

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of February 17, 2015
FACULTY SENATE

<http://www.utoledo.edu/facsenate>

Approved @ FS meeting on March 31, 2015

Summary of Senate Business

Dr. Shanda Gore, Chief Diversity Officer, Associate Vice President for Equity, Diversity and
Community Engagement – Climate Survey Results
Martin Ohlinger, Chairperson, the Committee on Academic Programs

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 Hoblet: I call this meeting to order. Welcome to the ninth Faculty Senate meeting of AY 2014-2015. **Lucy Duhon**, Executive Secretary, called the roll.

I. Roll Call: 2014-2015 Senators:

Present: Present: Bailey, Barnes, Batten (substitute for Quinlan), Black, Boardley, Brakel, Burnett, Cappelletty, Caruso, Compora, Denyer, Devabhaktuni, Duhon, Edwards, Federman, Giovannucci, Gray, Harmych, Hasaan-Elnaby, Hoblet, Keith, Kistner, Krantz, Lee, Lundquist, Molitor, Nathan, Nigem, Ohlinger, Plenefisch, Porter, Prior, Quinn, Relue, Rouillard, Slantcheva-Durst, Springman, Teclehaimanot, A. Thompson, G. Thompson, Thompson-Casado, Weck-Schwarz, Wedding, White, White

Excused absences: Brickman, Dowd, Duggan, Edinger, Elmer, Franchetti, Gohara, Gunning, Humphrys, Kennedy, Malhotra, McAfee, Monsos, Sheldon, Srinivasan, Van Hoy, Williams

Unexcused absences: Crist, Farrell, Hammersley, Schafer, Skeel

III. Approval of Minutes: Minutes from December 2, 2014 and January 20, 2015 Faculty Senate meetings are ready for approval.

President Hoblet: Good afternoon, Senators. Review of the minutes – The Minutes from December 2nd and January 20th were distributed, do I have any additions or corrections? Hearing none. Do I have a motion to approve both sets of Minutes? All in favor of approving both sets of Minutes as distributed please signify by saying “aye.” Any opposed? Any abstentions? **Motion Approved.**

I want to welcome all Senator and guests.

Executive Committee Report: The FSEC has been working hard since we last met. We have met with the Interim Provost Barrett who continues to work with FS on a number of initiatives. We have continued to work on making sure there are accurate lists of faculty from each college. Accurate faculty lists are

important not only for Deans' evaluations, but are essential for elections. I will be asking both the Committees on Constitution and Rules and Elections to call meetings for next week because we need to have language and correct Senate seats apportioned to each of the colleges. This will require the appendices to be updated to reflect our new structure.

We have continued to have representation at each of the BOT and BOT Committee meetings. Marlene Porter attended the Clinical Affairs meeting. It appears that UT is exploring membership in Vantage Health of Ohio, LLC. It appears that Vantage Health is a consortium of sorts where small independent Acute Care Hospitals and clinics can garner greater purchasing power, thus lower costs. The Clinical enterprise of the university is also exploring forming an entity called UT Health. More details about what this would look like and its mission were not specifically shared, but we will report information as it becomes available.

We have been active participants on the Presidential Search Committee and have been asked to participate in the Open Forums that will be occurring over the next two-week period.

We attended the one half-day senior leadership meeting which reported on a number of initiatives that had been implemented since the previous senior leadership meeting which included all members of the FSEC.

I have asked for Jovita Thomas-Williams, Associate Vice President, Human Resources and Talent Development to report on the Title IX Consultant that was on campus. Jovita stated she will be happy to share the final report at FS when she receives it.

We will continue to ask questions on issues of importance. If we are not reporting on issues that are important to you, we would like to know. Thank you. Are there any questions from the floor?

Senator Thompson-Casado: Quick question. What's the format for the question-taking at the open forums?

President Hoblet: I am not sure. I don't know, Senator Thompson-Casado; I will be meeting with Larry Burns tomorrow night. There's a community meeting for Dr. Michele Wheatly who comes in town tomorrow, so I will be meeting with Larry an hour before that community meeting and we will be talking about it then. In all honesty, I don't know; I don't know how they had it structured. I know we're going to be looking at taking questions that's on the agenda that day and talking to all of you to get some questions and some ideas of what you all want to know. But I don't know how we're going to be submitting those and what Larry would want to do with those, but we will compile those and we will ask the questions. Are there any other questions?

Past-President Rouillard: President Hoblet, have they indicated how they are going to accept feedback on the candidates?

President Hoblet: No. Again, I haven't gotten any information about that. I think everything at the open forums is going to be taped. I don't know if they are going to be broadcast and if Peter will have a chance to look at that. I know on the website that people can comment and those comments for the presidential website are going to be kept anonymous because that was a big issue with us that people didn't always feel comfortable and trusting about giving honest feedback about what they thought if their names were attached. Some people feel comfortable with that, attaching their names and others are not, and we should

be open to both. So, I think they heard that and Faculty Senate voiced that, so I do believe that is occurring. Are there any other questions?

Senator Barnes: I would like to follow-up on that. Do you have a schedule duty of the committee after the candidates are gone?

President Hoblet: Not to my knowledge, Senator Barnes, no. I am not saying it is over; I said that on Monday and it was the wrong answer <laughter>. I am not privy to that information; they haven't shared it with me to date. I will make myself available if the committee is convened again and I will communicate back any structure that I learn with the entire Faculty Senate.

Senator Barnes: I just want to say that I think part of this concern is, are we having all these things so we can ask questions and then our opinions aren't going to matter at the next level when the decision is going to be made?

President Hoblet: I would hope that is not the case. Mr. Joe Zerbey has come to Faculty Senate Exec. and said that's not the case, they will listen to that, and I have to take him at his word. Thank you, good question. Are there any other questions from the floor?

Senator Keith: Well, we asked Chair Zerbey when he came to meet with Faculty Senate Executive Committee if the Faculty Senate Executive Committee could meet with him after all the candidates had been here and he did say that he will be open to that.

President Hoblet: That is right. Thank you, Senator Keith for triggering that. It was specifically asked, "Are you willing to meet with the Faculty Senate Executive Committee once the open forums are done, once the candidates have left?" He did say he would be willing to do that and willing to have us meet with the entire Board of Trustees if that was our desire. I have to say sometimes the tone of his response is a bit irritated, but he's always been very responsive and I can't blame him; I am not in his head and where he is at all the time; I am sure some of my students think that I am irritated when they ask me a question or two <laughter>. But, I have been very impressed with how he consistently responded in a very timely manner.

Senator Krantz: As a follow-up from Senator Keith's point. If we as faculty are providing comments and opinions to the search committee, can we also as a Faculty Senate have a compilation which would be talking points that the EC could have with Chairman Zerbey?

President Hoblet: I think that would be fine. You know, I stand up here as one faculty member. It is still amazing to me that you elected me as president; I tell people that I am always stunned by that. But, I truly believe that I just represent your voice and it is my job to take that forward, whatever that need is, so, Senator Krantz, I will be happy to do that. Thank you. Are there any other questions from the floor?

Senator Porter: Not so much a question, but just to let everybody know the Faculty Senate Executive Committee and Graduate Council will have lunch with all the candidates.

President Hoblet: I believe I shared that at the last meeting, but if I didn't, I am sorry; Graduate Council and Faculty Senate Exec have been asked to lunch two days with each of the candidates so we get two more hours. Now, that doesn't sound like it is a lot of time, but it really is to have that much time on an

individual basis with these individuals, they all three are very interesting people. Seeing that there are no other questions regarding the Executive Committee report, I would like to welcome Dr. Shanda Gore, Chief Diversity Officer and Associate Vice President over the Office of Equity, Diversity and Community Engagement to give us some results because I know we been anxiously waiting for the Climate Survey. Dr. Gore, welcome.

[Applause]

Dr. Shanda Gore: First of all, thank you for inviting me for coming; I really appreciate the time. I know the last time I was up here, I believe it was two years ago, that was the last time we actually did the Climate Survey. It's done every other year, so it is not like we are skipping a year on purpose- we did it in 2010, 2012, and 2014. What I am hoping to get through today with the timing is the faculty and staff portion and the recommendations that come from it so far. We are still gathering input. We have Culture Ambassadors- they have a task force working on the different components and recommendations that were made that actually came from faculty and staff. If I have time, I also have the student portion too (for review). There are two surveys involved here: one for faculty and staff and one for students, just for clarity's sake. It is administered from the office of Equity, Diversity and Community Engagement, my office. My "partner in crime" is actually not here, he is sick, but he is from Institutional Research. He usually travels with me when I give presentations as such about what's heard. If you have any questions concerning the instrument, the data, and the analytics about it, you can definitely get you in touch with Dr. Ying Liu, he's my Director.

Many of you are familiar with the survey so I am not going to spend a whole lot of time because I want to get into the "meat" of what's going on here. Basically, my hope is to talk about not only the 2014 view, which is a little comparison with the 2012 and the 2010 and that's the purpose of doing this again and again. Let me just preface this and say, we are one of the few institutions I know in Ohio that does this on a regular basis. When I go to national conferences we are actually "standing room only" when we talk about how to put an instrument together, how to afford, and how to engage with our community, and then most importantly, are you doing anything with it afterwards? When I ask that question to colleges across the country, they're like, "I think I know where it is at; the results are either in the library." But that is not what's happening with ours and you are going to see that because the survey was taken back in April of 2014. So the results that you are going to hear today are really about what was happening at that time on campus, so keep that in mind. I would say, if I would take it here and administer it I think we would have some different answers for some of the different components. There's been some movement and we will go through some of those pieces. The purpose for even doing one is to get an overall sense of the climate, the culture of the university, and to determine ways to improve the climate, and then of course with the comparison. Now, for those of you who are involved in the IDEAL grant- I know that we've actually been asked if we were to do an IDEAL grant with them, can they use our data? Yes, you can. There are a number of groups that do use our data. This is when it was administered for those who care about the timeframe and when it happens. Notice the response rate just for the time- you say, "well, the response rate is about 27% of the faculty and staff-" actually, that is very good! This is not mandatory, this is voluntary. Some surveys got 3-5%. A little at a time as we do this the campus have actually participated more and more. I really thank those who contributed.

I met with Dr. Naganathan about these numbers; actually, I spent more than ten hours one-on-one with him to go through each of these questions, the responses, frequencies, and where we were at. When he looked at them, he said, "Can you break this out a little bit more for me and for those who want to hear this?" The first time we actually broke out who participated within this- out of the 27%, this is kind of the breakout of who participated in giving answers and this is taken right from the survey. I am going to first talk about the strengths that came out, and I know it is a little tiny to read, but everything that I am telling you today is actually also in our dashboard. I am going to show you where the dashboard is at so you can take the instrument, you can pick a question, and you can drill down to specific questions. To give you an idea, there is some comparison data between the 2010 and 2012 and 2014 survey. You can see teaching responsibilities, advising responsibilities, benefits, overall experience in your primary unit, department or college, overall experience of being a faculty member- you notice these are faculty-exclusive. The way the instrument is set up - if you are identified as a faculty member then these are the questions that really were addressed to you. If you identified yourself as a staff member then you "shot" ahead in the survey based on this process. So you notice that we talk about satisfaction, meaning, you are satisfied with these particular categories- either you said that you were "strongly satisfied" or you were "satisfied." These are the percentages for those who participated. These are the improvement opportunities that popped up in the survey and these are the ones with higher percentages, it kind of drops off. But this is where your dissatisfaction came in (and again, this was April of last year): mentoring you received from the university, time available for scholarly work, startup packages, professional development, and access to teaching assistance, mentoring, and current salary. And again, I say this because some of you say, "this is not surprising to me" or "that is surprising to me," or, "I am not sure," so depending on where you are coming from that is what came out. You will notice in 2010, 2012, and 2014 you will see where those numbers are. So when you asked about this, it is an interesting question, this directly affects you when we look at chief university officers- we looked at stress levels and campus climate such as, what's stressing you out? The first one percentage-wise is, "campus politics" and then "scholarly productivity," "teaching responsibilities," "departmental politics," "securing funding for research," and "the review and promotion process." Now, you say, well, how are these questions worded? Again, the instrument is posted online. But this is a culmination of three instruments when we actually developed this from Institutional Research and these are the questions that were vetted to the number of groups to see if they fit our campus, so this is really tailored to our campus. When asked about supportiveness at the department and college levels and various careers - I got these numbers that say Q-11 and Q-12 and they are actually the questions within a survey. So if you are sitting with the instrument and you really want to dive down deep, you can sit with that and that is something that Dr. Naganathan said, "I am trying to find where I am at with this," that is what those are. Family leave was well-supported at the department and college level and you see the percentages. Let me explain what is in the parenthesis- 85% for example represents 2010, 88.4% represents 2012, and the one number that is sitting outside the brackets is the 2014 number. It kind of gives you a little bit of an understanding of where we are. However, I can't do it for every question because there were some questions that were tweaked enough or changed to meet the needs of the campus and you can't do a comparative for those quantitative researchers out there.

So we pointed to departments- they were moderate to extensively supportive and then these are the numbers at the college level. Improvement opportunities- faculty felt department spousal hiring was not well-supported by their department. This started to figure out a little bit more, but you will notice it remains at 47%, 51%, and 42%, so anywhere between 40-50%, and then minimal or no support at the

department level and at the college level. All right, now, this goes specifically with mentoring, this goes specifically with the discussion about what mentoring is, and let me just preface by saying some of you define mentoring differently than others. To what degree do you receive formal mentoring within the university? It says minimum or not at all. Now, that is not saying everybody wants mentoring because maybe you don't want formal mentoring, it is just a question. And then, to what degree do you see formal mentoring outside the university and while at UT, to what extent you feel you receive effective mentoring, and that is how you define "effective;" we are not actually defining it for you. Improvement opportunities and comparisons - 2010 and 2012, the campus climate and strengths are here. These are the percentages of those responded- faculty feel that they respect each other. In other words, faculty get along with each other and respect each other's space and the like. Improvement opportunity- many of those screened feels that UT treats them with respect by campus administrators (the timeframe was April of last year). People ask me this question, "if I was to administer this again," but I honestly don't know where it would be right now. I have suspicions of how the numbers would be, based on feedback that I get in my office, but I just want to make sure it preface the timeframe. This is overall from staff- I feel in stronger categories that we have a diverse campus community that's respected by students and a friendly environment. In general, UT's campus climate is conducive to teaching and learning. They feel welcomed at UT. Staff: "UT administrator commitment to diversity, administrators, and faculty," and then, "I feel comfortable discussing diversity issues as a staff member or faculty here at UT," so those were strengths, they were higher numbers. Other strengths that we had, "accepted, intellectually stimulated, supported and valued"- you can see this, occasionally, frequently felt in these different categories. Then there was "Improvement opportunities"- faculty and staff responded, occasionally, frequently felt and the key words, "left out;" it wasn't defined so it wasn't about shared governance, we didn't do that, it was just "left out." The other one was "disconnected from faculty and staff." Attitudes and feeling towards others- when asked about your feelings on attitudes when interacting with individuals from different social groups. A high percentage varied or felt extremely comfortable or confident when interacting in all of these areas. Each one of these questions was actually their own, but they were rolled in for the sake of time and space. This range is at least 77% for 2014 for each one of these categories. And then for "extremely respectful liking and accepting "are open to those from different race, age, or disability, gender and sexual orientation" group. Now, we had made a leap as a campus community from 2010 from when actually the sexual orientation, that was actually a lot lower and now it is trying to creep back up and be part of the group.

This is how we can measure some changes on campus, more discussion and more awareness, that's really the help from all of you in the room. I know with diversity trainings, workshops, and a number of you talking about it in your classes, so we really appreciate that. Harassment- I get asked this quite a bit, do we have questions about assault? We did not have questions about assault on this survey; it truly was just harassment and discrimination; harassment and assault are two different things. So an assault survey would be something different than what the question would be. How often have you heard negative remarks? - have you heard negative remarks that haven't been committed to you and then this is the response. Now these are the responses of those that actually responded to those questions- occasionally and frequent remarks on race and ethnicity and at least occasionally based on sexual orientation. We are seeing a drop with those who are responding, even though we have more people responding to the survey. Of those responding in the category, 23% of the reported negative remarks were made by (this is just showing who's saying it) professional staff and negative remarks were made by students- that is when

people identified who. Maybe it was a very small number, but of those percentages, where the majority of that falls? Discrimination- faculty and staff are also asked, how often they felt discriminated against. Only if they responded and when they responded, this is the breakout- it was first on gender and then on age. In the past it is changeable because age wasn't even actually a factor at one point and then I think it crept in in 2012. And then, faculty and staff were asked to indicate how often they felt harassed here at UT- 90% said "never." Awareness- when asked about the various ways about reporting discrimination and harassment- this got into, now "I felt that I have been harassed and discriminated against, where do I go?" Many of them did not know. Now, I know there have been some changes with reporting. I think there's a different system with faculty with reporting because I think Kevin West is now with the Provost Office, is that correct?

Interim Provost Barrett: Yes, he is with the Provost Office.

Dr. Gore: So if you are having harassment and discrimination they would go to Kevin, correct?

Interim Provost Barrett: That would be one way of reporting it.

Dr. Gore: Okay. So just know where he, Kevin West is located. His office is another point office, but it is not actually housed at HRTD (Human Resources & Talent Development). However, it still goes to HRTD, but he is not housed there. Then there is actually a phone number you can call for anonymous reporting. Specifically, we wanted to know who knows about the Counseling Center because that was a question that came up too, who knows where to go? And so, know that these numbers here are very similar in percentages of not knowing among student groups; they are still unaware where to go. And so, if you know where to go and if a student comes to you it is important to be able to direct them. We still have an awareness challenge on campus.

These are themed comments from faculty and staff and this is where we get into more of the qualitative questions on the survey. We wanted to get your feedback. Also, through the Culture Ambassadors we sponsored an ability and there were about 72 of those that participated that went off campus to get interviews. It was totally removed from the campus community to provide some feedback as well. These are actually some of the themes that came back. Overall responded positive ways towards initiatives and diversity- view UT as a place of positive graces and felt good about their work and enjoyed working at UT. They stated that there's "positive good around campus and their own departments work good together." Challenging- overall sense of not being cared about, sense of peer retaliation, no diversity in higher administration, upper administration may not know any changes of positions, lack of communication, transparencies, stressful workload, feeling undervalued, lack of care, not recognized for the good work, these are comments that came out. Now, again, in April of last year versus I think there's been some major changes- I know the Provost Office has been working really hard. I know I had some people call in and say their sabbatical came back, and so when I heard that, I realized there is a little bit more breathing room and discussion than there was before. I know that diversity of the higher administration had led to discussions regarding the president, the presidential candidates that are coming in. There's a lot of discussion about making some of these pieces if they were again, will that still remain? Possibly, but there are some changes.

Some overall observations in roles- again, comparison to 2012, noted increases in student and faculty participation which is fantastic. Unfortunately, there's a little bit of "survey fatigue" that happened to

students because we were competing. “Centeredness” came out right before this survey and so we are asking that surveys not be placed so close together. We still have a good percentage of students who participated -it was a lot, but, people get confused, did I take this already? So we are asking for that to be separated and then those results be shared like we are sharing our results here. Volunteerism among students increased considerably. We asked “how much do you volunteer within your community?” It was huge with the number of students that were volunteering their time, we had no idea. The diversity workshops are working on awareness-building. I’m even seeing safety on campus. Again, it is really about “time sensitivity,” if something occurs on campus right before someone takes a survey the numbers drop or they go high. But if there is time where there’s not anything happening around campus then the numbers show it and we have to be really careful about the variables that affect that. It is a steady increase no matter what are in the comments about safety on campus. This was the first time where those who identified they don’t feel safe on campus or someone has “physically threatened them or harmed them in some way”- we were actually able to take that information and say, “can we talk with you?” and those students reached back and faculty and staff did too and said, yes I want to talk to someone and we were able to get them connected, so that was really great and that was the first time to provide that. Before, we just didn’t know; we had this answer and we had no idea what was going on and no one telling us why they put this down, and that’s hats off to everybody involved. 2014 initiatives- what has been the result and this is the worst. Again, I think about the number of hours that Dr. Naganathan spent with this; the analysis was done at the beginning of September and then we met a number of times between September and November and finally the PowerPoint was able to be put together and be shared. It was a very condensed version and this is why we have to make sure the dashboard is up. Know that in the meantime individuals have not sat on information.

The diversity hiring plan- we are working very closely with the Office of the Provost to talk about the diversity hiring plan. We haven’t had one I think in a few years and that was a big discussion. There were 330 individuals- some of you may have gotten these little cards that said “thank you for all the work that you do,” that’s because someone on that survey identified you without being solicited, meaning they didn’t get anything back, it’s just saying, “who has made a difference concerning diversity on this campus?” And so, 330 people were identified; a number of them came up several times. Culture Ambassadors wrote cards/personal notes to each and every one of them. There’s actually a reception for 330 people to say thank you because you are making a difference on campus. People always ask me the kind of work that I do. I always say, people like Kevin who is doing an investigation, my job is different than the investigation part. I laugh and say, “sometimes you may not want to see my friend Kevin coming, but you should <laughter>.” I really appreciate all the work that you are doing because you are helping us make a better campus and make a better climate so when people come on campus they know that we are trying to be an *inclusive* place. I think for the 330 people, hats off to them for working so hard because people are noticing. Promotion of diversity workshops for students- I know our office is continuing to do that. I know we want to make sure the same place that is training is still continuing. Planning for...funded IDEAL grant- that is another part of the promotion of the utilizing of the Climate Survey results. I can’t stress enough, besides the Culture Ambassadors and that group that is working on the taskforce, use the data, go out and use it in committees and use the information to help your departments. It is now broken out where you can break it out by departments, so don’t let it go by. For those of you who are in charge of the diversity plans for your colleges, for all 16, ask them, are we using the data that came out? Not just the numbers that are used for the headcount of how many African

Americans and how many women are in the department, but beyond that, you should be analyzing them and you should be using the Climate Survey results too.

Overall, we are talking about just keeping the taskforce running and making sure that the surveys are not run in the same year, dissemination of survey responses which we are doing on a road show, and recognize the leaders, the 330 which we already started to do. Awareness campaign and advertisement- where do you call if harassment and discrimination is occurring? And again, we are waiting for the Title IX report to come back to see what the recommendations are for assault. This one was the severity of discrimination and harassment- understanding there are severe consequences and making sure that the follow-through is done, instead of harassment and discrimination. More promotion and safety, continued building relationships, especially between administration and faculty and continued mandatory diversity training for faculty and staff. Right now we are in every orientation, so if you are coming on campus we are here, we are engaging with you and letting you know that we are here for you, but most importantly, letting you know who to call, where to call, and when to call. So because of timing I have some recommendations made for the student portion, but I figured I wouldn't have time to get to the student portion, but I want to make sure for faculty and staff that you heard that portion. I can take any questions if you like.

President Hoblet: What's the preference of the Faculty Senate? Do you want to allow Dr. Gore some more time to cover some of the student survey?

Group of Senators: Yes.

Senator Thompson-Casado: I have a question on the faculty portion. The list of 2014 initiatives, most of those were focused on diversity, those faculty lists; the list of suggestions for changing things - there were a quite a few things that weren't related to diversity, were any of those being addressed as initiatives?

Dr. Gore: For example, I think the participation like getting voices heard I think by the change in the administration there's been some discussion and some more open forums. I know I said this to Interim Provost Barrett before, when I go to the Academic Leadership Team meetings there is an open discussion going on and people are engaging back and forth; not that it was bad before, but it was just more discussions back and forth and questions being asked and answered. I go back to sabbaticals- even though I am not a faculty member I know the sabbaticals was a big discussion point, and workload issues. Workload does not have a direct impact with diversity, but it is definitely a discussion that is coming out and can we look at that again.

Senator Molitor: I was just going to comment. I think it is important for us to hear the survey results if you can just briefly discuss and summarize them in five minutes. I don't know if that is fair to you or should we schedule you more time and have you come back.

Dr. Gore: What I can say is, know that the first half – much of what students are saying and what faculty and staff are saying – I feel that this is an ultimately *inclusive* environment and you are all speaking the same language. It's almost like you can compare them. I had to check and see if I was looking at faculty results or looking at the students'. So all of you are in line this way, so much of what you are hearing from faculty and staff is actually from the student population, of course, not about the tenure process. What you will notice, though, is when students get into the qualitative side- talking about being left out-

we did a little bit more analysis on that and our findings have to do with many of them that they are off-campus students. So now the next question is, if they are off-campus students, how much engagement do they want? How do we engage? Is it more than a lounge? How do you do that? So at least you will be able to see because there were some concerns in it, are they living in the residence halls and are they feeling disengaged?

Senator HassabElnaby: Can you tell us the concerns you have for students?

Dr. Gore: I would say that we need to make sure, especially if you have new students coming on, making sure that they are aware of who to call if something happens that they know where to call, who to call, and they know where the safe places are. Because what's happening is parents are coming on campus and they are trying to make sure students are settled in, but they don't know what they are really saying, "can I hand my student off to you and can you kind of keep an eye on them?" Then they turn to the student and say, "you go check in with her"- now, that is "direct from high school." The nontraditional students who I see a lot of, the Eberly Center for Women, they are really worried about "I feel I'm too old to go back to school. I don't feel comfortable. I don't think I have the right skills," but they do and they bring a lot of experience and sometimes what happens in class is they feel shut down and that comes out in the Climate Survey so what you can do to help with that is if you see that – does anybody know what I am talking about when nontraditional students are talking and you see some rolling of the eyes, lots of microaggression? They have a lot of value to add to the conversation, but because somebody doesn't want to hear it- I ask you as faculty to make a difference, help them be more welcomed on campus. It means so much and those are the concerns that I have.

Senator Gray: In the beginning you mentioned that you were possibly going to show us how to get to the survey and I know that is a question that I've been asked and I just wanted you to go ahead and share that.

President Hoblet: Are you going to tell everybody, Dr. Gore, how to get to the college specifics and drill down?

Dr. Gore: Yes, I would be glad to do that. This is the exciting part if you can tell. I am very excited because we actually have a dashboard. Let me just say that other institutions are also very interested in our instrument. They are interested in our data and they want to compare it. We have provided, under one condition that they will be able to share their information with us. We say we can share information because we want to see what's going on across other campuses too and so that is the "meat." It is really a compliment to those who worked on the survey besides my office, especially when the University of Texas came knocking because they said they did an analysis of 29 instruments before they selected ours. Go to utoledo.edu and just type in "climate survey." This is going to come up, UT campus climate. It is housed with us – meaning this webpage – as well with the office of Institutional Research and there says surveys be supported – all of this is transparent and all open. If you go here and here's the Culture Ambassadors and click here for the dashboard. This is not "pretty;" it is not going to be pleasing to the eye, and the reason being is because it is really about content and not about what the look of it is, so we sacrificed look and feel to actually getting into the "meat." Here what you do is follow the steps, 1, 2, and 3. If you jump off accordingly you are going to throw yourself off. So number 1.) Faculty and Staff- you can pick which data set you want. Right now you can pick 2010, 2012, or 2014, and you can look at the comparisons between all three. We are going to pick 2014 and we are going to select our questions and this is where knowing where the instrument is. I would suggest that you print out the instrument and lay it

off to the right and then figure out which questions you are going to look at because if not, you will find yourself looking at all the questions. You can select whatever you want. You see how long the instrument is. What should happen is at the bottom; it does work, I just can't get it to work up here in Firefox. But what you will see is, let's pretend you are going to hit submit and here you can pick the question and categories. Depending on which instrument you are using, you may not have the college because I think if I remember correctly, student-wise, I don't think we asked for the college until 2012. So you may say "I can't see it" and that's because maybe with that particular instrument that wasn't asked. I would suggest not doing more than two categories at a time because this thing is going to "fly" off to the right and it is going to be a little challenging. Just a couple of notes, this is the only instrument on campus that allows transgender for self-identification – religion and disability- you won't find that on any other application legally because you can't do that, but this gives a chance for a voice if people choose to. The instructions are down here too if you forget what you are doing. I picked one question- so satisfaction has gone to professional life, teaching responsibilities. There are obviously 74 that had it marked blank; no one was forced to answer any of those questions. But for those who did, 157 females answered and you will see "strongly satisfied" etc. Again, just as another note on this, we looked at the survey and this is frequency distributions. Just know, if I have one person on this campus that tells me they feel physically threatened I am taking that seriously. If there's one person that feels they've been harassed I am taking that seriously. I am not going to say I need 20 people to tell me to make this an issue, no, we are going to look at that. I would say play around with it and feel it out, but I would highly recommend that you download the instrument for that. Thank you for reminding me about the dashboard. I will take any other questions.

Senator Ohlinger: You said that the "safe place" program is still in place, are the training sessions still happening?

Dr. Gore: Yes, for example if you want to have a "safe place" training then call my office and we will get you the "safe place" training. We also have a certificate program that is noncredit that's going on for those safe places- not the full-blown piece, but there's safe places that's been incorporated into that. A lot of it is teasing for further information, so definitely don't hesitate to take it if you need it.

President Hoblet: Are there any other questions? None.

Dr. Gore: I want to say thank you again for your time, I really appreciate it.

President Hoblet: Now, I want to ask Senator Ohlinger, Chairperson on the Committee on Academic Programs to present his program modification.

Senator Ohlinger: I want to bring forth one item which is a summary from the committee; this was sent to you last week. We have quite a few items coming through. Those that were ready as of last week, the committee met and we reviewed those; out of eight of those, six of those were program modifications and two of them were new programs. I believe this is a consent agenda because it is coming from the committee. Just for the sake of being precise- this is a summary of what we decided; it is pretty straightforward. Out of the eight programs that we reviewed, we are recommending seven to be approved. We had a couple questions and one of them is tabled for a future meeting and even I have a question about that for Senate, but we will get to that in a minute. Our recommendation from the committee is to approve these proposals. All in favor? Any opposed? Any abstentions? **Motion Approved.** Thank you very much. *The following is the approved Academic Program Report:*

Academic Programs Committee Meeting Minutes
February 10, 2015 - Wolfe Center, Pharmacy Practice Conference Room

Present:

Chris Burnett (Communication and Arts)
Berhane Teclhaimanot (Education)
Patricia Relue (Engineering)
Cindy Herrera (Nursing)
Martin Ohlinger (CPPS), Chair
Anthony Quinn (NS &M)
Glenn Sheldon (Honors and Libraries)
Wade Lee (Honors and Libraries)

Excused:

H. HassabElnaby (Business)
Debra Boardley (Health Sciences)
Jerry Van Hoy (LLSS)
Kasey Tucker (SJHS)

Guest

Marcella Kehus
Debra Johanning

1. Meeting called to order at 4:05 pm.
2. College of Communication and the Arts
 - a. Program revision proposal: BA in Art History / Art Museum Practices
 - Presented and discussion led by Burnett.
 - Key proposed revision: ARTH 4950 - AMP Seminar (1 credit hour) is no longer required. This material is covered elsewhere in the program.
 - Approved.
 - b. New undergraduate program proposal: BS in Media Communication
 - Tabled
3. College of Engineering (and one joint program with COBI) program revision proposals:
 - a. EN-BIOE-BIO, EN-UNDT-UND / BU-ITCB-BS
 - Presented and discussion led by Relue.
 - Proposal to revise the current standards for math placement for students seeking admission to these programs
 - Approved.
4. College of Business program revision proposal:
 - a. BBA in Supply Chain Management
 - Presented and discussion led by Ohlinger.
 - Key proposed revisions: 1) Program re-named ("Supply Chain Management" to "Operations and Supply Chain Management"); 2) All course identifiers changed from "OPMT" to "OSCM"; 3) Course descriptions updated (also sent separately through course modification process); 4) 12 credit hours of required coursework will now be 12 credit hours of elective courses to provide flexibility
 - Approved.
5. College of Adult and Lifelong Learning program revision proposal:
 - a. BA in Adult Liberal Studies
 - Presented by Ohlinger
 - Proposed revision: Students currently enrolled in the BA in Liberal Studies program of the College of Adult and Lifelong Learning are given an opportunity to enroll in up to nine semester-hours of graduate course work in the Master of Liberal Studies (MLS) program of the College of Languages, Literature and Social Sciences. Students may then apply those courses and credit hours to both their BA and MLS degree requirements for graduation from The University of Toledo.
 - Approved

Senator Ohlinger Cont'd: The one question that I had, the item that was tabled and that was regarding a program, BS.in Athletic Training, and the proposal was to just continue the program because they are moving to a Master's program, I don't know if we have some health sciences folks here. But there was a

question, is this a national trend or mandatory for an accrediting body, what would be the impact on the demand for this program, will there be a post-bachelors option, or route for BS grads-who wants to return for their Masters, and what kind of timeline is this? So, we simply tabled it because we weren't sure how to proceed with that. Is there anybody here that has further insight into that or what else needs to be considered to continue a program or what the committee needs to address?

Senator Edwards: One of the things that is often needed when you discontinue a program is having a plan for finishing out the students currently in the program and that should be part of any discussion for closing a program, so we know that students currently enrolled are taken care of.

Senator Ohlinger: Yes. Is there anything else? I'm just looking for help since this is new to me.

Past-President Rouillard: Senator Ohlinger, if you close out the BS degree, from what programs do they anticipate their Master's students coming?

Senator Ohlinger: Okay. I can't answer that, but I'm noting these are questions we need to ask.

Senator Plenefisch: I want to point out that the Graduate Curriculum Committee has not seen a proposal for the MS program yet.

Senator Ohlinger: Thank you very much. And thank you to the committee members; we will be meeting again.

President Hoblet: Other business from the Faculty Senate Executive Committee is the presidential candidate's questions. We want to compile questions that the Faculty Senate would like to ask the Presidential candidates. I was wondering if there are any volunteers to help compile and write the questions so we can have them at the end of the meeting. Maybe we can have those tapes available for us to make sure we have all your questions recorded. So, do I have any specific questions from the floor of the Senate?

Senator Edinger: One of the questions that I would like to ask the candidates is- since you had time to prepare for this process, what would you envision as some of the differences and similarities in being in a leadership role at your current institution and being the head leadership role at The University of Toledo?

Senator Molitor: My colleagues in Engineering have a few questions that we would like passed along. One of the issues that came up was about this Facebook page with Dr. Howard. I believe personally, although this is not an interview, we should treat all candidates equally, so I was wondering if you can somehow draft a question that addressed that. All three are in positions right now where they have made decisions that faculty, staff, and students have disagreed with and the one thing we would like to know is, what do they think the source of the disagreement was, how did they respond and what would they do differently the next time?

Senator Barnes: Can I recommend that you stay specific so they talk about a real specific incident rather than how you handle a conflict generally?

President Hoblet: Yes.

Senator Molitor: I agree. We can make it a multi-part question. Give us a specific example of a decision you made to let us know what the cause of the disagreement was. I have a few other questions. One of the questions is the long-term career goals of the candidates because when you look at the resumes they do move around a lot. They would like some kind of stability and we would too.

President Hoblet: How long-term, Senator Molitor?

Senator Molitor: Leave it open because they are different ages.

President Hoblet: Well, we won't address that; but leave it open, maybe five, ten and fifteen years.

Senator Molitor: One of the main concerns of my colleagues is the teaching versus research philosophy that they have. Obviously, that is a BIG issue that everybody is interested in. And this idea that stems from our previous administration and I don't know how to phrase it, but one of my colleagues passed this on. The idea of universities as an academic institution versus for a lack of a better term, a corporate institution. I think we have seen when you push too far to a corporate institution and I think my colleagues would like to know the philosophies of the candidates about academic institutions in general. The last thing that came up is what these candidates are going to do to raise money? Obviously, we have a shortage of faculty and resources, and we don't have the money to pay for what we need.

Interim Provost Barrett: Can I suggest a friendly comment to that?

President Hoblet: Certainly.

Interim Provost Barrett: In law we call those "leading questions." Instead of asking them how to raise money, you might want to ask them neutral questions such as, what do you see as the primary role as the president and how do you see spending your time? Something that gets them to answer truthfully, are they seeing themselves more of doing that or internal?

Senator Molitor: I would agree with that.

President Hoblet: [Disk change]...to ask a question about what their philosophy and beliefs are.

Senator Devabhaktuni: First thing first, I think that a number of us are trying to send questions to the Faculty Senate Exec. Truly, I think that minus...and duty that you should present the questions in such a way that you actually prioritize them. Before I ask any questions perhaps I can make a small recommendation that I think the Faculty Senate Executive Committee must present to all three candidates- we are a very positive driven faculty and we are willing to collaborate and cooperate with them rather than...Because in the long run I think this is the result of...and we don't want to present ourselves as a divided faculty. Again, I think we should present the positives because I don't think that some of the things that happened on campus for the past couple of years and some of the things that been happening during the presidential search doesn't necessarily present a positive look of our faculty. If at all you have time, I would like to point out the most recent rankings of the universities. Unfortunately, The University of Toledo is not ranked in those (US News & World Report) rankings, even the presidential search. So, I think it is important to ask the presidential candidates if they have any visions or any desire to see us improve our rank in the international reports. The other question that I have comes from two things, my own self being a diversity person and moving to the U.S. from Canada about six years ago.

The one thing that I noticed on this campus is the lack of diversity. Diversity is not necessarily “Black or White.” I know the provost was just added to the Provost Office, but have you noticed these things that the Provost Office doesn’t have any diversity, other shades of people? I think if you link my question to question one, how do we actually regain international...and become diverse, not just student population, but in leadership roles because you are not going to gain that reputation internationally. I think it is important that we question the candidates, what are their plans for diversity, and again, diversity doesn’t necessarily mean “White or Black,” there are many shades of diversity. Thank you.

President Hoblet: Thank you, Senator Devabhaktuni. Are there any other questions?

Senator Thompson-Casado: I would like to know what their vision of shared governance is and how they executed that in their present position so that we can see what their vision is and how they carry that out. Also, I think it is important and I know all of them have asked about the state of the faculty contract, if for some reason that contract is not finished before they get here, what is their approach to handling that issue?

President Hoblet: Thank you. If I was one of those presidential candidates I would want to know where the contract negotiations are and I will be very surprised if they don’t ask about them.

Senator Molitor: I just want to follow up on Senator Thompson-Casado’s point, maybe we can ask again as Senator Barnes² suggested previously, specific examples of how they implement shared governance in their current position rather than just a general philosophy.

President Hoblet: Not only in their current position but throughout their careers I think we need examples. We have two candidates that have been faculty members, teachers, educators, researchers, department chairs, deans, and provost and I would like to see what their vision is of shared governance. Shared governance, people speak about lofty definitions and at its essence it is about shared decision making. It again harkens back to some of the basics we learned in life. Include those individuals in the decisions to the degree they are impacted by the decision. I can’t wait to hear what they believe the definition is and I don’t need a lot of rosy language; I just want to hear the brass tacks, are they going to include us?

Senator Don White: For me, I might be interested in some of the “rosy” language <laughter>, but you can address the wording however you like. I am curious about their view on the purpose, value and future of tenure.

President Hoblet: I think those are topics you may be concerned about not only you. I heard past-president Rouillard specifically ask about replacement of tenured faculty when they leave. I know it is economically easy to make a decision to replace a tenured faculty member with one or maybe two lecturers when you look at the spreadsheet. The difference between the two must be measured carefully. Quantity does not always equal quality. So Department Chairpersons need to focus on what will sustain the department and university while serving the students.

Senator Krantz: Have either of our groups, the Faculty Senate or the Union, made direct contact with the equivalent group in the three other institutions? And the reason I bring this up to be completely undiplomatic but very frank – if Akron had contacted The University of Toledo we would have answered honestly and they may have made a different decision.

President Hoblet: Very good point. I can honestly share that I, as Faculty Senate President have not reached out to any of those faculty senates, but I can honestly say in front of you all today, thank you Senator Krantz because now I will. I will try to get that done this week before Michele arrives.

Senator Porter: I think I have a question here. What I would like to hear them say is if they're hired what they would do the first year they are here; what is the major issue that they would take care of and why?

President Hoblet: I hope we are getting all of these because these are excellent questions.

Senator Denis White: I would like to ask them, are they aware of our contract negotiations?

President Hoblet: Being on a presidential search and being present for all of the interviews allows me to answer, yes. These three finalists, in fact, all eight candidates who were in the original pool of finalist were very aware that we have ongoing AAUP contract negotiations. They were current as far as their knowledge of the contract situation at UT.

Past-President Rouillard: And President Hoblet, when those in-person interviews were done I heard that Chairman Zerbey's answer to that question was that we were close to reaching an agreement; did you hear that when you was present?

President Hoblet: Not exactly in those words, Past-President Rouillard, but they were at the table making every effort to reach an agreement, so we will see.

Past-President Rouillard: Okay.

Senator Denis White: I wanted to add to that.

President Hoblet: Yes, please.

Senator Denis White: It has an influence on morale, but it also has an influence on recruitment.

President Hoblet: Absolutely; the recruitment of not just the presidential candidates but recruitment of other faculty. You know, my concern is there's other presidential positions in the United States right now that are open to these candidates and there not just looking at the University of Toledo if their smart, and these three look to be very smart. We need to be aware of that. I am sure that the Board of Trustees and administration is aware of this as well. We are going to have a hard time recruiting faculty and we are going to have a hard time securing these presidential candidates if a contract is not ratified soon.

Senator Quinn: Related to the issue of shared governance, I would like to see a question where the candidates respond how they assess that they are truly participating in shared governance because in my short term here in Faculty Senate I was shocked at the number of times whether it be the Board of Trustees or one of the administrators say "we really value faculty and we really know they are the heart and soul of The University of Toledo" but we don't see that played out in their actions. And so we are in an error of assessment for having a president/potential candidate and how do they assess that they are truly participating in shared governance.

President Hoblet: Assess and measure and report. That would be good; I like that. Thank you. Are there any other questions? Please, we want to be as inclusive as possible.

Senator Porter: Don't forget the forums too where you can go in and ask questions.

Past-President Rouillard: Given that several of you have brought up the issue of contract negotiations I would like to ask that faculty wear your AAUP buttons to the interviews. All they do is point out that AAUP stands for academic freedom, but it can give a message that we are united and we are concerned about our working environment. We are dedicated to this institution and we are dedicated to our students and our disciplines and we want the institution to also express a commitment to us. If you haven't gotten a button please let us know and we will get you one. I think we delivered buttons today. I think Health Sciences may be missing some buttons but we will certainly deliver those to you. It's a straightforward positive message- "a united campus is a strong campus." It means you can get a lot of work done and a lot of cooperation done and you can advance the institution and that is what we are signaling when we do that. We will also have some other buttons to distribute at the door but make a commitment to wear your button until we get a contract.

Senator Krantz: This is an idea and it's not completely formed with a question. Basically, what is the role of the university president as a liaison between the institution and the state government? There's a very strong political push nationwide to restrict all sorts of things we value and there's a budgetary issue that goes along with that. Presidents at University of Texas and Austin have stood up for the principals defined by the faculty and said "no" we are not going to allow that; we can negotiate about this but I am not going to accept this completely. My personal view of the previous administration was, not only did they not stand up for faculty but they were...anytime that the state legislature came up with some idea whether it was half-baked or less and they implemented that including part of our workload.

President Hoblet: In that I hear two questions. I hear one about, what actions have they taken as an administrator for the academic enterprise with state legislatures to promote faculty rights and academic awareness in their states. And I also heard that you wanted to know about them as administrators and have them provide specifics about how they advocate for faculty because those are two different things. I would like to know some specifics about actions that they have taken in advocacy of faculty because in the provost role, two of the three were in provost roles, which is a key position as far as advocating for faculty. Unfortunately, Dr. Howard will have to talk about how advocates for faculty as a president since he has not been in that provost position.

Past-President Rouillard: We might want to add – advocate for faculty and students.

President Hoblet: Absolutely, because I think if you are advocating for faculty and their teaching, scholarship, and their service roles and give specific examples of those then you are advocating for the students. Thank you, Past-President Rouillard and Senator Krantz.

Senator Relue: I would like to know why they want to come to The University of Toledo; what is it that's attracting them to this institution and what is it that's drawing them to leave their current position and coming here.

Senator Giovannucci: I would like to hear the opinions of the candidates on the Medical Campus; part of the university has a medical campus and hospital so how much experience they have in institutions that have both a medical school and university and how they would manage both entities.

President Hoblet: So what experience do they have, #1 with an academic medical center with an academic medical program and how they worked and managed that academic medical enterprise and then their experience?

Senator Giovannucci: Yes.

President Hoblet: And how they envision the management of that, programs enterprise. Thank you. These are great questions. I am hoping that the student government will also include some very potent questions about their life and experiences on this campus and how they perceive our presidential candidates whether impacted or influencing on very high level of their lives.

Senator Relue: Are they in favor of centralization or giving the responsibilities to the colleges?

President Hoblet: I would be more specific about that, Senator Relue. I would ask for some specific examples of how they've used centralization effectively within their organizations and what the outcomes were and how they used decentralization in the organizations to enhance participation and what were the outcomes. I want real specific "juice" from these people. One of the things that you said that is interesting is, we have to sort of "sell and put on the best face" for the University of Toledo. We can do incredible things through our university for Northwest of Ohio and Ohio, but if we don't get a good alignment with this position we could experience no movement forward. I know we have much to be proud of here at the university. Somebody once asked, why do you want to come to the University of Toledo - I am a Toledo, Ohio girl, but I've traveled quite extensively, not just in the United States but in other countries and you know what? I am always happy to come home to Toledo, Ohio.

Senator Denyer: You said, President Hoblet, that student organizations/ Student Government were thinking about questions that they want to ask and perhaps as a way to have their interest in mind, the question is along the lines of, how do these presidential candidates think about the issues that are facing undergraduate education as well as graduate education at universities- be specific about particular issues that they think need to be addressed and how they would in fact address that, for example, rising cost and those things.

Senator Edwards: I think that is a good question about, why do you want to come here and what attracts you to this position, but the other thing I was thinking about is this is a two-way process; they are interviewing us as well. I guess what I am interested in saying, what would you say if you learned that you were not a good fit for The University of Toledo and what would you do? I sometimes wonder that people take administration positions and they aren't a good fit for that position, but it doesn't mean they wouldn't be really successful someplace else.

Senator Batten (substitute for Senator Lee): I would like to know about a current ethical conundrum that they managed and didn't go well and what they would do in retrospect at their current university.

Senator Barnes: In terms of the issues facing students- I don't know if anybody got a chance to read the application letter the candidates put in- to me there was an unusual emphasis on athletics which made me wonder, who do they think we are <.laughter>? Not that we don't care about athletics because we do, but it was all kinds of stuff that I thought was odd to be in a letter applying for a job. Maybe we can ask a question something related to, who do you think The University of Toledo students are?

Senator Lundquist: Along the lines of student issues, perhaps we should know if they have some experience working with an open admissions university and if they have any ideas about underprepared students, what are the university responsibilities?

President Hoblet: I like that, Senator Lundquist, especially about the idea of under prepared students. Especially, since all what's coming out about, what is the value of an undergraduate degree? Is an undergraduate degree providing the value as it used to?

Senator Don White: I guess I am curious about their notion of cost savings versus class size vis-à-vis online and hybrid education, all the ramifications of dual enrollment, how do they view all of that?

President Hoblet: I am kind of stunned that nobody has brought up what their perspective is on intellectual property of faculty members. I thought that for sure it would come out of Faculty Senate today. Are there any other questions? Hearing none, I have one final announcement before we entertain a motion to adjourn- February 27th is the Faculty Club and Jim Heltebrake is going to guide us through this wine-tasting so if anybody is interested. I hope you have been receiving notification about that. Are there any other questions? Are there any announcements from the floor of Senate? May I entertain a motion to adjourn? Meeting adjourned at 5:43 p.m.

V. Meeting adjourned at 5:43 p.m.

Respectfully submitted,
Lucy Duhon
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative Secretary