

Notes from the December 11, 2012 meeting of  
Graduate Student Council  
And

School of Interdisciplinary & Graduate Studies (SIGS) Dean's Advisory Council

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The Graduate Student Council and School of Interdisciplinary and Graduate Studies (SIGS) Dean's Advisory Group convened on December 11, 2012 at 3:00 p.m. in the Shumaker Research Building Room 139.

Those in attendance included:

1. Susan Olson Allen – Public Health
2. Melissa Andris - College of Education and Human Development (CEHD)
3. Allen Ashman – Libraries
4. Ray Austin – Public Health
5. Haribabu Bodduluri – Medicine
6. Beth Boehm, Dean - SIGS
7. Sherri Brown –CEHD – Center for Science and Math Education
8. Namok Choi – CEHD – ELFH
9. Barbara Clark – Medicine
10. Cynthia Corbitt - Arts & Sciences (A&S) – Biology
11. Paul DeMarco – Associate Dean - SIGS
12. David Dubofsky - College of Business
13. Christine Ehrick – A&S – History
14. James Fiet – College of Business (COB) - Management
15. Thomas Geoghegan - School of Medicine
16. Jennifer Gregg – A&S- Communications
17. Charles Hubscher – Medicine - Anatomical Sciences & Neurobiology
18. Mary Hums – CEHD – Health Promotion and Exercise Science
19. Debra Journet – A&S – English
20. Karen Kopelson – A&S - English
21. Wendy Pfeffer –A&S – Modern Languages
22. Eric Rouchka – Speed School of Engineering (Speed) - CECS
23. David Scott – School of Dentistry – Perio, Endo, and Dental Hygiene
24. Sandra Smith (for Debra Armstrong) – Nursing
25. Krista Wallace-Boaz – School of Music
26. Amerisa Waters – A&S – Philosophy
27. Pam Yankeelov – Kent School of Social Work

**Itemization of Attendee Representation:**

8 attendees from HSC campus

19 attendees from Belknap campus

22 – Members of Graduate School Council

5 – Members of SIGS Dean's Advisory Council/Associate Deans Group

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Dr. Beth Boehm, SIGS Dean, opened the meeting with a welcome to those present. She, then turned the meeting over to Scott Nostaja.

Scott shared that the origin of the 21<sup>st</sup> Century University Initiative began with conversations between the President and the Board of Trustees. The Board and President's dialogue focused on the critical review of current campus operations while taking into consideration the feasibility of meeting goals of the 2020 plan. Given recent economic challenges, healthcare reform, and changes in higher education administration across the county, both parties asked, "Is the 2020 plan achievable by the year 2020?"

The President and Provost agreed that the quest for the answer should be explored and added that ". . . the campus community should be engaged in a meaningful conversation throughout this process."

Recommended was a three (3) phase approach in response to the following questions:

- Where are we today as a University?
- Where do we want to be [as a University/position]?
- How do we get there [i.e. the place where we want to be]?

It was determined that the first place to begin phase one (1) would be discussions with the campus community's various stakeholders. As of today, Scott and his team have met with the following constituency groups:

- Senior Administrative Team (Drs. Ramsey, Willihganz, Dunn, and Pierce)
- Deans and Vice Provosts
- Academic Unit Departmental Chairs and Directors
- Faculty Senate Executive Committee
- Staff Senate Executive Committee
- Student Government Association Officers
- Members of the Boards of Trustees, Overseers, and UofL Foundation
- Faculty/Staff representation campus at large (Town Hall Meetings on Belknap and HSC campuses)

The primary meeting purpose would be to provide a collaborative format in which persons could opine views on the current status of the University. The information gathered would then be compiled and reviewed for prevalent thematic material in SWOT analysis. It is also important to note that the Provost has been thinking about the treatment of the 2020 plan's structure with regards to emerging themes.

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The Provost had initially mentioned four (4) Mentioned core themes:

1 – Educational Delivery Models

- What is the future of online education at the University?
- What should the size and composition of the University student body be? What are the appropriate ratios?
- What is the role of globalization; specifically how do we bring/attract more international students?

2 – University Goals and Objectives from a Research point of view

3 – Support elements – Infrastructures for facilities, administrative support, etc.

- How do you plan and shape for the future given the present financial constraints?

4 – Funding and Revenue Streams –

- In the future of public education, where do we go for new funding streams?
- How does one preserve the hallmark of the University and apply a shared governance model when a partnership is to be considered with external groups?

Scott also added that he wanted to dispel a few myths with regard to the 21<sup>st</sup> Century University Initiative.

1. The Mission Statement for the initiative was written by the Provost.

2. Excelcor's role is to provoke conversation while asking 'tough' questions that will lead to created forums of discussion.

With regards to thematic material, an emergent category of 'Culture' has become visible and described by many as a barrier to future progress.

The floor was opened for questions and comments:

**QUESTION:**

What is the area of analysis [for today's session]? - Is it the Graduate school or is it the University overall?

**ANSWER-** The focus is the University overall as we need to have a broad perspective. . .

With no other comments or questions raised, Scott asked that the attendees pair off into groups of no more than five (5).

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Once the groups were set in a World Café setting\*, scribes were chosen from each group to help facilitate discussion and capture the general framework of questions about the University's SWOT from an institutional (not departmental) perspective.

The following is a compilation of each table's assessment of the University's Strengths and Opportunities:

**I. Group 1**

**A. Strengths -**

- President and leadership team are involved and committed to University
- Welcoming community
- Student-centered faculty
- Faculty cooperates with students and committed to student learning experience
- Culture at UofL with regards to good ideas and creative thinking
- Metro area (ex. having UPS hub)

**B. Opportunities**

- Have lots of different groups with which to forge relationships
- Change minds of public and build new reputation
- Premier Academic University – build on this
- Adopting certain areas (ex. West End of Louisville)
- Outreach across KY and neighboring states

**II. Group 2**

**A. Strengths -**

- Experience of past rough financial times
- Eligible for certain funding sources due to placement (R-15)
- SIGS creation (instead of fragmented Graduate Education)
- Delphi Center
- New facilities (ex. Center for Translation Research Building)

**B. Opportunities**

- Strong Entrepreneurship Program (IMBA)
- Community Engagement
- Explore Alternative teaching methods

\*The World Café technique is an intentional design to create systems of conversation that facilitate dialogue, share knowledge, and generate plausible solutions. Sitting four to a table, participants have series of conversational 'rounds' at tables. Conversational threads are shared from table to table when participants switch to a 'new' table. Following a number of rounds, groups gather, share, and explore emerging topics that are summarized on flipcharts.

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**III. Group 3**

**A. Strengths -**

- Governance model
- Graduate students
- Able to do a 'lot' without lots of resources
- Dual degree programs/ collaborative programs
- Strong Endowment

**B. Opportunities**

- Different Partnerships (ex. Speed School and College of Business)
- Location of City (should capitalize on the location)

**IV. Group 4**

**A. Strengths -**

- Teaching Faculty
- Research
- UofL's is on the rise
- UofL -fulfills its public mission
- Good students and quality is increasing
- SIGS - PLAN (<http://louisville.edu/graduate/plan/plan-outline>)
- People are passionate

**B. Opportunities**

- To improve Graduate Student Experience
- Interdisciplinary programs - to be developed
- National emphasis on STEM
- Look for outside programs with regards to additional collaboration
- ACC invitation - sets a new bar for Athletics and Academics

**V. Group 5**

**A. Strengths -**

- Research and Faculty Lines
- President is a strong advocate for faculty and willing to listen

**B. Opportunities**

- Philanthropy and Community support

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**VI. Group 6**

**A. Strengths -**

- Location – metropolitan university
- Connections and a diverse student body
- Physical plan of the campus
- Resilient faculty
- Administration takes a proactive approach

**B. Opportunities**

- Study Abroad
- More international students in Graduate Programs
- Various faculty and student Exchanges

**VII. Group 7**

**A. Strengths -**

- Research
- Faculty/Staff
- Athletics
- Speed School

**B. Opportunities**

- none given

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The following is a compilation of each table's assessment of the University's Weaknesses and Threats:

**I. Group 1 (scribe - David Scott)**

**A. Weaknesses -**

- Outdated technology
- Email accounts for Grad Student
- Budget crunch
- No merit raises
- Funding grad asst
- Money to keep up
- Weak communication between

**B. Threats**

- UK
- Competition
- Cheaper online programs
- Placement for grad students - jobs
- State budget
- NSF grants
- Safety and Crime

**II. Group 2**

**A. Weaknesses -**

- Discussion disconnect between Shelby/ HSC/Belknap campuses
- Views in research - all doesn't look the same
- Views in teaching vs. research
- Depend too heavily on term faculty
- Lack of understanding of mission
- Unstated hierarchy
- Recruiting of faculty
- Morale on Belknap campus
- Communication between Faculty and Students
- Risk averse
- Approval Process - everything takes forever
- Little support for grad students
- Unequal work loads
- Phi Beta Kappa - investment

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(Group 2 continued)

**B. Threats**

- NIH cuts
- General Assembly – UK favored over UL
- Undergraduate Program [offerings]
- Maxed out on space

**III. Group 3**

**A. Weaknesses –**

- Culture is aversive to risk
- Graduation rates that remain low
- Time to earn degree
- Separation of Belknap and HSC campuses
- Communication – Silo effect - relative to website and IT
- Attracting ‘ new blood’ – from outside the area
- Concern about the perception of UofL – less academic rigor – related to not promoting ourselves
- Perception of KY – overall
- Concerns about expansion of space for research facilities – may not be
- Graduate education – not ascribed enough importance
- Graduate students as a labor resource
- Number of students and funding opportunities in graduate studies
- Career paths not tracked

**B. Threats**

- UK
- Fiscal Cliff
- Uncertainty of implementation of online education



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**IV. Group 4**

**A. Weaknesses -**

- They are a lot of 'buddy' hires
- Systems are not well coordinated
- Unsure of Who fixes what
- Aspirations to community together
- Physical plant -
- Alumni side - not helpful
- Common meeting places for faculty
- UofL tends to believe expansion for the sake of expansion

**B. Threats**

- Athletics overshadow Academics
- CPE
- SACS - (because it takes times to gather the information)
- Outside partners may oppose University mission

**V. Group 5**

**A. Weaknesses -**

- Lack of accountability - stems from shared governance (pass the 'buck)
- Lack of communication - cumbersome process and guidelines
- Transportation and parking - HSC (have to park 3 to 4 miles away) - creates Silo
- Antiquated systems

**B. Threats**

- Political
- Higher Education has become a market commodity

**N.B.** *There were only five (5) groups for the second portion of this exercise (re: Weaknesses and Threats) due to the departure of some of the meeting attendees.*

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Floor opened for any additional comments or questions.

**QUESTION**

Where is your firm based?

*Answer: Buffalo, NY*

**COMMENT**

Pete Walton – What is Higher Education going to be about? Having spent time in private sector, Pete believe that universities need to not ‘prove’ best business practice but be (just) be efficient.

**COMMENT**

Some products are not quantifiable.

**QUESTION AND COMMENT**

Beth Boehm - What is it that we do (re: alternative delivery models)?

Much of what happens at a University is not quantifiable

It's important that institutions know what they value and have culture. . . (i.e. “Why would the students want to come?”)

**COMMENT**

Part of the product is the student.

**QUESTIONS?**

How many Master level students go on to Ph.D. programs? Who keeps this information?

**COMMENT AND QUESTION**

Pete Walton – One of the things that amazes me is the alumni program . . .

What goes on? Why can we not find ours? Who is tracking (the information)?

**COMMENT**

They (the Alumni Program Staff) are not looking for a tracking device but a wealth indicator.

**COMMENT**

Data is not well tracked.

**COMMENT**

We can't solicit a donor – which is real weakness

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**COMMENT**

A&S representative stated that, "She has no desire to do [apply for] another federal grant because the support for grants management is terrible.

**FINAL COMMENTS/QUESTIONS**

Scott stated that thematically this group covered the same areas as in previous forums but the comments relative to the categories are new. Furthermore, if anyone would like to add a comment, please feel free to email Scott.

Meeting closed at 4:51 p.m.