

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of March 28, 2017**  
**FACULTY SENATE**

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

Approved @ FS meeting on 4/25/2017

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**Summary of Senate Business**

University Update- President Sharon Gaber  
Policies Discussion – Academic Regulations Committee Chair Celia Regimbal  
LGBTQA+ Issues – LGBTQA+ Advisory Board  
Proposal for Institutional Student Learning Outcomes – President Mary Humphrys

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**Note:** The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

**President Humphrys:** I call this meeting to order. Welcome to the fifteenth Faculty Senate meeting of AY 2016-2017. I ask that Executive Secretary, Lucy Duhon come to the podium to call the roll.

***I. Roll Call: 2016-2017 Senators:***

**Present:** Ariss, Atwood, Barnes, Bjorkman, Bouillon, Burnett, Cappelletty, Compora, Dowd, Duggan Duhon, Emonds, Edwards, Gruden, Hall, Harmych, Hoy, Humphrys, Jorgensen, Keith, Kippenhan, Kovach, Krantz, Lanham, Lundquist, Mohamed, Monsos, Nathan, Niamat, Nigem Oberlander, Prior, Randolph, Relue, Rouillard, Said, Sheldon, A. Thompson, Thompson-Casado, Tian, Tucker, Van Hoy, Weck-Schwarz, White, Williams Wittmer

**Excused absences:** Brickman, Devabhaktuni, Gray, Haughton, Jaume, Malhotra, McLoughlin,

**Unexcused absences:** Crist, Gilchrist, Giovannucci, Lecka-Czernik, Martin (substitute for G. Thompson), Modyanov, Schaefer, Srinivasan, Willey

***II. Approval of Minutes:*** Minutes are not ready for approval.

**President Humphrys:** Thank you, Senator Duhon. I know a few of you mentioned that it is warm in here, so I turned the thermostat down, however I have no idea if it really does anything. As you see on our agenda, our first order of business is that we're being joined today by President Sharon Gaber. Please welcome President Gaber.

[Applause]

**UT President Gaber:** Hello. Well, I don't know if I'm going to use the microphone, I'd rather stand out here. I'm going to talk a little bit, and then certainly answer questions if there are any. I'm going to start by talking a little bit about our budget. I sent out an email and said, here's the situation, plus you've probably been following it in the media also. We don't, at this point, have more information associated with the budget. The budget process for the Governor really goes between now and June and so we're in this situation where the Governor has proposed that we [once again] cannot increase tuition, so, two more years of zero percent tuition. As I say that, anyone who has spent any time talking to me, I don't think there's a state in the country where they have had four consecutive years of zero percent tuition increase which is very frustrating to think about. Quite honestly, I think we had thought we would be allowed up to 2% and so that's pretty difficult to think about "0%". Right now the proposal is the Governor has

suggested a 1% increase to the State Share of Instruction and that's in a pool and would be performance-based. Well, that is performance-based based upon our previous three-year period; if that exists we would not expect to get a full 1% because that is based on enrollment growth and which is based on our graduation rates. We have really been (sort of) improving these things in recent years, but if you do a three-year average previously, we probably wouldn't get a full 1%. In a conversation about two weeks ago, I went to meet with the Speaker of the House, he said, "well, I'm going to recommend that we not have a 1% in SSI. I'd rather have 0% in SSI and I'd rather take that 1% and put it into OCOG," which would be money that students can use for financial need. So in that case, we will be talking about 0% in tuition increase and 0% in State Share of Instruction. As you can imagine, that is devastating to us and off the top, that's somewhere between a \$7-9 million hit to us. Because we have collective bargaining agreements that automatically have increases in them, because we have increases in energy and because we have increases in various expenses and we have no new money from either tuition or from the state, I have to say that's a terrible thing. We have already had lots of conversations; I've [even] been down and talked to legislators. We actually drove out to Bryan, Ohio and the Speaker was out there meeting and I drove to meet with him and talk to him about this, he said, I'm sorry. I'm not sure that there's a real interest in the fact that we have the second-lowest tuition rate in the state of any of the public research universities. I'm not really sure they care that we chose to freeze tuition for a couple of years when the state had the opportunity to increase. In the state legislature, the conversation has been, let's talk about tuition flexibility and I know that Ohio State has already gone and said, you are not allowed to say "tuition increase" because that's a "bad" word, so we talked tuition flexibility. Ohio State has attempted to broker some deals, like if you have 2+2 deals with community colleges maybe you should be eligible for an increase in tuition. But then they threw in "and you have a graduation rate that is above 50%, maybe you should be eligible." Well, we're not in that conversation because our graduation rate right now is not above 50%, our six-year graduation rate. So of course, we continue to say, well look, we voluntarily froze it several years ago and we are one of the lowest, we're below the median tuition rate, but that's not really taken on and so we continue to have those conversations.

The other piece of the budget you've probably heard is the conversation about textbooks and that's where he [the Governor] proposed where students would pay \$300 a year and universities would pay the rest of their textbooks cost. Now again, there are some places that would say, well, that would cost students more because some students don't even pay \$300 a year, but we also know there are some programs that students may be paying \$1200 a year. So we've tried to calculate what that would look like and I think we estimated that might cost us about \$13.5 million a year. So again, both of those don't look good. I believe the textbook situation, every time we talked to someone about it, they say, "well, here's the deal, we need you to reduce the cost of textbooks," but maybe that is not the "right" answer. I talked to the Faculty Senate Executive Committee and you know we're talking about what we can do. We also know that in the state's Affordability and Efficiency Task Force there were a number of recommendations and we said, why wouldn't you go with what the Governor's taskforce was and just sort of follow those rules because it seems like that's normal. I think there will be something about textbooks, and every indication is there will be some set of rules or guidelines or suggestions related to textbooks, but I have to hope that it's not going to be this sort of program. Again though, it's interesting because depending upon who you talk to on what day, obviously it's like everyone has an opinion and everybody's got a solution and it's not quite clear, but we know what the Governor has thrown out and what we're trying to do. They're saying, what if in classes faculty agree to use the same textbook two years in the row? I'm like, well, that might be

something we can figure out. I think it's going to be a little bit of conversation and bargaining and we're not even in that midst to bargain because right now the proposal by the Governor is the proposal, so the legislature is trying to figure out what it looks like and how they change it. In a conversation, the Chambers of Commerce hosted a breakfast last week when all the area legislators and Dr. Mazey from Bowling Green, and I was there and the provost from Owens was there, talking about all of the budget situation and obviously talking about that it is not positive. What (State Senator) Randy Gardner, who has really been a champion for higher ed. has said is, something is going to happen with the textbooks, but I can't tell you what that is right now. So what I tell you is, I sent out that email to the campus really asking for some ideas. I have attempted since I've been here to be communicative and to tell you what's happening, and to say what we need to be thinking about. The reality is we have made great progress. We have increased our enrollment which has brought in the revenue. We've cut down on cost and we've done all sorts of things. If you ask me, this is devastating because in any standard world you would've expected a 2% tuition increase and we get a 4% increase in SSI which is pretty normal. This year for example, we had 0% tuition and we got 4½ in SSI, so this comes at a point where I say, okay we made all this progress and this is devastating because quite honestly, I am not excited about being in the position of talking about cuts; and yet, what I think is we have to be strategic and think about what that looks like and that is part of the conversation in sending that out. As I've talked to the VP's, I've said I do not want to do an across-the-board cut because quite honestly, I think we shouldn't, we should be more strategic in what we're doing and thinking about, and the way we're doing it. I'll tell you the feedback from that was pretty interesting. What I think is always interesting is everyone points to everyone else's program and says, "we ought to look and see what they're doing because it is not very good" and that sort of thing. Plus, you know some people also comment, if you drive by late the lights are on, or during the Summer the air conditioning is too high or "this or that." I mean, those are things, but when we're talking about the millions of dollars that we're talking about, that is part of what we're trying to work through and think about. I'll tell you that Larry Kelly – the ideas went to him and he's put together a list of them; I mean, we've got to work through some of these things and I think some of them are conversations that he wants to have with different groups of people and figure out what does this look like and what does it mean and how do we make sense of it. So I guess what I'll tell you is, I'm the eternal optimist, but this is one that really sort of kicked me because when you're doing good things, you don't want to be sort of having your legs chopped out beneath you and yet, we have to figure out how we continue to do the good things. We have to keep enrollment strong because having declining enrollment previously has harmed us in our ability to get SSI. We have to continue to make progress in graduation, retention and enrollment because those are all important things for our success. So as we're doing this, all of those good things happened and we have to continue them. And by the way, research is moving in the right direction now and fundraising is moving in the right direction now, so we're started moving in the right direction, but we have to get through this hurdle. Whether or not we're able to do a tuition increase, I can't tell you at this point, it looks like it's a "no." When I talk about a 2% tuition increase and every time I meet with legislators, what I'd say is, what that translates to for our students is about an additional \$180 a year. I understand nobody wants to talk about an increase in cost, but it is not as though we're talking \$1,000 or something else – 1% is about \$90.00 and 2% is about \$180.00 and so that is a difficult time. I think what I can tell you all is, we'll continue to talk to people and communicate and certainly as you have other thoughts or ideas, you can either email Larry Kelly or you can email me and say, hey, have you thought about this because we have to continue to think about it and continue to weigh our options. When I first got here I started talking about what's the budget process every year and somebody said, well every year

we tell you what you have to cut and I said, that is not a good budget process! So we have to get out of that model, that's not a normal budget process and that is not how other universities do it. So we have to sort of get our house in order, in order to not be in that situation going forward. I do think some of this is politics and you know that, so our Governor still would like to be President at some point. What, you don't think so?

**Senator Kippenhan:** No.

**UT President Gaber:** Well, he wants something.

**Senator Kippenhan:** Actually, he was on *State of the Union* Sunday and he said absolutely not; he's got other things in his life and his daughters were going to college next year.

**UT President Gaber:** So what I'll tell you is, this is one where we are going to be digging in once again, just figuring out how we get through the next couple of years. We will certainly be an interesting case study in the nation of four years of frozen tuition for public institutions in this state. Anybody who sort of watched what's been happening in the state of Illinois, it's been devastating to them, so if that's where we're headed, that's the difficulty. They spent a long time without a budget and trying to work through what that looks like. That is sort of the bad news and before I go on, I don't know if there are questions specifically related to that because I need something uplifting.

Let me shift and say, thank you, great job on the 15-week semester; that was pretty impressive, just the time and the speed that it worked its way through the Senate. That is very positive and I do think that is a great thing. I want to express appreciation and I think that opens us up to some other opportunities and even thinking about how we compare to other institutions and that sort of thing, so that is great! I did have somebody ask me about the bond measure that was just passed by the Board of Trustees and whether I knew they were just approved and went out for a \$72 million bond. I asked Larry and he gave me information- \$42 million of it is to refinance at a lower rate current debt. The largest chunk of that is looking at some of our current debt, which we have at a lower rate- \$12 million goes towards renovating Parks Tower; half a million goes towards getting Carter East and West ready for this Fall; about \$17.5 million is for deferred maintenance items. There's nothing exciting, but it will make a mess- things like HVAC, roofs, windows, water sealing, those sorts of things, and so that is what I know about the bonds issue. We went through the process of having to be reaffirmed in terms of our rating level and we maintained our rating and that was a very positive thing because they had expressed concern previously about our debt, about our declining enrollment, about our changing administration. So they said, okay, so you are fixing some of that, that's good, let's keep that up to keep your bond level where it is. Do you know what our bond rating is, Past-President Keith?

**Past-President Keith:** It is AA "something."

**UT President Gaber:** That's a good thing and we're sort of in the pack above a few of the other smaller institutions like Akron and Youngstown that have had more struggles than we have. So that is positive that we did get the bonds taken care of and that we did get a very low rate.

Some of you may have seen Rocket Express which is something that we signed with Owens Community College last week. It's interesting, when I first got here or shortly thereafter, Owens signed an agreement with BGSU and they called it Falcon Express. I started talking to Owens and I said, I'm trying to

understand, you signed this with them, why haven't you signed it with us? They said, oh, well we would like to, but we need to work through some things. It enables students at Owens to have dual admissions; they are instantly admitted to both- you don't have to apply again, so you don't have to pay for an application or you don't have to pay for a transcript etc. They still have to meet our requirements as a transfer student coming in, and we will ask them to complete their AA and AS. They are our largest transfer feeder institution already, so it is a positive thing. We're getting over 500 students from them annually and if this helps us get a few more hundred students, it's a positive thing. The only other note I have here is to say that I'm inviting you all to the State of the University Address which is on April 5<sup>th</sup> at 3 p.m. I think that's been advertised a little bit, and apparently, we're having ice cream there too. So if the State of the University is not enough, come on out for the ice cream. We are making it a fun social environment.

I will tell you, the reality is when I got here and we talked about some of the things that we wanted to do, we're making good progress towards them. I do think this budget situation is going to be difficult and yet, we're going to have to keep plugging forward. What I tried to talk about is paying attention to the fundamentals. We need to bring students in and we need to do a really great job educating them and make sure we graduate them. When we weren't doing that, when we weren't bringing as many students in, and when we weren't making sure they are capable students who could graduate and when we weren't doing as great of a job making sure we get them to graduate, we weren't paying attention to the fundamentals. So we're doing a lot of that and you all have been a huge part of that. Many of you in the room have been a huge part of the enrollment management strategic plan, talking about how we continue to recruit students and how we continue to retain them and it's important, it's important at any institution, but it is particularly important at UT because that's what you have to do to make sure you've got people coming and make sure that we're not in a negative fiscal situation. So I appreciate the hard work that everybody has put into sort of shoring up our ability to do the fundamentals. I also appreciate that people are submitting more grant proposals for research funding; it's a positive thing, it's what a research university should be doing. I'll tell you that we just have to continue to focus on what are the fundamental things that a research university should be doing and keep making sure that we're doing them to the best of our ability and we will get through some of these other things. You have to know that I'm also frustrated with that particular situation and we won't know until June [really] what the state is saying to us, but we continue to get indications. I was on a meeting with all of the presidents in Ohio (a phone call) and basically we were told that we're not getting money and we were like, what about this or what about that and it was, no, no and no. It is a difficult time for all of us and we will continue to plug our way through it. So with that, are there any questions or comments?

**Senator Niamat:** What's the size of the endowment fund and how is that fund doing?

**UT President Gaber:** Well, it's a good question. Our endowment is still about \$350 million. I think we were down perhaps slightly last year in terms of what the rate of return was, obviously it's cyclical. We did not do as well as some institutions did. This current year we have used some of the Foundation's money to plug our budget shortfall and we continue to use that, which is not a good way to do business. I'll sit here and tell you, that was a \$5 million plug to shore up our current budget. We hired and hopefully you saw the announcement, we hired Mike Harders who is the new VP for Advancement. I would anticipate in 6-12 months, and again, I need to let him sort of get his feet on the ground, that we need to start a campaign because obviously we need resources for professorships, for research equipment,

for student scholarships and for facilities, and most good universities have a larger endowment than we do. So that's the game plan and we continue to work closely with them. I can tell you that they have been good partners to us. As you think about development officers across the campus, the Foundation has taken them into the Foundation so they are off of state dollars, so they freed up those resources also for the campus which has been positive. Again, I think what I can tell you is, and I go to all of their Board meetings, they want to help the university and we really need to have a VP in place be able to start a campaign. Thank you.

**Senator Krantz:** In your discussions with representatives from Government, have they expressed an underlying reason for their proposal, or looking at it a different way, what is their perspective and how do they view the university system?

**UT President Gaber:** I think the general perception is that universities are "fat and happy" and we charge too much. Again, we are at the low end of Ohio tuition, but Ohio's tuition is high when compared to national averages to other states. So the conversation has been, if you look at our tuition and you go back a decade and you standardize the dollars, we're cheaper now than we were a decade ago. And, if you do that for the state average, the state average is lower now than it was a decade ago. I said that to a legislator and he said, "well, I don't believe you." I said, "this is not an alternative fact; there is data behind this." I think they just believe we are high-priced. Seriously, the Governor; himself has suggested that by 2025 or 2040, I don't want to get it wrong---

**Senator Rouillard:** It's either 2020 or 2025.

**UT President Gaber:** That 65% of the population will have a college degree and we are not on track for that. The reality to cut the university's system with zero in SSI and zero in tuition does not help us to be able to move forward in that way. I do think it's, "who can you regulate?" This is one that is actually pretty easy for them to do. The conversation about textbooks, why are you coming after us? There are five publishing companies that have 85% of the market in the state. Well, because they can't regulate them and so they come to us. The comment has been, well, if you tell us we're now the provider and supplier, then we would actually have to hire people to do this, to take the money and to make sure that students are getting the right books or we will have to pay the bookstore. It will create a new sort of bureaucracy and they were like, "oh, I haven't really thought about it." The other point with the textbooks is, they hadn't thought about the fact that they will be losing the sales tax and so that's another interesting point that has come up.

**Assistant Pollauf:** I guess I'm trying to understand the logic of wanting this increased level of education as an investment in our system, but yet, at the same time, an unwillingness to invest in the institutions that provide it. Why?

**UT President Gaber:** I cannot defend someone else's logic; this is what frustrates me also. I think you're absolutely right and I think that is frustrating. It's interesting because I've expressed my frustration and they've said, "well, you're a university president, you would express that; we need to hear from business people." So we need business people to express their concerns and their thoughts. I've had the Executive Committee and others say, should we have faculty write, call or do this sort of thing? I'm not going to tell you one way or another, but their comment to me is, well, you are part of the university and your opinion

is sort of what I would expect your opinion to be, so that is why we try to work with the Chamber of Commerce to say, hey, this is important to our community to have an educated workforce.

**Senator Jorgensen:** I am pleased to hear the positive direction. We are very appreciative of your role in these issues, so thanks for your leadership.

**UT President Gaber:** Thank you very much.

**Senator Barnes:** I have a logic issue.

**UT President Gaber:** Oh, you have logic<laughter>?

**Senator Barnes:** Every angle. The issue on cutting small programs as a way to save money- I don't think the small programs cost much, especially when people do so many other things in addition to their interest in small programs and they attract students. Rather than tell you that I think you should cut other programs that are bigger than mines or whatever, what I'm saying is why? This defies logic.

**UT President Gaber:** Well, you know the list was generated by the state, every university got them. Dr. Hsu set up a meeting with BGSU and we're talking about other ways we can collaborate on other things. I think that's what we have to do. I can't tell you what the cuts are. I don't know whether it defies logic or not; I think somewhere along the line we're going to have a fiscal problem, but I'm not quite sure what that looks like at this point.

**Senator Barnes:** With the small programs specifically?

**UT President Gaber:** Well, you're right, the costs aren't large. I think a lot of programs that are on our list, we have to think about them. Other states do it differently. In another state I was in, if a program is embedded within another program, for example, on the list was American Studies, well, effectively all the classes that were part of other programs, those were called an embedded program- it didn't cost anything and you could justify it in that way. It was the programs that are standalone units that have a department chair and faculty and they're graduating one student a year or that sort of thing in this standalone unit. I truly think we need to continue to have the conversation. I don't think we've said, this is the list that the media is playing right now. There hasn't been much conversation here. The list that went to the Board, there was an explanation associated with each one of those and the response was sort of, "we'll have a conversation on this and we'll think about this and these classes are part of other programs." It was meant to present it in a positive accurate way.

**Senator Barnes:** Will that go back to the state and...?

**UT President Gaber:** Well, we've got till December to sort of work through those things, I think that was the plan. Really it has to go through the Academic Affairs chain to decide. Whether that is committee input, I don't know how that works, but it was to make it to the Board before April 30<sup>th</sup>. We have till December to spend some time talking about them.

**Senator Rouillard:** The problem with the process is that it has created a perception in the community that has trickled down to students and their parents. So, even though programs were put on a list to the Board with rationales, we've had students in our department calling up and asking if they're going to be able to finish their program and---

**UT President Gaber:** If I controlled The Blade I would have much different media, let me tell you.

**Senator Rouillard:** I know, but here are the rest of the comments with that. No matter how The Blade reported it, the general public isn't going to understand the distinction between "this program could be eliminated" and "this program could be targeted for collaboration." Certainly my department, the programs that were on the list have already indicated that we were interested in collaboration---

**UT President Gaber:** Right.

**Senator Rouillard:** So what I would ask is, would the administration support us to the extent that at some point you will release an article that says we stand by these programs and their efforts to collaborate with BG; we believe in these programs and we believe in the value of their contributions to a broad education? I've noticed for instance today, The Blade is running (a story about) what I assume had a great deal of input from the university about a new unit at the UTMC that is going to service five or ten patients at a time. Will the university do something similar to support our programs as well – that may also be small, but provide a valuable contribution?

**UT President Gaber:** I think let's go through the process. You know we will work through the process and be able to say something publically, however, I can't tell you what that looks like.

**Senator Rouillard:** And I'm not asking you to.

**UT President Gaber:** As this all came about and I wasn't at the last meeting here, but what I heard was, there was some frustration, so let's run it through Academic Affairs. I let Provost Hsu do his thing and I think we want to---

**Senator Rouillard:** The problem is not at the provost level.

**UT President Gaber:** We want to make sure there is conversation at every level, that there are a set of recommendations and we know what those are. If I come back here in two months or in the Fall and say, well, we've got a \$20 million budget deficit, it's a different conversation than we have today.

**Senator Rouillard:** But you're not going to fill it by cutting our programs, it's just not going to happen.

**UT President Gaber:** Or we're going to fill it by cutting "20" of them or "50" of them; I don't know what that looks like.

**Senator Rouillard:** But then you create a perception within the community.

**UT President Gaber:** I understand that. I don't have a lot of "great" answers right now---

**Senator Rouillard:** We will have larger ramifications.

**UT President Gaber:** I absolutely agree with you. We're doing everything we can and that's why [really] the answer is to bring more students into your programs and to every one of those programs and that it is each of our responsibility to make sure we're doing this. I hear you and I wouldn't want to be in that situation. Let me just say, the detox unit is, they had some space there, if whatever wing is not filled all the time to open it that way. So it's a little different than an academic program to have space on a wing in a hospital, but, I hear your point.



**Senator Rouillard:** And again, I want to reiterate, the problem is not at the provost level.

**UT President Gaber:** I got that too and I heard that too.

**Senator Rouillard:** Okay.

**UT President Gaber:** You know, I think it comes back to a fundamental. First of all, we have to pay attention to what enrollment looks like. Every state is looking at this and every state is asking how many people are you graduating. I mean, if you look at the way states operate and you have a centralized office there and they're looking to say, you have to have "x" number of graduates or you don't have a program—we've got lots of places where we can say this wasn't a good situation and there may have been a breakdown in communication. We've got plenty of time now, till December, to sort of talk through what's the game plan.

**Senator Rouillard:** Thank you.

**Senator Emonds:** I'm sorry; I may be making the same point as Senator Rouillard, but I just want to say, it is not only our programs or departments that are affected, but our students. These are potential students that will go into other programs, like potential majors in the Sciences, but they won't come here if they cannot also study Foreign Language. So it's not just us, it's everywhere. I think it affects a broader range of things.

**UT President Gaber:** So the whole issue and everybody is thinking about it, French and German. First of all, your options are to think about collaborating with BG, which we're happy to do, or putting them together and have a degree in Modern Languages with an emphasis in French and you need the numbers. There are ways to deal with this and we've got time to sort of work through these issues. Again, having been in other states, every state is doing this. In fact, I think Ohio is probably late to the game to pushing and asking for these sorts of things. It's now, how are we creative with the solution and the way that we address it.

**Senator Thompson-Casado:** I'm sorry; this is not related directly to our department. I'm completely stunned as to what you've said, if the money doesn't come through from the state then there may be many programs cut.

**UT President Gaber:** No, it's not "if the money doesn't come through from the state," so please don't hear that and if I said it, then I apologize. I think we're looking at a number of things and so what does that look like? Do we stop providing "x" service? Do we stop doing this? Do we have an extra program that we don't have to have? Do we think about early retirement incentives? There are lots of things if we did something like that and that conversation will be with the union, so we know what we'll have to do. I think there are a number of things we have to explore. If our budget is not balanced, then we have to think about what that looks like if something doesn't change along with the mix that we have. But no, I am hoping that we're not cutting programs, so if that's what I said, I apologize.

**Senator Thompson-Casado:** If we cut programs, we're tenured to the university, correct? So it doesn't cut the cost of faculty in any way?

**UT President Gaber:** Correct, it wouldn't cut the cost. But again, I am not saying that, so if that's what you heard, I am "backing that up." Really, we are looking at what are the options. So again, we're hoping enrollment is up and we're starting the second year of students living on campus, that has several positive impacts: we're hoping it improves retention, we're hoping it improves graduation rates, we're hoping it improves funding for residence halls which go back into the central fund and we hoping that it improves funding for meal plans which goes back into the central fund. We're trying to do some things. We went through that dependent and employee verification and I know we talked about that when I first got here. We waited on that because it wasn't laid out very well. Well, what's come out of that is the identification that we're probably going to save about \$1 million because there were people still on that that were beyond sort of the limit associated with what a dependent child looks like and what are the opportunities etc. So we're looking, where do we have opportunity for savings? We know right now and we're probably not going to mandate it, if we move and used our UT Pharmacy more, we will save money. There was conversation, do we mandate that everybody use UT Pharmacy, and maybe we will, if we get to that point. But because our pharmacy at UTMC is able to buy pharmaceuticals at a reduced rate, it will save us money through our insurance plan. So there are a number of options that we can continue to explore and we've got a couple of months to make some decisions. I want to make sure the rumors are not out that we're cutting programs, because if I said that, that wasn't the game plan. Is there anything else? Thank you very much!

[Applause]

**President Humphrys:** Thank you very much, President Gaber. We appreciate your openness and your willingness to receive and consider our feedback. I do want to mention that Provost Hsu offers his apology; he's off today so that is why he is not at today's meeting. We're going to go ahead to the Executive Committee report. I have several updates today:

- For the Dean of Libraries search, Chair Dean Heidi Appel reports that Skype interviews have been conducted with two candidates with the expectation that the committee will receive more applications and conduct more Skype interviews within the next two weeks. Finalists are expected to come to campus before the end of this semester.
- For the Dean of Engineering search, Chair Dean Karen Bjorkman reports that semi-finalists have been selected for Skype interviews in early April. After these interviews, three to five finalists will be invited to campus in late April. The finalists will meet with a wide-range of University constituencies. The expectation is an unranked list of no more than three names will be forwarded to Provost Hsu by the end of the semester.
- For the Dean of Nursing search, Chair Dean Chris Ingersoll indicates that Skype interviews will be conducted this week with the intent of identifying finalists who will come on campus later in April.
- For the Dean of Arts and Letters search, Chair Dean Ben Barros reports that Skype interviews will take place on April 7 and 8, with the expectation that four finalists will be brought to campus by the end of April.

Today at 5 p.m., is the deadline for voting on the nomination ballot of Faculty Senate. I am happy to report that due to the hard work of Election Committee co-chairs Senator Sibylle Weck-Schwarz and Senator Dan Compora—and aided by the election data compiled by Senator Mike Dowd—the election has gone smoothly. The next step in the process is the Election Committee members contacting the top vote recipients in their colleges to confirm willingness to serve with the preparation of a final ballot and

voting. Of course, the goal is to identify new Senators so they can attend the last meeting of the year on April 25. Please watch your email for notices about final ballot voting.

As a follow-up to a subject we talked about at an earlier Senate meeting, yesterday, your Executive Committee met with Stephanie Sanders and Sammy Spann to talk about TOEFL scores. In consultation with Senator Lundquist and Professor Melinda Reichelt, we plan on bringing something to Senate at our April 11 meeting to be voted on related to TOEFL.

I am happy to report that the tenure/promotion workshops held last week were a great success thanks to the efforts of the Provost's office and numerous faculty—many of whom are Senators. Approximately 50 faculty who are seeking tenure and/or promotion attended the workshops. As Provost Hsu noted at an earlier Senate meeting, faculty who are in their final tenure step and/or going up for promotion next year, will be required to use Faculty 180 for their submissions. The Provost's Office has arranged for training sessions starting next week. I will place that schedule and other information from the workshops on the Senate website by tomorrow afternoon.

After our discussion at the last meeting concerning the duplicative/low-enrolled programs at UT that were targeted for future review, the Executive Committee talked with Provost Hsu about several concerns, including that—at least in the cases of two of the programs—neither the chair nor the department faculty had been consulted by the dean about the placement on this list. Although the list that was forwarded to the Board of Trustees contained all 11 of the programs that we saw at our last meeting, Provost Hsu agreed to provide the Board a bulleted list of information explaining the status of each of the programs. As you may have read, *The Blade* reported on this list and there have been consequences to the programs as a result of this publicity. I would like to ask Senator Linda Rouillard to address some of these concerns.

**Senator Rouillard:** Just that the publicity surrounding these lists has created a perception and that perception could conceivably negatively affect our programs; they may not be huge programs, but these are serious misperceptions about what students can and cannot study when they come to the university. We remain concerned about it and we are certainly willing to collaborate with BG, but we will also need the support of our administration; we have not had that at all levels given the lack of conversation over this. We certainly are not faulting the provost, but I think that we still need some reassurance and we still need some support from our administrators about the value of these disciplines to our students' broader education.

**President Humphrys:** Thank you, Senator Rouillard. I have the list; it is slightly different-- not meaning the programs on the list--but the content. It didn't lend itself to be put up on the overhead because the print is quite small, so I will send you that bulleted list which gives explanations for each program. That is the list that Provost Hsu put together and brought to the Board of Trustees. That ends my Executive Committee report, unless there is something that members from the Executive Committee would like to add.

**Senator Dowd:** Regarding the dean searches; you're in meetings with the "big shots" all the time, has there been any discussion on either revising or sticking to the expectation that every single one of those are going to be completed and the person is going to be in residence by July 1<sup>st</sup> or August 1<sup>st</sup>? We are facing the "clock" here, right?

**President Humphrys:** Yes. I will have to say that each of the chairs of each of the search committees, have indicated to me that July 1 is the goal to have someone in place. as Also, most indicated that they know they are up against a very stringent timeline here. So I guess they are still hoping that this can be done and people will be in place this Summer.

**Senator Dowd:** Is the plan to bring the candidates to campus and have the interviews? Will the decision of who is going to get hired be made by the end of this semester or will that continue on into the Summer when the faculty are not present? Do you recall any discussion?

**President Humphrys:** Yes. I know that at least two of search committee chairs mentioned that a decision will be made by commencement. Now, I don't know, but I'm sure there are people here who are on these committees. Since the Library and also Nursing are different in terms of faculty working during the summer, I don't know, maybe those searches are being looked at differently. Does anybody on a committee have a feel for that? Well, I believe that every one of these searches plans on the provost making a decision by the end of this semester.

**Senator Dowd:** Thank you.

**President Humphrys:** Is there any other input from the Executive Committee?

**Senator Edwards:** Are there any updates on the evaluations on the deans that we currently have?

**President Humphrys:** Yes. They will definitely be this semester and so we're hoping everything will be out soon. Now, I talked with the provost about which deans he would like to have evaluated and his belief is that it should not be any interims, so that narrows it down to I believe six. We will talk further to make sure I understand what his intentions are, but we will do evaluations.

**Senator Dowd:** Graduate Council could extend that conversation to include a discussion of, if there are failed searches or if there is a likelihood of a failed search, then perhaps the evaluation of even an interim dean could perhaps go forward.

**President Humphrys:** I think we could definitely do that, and maybe even think about how to release the information if that interim dean is no longer going to be in that position. That's a good idea and I will talk with him.

**Senator Dowd:** Thank you.

**President Humphrys:** Any other comments? Okay. We will get on with our agenda; we will go on to the Undergraduate Curriculum Committee report by the Chair, Senator Cappelletty.

**Senator Cappelletty:** This is actually a short report. We're actually slowing down a little bit. We have two new course proposals and five new course modifications. All of them were unanimously voted upon for recommendation for approval by the committee members.

One of the new courses was an Independent Study; it is being created in Undergrad to go along with what's already at the Grad level. The course modifications were primarily made to the course descriptions, course titles, prerequisite changes or allowing a course that's not required in two programs within a particular college. We're adding, so the other majors will be able to take the courses. It is pretty

straightforward. I do believe that for one of the courses we've requested a syllabus update because Independent Studies was put through without a grading scale. They did provide us with a grading scale and so it was updated and we are all set to send it back. Biochemistry has a laboratory course that's been added in and it improves their degree certification and the other is [as I've said] Independent Study. Those are the two new courses that are up there. Are there any questions with the two new courses? All in favor for approving the two new courses say "aye." Any opposed? Any abstentions? **Motion Passed.** Excellent!

CIVE4990	EN	CIVE	Special Topics – independent Study	1-3	Ashok Kumar	3/21/2017	Independent study, how the grade is earned is dependent upon the project; grading scale missing in syllabus; requested it 3/22
CHEM4560	SM	CHEM	Biophysical Chemistry Laboratory	2	Tim Mueser	2/16/2017	New lab to compliment material discussed in CHEM 4571; improved degree certification; great syllabus; recommend approval

**Senator Cappelletty cont'd:** Now, we have five course modifications. As I've said, they are changes to requirements within programs of study and catalog descriptions. Two of them are corrections, typos that were put into the system, numbers that are interchanged: 2100 should actually be 2110 and 3450 should actually be 3550. We're just making the corrections to clean up the system a little bit with some of those courses. Are there any questions regarding those five? All in favor for approving say, "aye." Any opposed? Any abstentions? **Motion Passed.** Thank you. We have one more that just came in today which is a course modification, so we are not done yet.

BIOE4610	EN	BIOE	Artificial Organs	3	Patricia Relue	11/17/2016	Course title change only; recommend approval
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CIVE2550	EN	CIVE	Sustainability Problem Solving	1	Cyndee Gruden	3/15/2014	Pre-requisite change adding in environmental engineering the course is required is required in this program approved Fall 16; syllabus lacks grading but there are not content changes to the course; recommended approval
EECS4500	EN	EECS	Programming Language Paradigms	3	Henry Ledgard	3/23/2017	Title and catalog description changes; moving main frame to internet and WWW programming approval
EECS4750	EN	EECS	Machine Learning	3	Richard Molyet	3/23/2017	Pre-req correction: incorrect in the system now is EECS 2100 and it should be EECS211; recommended approval
EECS4760	EN	EECS	Computer System	3	Richard Molyet	3/23/2017	Pre-req correction: incorrect in the system now is EECS 3450 and it should be EECS 3540; recommended approval

**President Humphrys:** Thank you, Senator Cappelletty. The next item is our Core Curriculum Chair, Senator Monsos.

**Senator Monsos:** You have already approved this modification as a course modification, but the Core Curriculum Committee has looked at it and would also like to move to approve it as a core course

modification, and that is for the changes for Math 1180. The committee would also like to make sure everyone understands that these are fairly extensive changes and programs that call for their students to have particular math courses might want to be sure they look again and make sure they have the right math assigned to their program because these are some pretty significant changes. So, we recommend approval of Math 1180 and its new title, Reasoning with Mathematics, as well as some content changes and course description change. Are there any questions? All those in favor please say “aye.” Any opposed? Any abstentions? **Motion Passed.** Thank you. The following course modification was approved:

MATH 1180 Reasoning with Mathematics (new title)

- a. Brings course in line with TM011:Quantitative Reasoning
- b. Changes to content, title, course description
- c. Already approved by FSUCC

**Senator Monsos cont’d:** I’m unaware of any outstanding curriculum business that we need to get done, approval of curriculum-wise, by the end of this semester. So, unless this is a course that Senator Cappelletty is looking at, this one course, we may be done with the curriculum this year.

**President Humphrys:** Thank you very much, Senator Monsos. The next thing is the Academic Regulations Committee, the Chair is Dr. Celia Regimbal. I want to mention something that I was thinking about when I was meeting with Chair Regimbal’s committee the other day. The reason that we’re going to see numerous policies coming forward and we started seeing them last year is that that the president and the provost have included us in the process that we haven’t been included in for quite some time. It’s a lot of work, but a good thing. So that’s why we will see a number of different policies, many of which are existing and need modifications. It’s not a matter of us having to necessarily make major changes, unless we feel the need to. Anyways, Dr. Regimbal is next.

**Dr. Regimbal:** Thank you, President Humphrys. Hello everyone. These policies were sent out earlier. Class Rank: you’ve seen this before. We voted on this and approved it. I’m bringing it back because somehow or another, probably because I didn’t understand the process, it did not go forward for a 30-day review, so I would like acclamation of this policy so we can move it forward to the 30-day review. Are there any questions?

**Senator Barnes:** Was there any change at all?

**Dr. Regimbal:** None.

**Senator Barnes:** Then I would move that we approve it.

**Dr. Regimbal:** I may have “lied.” I think what we put in here is the University Faculty Senate has to be included in the process.

**Senator Barnes:** I’m in support of that change, so I still move that we approve this.

**Dr. Regimbal:** Okay. All in favor please say “aye.” Any opposed? Any abstentions? **Motion Passed.** Thank you.

The next one then is the Posthumous Degree Award: we were asked to have a policy related to posthumous degree. Our committee talked about this. The reason why there is a red line in it is because it was put forward in a draft form and we talked about it and made some adjustments. If you have questions, I would answer questions rather than read through the entire proposal for the policy. The general consensus was that a student is eligible for a degree in the time of death, that's really the decision of the faculty that worked with that student. We didn't want to put percentages in that looks different, depending upon what kind of degree program they were in, so that would be the reasoning why we took out percentages. Are there any comments or questions? All in favor of adopting the posthumous degree award policy please signify by saying "aye." Any opposed? Any abstentions? ***Motion Passed.*** Thank you.

The semester academic calendar of an academic year is a policy in line with the work that's been done. The state requires us to specify what we define as our academic calendar and our academic year, so this is a policy so we are in compliance with the Ohio Academic Code. Again, we're looking at two semesters which includes one week of final exams- the 15-weeks, we put in that we're in "accordance with the academic administrative code." The exception for the College of Nursing is that the College of Nursing, as I understand it, takes in two cohort groups- one comes in in the Summer and one comes in in the Fall. It seemed to be important that the academic year have some notice of that and be a little different for the College of Nursing.

**Senator Oberlander:** We bring in three whole student cohorts, all three times.

**Dr. Regimbal:** Do you think that that statement has to be changed then to accommodate? I think it's just saying that the College of Nursing is an exception to the rule, not saying what their academic term is.

**Senator Oberlander:** Okay.

**Senator Sheldon:** Dr. Regimbal, I thought maybe someone else would catch this and respond. When you say 15-weeks which include one week of exams, is that 14 weeks of a semester, plus exams?

**President Humphrys:** Yes, that's a 15-week schedule.

**Senator Sheldon:** Okay.

**Unknown Speaker:** So their college would join---

**Senator Sheldon:** No, but it says "include."

**Senator Van Hoy:** It says 15 weeks; it is 14 weeks of classes and one week of exams.

**President Humphrys:** Yes, that is correct.

**Senator Jorgensen:** Dr. Regimbal, so this regularizes our 14-week semester? What would be the objective of having this before everybody heard this? You say from a data point, have you heard about bio sustainability to improve or develop? Many students are interested in it, but when I looked at the classes that are going to be offered in that bio next year, as they stand, there are four colleges and nine departments. A few of the classes are distance learning, which is fine, but every one of the 23 other classes were offered only at a two-day-a-week format, no three-day-a-week format. I think students are going to have a really big challenge getting their class schedules put together when departments are only



interested in two days a week. So I would vote against this, not for pedagogical reasons, but also for technical reasons for students having a hard time getting their schedules. The chances that the two classes are offered at the same time in those two days are just going to be so great because there aren't enough time slots.

**Dr. Regimbal:** I'm a little puzzled.

**Senator Jorgensen:** This policy regularizes our 15-week semester.

**Senator Monsos:** That's already happened.

**Senator Jorgensen:** According to this policy, it will be.

**Senator Regimbal:** I think, though, that the scheduling issue will be a separate issue that could be addressed by colleges and departments.

**Senator Jorgensen:** [*Indecipherable*] ...next year's... This is a token objection, I understand that, but it is a big matter for our students.

**President Humphrys:** I think this policy came to Faculty Senate through the Provost Office and it is a new policy. I think that it's just reflecting what was decided on as far as the 15-week semester. It is my understanding that the Higher Learning Commission (HLC) requires us to have a statement of not only what an academic calendar is, but what an academic year is because they are two different terms.

**Dr. Regimbal:** Are there any other comments or questions? Hearing none. All in favor of the semester academic calendar of an academic year signify by saying "aye." Any opposed? Any abstentions? ***Motion Passed.*** Thank you.

The last one is Academic Credit Hour: we have talked about this before. The academic credit hour is also a new policy that goes along with the Ohio Department of Higher Education directive- it's determining what a credit hour is. I read through a lot of policies from different institutions across a number of states and we're really no different from what they say in terms of 750 minutes and 1500 (minutes) class time (including) assignments. We did change the wording to include "recognizing types of instruction, competency-based learning and assessment, self-paced learning and other types of alternatively structured courses." If you remember, when this came forward before, there was some concern about how would we look at time because a lab class gets different credit hours than a lecture class. That is not part of policy, that's the procedure and so it is within departments and colleges to determine the way in which you want to view that, and then you come forward with a procedure if you will. There are some policies in the schools that we compare to who delineate what everything is worth. So a dissertation hour is worth "this" and a lab hour is worth "this" etc. In talk with some people it also becomes a collective bargaining activity, so it isn't really a part of an academic policy; it exists out there in another venue for us to have a conversation about. Are there any questions about academic credit hour?

**Senator Cappelletty:** The classroom time is seemingly fairly easy. What I've seen in a lot of course proposals is a lot of variability with lab-based courses, anywhere between two to four hours for credit hour. Is there any move towards the consistency there or do we address that in any way?

**President Humphrys:** Yes. Actually, I've met a couple of times with Peg Traband about that very issue. I think that came up as a result of establishing new start/stop times and it was noticed the number of credit hours for what we might call "non-lecture" courses varied a lot. So, yes, she plans on looking into that to have some sort of consistent ratio, especially for the lab courses.

**Senator Gruden:** I have a question about the out-of-class assignment time. I don't know where that came from. How do we verify that, justify that, or measure that or mandate that?

**President Humphrys:** Is that an HLC thing?

**Senator Edwards:** No, it is not an HLC thing.

**President Humphrys:** Okay.

**Dr. Regimbal:** I'll tell you that it's a statement in the Ohio Code. When I looked at academic credit hour, it was a statement in all those credit hours. I don't know why we say that, but it is a part of the Ohio Department of Higher Education Chancellor's directive. It specifies how many minutes and how many minutes are out of class.

**Senator Gruden:** Were they ever asked to demonstrate that with assignments? This makes me a little concerned.

**Senator Jorgensen:** I think there should be indication to students that if they are taking a 3 hr. class, they should look to spend about six hours outside of class. This is truth in advertisement. A 3 hr. class is not just a 3 hr. class, you have to spend twice the amount of time outside of class.

**Dr. Regimbal:** There is an expectation that you study.

**Senator Kippenhan:** Two points: First, it is an expectation that they work a minimum of, not that we're requiring. Second, with all this conversation about labs, why do we not specifically put in labs in that category of "other"?

**Dr. Regimbal:** Because there are so many ways in which you can determine the credit hour for labs and the things that happen.

**Senator Monsos:** The way that it helps me, I don't know if it will help anyone else, but it has to do with a proportion of time spent with the contact with the instructor vs. the time students spend alone. In a lab or in a studio, the assumption is that more time is spent in contact with the instructor and less time is spent outside of class. But how much of that has to do with whether it's all of the contact time spent with the instructor or some proportion; it's left up to the programs that offer the course to decide because it ranges so widely.

**Dr. Regimbal:** I know those of us who teach classes that are considered lab classes believe that there is an awful lot of faculty time spent in the lab. This isn't about determining the amount of time that you're spending, whether you call it a lab or whether you call it a lecture. I'm just saying that for a credit hour there is a minimum of 750 minutes and 1500 out-of-class minutes for assignments.

**Senator Kippenhan:** I'm not sure that you understood what I was asking. In the second paragraph it says *such as competency-based learning* and etc. Why don't we have lab "comma" as part of that list?

**President Humphrys:** It's in the Chancellor's Directive. So that's why we reference the Chancellor's Directive. We didn't have that in it before when questions came up about Fine Arts, for example, courses, if you're performing or painting and you can reference the Ohio Department of Education Chancellor's Directive has guidelines regarding about every type of class that exists. So I think that's the reason labs are not included.

**Senator Monsos:** It's in the first paragraph. Those last studios etc. are covered under "Credit hours may be calculated differently for different modes of formalized instruction", that's where classroom studios and independent studies and so forth are...the other types of instruction, are in the second paragraph.

**Senator Unknown:** I think we have to follow what's written in the code. I believe the code is what we have here.

**President Humphrys:** Thank you.

**Senator Edwards:** The Chancellor's Directive is going to expire according to that date. Why would we pass a policy in 2017? Is there some way to reference that and put a date on it, so that we do not have to change the policy every time we change to a new state directive?

**Senator Barnes:** Has it expired if there's not a directive?

**Senator Edwards:** I don't know, it has an expiration date on it.

**Dr. Regimbal:** I think it's when it was published. I don't think it's an expiration date.

**Senator Edwards:** It says "2010."

**President Humphrys:** Maybe we can look into that.

**Senator Krantz:** That's a serial number.

**Senator Edwards:** Oh, all right.

**Senator Monsos or Cappelletty:** Yes, that's how I was reading it.

**Dr. Regimbal:** Are there any other questions? Hearing none, I would like to call for a vote. All those in favor of approving the Academic Credit Hour policy, please signify by saying "aye." Any opposed? Any abstentions? *Motion Passed.*

**President Humphrys:** Great! Thank you and thank you to your committee. In the interest of time. I want to move up the report of the LGBTQA+ advisory group because there's nothing of a pressing nature with the institutional Student Learning Report. I do realize that some of the faculty who will be making a presentation do have classes at 6 o'clock, so what I'd like to do is call up the members of the LGBTQA+ Advisory Board and that's: Senator Sharon Barnes, Senator Glenn Sheldon, Senator Cyndee Gruden, Senator Lisa Kovach and Senator Edith Kippenhan.

**Senator Barnes:** Thanks a lot for letting us come and talk to you about the LGBTQA, plus the Advisory Board of which we are all members. Some of us are rather long-term members, in fact, back before you could just be “L” or “G.” So what you are looking at is our mission statement. To paraphrase is: To act as a liaison between various entities on campus. To provide opportunity for collaboration and identify problems as they emerge and try to find solutions whether they be policy solutions or conflict resolutions depending on the nature of the issue. We worked with a variety of offices and organizations to do that. So, just to give you a sense of what some of those things have looked like over the years, the Safe Place Program as some of you have been through where we trained people for how to address, how to help, how to facilitate LGBTQ people. We developed the curriculum for that and have helped deliver it over the years. We support programming on campus like history month, diversity week, rainbow and graduation. In our role as liaison to the administration, typically what happens is we will hear about a problem or issue from a person in the community and we’ll try to find the place on campus that addresses the issue. So some of the issues that we’ve dealt with in the recent past are gender-neutral bathrooms, healthcare plans, harassment policy and issues, language on the Climate Surveys- as identities have proliferated, that becomes more of an issue. I heard a couple of days ago that there are now 500 different ways you can identify (with) sexuality and/or gender. Then advocacy for students typically comes up in terms of issues with violence, housing issues and advocating for support groups and offering mentoring to the students. Again, this is just a sample, not at all a complete list of what we’ve done.

So just quickly a short history: The first time this group convened was at the Student Initiative, the president of the Spectrum student group at the time, the first Women’s Studies major ever, David Mann learned about it at a student conference and asked that we bring the program to campus. In 2009 the efforts resulted in an office of LGBT Initiatives with a full-time staff person and eventually also a GA that was shared in the Multicultural Student Services which had a different name at that time. Since around 2010 with budgets being cut, the full-time person was asked to do more things other than LGBT initiatives, including administer the Safe Place program and also do other things like the diversity months and other identity groups were added to her responsibility. Then in 2014, we lost the full-time position and that was the case when Dr. Gaber came on board, and when we met with her and we articulated our need for full-time people, she said that probably wasn’t possible, but immediately reinstated a dedicated GA, which has made a big difference to the students, if not, some of the other initiatives. The Safe Place Program is way too large for a GA, so that’s really the short history of kind of where we are right now.

So just in terms of what we’re looking for and what we’re trying to work for with the administration and hopefully get support from you. We need a full-time paid staff focusing on LGBT issues. I just identified one consequence and I don’t know if anything jumped in your mind, the Safe Place Program has really disappeared as a consequence.

**Senator Sheldon:** They are currently rolling out a “new” safe place training without a lot of us seeing it. I’ve seen some of what’s being rolled out and the GA that is currently doing it is doing a great job, but I feel like we need somebody who knows a little bit more about what they’re doing, they are not just...from a safe place textbook necessarily. It is a three-hour training currently---

**Senator Barnes:** Which is up from one hour, which is what it kind of devolves to.

**Senator Sheldon:** I would feel more confident. It is sort of like President Humphrys asking you to teach a class in Microsoft Office 2010. We need a fulltime person. This is a politically charged environment and

this is a politically charged issue. I don't want to fall into the America that has to wait till a lawsuit is filed to do this; this takes an incredible amount of training and professionalism to implement.

**Senator Barnes:** It's been really frustrating to us because we were really trying to work on a safe place too. I know some of you in this room have been through that training a couple of times and you're ready for a little bit more and so we were starting to work on the next generation and then just lost all of the trainers and lost all of the capacity. People were doing it on top of full-time jobs that they already had and when Jeff...allowed somebody else to pick it up, one person was doing it. I don't know if anybody else wants to speak on other things.

**Senator Kovach:** I just want to say that for me, it's just the beginning in terms of the new person that's coming in for safe places. In terms of suicide locally and at the national level, LGBT individuals, especially adolescents are in ranges of 5 to 7 times more likely to take their own lives in particular when they are questioning their own sexuality and there are changes going on in terms of beginning college and they don't feel accepted or welcomed. I just want to make sure we do all we can towards students' safety.

**Senator Gruden:** This person has acted as sort of a safe zone for students. Not all students want to join the student affinity group (Spectrum) and not all faculty want to join an affinity group, but if there is a person that is identified as a knowledgeable person it provides a place where people can go and/or space for them to go to and without that, I think there are a lot of students who could be at risk without that person being there.

**Senator Barnes:** Yes, we miss the public face also.

**Senator Kippenhan:** I look at it this way: with all the current emphasis we have on Title IX training and the consequences of not doing it right, this harassment and unsafe environment is equally important. There are a lot of people that are being harassed and don't feel safe.

**Senator Barnes:** I can point out that we had trouble finding the Climate Survey, but I found some data from the 2010 one, but I'm sure there has been one since then. But LGBT students here at UT are less likely to agree with: UT is a friendly space, its climate is conducive to learning, I feel welcome, my uniqueness is embraced, I feel respected, there is a commitment to diversity and anyone can succeed here- LGBT students were less likely than most other students including other identity groups to say I agree with that.

Next is creating a supportive and safe climate for transgender: faculty, staff and students. This has been a big issue for us in recent years. Senator Gruden did some research on gender-neutral bathrooms availability. There are a couple of other issues for faculty especially, but students too- on Banner and Outlook, your legal name is recorded, not the preferred name. So we've had to sort of back-fill in to give people a mechanism for making the public face at least of Banner reflect their name choices and that's been an ongoing sort of cyclical struggle to make it actually function; of course, there isn't an office and no roll-out of the information that can even be done, except for word-of-mouth. This is again, a reason we need people to fill these positions because people need to know that it's available and that also kind of goes with the bathroom issue.

Last, some of us have been here a really long time and have a pretty strong relationship to the community and hear a lot of issues. So, one of the frustrations for us is when decisions are made about things and we

find out about it afterwards that we could not only help people understand what's at stake for LGBTQ A people, but also use our expertise to come up with creative solutions. The one right now that's sticking in a lot of our craws, the contract signed with Chic-fil-A over the Summer who has reputation for anti-LGBTQ activism is very well known. A couple of years ago the student body voted against bringing them to campus and so it's been a contentious issue for a while. The university just signed a contract to promote them over the Summer and we didn't find out about it and met on the backside to try and work something out. But the contract is signed and there is no sense that there's going to be any breaking of that contract. It is pretty frustrating to those of us who have been involved in that conversation for a number of years. So in terms of what other institutions do and I do want to put a disclaimer, I got this information from their various websites and I was interpolating what I was seeing. But they seem to fall into kind of the "have, have not" categories. On the left, the haves who have a center and a full-time director, office and program coordinator; one had ten grad students and undergrad interns, all with their photos on their website of what activities they were doing. You see, [typically] on the left side there's a director and another person who is coordinating programs. I'm imagining that even if it didn't list it, they also had GA's and they also had student interns and stuff. On the other side, you'll see at the top of that list, I put us up there because we now do have a GA and recently the new NSS director [I think] has a 20% link in diversity and inclusion, but I don't know if that's accurate really or not, but that's my understanding. On the other websites, they just didn't identify any staff. Youngtown State has the student group and nothing else. They may have stuff, but it just isn't on their site because nobody apparently updates their sites anymore because they are all on Facebook. Just to say that what we would like to do is be with Kent, Bowling Green, Wright State and Ohio State and Case Western.

**Senator Gruden:** This is just those noted on the campus maps. These maps are where people are going to look for bathrooms and if they are not on the map then they will not know they exist. So even if you are a student, you can go to this... We do have 20 bathrooms on the Health Science Campus that are located in three buildings only. There are a lot of parts on campus that have gender neutral bathrooms and a lot that do not. The example that people have used, we all saw Hidden Figures, right? The lady had to run across campus to use the bathroom, so think about our trans folks at UT and their experience. It is even worse for some of them like on the Health Science Campus; the Health Science Campus has large areas that have about five gender neutral bathrooms. On the Main Campus, we have 15 but not in a lot of buildings. I heard there is one in Palmer, but it is not on the map and I'm in Engineering and I don't know where it is.

**Senator Wittmer:** I'm just curious. I'm not saying that I have looked for them, but how are they marked?

**Senator Gruden:** So there are signs and there are links here. If you go to UT Maps, there is a map with gender-neutral bathrooms. There are symbols that identify gender-neutral restrooms and so they are out there and if you look on Maps you can see them.

**Senator Kippenhan:** I can update that for U-Hall in the Math Department, it actually says Gender Neutral Restroom on the sign, and so it is more than just the symbol.

**Senator Barnes:** It is a unisex bathroom.

**Senator Gruden:** A lot of our buildings have them, but a lot of them don't. There is not one in Wolff Hall and there are none in the Field House. I found one in Rocket and none in Engineering. I heard students say one is at the bottom of Palmer, but I haven't seen it. I just listed the big buildings that we all

know about. I noticed some of the residence halls, they are not identified on those maps, but... We are making progress, but we need to make a lot more progress in this area and we need to find ways to do that.

**Senator Barnes:** We hear reports of trans students experiencing a lot of harassment in bathrooms, including violence. We also know students who leave because they don't feel comfortable such as this incident report. If you are not taking away anything else useful, one thing I would say is, if a student tells you my preferred name is "this" and you refuse to use it because it is not the name on the roster, that is really not necessary. I mean, I ask all students, what do you want me to call you. If you really want to go the extra mile, ask what their pronouns are. I think any student can sometimes not use their first name [and use their last name instead] and you will respect that just because they tell you to use that. Some students are reporting that faculty refuses to call them by their preferred name because it is not the name on the roster. I think that's a thing we could fix immediately.

This is those of us who are on the Advisory Board. Everybody there is identified by the community. We will be happy to take any questions or comments.

**Past-President Keith:** I thought we got emails sometime last semester about UT has the ability to include your preferred name in Banner.

**Senator Barnes:** Yes.

**Past-President Keith:** Is it just for faculty and staff and it doesn't apply to students?

**Senator Barnes:** No, it does apply to students and it works, but for faculty it puts your middle name. For example, your middle initial is "D," it will go by "DL," and on the registration it goes by "DL Lynette." It took them a while because they wanted to do it right and even in doing it right, this was a glitch we didn't see, so students are already registering and this affects next semester. It absolutely affects the way the students respond to "D" and I can tell you that by personal observation.

**Senator Sheldon:** Also, if you change your preferred name, it doesn't change your email address.

**Senator Barnes:** That's a separate procedure. You can do that too, but it is a separate procedure. But again, I think without somebody rolling it out and announcing "you got an email," you apparently read your email from UT. I think people need a better way of getting this information.

**Senator Gruden:** Believe it or not, there is not a lot of discussion about policy on these issues. Some issues around trans are a little bit discouraging. We care about our students and we want to address faculty refusing to use preferred names.

**Senator Barnes:** Somebody did ask me to talk about a policy around trans, the way that we address trans students, faculty and staff is something that should be proactively addressed in policy and we're not there yet.

**Senator Gruden:** This is why we need a representative in the Office of Diversity and Inclusion. We would like the person in that office to carry that message out to the community and to explain the importance of that to people. Most people are like, what, why do we care about this? Some people really care about the opportunity to change their name in Banner.

**Senator Wittmer:** We do have students on our campus that have no idea what the purpose was. I heard it different for me even; students were writing “THE” in capitalize letters and trying to make fancy names for themselves or putting titles like “King David.” They were very creative.

**Senator Barnes:** Well, you will have that.

**Senator Wittmer:** I was going to ask President Humphrys if she could reach out. Senator Mohamed and I were noticing that there is no one on the list from the College of Business. We were wondering if you might reach out to the college to see if anyone might be interested on serving on that board.

**President Humphrys:** Sure.

**Senator Wittmer:** I don’t know if you’re interested in having more members.

**Senator Barnes:** Thank you for mentioning it. It was absolutely on my list to say and I forgot. If you are interested and/or if you know someone who might be interested please send them my way, to any of us.

**Senator Wittmer:** If you could send me the email that’s going to the college.

**President Humphrys:** I’ll be happy to.

**Senator Wittmer:** Thank you.

**Senator Dowd:** Senator Barnes, earlier in the meeting the president spoke of some bond issue for renovating Parks Tower and Carter East and West. Perhaps someone should be in contact with Jason Toth in terms of, if they’re going to be renovating, why don’t we get in front of this on some of the issues that you’ve talked about? That way, you don’t have to come back next year and say these issues still exist.

**Senator Kippenhan:** Palmer has a gender-neutral bathroom on the first floor.

**Senator Dowd:** For Palmer? No, I’m talking about the renovations at the---

**Senator Barnes:** At the residence halls.

**Senator Kippenhan:** No, I’m sorry, it’s Parks.

**President Humphrys:** I did follow-up after the Executive Committee met with members of this advisory group and I did reach out to Jason Toth and asked him and he said there will be a gender-neutral restroom on the first floor in Parks Tower and that was the only such bathroom included in any upcoming renovations.

**Senator Gruden:** But again, there’s only one in the entire residence hall.

**President Humphrys:** Right.

**Senator Dowd:** How many floors are in Parks Tower?

**Senator Barnes:** There are a lot.

**Senator Dowd:** Yes, a lot.



**Assistant Pollauf:** I'm just wondering if there is a best practice standard for universities that didn't address it in this way. Are there any guidelines that say if you have a population of this size, this is what you need to be looking at and no matter what your size is, if you want all students to feel welcome then these are [the] five things that you should be doing? Is there precedence and if so, we need to bring that into the conversations somehow vs. people's opinions such as what programs have worked well in these places and how does that validate by students because I think that's really important.

**Senator Barnes:** I don't know if there is one clearinghouse because I tried to find it for that information about what schools had. But I do think that in fields there are, like the mental health field, the suicide prevention, there is a ratio of how many students for guidance counselors there should be. So I don't know if there's one locus that says, okay if you want to do right by your LGBTQA population, here is everything you need to do, but I think within the fields, yes, there are. Is there anybody else, questions or comments? Well, thank you so much for your time and interest. Is there anybody else, questions or comments? Well thank you for your time and interest.

[Applause]

**President Humphrys:** Thank you very much. If I understand this correctly, one of the messages from this group is that it's important to get a fulltime person devoted to this.

Well, we do have enough time to talk about the Proposal for Institutional Student Learning Outcomes. That was something we explored at the last meeting. If you recall, Connie Shriner from the Provost Office came and talked about it. What the committee that composed this proposal are looking for is support for it. There are several people here from that committee. They are Senator Sheldon, Senator Cappelletty, Senator Monsos and President-Elect Thompson. The committee and thus the Provost Office are looking for us to provide a vote of support for this. Again, this is particularly important to the Higher Learning Commission because they would like to see the university have overall learning outcomes in addition to those for individual programs or courses in department and colleges and so on. It is my understanding--and the people on the committee can correct me--it is not saying that every student is going to have to have had a box checked off for each of these outcomes; it's more of looking at what we do and putting that to words as opposed to trying to force programs to change. So, does anybody have any questions?

**Senator Dowd:** You say they are looking for a "vote." Specifically, are they asking for us to support their actions, to support their efforts or are they asking for explicit endorsement of the document?

**President Humphrys:** I'll ask the members of the committee.

**Senator Sheldon:** I hear "support, support and support" <laughter>.

**President Humphrys:** Not the content as opposed to supporting the effort, is that what you're saying?

**Senator Dowd:** No. Be specific. Are you asking for a vote of support for your actions and this as a general nonbinding document or are you asking for a vote of endorsement by the Faculty Senate? That's quite different.

**Senator Cappelletty:** Well, it is going to become part of the strategic plan. So the...will be incorporated with that and will be something that the HLC will be looking for reports on, so that is ultimately how they

would be utilized. I don't know the full extent of it, but HLC was making comment that resource allocation is not necessarily the system with the strategic plan or goals or outcomes and that this is an example to put a framework in place towards that, not that it will be that. We would be able to, through all programs, say students are achieving on some level each of these abilities.

**Senator Dowd:** So this would be the reflection or statement on Academic Affairs? This would be essentially the policy?

**Senator Cappelletty:** Yes.

**Senator Dowd:** The form of academic policy?

**Senator Cappelletty:** Yes.

**Senator Lundquist:** Will this require a separate assessment tool?

**Senator Monsos:** If and when this reaches the point of approval, the University Assessment Committee will be in charge with figuring out how. And to Senator Dowd's point, that is why there were Faculty Senate representatives put on the committee because it is an Academic Affairs issue.

**Senator Sheldon:** We're not adding any learning outcomes to the unit. We acknowledge that those are all there as to what that would look like in an institutional structure, and that is just the assessment piece. But there is no additional work. We are not asking for any additional learning outcomes. They all align with what the unit already has in place. There is an additional assessment tool that will go through the Assessment Office, but we're not asking faculty to...to their programs, if that helps at all.

**Senator Dowd:** We should really bring someone to the Executive Committee because this is a statement for the Faculty Senate. Senator Monsos gave the appropriate words where I was drowning in my own language. What they are asking for is approval, not support, not endorsement, but it will be approval of the Faculty Senate.

**President Humphrys:** Okay.

**Past-President Keith:** Well, I don't know if they are asking for approval, but I think we need to give it a look. I think...since these are going to be student learning outcomes, they need our approval.

**President Humphrys:** That's a good point.

**Senator Krantz:** To follow those comments. In a document that has circulated, there is a statement of the...and those are pretty straightforward and then...it is kind of at the bottom of it, which is really elaborations...supposed to go and that can be clarified by the Executive Committee and there's this statement of learning objectives and how will this be implemented and that probably should be....

**President Humphrys:** We will take this to the Executive Committee then. Okay. Are there any items from the floor? Hearing none. How about a move to adjourn? Meeting adjourned at 6:03 p.m.

**IV.** Meeting adjourned at 6:03 p.m.

Respectfully submitted by:  
Lucy Duhon  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Office Administrative Secretary.