

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of January 17, 2017**  
**FACULTY SENATE**

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

Approved @FS on 2/28/2017

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Summary of Senate Business  
Implementation of 15-week Semester  
Updated Program Review Process- Health Huntley  
Dean Evaluations- Senator Mike Dowd

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

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

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

**Present:** Atwood, Bjorkman, Bouillon, Burnett, Cappelletty, Compora, Crist, Dowd, Duhon, Edwards, Emonds, Giovannucci, Gray, Gruden, Hall, Harmych, Haughton, Hoy, Humphrys, Jaume, Jorgensen, Keith, Kennedy (substitute for G. Gilchrist), Kippenhan, Kistner (substitute for S. Barnes), Krantz, Lecka-Czernik, Lundquist, McLoughlin, Modyanov, Monsos, Nathan, Niamat, Oberlander, Prior, Randolph, Relue, Rouillard, Said, Sheldon, A. Thompson, Tian, Tucker, Van Hoy, Weck-Schwarz, White, Williams Wittmer

**Excused absences:** Ariss, Brickman, Devabhaktuni, Duggan, Kovach, Lanham, Nigem

**Unexcused absences:** Malhotra, Mohamed, Martin (substitute for G. Thompson), Schaefer, Srinivasan, Thompson-Casado, Willey

**II. Approval of Minutes:** Minutes of November 8, 2016; Minutes of the November 22, 2016; and Minutes of the December 6, 2016, meetings of the Faculty Senate.

**President Humphrys:** Thank you, Senator Duhon. The next item on the agenda is the approval of the Minutes. We actually have Minutes from three previous meetings. We have the November 8<sup>th</sup> meeting, the November 22<sup>nd</sup> meeting and the December 6<sup>th</sup> meeting. Are there any corrections, changes or additions to those Minutes? May I have a motion to approve the Minutes of November 8, 2016? All in favor please say "aye." Any opposed? Any abstentions? **Motion Passed.** Thank you.

Next, may I have a motion to approve the Minutes of November 22, 2016? All in favor please say "aye." Any opposed? Any abstentions? **Motion Passed.** Thank you.

Lastly, may I have a motion to approve the Minutes from December 6, 2016? All in favor please say "aye." Any opposed? Any abstentions? **Motion Passed.** Thank you.

Faculty Senate Executive Committee Report: Happy New Year and welcome to the Spring 2017 semester!

I would like to begin the meeting today by acknowledging the passing of one of our fellow Faculty Senators. Senator Brian Patrick passed away on December 27. Senator Patrick was a professor in the Department of Communication. He was described by his departmental colleagues as a teacher who challenged students to do their best work and as an incredible mentor. There will be a memorial service for Brian on his birthday, May 21. At the next Faculty Senate meeting, Professor David Tucker will share words in memoriam for Senator Patrick. Let's now share a moment of silence for Senator Brian Patrick.

**[Moment of Silence]**

Thank you.

As we enter into our second week of this semester, I would like to provide some information regarding Spring enrollment. As of today's tracking report, the undergraduate student headcount is up by 172 students or 1.17% and the graduate student headcount is up 156 students or 3.75%.

**Senator Dowd:** Is that to date or is that from the Fall?

**President Humphrys:** That is compared to last year at this time. Faculty Senate Executive Committee Report cont'd: This means an overall increase of 328 students or 1.74%. FTEs are also up overall by 1.7%. This is all good news.

The Board of Trustees approved the University going to a 15-week semester in the Fall of 2017. As promised at the meeting when the Senate approved this change, today we will be reviewing some of the recommendations of an introductory committee that consisted of Senior Vice Provost Peg Traband, Interim Registrar Julie Quinonez, Past-President Kristen Keith and me. I call this an "introductory committee" because it was our assignment to work over the break to review other institutions' 15-week schedules and establish recommendations based on UT's calendar requirements. There is a larger committee with significant faculty representation that will begin meeting this week to look at the specifics of the 15-week semester implementation. This conversion will be discussed in great detail during today's meeting.

A search committee has been formed to select a new dean for the College of Engineering. Chairing the committee will be Dean Karen Bjorkman. The academic search firm Isaacson, Miller will be assisting with the search. Fellow Senators Cyndi Gruden, Patty Relue, and Vijay Devabhaktuni will be serving on the committee.

The Strategic Planning process continues. It appears that a final document will be written and available by the end of this academic year. Co-chair Professor Anthony Quinn will be joining us at our next meeting to provide an update on the Strategic Plan.

Faculty Senators who serve on the Finance and Strategy Committee have been regularly meeting with the Executive Vice President of Finance and Administration, Larry Kelley, for updates on the budget planning process. Vice President Kelley will be attending a future Senate meeting to provide specific

information about the next fiscal year budget. Faculty will have an opportunity to share comments and ask questions at that time.

Several Senators have asked if I could send the Executive Committee Reports to them after the meetings so that they might share the information with their college colleagues. I've decided that I will post these reports on the Faculty Senate website after each meeting. I should be able to do so by the Wednesday after each meeting.

That concludes the report. There will be a lot of things that we will be reporting on, but I would like to reserve as much time as possible to discuss the 15-week semester. Is there anything that members of the Faculty Senate Executive Committee would like to add? Any comments or questions? Thank you.

The next item on our agenda is a report from Provost Hsu. This will be the provost update with Provost Hsu.

**Provost Hsu:** Thank you, President Humphrys. There are a couple of items that I want to report to Senate. We have discussed with the Senate Executive Committee last month and sent out an announcement last month that the university will become more consistent across the two campuses in regards to tuition waivers for faculty member's children. The Main Campus has a policy and the Medical Campus operates under a different practice - the practice was that those faculty hired before the merger and had dependents going to medical school received tuition scholarships. This practice will end in June 2020 and then they will use the same policy on dependent tuition waivers as everyone else. President Humphrys asked me to report that and I will have a copy of that announcement for you.

**President Humphrys:** Okay.

**Provost Hsu:** A couple of things that the Provost Office is working on: President Humphrys has already mentioned the strategic planning process which is making good progress. The strategic planning committee has a tentative first draft based on faculty input from all the town hall meetings held last semester and from the online surveys. The draft includes focus areas with strategies listed under focus areas and then under strategies there are action items and behind every strategy there are metrics. Right now we're going to the various groups to get feedback and input on how we change, how we modify, how we add, so it is very fluid. The first round of feedback in the revision is going on right now: We already had four or five meetings during the last couple of weeks and after this round of feedback there's going to be another version and then another round of meetings to seek your feedback and then after that we will post it online for additional feedback.

President Humphrys also mentioned calendar conversion as one of the major projects that we're doing this semester, and we're hoping we will finish this work before March so departments can start scheduling classes and students can then register for classes.

We are also trying to consolidate all the graduation ceremonies that we have within this university. We used to have several graduation ceremonies and the difficulty for the president and for the Board of Trustees is that during that week they have to attend many different events and confer degrees at every event. We will now consolidate so there will be only one main ceremony for the entire campus except Medicine and Law. Medicine and Law traditionally have their own separate ceremony and that's going to

continue, but for all the other colleges we will have a single outdoor ceremony in the Glass Bowl Stadium.

Lastly, we have been asked by the state to review our low-enrollment and duplicate programs. I think I may have mentioned this once before during a previous meeting, but now that request has formally come to the president from the Ohio Department of Higher Education. By March we are required to submit a review of our duplicate programs and categorize them into two lists. One list will be "no action necessary" and the other list will contain duplicate programs that will be considered for collaboration or low-enrollment programs [which] may be considered to either collaborate [on] or eliminate. In summary, by March a report to the Board of Trustees and then in September the provosts are [going to be] asked to provide an update on the progress we've made. Then by December of this year, the Board of Trustees will again submit a final plan. In that final plan we have to define what programs we are going to collaborate with our neighboring institutions on and what programs we are going to phase out. You have a question.

**Senator Dowd:** Provost Hsu, did the state define or otherwise specify what a low-enrollment program is?

**Provost Hsu:** No.

**Senator Dowd:** Is that something we have to develop?

**Provost Hsu:** That is something we have to develop. They did give us a list that they considered low-enrollment and duplicate. We have six regions and fortunately in our region it is just us and Bowling Green, and if we can come up with ways to collaborate, then that's a good answer to provide to the state. As far as what is considered "small" and can be "eliminated" or what is considered "small" but "essential," we have to come up with a justification.

**Senator Niamat:** Does this include the graduate programs?

**Provost Hsu:** No, this is only undergraduate programs that are being reviewed at this point.

**Senator Thompson-Casado:** Does "duplicate" means that it's within our region, but offered at another institution?

**Provost Hsu:** Right. Duplicate means that within our region there's no *one* university offering the same program, but there are many different situations. In theory, Bowling Green also offers nursing, but really nursing is our program and it is easy to justify, but we are not going to touch that. Then there are other programs like English, every university has English, but we could say that we will not collaborate or eliminate.

**Senator Tucker:** Have you notified any of the programs that are low-enrollment or duplicate?

**Provost Hsu:** Not yet. We have the list, but it is not very informative. They just provided a long list of your programs and they highlighted the ones that were duplicates. They didn't explain which program matches with which program and from which university, so for us it is very simple, we developed a two-column approach where the left-hand-side shows UT programs and the right-hand-side shows Bowling Green programs and indicates which are duplicates and which are not duplicates. We divided the list into groups and grouped them by college. Tomorrow we have a meeting with all of the deans and we are going to provide them with a list of programs to share with their chairs.

**Senator Jorgensen:** In the past we've tried to have cross-enrollment for students between two campuses; we'll offer a course here that wasn't there, but we were not successful due to things like financial aid. They got financial aid from one institution and they were already at their plateau of 12-18 hrs., so they had to actually pay cash tuition here and we weren't able to do it, even though it makes perfect sense, because we wouldn't want BG to develop that same class.

**Provost Hsu:** I meet with Provost Rodney Rogers from Bowling Green on a monthly basis and we suggested a model. I think right now Languages is talking about it, but I am not sure if you know what they're discussing. What I heard was, for example, we teach Arabic and they don't teach Arabic, and their students who want to take Arabic can take it from us and we take Italian from them and so that is the initial plan. The idea is that no student will register on the other campus, so what we're going to do is we're going to offer our own Italian class on this campus, although we will have on paper Italian class, the student can register and take it online and videostream Bowling Green. So they teach it, but our students will pay our tuition, so there's no exchange [of money] and we're hoping that on the macro level it's going to eventually balance out. We have not signed a MOU yet, but that is the direction we're moving towards.

**Senator Rouillard:** You said that the state had a list that they sent you, where did they get that list from?

**Provost Hsu:** They have a number of criteria and they list the criteria in the memo that we're going to share with Senate; maybe I will forward that to President Humphrys.

**Senator Rouillard:** So a list of criteria, not a list of program?

**Provost Hsu:** Well, in the memo there's a list of criteria and that's how they determined what is duplicate and what low enrollment is. Then with that memo they gave us a spreadsheet and every university is on that spreadsheet. Vice Provost Traband, did I describe it correctly?

**Vice Provost Traband:** They used IPEDS [Integrated Postsecondary Education Data System] data and CIP Codes to match programs. So they used CIP codes to match with programs which had some error in it because we don't all use the same CIP code. They also looked at the number of graduates over the last three years and that is one of their criteria that they look at. They looked at the duplicate by CIP Code.

**Senator Rouillard:** And so low enrollment is determined by IPEDS data?

**Provost Hsu:** By the number of students you graduated during the last three years, the total number.

**Senator Rouillard:** Okay.

**Senator Jorgensen:** Going back to the comment about commencement. When we ended the Spring quarter in June we had outside commencement and it was great because you get unlimited attendance and we had big name speakers like Gloria Steinem; when we moved it to May, looking at previous decades of weather, it indicated that there's a real good chance you couldn't have it outside, we even got snow during the first week of May on one occasion.

**Provost Hsu:** We actually looked at the past seven years and there was one day that had rain during those seven years, so there is a distinct chance that we'll have to have the ceremony in the rain or snow. In fact, we talked about maybe ordering ponchos with UT logos on them. <laughter>

**President Humphrys:** Thank you, Provost Hsu.

Next on our agenda is an Academic Programs Committee report from the Chair, Senator Williams.

**Senator Williams:** I am hoping this can go rather quickly so we can get on to the 15-week semester talk. I have four things currently that I am bringing to Senate- two are changes and two are new minors.

BSPS in Cosmetics Science and Pharmacy and Program Revision- all they are doing here is that they're changing the sequence of the classes; they are not changing any of the classes, they are eliminating a business class as a required course and they are offering it as an elective. There's no difference in credit hours, no changes other than that. The reason that they want to change this around is that they actually want to make them more complete for going on to an internship so that they have the proper classes in order to go into a cosmetic science internship. So the Senate Program Committee voted for this to come in and it was unanimous to go ahead and adopt the changes. Is there any discussion? Are there any questions? All those in favor, please say "aye"? Any opposed? Any abstentions? *Motion Passed.*

The second change is for the BA and Disability Studies Minor. The changes are really based on, it is an 18-credit minor. The changes are based on the fact that there's additional faculty and more possibilities for these classes to occur. Again, the committee voted to approve this. All those in favor, please say "aye." Any opposed? Any abstentions? *Motion Passed.*

Now, I have two programs minors and these both come from the College of Business. One is what is called Enterprise Resource Planning and this is information in operations and technology management and one is in Cybersecurity. These are new minors and they both meet the minimum requirement of hours for a minor. The reason that was given for these new minors was that these are courses in areas of high growth and they're giving a lot of students the possibility of having minors in this particular area. So the committee has chosen to approve both of these minors. All those in favor---

**Senator Rouillard:** But before you do that, Senator Williams. Is there any overlap between the Cybersecurity and anything that might be taught in the College of Engineering?

**Senator Niamat:** Yes.

**Senator Rouillard:** Can you tell us how many courses you are currently teaching in Cybersecurity?

**Senator Niamat:** I am sure of one undergraduate course, and then there are graduate courses. The subject of cybersecurity is also taught in other courses.

**Senator Rouillard:** So is this an issue that we need to look at?

**Senator Williams:** As listed in that particular Cybersecurity minor, these are business and information system courses.

**Senator Rouillard:** Would it be helpful if we could see what those courses are, to make sure that we're not necessarily duplicating courses? I mean, the provost has just talked about the idea of duplicative programs and we shouldn't be duplicating even on our own campus.

**Senator Niamat:** And also we should check with the Engineering Technology Department because I am from the Electrical Engineering and Computer Science Department, but the subject matter of cybersecurity is also taught in different technology programs.

**Senator Williams:** Perhaps we can wait on this until we get further information.

**Senator Wittmer:** Are there any Engineering faculty on the Programs Committee?

**Senator Williams:** I did not hear from the Engineering folks.

**Senator Krantz:** One of the underlying points here is that there are two aspects of it- the implementation which is legitimately the purview of business, but the technology is so complex and changing so rapidly that I would be completely uncomfortable having this minor housed only in Business with no input from either systems or computer science, I mean, there are all sorts of aspects of this.

**Senator Dowd:** Senator Williams, may I make a motion?

**Senator Williams:** Yes.

**Senator Dowd:** *Motion to Table* to return at the next Senate meeting.

**Senator Williams:** The Cybersecurity minor?

**Senator Dowd:** Yes.

**Senator Williams:** Okay.

**Past-President Keith:** Can I ask a quick question though?

**Senator Williams:** Yes.

**Past-President Keith:** Are these minors just for Business majors?

**Senator Williams:** No, this is just a minor- it's a Bachelor of Arts minor and it was not put in as being simply for Business.

**President Keith:** Perhaps then too, we can make sure the appropriate department chairs or faculty from those colleges interact on this and coordinate that.

**Senator Rouillard:** In fact, I feel more comfortable voting on new programs if I can see more clearly the programs. So if we can *Table* the other new minor until we can actually see what it looks like, that would be great.

**Senator Williams:** Absolutely.

**President Humphrys:** All right, we will *Table* those two minors and plan on bringing them back. Thank you, Senator Williams.

We're going to go on to the discussion about the 15-week semester. Take a look at the updated presentation. Obviously, this is not the presentation from the previous meeting that's on the Faculty

Senate website, but just to give you a brief overview of what happened since our December 6<sup>th</sup> meeting where we approved the 15-week semester. We approved it and it did go to the Board of Trustees in their December meeting and they also approved it. Then the committee I referenced earlier got together and looked at a lot of information and we did have very spirited discussions. Now, we didn't all come into it with the same concepts or agreement in terms of the amount of minutes that each course should be, as we talked about before, 50 minutes as opposed to 55 minutes, so it wasn't something where we came in and all focused on the same responses and said "here's where we want to go." We did a lot of discussing of what the opportunities and the choices were, so after doing that, we recommend a 3-credit hr. class that goes three-days-a-week would be 55 minutes as opposed to 50 minutes. A 3-credit hr. class that meets two-days-a-week will be 80 minutes instead of 75 minutes. I will ask Past-President Keith, Vice Provost Traband, and Interim Registrar Julie Quinonez to chime in at any time. In fact, if it is something that you don't necessarily agree with, I am pretty sure that it was one of their ideas<laughter>. But anyways, what happened is, it just really all came down to the exam period. If you had 50- and 75-minute classes, the exam during Exam Week was going to have to be 150 minutes instead of 120 minutes.

**Past-President Keith:** It also came down to the fact that we were told that Dr. Gaber is committed to keeping Fall Break.

**President Humphrys:** Thank you, Past-President Keith. In order to keep Fall Break and to be able to add up to the amount of total minutes we will need, it just wasn't going to be possible. By doing that, the exam period remained at 120 minutes and as Past-President Keith mentioned, Fall Break would remain; but at this point we will say on a "floating days" basis. So in other words, it may be a Monday and Tuesday in Fall of 2017, and it may be a Thursday and Friday other years- a lot of that depends upon when the other holidays of that particular calendar year fall on. So, we'll show you in a minute what we think would be appropriate for Fall of 2017, but it wouldn't necessarily always have to be Monday and Tuesday; it would be whatever day would benefit the schedule in terms of making sure there are enough meetings of each day. What we will be proposing will allow 15 minutes between classes, and in the past there were 10 minutes between the three-day-a-week classes and 15 minutes for the two-day-a-week classes. If you remember, that was a priority that we talked about at Faculty Senate. As we go along, if you have any questions, feel free to ask.

**Senator Williams:** Can you be a little bit more concrete about "floating days" basis? Is it Monday/Tuesday the first year and then Wednesday/Thursday and then Thursday/Friday?

**President Humphrys:** Well, I would guess that it will always be directly before or after a weekend, so it will always be a Monday/Tuesday or Thursday/Friday just to make it a long weekend. But "floating basis" basically will be different dependent upon the one day that we celebrate Veteran's Day. Obviously, Labor Day is always going to be on a Monday and Thanksgiving is always going to be on a Thursday, but there are going to be times where Veteran's Day plays a role as to when the Fall Break will be.

**Senator Thompson:** Will this have any effect on graduate courses?

**President Humphrys:** Vice Provost Traband, I will defer to you on the graduate courses. Do you mean Fall Break, Senator Thompson?

**Senator Thompson:** No. For example, I teach from 5:00 p.m. to 7:30 p.m.

**President Humphrys:** Oh, I see – no, not really.

**Vice Provost Traband:** You still have to get the number of minutes in during that period of time, but we're going to be cognizant of the one-day-a-week graduate programs. Many of the things that we're going to go through here are probably less "rigid" when we're talking about graduate programs, because those students are not trying to put together a schedule for 15 or 18 hours that are kind of blocked together, so there will be flexibility in those time schedules with graduate one-day-a-week courses.

**Senator Thompson:** Thank you.

**President Humphrys:** So here is a comparison between a 16-week and a 15-week and when it was 50/75 minutes and 55/80 minutes- these are not approximate dates in terms of the academic year 2017-18. School will start a week later on Monday, August 28<sup>th</sup>. Fall Break will work out best this year to meet on Monday/Tuesday, and that's because Veteran's Day is on Friday. So if we make Fall Break on a Thursday/Friday then it is going to cause issues because we'd have a Friday off for Veteran's Day and a Friday off for Thanksgiving and then if we add Fall Break we would have three Fridays off., so that is why it would work out best for suggesting Fall Break to be Monday and Tuesday. The last day of instruction will be approximately the same as what it was this past Fall, and Exam Week would remain 120 minutes. As you can see down here, it describes how many minutes need to be accumulated and this does count the 120 minutes of Exam Week, but that's how many minutes total you'll have to have for one credit hour, two credit hours, or three credit hours and so on. Fall semester holidays will be: Labor Day on Monday, Fall Break we're suggesting on Monday and Tuesday, Veteran's Day on Friday and then Thanksgiving on Wednesday, Thursday and Friday.

**Senator Prior:** We have our classes at the end of the week, Thursday night, Friday morning and Friday afternoon. This schedule right here looks great because it is a Monday and Tuesday and so by nature we won't take two Thursdays and Fridays off which is including Thanksgiving. However, this "floating thing that we got, when it floats to Thursday and Friday then our students both Masters and undergrad, at the senior level of the undergrad will then go from 15 to 14 because of Thanksgiving to 13 it may float over to the end of the week. So for me this floating thing, next year we are cool, but what about when it floats to another and cut our semester by an additional week?

**Vice Provost Traband:** Veteran's Day this year is Saturday so we celebrate it on Friday for our calendar and next year it will be Sunday and so we will celebrate it on Monday. We will have an extra Monday off next year and if it's floated to Friday we will probably [only] have two Fridays off just like we have this time. So we are trying to even out the days of the week, so you will never anticipate more than two days: Thanksgiving which is Friday and even Veteran's Day or the Fall Break. And again, that is going to be looked at on a year-by-year basis.

**Senator Prior:** My concern might be that two from 16 is 14 and two from 15 is 13 and in those cases we are not talking about classes that happen twice a week, we are talking about classes that happen once a week, so in each case it's a total of a one week off. I am just putting that out there.

**Vice Provost Traband:** Absolutely, and I understand that. But again, we are working with the directive that we will maintain a Fall Break and we have a directive for the federal holidays. So part of it is that we have calculated in our group how to get those minutes of instruction, and I understand that that doesn't

always meet things, but you are kind of topical in your presentations, but the minutes of each one of these terms have been calculated to make sure we at least meet and sometimes exceed those minimums.

**Senator Jorgensen:** Actually, the 16 weeks really expands to 17 weeks. So when you have Thanksgiving off, Wednesday, Thursday and Friday and you mate that with Monday and Tuesday of Fall Break, there are still 15 full weeks of classes, plus a week of finals and that works for Fall. The Monday, Tuesday break going with the Wednesday, Thursday and Friday for Thanksgiving loses you nothing, you have the same number of class days as you do in the Spring, not counting Veteran's Day and not counting Dr. King Day, and other than that, you are not losing anything. If, however, you put the Fall Break on a Thursday and Friday, then you are missing a Thursday and Friday and you really have an extra Monday and Tuesday.

**President Humphrys:** Yes, and I think that's why the floating part is there. But in other words, it may never float- it may be Monday and Tuesday forever, but it is going to always be to the benefit of evening out the number of days.

**Senator Jorgensen:** And just to follow up on Veteran's Day, not all universities are closed on Veteran's Day; however, I am not speaking for or against it because we have a tradition that it is a holiday here, but there are many, many places that do not cancel classes on that day.

**President Humphrys:** Right.

**Senator Relue:** So right now we currently have extra hours, right?

**President Humphrys:** Right.

**Senator Relue:** If you have a class on a Friday and you are down to 13 weeks, who is responsible for making sure that that class actually meets for that extra time? So if you have a holiday on a Friday and you lose that class period, do you have to reschedule at another time or is that the responsibility of individual faculty members?

**Vice Provost Traband:** Going through this calendar we calculated out the minutes of instruction that are required for a credit hour, so sometimes we do have to use some of the 120 minutes that are in the Exam Week. I have a spreadsheet that will show every class meeting pattern of how we meet the credit hours of 750 minutes. So right now we don't count any of the exam time in, we are going to be counting some of the exam time into our meeting 170 credit hours if we happen to get too many holidays, but we will hit the minutes for federal financial aid credit hour.

**Senator Krantz:** I don't know whether this was considered as an option, but in the case of Fall Break migrating to Thursday/Friday, the starting date could lop off Monday and Tuesday and the start of the semester could be Wednesday, but by the calendar, one week earlier, and I think that will balance. Does that sound like that would work?

**President Humphrys:** Yes. I think Ohio State and a couple of other schools may be on that schedule. I mean, the good news is, we know that this is being done by the majority of the institutions in our state.

**Senator Krantz:** Was that option discussed amongst the group?

**President Humphrys:** Yes, and in fact, Spring won't start on a Monday.

**Senator Prior:** So it seems like otherwise when a class just happens one time a week and is Friday and you are going to use the finals to flex that time- if I am getting this correctly, the students who are in programs whose classes are one time a week on Friday will be required to be here on finals week when other people won't, am I getting that right?

**Vice Provost Traband:** No, all people are required to be here during finals week.

**Senator Prior:** The students are?

**Group of faculty:** Yes.

**President Humphrys:** It is a requirement; actually, it is a contractual requirement.

**Student Government President, Amal Mohamed:** Actually, I've seen that students sometimes go off on Winter Break a week earlier, so couldn't we put in place something that we can take exams like the week before if the teacher allows us? That might be something that you might want to consider.

**President Humphrys:** Thank you, Amal.

**Senator Kippenhan:** What is the rationale behind starting a week later rather than having the additional week between the semesters? We will get started and then miss a class because of a Monday holiday, for some courses that could be important.

**President Humphrys:** If we are to have an intersession at some point, it would be between New Year's Day and the beginning of Spring semester. If we started at the normal time, then we would end a week early and we would have lots of weeks before we could do the intersession. That is my recollection of why that was.

**Vice Provost Traband:** You also have to remember our colleagues from the College of Nursing who have to have 15-week terms and how you put those 45-weeks of instruction in, avoiding holidays and religious holidays of moving it around. They have to have 15 weeks also in the Summer, plus [they have to] give their students off between when the term ends and the next begins, so it is kind of moving the calendar up and down and this was the best compromise of how to get all of that accomplished for all of our colleagues across campus.

**President Humphrys:** Okay. Then, what Spring will look like is it will start a week later and it will start on a Tuesday and that's because the Dr. Martin Luther King, Jr. holiday will be that Monday. There are actually some benefits for student services to be able to have it start not on a Monday. Spring Break will be a typical Spring Break and then the last day of instruction is the same and examination week [also] remains the same. The days off will be Dr. Martin Luther King, Jr. celebration and then the Spring Break.

**Senator Thompson-Casado:** So the intersession is only 10 days?

**President Humphrys:** Yes. The intersession is only two weeks of instruction. Again, the intersession thing is a separate issue.

**Past-President Keith:** Nursing is on a different schedule, but we've been told that courses that will be taught during these ...-weeks are courses that students take within the College of Nursing, so it wouldn't affect the Nursing majors who are taking courses outside of the college.

**Senator Giovannucci:** Presumably, the same with the College of Medicine.

**President Humphrys:** Yes. The Colleges of Medicine, Nursing and Law are going to do their "thing" because their requirements are different.

Okay, now, we spent a lot of time, the four of us, looking at these start/stop times. The things that I would say is we ran through them and we had lots of versions, but the main concern is that when you end a class, for example, if you take something that starts at 8:15 a.m. and it goes to 9:35 a.m., that would be the 80 minutes. Then the concern is to make sure you have 15 minutes before you go to the next class. Now why is it that some classes start at 8:30 a.m. and some start at 8:00 a.m. and 8:15 a.m. The committee looked at lots of options and because of the 15 minutes between classes and the five extra minutes per class, we sometimes worked backwards in order to have the proper amount of time. So in order to have the two-day-a-week, 3 credit hrs., there are as many blocks of time as there are currently.

**Senator Jorgensen:** No, that's not actually the case. For Monday, Wednesday and Friday, if you are meeting on even hours, 8 am, 9 am, and 10 am – you have 8 am, 9am, 10am, 12pm, 1pm, 2pm, 3pm, and 4pm and here you only have 6 blocks.

**President Humphrys:** That would be 50-minute classes.

**Senator Jorgensen:** Yes, for the present.

**President Humphrys:** That would have to be--- no, I was talking specifically about this, two-days-a-week.

**Senator Jorgensen:** Well, the three-days-a-week you will be losing---

**President Humphrys:** Yes, the three-days-a-week you would, but 50% of our classes are two-days-a-week, 3 credit hrs.

**Senator Jorgensen:** And this would make it harder for students to make a complete schedule because they have less time blocks in a particular day, either Tuesday/Thursday or Monday/Wednesday and Friday- you are losing time at the beginning and you're squeezing more. You will have fewer time blocks so students will be taking classes earlier and maybe starting later in the evening or so, and they less likely will, just mathematically.

**President Humphrys:** Well, right here though it is the same.

**Senator Dowd:** No, I'm sorry, it is not.

**President Humphrys:** Now, these are only day classes.

**Senator Dowd:** We will have the same number of time slots if we are talking about moving the class that currently starts at 9:30 a.m. to start at 8:15 a.m. time slots. But if we consider the 9:50 a.m. to be equivalent of what's 9:30 a.m., there is now one less time slot between that time and, say, 2:00p.m..

**President Humphrys:** Right now we have one that starts at 8:00 a.m., right?

**Senator Dowd:** Yes, we still have one less time slot.

**President Humphrys:** Okay.

**Vice Provost Traband:** We did lots of graphs and charts and things. Only 9% of our offering are Monday, Wednesday and Friday, three-day-a-week courses. Why we have nine time slots, they were not very well used because it's only 9% of our classes. So really we have to start at where 50% of our classes are offered two-days-a-week and those are the times and there are six time slots there and we maintained six time slots. The other thing that you may be or may be not be knowledgeable about, we had standard start/stop times, but they weren't adhered to very well and there was a lot of overlap and our students had difficulty because classes began before their last one ended, creating problems. So what we are hoping to do is, while only 9% of the classes are Monday, Wednesday and Friday classes that are 3 credit hr. courses, we believe those 9% can fit into these six time schedules. But of course, the proof is going to be in the pudding, right? But part of this is going to be an interim process, but again, coming back into a standard start/stop time which we hope people will adhere to in their scheduling process and also... a very close look at the meeting patterns of our courses and how you are matching those to the schedule. Again, Julie Quinonez has done a yeoman's job in pulling all of this data and analyzing all of this data.

**President Humphrys:** Just one thing. Right now for two-days-a-week, 3 credit hr. classes we have a time that starts at 8:00 a.m., 9:30 a.m., 11:00 a.m., 12:30 p.m., 2:00 p.m., and 3:30 p.m., so we have six.

**Senator Dowd:** But Vice Provost Traband, what percentage of our classes are 3 credit hrs., two-days-a-week that begin at approximately 4:30 p.m. currently? We are including a time slot that is just not frequently used.

**President Humphrys:** It goes from 3:30 p.m.-4:45 p.m.

**Senator Dowd:** Right. And the issue is that we have a majority of our classes at the university two-days-a-week, 3 credit hrs., and during the relevant time that most students will take the class, we effectively have one less slot, That is what we're dealing with. Did your committee look at this? President Humphrys, you spoke of a broader committee that will meet at a later date. Will that group consider these issues?

**President Humphrys:** Right.

**Senator Dowd:** For example, will that group look at whether we have the facilities to actually handle the 50% of the classes that are going to be scheduled during "prime time" – between 10:00a.m. and 2:00p.m.? Effectively we will have more students to fit into the new time slots for Monday/Wednesday and Tuesday/Thursday classes.

**Julie Quinonez:** If I may?

**President Humphrys:** Yes.

**Julie Quinonez:** The data showed, using just the way that we are scheduling now, we actually have way fewer slots because they were all over the place. So where you might've said, during this time period this

is represented [by] one slot, based on the way the courses are being scheduled, there were actually like three and four because they were ending at different times and they were starting a little off. From that perspective, there are way fewer because they are all over the place.

**Senator Dowd:** Well, that is an issue for the registrar to enforce. And, also, it is an issue for deans and chairs to address when scheduling courses. The issues chairs are facing here is whether the courses we want to schedule will be scheduled. Do we have the classroom facilities to handle roughly the same number of students with fewer opportunities for courses to be scheduled? Again, will the broader committee look into this issue?

**President Humphrys:** Well, it will, but I guess what's the answer? In other words, the only answer will be, we can make it ten minutes between each class. If that's the tradeoff I guess we used the recommendations that we got from Faculty Senate that senators wanted 15 minutes, but that is the only way you could add time.

**Senator Dowd:** I guess what I am saying is that we need to check whether we have sufficient facilities before we make a decision. It would not be good if we make that decision and later discover we do not have sufficient classrooms.

**President Humphrys:** Yes, we'll be sure to check facilities.

**Julie Quinonez:** And additionally, when you are scheduling out of the time block currently, in many, many cases you're using a room for the next time block. If you had an 8:00 a.m. and you are expecting the room to be available at 9:00 a.m., if you are out of the block and you're running into that 9:00 a.m. block, that room doesn't get scheduled until the next block, so you wasted---

**Senator Hall:** So it is like the guy parking in two parking spots.

**Julie Quinonez:** Absolutely. Exactly that. With that said, I also want to mention that we're implementing Astra Schedule. The Astra Schedule software that we're implementing is going to optimize our schedule and the rooms and find the best slots to make sure everything fits. I am an optimist and I believe this is going to make a huge difference so the students can take a two-hour class or a four-hour class and still know they can get a course in the next block. If we all adhere to the blocks, students should be able to get more courses efficiently, and likewise, the same thing with the rooms.

**Senator Dowd:** If some chair wants to schedule a class from 10:06 to 11:37, who is going to drop the hammer and say, no, you cannot do that. The registrar? A dean? That would address the inefficiencies issues you raised. If someone doesn't do that, the inefficiencies you're talking about will start creeping back into the schedule. If there is no such action why would we expect the inefficiencies to go away?

**Julie Quinonez:** Point taken.

**Senator Dowd:** And I am not trying to make a larger point than that. The Registrar needs the authority to keep courses within the standard time slots – unless a very good reason is provided for a different slot.

**Julie Quinonez:** That is a great point and you are exactly right. My optimism would be changed if I didn't believe that we all can try to do this at the same time, which will be all of our goal, to allow

students to be able to schedule more efficiently. But as far as who has the authority to tell you to change your course, I would “love” to have that authority.

**Unknown Speaker:** That would be you, Senator Dowd as a department Chair.

**Senator Dowd:** Yes, that is what I am saying. I mean, if I was a really “bad” department chair and routinely scheduled courses outside the standard time slots, there has to be follow-up from someone to get me to change the courses to standard slots or get me to provide a rationale for the non-standard time slots.

**Senator Jorgensen:** If I could address that directly? The policy was that 60% of three-hour classes would be Monday, Wednesday and Friday for 50 minutes. Part of that relates to, we have a lot of students directly from high school that are used to 35-minute classes, 40 and 42 – if you think that they are really paying attention to you when they are 18-years old for 75 minutes straight, I am sorry, look at their computer terminals and you will see that they might be on Facebook. That schedule was enforced because I was the one who did it, forgive me. I was assistant vice president at the time and I went through the big stack of all the scheduled classes and I called up department chairs and said, your class for Monday, Wednesday and Friday has to start at 8:00, 9:00 and 10:00 and it can’t start at any other time. It can be enforced if we have the will to do it. The fact that 50% of our classes are two days a week, that is fine for advanced students etc., but if we have 4,000 students coming right from high school and going into our classes, and to tell them to pay attention two-days-a-week for 75 minutes and on top of it, go from a Wednesday to the following Monday before they see the class again, whereas in high school they saw a class every single day that week with some exception with block scheduling, I think this is moving in the wrong direction as I’ve already said.

**Senator Kippenhan:** I have two concerns. I ask that the committee look at the flow charts for programs in Engineering and Pharmacy; because we already have problems in Chemistry with students trying to get their various required courses worked out with the time slots for lab. If we are going to impinge on those students, that needs to be worked out first. The second question is, do my labs have to follow those start times as well?

**President Humphrys:** No. That’s a good point- up there on the presentation at the top, we figure if 90% of the courses could be offered using these start and end times, we will be doing well – the 10% of special time courses definitely exist. I guess the point is that we know our first time through, this isn’t going to be perfect. We are going to have problems and there will be certain times where there’s going to be some kind of an issue, so I think it is very important that the communication exists within the areas.

**Senator Relue:** Has there been anyone looking at particular buildings? I think in Engineering we’ve been pretty good at referring to the start time, but Palmer is pretty full and now we have less time, so does that mean that we’re...?

**Vice Provost Traband:** I will have to go back and look at the start/stop times in Palmer. As a specific example, I can’t speak to that start/stop time adherence, but I think in some instances... We will have to look at the utilization across campus, it is in the mid-60s of classroom utilization. We’re low on classroom utilization from how we utilize the classrooms. Now again, that’s looking across the week and we don’t use it a lot on Fridays, so already we have a mark against us, but we are going to have to look at all of these things in a very quick intense fashion.

**Senator Krantz:** To reinforce Senator Jorgensen's point and to support Senator Kippenhan's point in a way, the institutions that I am familiar with, the most efficient way of doing this is three-day-a-week courses are only Monday, Wednesday and Friday and the two-day-a-week courses are only Tuesday/Thursday courses, and then all the blocks align. Starting six or eight years ago, UT began moving without direction towards Monday/Wednesday and Tuesday/Thursday courses—would it be worth reconsidering reinstating considerably more Monday, Wednesday and Friday courses? A question to Vice Provost Traband just for clarification, I assume that the percentages that you were giving were sections of courses, correct? So if you had 50% for two-days-a-week and 9% for Monday, Wednesday and Friday, what was the other 41%? Does that include things like labs or one-day-a-week courses?

**Vice Provost Traband:** We actually had a lot of one-day-a-week classes, but we have 50% at our two-day-a-week.

**Senator Wittmer:** Can I add something to this Monday, Wednesday and Friday conversation?

**President Humphrys:** Yes.

**Senator Wittmer:** I am speaking only from the College of Business perspective- what percentage of our students have internships and jobs?

**Unknown Speaker:** A lot.

**Senator Wittmer:** I think they would find it very difficult. Most of the employers that have internships and jobs will allow them off two-days-a-week and they take classes two-days-a-week. But it would be much more difficult for them to schedule if it was the other way around. Again, I am only speaking for the College of Business, but it is something to think about. Just hearing this conversation, I do not believe that anyone would be supportive of Monday, Wednesday and Friday classes.

**Unknown Speaker:** Even for freshmen students?

**Senator Wittmer:** Freshmen students in the College of Business, many of them have internships as well.

**Senator Kippenhan:** Is a large size class with 300 students counted the same as a 30-student class? Maybe we need to look at the enrollment numbers instead: if Chemistry has 200-plus students in *one* 50-minute period for a Monday/Wednesday/Friday class, then the weight of number of students will change the value of 9%.

**Senator Jorgensen:** The business students were surveyed when we went from quarters to semesters and asked, do you want Fridays off or not and they said, sure, we want Fridays off, but the survey also asked, how about time blocks and it turned out that there was a much stronger preference for time blocks between 10:00 a.m.-2:00 p.m. and still use the Friday class time. I mean, people want Fridays off and in the process, you can lose time slots a couple days a week.

**President Humphrys:** Okay, these are the timeslots for the evening classes. This is the propose which is pretty close to the current one.

**Vice Provost Traband:** Remember, there are very many specialized programs that run in the evening one night a week in specialized spaces and those are not going to be affected by this. Again, we are just trying to keep track of the minutes and making sure we have enough space for all of this.

**President Humphrys:** The fact is that the time starts are pretty much the same and it would just be the timing in between classes. The thing that we kept saying as we went through these things, two things: one is, it's not going to be perfect. The second thing is that, the ultimate goal is to not do harm to any program.

**Senator Thompson:** In our program for example, we usually start our courses at 5:00 p.m. and get done at 7:15 p.m. and then start again at 7:30 p.m. till 10:00 p.m. So, with these start times pushed back, will that mean we will go after 10:00 p.m.?

**President Humphrys:** No. Pretty much yours will be part of the 10%---

**Senator Thompson:** That will just not.

**President Humphrys:** Exactly. In general, what are your feelings about this? Is it totally off base or do you think we're on the right track?

**Senator Dowd:** I think honestly, we're on the right track, but these are just the "pains" of switching.

**President Humphrys:** Right. Thank you.

**Senator Thompson:** Thank you to you and your committee because this has been a lot of work. I think this is a wonderful starting point for the larger committee to start with, so thank you so much.

**Senator Relue:** I just want to raise one concern because I want to make sure the committee looks at that, and that is, when I think about scheduling our freshmen coming through Rocket Launch, it is very difficult to get them scheduled right now because most of the classes that are taken are 50-minute classes, and they have four to five of these classes that they're taking dependent upon what their schedules look like, and so they've got to be able to get that fit in during the day. So, it may not be a large number of classes, but it's a large number of students---

**Senator Williams:** Yes, it's going to get back to the same thing that was pointed out before- you have these huge 200-plus classrooms that are basically Pharmacy and Engineering, but with others as well, and Biology and Chemistry are saddled with this and those students are [all] just as important as the 80% of the other ones that are in the other sections that they counted. There's a huge number there, you can easily count ten sections per each of those classes, so we have to pay attention to them too. I think our people do "magic" every single year that they get every single one of them through [every] Biology and Chemistry class that they have to have.

**Senator Hall:** If I can speak to that? I think the bigger problem isn't how many slots we have because that is how the slots are coordinated. When you bring those students in, part of the problem is, there are a lot of set programs and Pharmacy is very much like that and a lot of the sciences are—where they have to get in in that first semester their chemistry, math, and biology, and it's coordinating those courses at times

where they can all take them. I mean, there are a lot of other courses where you can choose one elective over another to fit those in, but it's the coordination of the core parts of a lot of programs, so as long as those are coordinated, than I suspect the rest doesn't matter.

**Senator Williams:** I am just saying it is no mean issue trying to do all that coordination; your Student Affairs people do it and do a good job doing it.

**Senator Hall:** Well, part of it is setting up a framework for them to be able to work and part of that is within programs and part of that is between programs---

**Senator Williams:** We all know that.

**Senator Hall:** Because all of our students are going to the Math Department and the Biology Department to get their stuff, so as long as those things are coordinated, and I am not sure where all that comes in, then I'm sure everything else will just fall into play.

**Senator Jorgensen:** One correction, at the present time it is 150 minutes for a 3-credit hr. class, one-day-a-week, so it would be two hours and 30 minutes to meet 150 minutes a week, and that means no break whatsoever. If you are going to one-night-a-week on this schedule, you will have to meet two hours and forty-five minutes, again, without a break and if you're going to extend it over a real time period, than they are not really going to be able to take a second class in that particular time.

**Vice Provost Traband:** I just want to add something to Senator Jorgensen's comment. Just remember, in the present situation we don't count the final Exam Week minutes, but now we are going to be counting that, so that will take into account some of those minutes. But it is going to have to be due diligence on all of our parts to kind of internalize this and take it to heart and make sure our own courses are actually meeting this.

**Senator Kippenhan:** Can we please institute bells for the first year?

**President Humphrys:** I think so; we are talking about bells and maybe some announcements.

One other thing, as an example, I just randomly took a course and I thought if I was going to be switching this from the 16-week to the 15-week semester, and if I was in charge of doing this, these are the sections and these are the alternatives. So just to give you an idea of how this can play out using the new times, and this is just for informational purposes: you may find a corresponding slot for essentially every class.

Anyways, the turnaround for accomplishing the transition is going to be short. Thursday, the schedule will be rolled, but the schedule will be rolled without days and times. We had this discussion and I said, "No, we have got to have days and times"—I just felt it would seem too much like we're starting from scratch; but Julie straightened me out and said for the people who do the schedule entering, which I don't, it is much easier, is that correct, Julie?

**Julie Quinonez:** Yes, to add it and remove the change.

**President Humphrys:** So they can always reference the previous Fall, but it will be rolled without days and times. Then we are going to have informational sessions on Monday, Tuesday, Thursday and Friday if it's needed. The only thing I guess is if we have to revisit the schedule and make changes to that, I

guess the question I have is, is it still feasible for us to have informational sessions. Were the informational sessions, Julie, were they supposed to be just kind of to teach everybody logistical things? So if we don't have an exact schedule for time slots in place at that moment---

**Julie Quinonez:** Do you mean if we have it or the department themselves?

**President Humphrys:** Well, I mean the informational sessions, with what we're going to do, is it very important that we know that these are the final time slots?

**Julie Quinonez:** Right.

**President Humphrys:** So we're going to have to make decisions at this meeting with the full committee on Thursday, and maybe additional meetings?

**Julie Quinonez:** Yes. To talk about it a little bit and to also get feedback from the schedulers and the department chairs. It is information-gathering, but also information-sharing.

**Vice Provost Traband:** Because they were doing this in January and you can see further down that the schedule doesn't have to be in Banner till the first week of February, so we really do need to hear from everyone. This transition team is really going to have to hear from everybody, so we hope by the end of next week that we'll really have a schedule that people can start working from. But actually how to do it in the Banner system is refreshing everyone's mind about how to put in; and again, do we roll days and times or roll without days and times, and would people rather have us roll with no time and keep the days the same- we need to gather some of that information also, but it is going to be a quick turnaround, so hopefully no one has an accreditation site visit that they need their schedule and also to be working on at the same time to get those in. The date on February 7<sup>th</sup> is important, but what is most important and I think I've heard the theme here, the college review. We have them on the "Z" drive and the associate deans have been working on these also, and our program of study says, what courses do you expect the students to take their freshmen, sophomore, junior and senior Fall and Spring? So during that month of February, from February 8<sup>th</sup> till the 24<sup>th</sup>, we really hope that the academic advisors, everyone else looks at the schedule and says, can my student get what they need to adhere to this schedule, and make sure that we don't have overlap and that we have the Pharmacy students and the Engineering students and the Chemistry students, all being able to get into their...class, that we haven't messed the schedule up because we are going to have to have negotiations during the month of February to make sure that everything kind of re-aligns up, so we tried to push this schedule, so we did have time to think and to negotiate and review.

**Senator Cappelletty:** Nursing is working on a slightly different calendar in the academic year, are they adopting the time changes with scheduling?

**Vice Provost Traband:** Yes.

**Senator Kippenhan:** How far has this gone in the departments? Has it gone to the dean's level, or has it gone down past the dean's level to the chairs to be looking at the time changes or the classes?

**Vice Provost Traband:** You are the first to see this, and on Thursday; the associate deans and the transition team will see it.

**President Humphrys:** There are several of us who will be at that meeting on Thursday so we will understand. I will put this on the Faculty Senate website and I can probably try to do that by tonight so you can reference it.

Okay, Heather Huntley has been waiting patiently to come and to talk to us about the program review process. Heather is the Director of University Accreditation and Program Review.

**Director of University Accreditation and Program Review, Heather Huntley:** In 2012 and 2013 we started a new academic program review process. Program review is something that the university accreditor requires and also the state requires it and frankly, it is basically the right thing to do. So we have been working on that and it's been going fine. When Provost Hsu came in to talk with Vice Provost Sawicki and me, we said, well, here's an issue, these programs are doing great work and they're getting feedback from external reviewers but then they are kind of stopping. We don't have a formalized way to get feedback to the programs to actually view this information, so that is where this cyclical process has come into play. If you have questions about program review I will be happy to answer those at the end, but I am going to jump right into this part here.

Basically, Provost Hsu has said that he would like research allocations to be data-driven, so as a result, we want program review outcomes to be part of the data that will be considered and if that's going to be the case, then you want to have feedback involved and we want to have programs to follow up and do what they say they are going to do, which makes sense. So programs will still go through self-study and we work with accredited programs and that includes accredited documents as well as self-studies. Then an external review comes in at a site visit and writes an external report. Then the program does some sort of response and puts together a...dean on that, that is the same as we have been doing. The change is going to be this program review committee that will be a faculty-led committee to help summarize Provost Hsu's documents and help the deans come together with the best steps going forward in terms of the actions. Again, the process I don't know how that will happen, they will work on that. But the chair of this committee, the director, dean and department chair will then meet with the provost and say okay here is what has occurred and here are the next steps going forward with the assigned document. The second part of this committee is to follow up with those programs going forward. The membership will be two members from Faculty Senate- I believe Mary Ellen Edwards and David Krantz have already graciously agreed to be on that. There will be two representatives appointed by Grad Council and two representatives from the University Assessment Committee because this committee will be a sub-committee of the UAC, and then there will be a...from my office. So basically the whole point is to get faculty input on these things going forward with shared governance, and then also to make sure that we are getting feedback to those programs and using the hard work that they put together and using the recommendations of...to actually do some good going forward. Provost Hsu, in my abbreviations, did I miss anything major there?

**Provost Hsu:** Very good. I think the main theme is that the program review was a one-way stream and now we want it to be a circle.

**Ms. Huntley:** Yes.

**Senator Thompson:** Thank you. I am serving on the Academic Review Committee and one of the things that was a challenge with this is that a lot of times we are asked to review these when there's always these robust and external review documents and...that; so as you are looking at the process, maybe trying to

abbreviate that in a way that where you are just kind of regurgitating what they've already said. I think the other important piece is what you said, is having the two-way street, instead of us just providing all this information and summary and we hand it off and we never know what happens, so we are making these recommendations that says program "x" needs more faculty according to their accreditation, we never know what happens as a result to that, so that is why I think that piece is essential in making at least the faculty feel that their input is being valued.

**Ms. Huntley:** Just so you know, Grad Council [*Indecipherable*] so we will be working with them separately; it is all kind of put in there together and that is where we want Grad Council representation on this committee as well.

**Senator Cappelletty:** May I suggest that we also add another category for professional programs?

**Ms. Huntley:** I am sorry, when I say graduate, I am saying graduate and professional.

**Senator Cappelletty:** I say that only because with my program we issue a bachelor's degree at the end of four years, but it is a non-license degree and it goes on for two more years. Right now everything we do at the university level for the PharmD program is split between two different groups, but in reality it is one program and I don't know how to fix that, but moving forward...

**Ms. Huntley:** So scheduling, we work with the deans and hopefully there is a "trickle down" there, in terms of scheduling and figuring out how programs should be together. For example, Pharmacy, I met with them this Fall and we were putting the schedule together and said, "okay, let's put all the Bachelors' together and the PhDs together and the Pharmacy together and the Masters' together," and when I met with Programs they said "no, we don't want that, we want it by department and we will do the bachelors' and masters' together," and they grouped it all and it made much more sense, and that is why we want to do that, so we will make sure we schedule it the right way.

**President Humphrys:** Just for clarification, the additional members on the university assessment committee, those are faculty, is that correct?

**Ms. Huntley:** Yes. The committee is a small committee but have to do a lot of work. Just so you know, the programs that have already gone through review, we are not forgetting you. They've been asked to provide an update on what they've been doing since the time of their review, so this committee will also be looking at that and doing a follow-up and checking to see what they should be doing and what helped them at this point.

**President Humphrys:** Well, thank you so much. Are there any questions? Thank you.

All right, the last item on our agenda is to talk about the deans' evaluations and that's going to be Senator Mike Dowd.

**Senator Dowd:** I just want to remind the Senate that we will be conducting formative assessments of some college deans this semester. The Senate is charged by the Board to do this every two years for senior administrators. The assessment of particular deans is on a rotating schedule. As you would expect, Senate is not going to evaluate a new dean – such as someone who has been in the position for six months or so. Senate will wait approximately two years for such deans. Over the next couple of weeks the

Executive Committee will have conversations with the provost to determine which deans will be evaluated this semester. There has been some discussion as to whether to run the deans' evaluations before or after the elections to Faculty Senate, University Committee on Academic Personnel, and the University Committee on Sabbaticals. I have the data we need on the deans' evaluations and the elections. Senate can go forward with these at any time. After conversations with President Humphrys, I understand that we are going to bring this to the Senate Executive Committee for discussion. The provost made a reasonable suggestion that the instrument should be revised to reflect the priorities of our new president and our new provost. That is certainly doable. As far as the timeline goes, stay tuned. I want to bring the assessment instrument to Senate and for your questions and comments – and provide the provost with the same opportunity. President Humphrys, are there any other issues about the evaluations that you recall?

**President Humphrys:** I remember you had mentioned---

**Senator Dowd:** Oh, pardon me, there was one other issue.

**President Humphrys:** Okay.

**Senator Dowd:** Usually, the Senate evaluates a subset of deans each every two years. However, because UT had a new president last year, we have not conducted dean evaluations since Spring 2015. Prior to that time the Executive Committee received a number of comments about who should participate in dean evaluations. For example, staff members did not participate in the 2015 dean evaluations because for the three or four prior cycles, staff members could “unofficially” be identified by the details of their comments. That was a real problem. Over the past several cycles the Executive Committee also received similar comments about associate deans – that they could be identified by their comments, along with comments about their objectivity when assessing their dean. The Executive Committee will need to bring this issue back to Senate for guidance. The issue is whether Senate wants participants to include (a) just faculty members or (b) just faculty and chairs or (c) faculty, chairs, and associate deans. I am not asking for resolution of this issue at this time. Instead, I just want to put this issue on your radar. We are likely to return to Senate with this issue in a number of weeks so you can look forward to discussing it then. Are there any questions about this issue?

**Senator Krantz:** You had in your comment about faculty, staff, chairs and associate deans, are any comments given to the committee ultimately going to be open records?

**Senator Dowd:** With regard to the evaluation reports, there is no need to jump to the issue of open records because the reports are open documents. That is, when the evaluation report is generated, it is first delivered to the dean. After approximately one week after that the report is delivered to the provost. And a week after that the report is emailed to each faculty member in that college. The reports are also available upon request from the Senate office.

**Senator Krantz:** All of the records, so is there any mechanism for protecting an individual?

**Senator Dowd:** The identity of all participants is completely protected. It is not possible for anyone to determine the objectives scores you assigned to your dean for each assessment area or officially determine the specific written comments you provided for each assessment area. This is due to the security features we built into this process – either the last time I presided over Senate or the year Linda

Rouillard was Senate President. Even with an open records request you cannot receive information on either the objective scores or comments from a particular individual. However, if you provide explicit daily details on your working relationship with the dean, others may attempt to guess your identity or position – either accurately or inaccurately, of course. If I may return to a point I made previously, because we did not include staff in the previous dean evaluation cycle, this year we did not collect CWA, AFSCME or data on other staff members. As I mentioned before, Senate will need to decide on whether the participants are to be faculty members only, only faculty and chairs, or faculty, chairs, and associate deans.

**Senator Duhon:** Senator Dowd, what software are you using?

**Senator Dowd:** We are going to base it on the last instrument we used which was in 2015, now it is going to be revised, but the Senate itself wrote the instrument at that time. Do you want a copy of it?

**Senator Duhon:** It's just because in the library we are planning to evaluate our administrators this spring, but this would be below the level of the dean and would include both faculty and staff administrators. We are looking for a good online instrument.

**Senator Dowd:** I will send you a copy of our assessment instrument and you can determine whether it is close to what you want. But there's another issue related to what you raised. I spent close to two years collecting the data for elections to Senate, UCAP, and Sabbaticals – and then verifying each data point. Senate has all of that data for every faculty member – and every administrator – in every academic college. Please have your college council contact the Faculty Senate Executive Committee if it would like to have your college's data for a survey or some other college-specific project.

**President Humphrys:** Thank you, Senator Dowd; I know you have put a lot of work into this and we thank you.

All right, are there any items from the floor? I saw an item where Senator Jorgensen was going to be making a presentation. Tell us about it, Senator Jorgensen.

**Senator Jorgensen:** Climate Disruption Thursday night at the Lake Erie Resort Center.

**President Humphrys:** What time is it?

**Senator Jorgensen:** 7:00 p.m.

**President Humphrys:** Are there any other items from the floor? Hearing none, may I have a motion to adjourn? Meeting adjourned at 5:53 p.m.

Meeting adjourned at 5:53 p. m.

Respectfully submitted,  
Lucy Duhon  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Office Administrative Secretary