

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of December 6, 2011
FACULTY SENATE

<http://www.utoledo.edu/facsenate> Approved @FS Mtg.on 1/31/2012

HIGHLIGHTS

Chancellor Gold- Provost McMillen: FY 2013 Budget Development
Senator Regimbal: Remembering Alice Skeens

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 Lawrence Anderson called the meeting to order, **Lucy Duhon**, Executive Secretary, called the roll.

I. Roll Call: 2011-2012 Senators:

Present: Anderson, Batten, Caruso, Cooper, Crist, Cuckovic, Dismukes, Dowd, Duhon, Ellis, Franchetti, Giovannucci, Hamer, Hammersley, Heberle, Hewitt, Hey, Hoblet, Hornbeck, Hottell, Humphrys, Kistner, Kranz, LeBlanc, Lingan, Lipman, Lundquist, Malhotra, Mason, Molitor, Moore, Nandkeolyar, Peseckis, Plenefisch, Powers, Randolph, Regimbal, Rouillard, Slutsky, Teclehaimanot, Templin, Thompson, Thompson-Casado, Weck-Schwarz, Wedding, White, Yonker

Excused absences: Brickman, Cappelletty, Cavalieri, Duggan, Moore, Moynihan, Ohlinger, Piazza, Sheldon, Wilson

Unexcused absences: Hill, Lee, Nazzal, Shriner, Skeel, Solocha, Tinkel, Willey,

II. Approval of Minutes: Minutes from the November 22nd meeting are ready for approval.

President Anderson: I am calling the meeting to order. Welcome all to the seventh Faculty Senate meeting of academic year 2011-2012.

To start the meeting, I request Secretary Duhon to call the roll.

You all have received the minutes for our last meeting, on 22 November. I remind all speakers to use the portable microphone, and begin with your name. Are there any corrections from the floor? Do I hear a motion to accept the minutes of 22 November? All in favor? Any opposed? Please let the record show the Minutes from November 22nd meeting have been approved.

III. Executive Committee Report

Last week, in addition to our Executive Committee meeting, there was a University of Toledo Leadership Team Retreat, and this morning was the second meeting of the “Best Practices Subcommittee” of the Board of Trustees, the committee charged to explore the options of a University Senate model. I’ll say something about all of the above.

At the Leadership meeting, among other things we heard the Budget Development Plan that Drs. Gold and McMillen will present later in our program. The featured outsider was Mike Maltbie of the FBI office in Cleveland, who gave a presentation and discussion on best practices concerning situations such

as happened at Penn State recently. Another item of special interest to the faculty was a review of HR and finance process changes given by Mr. Lehnert and Mr. Dabney. They reported on the variety of processes that are now or soon will be carried out online. These processes include W2 access and printing, W4 submission, direct deposit submission, absence reporting for salaried employees, timecards, various Personnel Action forms, and travel and expenses, among others. The P-card limit has been raised to \$5000, and FedEx, UPS delivery of P-card purchases may be sent directly to the end user. Finally, Dean Gutteridge described an outline for establishing a limited set of comprehensive, multi-disciplinary UT World Centers of Excellence/International Gateway Hubs in targeted regions around the world. I am sure we will hear more about this initiative in the future.

Besides today's agenda, at the Executive Committee we discussed the need for a clarification of the position advancement and employment contracts of faculty on the Health Campus, with particular reference to the College of Nursing. We will be inviting all relevant parties to report to the Senate early in the next semester.

At the Best Practices Subcommittee meeting this morning, we continued the discussion of constituent reporting structures leading to the possibility of a University Senate. We did not follow the pre-published agenda, although the result did move in a good direction. We heard from a corporate structure consultant who described the basics of corporate structure, and we discussed the relation and/or lack thereof to the needs of a university. Points were made that many university constituencies do not have analogs in corporations, and our "shareholders" are taxpayers who do not have direct impact on our Board of Trustees. After looking at structures in a few other institutions of higher learning, we concluded that there are as many such structures as there are institutions, so perhaps we are better off just asking what might work best in our case. Near the end of our discussion, Professor Barrett (College of Law and past Senate President) stressed that what we really need is clear communication with defensible timelines. He went on to say that our next meeting should look at what we have, and the efficiencies of how our structures work, including

- What stakeholders need to be heard from
- The mechanisms for each stakeholder group to define a voice
- How are these voices brought together now, and what is a good model for improvement
- What do we want to delegate to individual stakeholder groups
- Do we want a generalized policy on filling committees (e.g. proportion of students, faculty, admin, etc).

His bullets right away led to a consensus that disciplinary curricula are the purview of the faculty. I mentioned that academic honesty and student grievance policies and procedures are also traditionally in the purview of faculty. At the end of the meeting, we agreed to bring to the next meeting a list of all the deliberative/governance groups and committees at UT, as a starting point to look at organization. Thank you, that concludes my report, are there any questions?

Senator Dowd: Could the Executive Committee identify some faculty members to work on this issue and, in particular, identify groups across the university that should be brought to the attention of that Best Practices Subcommittee?

President Anderson: Of course, certainly I expect that Senate would have its own list of important and not so important committees. I think colleges too should be brought into the picture. We talked a little bit

about college councils and college committees that act on a university-wide purview and since curriculum is involved in that, so that includes Graduate Council and I think the chair is in the room.

Senator Dowd: The Graduate Council Executive Committee discussed this issue earlier today and I was asked to ask the Faculty Senate Executive Committee about working together so that the group we put together would include Senators, Graduate Council members, etc.

President Anderson: We can certainly do that. Are there any more questions? Alright, at this time, Senator Regimbal will present a remembrance of Dean Alice Skeens, who has served our students, the Senate, and the University incomparably over her years at this institution.

Senator Regimbal: I feel that the walk up here was a long mile. A lot of my friends hope that they would pass away before I do because I am the “chief mourner.” If someone would have told me on November 8th that I would be here talking about Alice I would have said “you’re nuts because I just talked to her about getting together for dinner when I get back from a meeting,” and as you all know, Alice passed away on November 12th. A lot of things were mentioned at the memorial service so I won’t repeat most of those. We all know she was the dean for Language Literature and Social Sciences and she enjoyed the notion that she was the “Dean of LESS.” In fact, she was in administration for “forever.” You may know that her husband, Frank passed away a couple of years before her and that was a great loss for Alice. Frank took care of Alice and loved her very much and babied her. He really took great care of Alice; I truly wish I had a “Frank.”

Depending on how you count years, she was a member of our faculty for a total of fifty-one years. So with her passing we lost that oral history, that knowledge that you don’t think to write down. She was from West Virginia and she very much enjoyed the fact that she was from West Virginia. When I talk with others about the time that she spent with her grandchildren and the things that she did with them I often think that I would love to be Alice’s grandkid. They would call her and say “I need grandma time” and she would pack up and go visit her grandkids; they were very special to her. In terms of teaching I think Alice really enjoyed being with her students. She loved teaching and it brought her great joy. Even though she may not have remembered all her students all by name, she did remember them very well. She would say to me “you know, they may think that I don’t know if they’re in class or not, but I know.” She really paid attention to who was in class and she really appreciated her grad students, so if you were one of her grad students I will tell you that she loved you; she always talked about how important you were to her success. It was really important to her that she would maintain a relationship with her grad students.

In terms of Senate, I’m sure you all know that she was the first woman Chair of Faculty Senate in 1982. Then she chaired again in 2003 and 2004. I really didn’t get that far into the records for 1982, but 2003 and 2004 was the time that University College was reorganized and she was very irritated because she found out about the reorganization from The Blade; she thought that Faculty Senate should have been included in the discussion. Alice really felt that shared governance was important. She was also the chair of the Prioritization Committee and we would talk about what happened in undergraduate and graduate classes. Alice felt very strongly that the Graduate program was the responsibility of Grad Council and basically said that was the correct group to discuss and evaluate graduate course work. She also felt that prioritization and evaluation of course work was the matter of academic review. We are currently going through academic review so you know that those themes usually come back around as well as the financial challenges.

Alice was the first woman appointed as the FAR on our campus, the Faculty Athletics Representative. As the FAR you have to attend a lot of meetings. There were several times that I would say “Alice, you didn’t tell me about that meeting” and she would just laugh. I asked Brian Lutz about his memories of Alice and he said the one thing that makes him laugh the most when he thinks about Alice was her telling

him that when she would have a scheduled meeting with him that she would just write on her calendar Brian, Brian, Brian, so of course there were a lot of Brian's' on her calendar. She would say "you know I kind of worry because if Frank would see my calendar he would wonder who I was making time with on the side since there are a lot of Brian's on my calendar." That may be his favorite memory about Alice and her time as the FAR. Alice was there in 2007 when athletics fell upon tough times and the comment that Brian and a number of other individuals made were that Alice had a great sense of calm about her and they really appreciated that in a time of chaos.

I knew her for twenty-four years and I met her through Athletics. She and I were football mentors. We really didn't know much about what that meant but it sounded like fun. We went to meetings with the players and I would ask her "what are you doing with your guys?" and she would say "well, I talked to them about classes." We decided to put together programs for the players and, over the years, arranged for a wide range of presentations. We also traveled together with the team and got to know each other very well, so you see, I knew her as an academic as well as a friend. She was my problem solver, and I didn't realize how much she served that purpose until after she passed and I think to myself "well, I'll just go ask Alice about that," then I remember that I can't ask Alice.

We were neighbors and we would talk across the fence frequently about that "rascal" of a dog, Molson. If you knew Alice then you'll know that she loved working in her yard. She would get up early in the morning; I think Alice was up before God. She would always talk about Molson and how he use to tear up the flowers and I would think to myself "well, Alice just don't plant them," but every year the flowers would go back in and every year she would talk about that "rascal" of a dog, Molson who stole the flowers. We would also sit in the backyard and have a beverage and just talk about life in general and about the University. If you want to remember Alice, she liked Bloody Marys and just "discovered" chocolate martinis.

Alice did not cook, that's an understatement. I would look into her refrigerator and she would only have a gallon of milk and a couple of other things. She would tell me she was not a great cook, although she did love to make chocolate pies for her grandson, Josh; he always asked her to bring one when she came to visit. So, she must have done something right. It was not uncommon that I would ask her "have you had dinner yet?" and she would say "no" and we would go through our backyard gate and go to dinner at Ferdos. I really enjoyed that time because it was another conversation about various ideas.

In terms of her commitment to the University, I remember Alice as the person who carried the Mace. She really loved that responsibility. I googled the word "mace" to find out what it represents because I know that carrying it is a "big thing" an honor and here it is carried by the most senior faculty member, but I wanted to know what does it REALLY means. One of the explanations I read stated the following: The mace is a symbol of authority, learning, and scholarship, history, reputation and values. The mace also suggests: commemoration, elegance and honor, purpose, quality, stability and continuity; these are all things that I think described Alice. So, it was right that she carried the Mace. Another word that describes Alice for me and some other people would be "discretion." Alice would keep secrets and she wouldn't tell anyone. She also kept issues in perspective. When you talked to Alice you didn't leave thinking that the sky was falling. When you think about the tasks and all the things that she went through, I can tell you that I would think that the sky was falling much of the time, but Alice was a calming force (reassuring me that everything would be okay).

One other thing, I've heard people say, "There are going to be BIG shoes to fill," but if you knew Alice you would know that they cannot be filled because she didn't wear her shoes. I would tell you that you should rather follow in her footsteps.

Truly, I will miss my friend.

President Anderson: Let's have a moment of silence.

[Moment of Silence]

President Anderson: Alright, next on the agenda Chancellor Gold and Provost McMillen will present the FY 2013 Budget Development Plan.

Provost McMillen: Senator Regimbal mentioned the issue with the mace and of course we have graduation a week from this coming Sunday. If I may tell you our plans for the mace with hopefully your approval. I asked Dr. William Free who has carried the mace and been on this campus as you all know for some years. I talked to him over the past week, and I think that I may be remembering this right, he has forty-five and a half years of service to the University. He is seventy-eight years old. He has also served as you know in a number of administrative roles, interim provost at least twice. I spoke to him and he has agreed, however he has a previous commitment on this graduation date, December 18th. So, that created a little bit of a quandary. Dr. Jacobs called me this weekend and we've gone back and forth discussing that quandary. He called me this week and he said "how about if we ask Alice's oldest granddaughter, Kirsten to carry the mace just for this time?" Kirsten is a freshman at West Virginia University. So Karen Bell called Charlie and Cindy and asked if that might be a possibility. They were thrilled. Kirsten comes home from school on December 15th and I believe they will be here on December 17th.

President Anderson: That is a great solution.

Provost McMillen: We didn't think the two younger children could carry the mace, i.e. being that it is heavy.

Per the PowerPoint, as you can see by the use of color this is done by Dr. Gold and not by me. Dr. Gold presented this last Wednesday at the University retreat and so he suggested that maybe it is my turn, so I am going to be doing it today. Dr. Gold has to leave early because he has to take a conference call. I think he is here if some questions come up and so on.

Chancellor Gold: Yes, I am here, but just for an additional twenty minutes.

Provost McMillen: It is a little long, but we talked to President Anderson about that and he suggested that instead of trying to edit it down we can try to rush through it. There are some pages that have a lot of writing, so we are going to summarize that writing fairly quickly and move through it. It is an important aspect for all of you to know your budget including the Senate's. The first slide is: "The Leadership Retreat." This is an important slide because this was a parameter from Dr. Jacobs and he made it quite clear that he has discussed these with the Board of Trustees. So, this comes from the highest level of the University and it will be a balanced fiscal year 2013 budget with a positive cash flow. There will be no new student fees and no increases with existing fees, which has been an issue of course. We will work to continue to establish a necessary budget assumption for 2013. Then you will see a beginning premise of what our shortfall may be, whether it's ten, twelve, or fifteen million dollars. You might remember two weeks ago I mentioned that there's a strong rumor in Columbus that there will be a capital budget this year and you may have seen in the paper there will probably be a capital budget. Hopefully, we will get three million dollars. It will help offset some of the money that we were going to pay for renovations and repairs and stuff like that. You also may have seen the budget numbers from the state and how well Ohio is doing. I was at a conference in San Diego on Thursday and Friday of this week and I listened to reports. At one point of time there was a panel made up of three people, one from New Hampshire, one from Nevada, and one from California and it was beyond real. New Hampshire's Higher Education was cut 68%, and of course Nevada is in a complete freefall, and California is "chaos." So, as difficult as it is here

revenues coming in Ohio are pretty good. This PowerPoint slide shows you the process of the three areas that we are going to do: first of all, the UTMC budget development and the academic budget development in how they all interrelate, the areas going around that are the things that are informed, such as the capital grants, contracts, inflation, enrollments, state subsidy, state support, and federal support. So, we are going to develop academic budgets in each of the colleges. Then we will lead to the president's recommended budget. We are doing all of this to then give the president a recommendation which he will format into the president's recommended budget. The things that are surrounding that are the same things that we will be dealing with the grants and subsidy and so on. Dr. Jacobs will be looking at the same and then analyzing what we've done in our process and what he believes would be the right way to go.

We talked about four phases in this budget compared to last year's where we basically had a pre-budget hearing and a budget hearing. Today, right now from 3:00- 4:00 p.m. we kicked off this four phase process. We actually moved on to Phase Two. The First Phase is the "amelioration project," but we won't talk about that too much. However, I would certainly be happy to answer any questions. We talked about it two weeks ago and we are going to be continuing with that. Almost daily there is a subcommittee meeting or a regular committee meeting where we are coming up with amelioration; we do have great ideas and we are trying to move forward with a report to the president and then to the Senate leadership literally by next week as this semester winds down. Phase Two is the "journey of discovery" and we started that at 3:00 p.m. today. There's an emphasis on where you think some future revenues will be. Of course all of the colleges are complicated. COIL as you know is Dean Pryor's and it is complicated. That includes the instructional areas of COIL itself and also the library. So, it took about an hour and it was a good first run I think. Also, we reserved the right to see and ask everyone back if there is some extra information to get. Phase Three is our "business plan." Our first attempt to do this was an idea that came about from discussions which is to be a short plan created from the deans. It is talk about emphasizing revenue and reemphasizing other hot topics like, where students are going to get jobs? We are also going to be bringing in some of the community leaders to talk about some of the business plans. These will be developed by each of the deans, but certainly I hope with input from faculty. It literally should be more than three pages long with a summary and a financial page. Phase Four is about hearing and assembling, which is essentially the traditional budget process which some of you probably have gone through.

There's a timeline. We are going to move through all of these fairly fast. Ultimately our deadline is June 30th, but it is really earlier than that when we have to give the president's budget to the Board of Trustees in late May or June. We started today literally on the amelioration phase. This is going to be a big topic, even though it will compete with Penny Poplin Gosetti and the Higher Learning Commission for at least a couple of months after the first of the year. I am going to skip over the amelioration process because it's just one page and I already talked to the Senate about it. Therefore, we can to move over to Phase Two, "the journey of discovery." As I said we started today. The page that says number 2 is perhaps the most useful in the text. It states that "discovery" means "...the discussions will be open and candid and will focus on the following items that you should be prepared to discuss." "You" meaning the deans; the deans that are actually in the discovery phase are not restricted because they are not coming by themselves. They may bring their fiscal officer, they may bring their department chairs, or associate deans, or other people. Next, I am going to go down the bullet points because I think they are illustrative: budget considerations to align College strategy implementation, enrollment projections for your College's departments/programs, faculty hiring needs (research needs is an ongoing process right now for the fall of 2013, both Dr. Gold and I are working it.), new revenue sources and expenses, support staffing requirements(I know that is an issue with all of the colleges, whether it is tech support in labs or whether it is IT support issues, whether it is physical support, etc.), research programs (failures, successes, and aspirations), and academic program review implications. Review implications are something that the Senate and the Senate Executive Committee are very interested in. Please stop me if you have any questions, especially while Dr. Gold is here. The final page on the budget discussion of the "discovery" phase is following the fiscal aspects. It includes the current budget of course, enrollment projections,

faculty workload, and revenue expense of schools and institution, which I know was an issue for some of you and some of the deans. The point of the whole “discovery” process is that these will be put on the table now. They won’t be put on the table after “an hour and forty-five minutes of sweat and tears” at the final budget hearing when we will say “oh yeah by the way” and there’s not much rational thought to it. We are going to try to do this up front so we can talk about it. Phase Three, the “business plan” which is the newest thing. I think Dr. Gold has probably a little more experience than I have with the business plans, so if he wants to jump in here he can. Basically, this page describes a three or five page budget. This plan includes teaching and research and other sources as well as evaluating existing programs in a standardized template. Dr. Gold and I are working on it right now. New and existing schools will be included in the business plan too. The next page further elaborates on it and this page goes into what I mentioned a little while ago about employment for your students when they graduate. This is quite frankly not a traditional interest. But, I must say that it is in the literature right now. In fact, at the conference that I went recently to this was all talked about by people from all areas of this country. There are some things that we knew already and there are some of you whom I recognize in the audience whose colleges are doing co-ops and internships. that’s certainly one of the areas that leads to people having jobs. I am very conscious being an English major and creative writer coming out of graduate school knowing the difficulties with jobs. It is an issue now and we need to be conscious of it; that is of where this business plan is going. There are two more pages that break down the business plan. Since this was not done before by any of the deans in so many words, we wanted to get a template for it. Obviously there are things that you can identify with like student enrollment, major programs in your department, and how would they lead to employment and the next page also summarizes that. You see some key words that are coming up there, “collaboration” and “internship” are other ones that I mentioned. Let’s skip over a couple of pages and sum it up. Phase Four is “hearing and assembling” which are the traditional hearings and you will see them continue through March, April, and May to prepare the budget for the president so he can then create his budget.

Senator Dowd: Excuse me Provost McMillen. Is that process new to the budgeting process for this year? That is, recommendations go to the provost and chancellor?

Provost McMillen: Yes, that is one of the things that Chancellor Gold and I campaigned for.

Senator Dowd: In my opinion, that is a significant improvement of the processes employed in previous years.

Provost McMillen: Thank you. I hope it will create something that people are more comfortable with and aren’t surprised by. I hope I engaged some insight to the process over the next few months as we continue with the spring semester and HLC as I mentioned and that will lead to the end of the fiscal year. Do you have any questions?

Senator Dowd: This is just a clarification of another point you made. Do you anticipate that the amelioration will come out by next week?

Provost McMillen: I hope the amelioration is going to come out next week. The charge was to create ten immediately implementable ideas. It turned out to be a little more complicated than that, as you might imagine. It’s one of those things where most of the things that we are trying to do already is try to increase spring enrollment. It’s becoming evident that some of this will be long range and Dr. Jacobs is fine with that. But long range means starting and doing some of the ideas that are going to be implemented by the fall of 2012. For example, this is one of the intended consequences, I think the amelioration process that we are creating, besides some interesting e-mails and that is that last week Dan Johnson organized all the parties on campus who are interested in international students and students studying abroad. Dan at the conference ended up talking a lot about international students and where they

come from and how we can get more and why we should get more in areas that we are exploring. Most of our international students come now from the Middle East and China. Tom Gutteridge has talked about opening a program in South America. We have increased international students this year, but we are still about 60% from where we should be if you look at some of our peer institutions like Northern Illinois and some of the other schools that have nicely developed international programs. I think the University of Southern California has 20% of international students and we have 1%. So we have a long ways to go for undergrad because we have more graduate students. Yes, I would like to get the report done before Christmas.

Senator Dowd: This is just a clarification of another point you made. Do you anticipate that the amelioration will come out by next week?

Provost McMillen: Yes.

The following are the PowerPoint slides that were presented by Provost McMillan on 12/06/2011:

PowerPoint Slide

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT
EXTERNAL AFFAIRS COMMITTEE
UNIVERSITY OF TOLEDO BOARD OF TRUSTEES
FY 2013 BUDGET DEVELOPMENT
ACADEMIC BUDGET CONSIDERATIONS
David Dabney, William McMillen, Jeffrey Gold
November 30, 2011

ACADEMIC BUDGET DEVELOPMENT 2013 (Slide 2)

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT
FY 2013 BUDGET DEVELOPMENT
ACADEMIC BUDGET CONSIDERATIONS

President Jacobs has established the following parameters for the FY 13 budget:

- 1) The overall University 2013 budget will be balanced and cash flow positive.
- 2) There will be no new student fees and no increases in existing student fees.
- 3) Work will continue to establish the necessary budget assumptions for FY 2013

- The reduction in State Share of Instruction (SSI)

\$7.9M carried over from FY11to FY12

\$3M SSI reduction in FY13 less than 2012

FY 12 & FY 13 State operating and capital budget amendments

- Potential FY12 tuition & fee shortfall carryover to FY13
- Known or potential increases in inflation on any other expenses

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 3)

FY 2013 BUDGET DEVELOPMENT
ACADEMIC BUDGET CONSIDERATIONS

Academic Budget Development
Department Budget Development
UTMC Budget Development
President's Recommended 2013 Budget

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 4)

FY 2013 BUDGET DEVELOPMENT
ACADEMIC BUDGET CONSIDERATIONS
FOUR PHASES OF 2013 ACADEMIC BUDGET DEVELOPMENT

- Phase One: The "Amelioration Project"
- Phase Two: The "Journey of Discovery"
- Phase Three: The "Business Plan"
- Phase Four: The "Hearings & Assembly"

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 5)

FY 2013 BUDGET DEVELOPMENT
ACADEMIC BUDGET CONSIDERATIONS
Phase One: The "Amelioration Project" (1)

"The FY 13 Budget Shortfall Amelioration Project" established by the president in mid-October, 2011, is a committee that will meet through early December, and recommend to the president at least ten immediately implementable "action" items that will enhance academic revenue. While emphasizing ways to increase enrollment, the committee will also discuss other revenue enhancement actions such as workplace efficiencies. This project is well underway with established work groups and reporting structures.

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 6)

FY 2013 BUDGET DEVELOPMENT

ACADEMIC BUDGET CONSIDERATIONS

Phase Two: The "Journey of Discovery" (1)

A "Discovery" process will begin on December 5th and proceed through mid-January. In this phase, a meeting (or multiple meetings) will be held between the Dean and members of his/her College and the Chancellor, Provost, Finance Office and other parties invited by the Chancellor and Provost. The purpose of this meeting will be to discuss the budget process with each College and to gain input and concerns of Deans and other individuals. The emphasis will be on understanding revenues and expenditure patterns. Questions from the budget office will be resolved at these sessions as well. A similar process will occur simultaneously for the previously designated academic schools of the University.

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 7)

FY 2013 BUDGET DEVELOPMENT

ACADEMIC BUDGET CONSIDERATIONS

Phase Two: The "Journey of Discovery" (2)

This December process will be unofficially known as "Discovery" process, which means that the discussions will be open and candid and will focus on the following items that you should be prepared to discuss:

- o Budget considerations to align College strategy implementation
- o Enrollment projections for your College's departments/programs
- o Faculty hiring needs (instructional, research)
- o New revenues sources and expenses
- o Support staffing requirements
- o Research programs (failures, successes, and aspirations)
- o Academic program review implications

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 8)

FY 2013 BUDGET DEVELOPMENT

ACADEMIC BUDGET CONSIDERATIONS

Phase Two: The "Journey of Discovery" (3)

This Discovery process will also focus on the following fiscal items that you should be prepared to discuss:

- o Status of your College's current budget
- o Mid year & FY end of year enrollment & financial projections
- o Faculty workload (current & FY 2013 projections)
- o Revenue & expense of Centers, Schools and Institutes
- o Miscellaneous budget related items

The Provost and Chancellor have asked the Budget Office to review all of the university funds (general, designated, auxiliary, and capital) in preparation for this discovery phase.

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 9)

FY 2013 BUDGET DEVELOPMENT

ACADEMIC BUDGET CONSIDERATIONS

Phase Two: The "Journey of Discovery" (4)

The Provost and Chancellor aided by their budget administrators will convene the December meetings. Mr. David Dabney, Vice President of Finance and possibly other members of the University

Budget Office leadership, will contribute their perspective of the FY 12 and the FY 13 budget development process.

We encourage you to bring whatever and whomever you wish to the Discovery meetings in order to support your arguments and assumptions. We anticipate that the individual discovery sessions will last between an hour and two hours. We further anticipate that you will lead the conversation, although we, of course, reserve the right to ask questions and frame the discussions in preparation for the upcoming 2012 formal Budget

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 10)

FY 2013 BUDGET DEVELOPMENT

ACADEMIC BUDGET CONSIDERATIONS

Phase Three: The "Business Plan" (1)

In December 2011, each College will be asked by their Provost and Chancellor to develop a

Business Plan (a template of three to five pages including a one-page budget) that will address how the various elements of the College including its undergraduate programs, graduate programs, faculty, and students will achieve established goals (whether new or existing) during FY 13 commencing on July 1, 2012.

These plans will include revenues from teaching and research and other sources as well as evaluation of existing and proposed programs using a standardized template. New and existing Schools will also be included in the Business Plan review.

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 11)

FY 2013 BUDGET DEVELOPMENT

ACADEMIC BUDGET CONSIDERATIONS

Phase Three: The "Business Plan" (2)

The purpose of the Business Plan will be to clearly enunciate how a College/School currently and into the future educates and prepares its undergraduate and graduate students for employment to achieve the university's mission of Improving the Human Condition. The potential for enrollment based future economic impact should be clearly enunciated.

Each business plan will be evaluated by the Chancellor and Provost as well as an independent team of community and business leaders.

Recommendations regarding each plan will be subsequently be considered as part of the FY 2013 budget guidance and the development of the "President's Recommended Budget.

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 12)

FY 2013 BUDGET DEVELOPMENT

ACADEMIC BUDGET CONSIDERATIONS

Phase Three: The "Business Plan" (3) PROPOSED FORMAT FOR UT COLLEGES

Mission & Vision of the College

Majors, Programs, and/or Institutes.

Note: Name majors, programs, and/or institutes that will be the central players and contributors to the Business Plan, i.e., the areas of concentration per student involvement, faculty emphasis, and revenue enhancement. Please reference student placement projections and academic program review.

Student Enrollment/Participation

Note: Student tuition, fees, and subsidies are the primary components of increasing revenue. Also, of course, programs without students have no validity in the university.

Faculty

Note: Detail how the most prominent faculty in teaching, research, and publications are connected with the College's most prominent educational efforts as identified above.

DRAFT

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 13)

FY 2013 BUDGET DEVELOPMENT

ACADEMIC BUDGET CONSIDERATIONS

Phase Three: The "Business Plan" (4) PROPOSED FORMAT FOR UT COLLEGES

Five---Year Academic Funding Model

Note: Produce a three---year grid tracking the number of students enrolled and graduating, the number of faculty involved, the expense, the revenue, and philanthropy involved with the majors and programs.

Student Internships

Note: Whatever field, create or enhance student internship opportunities.

Research Component

Note: Describe research focus and funding. Submit a three---year grid using Benchmarks (if available)

External and Internal Collaboration

Note: In most instances, have at least two examples of collaboration (research or teaching).

Student Success Rate and Job Placement

Note: Document as much as possible concerning job placement, advanced degrees, etc.

DRAFT

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 14)

FY 2013 BUDGET DEVELOPMENT

ACADEMIC BUDGET CONSIDERATIONS

Phase Three: The "Business Plan" (5) PROPOSED FORMAT FOR UT APPROVED SCHOOLS

- Mission, Vision & Goals of the School
- Degrees Offered (Graduate, Undergraduate, Other)
- Research Expansion (Funding Sources & Outcomes)
- Governance and Structure (Academic Colleges, Schools)
- Budget (Sources & Uses of Operating & Capital)
- Accreditation Requirements of New Programs
- Assessment and Accountability – Success Measures
- Engagement (UT Colleges, Community, Others)

DRAFT

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 15)

FY 2013 BUDGET DEVELOPMENT

ACADEMIC BUDGET CONSIDERATIONS

Phase Four: The "Hearings & Assembly" (1)

Budget assumptions for the FY 2013 will continue to be developed by the University Budget Office and University leadership. They will be based upon analysis of internal UT FY 2012 projections and external state and federal economic considerations.

College/department specific budget pre-hearings will be conducted and completed in advance of the beginning of formal Budget Hearings including the college/department specific academic/finance support team members and University Budget Office leadership.

All Pre-hearings will be conducted and completed in advance of March 2012.

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 16)

FY 2013 BUDGET DEVELOPMENT

ACADEMIC BUDGET CONSIDERATIONS

Phase Four: The "Hearings & Assembly" (2)

The Provost and Chancellor with input from their staffs and the Budget Office leadership will coordinate the Discovery phase with the Business Plan recommendations and the overall University Budget projections for FY 2013. The guidance for the FY 2013 budget preparation for the colleges and schools will be based upon information gleaned from the Discovery Phase, Pre-hearings and the Business Plans. As such, the budget guidance will vary among and between colleges and schools.

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 17)

FY 2013 BUDGET DEVELOPMENT

ACADEMIC BUDGET CONSIDERATIONS

Phase Four: The "Hearings & Assembly" (3)

Beginning in March, formal budget hearings will be conducted with each of the Colleges to establish a 2013 budget recommendation for consideration. The hearing materials will be based upon the budget guidance and will include:

- 1) College's FY 12 budget and any budget adjustments that were made during FY 12.
- 2) College's new proposed FY 2013 budget.
- 3) College's Revenue and deficit projections by the Finance Office.
- 4) College's Business Plan considerations.

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 18)

FY 2013 BUDGET DEVELOPMENT

ACADEMIC BUDGET CONSIDERATIONS

Phase Four: The "Hearings & Assembly" (4)

Each College on its designated day will meet for sixty to ninety minutes to review all information and then will possibly reconvene as necessary to present a final budget to the Chancellor, Provost, and budget hearing team. A standardized template for the budget information submission will be distributed in advance of the scheduled sessions. By April, 2012, the Provost and Chancellor will work with the budget office to integrate the academic units with the business units, auxiliaries, athletics and others to present a final academic budget recommendation to the President for his review and input for inclusion in the "President's Recommended Budget."

UNIVERSITY OF TOLEDO LEADERSHIP RETREAT (Slide 20)

EXTERNAL AFFAIRS COMMITTEE

UNIVERSITY OF TOLEDO BOARD OF TRUSTEES

FY 2013 BUDGET DEVELOPMENT

ACADEMIC BUDGET CONSIDERATIONS

THANK YOU

MORE DETAIL TO FOLLOW

President Anderson: Are there any other questions or discussion? Thank you very much Provost McMillen. Next on the agenda is Matthew Rubin.

Matthew Rubin: Thank you everybody. I do have a few items to report from Student Government. I am also on the committee for the best practices subcommittee that the Board of Trustees is looking at of the governance of the University. The students sitting on the committee were inspired to think about student governance structure. We are looking into possibly changing our student governance a little bit because right now Student Government is all encompassing of graduate and undergraduate students while organizations like the GSA exist. It is kind of rare because most universities have an undergraduate student government, and a graduate student association, and a graduate council. Those lines are kind of blurred with the way student representation is at UT. So, we are looking to move in the future to become just an undergraduate student government and also have the graduate student association being separate, but also report back to increase communication. Yes?

Senator Dowd: Graduate Student Association is a distinct organization. It is completely separate from undergraduate Student Government.

Matthew Rubin: Right. Next semester I will be in the Masters program for Business and Jordan Maddocks, our Vice President is in the Professional Pharmacy program. So there will be two grad students presiding over Student Government which traditionally represents issues specific to undergrad students. We have graduate students within our Student Government. Most universities do separate the two because undergraduate and graduate students have separate needs and values.

Senator Dowd: I am unfamiliar with the possibility graduate students serving on undergraduate Student Government. That may be so. However, there is a separation, a very clean and complete separation between undergrad Student Government and the Graduate Student Association. The current President of the Graduate Student Association is Michael Bechill, and the Vice President is Joshua Waldman.

Matthew Rubin: Right, there are two separate organizations, but GSA is exclusively graduate students and SG is open to both. We decided that we are going to meet as a body with some student government

representatives, and GSA representative, the student bar association and other members of the graduate council to try to decide where we go from here and how to increase communication among our student groups because it is something that hasn't been done a whole lot over the last couple of years. Aside from that issue, the Student Government Senate passed two resolutions over the past week: one was to formally support the smoking policy that has been implemented on campus. Student Government has not really taken either side with that but now changes have been made and our representatives decided that it was a positive change. The next resolution was passed to extend the library hours. So the library hours are going to be extended for this coming finals week. We've been in contact with Ben Pryor to get that going and we are still working on that and hopefully that would be available for students. Also, I met with the Language Literature and Social Science Executive Council for the college and we had a good conversation where we discussed bringing a student advisory board on to the college and I would like to encourage all colleges to do that to make sure they are getting student input. Another thing that came up is a term that I used in a report that I talked about "faculty engagement." At the meeting with the LLSS Executive Council I really could not put my finger on what "faculty engagement" meant. So Student Government has been working on the impact awards that have been going on this past month. We have been taking nominations for outstanding professors that were nominated by the students and there's one in particular that kind of "sparked" my interest about what "faculty engagement" is and I would like to read it to you: "I took a fall over the Halloween weekend and broke my leg and ankle causing for mobility issues. This professor assisted me in his class by allowing me to retake the quiz that I missed. I had other problems because the office of Accessibility took a while to process my paper work. When this professor found out that I was having problems with the office of accessibility he offered to call my other professors to speak with them about my situation. All-and-all this professor helped me through a trying situation. I was stressed because I missed almost two weeks of class and I was too far in the semester to drop any of my classes. I really appreciate everything he did to help me because he went above and beyond the call of duty. The professor also had taken the time to explain to us the real world dilemma of cheating, not by simply telling us not to cheat. He explained the process that we would have to go through if we got caught cheating and how it could be something that could be on permanent record and can hinder our ability to even enroll back into school or get a job. This professor didn't simply answer our questions, but he made them relatable to our lives. Many of my professors teach by reading straight off of a text book or by reading straight from a PowerPoint, but not this professor. We were expected to read the text on our own time but he was willing to go off of his point of lecture to take extra time to answer any questions that any students had regarding the reading. He also emailed us non-required documents to help us understand specific topics the class was having trouble with. This professor is a wonderful teacher who makes the information accessible to everyone and makes a point to keep us engaged by using examples that are relevant to the lives of students." Maybe "faculty engagement" does not have a tangible meaning and is not a thing that you can put your finger on. Perhaps it is an idea to strive for that you can only identify when you experience it. Actually, this particular award winner is someone in this room, Professor Mike Dowd.

[Applause]

Senator Dowd: Thank you so very much. But you should have warned me about this beforehand. I'm blushing. Again, thank you.

Matthew Rubin: I have experienced those kinds of things. I believe this is something that students want. They want to feel more part of the university and take classes from someone who truly cares about them and wants them to succeed and would be willing to go above and beyond to achieve that. I guess that is an expression of what "engagement" means but I am going to continue to work on the exact definition of it. That is pretty much it from the student side. In other news, I was cast in the UT Theater Department's production of "Oedipus the King" which will open this coming February directed by Professor Langan and I also wanted to mention the Theater Department is planning a trip to the American College Theater

Festival and they are doing a raffle for an i-pad to raise funds. You can purchase a ticket from the box office. It is a \$20 dollar raffle ticket and a chance to win a i-pad, so I want to throw that out there. Go Rockets!

President Anderson: Thank you very much, Matt. Finally, Senator Humphrys has a report from the Core Curriculum Committee. This report includes an action item on submissions to the existing “University Core.”

Senator Humphrys: First of all I want to acknowledge the members of the committee. They worked really, really hard and it is a good committee. We had a lot of information that we had to go through and a lot of activities that we had already done and additional activities that we will need to do. In fact, probably we haven’t even hit the hard part yet. This is somewhat of a repeat at the beginning of this that I mentioned when I was here at the last meeting. We did review one hundred and ten proposals for courses to be included into the new competency-based general education. We accepted ninety of those proposals to go on to the second step. I believe you all received copies of that prior to today’s meeting. These are the courses that we have determined that should go forward into the second step. Again, those were all sent to you and you can look through those and if you have any questions I can answer them. The next step, we need to get basically a preliminary approval from Faculty Senate and the reason that has to happen is that these courses have to be coded in Banner as being General education courses. I don’t know Dr. Poplin Gosetti if you want to speak to that at all, but basically it is mid December that needs to be done, does that sound correct?

Dr. Penny Poplin Gosetti: I think that we already passed the deadline, but they are working with us.

Senator Humphrys: Okay. That is why we are coming to you because even though the process isn’t “official” sort of speak until March 4th we really would like to have an approval or at least a preliminary approval so these courses can get placed on Banner and coded as a general education course. The next step, our committee has made comments, at least three members of the committee have reviewed every proposal and they are making comments about some of them. Basically, if it doesn’t get a comment then we don’t see it as an issue with the original proposal submission. Every one of these ninety courses will then have to follow through with step two. I did hand out a document last time that talked about the criteria that will be used for step two as well as we are going to be providing to the particular contact person for each individual course and any comments that any member had especially pertaining to the possibility of strengthening or providing additional information pertaining to the original proposal submission. so this is our recommendation after step one. Then step two all of these courses will be asked to provide additional information and that deadline is March 4th. And our intention as committee is to be able to get the information out to everyone just as a reminder that more is needed to confirm that, that course is going forward and it would be providing any additional information that our committee members think that you need and that would go out at the beginning of next semester. March 4th would be the deadline to get that information returned to the committee.

Senator Heberle: I was just wondering for clarity’s sake, are you actually asking for formal approval of this list so it can get coded into Banner?

Senator Humphrys: Yes, we need the preliminary approval so these courses can go through and with that they can be coded in Banner.

Senator Heberle: Could we just amend that request to say for logistical sake these can be coded in Banner but there’s not an approval coming forward because we have no information? I don’t know if I feel comfortable with even giving preliminary approval, but I understand the need logistically to get into Banner.

Senator Humphrys: Right.

Dr. Penny Poplin Gosetti: A part of that too, Senator Heberle is that it would not be visible. In other words, it would be in the back room operations so it would not be visible to students. You are absolutely right; I think it would be a great amendment.

Senator Heberle: So we are not suggesting that... the Faculty Senate approve these courses? I just want to know for the sake of clarification.

Senator Humphrys: Sure, for clarification. So basically we can say that it's an approval for them to get into Banner and to go through the next step for a final approval. So maybe I shouldn't use the word approval for the first step, that is a good point.

Senator Dowd: Can I add something? Please correct me if I get this wrong. The preliminary approval is something that the Executive Committee came up with to try to spare departments from doing everything, all at once, by December 15th. That was the reason behind the notion of a "provisional" approval. The second deadline in March is something that would allow departments to do a little this semester and a little next semester. Do I have that right?

President Anderson: You are correct.

Senator Humphrys: Are there any other questions?

Senator Thompson-Casado: About the list, there are a number of departments that have 1000 and 2000 level courses, but none of the foreign language 2000 level courses were accepted. Could you discuss the reasoning behind that?

Senator Humphrys: While looking at the criteria that the Faculty Senate has put forth as what was the criteria from the state; it really had much more to do with if it was a foundational course and that's very difficult to give a definition for, a foundational course is also a course that did not require any prerequisites. So, some of those 2000 level courses for an example did not require any prerequisites. It was a "tricky" sort of situation. Do any of the other members here like to elaborate on this, does that sound pretty much like what we agreed on?

Senator Molitor: Yes, I agree. I think we established criteria that those 2000 level foreign language courses had a two course prerequisite that can be taken first and second semester, so we essentially made that our cut off.

Senator Thompson-Casado: Do you know that if our students test into 2000 level courses they do not have to take the 1000 level courses? Meaning, as in other disciplines, if you had it in high school you can test out.

Senator Molitor: We were aware of that, but in terms of a definition, we couldn't really call it general education if someone did not have this prior coursework.

Senator Humphrys: Thanks, Senator Molitor.

Senator Dowd: I have a related question. If a student tested out of the 1000 level classes would they get credit for the general education component?

Senator Humphrys: That's a good question. And that is one of the questions that we as a committee have talked a lot about and also it's not going to be something that has an easy answer. There's going to have to be some process that our committee determines that we need to work on for mapping, because for example if you would look at the math courses there are actually very few math courses that are included in this group of courses. So, for an example the College of Business the math courses that we require are not part of the general education listing of courses that you will see up here. That's because the Math Department did not put those courses forward. So, we are going to have to really do some mapping to answer that question, "what happens if my program requires a math course that is not on this list and it is a higher level math course and I take that?" Logically, because we don't want to be in the position of disadvantaging the students then we will have to come up with some sort of mapping system which is going to be a big project, but it will need to be done. So, that is one of the questions that we have wrestled with and we definitely have to make decisions about and bring them to you.

Senator Molitor: If I can just add to that, it would be inappropriate for the Math Department to add some of those courses to the general ed. core because they have prerequisites. It's the same thing as the foreign languages. Even though some students may come in from high school placing directly into these courses, it would be inappropriate to call these courses general education in terms of the structure we have set.

Senator Humphrys: This is Senator Scott Molitor who is on the committee too.

Senator Rouillard: It may be premature to ask this question and I also have to note that I am working from an older paper catalog, so I don't know if it is still the same as the online catalog. However, some of the courses on this list say that they are graded "A" to "C," or "no credit," or either "pass/no-pass." Is that part of the discussion now? Are these general education courses going to be required to have an "A-F" grade or are we going to allow students to do any of these general ed. courses with a "pass/no-pass" grade?

Senator Humphrys: We actually have not discussed that at all.

Senator Rouillard: I know that there are some colleges also have some limitations on the number of "pass/no-pass" courses that students can take. So, I don't know at what point would it be appropriate to discuss this, but I think at some point it will have to come up.

Senator Humphrys: Absolutely.

President Anderson: Also, Marcia King-Blandford may have some comments on the state requirements.

Senator Humphrys: Are there any other questions? I don't know how you want to proceed with this as far as getting a vote.

Senator Dowd: As it comes from the Committee it does not need to be seconded. At this point we could have a discussion of the motion followed by a vote.

President Anderson: Is there any other discussion? We need a vote for an approval. All in favor for accepting this list of ninety-one courses to be preliminarily processed into Banner please signify by saying "Aye." Any opposed? Any abstentions? *Motion Passed.* Thank you.

Senator Humphrys: Also, I mentioned at the last meeting one of the things that our committee decided is we really need to have a definitive word... on this so we will be able to say to people that the Faculty Senate has agreed that we will not be entertaining any proposals for inclusion into the current core. Again,

people can be proposing to be in the new competency-based general education list, but nothing from the current and that is our recommendation from the committee.

Dr. Schneider: Courses proposing a vote, was it considered for the new core or simply without a vote?

Senator Humphrys: What we reviewed were only proposals for the new one.

Dr. Schneider: Did you review courses proposed?

Senator Humphrys: Courses that don't exist currently we did not review. So in other words, every course that we reviewed is an existing course. Now, I don't know and Senator Peseckis can fill us in on if any of those courses were proposed this semester, this year. But, every course that we considered was an actual course that was in existence at the time.

Dr. Schneider: We proposed a course earlier this semester and I know that it came on time and we were hoping to offer it this spring for credit, so we wanted it considered. I wasn't here when that course was brought up to answer any questions, so that course was tabled which apparently left it of this review process.

Senator Humphrys: Right.

Dr. Schneider: How do you get something un-tabled?

Senator Humphrys: Well, as far as getting it un-tabled and approved as a course that would be beyond our committee.

Dr. Schneider: So I have to go back to the same committee that I proposed it to originally?

Senator Humphrys: Right.

Dr. Schneider: So, I have to ask them to take it off the table?

Senator Dowd: Regarding general education courses, if they are new courses then they would have to be approved by two different groups; one as a new course and the second as a core course. As I understand it, the problem Senator Humphrys' group had with that course was that they could not consider it for inclusion in the core because it was not yet an approved course.

Dr. Schneider: Here is the confusion, I asked what the process was and I was told that they are a parallel process.

Senator Dowd: They are parallel. But they are two separate actions.

Dr. Schneider: I submitted them to everyone, the Undergraduate Committee had it.

Senator Dowd: I don't dispute that.

Dr. Schneider: So I submitted it because that is what I was told to do and it was taken out of the consent agenda and tabled.

Senator Dowd: I believe that is correct.

Dr. Schneider: So, my question now is how do I get it back? I mean because I already proposed it to the Undergraduate Committee.

Senator Dowd: If I may, it can be un-tabled at any time by a vote of the Senate. But, if I remember correctly, it was tabled because Senators raised questions about that particular course and that the Curriculum Committee would reexamine that course in an attempt to address the concerns of Senate. However, we should check the Senate Minutes to verify whether my memory is correct on this issue.

President Anderson: We would have to check the Minutes. But, it was also part of my understanding that there were boxes that were checked for the whole core level.

Dr. Schneider: When I submitted it I thought I had covered everything.

Senator Molitor: I believe that we didn't exclude the course from the list because it was a new course. I think we excluded it because it was tabled.

Dr. Schneider: So, I just want to know what I need to do to get it un-tabled because I thought when you tabled something people figured it out then it came back up, I didn't know that you have to re-request.

President Anderson: You shouldn't have to re-request. Some committee, even if it is the Executive Committee should figure that out.

Senator Peseckis: I believe that you are referring to...and a number of questions came up. The last status was that it would be filed with the Executive Committee and they would come back and tell us or someone needs to come to the Senate and answer the questions that we have. With the Curriculum Committee it would probably work, but there were other issues that Senate wants answered before we approve it; I believe it was stated at the Senate meeting.

President Anderson: Could we postpone this discussion until after this resolution?

Senator Dowd: Senator Humphrys, regarding the language of the resolution, after the "therefore...the Faculty Senate Executive Committee recommend no courses to be considered for the committee," should that be "no additional courses?"

Senator Humphrys: Yes. So, it will be "no additional courses."

Senator Hornbeck: Given that we have some confusion about general ed. and core curriculum, would you consider specifying the core curriculum as "for students matriculating prior to fall 2012", rather than "the current core curriculum"?

Senator Humphrys: Oh I see, "... recommends that no additional courses be considered for inclusion into the core curriculum for students matriculated prior to fall 2012," is that right? Sure that is great.

President Anderson: Is there any other discussion from the floor? All in favor for this motion for the Core Curriculum Committee please signify by saying "Aye." Any opposed? ***Motion Passed.*** Thank you very much. *The following is the recommendation from the Core Curriculum Committee:*

Whereas:

What we currently call the "Core Curriculum" is transitioning into a new competency-based General Education model;

Whereas:

This transition will not impact students who matriculated prior to Fall 2012;

Whereas:

New courses can apply for inclusion as a General Education class;

Therefore:

The Faculty Senate Core Curriculum Committee recommends that no courses be considered for inclusion into the current "Core Curriculum."

Senator Humphrys: Also Barbara, to answer your question from our committee standpoint I can let you know that we do have your document to include it in the new core. So, once it is approved as an actual class then we will take it up again.

President Anderson: Alright, we will go back and check the Minutes. Apparently the Executive Committee has been slightly remiss.

At this point we are at the "other items" category that Senators would like to bring up. Okay, we have one more item of business which is a card for our secretary, Quinetta. Have a good holiday! This concludes today's meeting. May I have a motion to adjourn?

IV. Meeting adjourned at 5:34 p.m.

Respectfully submitted by:

Lucy Duhon
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Office Administrative Secretary.