

**THE UNIVERSITY OF TOLEDO**  
**FACULTY SENATE**  
**Minutes of the Senate Meeting of October 9, 2007**  
**<http://www.facsenate.utoledo.edu>**

Approved @FS mtg. 10/23/07

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**HIGHLIGHTS**

**Trustee Rick Stansley, BOT**  
**Main Campus Bookstore**  
**Ohio's new higher education**

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Note: The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.  
**Chair Wilson** called the meeting to order. **Alice Skeens, Executive Secretary** called the roll.

***I. Roll Call –2007-2008 Senators:***

**Present:** Ames (for Bischoff), Barlowe, Edwards (for Baines), Barnes, Cluse-Tolar, Compura (for Moorhead), Evans (for Lipscomb), Fink, Floyd, Fournier, Fritz, Funk, Greninger, Hefzy, Horan, Hudson, Jakobson, Johanson, Kennedy, Kistner, Lambert, LeBlanc, Le (for Zallocco), Lundquist, McInerney, Monsos, Morrissey, Nandkeolyar (for Ariss), Olson, Peseckis, Piotrowski, Relue, Schall, Skeens, Sponberg, Stone (for Hamer), Sundar (for Pope), Teclehaimanot, Thompson-Casado, Ventura, Wikander, Wolff,

**Excused absence:** Barden, Chen, Klein, Piazza, Wedding

**Unexcused absence:** Hottell, Stierman,

***II. Approval of Minutes:***

Minutes of September 25, 2007 were approved as distributed.

***III. Executive Committee Report:***

Executive committee report:

For the second time in as many months, our Senate meeting begins on a sad note with a memorial tribute to one of our colleagues from the College of Pharmacy. Dr. James Byers, a Senator, died unexpectedly on September 27 at the age of 46. Dr. Byers was in his first year of a three-year term on the Senate. His colleague, Dr. Wayne Hoss, is here to present a tribute to him, which will be followed by a moment of silence.

**Dr. Wayne Hoss:** Good afternoon everyone. I'd like to make a few brief comments in remembrance of Dr. James B. Byers, age 46, Associate Professor, Pharmacology at the University of Toledo, who passed away on September 27 at the Toledo Hospital. In doing so, I will borrow freely from an article that appeared in the Toledo Blade without any further attribution. According to his brother John Byers, Dr. Byers was found unresponsive in his west Toledo home and rushed to the hospital where attempts to revive him failed and he was pronounced dead. The family did not know the cause of death at the time. Jim was a member of the University of Toledo College of Pharmacy faculty for eight years and received his master's degree and his doctorate in Chemical Engineering from the University of Toledo. He taught courses to both undergraduate and graduate students in the area of pharmacokinetics and toxicokinetics, the

study of how the body absorbs, distributes, metabolizes drugs and toxins. In 2005 Dr. Byers was promoted to associate professor and tenured. At the time of his death Dr. Byers was involved in industry and government sponsored projects organized through the Center for Drug Design and Development. In addition he had an ongoing collaboration that was funded by federal and state grants with Dr. Ezdihar Hassoun to study the health effects and environmental toxins. Other recent research areas included diabetes and gene therapy. Dr. Ronald Fournier, a UT professor of bio-engineering and long time friend and mentor of Dr. Byers said that he was an excellent teacher. To quote from Dr. Fournier, "I know he was a demanding teacher. He expected a lot from his students, and I think in the end that they appreciated that." Personally, I often observed Jim with small groups of students, or individually with students, giving generously of his time in order to provide extra help to them, in mastering difficult, challenging course material. He conveyed very effectively to everyone, and he cared about students. In addition to the Faculty Senate, Jim served as AAUP representative for the Department of Pharmacology and as a member of the Graduate Admissions Committee. He was chair of the Department Personnel Committee and also representative on the College Personnel Committee and served as co-chair with Pat Pulcini on the College Technology Committee. Outside of university life, Jim enjoyed sailing as well as coaching both, his son John and previously his daughter Sara in Catholic Youth Organization athletic soccer league. He also took pride in his garden. As his brother said and I quote, "I think if Jim hadn't gone into academics he would have been a farmer because he had a yard full of tomatoes and all types of plants." He enjoyed fraternizing with friends and colleagues and preparing Maryland crab cakes, fresh corn and cole slaw when people got together for a meal. The third of nine children, Jim spent his childhood in Baltimore, Maryland. He went on to study chemical engineering at the University of Maryland in the mid 1980's before continuing his studies at the University of Toledo. He became a student of Dr. Ron Fournier's at UT and during the 1990's they worked together on two university patents, which related to turning bio mass to fuel such as ethanol. His post doctorate years were spent at the former MCO in Jim Trempe's laboratory. He met his wife, Lisa, through the sister of Dr. Fournier's wife, and in 1992 they were married. He lived with his family in the Old Orchard neighborhood of West Toledo. Surviving are his wife, Lisa, daughter Sara, son John, mother Genevieve Byers, father William Byers, sisters Katherine Sullivan, Pamela Buhidar, Susan Kochenderfer, Jennifer Simone and brothers John, David, William and Michael. In remembrance of Dr. James Byers, husband, father, teacher, colleague and friend, please join me in a moment of silent reflection and prayer. Thank you.

**Chair Floyd:** I also have several announcements to make. The resolution passed by the Senate at the last meeting concerning access to higher education by those of the Baha'i faith in Iran has been forwarded on to the United Nations Secretary General with a cover letter from me explaining our vote on the issue.

A reminder that there will be a promotion, tenure and renewal workshop intended for junior faculty members who are on the tenure track under the requirements of the Collective Bargaining Agreement or those contemplating going for promotion under the CBA, will be held on Friday from 1-5 p.m. in SU 2592. Speakers include: Provost Haggett and Vice Provost Bresnahan, who will speak to the process from the perspective of the Office of the Provost; Harvey Wolff, as president of the UT-AAUP who will talk about the review process at each level; Bernie Bopp, from the Center for Teaching and Learning, who will talk about the teaching component of a faculty's member's dossier, and especially the importance of assessments of teaching effectiveness; Sharon Barnes, a recently tenured faculty member, who will discuss her experience with the process, and especially how she presented her research and scholarly activity in her dossier; and Mary Ellen Edwards, who will talk about the service component, and also present the view from UCAP.

We continue to be short one representative from the College of Business. We have made several attempts to contact the runners-up in the last Senate election to ask them to serve, and several people have turned us down and at least one other has not responded. We will keep trying, and if no one from the previous election chooses to serve, we will have to have a special election in the college. We will also need to fill Dr. Byers' seat from the College of Pharmacy, and we still need someone from Pharmacy to fill that college's slot on the Core Curriculum Committee. If any of you are from Pharmacy and interested in serving on this committee, please let me know.

A reminder went out last week regarding the new attendance reporting procedure required by the university in order for us to maintain eligibility for federal student financial aid. As you may remember, in 2006 the Faculty Senate voted to eliminate the "IW" grade, which was supposed to be given to students who never attended or stopped attending classes. Faculty still need to report such students, but they no longer use the "IW" grade. Instead, this is reported electronically by going through the Faculty tab of myUT Portal. Once reported, students are told they need to contact their faculty member to either make arrangements to return to class or officially withdraw. Students have until the end of the 10<sup>th</sup> week to withdraw. If they do not withdraw, a grade must be assigned at the end of the semester. Questions should be directed to the Office of Student Financial Aid at ext. 5812.

**Senator Fink:** Are we past the dropping deadline?

**Chair Floyd:** No, as I understand the students now have until the 10<sup>th</sup> week to withdraw, this is one of the things that we did when we did away with the IW grade, we extended the withdrawal period.

**Senator Olson:** We have until October 26.

**Chair Floyd:** So if you have students in that situation and you have a chance to talk to them in any way, actually, as I understand it, somebody from the Registrar's Office or Financial Aid Office will be contacting them to tell them that they need to get with you, or withdraw from the class. So just offering this as a reminder so that if you have those students, which all of us generally do, make sure you follow through on that.

I would like to ask the Provost and Mike Dowd, chair of the Graduate Council, if they would like to comment on the memo that went out to the graduate faculty about the reorganization of the graduate school. I have copies of it here if any of you have not seen it. It came out just yesterday from the Provost's Office.

**Provost Haggett:** It came out last week and it is from Provost Gold and myself. It was constructed after we had the opportunity to talk to a number of different people and organizations in and outside our institution about graduate education. That is outlined briefly in the memo itself. The memo outlines our thoughts about the college of graduate studies and its structure and that we will proceed to have a national search for dean of the college of graduate studies. We have tried to share the memo widely with the university community and invite comments back during a 10 day period. That's 10 calendar days before we finalized our plans.

**Chair Floyd:** I am now going to ask for a brief report from Harvey Wolff, who will speak on the Ohio Faculty Council meeting in Columbus that he attended.

**Prof. Mike Dowd:** First I want to thank the provosts for the attention they have devoted to graduate studies over the past few months and I want to note that Provost Haggett began to address these issues during her first week at UT. The Graduate Council Executive Committee appreciates being brought into the discussion and being able to relate our experiences and the institutional history regarding the graduate college. We are encouraged by the provosts' memo, as it addresses many of the significant issues raised during our discussions. The Graduate Council Executive Committee strongly supports the comprehensive approach to graduate studies

outlined in the provosts' memo and believes that their approach could substantially strengthen graduate studies across campuses. There are a couple of issues that warrant further discussion. These include curriculum development and budgetary authority over graduate assistantship lines. We understand that such issues may have been too specific to include in that memo. However, given the importance of this issue to graduate studies, the teaching mission of academic units, and research activities, we hope the provosts will continue the discussion of this issue with the Graduate Council Executive Committee. As a final point, the provosts have asked for faculty input on the content of their memo. The faculty has a responsibility to provide that input. If there is ever a time for us to express our opinion on the structure of the graduate college, this is that time. I encourage you to send your views to the Provost, to myself, or to the graduate college and please tell your colleagues to do the same. The provosts need to hear the issues that concern faculty.

**Chair Floyd:** Any other questions of the Provost or Chair of the Graduate Council?

**Senator Edwards:** What's the status of the Graduate Council and its equivalent on the HSC in this process?

**Prof. Mike Dowd:** The discussions I mentioned earlier included the Executive Committee of Graduate Council, Research Council, and the Graduate Executive Committee from the health campus. I believe the provosts brought these groups together because of the strong links between graduate studies and research activities. The discussion focused on the structure of the graduate college and not on the role of the Graduate Council. Based on those discussions my view is that the Graduate Council's responsibility will continue as before. Note that one point in the provosts' memo speaks of establishing a set of common graduate education policies and practices across campuses.

**Chair Floyd:** Now a brief report from Harvey Wolff to speak on the Ohio Faculty Council meeting in Columbus that he attended.

**Senator Wolff:** The Ohio Faculty Council meeting was held on September 14<sup>th</sup>. The next one is scheduled for this Friday, October 12<sup>th</sup>. Present at the September 14<sup>th</sup> meeting were representatives from Bowling Green, Toledo, Ohio State, Ohio University, Kent State, Cleveland State, Akron, Cincinnati and Youngstown State. The major part of the meeting was a presentation by Dr. Harry Andrist of the OBOR and he talked about two topics. One was the Chose Ohio First Scholarship Program. This program is aimed at stimulating more students in STEM areas as well as producing more graduates in this area in part by making substantial changes in the way that students are educated in these areas. There should be information on the OBOR website regarding this program. There was also some discussion on the master plan for higher education in Ohio, and Bill McMillen will talk about this during his presentation. There are several committees at state level working on this and it is hoped that this plan will be available by the end of this academic year, so things are moving quite quickly. There were discussions about such things as possible common course numbering systems and perhaps even common textbooks, although this would be far in the future. Of particular interest was that the faculty members were not participating much in this process, as a matter of fact there are no faculty members on any of the committees, although we were sure there would be plenty of time once the reports were done to have an opportunity for input. Some universities are ahead working to align themselves with the master plan, which will include some requirement that each university will develop its unique niche in the system. That was the main part of the meeting. Some campus reports:

- Bowling Green had 2% drop in enrollment, leading to a budget deficit and hiring freeze,
- OSU has a new president who will focus on the mission and reducing administrative bloat,
- Kent State has a new president in his second year and a new provost in his first year, and they are updating their strategic plan,

- Cleveland State has a serious focus on enrollment, which has fallen off this year,
- Akron is reporting a 4.9% increase in enrollment, they have a new football stadium and are doing major renovations on their campus, buying out a lot of land and buildings in downtown Akron,
- Ohio University has discussion on budgets and is moving toward responsibility based budgeting. Their Faculty Senate feels they are moving too quickly and they are passing a motion to slow down the process,
- Youngstown State – relationships between faculty and administration have not been good and they have had civility meetings to resolve issues. Their provost passed away suddenly over the summer due to an accident; they appointed an interim provost.
- Cincinnati has a new contract proposal that needs to be approved and they also are facing a very large budget deficit,

That's my report. Any questions?

**Chair Floyd:** I would like to bring you up to date on a few matters. First, I want to bring to your attention several log items that have been assigned to Senate committees for investigation. I would also like to remind you that if you have issues you would like our committees to take up, please let us know.

**Academic Regulations:** This committee is investigating two related issues concerning what safeguards are in place to prevent students from taking advantage of inappropriate help while taking exams via distance learning, and the role of the Student Grievance Council in deciding student grievance case outcome.

**Faculty Affairs Committee:** This committee is trying to complete action on an issue that was first brought to the Senate two years ago regarding the required use of faculty authored textbooks in classes for which faculty receive royalties

**Student Affairs Committee:** Several faculty members have requested that we review the assessments of the Rocket Launch program, and it has been assigned to the Student Affairs Committee to do. They are awaiting some additional feedback from participants that is currently being gathered.

**Faculty Affairs:** Deans' assessments. This has been one of the most frustrating issues. The last time an evaluation of the deans was completed was three years ago. At that time, a process was jointly agreed to by a committee of deans and Faculty Senators that included an evaluation instrument. I assumed this process and instrument would be used again, but there has been pushback from the deans. A committee was supposed to meet to clear up the issue so that we can proceed with the evaluation, but that committee has not yet met. I believe it is extremely important to do this evaluation of all deans who are not interims and who have been in their positions for more than two years, since many of these individuals recently received long-term extensions on their contracts without faculty assessment. I will continue to push this issue.

I would also like to update you on the rules and appendices for our new constitution and merged Senate. I was really hoping to be able to distribute our draft of the proposed new rules and appendices for the merged senate to the senators and faculty by now, but that is not the case. Over the summer, our executive committee and the executive committee of the HSC faculty senate met for many hours, and with the assistance of John Barrett, the chair of our Constitution and Rules Committee who was so helpful in writing the constitution draft, we put together a draft of the rules and appendices that represented the collective wisdom of the two executive

committees. At every step of the way, both executive committees were equal partners on the working groups that drafted the major sections, and each section as it was written was passed through a unanimous vote of both ECs. However, the HSC executive committee has recently asked that we “take a break” from the merger discussions for a brief time. Since we have not had an opportunity to talk with them about their concerns or issues, I cannot comment on why they decided this. Their chair has been out of the country, and we have not had a chance to set up a meeting between the two ECs. We do hope to meet with them soon to discuss what issues might need to be resolved between the two bodies and move forward with all deliberate speed on merging the Senates. As one of our EC members described it, this merger is like a marriage, and sometimes as the date of the wedding draws near, issues pop up unexpectedly that need to be discussed and resolved. I believe that is where we are now.

Any questions? At this time I would like to invite to the podium Mr. Rick Stansley, chair of our Board of Trustees. Mr. Stansley agreed to have a dialogue with us and here is your opportunity to ask him anything.

**Trustee Rick Stansley:** Thanks Barbara and thank you all for having me here today. I am here not to give you any report but to provide an opportunity to have a dialogue with all of you and the organization that you represent. The purpose of me being here I am personally very appreciative of the efforts that you demonstrate, and I know the Board is appreciative of the efforts that you are able to put forth on behalf of our institution. Your efforts are what makes this place a great place. It is our desire to expand on it and improve this place to be a better place for learning and a better place to work in. We believe that we will be able to enhance the opportunity, not just the people that are here but the community as a whole. I know we experience a great deal of success in this area and I’m sure there will be many future successes as we move forward. Part of what we are responsible for today is to create an environment of open communication with trust and mutual respect. What we also need to create is common understanding of what our ultimate objectives are. If we achieve these goals and objectives it requires a collaborative effort on the part of everyone. Having said that, I would like to now open the floor for any questions or discussions you might want to have with me.

**Senator Skeens:** Is there any thought to bringing the Faculty Senate and the student government reps back to the table?

**Trustee Stansley:** Part of the merger I believe we struggled with this prior to the merger to understand what this communication between the different constituent groups should be at the Board level. I know in the relative short term in the past we probably have not done a very good job it. I accept some responsibility for that, and my commitment to the FS Executive Committee is to develop more open and aggressive ways of communication, but to do that we have to understand what the expectations are. Recently I have forwarded a document to my fellow Board members that provides an outline of what my expectations might be with hopes that by the end of the year we would have a forum by which the constituent groups, not just the Faculty Senate and the student bodies are going to be represented, but all the constituencies should be interacting with the Board. Hopefully we would have that done by the end of the year.

**Senator Wolff:** On the recent Board agendas there was something called authority for the president to appoint. Can you say a few words on that?

**Trustee Stansley:** That resolution has created some controversy for the last four or five months. At the time it was a resolution for the purpose to close some gaps that we had in bylaws by providing authority to the president to operate and to make decisions on the day-to-day basis on matters concerning the university. The Board brought that to the table because of the concerns it expressed as a result of the merger and the different bylaws that existed at the time. Andy Jorgensen was the Faculty Senate Chair at that time. We postponed the decision on that until we had an opportunity to receive input and explanation from the administration and from our legal counsel and at the time Andy provided a summary of concerns. That resolution was to create a line of authority to the organization and orientation on what the Board is holding the president

accountable for in day-to-day operations, which did not exist prior to the resolution. It may have been an understanding; it just was not clearly documented.

**Senator Wolff:** There was the resolution for the authority for the president to act, but then I saw on the agenda of one of the board committee meetings, there was a resolution giving the president the authority to appoint. It seemed to be different than the one that was recently passed by the board. Do you know anything about that?

**Trustee Stansley:** I can only tell you that my familiarity was with the resolution to act, and I'm not sure what any of the other resolutions would be about. I can look into that though, I can ask about it. Any other questions, comments?

**Senator McInerney:** I noticed in the paper that there was a discussion about the UT Foundation and the relative assets, 15% of the UT foundation assets were related to the former medical college and 85% of the main campus. Is there intent to combine these funds or are those funds currently commingled? Can these funds be used by the foundation for whatever it chooses at this point, or is there a plan to prorate the use of those funds with respect to 'shareholder' plans?

**Trustee Stansley:** The UT Foundation was at \$150 million and I believe that the MUO Foundation was at \$50 million at the time of the merger. 85% of those funds are in the restricted category which means that there are very specific uses that they can be used for. I think that those are the percentages that you are referring to and I'm not sure which is right. I read the article and am somewhat familiar with the verbiage of the foundation. I'm not exactly sure of their activities. As a matter of fact, it's one of the bodies that we believe we haven't received enough input from, but we will be working on that interaction.

**Senator Barnes:** I'm Sharon Barnes from University College and in my role there I work with students who other folks might consider less desirable because they come in under prepared or less ready for college. I would stress that they are not unable and certainly not unintelligent, but I know that there's been a lot of conversation, a lot of push about getting what some people would call higher quality students, which I often think is a code for eliminating our students. I'm really concerned and curious about how the board feels about that. I just want to say one more thing about what I think the students in our program bring to the university in terms of diversity and experience and of course the fact that it implies open access, which I think is important, very important, to me personally and to a lot of other faculty members. Where's the Board on this matter relating to access?

**Trustee Stansley:** I think it's important for me to point to what the board voted on in March, which is the mission statement and strategic plan at some point. And let me read from the mission statement. *"The mission of the University of Toledo is to improve the human condition, to advance knowledge through excellence and learning, discovery and engagement and to serve as a diverse student centered and public metropolitan research university."* I believe that that sums up how we feel. There has been a lot of talk about increasing standards, raising academic standards in different parts of the university, but just as much there has been discussion about academic standards and raising the standards, could be required, there has been discussion of open access. Where would the portal of entry be for the students that didn't meet the requirements? As I understand it University College would serve that role for students that may not be able to achieve. Perhaps the academic history and what we'd talk about more than anything is the preparedness they have coming in, and it has been and it is a part of the discussion today that the University College can serve that role. As a matter of fact, the question that you raise today was raised at our executive committee meeting not long ago and I went back and talked specifically to the president about that issue. He again talked about the importance of open access and he said we were not prepared exactly or did not have a plan for how we were going to do it, but that the University College was going to play a very important role in providing access. And, we talked about being consistent with the responsibility of the metropolitan university.

**Senator Barnes:** More important to me is that we have the opportunity.

**Trustee Stansley:** Your concern and the importance that you feel for this issue is one of the issues I want to share with the Board of Trustees. The other thing is pursuing excellence. There have been very heated discussions and struggles at times trying to understand how we can move the different programs in the area of excellence while we are still dealing with remediation, and University College really addresses this issue

**Senator Barnes:** They are not separate things, is my feeling.

**Trustee Stansley:** I would agree with that. Any comments on how we can improve communication with the Board?

**Senator Johanson:** You are here and that helps a lot.

**Trustee Stansley:** I would like to make this a regular occurrence. I hope to be able to talk specifically sometime around the end of the year and take up the matter of shared governance and report back relating it back to the Board's position on that. Faculty Senate has a position, the administration will have a position and the Board of Trustees will have a position as will a lot of other constituencies. First of all we need to find what it is that we all are looking for and then come up with a resolution of some type. As the result of the Executive Committee's request for a meeting and an opportunity to talk, I think we are working towards some type of a retreat where the issues we talked about more on a global perspective than just who is responsible for what.

**Senator Fournier:** A few weeks ago I was at the Purdue game with some friends and they said that it seems like the University of Toledo Medical Center seems to be the major focus mainly in the advertisements. I was wondering how the University as a whole deals with this image?

**Trustee Stansley:** I spent an enormous amount of time at the medical center. There is the issue of the hospital enterprise, that is something that is big and it takes a lot of time. There are issues there right now that will be of significant consequence to the community overall and the commitment of this Board is to do what is right for the community. It takes a lot of time but I commit to you as we move forward and regardless of how much time is spent on both campuses, and regardless of what we are reading about we will get things done. I talked to the president where he is at and what's going on; it concerns him as well.

**Senator Olson:** Any thought of forming a separate board for the hospital?

**Trustee Stansley:** We talked about that. We are not comfortable as a board right now to move that off to a separate board. The hospital enterprise is a very important part of our medical school. It provides about \$15 million to our funding as well as \$4 million to the general fund. It's significant.

**Senator Olson:** If part of the problem is the amount of time the Board spends on the hospital largely due to issues evolving around the hospital, wouldn't it be wise to have a separate board and have that board report to your board?

**Trustee Stansley:** The issue of creating a separate hospital board has been discussed. It has been the opinion of a vast majority of the board members that advancing the separation of these board functions is premature at this time. When we work through the current issues we are confronted with concerning competition between health care systems in this community, we will take up the discussions on this issue. I would like to talk briefly about another problem. Our community assets are not always being used for the benefit of the community. What I would suggest is that the University of Toledo like hospitals and other institutions in the area are community owned assets and are being used today in a way that does not always represent the best interest of the community. We have an obligation to stand our ground right now and to spend time as necessary in hopes that we can create a fundamental change approach in health care in the community. It doesn't bode well with parts of the university but this is one of the primary priorities, one of the three priorities that the Board established over a year ago. We recognize that this is going to take a lot of time and effort. It's just now coming to fruition, and everyone is starting to notice that. We made a commitment and until the Board sits down and says, hey, look, maybe we need to re-direct our efforts, I'm going to continue to work in the direction that we have been.

**Senator Olson:** A lot of people are noticing the 2:1 or 3:1 ratio between the various aspects of this campus in size and the aspects of the other campus and its size and yet it seems like the attention paid, the publication thereof, the problems addressed thereof, the construction thereof, and it seems to be the reverse ration, and I think that is a concern to a lot of people in this body and a lot of people on this campus as a whole.

**Trustee Stansley:** I don't believe the main campus is the forgotten one, the issues that existed on the HSC were there prior to the merger, had we not merged they would still be there in the public eye. It's something that needs to be done and we are working to take care of it. We did not have a permanent dean, and the Provost, Rosemary Haggett, is here now; the Board is aware we are moving toward resolving it, and you should be aware of it that we are working to resolve it.

**Senator Skeens:** Some of us in Humanities and Social Sciences are very concerned about the 10x10 plan which is supposed to support the strategic plan. How is it going to play out, understanding that Pharmacy and HSHS have moved to the HSC. If you look at the strategic plan, most of those positions would probably go to the HSC.

**Trustee Stansley:** I can't speak for our hiring practices but I can tell you this that when the strategic plan was developed, there was a great deal of input on this issue of Humanities, everyone knew there would be a problem. There was a general feeling with a lot of people that there would be a lot of concern about the Humanities, and there was a lot of effort put into developing the language to express the interest in the continued development in the Humanities and saying it's important. The Humanities are a part of what we do, it's part of the University community and part of the community overall. Any sense that the Humanities are not as important today I think would be wrong and misguided.

**Senator Skeens:** It's not just Humanities, it's also Social Sciences, and Art.

**Trustee Stansley:** The Arts & Sciences College is the college where most of the concerns were. The former interim Dean, Sue Ott Rowlands did a great job making sure that there was a recognition and the importance of that. The expression of the importance of that as it relates to where this University goes, is clear in the strategic plan and it's a commitment not only from the Board but the administration.

**Senator Johanson:** Eric Johanson, Department of Music. You just said that it's evident, I'm afraid this campus does not find it evident. Have you ever been in the Department of Music and Film and Theatre and seen the condition of the building and the danger of the electrical connections that the film department has to deal with? Have you ever attended any concerts, there will be one tonight by the way. Has any member of the Board ever attended a UT orchestra concert, have they ever attended a play, a film exhibit? We haven't seen you there. We can find you at the football games, but we have never seen you at the Performing Arts Center. We had drinking fountains broken down that took six months to a year to get fixed. The floors are filthy; we have leaks that destroy pianos. Yet, we never see upper administration in the building, and never see the Board in our building. Our heating and cooling systems are absolutely wretched. We do call and complaint about these things but nothing gets done.

**Trustee Stansley:** First of all I can tell you what is expected of our policies and procedures and what is expected of our administration. I'm not capable of fixing it.

**Senator Johanson:** We don't expect you to come and fix these things. For a lot of us it's surviving just dealing with the everyday life of coming to work and having to deal with rooms that are too hot, broken things and filthy floors and windows which haven't been washed in 25 years. The last time someone called to have windows washed in our building, we were told, "Do it yourself." You have some problems on this campus that I don't think they have on the medical campus. I've been to buildings that haven't had its vents cleaned in 30 years. I had students that are fine when they come back from Christmas vacation and in two hours their allergies are acting up so bad that they can't sing.

**Trustee Stansley:** I would make this commitment to you, I would come over and take a look around.

**Senator Johanson:** Bring the Board with you.

**Trustee Stansley:** What you are talking about is something other buildings have been dealing with, Gilham Hall was that way, Snyder Building is that way, and the Engineering Building had been that way, Palmer Building is in the same condition you are describing. Those resources are directed not by the Board but by University Council that looks at that, and it would be appropriate for us to ask about that.

**Senator Johanson:** Thank you.

**Senator Kennedy:** I'm Bruce Kennedy from the Law School. I would like to strike a similar comment but with a kinder and gentler tone. I have been teaching at the Law School for almost fifteen years and I recently decided to take a class, the Chinese class, with the Yanshan University program. It is amazingly hard but it's one of the most fun things I do. What I'm wondering is why did it take me 15 years to finally become a student again? Our product out there in the classroom is really good, and that's another message I want you to hear. Does anybody on the Board ever take a class?

**Trustee Stansley:** Not that I'm aware of.

**Senator Kennedy:** It's fun. Seriously consider the idea.

**Trustee Stansley:** I appreciate the offer. When I think about how much time I spend here now, it's probably equivalent to a full time student. Maybe after my term is over I would have the time to do that.

**Prof. Mike Dowd:** Regarding Alice's question of the Humanities and Social Sciences relative to the STEMM, from a financing point of view, students in STEMM areas have to be paid for by students in non-STEMM areas. That is, we need an increase of three to four students in non-STEMM areas in order to pay for the labs and the equipment used by one additional STEMM student. In other words we can't just expand enrollment in STEMM programs. We have to have a comprehensive plan that accounts for revenues needed to fund those STEMM programs. And I never hear that side of the discussion. We can't just push in a single direction, it really has to be a comprehensive plan.

**Trustee Stansley:** I agree with that and I want to address this, those were the issues that we talked about and we were concerns in that area about a year ago. That is the focusing in very specific areas because of the cost associated with that and we talked about the lab space requirements and different issues concerning budgetary restraints and how that would impact the university as a whole. Those were the items we talked about, I can't speak in details what that was today. As we move down the path of implementation of the strategic plan we are waiting for the colleges' strategic plans to be presented. That's so important with where we are going with this. Those are the things that will develop by the next academic year.

**Prof. Mike Dowd:** As we start adjusting resources for STEMM programs, part of the university's commitment to expanding external funding of faculty research is to cover a corresponding expansion of graduate assistantships. Those assistantships have to follow the research dollars. I hope that when discussions take place regarding funded research of faculty in STEMM areas the leadership's conversations take into account the graduate college's need for an increase in the amount budgeted for graduate assistantships.

**Trustee Stansley:** What we do is seek the advice of counsel of different constituencies and ask the question, what is the plan, more importantly to us we look at what the process is. Has it been an open process. Are we in agreement with what's going on. Is it a closed process? That's what our issue would be. It wouldn't be specifics of what is spent on graduate education or how much we spend in a specific department. We are going to make sure that what is being proposed is consistent with what the mission statement is and the desire of the board with moving the university forward. We don't get into the detailed discussions, that's something that happens within the organization with the academic unit through the Provost's Office.

**Chair Floyd:** I have a question about the new committee structure which has been established for the Board and one of the concerns is that the Academic Affairs Committee is now the Academic and Student Affairs Committee. This means that this committee has a lot of issues to grapple with and understand, so I wanted to get your sense, why it was done and do you feel that it is working.

**Trustee Stansley:** It was done because it was the desire of the majority of the Board members to create an environment for everyone to be informed, so we have sixteen people who wanted to be engaged at the discussions. We were at a point where the committee in the previous structure wasn't relying on what we would consider to be the expertise of the committees to provide recommendations to the Board. So our choice was to reduce the number of committees and the desire of the leadership to give the Board more positive related issues, and move away from the detail and minutia that we typically have been engaged in. Where we have been, it's certainly important, but important issues for the Board are where we are going to go. We are pushing our Board by changing the committee structures and look forward instead of looking backwards. Assuming the reporting process is working. Is it working? It has not worked in certain situations. This is your shared governance. We don't necessarily need to deal with issues relating to housing. It will mean a significant difference to this institution for years to come. That is what the Board needs to concentrate on and that's what we are pushing for. Thank you all for having me.

**Chair Floyd:** We appreciate you, Rick, for taking the time to come and talk with us. Our next speaker is Colleen Strayer, General Manager of the Main Campus Bookstore, and she will give us a brief presentation on how faculty members can contribute to keeping down the cost of textbooks.

**Colleen Strayer:** Thank you for having me. Bre, Vice President of Student Government will say a few words when I'm finished. As we have reached the halfway point of this semester we look forward to spring. What we have achieved has been a total collaboration of the Book Store and the faculty and students. So we focus on this textbook process. As faculty, it hits you harder than anyone just simply because you have all those students in your classrooms and they will give you feedback on the prices of textbooks.

Power Point presentation may be viewed by clicking on this icon, also it will be available on the Faculty Senate website [www.facsenate.utoledo.edu](http://www.facsenate.utoledo.edu)



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The bottom line, it will benefit the students. In this last academic year 2006/2007:

- UT students saved almost \$600,000 by buying USED books rather than new,
- Used book sales were up 29% last year over the previous year,

Total textbook sales were not up. Total textbook sales for our campuses were flat, that means as a part of that total used books are going up and new books are going down and that's a good thing. UT students received over \$1 million for their books in buyback. We all heard the students who say they couldn't sell it back or they got \$5.00 for their books. Those were the situations that we don't like any more than the students. The buyback amount is always increasing and we had a 14% increase last year over the previous year.

How are we doing so far in this academic year? Used book sales are up again, 22% over last year. Our textbook sales are nearly that much, single digit increase in textbook sales. This represents to students a savings of almost \$400,000 through August, by being able to buy a used book rather than a new book.

You were instrumental in achieving these results. You are doing it every day, evaluating materials for your classes, making decisions on what's the best thing for the students, and how financially you can affect that for the students. The number one reason is textbook orders being handed in early. It's not the only way, but that's a critical component. The sooner you get that information in, and as soon as you can make the decision when the student comes to sell the book back, their buy back prices will be greatly affected in a positive manner and we know what we need for the next semester. Why ask for book orders so early?

- UT students are our #1 source for used books, we go to them first. When you get your orders in early, that means more cash for that student trying to sell that book back to us. If you are going to use that book next semester and you are letting us know that, that student has a greater chance of getting it 50% back for what they paid for. Again, direct involvement from you.
- 2<sup>nd</sup> source are other Barnes & Noble Bookstores,
- 3<sup>rd</sup> source is our distributors across the country,
- The last person we go to for a textbook is the publisher; we go to them for new books only.

In some cases if it's a custom title to the University or a package you put together, the only source for that material will be the publisher.

The 2<sup>nd</sup> most important reason for those results was your textbook decision. You see why you are such a critical component of the entire textbook process, when you re-use the same title from semester to semester, that just increases the number of used books we are able to have on the shelves. You are also a critical component when you negotiate with the publisher regarding pricing, and whether the format is hard or soft cover, or the length of time the book is in the same edition. Alice had a situation with a publisher and she knew what she could do in that situation and she walked away from them. Sometimes that may be hard to do but that's up to you to make that decision. You can talk to the publishers and ask them how long they will keep this in this edition, because that is the number one reason I hate buying books back. Generally it doesn't change during the course of the year, but over the Summer it changes edition. And most of you have seen the situation where that book didn't change substantially at all. But in those cases where they change it just to change it, we need to fight that together. You are really on the front line where it comes to those publisher representatives coming to see you showing you their products, deciding who has the best product, and what will be the best one for the students in all aspects.

Faculty decision on package, whether it's access code or a study guide anything that you add to the book becomes a package. It automatically has a lower pricing on it because availability generally is high. A lot of times we hear from students but many times the components in addition to the book are not used in the classroom. Please evaluate those packages and make sure you really want those added this year because it is going to affect the price of the book. Many times when you are using a package though, we will be contacting you the next semester to find out if we can buy a book back and many times you will say yes to that. It's a matter of us doing our job to make you aware that that's a possibility.

Another issue is online ordering. More and more students are coming to us online. Toledo students as well as those 50 miles away, they all want to order books online and have it shipped to

them, or they want us to hold them in the store. We had a 53% increase in our online ordering this fall compared to last fall. It just keeps growing. As a result, we need to have books in the store on the shelves ready for us to a minimum of 30 days before the beginning of the semester. This is just another added component why we need this information earlier from you. If the book order comes to us late, the student has an incomplete order, further inconvenience of additional wait at a later pickup date to come back and pick up those other materials. Possible issue, if orders are received during the 1<sup>st</sup> week of semester they may not be able to get processed due to heavy traffic in the store. We had several huge titles and hundreds of copies in our back dock 3-days before classes started. The processing that it takes to try to address the online orders because people are waiting for that book, and just the walk-in traffic it becomes almost unmanageable. The website is what the students are asking for because of the convenience, but it puts added pressure on all of us to get our job done. Those of you who are not familiar with course packs, which you can put together, we can accommodate that right here at UT Print Shop. If there is copyrighted material, plan on lead time of 4 to 8 weeks, if there is no copyright material, we can get that ready in a matter of days.

**Senator Fink:** What is the markup for the course pack?

**Colleen Strayer:** We refer to it as margin which is the difference between the cost and the retail divided by the retail. When you talk markup it's a different direction compared to the cost of the item. The margin is 30% (for course packs) which is the same as on the package. So if a package for a course pack is selling for \$100.00, we paid \$70.00 for it.

**Senator Fink:** What profit does the bookstore make on it?

**Colleen Strayer:** It starts off at a 30% margin, everything after that comes out of it, all other expenses come out of that. Our margin is not our profit. The margin is 30%.

**Senator Fink:** What expenses? If Xeroxing costs \$100.00, you charge \$130?

**Colleen Strayer:** If that is a 30% margin, (but it is not-if we pay \$100 for a courespack, it will retail for \$143.) If we pay \$70.00, we will retail it for \$100.00. It's a 30% margin. Our pricing is according to our contract with the university and is stated in terms of margin NOT markup. Markup is figured completely differently.

If you teach classes on the Scott Park campus as well as the Main Campus, Scott Park bookstore carries books for classes at those locations. If on Main Campus, the bookstore carries books for classes on this campus. Main campus also carries books for Distance Learning classes. The bottom line is your textbook decision is yours. Your decision may not always mean the cheapest textbook but there are things you can still do even if it's expensive material to affect what they will end up paying. So continue using the book for as many semesters as you can and talk to the publisher about keeping the same edition longer. Anytime you need any history on your course or current publisher information we can provide that to you. Everyday is discount day at UT bookstore for faculty and staff and just by showing your UT ID you receive 10% discount. Now Bre Demacko would like to say a few words.

**Bre Demacko:** I am Vice President of Student Government. I would like to support what Colleen has said. Coming from a student who buys books and on behalf of the student body thank you for helping get more use of the books, cutting the cost down and please take into consideration all the suggestions. It really does make a difference. So help us, help your students to alleviate some of the pressure by cutting the cost of the textbooks. It's so important to be selective in selecting books for your classes. I know students who have failed classes because they couldn't afford the books. So we ask you to trickle this information to your colleagues, your departments, your colleges. It's so important to the student body. Thank you.

**Senator Thompson-Casado:** If we turn in our book orders early, when it comes to actually ordering the textbooks do you actually order the number of textbooks the professor requests for that course and are you looking at present enrollment for that course, are you looking at our estimate going back to previous semesters? A lot of times things change in our departments that

we know about so when I give you my estimate it's the estimate that I think I'm going to need, perhaps because a professor is not teaching a certain course and then I find that if I put down 30 that 20 are ordered, or whatever the percentage is, then I end up with students who don't have textbooks.

**Colleen Strayer:** I wish I could tell you there is a formula, but we look at estimated enrollment and the actual enrollment for the past three terms and if it's the same title, or the title keeps changing, then we look at the course if the title has changed. We look at how many we can buy from students and how many students actually bought that book. Price war is a factor, how many titles are being used, how many titles in the past?

**Senator Thompson-Casado:** Should I write a note if I'm doing orders online?

**Colleen Strayer:** A lot of times on book orders we look simply what the cap is for the class. Without knowing the processes, I don't know if you are already going through that, the more comments you put on your book orders, the better.

**Senator Fink:** There were a couple of times when an edition was changed after I put in a book order and I was not informed about this until right before class started. Is there a way for us to be notified of an edition change to make sure we properly prepare for the semester?

**Colleen Strayer:** If that happens I want a phone call from an administrator, and I want to know when this happens right away. That is serious.

**Chair Floyd:** Thank you Colleen. This has been very informative. Our last speaker is Bill McMillen, Vice President for Government Relations and he will speak to us about the status of the Chancellor's strategic plan process.

**Dr. McMillen:** The Chancellor's strategic plan process affects all of us. Jim Wilkerson and I were in Columbus today for the Presidents' IUC meeting. I substituted for Dr. Jacobs today. Jim was appointed by Dr. Jacobs to help write the interuniversity four-year higher education input in the Chancellor's plan. The Chancellor has his own input as well as the Regents' staff input in the community college input. We are helping produce the plan and this is the latest version but it's still in revision and will be available in my office. A little about my background. My wife and I both have PhD's from Ohio University, Barb is a faculty member for many years at Bowling Green University. Her PhD is in Literature and my PhD is in Creative Writing from the late 60's when you could actually get a PhD in it. I was hired in 1982 at the University and went into Government Relations and during the merger came here with Dr. Jacobs. I will talk mostly on state relationships and the University of Toledo today. Government relation covers other areas including city and county government. Yesterday Dr. Haggett and I were guests of the mayor down on the docks supporting the fact that Toledo is a very good community. The other side of government relations is federal. I don't deal a lot with federal relations. Frank Calzonetti, Vice President for Research does most of the government relations and does most of the lobbying in Washington. I work very closely with Frank who does an excellent job.

Eric Fingerhut is the new Chancellor of the Ohio Board of Regents, and your best friend for the next five years. He has been there since January. It was the governor's decision to recreate the Board of Regents which existed since the mid 60's in the State of Ohio, and he wanted a change and took the power away from the Regents and the power was vested in one person, the Chancellor. Dr. Jacobs and I were at a meeting after the governor's first meeting on higher education, after he was elected and before he took office, he said, "I do not understand how a person can be the Governor of Ohio, can have the two largest bodies that report to the governor, meaning higher education and K-12, who get money from the State, not report directly to the governor." Both reporting to Boards, State Board and the higher education Board of Regents. And then he said, "We are going to change that." You can imagine how that changed the rest of the meeting. The Governor started on higher education instead of K-12, and so now we have a new system of governance in Ohio. Eric Fingerhut was a State Senator for a number of years, he ran unsuccessfully against George Voinovich a couple of years ago for senate, he is from the

Cleveland area. He was a one term congressman, a highly intelligent man. He does not have any higher education background, has a law degree.

The second person, Bruce Johnson, is the new President of Inter-University-Council (IUC). The IUC was created in the 1930's and is the organization of the four-year schools. We pay a fee to be a member of it, they are the onsite lobbying group for higher education, the four-year schools, but not for the community colleges. They have a separate association. Bruce was Bob Taft's lieutenant governor and director of development and a state senator. Eric Fingerhut and Bruce Johnson know each other very well. Bruce has access to the Chancellor. Bruce came in to this position advocating that he needed to be a strong advocate for higher education. Today was the first day of the returning President Gordon Gee. He has been the president of Ohio State since October 1<sup>st</sup>. What does the University System of Ohio mean to us? The Governor and the Chancellor have decided, we are now part of the system – it means being more efficient as a Governor. Are we on the verge of being Ohio State of Toledo, or are we all going to maintain our separateness? The Governor and the Chancellor are also talking about this, taking the 14 schools and dividing them into this, because there should be at least one unwritten category that is not on the slide right now and those are the schools that are not quite making it.

- Flagship is Ohio State,
- Corner Ivys, the old teaching schools that are located at the four corners of the State are: Miami, Ohio University, Kent State and Bowling Green.
- Urban Research Universities are: Toledo, Cincinnati, Akron, Cleveland State if they merge with the NEOUCOM.

Then the ones that are left out are the ones that are barely making it for one reason or another, those are Shawnee State, Youngstown State and Central State. Are we going to be divided into some system like this? The school that disputes this is the University of Cincinnati, it doesn't want to concede to flagship status Ohio State. Cincinnati proposes two flagships: the land grant flagship and the research flagship and it will be fascinating to watch this debate.

**Senator Fink:** Can it be assumed that this is somewhat connected to the resources that are supplied to the respective institutions?

**Dr. McMillen:** You hit the absolute core of the final judgment. We just don't know. At this point in time when there is plenty of money to go around from the last budget, no one has asked that question, but that's absolutely the key question. If we can be a research university, what does that mean? Can we be the best of the three research universities? If we decide to do research and partner with a university in Detroit beyond the borders, because we are one of the border universities, do we have carte blanche to do that? All those questions are being debated.

**Senator Olson:** Can we be the flagship?

**Dr. McMillen:** It's up to Gordon Gee. The Chancellor's strategic plan main components - by law he had to come up with a strategic plan by March 31, 2008. Considering that this is a new position this is a difficult task even though he has some months to go. The Chancellor has pledged that he will have his strategic plan to all the universities by December 31, 2007 for everyone to look at and review and analyze through the various components. Today we found out that he will even have a draft on the web by the end of October. Not sure if it will be the Regents' website, but we will be told. So the process is fairly open. Some of you may have been on the video conference call about a week ago about the new \$100 million scholarship program that is for the system. The Chancellor responded when somebody asked a question, "I'll decide that, I will think about that and make a decision, I'll ask around and decide." He is grasping the concept that the legislators had given him, that he is the final authority.

The five components from the Chancellor, four from Eric Fingerhut and one from the IUC:

- Educational attainment - basically from the Chancellor, 230,000 more students in ten years going to higher education and doubling the graduation rate,
- Quality – excellence in research, in publication,
- Affordability – the idea of 0% tuition increase, the idea of having regional campuses, the community colleges having the same tuition, with less, and has to come up with funding. Ohio did very well in this area and some are even throwing money at us, but there are some catches to that money, like the STEMM funding, is one of the catches, but there has been a lot of funding with hope to keep that up.
- Innovation - the devil is in the detail and the detail is what needs to be worked out.

There are goals, matrix, strategies and tactics for each of these. Each of the universities was asked to contribute to what they thought was most important here. I will have copies of the grid available in my office on the 3<sup>rd</sup> floor of the University Hall.

So that's what's going on in Columbus relating to higher education. Just briefly, there are two other things going on that you should know about that will impact higher education, one is the capital bill for our funding of our capital requests, and I have copies of this in my office as well. That process has just started.

The second thing is the Northeast Ohio Commission on Higher Education – it's a commission that has been set up by a special bill in legislature to study the consolidation in Northeast Ohio. It deals with what to do with all the universities, community colleges, and the regional campuses. Kent State has eight regional campuses. Also, what to do with the fact that there are four universities and private schools up there. Is that too many for a region that has been losing population? Also, what to do with a free standing medical school. Those questions are to be debated, there are no resolutions right now. Any questions?

**Chair Floyd:** Once this strategic master plan is available I will ask Bill to come back and walk us through the plan.

**Dr. McMillen:** I will be happy to come back. You also may stop in my office any time. Government Relations should not be a mystery. It should be something we can talk about and the more input, the better.

**Chair Floyd:** Thank you, Bill. Any other new business or old business?

Meeting adjourned.

**V. *Calendar Questions:***

None

**VI. *Other Business:***

Old business:

New business:

**VII. *Adjournment:*** Meeting was adjourned at 5:00.

Respectfully submitted,

Alice Skeens  
Faculty Senate Executive Secretary

Tape summary: Kathy Gabel  
Faculty Senate Office Admin. Secretary