

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of October 09, 2012
FACULTY SENATE

<http://www.utoledo.edu/facsenate> Approved @ FS meeting on November 06, 2012

HIGHLIGHTS

Dr. LLOYD A. JACOBS, 16th PRESIDENT of THE UNIVERSITY of TOLEDO
Dr. VIRGINIA KEIL, COLLEGE of EDUCATION, HEALTH SCIENCE & HUMAN SERVICES

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 Michael Dowd called the meeting to order, **Lucy Duhon**, Executive Secretary, called the roll.

I. Roll Call: 2012-2013 Senators:

Present: Present: Anderson, Ariss, Bailey, Barnes, Cappelletty, Cochrane, Crist, Cuckovic, Denyer, Dowd, Duggan, Duhon, Edinger, Ellis, Franchetti, Giovannucci, Gilbert, Gohara, Hewitt, Hey, Hill, Hottell, Jorgensen, Keith, Kranz, Lee, Langan, Lundquist, Molitor, Moore, Moynihan, Nigem, Ohlinger, Piazza, Plenefisch, Quinlan, Randolph, Regimbal, Relue, Rouillard, Sheldon, Springman, Templin, Thompson-Casado Van Hoy, Weck-Schwarz, Wedding, White, Williams

Excused absences: Eisler, Hoblet, Humphrys, Teclehaimanot, Thompson, Wilson

Unexcused absences: Brickman, Cooper, Gohara, Hamer, Hammersley, Hornbeck, Nazzal, Rooney, Tinkel, Willey

II. Approval of Minutes: Minutes from September 11th meeting are ready for approval.

President Dowd I am calling the meeting to order. Welcome to the fourth Faculty Senate meeting of academic year 2012-2013. To begin our meeting, I request Secretary Duhon call the roll.

Thank you, Senator Duhon. Before I get to the Executive Committee report I would like to ask Executive Secretary Duhon to come up because she has an announcement.

Senator Duhon: Hello, I thought I would get this out of the way first. I just had some sheets passed around announcing a program that the University Libraries, along with Bowling Green State University Library will be hosting, led by librarians. We will have panelists not only from our two campuses; we will have medical research representation along with speakers from the humanities, but also some guests from the University of Michigan and Oberlin College to speak about their experiences with open access publishing. They will speak about open access journals, writing or peer-reviewing for these journals, institutional or disciplinary repositories, even starting up their own journals. So, it is basically an announcement to try to save a spot on your calendar, even if it is for just part of the day. The program will run pretty much all day from 8-4:00 p.m., but feel free to drop in for just one or two sessions. This is also open to students as well. We have everything up on our blog, our library blog, and the entire schedule and you will hear more about it two weeks from today. Thank you.

President Dowd: In contrast to that listed on the Agenda for today's meeting, we are not prepared to submit for your approval the minutes of the September 25th meeting of Faculty Senate. We plan to submit those minutes for your approval at the next Faculty Senate meeting. So, for now, may I have a motion to approve the minutes of the September 11th meeting of Faculty Senate? Is there a Second? Discussion? All in favor say, "Aye." Any opposed?

I will begin the Faculty Senate Executive Committee report with an announcement from our sister shared governance body, the University of Toledo Graduate Council. The Constitution of the UT Graduate Faculty states that the "Dean of the College of Graduate Studies shall annually convene a meeting of the Graduate Faculty. At this annual meeting the Graduate Faculty shall receive the reports and plans for the coming year from the COGS Dean." The title for this year's meeting is *Pathways Through Graduate School and into Careers*.

Dr. Patricia Komuniecki, Vice Provost and Dean of the College of Graduate Studies will hold the Annual Meeting of the UT Graduate Faculty on Thursday, October 11, from 12:30 -- 1:30 -- just two days from now. The meeting will be held on the Main Campus, in room 2592 of the Student Union. Please attend the meeting and please encourage your colleagues to attend as well.

As in previous years, the Faculty Senate will be conducting evaluations of some of our College Deans. Your Executive Committee has contacted CCI to examine the evaluation instrument used previously. We need to determine if the questions must be updated or otherwise revised. Note that not all deans will be evaluated this year. I believe the schedule is such that only deans that have not been evaluated in the previous two years will be evaluated this year. It is likely that one or two deans will be evaluated by their faculty this semester with other deans evaluated in the Spring Semester.

This past week your Executive Committee has been busy identifying individuals to serve on a number of university-level committees. These committees include the Library Advisory Committee, the Provost's Strategic Planning Steering Committee, and the search committee for the College of Business and Innovation. Please let me know if you would like to serve on any of these committees or if you would like to nominate someone to serve.

Last week your Executive Committee met with representatives from the College of Medicine Council. In the summer the Executive Committee received a letter from the previous chair of COM Council. That group raised a number of Senate issues they were displeased with, including agenda and discussion items, the structure of Faculty Senate, and our by-weekly meeting schedule. After an initial delay in meeting with that group, due to the turn-over in their leadership, your Executive Committee met with four representatives from that council last week. We had a very long meeting and that discussion will continue. I will update Senate as that discussion progresses.

There is one point from that meeting I would like to mention today. The College of Medicine Council representatives indicated that they were unaware of Faculty Senate's Log Items. They were unaware that they could submit issues to the Faculty Senate Executive Committee for investigation and action. I mention this today because faculty members in other colleges may also be unaware of this function. Now, as available on our webpage, anyone could submit such a log item through the email address faculty senate@utoledo.edu. We will attempt to provide a clearer link on the Faculty Senate webpage.

A number of the Executive Committee members attended recent Board of Trustees meetings. At this time I would like to ask those that attended to the meetings just to stand up and give a brief summary. For External Affairs, myself and Vice President Rouillard attended, Vice President Rouillard, would you mind?

Vice President Rouillard: There was a presentation given by Larry Burns on marketing strategies to get people interested in our hospital, university, and our sports program. There was also a report on UT innovation enterprises strategic plan for 2013, that is on the Board of Trustees website if you are interested. The Finance and Audit Committee, the audited financials from Plante & Moran are also available on the BOT website; I also asked if they are going to be available on the Finance website as well. Trustee and Governance, Geoff Martin gave a presentation on metrics and benchmarks for UT in comparison to peers and aspiration peers based on iPads statistics, and that is an interesting website for faculty to go look at as well to see how we appear against institutions in terms of statistical comparison.

President Dowd: Senator Williams, do you have anything to add?

Senator Williams: No.

President Dowd: Topics discussed at the Board of Trustees' Academic and Student Affairs Committee this morning included honorary degree nominations and the 2012--2013 Distinguished University Professors. The faculty members named Distinguished University Professors are Drs. Robert M. Blumenthal, Charlene M. Czerniak, Paul W. Erhardt, Carol A. Stepien, and Gretchen E. Tietjen.

The report I gave to that committee wasn't so much a report as it was a request. I asked for a meeting with committee members and myself and Senate Vice President Rouillard – so we all have a better understanding of the line of communication desired by the Board of Trustees. I'll report back to the Senate after that meeting is held.

That concludes my portion of the Executive Committee report. Do other members of the Executive Committee want to add anything at this time? Are there any questions from Senators?

UT President Jacobs: Thank you Dr. Dowd. Can you hear me okay because I did not hear Dr. Dowd as well as I would have liked in the back? Can you hear me alright? Thank you. Thank you all for inviting me. Somehow and some way last year the invitation did not reach me in time, or I was somewhere else, so we did not visit last year. My apologies for that; I do think this is an annual event that is worth reserving.

I was moved when Senator Duhon was calling the roll and mentioned Beth Eisler. As you may know, or probably don't know, my wife Ola, and Beth have been friends for twenty-five or thirty years or so. What I am about to report to you is second or third-hand and it is not subject or governed by any HIPAA or such regulations. I do want you to know that Beth is desperately ill with an extremely aggressive thyroid tumor. Some of you probably know that almost 99% of thyroid tumors are pretty non-behaving and invariant and 1% are extremely aggressive and this appears to be of that very unusual variety. I say all of this to say, if you do believe in a higher being you may wish to say a prayer for her. At any rate whether you do that or not, a card, an email, or something will be much appreciated; I just thought to mention that to you.

Another piece of news that I want to mention to you is by now old news, but since we have not been together, let me congratulate you on the wonderful outcome of the Higher Learning Commission report. Many of you worked long and hard at that; it was an institutional effort, a team effort for at least two years, if not more. I won't run through again the names of all who contributed, but there were multiple contributions and some folks put in a huge amount of time and effort, and I think we can all be proud of the outcome. For us to walk away, a dually-merged institution, both credit assessor institutions having had some issues, some unresolved requirements with the Higher Learning Commission against the history, to walk away with a clean bill of health, and not a single recommendation, was truly remarkable.

It was a remarkable effort and something of which I think we can be proud, and I wanted to thank you for that.

Let me report to you on some of the external things that are happening in Columbus. You may know some of these, but let me give you some of my perspective. About two weeks ago, the Governor invited all the university presidents and the presidents of the two-year colleges, to meet personally with him in the statehouse, and he indicated that it was his desire to speed up the transition of the state subsidy formula to a more outcome-driven formula; moving away from enrollment being heavily weighted to outcome measures such as graduation rates, course completion rates, and perhaps first- and second-year retention rates. John Kasich informed the... table and said this should be done next week and this is where we need to go. My personal reaction to that was, and is, I think we do need to move to heavier weights being placed on outcome measures. There is, of course, danger in rapid transition, particularly when the state gives two or three years to turn the battleship. I want to report to you, that was the governor's message. Since that time, business and finance officers have been meeting via conference calls and the provost and the presidents met and emerged with at least three issues. First of all, I don't think there's any disagreement, or at least I have not heard of any disagreements (you may wish to register some), but there's been general consensus that the move to outcome measures is probably appropriate. As I mentioned a moment ago, there is, of course, a lot of anxiety about that movement, but more than that, three additional issues have evolved. First of all, how can we balance, or how should we balance, the three issues that I mention: (1) course completion, (2) degree completion, and (3) retention. Should any of them be weighted at zero or should degree completion be given at 100% of the weight? This is an ongoing discussion among the university provost, president, and business and finance officers. I don't have a strong opinion about that, but you may have some insight into the pros and cons of weighing those three measures. Those will probably be the three measures in the new formula. Secondly, there is a lot of discussion about how to risk-adjust the stakeholders. Everyone knows that a student's background, financial, and academic preparedness, and other risk factors bear on the likelihood of completion and risk adjustment mythologies. I would say they are in their infancy in this business and so there is a lot of discussion going on about how to risk-adjust students from one demographic group to another, one financial background to another, one level of academic preparedness. Is the ACT the best way to measure the academic preparedness or some other method? The four factors that the state has identified are: (1) Age. It turns out that students coming to a four-year institution at an age greater than twenty-five years old are less likely to obtain a degree; (2) Financial status. (3) ACT scores, or arguably some other measure of academic preparedness, and (4) Rates. It is incontrovertible that rates have an impact and risk; but on the other hand, I have great concerns about calling it out and listing it as one of the risk adjustment factors. Those are the four factors that are currently being discussed. Finally, I said that there were three issues: (1) How to weigh course completion and degree completion retention; (2) How to develop an appropriate risk adjustment methodology, and then the one that affects us at least most of all is (3) whether an institution has a branch campus or not. We discussed this issue for a long time, but currently, and as long as I understand the history, The University of Toledo has not had a branch campus. People with a branch campus are at an advantage because they can farm certain students, at-risk students, out to those branch campuses, and branch campuses until now have only measured presumed degree completion and not course completion. To measure it differently puts people with branch campuses in an agitation state. We have mounted a pretty big risk campaign to say that the measurement has to be the same all across the institution. In other words, let's take Bowling Green as an example, the measurement has to be the same for every student if that student had been reticulated at Bowling Green Main Campus, the Firelands Campus, or so forth across the institution. I think we are being heard on that issue, but whether we prevail on that issue is not at all clear. So, that is where we are in terms of developing or redeveloping participation in the redevelopment of the state share of instruction distribution formula. This could have a very significant effect on The University of Toledo. Our demographics are relatively unique. We don't have a branch campus. Our risk profile for the size of the number of students is, as you may guess, at a greater risk than some of the other institutions. But, we are watching this and frankly we don't know

where it will end. So, I am just going to stop there and ask if anybody wants to comment and/or ask any questions.

President Dowd: I would like to start at that point. How many of the Ohio universities do not have branch campuses?

UT President Jacobs: Three; Cleveland State, Youngstown, and The University of Toledo. Interestingly they are also on Lake Erie and in the northern half. The people on this commission who are making the formal adjustment are all from the southern half of the state.

Senator Piazza: What about transfer students? If a student transfers here do we get credit for their completion and if they transfer from here do we get “dinged” for non-completion?

UT President Jacobs: That is very much under discussion and that was discussed for a half an hour today, but I don’t know how that is going to shake out, but it is certainly on the radar. I believe everyone is committed for finding the fairer way to do that, but I don’t know how it will actually work.

Senator Barnes: If we prevail on the campaign to make it even across all campuses, what is the likely consequence of that in terms of student enrollments?

UT President Jacobs: The more immediate consequence is that we would be given our current demography and we will be advantaged by nearly \$2 million dollars; however that is not the question you’ve asked. The question that you asked was “will that change our ability to recruit students?” I think the answer is probably, “yes.”

Senator Barnes: But it is not just our students, right? It will affect students all over the state which universities will respond the same way to respond to this policy.

UT President Jacobs: I agree, Senator Barnes. I don’t know the answer to your question. Can you tell me what you are thinking and what you think it would do?

Senator Barnes: I am thinking that it would discourage recruitment of older students, students of color, and the two other categories.

UT President Jacobs: I am not so sure of that.

Senator Barnes: Certainly, the unprepared students. I think we are already seeing less interest at UT.

UT President Jacobs: That is true. But, if we have a branch campus that is convenient to them and convenient to their transportation then we might, in fact, for a bigger slate recruit them, that is sort of what I am thinking. I don’t know the answer; let me try to think that through a little bit.

Senator Thompson-Casado: That brings up a logical question, if we don’t prevail on this, is there any plans right now thinking about opening a branch campus?

UT President Jacobs: I have been trying to get an approval for a branch campus for six years and I am beginning to wonder if we will be successful. I would love to have one. We initially tried long and hard to get Scott Park so designated and we might be able to get Northwest State, or part of it, designated that way. One of the issues is that people with a branch campus can...students at the branch campus and allow them to live, work, and take courses on the main campus which seems sort of unfair, but apparently that is what’s going on.

Past-President Anderson: Someone has to pay for the education of the branch campus students, where does SSI come in to support those students?

UT President Jacobs: They do get support. There is no question about it, they do get SSI. In fact, those institutions that have branch campuses are advantaged and we are disadvantaged as I said to Dr. Barnes a moment ago, our calculations are we are disadvantaged to almost a couple million dollars. If there is redistribution there could be a share in state share of instruction of about two or three million dollars.

Past-President Anderson: It seems that the SSI should be determined by the completion rate in the branch campus.

UT President Jacobs: I believe that is exactly what we are trying to do. We have more to follow. Dr. Jorgensen, you are the last one on this.

Senator Jorgensen: Perhaps if the branch campuses are included in the larger state universities, then their statistics won't look as good, so maybe they will be less interested in recruiting some of the students, which would provide opening for us.

UT President Jacobs: That is the other side of the coin which Senator Barnes was investigating, and I must say that I have not thought that through. Thank you for that.

There are a number of other issues that I want to mention to you, and I will take as much of your time that you would want to give me. I will continue on the things that are happening in Columbus. Another thing that is going on in Columbus is the development of a state remedial-free standard. If that phrase is foreign to you, it was foreign to me as well, but what that means is, the state would essentially develop a standard, perhaps based on ACT or some other measurement of achievement for a high school student. Let's just say hypothetically that the standard becomes a standard ACT score of 20, if the student presents an ACT score of 20 we may not require that student to take remedial courses. It looks like that would probably be divided up according to discipline, so it is likely if a student presents a Map ACT score of 20 or 19 we can't require math remediation or English. But it is very likely that there will be a state remedial-free standard development. Again, I am not sure what the impact might be. I don't understand frankly why it is a sufficient input (a Task Force is working on this), but I just reported to you and gave you some thoughts about if it is a good thing or bad thing. Thirdly, there is a requirement on each campus to complete a three-year degree completion report and Provost Scarborough, I don't know who's doing that here, but it is due later on this week. We've been talking about that and working on that, and I am sure we are in reasonable shape. There will be a requirement that each institution develop a number of degrees and a pathway to complete the degrees in three years. Are there any thoughts or questions?

Senator Piazza: There is a study that came out a couple weeks ago; it was in either *Chronicle* or *Inside Higher Ed.* that I read. Basically, noting that less than 10% of students that start a three year program finish it, most take four or five years. And the cost of reconfiguring your curriculum to accommodate the three year program was prohibitive, is anyone making that argument here in this state?

UT President Jacobs: I have not heard that argument made in any of the meetings that I've been at down there. However, I see your point and I think you are right. I think it may be wise to at least have the pathway available.

Senator Piazza: My concern will be the prohibitive cost; trying to make it available to people who really are not going to do it.

UT President Jacobs: You can do it discipline by discipline. I don't think anybody would guess they would likely get an engineering degree or whatever in three years for a term that will essentially be in a five-year program. I think it is for disciplines that are more reasonable.

Senator Piazza: I do realize that I am over my allotted number of questions, but is there a mandated percentage or a number of degrees in which you have to have a three-year option?

UT President Jacobs: I think there was, but I don't think that is going to be applied ultimately.

Senator Piazza: Okay.

UT President Jacobs: Again, all of this is moving around tremendously.

Senator Hottell: Actually, in foreign languages, it is an opportunity for us to be able to offer intensive, fast-paced classes. The problem is that it throws them over the magic number of hours; I am sure your deans have brought this up to you because we brought it up in a chairs' council meeting.

UT President Jacobs: Yes, it puts them over the number of hours for the plateau.

Senator Hottell: Exactly, so they have to pay more because they go beyond the number of fifteen hours.

UT President Jacobs: Or we can adjust the plateau.

Senator Hottell: So, that's been brought up to you and it is a possibility?

UT President Jacobs: Yes. For example, if you were to create a rapid course in a foreign language and wanted a relief from that, at least I would be more than willing to recommend that to the Board. It will have to be a Board approval, but I would be willing to recommend that.

Senator Hottell: Thank you. We will ask to put that into the Minutes.

Senator Thompson- Casado: I want to "piggy-back" off of Senator Hottell's comments. We do have this in Spanish and one of the unintended consequences is that there was not enough enrollment. So, the enrollment for the class was opened to students that were not in a three-year plan and we are getting under-prepared students in there and so the class is dividing into two large sections, one that is succeeding and one that is not.

UT President Jacobs: This is complicated.

Senator Jorgensen: When I read over the state documents about this, some of the assumptions were that students will be coming in with some hours from post-secondary or dual enrollments, so they weren't always expecting only the university to provide up to 120 something hours in three years, but they will come in with thirty hours credit. Then a three-year degree is possible.

UT President Jacobs: Most of the three-year plans have been predicated on the student bringing credit in. On the other hand, what I think is going to be required is a three-year program with a clean slate too.

More to follow on all of that; I guess the point of all this is, there is a lot going on and the state is increasingly intrusive in the actual operations of the academic side of the institution and that is probably the overarching message here. Most of the issues which I have now spoken on are moving around and certainly not finalized. Regarding the state oversight, if you want to put a timely or intrusiveness into

these operational issues they have increased dramatically over the last couple of years. Another thing that I want to mention to you is that the legislature has made some significant alterations in the retirement program, more specifically, STRS. I think those will be implemented in early January of next year. They have stated their hope and willingness to work hard to prevent a rush to the door for state employees for OPERS and STRS; however, there will probably be some of that. Dr. Dowd and I were speaking of that earlier. Dr. Dowd wanted to ask me some questions more specifically about my reaction to that. Dr. Dowd, do you want to ask me those questions now?

President Dowd: Yes. Given the potential waive of retirements in 2015, does the administration have plans to survey faculty to get a rough idea of the number of faculty that might retire by that time? Then, following Senator Piazza's comments is the administration going to develop a faculty hiring plan to get in front of that potential waive of retirements? I am afraid of mass retirements in 2015 causing several degree programs to be unable to offer courses necessary for students pursuing those degrees.

UT President Jacobs: As I said to you a moment ago, I haven't had any plans to do a survey although it would be tremendously useful. If the Senate were to undertake a survey we would be in your debt because I think that is a great idea. We have anticipated this, however, when we do vote to work on a faculty hiring plan, and more specifically perhaps a faculty rehiring plan, it's my belief that as long as it's legal, and thus far it doesn't look like there will be any legislation passed which would make it illegal, that we should put a program in place at least for bridging rehiring of the faculty members. For example, when they retire we can rehire for one year or two years at some salary level that will be fair to all. Because I think this may be an opportunity to build a rehiring plan that will ease whatever exodus we may experience. So those are being anticipated and the idea of a survey is a good one and if Senate were to undertake that I think it would be very helpful.

President Dowd: Are there any questions on this issue for President Jacobs?

UT President Jacobs: A little bit closer to home, most of you heard me speak three weeks ago and say that I thought that we were in the middle of a revolution. I thought that the precipitating course in the revolution was...in the last week or so, I think in *Inside Higher Education* was with a half a dozen references to the dramatic change that will probably be a lot by virtue of huge open online courses and how people will react to them. So, I would like to urge that we put our best thought and effort into figuring out how we would react to those because I think it will change the landscape and will be very dramatic in the next couple of years. So, let me just leave it at that, but we would have to think through about how we would react to CON, MIT, and the rest of them. It is my belief that they will change things pretty dramatically.

And then, also closer to home, you will recall some, or most of you, that last spring we, The Board of Trustees, passed a resolution and a constitution for a University Council and over the last several months a number of people have been thinking how that would function and what it would mean and how it would be best implemented. The resolution requires that the meeting dates will be published in September and we missed that one by three days. The plan is to have that group meet on the third Thursday of the month to try to develop a list of people, the attendees or membership list. We've assigned a staff person to try to work with this, but I think there are a number of fundamental questions still to be answered and frankly, I think there are some fundamental doubts about whether or not this is ultimately a good idea or not a good idea, and that came up yesterday, Dr. Dowd, after you left the Trusteeship and Governance Committee. I think the Board is open to some level of rethinking about this issue, so I am very interested in where we end up. I don't think we can necessarily deal with that here, but I am certainly interested in your input about whether the University Council can be a benefit to this institution or not and, if so, how to make it work. Dr. Rouillard, you were still there after the Board discussed that, what is your impression about the Board revisiting this?

Vice President Rouillard: I think that is a wise thing to do, to do it in anticipation rather than to do it after the fact.

Senator Barnes: What?

Vice President Rouillard: To think a little bit more about the consequences before we do it.

Senator Barnes: It's already been done because they already passed the resolution.

Vice President Rouillard: Yes, they passed the resolution, but the council hasn't started sitting yet.

President Dowd: There's a lot of work that has yet to be done. For example, bylaws have to be developed for the University Council. And so, as the President remarked, I believe we need to think much more about this before we start making decisions.

Senator Barnes: I am curious, can you articulate at all why the Board changed their mind after they made the resolution and apparently approved the constitution? What's making them back off from this initiative?

UT President Jacobs: Well, I don't know if they have changed their mind. I think that some of the Board leadership was enthusiastic about this concept, but have rotated off the Board and "it's a new day," three months down the road, the world looks a little bit different already and in three months things have been changing so rapidly. Plus, they asked me what I thought, and I thought we should think it over a little bit, so I guess I had some impact on yesterday's discussion. I share the views of Dr. Dowd and Dr. Rouillard that we need to think a little bit. I normally don't think truly of all the implications and are much more willing to encounter the unintended consequences perhaps. So I think we are going to take a month or so to give it some thought and decide whether it is the correct thing to do. I am not saying that the Board will walk away completely from it. I think they want to do some tweaking, but not walk completely away from it.

Senator Barnes: So, do you have any idea what caused them to rethink this? Is it because the leadership is no longer behind it, the Board members that were behind it are gone?

UT President Jacobs: Wouldn't it be great if they heard the voices of some of you? Some of you expressed doubts and maybe the Board heard it. I think the answer is, I don't know.

Senator Barnes: You don't know, okay.

UT President Jacobs: Yes, I think that my recommendation may have carried some weight; they may have heard from you, they may have rethought over it during the last couple of months, but the bottom line is that it is probably all of the above.

President Dowd: I have talked with a couple of Board members before and after their meetings and they have heard from some faculty members about their concerns.

Senator Barnes: Okay.

President Dowd: I think that our concerns expressed today have been made by many other individuals.

Senator Barnes: Okay.

UT President Jacobs: So, I will be delighted to take questions on any subject, anything at all because it is probably a good way to spend just two more minutes.

Senator Jorgensen: You are asking for opinions about the University Council. Although I think there is always value in coordinating and communication...as we are talking about the faculty, students, and the staff. There is a role for that, but I was never pleased with the structure that came out; the authoritative level of it crossing all those very different lines seem to me imprudent. The responsibilities and the experience and the roles of the people in those various groups seemed just so different. The groups should be talking to each other, absolutely and perhaps in the next iteration the plan will come forward before it actually exists so we will have a coordinating role rather than an authoritative role.

Senator Piazza: I was always impressed with the way the leadership meetings worked.

UT President Jacobs: Which Leadership meeting?

Senator Piazza: The All Day Leadership meetings. We felt that they actually approached pretty much of what I thought was intended by the University Council. Perhaps, enlarging the membership or increasing the frequency of those meetings would serve the function that was intended by the University Council without actually having to create a whole other government structure because for a lot of people it is going to be a number of extra meetings per year.

UT President Jacobs: I too am gratified by the glow of the quarterly All-Day Leadership meetings. I think they were helpful, certainly to me. And yes, I think we could morph that into something that can serve as function, but again, I have to think about that. We will have a month or so before we go back to the Board and say look here's our input on what we think it should look like.

Past President Anderson: I also think the restructuring of the provost's office may have some impact on that kind of sharing of information.

UT President Jacobs: So you are helping me answer Dr. Barnes question? Yes, I agree. Alright, so input on that will be welcomed. Are there any questions on any other subjects? Are there any questions on the formulation of the fiscal year 2015 budget? Would you want me to tell you what the projected budgetary shortfall will be going into the year 2014?

President Dowd: Please say a zero shortfall.

UT President Jacobs: You know better than that.

Senator Barnes: This is a very difficult question for me to ask and I ask it on behalf of not just myself, but students, faculty, and staff. You know that I am a member of the Sexual Harassment Taskforce and it was brought to our attention in an article about the new provost that he had a consensual relationship with a co-worker at his previous place of employment. That concerns folks, particularly me because I know that he had input in the sexual harassment policy that has been put in place here. I am concerned about the nature of that relationship, particularly if the person was a subordinate then; what we know is that those are sexually harassing relationships, sexually coercive relationships. I am not making any character judgments and certainly I am not trying to assassinate anyone's character, but I want to know if this has been investigated by the folks that hired him.

UT President Jacobs: Let me be clear that those relationships may be coercive and they may be harassing, they don't necessarily have to be harassing.

Senator Barnes: If there's power inequity there is no way that there can be mutuality.

UT President Jacobs: I would respectfully disagree on that. To answer your question, yes, there's been an investigation; yes, I've talked to people at DePaul University and I can assure you that however that relationship started, it has morphed into a relationship of equality, a wonderful relationship. So, in general, I agree with you. I do not think that supervisors should have relationships with supervisees, but it does happen in life and it is not necessarily the end of one's professional career. It is not necessarily coercive and it is not necessarily harassing in my opinion. Our policy will continue to be a very strict, zero-tolerance policy for sexual harassment. And you are correct, that the presumption is that a supervisor and a supervisee relationship may have limits of that, and I agree that's an ongoing presumption, but it is not necessarily the only possibility.

Senator Barnes: Can we put it back on your radar that the policy that was reviewed again this summer is still including language that is factually inaccurate and that we have had no follow-through in terms of training or appointing people to be the ones that people will come to for advice because we are really aren't getting progress on that issue.

UT President Jacobs: Yes, we can, and I will be happy to look into it, so if you can send it or bring it to me I would appreciate it. I thought those issues were resolved and moving.

Senator Barnes: Apparently, the policy went back for review this summer because the social worker was moved out of the Eberly Center so the Eberly Center is no longer a confidential place. Plus, the other confidential person's office has moved and that was not fixed and there is language that we worked out with UT's legal that never made it into that revised policy.

UT President Jacobs: Let me know where we are on that, come see me

Senator Barnes: Thank you very much.

UT President Jacobs: Let me make it pretty clear, unless I have an epiphany of some sort, we probably are not going to change the absentee policy on the Health Science Campus, if that's part of what you are driving to relate this to.

Senator Barnes: No, this is unrelated to that.

Senator Wedding: I would hope that any sexual harassment policy changes would come before the Senate for a review, is that correct?

Senator Barnes: It goes up for policy by the Policy Review. You can get notified when the policy changes by signing up for it then you will be notified when the policies change. But in this case, we sent feedback to whoever the entity is and we did not get a response.

UT President Jacobs: Some things fall through the cracks and it sounds like this one did. If you would like to resurrect it bring it to me and let me see it and we will probably send it to the Sexual Harassment Taskforce. Are there other questions or other things that have fallen through the cracks? Thank you very much for inviting me.

I want you to know that I believe that you are tremendously important to this University. This university is your university (I'm going to use that adjective, "your university"). In a real important way and a very real way you create this university, it is a reflection of you. Your presence here even in this room today

has created power. How you speak of this university forms this university and how you speak of this university makes it what it is to a very large degree. Your ambassadorial role feeds back on the university in an almost mystical way it seems to me. When you recruit a student and that student transpires to be a body of students upon who we focus; you recruit those students and you retain them and you inspire them or don't. That student who you recruit or inspire may become a student trustee, a president of the student government, or become a major role in the direction of the institution; it's your accomplishments, all of your accomplishments whether it be in teaching, service, or research. Your accomplishments define the stature of the university and your loyalty makes the university what it is. And so I just wanted to enunciate a few characteristics of the university that you create that is a reflection of you. This university is a characteristic of you and I believe that we continually strive for excellence. We focus on the students and that has been said. We take seriously our responsibility to the future generations and we learn from our mistakes whatever those mistakes are, whatever they may be, whether it's the throwing away of a perfectly viable kidney or some other mistake and we learn from them. We never stop working for and we never cease to work, we position our students and faculty and staff for a life of prosperity, fulfillment, and longevity and good health. Those are some of the characteristics that you create and you continue to create and I am grateful for doing so. I am grateful to you for inviting me here today and I just thank you very much.

[Applause]

President Dowd: I want to remark that the President agreed to come to Senate in July, but this was the first Senate meeting of the semester that his schedule permitted him to attend. I know that he wanted to address Faculty Senate during our meeting in August.

UT President Jacobs: I like doing this and so I might be here and there, but I really like doing this. I will accept your invitation as long as it's extended assuming that it works for my calendar.

President Dowd: I extend an invitation to you to come again to Senate at the start of the spring semester and then near the end of the academic year, somewhere in April. Thank you again.

UT President Jacobs: You're welcome

President Dowd: The next agenda item is a report from Dr. Steve Peseckis. Dr. Peseckis has been chair of the Curriculum Committee for about nine years now. I asked Dr. Peseckis to be the chair of the Curriculum Committee the end of the last meeting in Spring 2012 and he agreed to that service. However, I forgot to do one bit of business at the first meeting at Faculty Senate this year. Because Dr. Peseckis is not currently a Senator I must receive approval from the full Faculty Senate to appoint him as Chair of our Curriculum Committee. Therefore, all in favor of appointing Dr. Peseckis chair of the Faculty Senate Curriculum Committee please say "Aye". Those opposed, "Nay."

[Applause]

President Dowd: Given the response, I think I can safely say that *all* of Senate is in favor of this appointment.

Dr. Steve Peseckis: You all have received the email yesterday and it has to do with the modifications from the Curriculum Committee. There are seven new courses from pharmacy which caused a report on a course modification that was done during the summer, 2012 in response to the constitution. The Faculty Senate authorized during the summer that there is a modern course modification and there's a credit hour change and now the change has been made and now we're reporting it to the full Senate. So, that is something that you should remember for your own colleges if that during the summer there's something that would impact enrollment of students that coming fall before the next meeting then the governing

chair from the Curriculum Committee can do something, they can't do major things, but we can do something. First, this is an agenda item and I believe you all have the courses. If there are any objections from the Senate we can discuss it and if not, I move that we approve these courses. May I have a motion to move these courses? Any objections? **Motion Passed.** Thank you. *The following courses were approved at Senate on October 9, 2012.*

New Course and Course Modification Proposals Approved by the Faculty Senate on October 9, 2012

Judith Herb College of Education, Health Science and Human (JHCEHS)

Course Modification

CI 3400 Literacy Issues 3 Chr

Change title to "Foundations of Literacy"

Change catalog description to "Introduction to the fundamental nature of literacy in education in all its forms, speaking, listening, reading and writing. Presents a theoretical and research- based study of literacy acquisition and language diversity."

Reason: Changes in Ohio State Teaching Licensure requires modification of some literacy courses UT offers to reflect more current research and needs of today's classrooms.

Course content has changed in following way:

More research-based information about:

- (a) overall trends in literacy acquisition nationwide, especially for particular populations such as English Language Learners and "low-literacy" citizens
- (b) more case-study based (i.e., empirical data-based) examination of literacy acquisition and literacy-related processes
- (c) more attention given to instructional tools for literacy: discussion participant structures, children's literature, and 21st Century tools (e.g., web-based resources)
- (d) attention given to more current thinking about multidimensional nature of literacy in the content areas (e.g., mathematical literacy, scientific literacy etc.)
- (e) more attention to oral components of literacy -- this reflects more current notions about literacy being not only about learning to use print (reading and writing) but also extremely important oral literacy (speaking and listening)

CI 4470 Reading Assessment and Diagnosis 3 Chr

Change title to "Literacy Assessment and Remediation"

Change Prerequisite from "UPDV for minimum Score of 1" to "None"

Change catalog description to "Focus on causes of literacy disability, principles of assessment, diagnosis, individual remediation, and adaptation of techniques to classrooms."

Reason: Changes in Ohio State Teaching Licensure requires modification of some literacy courses UT offers to reflect more current research and needs of today's classrooms.

Course content has changed in following way:

The course is expanded to include attention to individualized remediation practices as well as continuing to include attention to assessment and diagnosis of literacy difficulties.

College of Pharmacy

New Course

PHPR 2040 Introduction to Cosmetic Science 1 Chr

Proposed effective term: 201340 (Fall 2013)

Delivery Mode: Primary: LE

Offered Fall, Every Year

Grading: Normal

Pre- or co-requisites: None

Catalog description: "An overview of the cosmetic and personal care industry. Topics will include business factors driving the industry, legal considerations which govern the industry, marketing views and perspectives, and various jobs available within the industry for student consideration after their graduation. An individual project will be required and will be present to the entire class."

PHPR 3040 Pharmaceutical Ingredients Used in Cosmetics 2 Chr

Proposed effective term: 201340 (Fall 2013)

Delivery Mode: Primary: LE

Offered Spring, Every Year

Grading: Normal

Pre-requisites: Two semesters Freshman chemistry (CHEM 1230 and CHEM 1240 or equivalent)

Co-requisites: None

Catalog description: "Evaluation of the varied pharmaceutical ingredients used in cosmetics. Their physical and chemical properties which allow them to be incorporated into the products. How and why they are present and their appropriate selection for a given formulation. Synthetic vs natural products as well as organic vs inorganic materials,

PHPR4000 Current Literature in Pharmaceutics 1 Chr

Proposed effective term: 201310 (Spring 2013)

Delivery Mode: Primary: Seminar

Offered Fall and Spring, Every Year

Grading: Passing Grade/No Credit (A-c, NC)

Pre- or co-requisites: None

Catalog description: "This is an elective course which will deal with the evaluation of the current literature in Pharmaceutics. Journal articles will be selected weekly by the registered students. These will be discussed as a group as to the articles strengths, weaknesses and improvement criteria which should have been attempted by the authors when investigating their now published research."

PHPR 4730 Cosmetic Science I 2 Chr

Proposed effective term: 201240 (Fall 2012)

Delivery Mode: Primary: Lecture

Offered Fall, Every Year

Grading: Normal Grading

Pre-requisites: PHPR 3030 Pharmaceutical Technology

CO-requisites: None

Catalog description: "The course emphasizes the theory, product design, formulation development, and preparation of lipsticks, lip balms, and other facial products. Regulatory and manufacturing procedures will be incorporated."

PHPR 4740 Cosmetic Science Laboratory I 1 Chr

Proposed effective term: 201240 (Fall 2012)

Delivery Mode: Primary: Regular Lab; 4 contact hours/credit hour

Offered Fall, Every Year

Grading: Normal Grading

Pre-requisites: PHPR 3030 Pharmaceutical Technology

CO-requisites: None

Catalog description: "A basic laboratory course in personal care cosmetics for both men and women with emphasis on the product design, formulation development, preparation and packaging of Lipsticks, lip balms, Eye shadow, eye liners, foundation makeup, theatrical make-up, rouge, face powders, etc. Laboratory activities will also consider marketing, advertisement creation for radio, TV, bill boards, newspapers and magazines as well as other activities."

PHPR 4750 Cosmetic Science II 2 Chr

Proposed effective term: 201310 (Spring 2013)

Delivery Mode: Primary: Lecture

Offered Spring, Every Year

Grading: Normal Grading

Pre-requisites: PHPR 4730 Cosmetic Science I, PHPR 4740 Cosmetic Science Laboratory I

Co-requisites: None

Catalog description: "A basic course in personal care cosmetics for both men and women with emphasis on the theory, product design, formulation development, preparation and packaging of hair care and coloring, shampoos, rinses, skin care products, oral care products including mouth washes and toothpastes and powders, sunscreens, baby care products, etc. Consideration of marketing, ad creation for radio, TV, bill boards, newspapers and magazines will be incorporated as part of the course sequence."

PHPR 4760 Cosmetic Science Laboratory II 1 Chr

Proposed effective term: 201320 (2013)

Delivery Mode: Primary: Regular Lab; 4 contact hours/credit hour

Offered Fall, Every Year

Grading: Normal Grading

Pre-requisites: PHPR 4730 Cosmetic Science I, PHPR 4740 Cosmetic Science Laboratory I

Co-requisites: None

Catalog description: "A basic course in personal care products for both men and women with emphasis on the theory, product design, formulation development, preparation and packaging of hair care and coloring, shampoos and rinses, skin care products, creams, lotions, sunscreens, oral care products including mouthwash tooth paste and powders, baby care products, etc. Consideration of marketing, ad creation for radio, TV, bill boards, newspapers and magazines will be incorporated as part of the laboratory activities."

Course Modification

PHPR 4070 PPD-3 4 Chr

Effective term: 201240 (Fall 2012)

Change credit hours to "3 Chr"

Reason: Material to be taught in PHPR 4070 is being moved to PHPR 6070, so PHPR 4070 is decreased by 1 Chr and PHPR 6070 is increased by 1 Chr.

This change was authorized in Summer 2012 because it directly impacted Fall student enrollment.

President Dowd: As I mentioned at the last Senate meeting I wanted very much to invite Dr. Virginia Keil to address Senate about new teacher performance assessment and state requirements for teacher education. This is an issue that will affect just about everybody.

Dr. Virginia Keil: Thank you so much for the invitation today to come and speak to you regarding something that I've been working with for quite a number of years. What I wanted to try to do is present ten minutes or a spark note version that you are going to be receiving. I will also try to eliminate a lot of confusion because this is years of work and activity at the state level. Dr. Jacobs said that the state is increasingly becoming more intrusive in operational issues and I think without a doubt this fits that description to a "tee."

Let's start with a bigger picture. Teacher education in case you did not know is at the center of national attention. Everyone has an opinion and everyone will tell you what's going right or what is going wrong. More frequently, we in teacher education feel like we are the center of a target versus the center of attention. So, as you begin to hear and learn more about the teacher assessment, I hope you listen with an open mind, but also understand that this requirement is on all of us in teacher education, including our formerly known as the Arts and Science faculty and all of you that deliver the content for our teacher candidates. This has a tremendous ripple effect into our K-12 schools. The students who come to us for their preparation are dramatically being altered by what is happening on many levels.

Why now? Why the student performance assessment now? First and foremost as I said earlier everyone has an opinion and everyone can tell you how teacher education should be done and what a "good" teacher looks like. Frequently, the only grounding they have in that knowledge base is the fact that they at one point in their lives were students and they sat in front of a teacher and they either liked that teacher or they didn't like that teacher. But, everyone does have an opinion and everyone is weighing in as far as teacher education is concerned. For many of you the only thing that you may recognize up here is the Common Core which is the state standards that are being determined for the entire nation that will drive what K-12 curriculum looks like, but it just doesn't stop with K-12. Most of you as parents recognize the fact that the schools are sending home report cards, how is the school doing, how is the classroom doing and now we are getting into how is the teacher doing? Is the teacher value-added? So everyone has something to say about that. How did Ohio respond? Or how has Ohio responded to this national pressure regarding schools and schooling? In 2009 House Bill 1 was passed and this established a new licensure structure for Ohio. It went into effect in 2011, so we are under this new licensure structure right now. House Bill 1 did a number of things; it also transferred the approval of teacher education programs from the State Board of Education to the chancellor. The chancellor increased in power significantly as a result of this. The chancellor wanted the state superintendent who oversees K-12 education to have the ability to jointly determine the metrics that are going to be used to measure all teacher preparation programs, along with inspection of all of our institutions. Now we have a national accreditor in teacher education, but that's not enough because we are also going to be assessed at the state level, so we will have multiple layers determining how we're doing. House Bill 1 also established the first in the nation four-year induction programs for our teacher candidates. When they exit us and finally get a job in K-12 education, they then will have four years of residency in order to prove that they indeed should stay in that classroom. So, Ohio began to look at teacher education as a career continuum moving all the way from pre-service undergraduate education through this four-year residency and then into a continued professional development mode. Throughout this teachers are going to be assessed very differently than they have been in the past. If you haven't been reading in the newspaper about our K-12 friends and

colleagues, those educators are now going to face value-added scores and actually have their names listed in the newspaper as far as how effective they were. Now trust me when this all began to happen about ten years ago, we said it will never happen in higher ed., but we are moving closer and closer to having individual evaluations. You can say, "It will never happen," but when you look at the environment as far as higher ed., we are following the same path that is happening in K-12 education.

There is a career ladder for teachers. At the pre-service preparation level, we began with our four-year program, then moved into their four-year residency, then they can move into a professional license which carries them for the next five years. If they so choose, they can move on to a senior professional license in five years and then a lead professional license. Teachers have the option of moving to a professional license or not moving beyond that, so they can stay right at that point. Should they choose to move to a senior professional license or lead professional license, they need a Masters Degree and a number of other pieces. So, for those who choose not to do a Masters Degree, they would sit at the professional license. All during this time teachers will be assessed and they will be using a performance-based assessment. So, the question becomes one of, why do a teacher performance assessment and what do we need to do for our pre-service teachers? First of all, the Ohio educator preparation metrics were developed and very clearly spell out that there would be a state-wide teacher performance assessment; I believe Dr. Dowd handed out the document that spells out very specifically all the metrics that will be part of our report card. In December every teacher preparation program will receive a report card, so you are going to see these measures on that report card. Yes, it will be made public and we are told by the state that they will not rank us, but that doesn't mean that the media will not choose to use this information and rank us across the state. Prior to House Bill 1, Ohio did require the Praxis III which is a performance-based assessment that was used during the induction year of teaching. So what House Bill 1 has done is it has driven back into teacher education this performance assessment. Instead of having you get a job and start teaching, it is now going to occur in the teacher preparation, in the pre-service piece and then again once you are actually hired. The interesting thing is House Bill I has changed from Praxis III that was line-item-budgeted by our state to TPA which will be on the backs of our students because it was too costly for the state to continue.

Group of Senators: Wow.

Dr. Virginia Keil: So we are at the teacher performance assessment and I am very careful here because on my PowerPoint I show lowercase and uppercase because if you look at the document that I distributed to you, it is lowercase. All of a sudden a teacher performance assessment became "The" Teacher Performance Assessment. The background on "The" Teacher Performance Assessment is that there is a three-year grant made available to develop some sort of national assessment. Stanford University, which is where Linda Darling-Hammond and Ray Pecheone, are located stepped up and said, "We would like to develop something." Prior to that, Linda and Ray were involved extensively in the PACT program, which is the assessment instrument used in the state of California. So, it came from California and now it is being distributed or disseminated nationwide. What is it specifically? It is a student-centered multiple measure of teaching. It is designed to be educative and predictive of the effective teaching and student learning, those two pieces are supposed to be happening with this measurement. There are a number of partners who have signed on including our national affiliate of American Association of Colleges for Teacher Education, chief state schools officers, Stanford University. The lead institution in each state, which is now twenty-five along with all fifty-one teacher education programs in Ohio. We all are participated in this at this point in time because it is being piloted. Also, the Ohio Department of Education and the Ohio Board of Regents have signed on and because they signed on we had to sign on. What does the national progress looks like at this point as far as how widespread is this performance assessment? There are twenty-five states that are actually considering the use of TPA. It's in 180-plus campuses, now mind you, fifty-one of them are in the state of Ohio, so you can begin to see the impact that Ohio is going to have on this. There are about 8,000 teacher candidates in the pilot, nine-hundred

scorers have already been trained. There are 120 contact specialists, and two-hundred content validation reviewers, and 120 bench markers, and then ten bias review members, so it is spreading. There is also what we call, accelerated states and there are actually five accelerated states. To be an accelerated state the Ohio Board of Regents and the Ohio Department of Education signed us up. So when we go back to Dr. Jacobs's statement about the state is increasingly more intrusive, this decision was made at that level. The five states are Ohio, Minnesota, Massachusetts, Tennessee, and Washington. What this means is that we will be participating in the pilot of this instrument. What does the instrument look like or what are the targeted competencies? I need to sidebar here for about half a second on this. What this assessment measures is best practice and that is why it is so hard to look at this and not say every teacher should know and be able to do these things. But, there are so many political elements that are factoring into this and dollars that can be made that it is truly somewhat troubling. The target competencies are basically in four areas, planning, instruction, assessment, analyzing teaching, and then academic language. It is the typical sort of thing that we have always done in teacher education to measure the effectiveness of our candidates. Candidates are expected to produce a series of artifacts that they submit and are evaluated on through an external scoring process. You'll notice very specifically our candidates have to produce 3-5 days of instruction where they are actually showing the lesson plans and handouts and everything that they put together. They are also expected to do two different video tapes of their actual performance, and their implementation of the lesson. Then they have to analyze their teaching and assess the teaching on a whole class level and on an individual level. Let me tell you I know a number of us in the College of Education have looked at this rubric and we looked at number 5 and we think, "Oh man, that's a really good teacher, will I be there?" It is that exceptional. So it is very unrealistic to think even in the scoring system that you are going to see any 5's. For the most part at this point, we are getting indications that our candidates should exit at the 3 level which is the acceptable level to be in. With this process as far as Stanford was concerned they didn't have all of the operational side of the house in order to make it occur. They knew the instrument that they wanted, but they simply didn't know how to bring it to scale. So, they picked up the phone and Pearson was waiting. Pearson said we would be happy to partner with you, so there is a partnership agreement between Stanford and Pearson. Stanford will be the operational partner so they are going to provide all of the assessment services to deliver nationally and to make it sustainable. They are responsible for training and certifying all scorers, providing a scoring platform, and providing results to all of the candidates in institutions who participate. They pay a scorer \$75.00 to score one of these and they charge a student \$300.00.

Senator Regimbal: How long does it take to score?

Dr. Virginia Keil: And that is really interesting because the training process takes 32 hours and it is a set amount of time to be trained to be a scorer. To score one of these, depending on the faculty member that you speak with, it is five to ten hours per candidate to get through this whole package of information.

So, what are Ohio's next steps? First and foremost a decision has to be made in the state regarding is this going to be a candidate licensure requirement or is it going to be a program requirement. If it's a licensure requirement it means we must do it, but if it's a program requirement it means we can do it if we like it, but we don't have to do it if there are other forms of assessments that we feel that are equally as strong and reliable. That decision is supposed to be made in the next month. In December of 2012 our first report cards are going to be made available. The TPA data will appear on all report cards. It will be all public information and it will be in an aggregated form. In 2013, next year you are going to see this entire K-12 into higher education all spelled out in report cards and it will become a system. So that is it that is the Cliff Note or the Spark Note version. Are there any questions?

[Dr. Keil's PowerPoint will be inserted here]

Vice President Rouillard: Thank you, Dr. Keil for that presentation because it was extremely informative and very important I think for all of us to be aware of. I became aware of some people who are actively resisting this intent. There is a teacher at the University of Massachusetts Amherst along with her 66 students who have refused to participate in this initiative and that teacher does not have a contract to work at the University of Massachusetts next year. But she feels strongly enough about her opposition to this and so she did that. What do you think people in the state of Ohio can do to resist this model? And I ask that question understanding very clearly just how much work your college has done in the past to assess teacher candidates. I saw not too long ago on the website the rubrics that you used in-house to evaluate, it was rigorous it was extensive and I don't see that Pearson is going to be doing anything better than what you were already doing. How can the people in Ohio resist this?

Dr. Keil: That is a good question. I can tell you that the Ohio Department of Education and the Ohio Board of Regents have heard the voice of many teacher educators across the state. Many of us are saying another \$300 on our students' backs that our state legislature wants us to do these things, but there is no line item to cover it. I would strongly urge you to call your state representative and simply say, "Think long and hard before we start to go down this path" because it turns us into one of many as opposed to having state and local control and distinction.

Vice President Rouillard: One of the things that worries me most about many of Pearson's initiatives is that I don't want our students learning from one text book, Pearson text book. I don't want our students trained or evaluated by one body. I also have some serious questions about some of the political affiliations and Pearson has affiliations with ALEC which is the American Legislative Exchange Council which has been writing legislative templates that has given us things like SB5. So they have associations with these kinds of political groups and I don't know that I want our education controlled any political ideology on either side and Pearons represents just the opposite of that. I just learned today that Pearson has an initiative with Ivy Tech Community College in Indiana to provide general educational courses for that institution online and if I recall correctly, they were charging \$300 for those courses. Now, do we want all our students to learn from the same text? Their history 1 or their math 101 or do we want an educated citizenry who collectively has had a broad education? I think if we go down this road we are not going to get that.

Dr. Virginia Keil: At any time if any of you are in Columbus I would strongly urge you to voice your concerns about making certain that we do maintain our identity in this. The conversation is all too frequent in Columbus that we are all the same and we all need to be conducting our business the same way.

Vice President Rouillard: I would also like to mention just one more thing. I had a visit from a Pearson text book rep to my office last week and the "poor man" got quite an education. He had absolutely no idea of what his company was doing. I was very polite and I was very respectful and I made sure that he understood that I wasn't directing this at him personally, but given some information that I have seen about his company I would hesitate to change my text books to something that is published by Pearson.

Senator Regimbal: Is there a payment going to the state of Ohio or one of the government agencies for us using this that you might be aware of?

Vice President Rouillard: Not at this point because it's still in pilot. The pilot ends at the end of this semester and that is why the timeframe is so tight because starting next semester, spring semester although they are still in pilot they're saying that they want us to continue to require our students to upload their artifacts and pay \$300.

Senator Jorgensen: If this goes through, would your college consider a response to change your admission standards? For example, if we are going to be judged by the output of program are you going to be more selective with your admissions?

Dr. Virginia Keil: That is an excellent question. We have been gradually increasing our entrance requirements and as we have done that we have noticed a distinct improvement in the quality of the students we have seen enter our programs and be able to persist through the program. So it clearly makes a difference. Will they get hired? Yes.

Senator Hottell: Thank you very much for bringing this to us; I think this is very important. You and I met last spring to talk about the ways that we can cooperate and work together more closely and I haven't totally understood all the parameters, so thank you again. Can you share this PowerPoint with us?

Dr. Virginia Keil: Absolutely.

Senator Hottell: That would be wonderful if President Dowd can make that happen I'd really appreciate that. I also have a question and a remark. The question is, you said in the last slide that the next step is the decision between candidate licensure requirement or program requirement and I understood the difference between those, but what I didn't catch is, who makes that decision?

Dr. Virginia Keil: That decision will be made by the Ohio Board of Regents and the Ohio Department of Education. On Thursday I am headed back down to Columbus and I am meeting with both of them as part of this ongoing discussion. I sit on a state board as president and as a result of that I am very pushy as far as making certain that our voices are heard because I have great concerns. I am guardedly optimistic that because of the change of some people within the Ohio Department of Education and the Ohio Board of Regents that the new group of individuals is much more willing to listen and to understand the implication of this position.

Senator Hottell: I have a follow-up remark if you don't mind. The praxis test went on for ten or twelve years. As a professor in one of the content areas that worked with you, I watched that evolve over the years and I know it was constantly being tweaked to be sure that it was exactly what the students needed to know out in the field. I understood that the process was a cooperation between university professionals and K-12. So, if there's any way that that can be reinforced to them, concerning how strong that collaboration was, and how necessary for future teachers, that would be great.

Dr. Virginia Keil: There is a problem with that, as of last Thursday the Ohio Department of Education signed a new contract with Pearson and as of 2014, we will no longer be using the ETS Praxis II test, we will be using the Pearson equivalent tests for our candidates in the content area which means we will need to reevaluate all of our content to make certain that it is aligned with the new tests. So, there's a whole lot of work that is going to have to be done across this campus in the next year in order to make this change that occurred does not impact the successful performance of our students on these new tests.

Senator Templin: Dr. Keil, what's the total cost of Praxis 1, plus Praxis II, plus TPA, plus licensure, but not counting the price of a four year degree? In other words, what's the total cost of the assessment system for students?

Dr. Virginia Keil: If you also factor in BCI and FBI evaluations that have to occur every year you are probably coming close to \$1,000 (worth of assessments).

Senator Anonymous: One additional observation, as long as you contact your state legislatures the cost that we talked about continue on K-12 has also funded the four year residency and the internship that goes on with that. The evaluations of teachers and the analyzing of the data, all that requires additional staffing and none of that is funded.

Dr. Virginia Keil: That is right.

Past-President Anderson: I can't endorse Senator Rouillard's comments more strongly. The tendency seems to be for the state to become more and more intrusive and prescribing. I think you may have commented in the beginning that this may strongly affect the Arts and Sciences programs. We try to make courses more relevant to the future world and if the courses are structured by a state program and a state text...that is impossible. In my case, modern physics should be taught now. But according to the state curriculum we still have to teach mainly 18th century physics in the early classroom, which is a disservice to our students.

Dr. Virginia Keil: It's a national trend.

Senator Thompson-Casado: I have a question about the evaluators.

Dr. Virginia Keil: Yes.

Senator Thompson-Casado: If they are paid \$75 a pop for an exam and it takes evaluators five to ten hours to do this, what are the qualifications to be an evaluator? Are there people coming out the "walls" and applying for this?

Dr. Virginia Keil: You have to be a teacher educator, but you are approved by Pearson, so I have no access to know specifically how they follow the guidelines that they initially established. Having said that, I frequently say to my colleagues from K-12 and higher ed., "You do the math as far as the number of hours that you are putting forth to assess one of these." Because this is the future of a student and you want to do it very thoughtfully and carefully and then ask yourself, is your time really worth that? My concern also is, is this sustainable?

Senator Thompson-Casado: Exactly, that was my next question.

Senator Barnes: This is related, and it is an issue that I would like us to consider in more breadth. It is about student fees and generally this one is not coming from us, students are being fee'd to death on this campus. The idea that we are not raising tuition, but every time they turn around they have to pay a fee to do anything is really unfair. I think that it would be fairer to say, we are going to raise your tuition and everyone is going to pay it instead of charge fees every time they turn around. Is there any way that we can weigh in on this practice?

President Dowd: The student fees issue is something the Executive Committee can discuss with the Provost and the Chancellor. Ultimately they are determined by the Board of Trustees

Senator Regimbal: I would like to comment to the Senators on this evaluation program that students are going through in the College of Education; student teaching evaluation has always been "high stakes" however education faculty decided that students needed to have a week off from their student teaching in order to put all of the documentation together for this evaluation because "high stakes" evaluation has taken on new meaning. This has reached the point of the ridiculous (I would say) — taking a week off from student teaching to compete the paper work that needs to be done of TPA and telling faculty that we are not to help them.

Senator Anonymous: I would just like to comment that I certainly feel that those of us who are here at the University of Toledo are very proudly represented by Dr. Keil's work down in Columbus because she calls herself "pushy," but I think it's a good "pushy." It's the pushy that says that she is really (I think) putting our students at the center of this and really fighting for them and I think we are very fortunate for what she is doing for us.

Senator Relue: Can I ask the question related to the implications of a not-so-great scorer? With the praxis 3 if the student didn't necessarily do well what was their recourse? And now with this assessment, what if for some reason they do not score well, do they have any opportunity to rebut their classification or to resubmit, how does that work?

Dr. Virginia Keil: That is an excellent question. Since the Praxis III was conducted when they were actually teaching in the classroom, they would receive another opportunity to go through the performance assessment. They have to resubmit a whole series of work and have another observer come in and actually see them teach, so they can remediate on the spot. Generally what would happen, the first assessment would occur in the fall and the second assessment, if they had to repeat because they were not successful, would occur in the spring. At the latest it would occur in the fall of the next year and that is provided if they were renewed by the school district. I cannot tell you the percentage of people that did not pass Praxis III performance assessment and would be non-renewed as a result because those things stand separate from each other. With the TPA there is no game plan; no one knows how we are going to remediate. Last Thursday when I was in Columbus I made it very clear to people that to do this sort of repeat performance of the documents and artifacts would need a second student teaching; my question was, who would pay for the second student teaching? That is a full-time student here at the University of Toledo in order to allow the student to remediate and have a second opportunity to demonstrate that they actually can do this. There is no game plan at this point and that is a huge hole in this entire process.

Senator Hottell: Will it be a requirement after graduation because if they don't complete a degree we don't get the state subsidy?

Dr. Virginia Keil: It will have to be. So, it is changing requirements and it is changing a whole lot based on if this goes through.

President Dowd: I want to thank Dr. Virginia Keil for coming to Senate today. Dr. Keil, you have a standing invitation to return to Senate this year as these issues develop.

Dr. Virginia Keil: I will.

President Dowd: Is there any old business? New business? Items from the floor? I have a request of Chancellor Gold. I understand that you have received some important news. Would be willing to inform the Senate of that news?

Chancellor Gold: Just very briefly to let you know at the last Senate meeting I had the honor of talking to you about hospital rankings and ratings and just this week we were informed by Thompson Reuters which has been ranking hospital and hospital systems for over thirty years that the University of Toledo Medical Center is now ranked at the top 50 of cardiovascular programs in the United States. Indeed, in the category of teaching hospitals (there are only fifteen in that category) UTMC was ranked as one of them. This is a peer-reviewed, risk-adjusted system that looks at mortality, outcome, readmissions, complexity of care, and the cost efficiency of care. It is just a point of pride for the faculty, and the cardiology, the cardiac surgery, the cardiac rehab divisions, and for those ladies and gentlemen who are

proud to call themselves UT faculty we get to work with every day it's their hard work that has made this possible. Thank you.

President Dowd: Go us!

[Applause]

President Dowd: Are there any other items from the floor?

Senator Hey: I wanted to bring up what Senator Barnes said about the fees which is the discussion that you, President Dowd might have with higher administration. I think that can be a very complicated conversation because in my program which is film and video, the program broke during the upgrading and expansion and it is very much driven by technology and technology is very expensive. Many ways that we pay for that is through lab fees. So, to say that the fees are too much and they are being fee'd right they are, but I think for that discussion students need to have full transparency of what those fees are going to be so they can plan that into their financial aid and know how much they are spending. Also within that conversation I would encourage you to talk about university taxes and where those taxes go.

Senator Barnes: Can you say what you mean?

Senator Hey: The university taxes.

President Dowd: For example, with technology fees that colleges impose on their students, the university skims 11.5% right off the top of all fees collected.

Senator Barnes: For what?

President Dowd: Some technology fees are imposed to pay for the equipment that students use

Senator Barnes: We could argue that students shouldn't have to pay for the technology that they are using.

President Dowd: Then there are fees like the library fee that is imposed on all students. But that fee doesn't go to the library. There is another aspect to consider – that of “truth in advertising.” The state determines the maximum rate tuition can increase each year. Yet it seems to me that UT is going around such maximum tuition increases by the imposition of some fees. For example, the library fee is imposed on all students, but it doesn't go to the library. How is the imposition of a fee imposed on all students not the same thing as an increase in tuition? For “truth in advertising,” it would be nice if we could roll all such fees into a single dollar amount, combine it with what we now call “tuition” and describe the result as something like “true tuition.” I believe students would appreciate knowing what their bill will be before they enroll in courses. Senator Barnes, are there other issues besides the ones we just discussed?

Senator Barnes: No. I wasn't aware of it. But I did hear it from students if they now switch majors and with the split of A & S if they switch to a new college there is now a college switching fee and it is discouraging students from double-majoring across colleges.

Senator Hey: I am not saying that the conversation doesn't need to happen because I think it does need to happen, but it's a complicated conversation.

President Dowd: Well, this is something that our Executive Committee can take up with our new provost and our “old” chancellor. Whoops. I certainly meant “old” with respect. Perhaps “our established chancellor” would have been a better way to phrase that.

Senator Jorgensen: I would like to bring up another topic and discussion to the floor. I still see that we are continuing to advertise the race-to-the-degree program, which as I understand, it has not been approved by the Academic Programs Committee which is a Senate committee I suggest that there will be a log item on this so we can look into it. There are students being encouraged to enroll into this but yet it’s a program that has not had the faculty purview. We are responsible for the curriculum. If there are changes that are appropriate we can approve them because we have the committee.

President Dowd: I know you are looking for a better response, but we will try to bring this issue up when we meet with them.

Senator Barnes: I am curious if we can get a report back on the Blue and Gold scholarship program, which is when students come from high school and they have financial aid, the scholarship meets their need beyond their financial aid. One of my students was telling me that there is a waiting list and you don’t automatically get it even if you meet the requirement.

President Dowd: We will look into that for you.

Senator Barnes: Thank you.

President Dowd: Any other questions or comments? May I have a motion of adjournment? Meeting adjourned. Meeting adjourned at 6:00 p.m.

IV. Meeting adjourned at 6:00 p. m.

Respectfully submitted,

Lucy Duhon
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative
Secretary

