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Representative Mike Duffey  
Chair, Committee for Higher Education and Workforce Development  
District 21  
77 S. High St  
13th Floor  
Columbus, OH 43215

September 12, 2017

Re; H.B. 66

Dear Representative Mike Duffey and members of the Committee for Higher Education and Workforce Development:

I am Joel Hughes from Stow, OH. I am a Professor of Psychology at Kent State University where I have been employed since 2003. I am writing to provide written testimony in **support** of H.B. 66 as currently proposed (Document I\_132\_0705-7, attached), provided that it is a *substitute* for the originally proposed legislation. I write as a tenured university professor at a public research university and private citizen. I do not represent any organization or institution of higher education. In particular, I do not speak on behalf of Kent State University, as that would violate university policy.

Sub. H. B. No. 66 is a bill to “establish a committee to study and evaluate each state university's efforts to secure participation in the undergraduate mission by the university's tenured faculty members.” The intent of the bill appears to evaluate the contribution of tenured faculty to the undergraduate teaching mission of the university, so that recommendations can be made toward the end of providing undergraduate students the best educational value feasible, which includes interaction with tenured research faculty. I support the bill as currently written for the following two reasons:

1. This legislation recognizes, and provides an opportunity to document, the importance of tenured research faculty to the undergraduate mission of the university.

In my career as a research-focused member of the faculty, I have become increasingly convinced that undergraduate teaching cannot be measured solely in classroom semester hours. Much of student success takes place outside the classroom. In my own case, I have mentored dozens of undergraduate students in research, including the McNair Scholars Program, the Summer Undergraduate Research Experience (SURE) Program, Senior Honors Theses, and other mechanisms for student involvement in research. My undergraduate students have been admitted to graduate programs in law, medicine, public health, business, and psychology (clinical, counseling, school, social, etc.). Those not pursuing graduate work have entered various careers. Research experience is critical to the success of undergraduate students in many fields. Tenure track faculty leverage their program of research to promote student success.

Furthermore, faculty often facilitate internships in the community and other experiential learning opportunities. In my field, I understand that only 30% of the 100,000+ annual graduates with a bachelor's degree in Psychology will ever attend graduate school. Therefore, in my department, we are emphasizing the fact that internships and professional skills are critically important for successful entry into the workplace for students who finish with a bachelor's degree.

Teaching efforts like research, internships, and other experiential learning occur outside the traditional classroom setting. I frequently tell students that their classes only comprise about half of the educational experiences they should be having in college. This legislation recognizes, and provides an opportunity to document, the importance of tenured research faculty to the undergraduate mission of the university. At a time when tenure track faculty are a minority of faculty (nationally the figure is about 30%), an increasingly smaller number of faculty are responsible for providing these experiences to undergraduate students. Therefore, the demand for meaningful interaction with tenure track faculty often exceeds supply. In contrast to tenure-track faculty, the majority of faculty are "contingent," which includes part-time instructors and full-time teaching-focused faculty (I prefer not to use the term "non-tenure track" so as not to define their valued role by the *absence* of tenure). Therefore, the majority of faculty are much less able to contribute to the non-classroom educational experiences of students than tenure track faculty, as they typically have little to no program of research and far fewer administrative and service responsibilities.

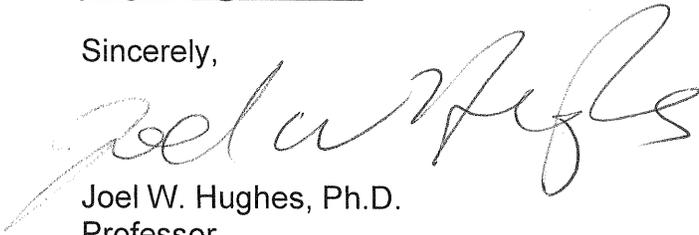
2. Establishing a committee is preferred to legislating workload policy, as was proposed in the initial version of the bill.

I voiced strong opposition to the initial version of the bill, for a number of reasons I will not reiterate here. In summary, it appeared to be an attack on tenure, it did not appreciate the fact that faculty roles vary considerably (e.g., there are entire categories of tenured faculty who do not teach undergraduate courses in classrooms such as the faculty of medical schools and law schools), and it failed to recognize the fact that the leadership (i.e., the Faculty and Administration) of each state institution of higher education is in the best position to make decisions about balancing competing institutional demands. It appears that the intent of this substitute bill is to avoid those serious deficiencies in the first version.

For these reasons, I support H.B. 66 as currently written.

Thank you for your time and consideration of my position. If you have any questions or concerns do not hesitate to contact me at 330-672-7721 or [jhughes1@kent.edu](mailto:jhughes1@kent.edu).

Sincerely,

A handwritten signature in cursive script, appearing to read "Joel W. Hughes". The signature is written in black ink and is positioned above the typed name.

Joel W. Hughes, Ph.D.  
Professor  
Kent State University  
Kent, OH

Enclosure: text of Sub. H. B. No. 66

I\_132\_0705-7

132nd General Assembly  
Regular Session  
2017-2018

Sub. H. B. No. 66

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**A BILL**

To establish a committee to study and evaluate each 1  
state university's efforts to secure 2  
participation in the undergraduate mission by 3  
the university's tenured faculty members. 4

**BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF OHIO:**

**Section 1.** Students are entitled to receive full value for 5  
their investment in both their university and their education. 6  
The undergraduate mission can be successfully fulfilled only 7  
through student exposure to the most experienced, accomplished 8  
talents available at the university in each field offering 9  
undergraduate coursework. To that end, there is hereby 10  
established a committee to study and evaluate each state 11  
university's contribution to the undergraduate mission, 12  
including, but not limited to, its efforts to ensure tenured 13  
faculty members participate in the undergraduate mission through 14  
face-to-face interaction with undergraduate students. 15

(A) The committee shall consist of the following members: 16

(1) The Chancellor of Higher Education, or the 17



Chancellor's designee, who shall serve as co-chairperson and  
convene and organize each meeting of the committee. 18  
19

(2) The president and chief executive officer of the 20  
Inter-University Council of Ohio, or the president's designee,  
who shall serve as co-chairperson. 21  
22

(3) One faculty member from a state university, appointed 23  
by the Speaker of the House of Representatives. 24

(4) One faculty member from a state university, appointed 25  
by the President of the Senate. 26

(5) One chief academic officer, or the equivalent if that 27  
position does not exist, of a state university, appointed by the  
Speaker of the House of Representatives. 28  
29

(6) One chief academic officer, or the equivalent if that 30  
position does not exist, of a state university, appointed by the  
President of the Senate. 31  
32

(7) The chairperson of the standing committee of the House 33  
of Representatives that considers higher education and workforce  
development legislation, or the chairperson's designee. 34  
35

(8) The chairperson of the standing committee of the 36  
Senate that considers education legislation, or the  
chairperson's designee. 37  
38

(B) (1) The committee shall hold at least six meetings, the 39  
first of which shall convene within ninety days of the effective  
date of this section. 40  
41

(2) Attendance shall be required at each meeting. 42

(C) (1) Within one year of the effective date of this 43  
section, the committee shall submit a written report of its 44

findings and recommendations to the General Assembly in 45  
accordance with section 101.68 of the Revised Code. The report 46  
shall include, but not be limited to, the following: 47

(a) A detailed summary of each state university's 48  
undergraduate mission and that university's efforts in 49  
contributing to the undergraduate mission; 50

(b) Recommendations for further participation by each 51  
state university in contributing to the undergraduate mission 52  
through state-sponsored incentive programs, monetary faculty 53  
awards, legislation, or other methods; 54

(c) A recommendation of at least one entity that could 55  
conduct an external review of each state university and rank all 56  
state universities with respect to contribution to the 57  
undergraduate mission; 58

(d) Recommendations for the criteria under which a state 59  
university would be reviewed by the entity selected pursuant to 60  
division (C) (1) (c) of this section; 61

(e) Recommendations for how each state university could 62  
incorporate contribution to the undergraduate mission into its 63  
existing annual review process for tenured faculty or its post- 64  
tenure review process, or both. 65

(2) Within sixty days after submission of the report in 66  
accordance with division (C) (1) of this section, the committee 67  
established pursuant to this section shall conduct a public 68  
presentation describing its findings and recommendations to the 69  
following: 70

(a) The standing committee of the House of Representatives 71  
that considers higher education and workforce development 72  
legislation; 73

(b) The standing committee of the Senate that considers education legislation.	74 75
(D) Unless otherwise determined by the General Assembly, the committee established pursuant to this section shall cease to exist upon successful completion of the requirements set forth in divisions (B) and (C) of this section.	76 77 78 79
(E) As used in this section, "state university" has the same meaning as in section 3345.011 of the Revised Code.	80 81