

1 Notes from the Academic Senate Annual Retreat,  
2 Tuesday, August 17, 2010,  
3 Altadena Town and Country Club:  
4 “Defining Our Culture”  
5

6 Present: J.L. Anderson, M. Apostolos, J. Armour, T. Biblarz, G. Bickers, D.  
7 Blaine, J. Brecher, T. Buchanan, A. Capron, P. Conti, R. Cooper, J. Crampon, A.  
8 Crigler, D. Endres, J.A. Farver, J. Garner, E. Garrett, S. Gupta, J. Hall, R. Hall, D.  
9 Haugland, K. Harrington, K. Holly, K. Howell E. Johnson, M. Jordan-Marsh, J.  
10 Landolph, S. Lund, D. Marsh, E. McCann, R. Miller, J. Morrison, E. Muhl, J.  
11 Muniz, N. Neamati, C. L. M. Nikias, J. Nyquist, J. Pearlman, G. Peters, S. Pratt,  
12 M. Preston, C. Puliafito, C. Quinlan, S. Rafeedie, G. Ragusa, I. Rhimes, P. Riley,  
13 A. Sadan, K. Servis, D. Shook, J. Silvester, R. Suro, W. Thalmann, S. Thompson,  
14 J. Warren, W. Wolf, D. Yett,  
15

16 President of the Faculty Peter Conti called the retreat to order at 8:30am.  
17

18 Prof. Conti’s opening remarks:

19 Welcome and thank you – we are all looking forward to the conversation today.

20 We, as faculty, relish the opportunity to do more. The challenge at this time offers  
21 unique opportunities to consider who are we now and what steps are necessary to  
22 shape our culture as a university over the next decades.

23 We cannot do this in one retreat; but, since one of our goals is to become a top ten  
24 university, the question we must answer is how do we get there. This is a difficult  
25 challenge: but how we might achieve this is our goal . Today is an opportunity to  
26 blend both informational and blue sky concepts to allow the Senate to lead the  
27 discussion throughout this year and into the future years.

28 Envisioning the ideal university culture is our exercise today.  
29

30 C.L. Max Nikias, President of the University, offered his opening comments:

31 The Academic Senate is very important to our future; we have worked together  
32 when I was Provost and we were able to give faculty early input in planning. I  
33 intend to build on this past successful relationship.

34 A president must spend a great deal of time away from the campus; but, remember,  
35 I have always been a USC professor, and this fact has informed all my decisions;  
36 and the Provost will continue this classic collaboration with the Senate.

37 The faculty are the university and are crucial to the years ahead, especially with the  
38 lofty goals we have set for ourselves. Rankings do not measure all the things we do  
39 at USC; we are entrepreneurial, inside and outside the classroom; we have a global  
40 reach; and we must find new ways for the USC way to burst forth: the impact we

41 have in society is how we are influencing the entire intellectual community.  
42 Financially we are in a in a sweet spot not by accident, but by design. Now, we  
43 must move wisely to stand among the small handful of universities who shape  
44 society, especially in these dramatic times of change.

45 But we are not yet among the undisputed elite universities, as I will discuss on  
46 October 15, our pathway for the future to reach this pinnacle.  
47 I look forward to next steps on the journey.

48  
49 I am very excited by appointment of Pat Haden as athletic director; this is our very  
50 best case scenario-off and we are off to a good start.

51  
52 Q: What can faculty do to create a culture of ethical compliance throughout the  
53 university community?

54 A: I am making a speech tomorrow to all the coaches; we need to liberate the  
55 university by creating this specific culture.

56 I spoke with Gene Corrigan from Notre Dame and the NCAA for his wisdom, also.  
57 Faculty can help create the culture where regulation is the spirit throughout; and, if  
58 there is a question or a doubt, the culture becomes to ask until the proper answer is  
59 received.

60  
61 Q: What are key areas for a top ten ranking?

62 A: We have identified more than a dozen priorities: the most critical are:

- 63 1. improving quality of faculty;
- 64 2. continuing building the quality of the students, both undergraduate and graduate;
- 65 3. fundraising – the president’s chief responsibility – both investment and in  
66 bringing in new money;
- 67 4. growth in the areas of medicine and biology.

68  
69 Elizabeth Garrett, Interim Senior Vice President for Academic Affairs and Provost,  
70 spoke:

71  
72 I am pleased to be working with the Senate; faculty are the core and the heart of  
73 USC, representing the academic values of our university and providing both the  
74 continuity and change that is needed to advance.

75 Being faculty is the business of my family, and this is our moment in time to build  
76 on the foundation that has been created over the past 20 years. Transformation  
77 continues, building on our great financial and intellectual strength.

78 Interim provost is not a holding pattern; I am eager to work with the faculty to  
79 continue to grow the entire university community.

80

81 The issues at the heart of the vision of the university begin in context with the  
82 work of the joint provost and senate CAPP committee and WASC accreditation;  
83 the final committee visit will be in October and is led by Derek Bok. Our  
84 Educational Effectiveness Review will be on web soon.

85 Faculty will be included in all reviews for a sense of USC: what we do well and  
86 what we will do better, defining the life of the mind which is the culture of USC.  
87 Next, we will be developing a new strategic plan; the best plan will arise from  
88 collaboration from all of the university.

89 We will be looking for members of many committees.

90 A review of the past five years of the CAPP committee shows important issues: –  
91 Originally, the reports focused on developing learner-centered education and the  
92 importance of economic diversity.

93 In year 3, the focus was residential life, linked to the living university: the  
94 importance of interaction between faculty and the students, providing more budget  
95 to residential faculty and creation of a residential council to meet. It showed that all  
96 constituencies were eager to play a role, and we are looking for more residential  
97 college space.

98 Working with CET showed the need for more faculty involvement with students  
99 outside of class; and this interaction should be part of the service requirement of  
100 faculty members: we have an academic community with a passion for ideas.

101 Year 4 focused on minors and interdisciplinary opportunities, important in our  
102 depth with breadth goals. We recognized academic achievement awards this year  
103 for over 100 advanced students; and we need to assure extra hours in the basic rate  
104 to allow our students to pursue these broader programs. As reflected in last year's  
105 analysis in the business school for outside minors, we need to look at revision in  
106 the undergraduate curriculum: only 17 percent of business majors had minors.

107 The USC arts initiative must continue to be interdisciplinary, with the opportunity  
108 of minors in all schools to work with the arts schools.

109

110 We must have “global learning objectives,” looking at the entire world for global  
111 connections.

112 We are working on research infrastructure: passed \$560 million last year in funded  
113 research.

114 We are working on the central infrastructure and working with the schools on their  
115 infrastructure needs.

116 I am looking forward to the working partnership with Academic Senate and the  
117 faculty.

118

119 Q: Will the new unit option go towards independent study for undergraduates with  
120 research faculty?

121 A: It is available for any serious course of study; if credits propel the students  
122 forward, it is eligible and can sponsor undergraduate hands-on research in the  
123 graduate units with school money. The goal is opening opportunities for our  
124 students that other colleges cannot do.

125

126 Introductions were made around the room.

127

128 Carmen Puliafito, Dean of the Keck School of Medicine addressed the meeting on  
129 “The Culture of USC and the Keck School of Medicine”:

130 The question is: what can culture of USC do to change the orientation of the  
131 medical school.

132 We have learned the lessons that:

133 interdisciplinary collaboration is essential;

134 students are “vectors of collaboration and change;”

135 we must maintain a “global” focus;

136 and community involvement and outreach are important.

137 USC culture should be and is academic excellence within a framework of  
138 cooperation, collaboration, and community involvement.

139 Medical schools are generally conservative and isolated; we are working on

140 expanding the engagement of the medical school, always focusing on our students  
141 at the core.

142

143 Q: Even in dance programs, could we bring all arts programs into the pre-medical  
144 advising as in the College?

145 A: Yes

146

147 Q: Given changes in the health care system, how will the medical school in a  
148 leadership role begin to address these problems with new approaches?

149 A: There is a high level of awareness of change; a Dean’s council will stay  
150 connected to this process; and we will contact and be leaders in community health;  
151 but the question is always one of involvement.

152

153 Q: How can USC be a leader here?

154

155 A: 1) Recruit scholars who are both academic and practical; 2) it is very rare to  
156 find clinicians who are scientists – we have clinical researchers, but we need  
157 academic emphasis here. Our aspiration is to have great basic scientists with  
158 clinician scientists.

159

160 Q: Where is the school going in participatory teams?

161 A: Recruiting scholars is the first step.

162

163 Morning session began: Research and the facilitation and support of scholarship

164

165 Randolph Hall, Vice President, Research spoke on research infrastructure and  
166 programming:

167

168 Following university research committee work, we have three requests of the  
169 Senate:

170

171 Endorse the URC recommendations on collaborative research;

172 Endorse standards for authorship;

173 Build a culture of excellence and innovation: advocate for quality and new forms  
174 of scholarship.

175

176 We are reviewing: research administration, peer assessment, process review; and  
177 IT.

178 Our priorities are: integration; image; improvement; and innovation.

179

180 We are implementing and tracking numerous actions, including changes in  
181 reporting structure to streamline the processes; using both a task force and survey  
182 as feedback; an integrated website; a review of systems; and quality and  
183 confirmation assurances.

184

185 We must be innovative in how we do research; the methods must have a new  
186 approach: creativity and collaboration reflecting sharing research and new media.

187

188 Our website is: [usc.edu/research](http://usc.edu/research)

189

190 Q: Infrastructure space is a major problem, in the next few years especially.

191

192 A: We must review whether are we utilizing space as effectively as possible and  
193 expansion must be reviewed and planned.

194

195 Steve Lund, Professor of Earth Sciences, presented on what resources are needed  
196 to ensure research success:

197

198 Have been a member of the IS committee for longer than a decade. Our committee  
199 believes that enterprise-scale structures are not yet uniformly or adequately linked  
200 with each other, nor are they well linked with academic unit-scale or local-scale

201 scholarly activities; linkage is necessary to provide on single coordinated and  
202 consistent vision for the support of scholarly activity across the campuses.  
203 At present, there is no clear-cut leader at the level of direct hands-on support for  
204 scholarly activity at the enterprise level. We propose a position to oversee direct  
205 hands-on support to reside in the library, not ITS.  
206 Support for scholarly activity must be a shared responsibility, both intellectually  
207 and financially, but academic unit support is not yet adequate.  
208 We propose a “bottom-up” methodology at the academic-unit level that starts with  
209 the individual faculty members; each unit must provide every full-time faculty  
210 member with the appropriate tools.  
211 We propose a structure for this activity, overseen by the Information Services  
212 Committee which relies on annual surveys to gauge faculty satisfaction and needs.  
213 Scholarly activity is intrinsic to a great university; and this is a broader concept  
214 than mere research.

215

216 Q: The question really is the cultural tension between our entrepreneurial spirit and  
217 the need for long-term planning.

218 A: Yes, for example, the college budget is from year to year; but this method is not  
219 successful in planning the support needed for future needs; there is a need for  
220 planning for this future or we will be behind the curve in support; it is a money  
221 problem to build the structure for scholarly support.

222

223 C: Dean Catherine Quinlan: The library is supporting scholarship with quite rapid  
224 growth; but we need to publicize more what we have available.

225

226 C: We need specific action items from the breakout groups: how do we most  
227 effectively integrate our resources?

228

229 C: And there is a lack of confidence from faculty that real communication is  
230 needed to address.

231

232 Thomas Buchanon, Professor of Medicine and Ob/gyn GCRC Program Director  
233 Associate Dean for Clinical Research, Keck School, spoke on building successful  
234 interdisciplinary collaborations:

235 The Clinical Translation Science Institute has received \$58.6 million from NIH.  
236 There are three partners: academics partners; clinical care; community health  
237 institute; designed for scientific community and health needs through research  
238 development to create teams for better health in a diverse urban community, and  
239 focusing on: new translational teams, projects, and programs; new translational  
240 researchers; and to promote culture and environment. This type collaboration

241 provides experts at all levels; builds tools for collaborative research, to especially  
242 put people together; and provides money to start new projects.  
243 One focus must be on education and career development.

244  
245 The Senate can help create the environment for interdisciplinary and translational  
246 research – again, understanding and valuing collaborative research, valuing people  
247 in team science – and supporting financial needs

248  
249 Justin Pearlman, Assistant Vice Provost, Social Science/ Humanities, spoke on  
250 facilitating scholarship in the humanities and social sciences:

251  
252 There are three main topics:

253 1. Provost’s initiatives in faculty research grant programs, advancing scholarship in  
254 the humanities and social sciences grant program: over 130 awards in the four  
255 years of the program, covering 13 schools and, 20 college departments with both  
256 tenure –tenure track and non-tenure track recipients.

257 The USC research collaboration fund awarded its first 5 awards this year , along  
258 with seed grants, to build scholarly communities;

259 2. What the office does: center for excellence in research; funding sponsor  
260 meetings; proposal development support; retreats and forums.

261 3. Highlights at the school level: centers and institutes; school research offices;  
262 college humanities council, as both advisor and as promoter of research.

263  
264 Morning Breakout groups were held.

265  
266 Reports:

267 Group 1 (Sandeep Gupta and Krisztina Holly):

268 Q: How will innovation and technology influence/create USC’s culture? What is  
269 missing/needed to facilitate this?

270  
271 Action points report:

272 Universities will be measured by the impact they will make in society, and this  
273 impact has four pieces; having the culture that celebrates innovation; nurturing a  
274 robust system that interacts with the outside world; translating the ideas out into  
275 the world; skills for lifelong innovation in our students.

276 We only have the first today. Four 4 main areas need growth:

277 1. rewards and incentive structures (including promotion and tenure); the  
278 opportunity to excel in celebrating interdisciplinary work and non-traditional forms  
279 of dissemination of our scholarship and work; and opportunities for  
280 commercialization;

- 281 2. recognizing the importance of physical space for communication and  
282 fertilization of ideas, a neutral turf for collaboration;  
283 3. events, programs, and information need to be both schedules and fully  
284 communicated/advertised – what link of central calendar can be created at the  
285 scholarly level?  
286 4. we must fully consider how we create activities to the outside in our culture for  
287 maximum impact and a broader dialogue

288

289 Group 2 (Patricia Riley and Jeri Miniz)

290 Q: What is missing/needed in physical and human infrastructure for USC to be  
291 more successful?

292

293 Action points report:

294 Analysis of where contract and grants is in the process of improvements;  
295 developing a culture of service;  
296 two reviews of internal and external of the research enterprise and IT needs also –  
297 we have brought about changes in reporting structures;  
298 task force of school and central administrators to develop flexibilities and  
299 requirements and for dissemination to the faculty as a whole;  
300 and then a reporting structure back to the Senate of the progress being made;  
301 re-branding contracts and grants as a service organization and setting expectations  
302 and accountability;  
303 focusing on developing real performance objectives and metrics.

304

305 Group 3 (Doug Shook and Ilee Rhimes)

306 Q: Are the IT needs of faculty being met? What additional resources are necessary  
307 for success?

308

309 Action points report:

310 Must be consideration of the ways to spend the new money: variable levels on IT  
311 support in each unit since faculty support comes from the units;  
312 Must find from each school, how much money being spent and survey faculty  
313 with unit IT satisfaction and what is needed for determination of allocation of  
314 funding;  
315 And must find levels of system integration across the units for collaborative  
316 support; licensing problems across sites; and what are the minimum acceptable  
317 standards for research, instruction, administration.

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319 Can there be an opportunity to develop one general survey to answer all these  
320 question raised by these separate constituencies?



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Group 4 (Maryalice Jordan-Marsh and Catherine Quinlan)

Q: Are the libraries being used effectively? What additional resources will be required over the next decade?

Action points report:

We are in an evolving culture: the changes have been taking place on some, specific items: but we also need a vision of the library as the center of our intellectual enterprise and provide: the technology opportunities for intellectual conversation; scholarship to drive infrastructure of the library and its acquisitions and collections; and the challenge of communicating the sources available that are not recognized; to explore ways to personalize access to the library collections as the center of intellectual enterprise, and to examine how these segments communicate across the university, especially as to library liaisons and increasing library spaces for social sharing; rethinking how to reach out to the community of scholars as well as the students; as a Trojan family enterprise, including emeritus faculty.

If the libraries are to be central to this information, the libraries need a seat at the administration table.

Afternoon presentations:

Judy Garner, Associate Provost for Faculty Development Senior Associate Dean for Faculty Affairs Associate Professor in Cell & Neurobiology:

A two-part answer to the question of how do we develop successful faculty who will contribute to the culture:

1. improve each individual's satisfaction with his or her position which makes each successful, both in promotion and in research as each is individually supported;
2. reduce roadblocks to faculty success.

But there is a third thing in how to contribute to the culture; we need mechanisms for faculty to fully participate will having a feeling of shared responsibility.

In answer to part 1:

We must improve access to the full information about advancement; develop a culture of mentoring; connect with others – for a “leap” in academic scholarship; and provide the tools to help with teaching performance and growth, Information resources include the academic leadership and development committee and the Mellon mentoring forum, an example of a partnership to make a mentoring culture, CET and CER;

360 We must target the groups that would most benefit, including, especially, long-  
361 time associate professors and reward schools for best practices in mentoring and  
362 responses is showing the recognition throughout the university to the value of  
363 mentoring

364 We must provide specific leadership training through deans and department chairs.  
365 Continue to work with the Committee on Non-tenure Track Faculty, and the  
366 Probationary Deadlines Committee.

367

368 In answer to part 2:

369 Need to fully utilize: the Faculty Rights and Responsibility Committee; faculty  
370 mediation officers; and the Committee for Work and Family Life.

371 We must stress the Senate emphasis on wellness and the Emeriti center.

372 Faculty recognition is invaluable, through school, university, and national awards  
373 and in identifying the future leaders and bringing them into the system of  
374 mentoring

375 We must concentrate on developing a shared sense of responsibility and  
376 investment in USC.

377

378 Q: Investing in others is a key.

379 A: Yes

380

381 Q: Mellon funding does what?

382 A: It develops a theme each year; last year building a mentoring website.

383

384 Q: Since there is an importance in clinical sciences, what does the mentoring  
385 program do with this?

386 A: Strategy of CTSI is to train good clinicians to be scientists, but the problem is to  
387 find clinicians who are also capable of researching – but the expectations of the  
388 deans and the schools must be broadened to have a cadre of true clinician scientists  
389 and this must be focused upon; this must include all the health sciences, as in  
390 pharmacy and dentistry.

391

392 Lawford Anderson, Director of CET and Professor of Earth Sciences, spoke on  
393 faculty mentoring:

394 I have been here at USC since 1975 and I needed and received much early  
395 mentoring; I am successful because of good mentoring that advised what was  
396 necessary to succeed.

397 Our future is in the different mentoring for new associate or lateral or senior hires

398 CET presents many forums and workshops, especially to express learner-centered  
399 teaching (for example, “death by powerpoint” – in which students are missing your  
400 passion in the subject).

401 Unlike other schools, our center is run by the faculty fellows, faculty, teaching  
402 assistants, and undergraduates. We work by mentoring, opening classrooms, and in  
403 individual conferencing.

404 All departments need to have a mentoring policy on record in general and  
405 specifically for each individual hire; but his is not being done fully anymore and  
406 should be re-instituted.

407

408 Q: What “trophies” do we want, what do we want our faculty to become?

409 A: Don’t do too much of any one idea; hire many assistant professors; bring in the  
410 specialties when you need them.

411

412 Q: Programs to evaluate teaching?

413 A: I like student reviews; but the evaluation should be what did you learn in the  
414 evaluations (question 10 should be as important as questions 11 and 12) – what are  
415 your students learning from you?

416

417 Q: But only one metric?

418 A. No, that is not sufficient; faculty should evaluate faculty more often – this is  
419 part of mentoring.

420

421 David Marsh, Professor of Education, Rossier School of Education, spoke on what  
422 will the graduate programs look like 10 to 20 years from now.

423 First, assumptions:

424 Jobs will get harder; graduates will need more mentoring and will have more  
425 accountability with different policies in effect; what we need to train the graduates  
426 in skills is changing, requiring creation of Ph.D. programs at the top with the goal  
427 of creating experts in the various fields.

428 We need to speak not about universities in general but to USC in specifics;  
429 unfortunately, faculty role in academic review is “fuzzy.”

430 We have strong professional schools but there is a problem of doctoral students not  
431 staying in us.

432 Getting better means not just a conventional way, but in a unique strategy, as was  
433 done in the law school in the past: the key is be entrepreneurial but determining in  
434 in what ways.

435 Also need a new distinction between professional degrees and the research Ph.D.

436 Need to create a network across USC in these graduate programs and to consider  
437 what would be a real capstone, a quality and accountability project in a deep policy  
438 review.

439 Need to create a new signature for USC professional degrees and in using our  
440 global perspective, while still focusing on our urban/diversity advantages and  
441 values to make the programs work more effectively to find places where cadres of  
442 our students across the professions can impact global countries.

443

444 Q: How would you help leaders think about their work?

445 A: We should consider a USC signature degree across the professional fields, and  
446 this should include games and the professional pedagogy.

447 Why not create a group of mega-universities throughout the world to effect  
448 policies well beyond just education in the United States.

449 And we should consider urban labs for extending into the community as a whole,  
450 including a graduate component like undergraduate diversity requirement.

451

452 Q: Should there be distance learning in graduate programs, as opposed to  
453 certificate programs?

454 A: Is not the answer to consider the best way to educate our graduates over the  
455 next 10 or more years?

456

457 Q: What about non-Ph.D. terminal degree programs; where do they fit?

458 A: Would work – but all must fit within this signature degree concept, defined by  
459 the schools.

460

461 C: Graduate school has been working the last few years on developing metrics;  
462 there is a difference between a professional degree and the research Ph.D. – and we  
463 need to stress this difference and stress growth and excellence, which are distinct.

464 C: The interdisciplinary issues we speak of in undergraduate education must be  
465 considered in the graduate programs, too.

466

467 C: Must be careful with how our graduate students are selected; there is a skill set  
468 from their discipline and there is a tension in developing special persons in their  
469 specific field first, in this tension at the core.

470

471 Afternoon breakout groups were held:

472

473 Reports:

474 Group 5 (Judy Garner and Julie Nyquist)

475 Q: How do we develop successful faculty who will contribute to the culture? What  
476 resources will be required over the next decade to assist our current faculty to grow  
477 with the culture?

478

479 Action points report:

480 We require:

481 A named virtual faculty development center:

482 Networking, faculty support services, including, technical support and statistical  
483 support;

484 Providing micro-opportunity grants;

485 An ability to “buy time” for accomplishments in both development and training;

486 Further connections with all students, not necessarily just full-time.

487 Basic infrastructure needs;

488 A central clearing house for information.

489

490 The key is engagement fully within the culture, including mentoring fellows or  
491 fellowships.

492

493 Group 6 (Alex Capron and Peter Conti)

494 Q: How do we balance recruitment versus self-growth while building our culture?

495

496 Action points report:

497 At all levels of this mentoring, there must be monetary considerations, and this  
498 includes time. This mentoring culture must include the recruits (junior and senior)  
499 we bring in to the university – and all this mentoring must include a specific  
500 individualized plan, not just a conversation.

501 The growth from within must be targeted to specific individuals or groups and then  
502 across a full school, unit, and department – the issue to be considered and  
503 answered is which targets should be identified and how; and this must all be  
504 funded.

505 Need research on both why good faculty left and why faculty have come here to  
506 develop these plans.

507 Investing in faculty builds the reputation we want and need; we must consider the  
508 balance between superstar hires and those who will become these stars and how to  
509 develop them within.

510

511 Q: Is this just for the classic faculty definition?

512 A: No – we see a broad range of different faculty within these requirements, based  
513 upon the differing expectations of each type and the requirements of each unit.

514 C: And this evaluation and continued growth is required of all faculty, especially  
515 as we move to on-line faculty who are not nearly traditional in their roles, always  
516 remembering that the culture will be driven by the full-time faculty.

517

518 Group 7 (David Marsh, Sandeep Gupta, and Jean Morrison)

519 Q: Who wants our graduate students and why? How should we proceed in relation  
520 to enhancing and growing our graduate student programs?

521

522 Action points report:

523 The students who receive a USC Ph.D have many different profiles – many never  
524 enter academia after their degree; but our reputation is often based on this minority  
525 who do.

526 Funding for incoming students needs more review; peer groups are important in  
527 their success; and the question is what extra training can we provide since the key  
528 is the Ph.D. experience and that does and will define the USC culture.

529 Can there be more than simply a dissertation as the capstone for some of these  
530 students; we need to study and identify these capstone experiences; and inter-  
531 disciplinary should not be lack of home department: a student should be able to be  
532 recognized as an expert with a creative control of broader fields; there is a basic  
533 need for this support and to exposure to these broader fields.

534 We need more initial and continuing dialogue with these students.

535

536 Q: Do we need a clearing house or exchange of some sort for students in the inter-  
537 disciplinary stage?

538 A: Yes, that would be the ideal at the later part of the study, but only after the  
539 depth of learning in their field.

540

541 C: Is the model the PIBBS program?

542 But only the first year is fully funded and this is the problem, so they students are  
543 only going to the funded labs.

544

545 The retreat was adjourned at 4:15pm.