

THE UNIVERSITY OF TOLEDO Approved @FS mtg. 11/18/08
FACULTY SENATE
Minutes of the Senate Meeting of October 28, 2008
<http://www.facsenate.utoledo.edu>

HIGHLIGHTS

Exec. Vice President & Provost, Main Campus
Senior Vice President for Finance & Administration
Chair, Academic Programs Committee
Interim Exec. Director & Vice Provost, UTLC
Dean, University College Degree Program

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.

President Jamie Barlowe called the meeting to order, **Nick Piazza, Executive Secretary**, called the roll.

I. Roll Call –2008-2009 Senators:

Present: Ankele, Bailey, Baines, Baker, Barden, Barlowe, Barnes, Barrett, Caruso, Coventry, Crist, Crosetto, Davis, Dowd, Elmer, Fink, Floyd, Fournier, French, Funk, Graham, Gunning, Hoblet, Horan, Hornbeck, Hottell, Humphrys, Kistner, Klein, LeBlanc, Lee, Lipman, Lundquist, McSweeney, Niamat, Nims, Olson, Peseckis, Piazza, Powers, Pryor, Ragu-Nathan, Randolph, Regimbal, Sharkey, Sheldon, Szirony, Teclehaimanot, Tietz, Thompson-Casado, Tucker-Gail, Wedding, Wolf,

Excused absences: Brickman, Denyer, Dismukes, Duggan, Giovannucci, Jenkins, Metting, Stierman, Tietz,

Unexcused absences: Chaudhuri, Lehmann, Pasupuleti (for Dupuy), Tietjen,
A quorum was present.

II. Approval of Minutes: Minutes of 10/14/08 meeting approved as distributed.

III. Executive Committee Report:

Executive Secretary Nick Piazza asked the Senators to introduce themselves before speaking to get the speakers' names recorded accurately in the minutes.

President Jamie Barlowe:

Executive Committee Report to the Senate, October 28, 2008.

In addition to our regular meetings with university administrators, members of the Executive Committee conducted a Professional Development for Academic Administrators workshop on shared governance and the newly merged Faculty Senate, including discussions of the two-year process of merging the Main Campus and Health Science Campus Senates and the revising of the Senate Constitution. I want to thank Barb Floyd, John Barrett, Mike Dowd, Karen Hoblet, Harvey Wolff, and Walt Olson for their participation in the workshop. Also, as a member of the Board of Trustees Academic and Student Affairs Committee, I participated in the committee's October 20th meeting and gave a report on Senate activities and issues so far this academic year.

The only other item in today's report is the two-year contract extension for Dr. Jacobs. Since the extension was announced last week, I have been contacted by a significant number of faculty who

expressed concerns about the secrecy surrounding the extension, the absence of input from university constituencies and stakeholders, and the absence of a review or evaluation of his performance today. The former chair of the Main Campus Board of Trustees promised such a review after the merger of U.T. and M.U.O. was announced and Dr. Jacobs was appointed as President of the new University of Toledo. Many of the faculty who contacted me were not as concerned about Dr. Jacobs' performance and accomplishments; they were concerned about the process. Therefore, yesterday I spoke with Rick Stansley, current chair of the Board of Trustees. Mr. Stansley will come to the November 18 meeting of Faculty Senate to discuss the contract extension and to answer your questions.

Thank you.

Our first report is from Dr. Rosemary Haggett.

Exec. VP & Provost Haggett: I want to talk to you about some data and the national survey, but before I get into the data I want to give you an update on a couple of positions you are probably interested in. One is the search for the Vice Provost and Dean of the Graduate School, an internal search. The search committee received ten applicants and you should be hearing about this very shortly. You probably also read in the UT News that the Dean of College of Education has announced that this will be his last year. Dean Switzer has done a remarkable job invigorating the college, and I understand that his feeling is that it's time to look for future leadership. In order to do that we put together a search committee, John Gaboury has agreed to chair that search committee, and I will keep you posted on that search as it proceeds. The dean plans on stepping down as of July 2009.

You may also know that I have posted a position of Assistant Vice Provost in my office, a position that Marcia King-Blandford currently holds in an interim capacity. We had three applicants for that position and shortly I will be able to tell you who was chosen for that position.

Now I would like to talk to you about the National Survey of Student Engagement. The University spends time and effort in surveying our students. If we do these surveys and don't talk about them, it's a waste of our time and effort.

First I want to tell you what we mean by student engagement and why do we need to understand it and improve it. There is a great amount of literature showing student engagement, and by that we mean the time and energy the students develop in educational and purposeful activity is a real factor in student learning success. In other words, the more time and more energy students devote to educational and purposeful activities, the more successful they are going to be. So the question raised is to what degree are our students engaged in activities that correlate with student learning success. An instrument that answers that question is the National Survey of Student Engagement. The National Survey of Student Engagement is also known as NSSE, was designed to measure these activities that students engage in for learning success. George Kuh of Indiana University designed the survey and led this effort since the late 1990's. In 2008 almost 500,000 students either first year or senior students from over 750 institutions in the United States and Canada participated in the NSSE administration. The other thing is that some of the data appear on what is called as the Voluntary System of Accountability, or VSA. I don't know how many of you remember me talking about VSA in earlier conversations, but it's a national initiative from four-year public institutions to make us more transparent. At the end of this presentation I will shared with you some of the data, and if you go online today you will see these data for the University of Toledo.

We first participated in NSSE in 2001, and then in 2002, then we decided we would do this every other year. So every other year in April the NSSE is administered to our students. In 2008 we had 967 responses almost equally divided between first year students and senior students. Part of the reason to do this is to compare ourselves to other institutions. NSSE identified the set of institutions from the Midwest Region, calling it the Great Lakes Peers. That's one peer set that we can compare ourselves to. And the Great Lakes Peers is the data I will share with you today.

I will show you a set of slides focusing on student engagement in academic areas and for each of the items I'm showing you will see items where we have a significant difference compared to those Great Lakes Peers at either the freshman level, the senior level, or both. The actual values of the slides show arithmetic averages of the students' responses compared to the student responses from the Great Lakes Peers.

(PP presentation can be viewed on the Faculty Senate website www.facsenate.utoledo.edu)

The next three slides essentially illustrate those averages and compares them to the Great Lakes Peers averages. Later on I will show you some data that gives us a better idea of what's going on with our own students.

The bars on the left hand side are data for first year students, on the right hand, data for senior students, the blue bars – always The University of Toledo, the yellow bars that's our peers. When solid, that is when UT values are lower. The first one shows that our students report an overall higher quality of advising received than do students in the Great Lakes Peers.

The group of our students who responded shows that the freshmen had a lower value than the peer students. Their perception of acquiring a broader general education, that difference is statistically significant. When seniors were asked the same question, there was no significant difference compared to peer institution students. If you would like to see the survey instrument itself, copies are available on the table.

The last two sets of bars, Study Abroad and Foreign Languages coursework, show to what degree students available themselves of Study Abroad or taking Foreign Language. Our seniors report less engagement in Study Abroad than seniors at peer institutions. On the next slide, we see that there is significantly more engagement in a number of problem sets that take an hour or more to complete in at both the freshman and the senior level. In terms of reading and writing our seniors are writing more papers that are 20 pages or more. There are questions where our students report much more activity, for example activities that engage them in the classroom. Our first year students are reporting more activity discussing grades or assignments with their instructor. They also reported that they work harder than they thought they could to meet instructor's standards or expectations. We won't go through all the questions.

NSSE also reports Benchmarks of Effective Educational Practice., NSSE groups some of the items into five Benchmarks of Effective Educational Practice:

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

We are generally at the level of our peers or below them.

We might conclude from this that we need to look at first year students and maybe even seniors and ask "do we have enough academic collaborative learning?"

The next slide is UT's 2006 NSSE data that we display on VSA. All institutions that are participating in the NSSE have on their VSA a page called the College Portrait.

Regarding group learning experiences:

- 90% of seniors worked with classmates on assignments outside of class
- 26% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports
- 17% of our seniors worked on a research project with a faculty member
- 93% of seniors made at least one class presentation last year
- 9% of seniors participated in study abroad

The next slide shows that students generally believe that the institution provides institutional commitment to student learning and success

- 93% of seniors believe this institution provides support for student success
- 91% of seniors reported working harder than they thought they could to meet an instructor's standards of expectations.

So there is lots of good news that you are responsible for it, and that's why I wanted to share this with you. There are also areas where we can do better.

The next slide shows student interaction with campus faculty and staff:

- 94% of seniors reported that faculty members provided prompt feedback on their academic performance
- 69% of seniors discussed readings or ideas with faculty members outside of class

The next slide shows experiences in diverse groups of people and ideas:

- 59% of seniors reported that they often tried to understand someone else's point of view
- 47% of seniors often had serious conversations with students of a different race or ethnicity

Where do we go from here? We will continue to analyze these data by college and see what the students are reporting. We will work together to identify specific opportunities for improvement; modify existing program/start new initiatives, and continue to monitor the trends and assess outcomes. Why do we do this kind of assessment? So that we can continue improving in our programming and I look forward to working with you all. I will now take any questions.

Senator Ankele: College of Nursing. Is there any data correlating as to how many hours students work?

Exec. VP & Provost Haggett: Yes, there are some questions on that and we can provide that data. In fact, I encourage you to pick up the survey and if there are any particular questions you would like us to provide the information on, we will be glad to do that.

Senator Randolph: College of Engineering. You mentioned before you have been doing this study over a number of years. Are we conducting a longitudinal study? Are there trends in terms of how we may be improving over time?

Exec. VP & Provost Haggett: We have looked at trends across these benchmark areas and it hasn't changed, it's pretty flat line. What I haven't done is checked to see how our peer institutions have changed or if they are also at a steady state. When you collapse the data like this, you might miss changes; it might tell us more if you can go back and pick up particular pieces.

Trustee Tom Brady: You probably have this kind of data but would it be useful if you could get data that would identify those same differences from sector to sector of a university, from college to college, from major to major.

Exec. VP & Provost Haggett: We can do it for our own data, we wouldn't be able to benchmark against other institutions, but we don't know the distribution right now.

Senator Barnes: The Learning Collaborative. This is a process question; you obviously are the home of the survey, or you wouldn't be presenting it to us, so I'm wondering if there is a mechanism for us to collect, use and analyze any of the information as it relates to our individual colleges.

Exec. VP & Provost Haggett: Bin Ning and I are partners and yes, we will be very happy to share the data with you, in fact when we get the data available we will sit with every college and talk about it.

Senator Barnes: Do you mean the administration of every college, or faculty, the governance body? Is there a system in place?

Exec. VP & Provost Haggett: It's informal right now but I would be happy to have you involved.

Senator Fink: Is this strictly undergraduate data or does it include graduate students?

Exec. VP & Provost Haggett: This is strictly undergraduate, first year students and seniors. NSSE only addresses the undergraduate experience.

Study Abroad is a real issue. We are lower in Study Abroad than our peers. That's one of the things we need to talk about. Another point I want to make is that these seniors may not have spent their entire undergraduate career with us. A question I have been pondering is "How do you give an undergraduate student a global experience without having to get on an airplane."

President Barlowe: Thank you Dr. Haggett. The next report is from Dr. Scott Scarborough.

Senior VP for Finance & Administration Scarborough: I have some information to share with you, and copies of the audited financial statements for fiscal year that ended June 30, 2008 are on the table, and I want to spend as much time as possible for a dialogue with you.

(a full report of the Audited Financial Statement for the Fiscal Year Ended June 30, 2008 may be obtained in Dr. Scarborough's office in UH-3700)

I will talk about the overall financial condition of the University and I will walk you through the packet that you are looking at. Each year every state agency tests all of your account balances and then report on whether or not the financial statements reflect accurately the financial performances and condition of the University. We just concluded our annual process where the [University.....independent](#) testing and reporting and so what I provided you is excerpts from the annual financial report. A more complete report is available on the University website if you go to the Provost's Office link. What I tried to do is show you the most interesting and the most relevant excerpts of the report. The first few pages of the report you see today is the University balance sheet that shows the total amount of assets and liabilities that we have ending June 30, 2008, also a copy of the statement of cash flows showing you inflows and outflows. These audited financial statements are arranged according to specified governmental [account.....and we follow](#) the rules that are required to follow as a governmental entity. [It is not exactly the best place to organize.....so what](#) we do is take all that financial data and reorganize in the [way it fits our needs.....to answer](#) questions that are most important to us from the management standpoint. The next several pages are reports called Budget to Actual Comparison. We take the audited financial data and compare that to the annual budget we adopted for ourselves. So I provided you with that type of comparison data, between the balance sheet comparison of budget to actual fiscal year for the University academic year. The budget for the University combined academic enterprise and clinical enterprise, and then income statement for the academic enterprise separate and for the clinical enterprise separate. The clinical enterprise is described as hospital and outpatient clinic. So we provided those reports to you along with a short explanation of budget variances for the academic enterprise and for the clinical enterprise. Then there is a document called the Senate Bill 6 Financial Ratios and Composite Score. This is new to me having just moved to Ohio nine months ago. The State of Ohio has a very fine set of financial ratios to assess the financial condition of a public University. This one page document shows three ratios over a period of six years in three ratios:

- Primary reserve ratio
- Net income ratio
- Viability ratio

It weighs the average of these three ratios over six years in other State Universities compared to The University of Toledo, for example our ratio was 3.7 in 2007 and the University of Akron had 3.6 ratio what is the overall financial condition of the University. This is a way of looking at how the State of Ohio looks at and on the scale of 0-5, we managed to stay within 3.2 in 2003, to 3.7 in 2007 and 3.3 in 2008 over the six year period. The next page shows a national set of ratios and composite financial index prepared by an accounting firm KPMG. This institution uses four measures as opposed to three by the State of Ohio. The graphic for The University of Toledo interprets all the financial data is depicted for you in the middle of that page. What I like most about this section is that their scale is 0-10. For each of the range of measures between 0-10, they provide an interpretation of that composite range of ratios. This is an index that measures private universities and public universities. Again, here is an opportunity to look at six years of financial data for The University of Toledo as analyzed by this

independent measure and then interpret it according to guidelines that are used to analyze financial conditions of institutions of higher education in the United States. This means that on the scale of 1-10 our combined composite financial index is a 3.3, down sliding from 3.5 this time a year ago. According to KPMG institutions that have a score of 3 or higher have a “modest” financial health. Looking at this chart, they would assess our institution that needs to direct its resources while allowing transformation. What this means is that we have a long way for our institution to have a strong financial base and to be able to achieve “a robust” mission. Since we are not an institution that has a multi-million dollar endowment, we have to be very careful about the use of our limited resources. The transformation they are referring to means we need to tweak the economic model in order to be a source and keep the robust mission. We are relatively good in three out of the four measure, but not so good on the measure entitled net income ratio. Our overall poor [operating.....are not throwing off sufficient cash flow in order to provide the pool of money to](#) reinvest in the core infrastructure of the university, i.e. the maintenance facility. In that particular ratio, we’ve got some work to do.

The next series of reports provided are the five-year financial plan for the academic enterprise and for the medical center. These two documents are the best source of information that I can provide you. Here we show we have a good sense of how we are trying to manage our resources. A similar document is available for the UT Foundation as the Foundation is related to our financial health, and for the UT Physicians Practice Fund, a separate legal entity with its own Board. There is also a separate document for the UT Medical Insurance company which is our self funded malpractice insurance fund that covers our clinical enterprise. The two documents in the packet are very helpful and I could sit down with small groups and go over the details. We just don’t have the time to do it here. The next several pages show seven years of historical audit financial data for The University of Toledo. One is called Common Size Income Statement, we can see what percentage of a certain category has changed over time. We can easily see and compare the history of tuition and fees, what percentage of total revenue over the seven years and how it has changed. Next to the last page is also a graph titled Ibbotson SBBI Stocks, Bonds, Bills, and Inflation 1926-2007. It’s a historical graph looking at the performance of very first investments since 1926 and you get a sense of the overall historical return of various investments. Also equally important showing the volatility of those returns since 1926. Part of the reason we enjoy the higher return is because they were multiple returns and more volatile, the reason to achieve the entire return for a long term because you know you will be able to weather the short term volatility. So the market rewards those who can live through the periods of volatility. Last month the market certainly has shown a level of volatility. The money that we are investing in these more volatile assets are the ones that are truly balanced or money that we set aside as [function asmeaning they are very long term investments](#). Therefore, all other universities not for profit reinvest in various assets that in the long run will produce more favorable returns. The last page is simply a newspaper copy of an article in The Wall Street Journal showing other institutions of higher education across the country are facing financial challenges.

My last comment regarding some of the actions taken by the State of Ohio with regard to our particular budget cuts. In January of this year our State capital appropriation budget was cut almost \$1 million. These are funds that the State gives us for construction or IT type purposes. We were asked to trim down our allocated budget. We knew about that at the time we did our operating budget, to partially offset the loss from the State, particularly in the area of IT. The Governor asked all state agencies for a 4.75% budget cut. But the good news is that we were exempted from the lion’s share of those State cuts of state share of instruction and capital appropriation as amended were exempted from that 4.75% cut. Our budget cut was about \$700,000. Relatively speaking not a large budget cut. We also had to assess the likelihood of more cuts might be coming. So we made a decision to engage in a process that would adjust our budget by the \$700,000 that we were to lose from the state and we took our proposal to the Finance & Strategy Committee. That proposal from the Finance & Strategy Committee include representatives from this body and others. They agreed that it was a good approach in terms of adjusting the budget. As of today we pulled the trigger on adjusting our budget. When asked how I felt

on the outlook, I am a little concerned. What I fear will happen is that the.....national elections.....and after some sense of what the consumers' spending will occur around the holiday period, the State will reassess the financial situation and my guess is that in the early part of the next calendar year make another level of budget reduction. This time I'm concerned that our state share of instruction..... So we have to take small steps now in anticipation of possible additional cuts. Some of the steps we have taken is to look at position requests requesting filling positions and adding positions very carefully. Refer to the *UT News* to the section in the back called, *What You Need To Know* to communicate things that you really need to know. Read those bullet points. For example, non-faculty positions salaried at \$75,000 or more will require the written authorization of the president in order to begin the hiring process. Non-faculty positions salaried less than \$75,000 will have to go to a committee to review. The faculty positions that are within the faculty hiring plan, those will move forward. In terms of plans for next year, those are on hold. We are trying to be prudent but not over react either. The good news is that.....higher education. That may not be for reason you want thembut because they believe that higher education is such a strong drive for economic development they are trying to keep higher education harmless and from further cuts.

I will be happy to answer some questions now.

Senator Olson: This audit says that we are trying to do too much with what we have. It says that we do not have enough resources. I'm glad that there is a member of the Board of Trustees here, and members of the administration as I say this, because if we continue to operate in a way where we do not have contingencies, we set ourselves up for failure. What happens when the State cuts its budget, we have to cut programs and several bad things happen:

- It means that people who started major efforts to improve this University, now they have to stop. They put resources into the programs, but they can't reap the rewards because they can't continue to execute the programs. Essentially they wasted their resources.
- Secondly, the University gains a reputation that it cannot complete the work it starts. Based upon the fact that our budget is cut we can't finish the work we started.
- Thirdly, people at the University become discouraged. Morale drops because we see these cuts year after year. You see good things going on here, but when the programs get cut, the morale drops.

We have to learn to plan for contingencies at this University. We have to learn how to live within our budget. We do too much with our money and we are trying too hard to spend our resources. We are not planning realistically for what happens year after year and it hurts this University. I would like to see others ask you questions now. And I will ask more questions later.

Senator Niamat: What rate of return do we get on our investments? And how are our bonds rated?

Senior VP Scarborough: Our bonds are rated A1, which is the average rating where most public universities in this country are rated A1. The University of Toledo is rated by [Standard & Poor](#)just like the graph has For example, in our last fiscal year our investment income on the financial statements that I provided was at \$3.4 million, not very good performance for an average year. What we want to see in an average year is about 8% or 8.5% return on our investment portfolio. When we look at our total balance of our portfolio as of June 31 including monies invested by The Foundation was about \$428 million, that's far below the 3.4 reported last fiscal year. The year before the investment earnings were \$25.5 million. The last time I checked the stock market it was over 40%, and our investments lost \$28 million in the three weeks because of the downturn of the stock market.

Senator Dowd: Department of Economics. Please clarify something for me. You just spoke of a positive rate of return. However, what was not included in the packet distributed today was the data presented at the Board of Trustees meeting. With regard to the material presented to the Board, there was clear reduction of approximately \$28 million in short term assets as of June 30. I don't know what assets you are including in your calculation of a positive rate of return, but that \$28 million reduction did not include Foundation assets. It was the university's short term assets. So not including the Foundation's assets, please help me understand how you determined a positive rate of return given the loss of \$28 million in short term assets.

Senior VP Scarborough: There are two issues here: one, what do our investments earn for the fiscal year ended June 30, 2008. That's what the audited financial statement reports. What is the investment in the 12 months ended in the fiscal year June 30. Second issue is what our investments lost since June 30, 2008 due to the collapse over the last few weeks after June 30. That's the \$28 million I just referred to. The table on page 32 of the full report, which is available on the web, are the value of our assets as of June 30, 2008 and what it shows is that the fair market value has gone from \$264 million as of June 30, 2007 to \$223 million as of June 30, 2008. So your question is how does it reconcile with the earlier statement when we actually earned \$3.4 million, and the answer is that the decline from 264 to 223 has everything to do with the fact that we withdrew some of that money to pay for some capital projects, as opposed to having lost that money. We lost money, \$28 million, but it was averaging in 2008. [We were unlucky.....we actually increased our.....that was unlucky thing that happened to us.](#) You can understand it was prudent making the decision but it was unlucky that these last few weeks occurred only 15 months after [having moved.....](#) , we were lucky on the other hand that we withdrew some money before the stock market crashed to fund some of our capital investments.

Senator Dowd: The issue is not what has happened over the past few weeks, but the change in philosophy in managing the university's short term assets prior to June 30. These funds contribute to our cash on hand to cover operating expenses. For such activities the assets chosen are typically those that generate a fixed income. However, there is a significant substitution away from such assets and into an increased equity position. For example, switching out of government bonds and into stocks. I understand that you were searching for performance but this decision was made during a volatile market. In turn this has had a significant negative impact on our cash on hand. Given the Board of Trustees has recently decided to issue additional bonds to pay for additional buildings, won't this reduction in our cash on hand also have a negative impact on the bond ratings of those additional bonds?

Senator Olson: You mentioned that there are three types of funds, short term, long term and medium term. What this audit reflects is that in previous years, about 80% of our endowments were in securities which has dropped to about 30% and we increased our equities by approximately 70%. That is a major shift in the philosophy of investment. I don't know if it's good or bad, I am not an investments professional, but it seems to me there should have been some discussion on the campus. I understand it happened before you got here but there should have been some discussion on the campus whether or not this investment strategy made sense, and there was not. I'm very critical of the fact that this was done without any discussion on it, particularly the organizations that are responsible for investment strategy. It was not mentioned in any fiscal advisory meetings or any reports to the President or to the previous financial officer or to the Faculty Senate and I don't remember it ever being mentioned at a Board of Trustees meetings, either. Yet this was a major investment shift that was made that has ramifications and we need to understand those ramifications before making these kinds of shifts in this organization.

Senior VP Scarborough: I can't disagree with all you just said and that it wasn't discussed and it's important that we learn from this and that we don't repeat the same thing. One of the good things I noticed since coming to this University, is that the investments were overseen by an Investment Committee of the Board of Trustees and the Investment Committee of the UT Foundation and they have joint meetings and the level of professional expertise on this committee is best that I have seen. I feel very good of the direction their level of conversation and analysis, their work being supplemented by the fact that the University and the Foundation engage in investing. Additionally I can tell you that I [believe the increased level of expertisehe has 30 years in commercial banking and he understands the financial market of anyone I have ever met inside or outside the university.](#) Again, the level of communication is the culprit here. If I was here fifteen months ago, I could provide you an argument for why they did was prudent in the long term, but certainly short term ramifications.

Senator Barrett: As I look over our budget situation over the last 10-15 years our state share of instruction has gone down to some 70-80% of our budget, do we need to greatly accelerate our alumni image somehow, how do we need to play the market for the next five years, what do you see as the way to improve our situation given the realities of where we are?

Senior VP Scarborough: I suggest that in the matter of alumni giving and the matter of philanthropy it's an important part of our long term future. It's hard to stay committed to the amount of investments made to produce both short term and long term giving. We need to get more people involved and I know that Vern Snyder and others are working diligently, and I will be happy to engage in a conversation with him as well. I was with the University of Texas for a long time, then I moved to DePaul University for a while, and it's interesting because it is similar to the University of Toledo. It's an urban institution, it has a mission that in order to just serving [students.....a lot of institutions that](#) enjoy a great level of philanthropy. DePaul struggled with its philanthropy and for all it's strength and great qualities, it did not have a very good track record in philanthropy. We struggled to make the investments to turn that around and we needed to be realistic where we were in the market relative to Northwestern University of Chicago. Walt's remarks are well taken. We in higher education have highly intelligent, passionate and caring people. That group of people is going to want to do the most for the society in every possible way. What that means then is you have a group of people highly motivated to stretch every dollar. And it creates that financial model and it's always right in the edge. The State's cut of \$700,000 it's not likely you have a lot of flexibility there. Walt is right, in times like these you have no choice but to assemble the University [constituencyas much as we would like to solve this problem..... We just can't fund..... and can't afford this luxury again.](#)

Senator Floyd: Since 1949 the University has prepared a budget book which lists every single department, how much is it budgeted, how much the budget was year before, and includes position rosters that list every single person employed by the University and how much they make. I went to find that for the fiscal year 2009 and all I found was 14-page document, not a 300-400 page document as was previously available. That 14-page document shows the University enterprise as well as the medical enterprise. Is that budget book no longer being produced? Or, where do we find that information if the book is no longer produced?

Senior VP Scarborough: The information you are referring to resides in the University database. We collectively pulled from that database, we produce sections of what you are talking about. The book you are talking about I don't think has been reproduced the last fiscal year.

Senator Olson: It has been, I have a copy of it.

Senator Floyd: So will it be available?

Senior VP Scarborough: The information is available, you have to print it out of the database.

Senator Olson: It should be available again because it shows the budget for every organization in one book and you can see what is happening within the university. I tried to find the information in the database and it is very difficult to find it and time consuming.

Trustee Tom Brady: I want to make a suggestion rather than to ask a question. If you listen to what is happening at the State level, Fingerhut and Strickland are increasingly talking about "the University System of Ohio" The message is that we should quit thinking about our university separately. Rather, we should begin to think collectively about how to educate as many students as possible, how to better utilize our facilities and faculty and how to lower the cost of education for each student. The way we have carried out higher education in the past has been okay, but not good enough. Part of what I think we have got to do as a State and as a society is to begin to get more creative/collaborative about how to educate our students. I picked up the paper the other day, and it was a surprise to me to learn that Ohio University had come to Northwest Ohio and had done a deal with Owens Community College, right in our back yard. My frustration is that we (UT) is sitting here, in my opinion, competing like hell with Owens Community College, instead of asking, how can we and Owens Community College and Bowling Green State University and the University of Toledo put our resources together to better accomplish the mission; not just to make sure we are all safe and secure like we used to be. We have got to start better using our public education resources. For example, we have two schools of education ten miles apart. My question as a trustee of the University System of Ohio is "Is that the best way to teach education to kids?" As I said before, as it happens, this university is in a very unique position down in Columbus right now, but that window will close soon unless we can offer Fingerhut and

Strickland new and bold ideas. Right now this university is viewed as the “poster University” for innovation and change and if we can figure out ways, particularly during these times of shrinking budgets, to introduce paradigm shifts in how we educate students, how we use public resources, and how we collaborated with our sister institutions, we can be the leaders of change and we can become the role model for new approaches to higher education. So, how we go about this? I would suggest that collaboration with other universities is a part of the solution. We will get an audience in Columbus during this window of opportunity that we would not have gotten two or three years ago. Now is the time for us to make a difference. But, we have to get out of our comfort zone. In many ways we are no different than other institutions and organizations. None of us would prefer to get out of our comfort zones. If we were General Motors, we would be wishing that more people were buying trucks, but they are not...so instead hoping for more truck sales, we would have to get “creative” about how to deal with lower sales. The same is true here at the university. The world is different today from what it was several years ago so we need new ideas to deal with shrinking budgets and the need to educate more students at lower cost. My suggestion to you is that this (the faculty senate) is a forum where you can begin to have these kind of conversations to discuss how we can begin thinking above and beyond what we currently do to get more creative, and about how we manage the future. I am a trustee of this University, but I am also a trustee for the University System of Ohio so it is my job to help all of us deliver higher value to Ohio.

President Barlowe: Thank you, Tom. We will have you back after the first of the year. Next is Mary Powers, Chair of the Academic Programs Committee and she has a brief report today.

Senator Powers: Thank you for this opportunity. Below are listed programs for your approval.

Academic Programs Committee business

All new programs and program modifications are posted at <http://curriculumtracking.utoledo.edu/>

Item 1 – HSHS Counseling Minor

The proposed counseling minor is a new minor that would not lead to licensure or certification, but would provide a good foundation for students wishing to pursue a master’s degree in counseling.

Item 2 – EDU – School Health Education

These changes are required by the Ohio Department of Education.

Item 3 – EDU – Special Education

Some of the changes are required for accreditation. Some of the changes are required by the state. One change is due to a course that is no longer offered at UT.

Item 4 – ARS – Transfer Credit

These changes revise language that was introduced in 2006 for purposes of clarification.

Item 5 – ENG – Civil Engineering

These changes are required for accreditation.

Item 6 – ENG – Bachelor of Science in Mechanical Engineering

These changes involve MIME department laboratory courses and will allow better coordination of material covered in the laboratory courses with their associated courses.

Item 7 – ENG – Mechanical Engineering

These changes are due to changes in ABET requirements.

The committee recommends a vote in favor of these, and I ask all those in favor to please say “aye”, opposed “nay”. *Motion passes unanimously.*

President Barlowe: Our last presentation from the UT Learning Collaborative will be given by Prof. Peg Traband, Interim Executive Director and Vice Provost, followed by Dr. Dennis Lettman, Dean of University College Degree Program.

Interim Exec. Director & Vice Provost Prof. Traband: We appreciate your time and the ability to address the Faculty Senate concerning the Learning Collaborative. The Learning Collaborative began on August 18, 2008, it's a unique configuration of programs and services available to all of University of Toledo students, we have a unit that contains 93 individuals that are contained in the Learning Collaborative. Our administrative structure is that I am the interim executive director and Dennis is dean of the University College Degree Programs and we work collaboratively together making sure that the undergraduate experience of the University of Toledo students are supportive and enhancing. The administrative team for the Learning Collaborative as a strategic leadership team which is made up of Dr. Tom Barden, administrative director of the enrichment programs, Luanne Momenee, is the administrative director of the student support services, Angela Paprocki is the administrative director of the student success and retention division and assistant dean Ruth Meinhart is the administrative director of the Gateway Programs. We also have the operational team which is comprised of individuals who are directors of specific programs and/or divisions in the UTLC. It is not a configuration of a regular college, it is unique and we are working on refining the structure with our rules and bylaws. We had a retreat over the fall break of the strategic administrative team and we did develop a draft vision statement and a draft mission statement which was great work for the day. There is much energy and collaboration across the unit. The vision of the University of Toledo Learning Collaborative is to create a richer and more fulfilling academic experience for all students at The University of Toledo. The chart (a handout) shows some of the functions, the team of the Learning Collaborative and how we intend to support and enrich the undergraduate experience here at The University of Toledo. Dean Lettman will talk to you about some of the units contained within the Learning Collaborative and I will come back and give you a little more information on the retention and academic enrichment programs.

Dean of University College Degree Program Dr. Lettman: The chart (a handout) shows the sequence of how students might interact at The University of Toledo in their pre-enrollment stage before they get involved in The University of Toledo, some calling it a recruitment marketing type of activity.

Within the Learning Collaborative we have a number of programs that serve the purpose of reaching out to students in high school and in the community and work with them to provide access for students to The University of Toledo; a couple of particular programs that we have within The UT Collaborative one is called the High School Outreach Initiatives, which includes the Post Secondary Options program whereby high school students take college courses while still in high school. We also have activities to dual enrollment as well as specific programs and activities really trying to work with students in the school system to help prepare them for college. The Office of Excellence has Toledo Excel Program and the Upward Bound program specifically designed to work and nurture students in junior high school and then to come here to The University of Toledo. Then we have Campus Entry phase where we help students to get enrolled in college. These are services to we provide for students to get them from thinking about a university to actually enroll in classes, and we have a number of programs to serve that purpose. We have the Adult & Transfer Services where we try to provide a one stop environment for adult students who come and go because they have all kinds of things going on in their

lives. So the best way we can serve those students in an efficient manner and not have them run around and give them accurate information. Then Rocket Launch and Rocket Transition, which now is under the Learning Collaborative umbrella. Under the Enrollment section I wanted to point out, we have the University College Degree Programs which really represents the former University College, the degree completion program, the adult liberal studies program, and the individualized program serving primarily adult and transfer students, students who come to us from other schools having already earned credit wanting to complete their degree in some fashion. Then we have what we call the Gateway Program. As we know from the UT direction document which calls for access for students to the University of Toledo but are not really eligible or not prepared to declare their major. We have within the Gateway Program the QUEST Program and most people will remember because it has been around for quite some time. Those students are undecided as to what they want to do. We have a Transition Program which is for students who are in good academic standing but are not eligible for admission to their desired program. Maybe they are working on getting into the engineering program or pharmacy or health related programs, so those student will work with us until their GPA is improved and then they will move into the program of their choice. Then we have Academically Underprepared students and we have two groups of those students, the Conditional and the Pre-Majors. The pre-major students are right out of high school and those students come to us with less than 2.0 high school GPA and less than 19 composite ACT score. Those students are also admitted conditionally to U.T., and they are required to begin their first semester less than full time. There are about 120 students this semester in this program. These students are taking skills level courses in Math, Reading, Writing and Study Skills. The Conditional group of student and there are 289 of them, those are transfer students who are conditionally admitted to U.T. with a transfer GPA of less than 2.0. They come on a semester trial in which to complete their coursework with at least a 2.0 and they can then move on into their chosen major.

Senator Barden: Can those students take 12 hours?

Dr. Lettman: Yes, the second group can.

So, there are other smaller groups of students, but the ones I mentioned are the larger programs. There are also a whole range of services available to serve all students at the University, not just UTLC students and to serve student of every college in this University. First Year Experience, Placement & Testing Services. Practically every student that comes to U.T. has to take a placement test. Tutoring and Supplemental Instruction services. We have a lot of students coming in for tutoring which is a good thing. We also have special tutoring for student athletes which is in the Larimer Hall. Finally, we have Student Customer Service, an office that previously reported to Student Affairs. Susan Andrews who works with students with special problems and she helps resolve their problems move some of the barriers so they can move on and be successful.

Prof. Traband: I wanted to say a little more on the purpose of the Learning Collaborative and enhancing the academic journey. There was a lot of discussion early on over a year ago about the issue of mass customization. What we want to do for the students at The University of Toledo is to take them from where they are to where they want to be. That involves getting the students a picture of where they are, some of the placement tests might be what they need. We just purchased a tremendous package called Focus2 for the Career Services, and I encourage all of you to go to the Career Services website and look at Focus2. It's another tool that the students can learn about their strengths, about their likes and dislikes. You don't want to be a physician if you don't like Math and Science, but it brings together your strengths and your abilities, and it gives you a lot of preliminary information. We plan to use that in our first year journey with the students where we can no longer be silo-ed into FYI or FYE experience. A lot of that is joined together for collaboration in The Learning Collaborative and we really want to support that journey that students are taking and making sure they are academically prepared for the rigor, and that they understand where they are going and how long it's going to take. Some may come to us and say, I want to be this, and we are going to be able to say, yes, given where you are now it may take you six years, but here is the path you have to take, and that's the customization. We are not diluting the curriculum, we are not trying to customize in taking shortcuts

we want to let the student know that we want to help them understand where they are, because many don't know where they are and where they need to be to get to the end.

We want to support and enhance their journey. We also have the ability to enhance their undergraduate experience through our Honors Program, Service Learning, Study Abroad and Undergraduate Research. We want to bring that to all of our students and address our Trustee members and tell them that Dr. Tom Barden has a signed agreement with Owens Community College to allow our Honors Program to go to Owens Community College. Those students are taking courses that will count towards their honors certification and save some important courses for them to take here so that we can make that journey into Honors for the community college student.

Senator Barden: I just wanted to make the comment that the Provost signed that agreement, not me.

Prof. Traband: The team will be working with more community colleges, with Terra, Northwest State, they will be expanding this so when we are talking about the seniors at UT, we need to understand that they might not have been freshman at UT, but we want to make sure that those students at the community colleges have the ability to have a complete academic experience here at The University of Toledo. We are working together with Dr. Barden who is the Director of the Academic Enrichment, and there is a lot of collaboration going on between the Honors and the Undergraduate Research, Study Abroad, Service Learning, trying to integrate that into the community and have that very rich experience, not only just for juniors and seniors but also undergraduate research in their freshman year. We are looking at all of the possibilities. So it's a very dynamic team and I think we are doing a lot of thinking outside the box and create that experience for the undergraduate students. Dr. Haggett has done a video that is available on the UT portal concerning The Learning Collaborative and I encourage you to view that. It does give a little of dissection into the University programs. I also wanted to tell you that we are very much about measurement and outcome measurement and assessments in the Learning Collaborative. The Learning Collaborative is something new and unique at The University of Toledo. We want to study it and see what works what doesn't so that we will be constantly evaluating what we are doing. We may find out that we need to do things a little differently and we will be adjusting. This morning I was talking to Bin about some models we will be doing, because this is a great opportunity for us to study ourselves because we are doing something that is very unique.

Senator Barden: I want to say this to my fellow senators. There was some bad communication when we first started hearing about the UTLC, when its mission was being called "re-engineering the curriculum" I know created a lot of problems for us as senators. We were rightly worried that this "new entity" was going to be used in a way that would take away our faculty prerogative as the owners of the curriculum. As it turns out, that was never the intention. It was just not communicated correctly. There is nothing in the UTLC that proposes re-engineering the curriculum. It's about enhancing our students' academic journey.

Senator Olson: One group of students that this Learning Collaborative does not service well is the graduate students. You said these programs serve all students at the University of Toledo, graduate students should be included.

Senator Barden: I think our mission is specifically to serve the undergraduate students, isn't it?

Prof. Traband: You bring up a very good point and we will have to check into this. We may need to adjust and we are constantly looking at better measure and receive feedback.

Senator Fink: For the students that you describe that are academically underprepared, is it cost effective for us to have these students and what major do they go into?

Prof. Traband: I am not prepared to answer that at this point. Dennis might have some historical data on that. Right now we have students who are here on a one month semester trial basis and exactly how many of those students do succeed I don't have specific number. There are successes that come out of those programs.

Senator Fink: The reason I mention this is because it's part of our statistics. If it is worthwhile if you help these people to succeed.

Prof. Traband: The conditional students are not first full time students, most of them are transfer students, many of them have transcripts that are incomplete credentials.

Senator Barnes: My question is about the administrative retreat for The Learning Collaborative, was there any conversation about the future of the University college degree programs?

Prof. Traband: The vision mission and the strategies are coming back to the division, they are coming back to those units for feedback.

Senator Barnes: So, as far as we know the degree programs are not moving anywhere?

Prof. Traband: I have no indication that they will not.

Senator Horan: University Libraries. I am interested in the statistics in terms of students using services such as LEC and Athletics Program and graduation rates, if you have those too.

Prof. Traband: Right now we are gathering those units from five different areas and getting our assessment person lined up with all the information, and we are absolutely going to be looking at that information.

Dr. Lettman: The impact of tutoring data shows that students do interact on regular basis.

Senator Horan: I know that the Athletics Program has to keep graduation rates and it will be interesting to see how other programs rate in terms of support programs.

President Barlowe: Thank you. Any old business?

Senator Floyd: A few weeks ago I spoke to the Senate about two cemeteries that exist on the Health Science Campus of the former Toledo State Hospital where there are graves currently unmarked in any way. Since that time, there have been two developments. For one, the university is applying for an historical marker that would mark the cemeteries. And after the Senate meeting, Don Stierman, one of our senators, said that he thought he had some technical equipment that would help map where all the gravesites are. He and his graduate students are undertaking that project, and this is a great example how faculty volunteer their expertise for community outreach. And I just wanted to publicly thank Don for this effort.

President Barlowe: Any other old business? Any new business? Can we have a motion to adjourn?

Motion was made and seconded.

V. Calendar Questions:

VI. Other Business:

Old business: Senator Barbara Floyd

New business: None

VII. Adjournment: Meeting adjourned at 6:00 pm.

Respectfully submitted,

Nick Piazza
Faculty Senate Executive Secretary

Tape summary: Kathy Grabel
Faculty Senate Office Administrative Secretary