

Ohio University Faculty Senate
Monday, February 11, 2013
Room 235, Margaret M. Walter Hall, 7:10 p.m.
Minutes

Faculty Senate Chair Elizabeth Sayrs called the meeting to order at 7:11 p.m.

In attendance:

College of Arts and Sciences: R. Boyd, S. Hays, K. Hicks, G. Holcomb, P. Jones, L. Lybarger, Negash, R. Palmer, B. Quitslund, L. Rice, A. Rouzie, H. Sherrow, K. Uhalde

College of Business: J.M. Geringer, K. Hartman, T. Stock

College of Fine Arts: C. Buchanan, V. Marchenkov, D. McDiarmid, E. Sayrs, D. Thomas

College of Health Sciences and Professions: T. Basta, D. Bolon, D. Ries

Group II: RA Althaus, D. Duvert

Heritage College of Osteopathic Medicine: H. Akbar, S. Inman, J. Wolf *Patton College of Education:* G. Brooks, D. Carr, B. Vanderveer *Regional Campus—Chillicothe:* N. Kiersey *Regional Campus—Eastern:* J. Casebolt

Regional Campus—Lancaster: G. Shonia for S. Doty

Regional Campus—Southern: D. Marinski *Regional Campus—Zanesville:* A. White *Russ*

College of Engineering: none present

Scripps College of Communication: B. Bates, J. Lee, J. Slade *Voinovich School of Leadership and Public Affairs:* none present **Excused:** E. Ammarell, S. Doty, C. Elster

Absent: B. Branham, J. Farley, H. Pasic, S. Patterson, A. Ruhil, B. Stuart

Overview of the Meeting:

- I.** President McDavis and Executive Vice President & Provost Benoit
- II.** Roll Call and Approval of the January 14, 2013 Minutes
- III.** Chair's Report
 - Updates and Announcements
 - Upcoming Senate Meeting: March 11th, Walter Hall 235
- IV.** Executive Committee and EPSA
 - Resolution to Establish a Bridge Committee between the Program Committee of the University Curriculum Council and the Curriculum Committee of the Graduate Council – Second Reading and Vote
- V.** Promotion & Tenure Committee—Joe Slade
- VI.** Educational Policy & Student Affairs Committee—Ruth Palmer
 - Resolution to update Faculty Handbook language on Textbooks and Student Accessibility Services—First Reading
 - Resolution on Guidelines for Bilateral Articulation Agreements—First Reading
- VII.** Finance & Facilities Committee—Judith Lee

VIII. Professional Relations Committee—Ben Bates

- Resolution on the Establishment of a Professional Name and Possibility for Promotion for Group II—Discussion

IX. New Business

X. Adjournment

I. President McDavis and Executive Vice President & Provost Benoit

- **President McDavis** took up two recent developments.
 - The State Budget Proposal: On 4 February, the Governor announced his two-year budget proposal, which includes a 1.9% increase in base funding (~\$100 million over the biennium). On 8 February, OU received its FY14 projection for state funding, tentatively a 2.4% increase in SSI for the Athens campus (depending on final enrollment and graduation numbers). Regional campuses overall will gain in SSI (only Eastern will see any drop). Next year SSI will be apportioned to all the campuses as one calculation. Because the new SSI rewards institutions for getting students to degree, pooling the campuses' graduation rates should be advantageous to us. The budget proposal also includes a 2% cap on tuition and general fees. Details may change in the course of the legislative process.
 - Campus Closure on 30 January: At about 9:30 that morning, the President was informed that there had been an armed robbery near campus, and subsequently there were two reported sightings of the suspect on the West Green or in campus buildings. By 11:30, reaching the peak of the day for classes with the gunman at large, the best decision appeared to be removing people from public spaces on campus, including campus buildings that might or might not harbor the suspect. The closure was announced at about noon, via text messages, email, and the main website. Because much of the campus community does not have cell numbers registered with security and because email for the whole campus takes about two hours to deliver, too many people did not get timely notification. Campus was, however, effectively shut down within about 60 minutes. Two take-away lessons: 1) it is important for as many faculty, staff, and students as possible to provide mobile numbers for text messaging; and 2) we have logistical challenges to solve ahead of future incidents, including how to manage moving people off campus if necessary.
- **EVPP Benoit** primarily reported on the 7-8 February Board of Trustees meeting in Chillicothe.
 - A joint meeting of the Resources and Academics Committees heard a further presentation on the guaranteed tuition concept, originally introduced in November. The University of Dayton has recently implemented a version, as has the University of Colorado; OU is studying the effects at other institutions. There is not yet a proposal on the table for OU. Moving to this pricing would require legislative approval.
 - The Board also heard about the work of the Student Scholarship Task Force, led by Vice Provost for Enrollment Management **Craig Cornell**. The Task Force has been redesigning OU's scholarships for more flexibility and better yield. The new guidelines are on track to be in place by June 30.

- Senate Chair Elizabeth Sayrs made the annual Faculty Senate presentation (detailed below). The presentation was well received by the Trustees.
- Moving on from the Board meeting, the Provost announced very positive preliminary application numbers, up from last year: 20,036 applications with 12,733 admits over last year's 16,801/10,974 as of the same date. Quality metrics are also on a par or up. The news is especially good compared to other regional institutions which are seeing lower application numbers.
- Dean of University Libraries **Scott Seaman** briefly reported on the afternoon evacuation of Alden. An elevator smoke alarm erroneously triggered others, and there was a wait while emergency personnel responded and determined the cause of the problem. Total evacuation time was about 45 minutes.

Questions and Discussion

Senators had questions about the emergency campus closure. Asked by **Joe Slade** whether lockdown might be preferable to putting masses of people out in the open or into traffic jams, the President acknowledged the dangers but also noted that it was possible that a lockdown could trap the suspect in a campus building with the people we were trying to protect. **Steve Hays** asked about balancing the academic costs of a closure against other considerations, especially for once-weekly classes. McDavis said that the leadership had thought about precisely that question, but felt that safety was the primary priority. In response to a question from **Toby Stock**, he also clarified that the Clery Act required quick notification after incidents (even with hazy information), but that the decision to close the campus was separate from those requirements. Information came in all morning from both the OUPD and Athens police, but none of it amounted to a cessation of threat. **Dominique Duvert** recounted her own lack of immediate information while in class because of a no-cell-phones policy, and the President emphasized that faculty should indeed be able to require that cell phones be off without worrying about security. Future security protocols will need to include plans for classroom notification (i.e., someone knocking on doors).

In response to **Albert Rouzie's** request for clarification of differential tuition, Benoit said that while pricing might follow the average earnings potential of a major, it might also set higher prices for higher-demand programs. Miami, for example, charges more for its Business School at least in part because more students want to attend it. There has not yet been discussion of the budget impact of differential tuition on individual units, though she guessed that other institutions that use the model feed a greater level of funding back to the higher-priced programs.

Ken Hicks wondered why our applications look so good, and whether there was anything his department could do to replicate that success at their level. The Provost said that several strategic decisions are paying off, including better-targeted advertising: we have been reaching out to younger students and new populations, including out of state; there is a new ad campaign; and media buys have included more social media. OU has had positive visibility recently, including athletics and stories about faculty accomplishments. In addition, OU has not increased out-of-state tuition for 9 years, with the result that it is competitive with in-state tuition in some neighboring states. She added that yield from applications can be significantly boosted with personal calls from faculty or current students, and there was agreement that campus visits are extremely helpful for recruiting. The President also praised the Provost's strategic enrollment plan.

Asked by **James Casebolt** for an update on the dean searches for Eastern and Zanesville, the Provost said that communications would go out soon about the beginning of those searches. They were slowed by the decision to separate positions. She does not anticipate failed searches and therefore has no plans for interim leadership.

Final questions focused on staffing. **Duane McDiarmid** noted anecdotal reports of position requests “stalled” in the Provost’s Office, and Benoit commented that staffing plans have been exceptionally late from some colleges. **Ann Fidler** stated that there are no positions waiting for approval; all have been approved. **Judith Lee** asked how many faculty positions vacated during the buyout have been or will be replaced; there is, as yet, no final tally. Those numbers may be available at the end of the year.

II. Roll Call and Approval of the January 14, 2013 Minutes

Slade moved to approve the minutes, seconded by **Casebolt**. The minutes were approved by a voice vote.

III. Chair’s Report

- Ohio Fellows Program: Dean of University College **David Descutner** encouraged faculty to recruit applicants for the revived Ohio Fellows Program, which existed previously from 1960-67. A collaboration between the Libraries and University College, it provides opportunities, including travel and research support, for students with both academic talent and “something extra.” Candidates are current freshmen and sophomores. In addition, the M. Boyd Scholars Program specifically for outstanding young women will launch next fall.
- Board of Trustees Meeting Updates: Faculty representatives to the Board **Judith Lee** (Resources Committee) and **David Thomas** (Academics) reported on highlights from the meeting.
 - Lee noted that the guaranteed tuition concept is a way to incentivize students to finish their degrees in a timely way, and the Board asked questions about faculty’s role in supporting student success. There was discussion of the limits of advising, as well as of the effects of Gen Ed. Legislative approval is challenging because guaranteeing tuition for four years would require a large tuition increase for the first two.
 - The scholarship revamp includes a plan to pull \$23 million from the \$100 million strategic pool, with the funds going both directly to scholarships and also to matching gifts for scholarships. The new program will move away from automatic grants (\$X for X academic qualification) to a model that will try to find the right amount of scholarship to persuade each student to come to OU.
 - The Board had a lengthy discussion, said Lee, of the 20-year capital plan (for the Athens campus). In April, they will vote on \$200 million in expenditures on residential and some academic buildings. (She reported to the Board one faculty member’s observation that a diverse university community should have more diverse architecture, but there was little sympathy.) Thomas added that the Trustees are nervous about a half billion dollars in debt. Experts have argued that investment in the main mission of the campus will not hurt OU’s credit rating.
 - The Board heard the annual presentation from ICA on the academic success of student athletes, based largely on the Graduation Success Rate (which is higher than

- the OU average), though academic grades are also above average. Thomas brought to the attention of the Board the 2009 [report](#) by the Association of Governing Boards of Universities and Colleges on board responsibilities with regard to oversight of athletic programs. **Roy Boyd** wondered about whether post-graduation employment of athletes is tracked; although post-graduation data is difficult to track in general, whatever is available can be accessed at the Institutional Research [website](#).
- The Trustees had questions and concerns about [the language of Program Review summaries](#), which are on track to be revised by March in any case.
 - [Annual Faculty Senate Chair Presentation](#) to the Board: Sayrs offered a snapshot of OU's condition from the perspective of the faculty. [Slides from the presentation are appended to the end of the minutes.]
 - [Key accomplishments](#) include the Q2S transition, maintaining good enrollment (in an environment where some state institutions are seeing significant declines), and the revision of the 7-year Program Review process.
 - [Value, Quality, and the OU Faculty](#): Sayrs presented a *US News* chart highlighting OU's "efficiency" in college ranking vs. dollars per student spent. She suggested, however, that being one of only three nationally-ranked institutions with a per-student cost under \$20K might mean that we are in danger of falling over a quality cliff. She followed with graphs showing declines in Group I FTEs against rising student headcount, such that there are 5 more students for each Group I faculty member than 8 years ago. (The gap has not been closed with Group II hires, either.) She also showed our statewide salary rankings (which the Board had seen before). Finally, two faculty "diaries" selected from several she had requested detailed how those faculty members each spent a week. Trustees asked what value Group I adds over non-tenure-track faculty, and Sayrs responded by talking about knowledge creation, institutional governance, and student engagement (including research activity).
 - Sayrs, Lee, and Thomas agreed that the Board had needed to ask questions to understand the faculty viewpoint, but that relations were extremely congenial and that the faculty representatives had been included to an unprecedented degree in informal discussions.
 - The [Senate intern](#) is at work on communications strategies and on updating the website.
 - [Senate elections](#) are coming soon. The most recent census of faculty means some reapportionment of senators: A&S and Lancaster will each gain a senator, while Fine Arts and Engineering will each lose one.
 - [Semester feedback](#): Faculty Senate will collaborate with the Provost's Office to collect feedback on the semester calendar, as well as suggestions for improvement. Look for solicitations of comments by email. After those are collated, there will be an informal gathering for discussion at which **David Descutner** will provide cake.
 - Upcoming Senate Meeting: March 11th, Walter Hall 235.

IV. Executive Committee and EPSA

- **Resolution to Establish a Bridge Committee between the Program Committee of the University Curriculum Council and the Curriculum Committee of the Graduate Council—Second Reading and Vote**

This resolution cross-appoints members of the Graduate Council Curriculum Committee to the UCC Program Committee, and moves the single approval process for

graduate program creation and change to UCC. Changes since the last reading include correcting college names and clarifying the role of the Library Dean designee on Graduate Council (descriptions differed in whether that representative is a voting member of Graduate Council; the resolution reconciles the descriptions to allow voting). A friendly amendment changed “Voinovich Center” to “Voinovich School.”

The resolution passed by a voice vote.

V. Promotion & Tenure Committee—Joe Slade

- The Committee currently has no cases, although it is monitoring some that may be moving toward appeal.
- Slade also reported that both he and Sayrs have been fielding an increased number of questions from units about their P&T committees or procedures, which may suggest increased attention to doing things by the book.

VI. Educational Policy & Student Affairs Committee—Ruth Palmer

• Resolution to update Faculty Handbook language on Textbooks and Student Accessibility Services—First Reading

The resolution changes language about textbook announcements, requiring that the primary place for that information is the Registrar’s website (with the course offerings listing); this is already University policy. Discussion focused on what constitutes a “timely manner” for making the information available. A senator noted that his unit was asking for textbook information when the courses are scheduled, i.e. two years in advance, and that the realities of textbook publishing make that much lead time impractical. Palmer agreed that the policy should not push faculty to select texts without adequate vetting. The federal law that prompted the change in textbook listing was referenced; actual quotation from the law showed that the information is intended to be available to registering students, but that “To Be Determined” is acceptable in cases where providing the information is “not practicable” (133.d.1.B).

The resolution also provides recommended language for syllabi regarding accommodation of disabilities. Some senators thought that the information would be better distributed centrally than on every syllabus, or that faculty could be assumed to be willing to accommodate disabilities. Responses suggested that might not be the case, and it was also pointed out that instructors should take the opportunity to describe their own policies on disability accommodation (e.g., must a letter from Student Accessibility Services accompany a request for accommodation?) Another senator pointed out that syllabus statements are socially helpful both for students with disabilities and also for their peers without. Palmer noted that the specific accommodations requested by Student Accessibility Services are suggestions, and that instructors can work with students to find other ways of accommodating special needs. She further informed the Senate that Accessibility Services is currently working on extending its staffing on regional campuses.

A digression concerned the existing requirement that instructors “distribute” syllabi at the first class meeting. It appears that different units take different positions on whether that means that paper copies must be provided. There was a request for clarification of that Handbook language.

- **Resolution on Guidelines for Bilateral Articulation Agreements—First Reading**

This resolution is a product of extensive research and consultation with Associate Director for Transfer Initiatives **Robert Callahan**. Bilateral Articulation Agreements are course transfer credit equivalences worked out by particular departments or programs, and EPSA has been concerned that they have no other oversight. The four basic parts of the resolution are that 1) these agreements cannot result in General Education credit; 2) they can't count for more than 12 credit hours within the initiating program; 3) that the initiating program must review the agreements every three years; and 4) that the agreements should be covered by 7-year program reviews.

Discussion addressed areas of confusion for senators. The ban on Gen Ed credit is intended to prevent equivalencies determined by one OU program from becoming generally transferrable or applicable to other programs or institutions. Students can transfer Gen Ed credit from other programs through normal processes. "Program to course equivalence" describes a situation where a program as a whole at a high school or technical college covers the material in particular OU classes without individual classes having a one-to-one equivalence. It was suggested that the draft for second reading might provide less specialized terminology.

VII. Finance & Facilities Committee—Judith Lee

- The RCM subcommittee has been working hard on drafting a resolution addressing shared governance procedures under RCM, and there will be a resolution for first reading in March; reflecting the different needs of various colleges has created some complications. The deans have seen an iteration and agreed to the basic request that there be a mechanism for liaising between faculty and deans that includes faculty senators. The Committee also proposes that each college commit to an annual RMC forum. Greater communication, Lee noted, should also yield better cooperation and understanding between deans and faculty.
- The Committee is also beginning to look again at compensation. **Loren Lybarger** and **Nick Kiersey** will meet with the rest of the Faculty Compensation Task Force in the third week of February and will report back to the Committee. Preliminary raise pool information may be available soon.

VIII. Professional Relations Committee—Ben Bates

- **Resolution on the Establishment of a Professional Name and Possibility for Promotion for Group II—Discussion**

Due to recently articulated concerns, the vote on the resolution is postponed until March.

Much of the extensive discussion focused on the category name "Career Teaching Faculty." Objections to the name were 1) that the title appears to suggest that other faculty groups, notably Group I, were not "career teachers" as well as career researchers; and that 2) Group II faculty do things besides teaching. In raising the first objection, senators noted that audiences for this labeling would be the Board of Trustees, legislators, and taxpayers, who might like the idea of increasing the percentage of "career teaching faculty" relative to Group I (who are presumably doing something less obviously cost-effective). On the other hand, a senator replied to these concerns by wondering if, given a

person eating a four-course meal including soup and another eating only soup, it might be captious to refuse to call the second one the “soup eater.”

Rationales for the name included 1) the [resolution](#) approved in April 2012 to clarify the role of Group II, which listed teaching as the primary duty; 2) the lack of a better alternative; and 3) the relative dignity of the name (especially as compared to the opaque “Group II”). Given that Group II is defined largely as not having research expectations, “non-research” is most accurate but also has the unfortunate effect of defining Group II by what they do not do, rather than their actual activities. Other suggested names included “Career Instructional Faculty,” “Contractual Teaching Faculty,” and “Non-Tenure-Track Faculty.” Views of the last especially were very divided, with at least one Group II senator concerned that it would hopelessly tar job applications to other institutions. Given that the other three Groups have no non-numerical names as yet, some senators suggested that the category name should come later in a different resolution that would give descriptive labels to all faculty groups.

The titles for Group II ranks were also divisive. The previous draft had listed “Term Asst,” “Term Assoc,” and “Term Professor”; due to objections at the last meeting and since, the current draft reads “Lecturer with rank equivalent to Asst. Prof.,” etc. The length of these titles received negative comment. Several speakers, both senators and guests, argued vigorously for simply using standard academic titles without distinction for both Group I and Group II. Reasons included students’ relative ignorance of difference; the fact that both kinds of faculty have the same authority in the classroom; the importance to students’ futures of letters of recommendation with authoritative titles at the signature; and the proposition that sharing the dignity of the titles would not harm Group I, who, after all, have the very large advantages of tenure. Opposition to indistinguishable titles for tenure- and non-tenure-track faculty rested on perceptions by students, parents, and the Board of Trustees. The argument is that obscuring the difference between the categories of faculty makes it easier to hire a smaller percentage of Group I without negative public consequences, while the health of the institution—including shared governance and knowledge production—requires a critical mass of tenured, research-active faculty. Some senators also expressed the desire that all faculty could be eligible for tenure, but that so long as that was not the case, a distinction should be easily visible between the groups. A senator from Business noted that accreditation in his field requires particular qualifications by rank of instructor, qualifications that Group II faculty being promoted probably would not have.

Bates initiated some discussion of the rest of the resolution. The language about promotion criteria and processes is intended to track those for Group I as much as possible; each department and college will design its own criteria, which can presumably accommodate accreditation concerns. (Group II representatives here expressed a strong desire for a voice in formulating promotion criteria and in promotion decisions, though it was also pointed out that we will need to rely on the goodwill of units as they develop their new criteria.) The resolution now explicitly counts time employed thus far toward time-in-rank for existing Group II faculty. Bates also noted that fully implementing the resolution, including raises and professional development funds, would cost money, but noted that appropriate support for Group II should be taken into account when units decide whether to pursue a Group I or II hire. Finally, the last section of the resolution creates a new subcategory of Group IV contract for “in-residence” experts that is not

limited to three years, in order to remove those hires from the promotable Group II category.

Sayrs noted that some deans are not sure if enough Group I faculty are aware of this resolution and encouraged senators to bring the matter to their constituencies. She also asked senators to think about what compromises they could stomach in order to make Group II promotion possible. Comments should go to batesb@ohio.edu.

IX. New Business

There was none.

X. Adjournment

Slade moved to adjourn the meeting, seconded by **David Carr**. The meeting adjourned at 10:03 p.m.

Faculty Senate Update

Elizabeth Sayrs, Chair
David Thomas, Vice Chair
Beth Quitslund, Secretary

Academic Quality Highlights for Faculty

- Q2S transition: “The steps used to plan, design, and implement the semester system combined with the results indicate that Ohio University has a high maturity for continuous improvement....Team work and continued collaboration are evident in this project. This continued ‘can do’ attitude contribute to the success of this transition. Job well done.” (From the AQIP report on the quarters to semesters transition)
- Enrollment
- Value for students

National Universities

School name (state)	U.S. News National Universities rank	Financial resources per student (FY 2011)
Florida State University	97	\$17,731
Brigham Young University--Provo (UT)	68	\$20,441
Miami University--Oxford (OH)	89	\$19,091
University of Alabama	77	\$20,288
College of William and Mary (VA)	33	\$27,572
Colorado School of Mines	77	\$21,417
University of Missouri	97	\$21,226
Binghamton University--SUNY (NY)	89	\$22,181
Indiana University--Bloomington	83	\$22,806
Ohio University	131	\$18,983
Rutgers, the State University of New Jersey--Newark	115	\$20,801
University of Georgia	63	\$27,028
Clemson University (SC)	68	\$26,293
University of South Carolina	115	\$21,389
Virginia Tech	72	\$26,261
Clark University (MA)	83	\$25,073
Duquesne University (PA)	120	\$21,216
University of Oregon	115	\$21,749
Texas Christian University	92	\$24,486
Missouri University of Science & Technology	125	\$21,044



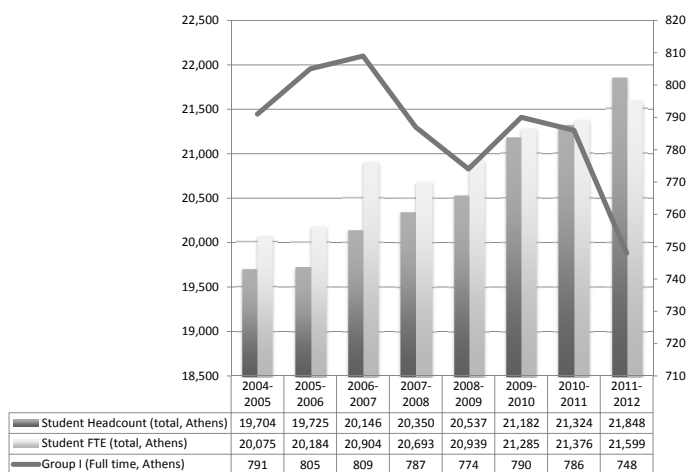
Morse, Robert and Diane Tolis. "Which Highly Ranked Universities Operate Most Efficiently?" *Morse Code: Inside the College Rankings*. 06 Dec 2012. US News and World Report. 20 Jan 2013
<http://www.usnews.com/education/blogs/college-rankings-blog/2012/12/06/which-highly-ranked-universities-operate-most-efficiently>.

"Undergraduate Teaching Faculty: The 2010–2011 HERI Faculty Survey," produced by the Cooperative Institutional Research Program (CIRP) at the Higher Education Research Institute (HERI) at UCLA

Table 1. Most Common Sources of Faculty Work-Life Stress, by Institutional Type

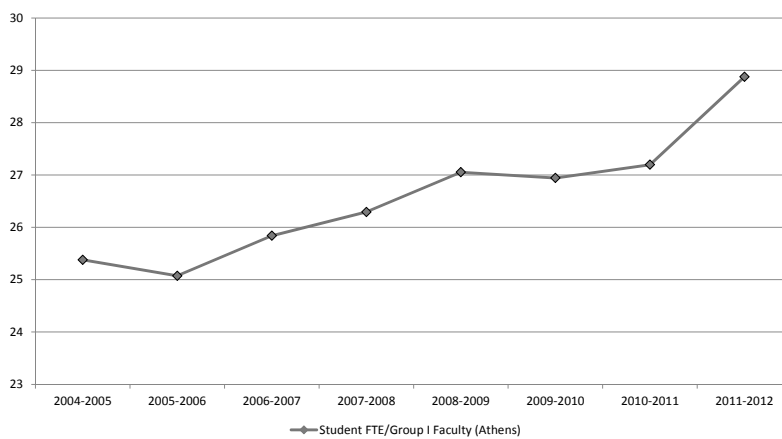
Percentage reporting "some" or "extensive"	All	Universities		Four-Year Colleges	
		Public	Private	Public	Private
Self-imposed high expectations	84.8	85.1	86.1	83.5	84.2
Lack of personal time	82.2	81.5	83.1	82.4	82.8
Working with underprepared students	75.3	78.1	58.1	83.5	77.1
Managing household responsibilities	74.7	74.4	72.7	75.1	77.3
Institutional budget cuts	74.2	86.1	47.2	83.4	62.5
Institutional procedures and "red tape"	71.3	75.5	66.8	73.6	63.5
Research or publishing demands	70.7	74.5	77.7	64.1	61.8
Personal finances	65.7	65.5	58.5	70.1	68.7
Teaching load	62.6	61.9	50.5	71.2	67.4
Committee work	62.0	60.9	56.0	67.4	64.6

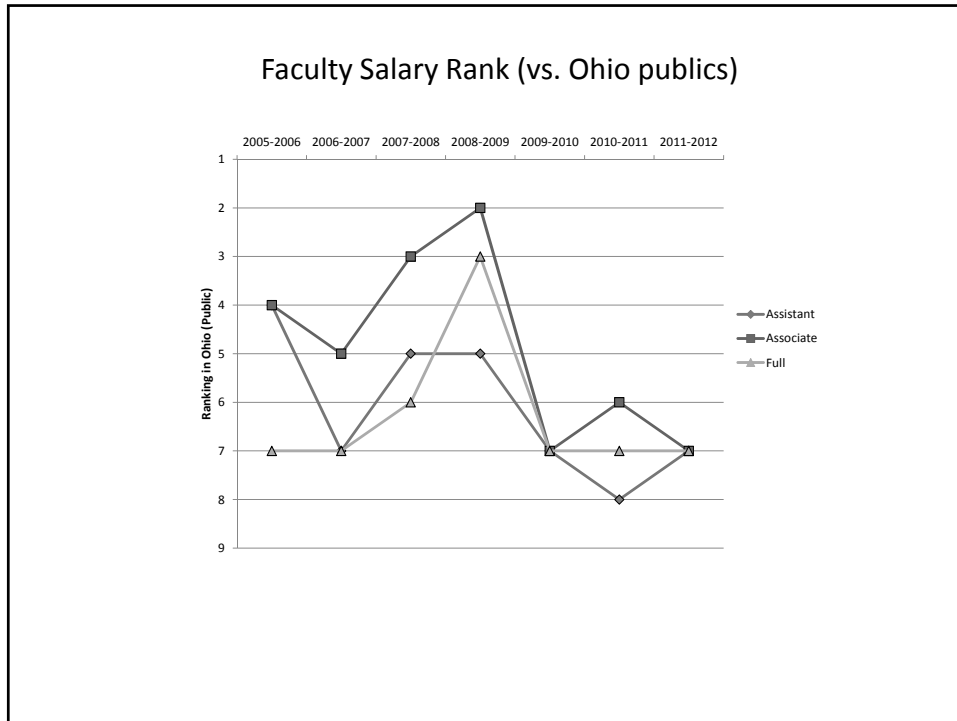
Group I Faculty, Student Headcount and FTE



All data from Institutional Research: <http://www.ohio.edu/instres/>

Student FTE/Group I Faculty (Athens)





The Least Stressful Jobs Of 2013: #1 University Professor (Forbes, 1/3/2013)
 Top 10 Reasons Being a University Professor is a Stressful Job (Forbes, 1/5/2013)

State Spending on Higher Education Rebounds in Most States After Years of Decline (CHE)
January 21, 2013

Top Ed-Tech Trends of 2012: MOOCs (IHE)
December 18, 2012 - 1:49pm
by Audrey Watters

Education Leaders See MOOCs, Distance Learning as the Future of Higher Ed (Campus Technology)
Tech Trends | Research
By Dian Schaffhauser • 08/20/12

Report Describes Big Gaps in Athletic vs. Academic Spending (CHE)
January 16, 2013, 4:56 am
By Brad Wolverton
Public universities in the six most powerful NCAA conferences surpassed \$100,000 per player in median annual athletic spending in 2010, a new study has found—six to 12 times the amount those colleges spent per student on academics.

It's the Economy, Stupid (IHE)
January 21, 2013 - 3:00am
by Kevin Kiley
While there's a lot of chatter and pessimism about how the Great Recession changed the nature of states' relationships with their higher education institutions, this year's Grapevine survey of state appropriations hints that the new normal might be more normal than new.

For Whom Is College Being Reinvented? (CHE)
December 17, 2012
'Disruptions' have the buzz but may put higher education out of reach for those students likely to benefit the most

Division I Colleges Increase Athletics Spending at Far Faster Rate Than Academic Spending (CHE)
October 24, 2011, 12:01 am
By Libby Sander

Colleges Must Find Innovative Ways to Finance Their Missions (CHE)
10/30/2011, By E. Gordon Gee
All signs point to a new normal in which institutions of higher education will have to look further for the resources they need.