center on a weekly basis per electronic publishing and presently the Wallace Center is working on a shoestring budget and is understaffed. Pursuing all these initiatives is very good yet I suggest that what Wallace Center is to RIT, that we move our thinking of budgets to an investment mentality. This could be a crucial thing for the RIT brand.

• A. Hennig: When will the market assessment be completed?
  A: By January 1, 2013.

• H. Ghazle: This is a great initiative yet there is only one studio in the Wallace Center, using multiple projections which is very expensive but what about having these in the classroom and using innovative technology.

• N. Hair: Hopefully revenue can invest in this in days to come. We need to identify a process by which faculty can request this.

• J. Hertzson: It always comes down to marketing. I keep hearing the ads that say, “I am a Phoenix”. On the flip side, MIT and Harvard are offering online courses for free. Where do you see RIT marketing themselves?
  T. Hannigan: RIT will not be offering free courses. RIT will also not be a Phoenix. We do not want to give the perception that our online courses are watered down because they are “online”. We want to do very engaging things and provide superior learning experiences that reflect the brand of RIT.

• M. Bond: We will do an assessment of prior learning as many of the colleges do this. Having faculty retreats will help in getting insight into imaginative ways to assess accurately and to see what ways expand our ability to address this growing number of non-traditional students.

• S. Hoi: He commented on the low hanging fruits and wanted to hear more about this and the T&L studio as well.

• Provost Haefner: There are a lot of questions and we are waiting to see if this will go forward, and once it is a go we will get marching orders. What we want from the senate today is input in regards to any major concerns of moving forward with the ILI and an endorsement of the ILI. If this does go forward there would be a team that could report regularly to the Academic Senate.

• P. Tymann asked if there is a motion from the AAC. M. Laver said there is only the report given today but the AAC can craft a motion.

• M. Richmond: Since this is the first time he saw this proposal, he said he would like to have his faculty see this before he votes.

• L. Lawley: What is the purpose of endorsing this proposal?
  Provost Haefner: The President and I want a vetting process but if there are major concerns from the senate we want to know.
• J. Voelkl: With online courses being less expensive, this suggests that they are not as good as classroom courses, yet sometimes they are even better than classroom courses.
• M. Laver said he feels the AAC could support the motion. We have significant questions and challenges but we would support it.

**MOTION:** The AAC moves that the Academic Senate endorse the formation of the Innovative Learning Institute.

Motion was seconded. Question was called.

• T. Policano thought this was an empty motion. Hearing M. Ruhling’s observation of Wallace Center, we need to have the Wallace Center supported more as they do not have enough resources.
• Sam McQuade, Graduate Program Director in the Center for Multidisciplinary Studies for nearly 10 years said CMS faculty endorsed the ILI proposal and were looking forward to helping pioneer technology innovations in teaching and learning in partnership with RIT colleges. Instructional design staff formally of the Wallace Center but recently reassigned to ILI are key to this proposal initiative. And it has been nearly three years since CMS was restructured from CAST into Academic Affairs with no formal faculty representation yet serving 12% of RIT students through its degrees. The ILI structure being proposed provides a good way forward.

Motion carried with 11 in favor, 4 opposed and 11 abstentions.

**PROPOSED POLICIES**

**PROPOSED REVISIONS TO POLICY E9.0** (Visiting Scholar Policy)
Revised Policy E9.0 with Comments and Current Policy E9.0: [http://hdl.handle.net/1850/15380](http://hdl.handle.net/1850/15380)

Due to time constraints Policy E9.0 will return to senate in Fall Quarter.

**ADJOURNMENT:** 1:51 p.m.

Respectfully submitted,

Vivian Gifford, AS Senior Staff Assistant
Andrew Phelps, AS Communications Officer