

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of March 13, 2012
FACULTY SENATE

<http://www.utoledo.edu/facsenate> Approved @ FS on April 10, 2012

HIGHLIGHTS

Provost William McMillen, Professors Rubin Patterson and Willie McKether, and Dave Dabney

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, Cappelletty, Crist, Dismukes, Dowd, Duhon, Ellis, Franchetti, Giovannucci, Hamer, Hammersley, Heberle, Hewitt, Hill, Hoblet, Hornbeck, Hottell, Humphrys, Kistner, Kranz, LeBlanc, Lee, Lingan, Lipman, Lundquist, Mason, Molitor, Moore, Moore, Moynihan, Nandkeolyar, Ohlinger, Peseckis, Plenefisch, Regimbal, Rouillard, Sheldon, Skeel, Solocho, Teclehaimanot, Templin, Weck-Schwarz, Wedding, White,

Excused absences: Brickman, Caruso, Cooper, Duggan, Eisler, Piazza, Powers, Randolph, Slutsky, Thompson, Thompson-Casado Yonker, Wilson,

Unexcused absences: Cuckovi, Hey, Malhotra, Nazzal, Shriner, Tinkel, Willey

II. Approval of Minutes: Minutes from the February 14th meeting are ready for approval.

President Anderson: I am calling the meeting to order. Welcome all to the eleventh 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 meeting on 14 February. Are there any corrections from the floor? Do I hear a motion to accept these minutes? A second? All in favor? Thank you. And thank you again, Quinetta, for preparing the copy.

III. Executive Committee Report

As the Executive Committee did not have meetings with administrators or itself since the last Senate meeting, we have nothing specific to report. We did do some underground work, one of which the results will appear later in the agenda today. But, at this point I will ask if there's anything that Senators would like the Executive Committee to pursue? This would be a good time to express something that you think that should be brought up at our next few meetings in the year. That concludes my report.

Senator Wedding: Are you asking for things from the Senate to do or the Senate Executive Committee to consider?

President Anderson: Either.

Senator Wedding: I would like the Senate to revisit the withdrawal or drop policy so that professors may at the request of the student or if the student doesn't show up at all could be dropped or given a withdrawal. I get students who are in my classes who are on the roll sheet, but never show up the whole semester and they want a grade. Well, I am not going to give a grade, I turn in no grade to the Registrar's Office which upsets them because they do not like that, but I am not going to give a student an "F" just because he/she did not show up for class. If I give them an incomplete it doesn't hurt them, so to be fair to the student it seems to me that we ought to have some kind of liberal drop in the withdrawal policy for the good in both worlds, for the student and the professor.

President Anderson: Now you are speaking from the point of view from the student and the professor. But of course, the point of view from the budget is a different matter and the number of students that complete a course is what determines the subsidy. On the other hand, if one does report the mid-term grade for an example, at any time the mid-term grades are open and you state that the student has not been present in the class then Financial Aid gets notified of that. And, in order to receive financial aid you have to participate in 60% of classroom activities, however that is to be determined.

Senator Dowd: For another view, I'd like to ask Mr. Rubin for a student's perspective on this issue?

Matthew Rubin: Yes, I think the process the way that it is now can definitely hurt a lot of students. If they do not understand the current policy that you have to withdraw or drop the course it does make it a lot harder on the students. So, I do agree with Senator Wedding on that.

President Anderson: Okay, I have that noted. We will bring some people to the Executive Committee meeting and have a report possibly from those people at another meeting.

Senator Hottell: President Anderson, I would like to follow up if I may? Back in the dark ages before we were computerized etc. we were actually able to inform our college offices that these students were not in our classes and then the students were informed that they needed to drop it and that is not happening any more. I think that would be a good thing to look into.

President Anderson: Is there anything else to discuss? Okay, at this point I would like to invite, Senator Humphreys up to give a "slight" update on what is happening with the core. I also think in two weeks we will get a package to review before Senate.

Senator Humphreys: Well, in a continuing update about general education there are a couple of things that President Anderson mentioned, the committee is going to meet this Friday to review the additional pieces of information that we received on the most recent deadline. I know at the last Faculty Senate meeting I mentioned that if you need a little more time that would be fine, but we definitely need them by tomorrow, March 14th. And what we will be doing at that time is coming up with a final listing of courses that we will bring before the Senate at the next Senate meeting to ask for your approval, and those will be

the new courses that will be included in the new general education grouping of courses. One thing just for clarification purposes, these new guidelines or new courses to choose from they are for incoming freshmen in the fall of 2012 and for transfer students in the fall of 2012. So any student who is a current student will continue to choose from the current list of core curriculum courses. We have been working with advisors and making sure that they understand the changes and may be trying to lay-away their anxiety about this thing. As it turns out, I think when we make the presentation in two weeks it will be a little more obvious that it isn't quite as extreme or disruptive as the initial may be. But today we have a resolution and one of the issues in this transition, and we've talked about this before at Faculty Senate it is actually currently being done, but never officially put into writing and that is, for an example math courses. The state general education requirement states that you must have one math course and so we (and I don't remember the exact number, I believe there's two) put forward consideration for the new general education choices. So if you have a course that requires Math 1160 and if a student comes in and they test into Math 1260, which is required for the program of study, but Math 1260 is not on the list and it won't be for the new choices for math courses for general education, we do not want the student to have to take another math course that is on the list that really isn't a program requirement for them. So today we are going to ask for this resolution that will make this a little more clear. President Anderson and I met with the provost and also with Marcia King-Blandford yesterday to make sure we are on the right track with this because we do not want to disadvantage students by saying they are required to take Math 1260, but it is not on the list of general education choices and so you will also have to take a course from that list. So that is what this resolution says and it kind of goes through the different parts of it. The draft resolution is as follows:

Whereas: The Ohio Board of Regents is requiring 36 hours of general education for every baccalaureate degree, and

Whereas: The State of Ohio wants to minimize the total time to complete degrees, and

Whereas: The State of Ohio will only recognize general education credit in the Ohio Transfer Module in addition to Program courses, and

Whereas: The practice is common among other State institutions,

Be it resolved that:

In the upcoming catalog for 2012-2014, it will be stated that programs may assign up to 18 hours of initial program courses in mathematics, the natural sciences, writing, social sciences, and humanities as contributing to the 36 hours of general education in the appropriate State discipline areas, whether or not they have been approved for competency development.

Senator Humphrys: It is my understanding and, President Anderson you can correct me if I am wrong here, that's been an ongoing requirement, it is not something new from the state, it has been 36 hours.

President Anderson: It has been formalized recently at that.

Senator Humphrys: Okay, so that is what they are requiring. When we get the list together and have it formally approved by Faculty Senate, Marcia King-Blandford will take that to the state and they will say, "This is our general education requirements" and what will happen then is the state will either approve all of them and/or take some out and tell us that it can't be part of our general education requirement. But, the transfer module and the general education module really should be one and the same, they should be interchangeable. And so, that is kind of one of the "tricks" of this. So that is a lot of words, but basically

what that means is the case of math, a student who takes Math 1260 will go back and will be given credit for Math 1260 as their math general education course; even though officially it is not on the list. You would notice then all of the areas that the state requires which is social sciences, humanities, natural sciences, math, and writing are covered in this. So again, if you were in engineering or one of the science programs you wouldn't have to, so to speak, come back and take an introductory biology course if later on you are going to have to take upper level biology courses or courses that aren't on our general education list; you don't have to come back and pick one of those up. The course that your program requires can be counted up to 18 Cr hrs of the 36 cr hr. you take. **Senator Rouillard:** Senator Humphrys, I understand that this is very complex and I'm confused about it, but it is not because of your explanation.

Senator Humphrys: Okay.

Senator Rouillard: I do have a question.

Senator Humphrys: Okay.

Senator Rouillard: You said that the gen ed. curriculum and the transfer module are supposed to be interchangeable?

Senator Humphrys: Yes.

Senator Rouillard: This is where I have a question. It is my understanding that the transfer module defines courses that every university in the state of Ohio should accept, right?

Senator Humphrys: Right.

Senator Rouillard: Doesn't each institution have the right to also define its own general education curriculum?

Senator Humphrys: Yes, and that is where it does get "tricky." It is my understanding by talking to Marcia that the state has 52 courses that they essentially require every state institution to offer, like Intro to Psychology, those types of courses, so you have to have at least fifty-two, but you can add on to those. So, basically what Marcia is telling us is that the University of Toledo has not been very good up to this point with matching what we say is our transfer module and our core curriculum, so this just basically gets us in line with that. We can have and we are going to have more than 52 courses. We will have the fifty-two that the state would want us to have, which at first as a committee we were a little worried about that because some of the courses weren't coming through, but the University received some submissions since the original deadline, but we will have more than those and that is what Marcia will be taking to the state. So, that is my understanding, that we will have more than the fifty-two, but will have those plus the additional ones we want to add, which we will determine in the process that we are doing.

Senator Rouillard: Okay.

President Anderson: If the state accepts them as general education courses then other institutions will have to accept the credit for those courses as a general education credit, I think that is how that works.

Senator Humphrys: Yes.

Senator Hottell: Senator Humphrys, did you acknowledge receipt of all of the rewritten proposals?

Senator Humphrys: No.

Senator Hottell: Good.

Senator Humphrys: This week I was working on one of those most immediate emergencies, but I will be though. By at least Thursday I will respond to everybody that I have received from to confirm it.

Senator Hottell: Okay.

Senator Ohlinger: I just wanted to know where the number 18 is from?

Senator Humphrys: Marcia gave us that number in our meeting yesterday and maybe President Anderson or Provost McMillen can remember.

Provost McMillen: I think it was more or less a reasoned idea that there was a breakdown of the various categories into two classes or one class and if you have humanities, social sciences, and math those would add up to eighteen. I think the idea was kind of a balance.

Senator Humphrys: I think so. And the other thing I think also was that referring to the balances as Provost McMillen was saying, with thirty-six being the total, I think Marcia felt like if we were really pushing it if we said we can do twenty-four than those thirty-six for an integrity reason. So, in order to keep the integrity of general education, meaning more students are taking the same class as opposed to going to a number where more than half of those 36 hours can depend upon each individual program. As far as the mapping is concerned too, that will be something that will have to come from a departmental program and working with your advisors. So, in other words, you will be able to work out your program and your own mapping of where those 18 credit hours can come from.

Senator Rouillard: I just want to go back to the third “whereas.” Has this always been the case where the state of Ohio only recognizes gen ed. as courses that fit into the transfer module or is this a new definition? I am still concerned about that “whereas” because I am looking at some of the state pages on education gen ed. and gen ed. curriculum requirements and the pages that I have seen recognized that a university’s gen ed. requirements can very well be different from Ohio’s transfer module. So I don’t understand, is this something new or is something that is has always been?

Senator Humphrys: I think it has been the case longer. Senator Molitor, what is your take on this?

Senator Molitor: I remember Marcia saying when we approved our last version of the core curriculum that she had issues with what we call gen ed. and what the state wanted us to call gen ed. She explained it as having to do “gymnastics” to correlate our curriculum with the Ohio transfer module.

Senator Humphrys: Right.

Senator Dowd: Did Marcia King-Blandford provide the committee with any documents from the state to support that claim? Is that what your concern was, Senator Rouillard?

Senator Rouillard: Yes. Because what I have seen is an admission by the state that of course an institution can brand itself by deciding that this will be its institutional gen ed. requirement which may very well be different from the Ohio transfer module. And up until now, my understanding was that you got your institutional requirements and you have the state requirements and I am concerned that UT not dip down to the daily minimum requirement if you will, and that we maintain a certain level of standards beyond the absolute basic minimum for our gen ed.

Senator Humphrys: Speaking on behalf of the committee, I would say we share that belief. We see a lot of logistical issues, especially with resources because if you have “x” amount of students being put through the system where they can choose from 150 courses and you narrow that down to even half that amount, which still doesn’t bring it down to the fifty-two minimum that the state has, that’s a lot of the same courses having to have a lot of faculty resources and a lot of chairs seats to accommodate.

Senator Rouillard: That is right.

Senator Humphrys: So, I think there are definitely some future resource issues.

Senator Rouillard: Could I request that you ask Marcia King-Blandford to bring us the documentation that explains where the state is requiring this so we can understand better before we vote on this?

Senator Dowd: May I offer a suggestion?

Senator Humphrys: Sure.

Senator Dowd: Would you consider removing the third and fourth “whereas?”

Senator Rouillard: Yes, I think I would feel better with that.

Senator Humphrys: Is the committee okay with that?

Senator Molitor: As far as I am concerned, the resolution section is more or less the proposal.

Senator Hewitt: I just want to clarify this; people are going to be mapping math classes to math classes and science classes to science classes and so forth. People are not going to be taking 18 hours of math and science instead of other requirements, correct?

Senator Humphrys: That is a good clarification because that is our understanding.

Senator Molitor: If I can interject, I think that is what’s highlighted in that second to last line, “general education and the appropriate state discipline.”

Senator Hewitt: Is that the understanding of that clause?

Senator Humphrys: Yes.

Senator Kranz: I am also on the Curriculum Committee. This does not just affect general education curriculum, there are professional accreditation standards that are also affected by this. To give an example, for state teaching accreditation, teachers have to take Physical Geology which is their general education course and if they are really good in what they do or attempt to be good in what they do they should be taking 2100 rather than 1010. And this will be a mechanism for saying if you take 2100, which is Introduction to Geology and is taught at a higher level you will get credit for 1010, a general education course. So, it is solving a problem, solving a general education problem, and in many cases in a professional accreditation situation it is also solving a math problem

Senator Dowd: Pardon me, which course did you just mention?

Senator Kranz: 1010

Senator Dowd: Just to play “devil’s advocate,” it also provides the incentive to chair of Geology to never schedule 1010. There is no need to schedule 1010 if this requirement is satisfied by taking a different course.

Senator Kranz: No.

Senator Dowd: If there’s a mapping then there is no absolute incentive to offer 1010. I am not arguing for it and I am certainly not advocating for it, but there is an issue that accompanies this mapping concept.

President Anderson: They are not mapping 1010; they are mapping geology to natural science.

Senator Dowd: There is nothing here that states the courses that is actually being mapped to.

Senator Hewitt: Isn’t it the case that being accepted in the general education core implies that you are going to make sure that a course runs so students can take it?

Senator Dowd: It should be.

Senator Hewitt: That is part of the sunset review provision, correct?

Senator Molitor: I was just going to add, being in the gen ed. core, the state essentially requires that we offer these courses.

Senator Lundquist: Is this something that is going to require a lot of revising of the degree audit?

Senator Humphrys: Well, there is good news and bad news. The good news is, it is not going to require program modification, which at first it seemed like it was going to be a necessity for that. But talking to Marcia yesterday, she mentioned that that will be one of the bigger challenges in the degree audit.

President Anderson: We will have to do a degree audit anyway because of the separation of general education.

Senator Lundquist: Wouldn’t it be a good idea to get started on that?

President Anderson: Yes.

Senator Kranz: What is relevant to Senator Lundquist's question is...among the committee and we were proposing that it is a very rigorous listing for mapping one course to another course and the way that this worked in the last eight to ten years that it is not very well-defined and this is probably a better mechanism and it is going to be more transparent for a degree audit.

Senator Dowd: If a student takes that 1260 course for general education, what happens to the subsidy we receive from the State? For that student and that course, will we receive a lower subsidy level? I support this resolution, but what I am afraid of are the consequences if we don't look at two or three years down the line. What happens if we put this in place for next year and the State comes back and tells us that it didn't know those students who took 1260 did so as a general education course and, therefore, UT received too high of subsidy for those particular students. Is it a possibility that the State can come back to us in the future and say "we gave you too much subsidy and we would like part of our money back?"

Senator Humphrys: Well, I can't say that I know the exact answer and I can ask Marcia. One thing Marcia told us at the meeting yesterday that this is already being done at this time, but it's never been in writing. And her concern was to get it in writing and have it approved by Faculty Senate, so if the state will ask questions about that we will have a policy to refer to, because at this point, we do not have an actual policy to refer to. Now, I don't know specifically about Math 1260 because that was an example, but she said that this type of thing is currently being done here.

Senator Dowd: If we adopt this as policy will anyone at the University of Toledo be tracking and recording which students are being mapped to one course or another in case at some later date the state may want a list of such students and courses?

Senator Humphrys: That is a good question.

Senator Kranz: The current policy is that the state allows a program of study. Courses are reimbursed and pulled back, not reduced. Almost all of these upper higher level courses will be mapped to our program of study courses, however having said that, the point that you bring up is absolutely legitimate and I would suggest that it is probably an explicit point of negotiation between the Provost's Office and the state to have that resolved.

Senator Dowd: I am afraid of down the line we will be asked to give money back and face yet another budget shortfall. I just hope we know what we are doing before we jump into this. Like I said before, I support the resolution, but I just don't want Academic Affairs to be burned two, three, or however many years from now.

Senator LeBlanc: I think every university has to do this. If you come in and qualify to take calculus they are not going to make you go back and take an algebra class for a gen ed. requirement. I think every university across the state has to be doing this. I don't know what the reimbursement is for, but what I am saying is it's got to be common.

Senator Dowd: I agree.

Senator Lundquist: I am interested in the inclusion in that list of writing. I am not sure that the analogy holds, you may come in knowing enough mathematics to avoid an elementary mathematics course, but we don't generally excuse students from Comp I and Comp II.

Senator Hewitt: Even in your own majors?

Senator Lundquist: Not even our own majors, no.

Senator Molitor: We in Engineering take Honors Reading Conference I and II.

Senator Lundquist: Everybody does.

Senator Teclehaimanot: What about the students who will be coming to the University of Toledo with Advanced Placement (AP) courses?

Senator Lundquist: Yes, but that is in place already. What I am thinking about is perhaps a program that offers a WAC course in their own discipline. Would that be used to map in place of comp course?

Senator Batten: Senator Lundquist, if it was a higher course it wouldn't pay to do that strategically. In other words, if we had a WAC course set at 3500 it wouldn't be wise to put in that pool, it would be better to leave it being where it is. I think that approach is part of the financial question that was asked earlier; if it was an 1100 course then it might be a different story. But, taking that WAC course and I won't make a general statement, but I have a hunch that most of the WAC courses are not allowed on the 1100 level and that they are 2000 and above.

Senator Kranz: That is correct. Most of the WAC courses are 3000 and 4000 level courses.

President Anderson: Also, the comp courses are in gen ed. anyway because they are required.

Senator Lundquist: But, isn't this resolution saying that some other programmatic writing course could be substituted for a comp course?

Senator Humphrys: I know the intent of that was specifically for people in your major. We weren't really sure if they took Comp I and Comp II, so we didn't want them to take Comp I and Comp II if that wasn't a requirement. Definitely, Comp I and Comp II and the state doesn't use general terms like writing, so maybe we could put composition instead of writing.

Senator Lundquist: So, you weren't thinking about English majors when you did this?

Senator Humphrys: Right.

Senator Lundquist: I see. Then it is fine.

President Anderson: One more comment.

Senator Hewitt: Could we simply add in the resolution that programs can assign up to 18 hours subject to approval by Faculty Senate?

Senator Lundquist: Wouldn't that mean that Faculty Senate has to look at every single one again?

Senator Dowd: Wasn't that the committee's idea?

Senator Molitor: Yes.

Senator Krantz: There's a list of gen ed. courses or higher level courses for one to one mapping and the committee would review that list and make a recommendation to the full Senate and the Senate can approve the entire file all in one document.

President Anderson: Okay, are we ready?

Senator Molitor: I just have one more minor comment on the second line, is there any rationale to change the wording to degree requirements?

President Anderson: The word "initial" is meant to address courses at the lowest level of a program and that would be most appropriate like a general education course.

Senator Dowd: I support what Senator Molitor said. Would you restate it again for the benefit of Senators?

Senator Molitor: At the minimum I would suggest changing "initial program courses" to "degree program requirements."

Senator Lundquist: Isn't it possible that a student can come in ready to take a 4000 level course?

President Anderson: Yes, anyone can test out or transfer in and all those credits come in with them from somewhere else.

Senator Humphrys: Even with 120 CHr. it will have to be accounted for in some way.

President Anderson: Now, we are calling the question. May I have a motion to accept this resolution? Any opposed? Any abstentions? ***Motion Passed.*** Please let the record show that the following resolution was passed by Senate on March 13, 2012.

Whereas: The Ohio Board of Regents is requiring 36 hours of general education for every baccalaureate degree, and

Whereas: The State of Ohio wants to minimize the total time to complete degrees,

Be it resolved that:

In the upcoming catalog for 2012-2014, it will be stated that programs may assign up to 18 hours of degree program requirements, subject to approval of Faculty Senate, in mathematics, the natural sciences, writing, social sciences, and humanities as contributing to the 36 hours of general education in the appropriate State discipline areas, whether or not they have been approved for competency development.

President Anderson: Next, we have a surprise visit, Chief Finance Officer, Mr. David Dabney is here to discuss the retraction and the revision of the W-2 forms that occurred this spring, 2012. I believe that Senator Dowd has handed a letter out that Mr. Dabney is going to send to all faculty.

Mr. David Dabney: I think everyone has the letter that I will be sending out regarding the corrected W-2. You will probably be receiving your corrected W-2 online through MyUT portal tomorrow. My team has completed a review of every single faculty member's calculation and they believe that they are correct. It is now a matter of moving to production and running the process tonight. Item 5, Group Life Insurance, that is the one that affects all faculty, primarily nine-month faculty members. It points out in this memo that you have what the implications are, nine-month faculty members who have since August 2009 every month had two computed dollar amount income added to your gross income, whereas the system only should have added one. That resulted from an individual who is no longer at the University having made the modification playing catch-up and then failing to reverse it back. And one would hope that would be the only problems that existed, but there were multiple problems. There was an incorrect calculation on what constitutes gross income under the contract. Also, there was a need to adjust it based on age because when someone reaches the age of seventy the amount of insurance coverage drops to 60% of the amount of coverage that one would normally get. Well, that also then reduces the amount of income for an individual in that category. So, all of those things have been looked at. The one thing I don't think has been previously communicated is that in consultation with outside tax lawyers the University has been advised that we will need to reissue corrected W-2's for both 2009 and 2010. Right now we are getting the corrected W-2's out for 2011 and it will probably take us several months to go back because the process does require manual review of each employee's situation to verify that it is actually pulling in the correct income and only the correct income, that it is calculating correctly what your twelve-month equivalent pay is when it comes to determining the amount of coverage by doing the calculations. So, I am hopeful sometime in June we will be getting corrected W-2's out for 2009 and 2010. The other issues were HSA and Block 12c coded W. I guess I can say why this all of a sudden came forth- Well, we brought in some new people into our payroll area and they did the appropriate things that they should do and it first came up when they had to do benefits for the Health Science Campus. There was an error that was made back in late June when a new code was created to address the Health Science Campus change in dental plan...It was tested in preproduction, but in some of our systems and processes we have to go in production and we keyed in all of the criteria that we did in preproduction and, unfortunately the individual that keyed the production system gave it the wrong key when it came to the state of Ohio withholding. So, we are pretax for the state of Ohio and they didn't hit the right key to make us pretax, and that is the only error. But, because that error was identified they then decided it was appropriate to review all items on a W-2 and this is what they uncovered. Like I said, most of these go back to the point of time when we converted to Banner whereas some of them had slightly later dates where errors were identified and attempts to correct it were made and they just compounded the situation.

Senator Wedding: Are you saying that the people have to re-file their tax returns for prior years?

Mr. Dave Dabney: If you get a corrected W-2 for 2009 and 2010 then technically one would say you have the opportunity to re-file. But, I consider it a judgment issue on my part since I am not the one filing taxes - If I were to receive an amended W-2 for 2009 and there were only a couple of months involved and the reduction of my gross income was \$20.00 and I determined that my incremental tax rate is 25%, so that meant that I was going to get back one-fourth of \$20.00, which is \$5.00, I am not going to spend

thirty minutes to do a 1040X and spend .50 cents to mail it in. If the IRS so happens to audit me that year they technically should write me a check and send it to me and I will take the \$5.00 if they automatically do it. But, I wouldn't spend my time and energy to do it.

Senator Molitor: Are you saying that the direction for most faculty members is going to be a downward revision of income? Because I am assuming with an upward revision of income the IRS will require us to re-file.

Mr. Dave Dabney: Yes, they will be looking for you to do it. But, with respect to the Group Life Insurance, what was happening was you were getting a higher amount of gross income stated on your W-2 than you should be. Now, if my rough calculations are correct and it is \$360.00 and one-fourth of \$360.00 is \$120.00 I do have a little bit of motivation to sit down and spend thirty minutes and get it done because I wouldn't mind getting that \$120.00 back. Now, I do want to say this, that Don Saftner, chairman of the Accounting Department has gotten two of his faculty members to offer to do a webinar that will take 15-30 minutes and we will announce it when it is done. It will be done in an area where people who want to attend they can attend. We are going to try to do it like a Town Hall meeting and it will be recorded and placed on the web, doing a 1040X is not that time consuming and it is not that difficult to do, but it is still an aggravation. I got my corrected W-2 already, so I feel the same level of frustration and aggravation as anyone who gets a corrected W-2 because what it means for me is that I have to mail my tax return and my refund will take six to eight weeks as opposed to a couple of weeks and I am used to electronically filing, these are all irritants. But, I am pleased to think that we have a good group of new people in our payroll area and I don't anticipate given the procedures that they are putting in place that we are going to have this type of situation going forward.

Senator Weck-Schwarz: Could you explain why the rates that are published on the Benefits website are different from the rates that the IRS states, per thousand dollars per month for the life insurance?

Mr. Dave Dabney: Well, I don't know what rates the IRS uses, but what we use is our contractual rates with the insurance carrier and those are applied on a life expectancy base, which is based on the age of the individual and we break out into the same categories to our coverage policy. I do not know what is on the IRS site.

Senator Hewitt: On the IRS site they have publication 15B and Table 2.2 states how the cost for additional coverage should be computed and in many cases the rates agree with the rates that UT apparently pays, but in some of the cases UT rates for various age groups are considerably higher.

Senator Weck- Schwarz: The UT rates are higher in 50% of the cases.

Senator Hewitt: Yes. My cursory reading of the IRS documents states whatever we pay we should be recording it as income only based on the IRS rates, which are different with what UT pays.

Mr. Dave Dabney: I will check that, but I would like to think that our team has gone through this fairly thoroughly and we have engaged outside legal counsel that is knowledgeable of the IRS law. So, I don't know who provided you the rates that you are referring to.

Senator Hewitt: It was at www.irs.gov

Mr. Dave Dabney: I know how to get the publication, but who is providing the rates that the payroll area is supposedly using?

Senator Hewitt: They are on UT Human Resources webpage.

Mr. Dave Dabney: Okay. I will check that because it very well could be what they have on their webpage is not what is actually being used by payroll and HR are not the ones dealing with those calculations.

Senator Molitor: One other thing, you mentioned that the 2009 and 2010 W-2 forms will be issued later on this year, what is your deadline for the 2011 W-2's?

Mr. Dave Dabney: My expectation is that you will be able to log into your MyUT portal some time tomorrow and see your corrected one. You will also get one by mail and by the mail services it will be sometime tomorrow afternoon.

Senator Wedding: Are they going to be mailed out?

Mr. Dave Dabney: They will be mailed out, but if you want to see it earlier you can log in to your portale and bring it up and print it out.

Senator Wedding: What is the 60% rule that we talked about regarding life insurance?

Mr. Dave Dabney: The contract provision states when a person reaches the age seventy, instead of 100% of the coverage, it drops down to either 60% or 70% and when a person reaches seventy-five years old it drops down some more.

Senator Wedding: Do you mean the amount of insurance?

Mr. Dave Dabney: The amount of coverage. So, given one's compensation let's say that they are eligible for \$2,000.00 worth of coverage and if the 60% is right then they will have \$1,200.00 at the age of seventy. *The following is the correspondence that was distributed to all employees regarding 2011 W-2's.*

To: Faculty and Staff Receiving Corrected W-2's
From: David Dabney, CFO & VP for Finance
Date: March 16, 2012
Subject: W-2 Issues

I apologize for the frustration you have experienced due to the Payroll area's need to issue corrected W-2's. Some of these errors in reporting go back a number of years. Process improvements have been put in place to reduce the probability of these types of errors occurring in the future.

We are still working on producing corrected W-2's for those affected by the Group Life Insurance error. Given the challenges we have encountered, we will notify you when the corrected W-2 is available on the web and in the mail.

There are five areas where corrections to the W-2's are being or have been made:

- 1) HSA Box 12W
 - a) Understated because it only reflected the contributions made by the employer.
 - b) Not set up correctly when Banner installed.
 - c) Identified by a new senior financial analyst doing a review of all W-2 reporting.
 - d) Set-up has been corrected.

- 2) Dental Benefits HSC
 - a) New benefit codes set up and tested and signed off in pre-production. These changes had to be manually entered into production. When we did this we failed to press the button for pre-tax for the state of Ohio.
 - b) Was noticed by HR (Kathy George) in January. This code was incorrect for half a year.
 - c) Procedures changed to validate after moving to production in the future.
- 3) Medical Residents
 - a) Not having federal and state taxes withheld first couple of pay periods due to W-4's not being submitted timely to set up withholding. Gross income understated on initial W-2 because for pay periods where no federal or state withholding occurred the gross income was not included on the W-2.
 - b) Looking at system to automatically do maximum withholding until paperwork submitted in the future.
- 4) Relocation expenses
 - a) Included taxable and non-taxable.
 - b) Had to separate and reissue.
 - c) Set up two separate relocation codes to use going forward.
- 5) Group Life Insurance
 - a) System not set up correctly for determining the coverage amount for calculating imputed income:
 - i) It was not computing gross income as defined by the contract.
 - ii) It was imputing 1.5 to 2 times the amount for 9 month faculty
 - iii) It was not set up to adjust for reduction in coverage due to age.
 - b) Annual earnings is limited to regular salary or wages and is not to include overtime, bonuses, or other types of earnings.
 - c) For 9 month faculty, the imputed income was only to be calculated based on 12 months of coverage. However, the calculation created during system set up in Banner is based on employees receiving 12 months of pay, not just 9 months of pay. On August 29, 2009 it was changed to two pay periods per month to catch up on under-reporting. This was to be done for a few months, but the extra calculation was not stopped. This resulted in overstatement of imputed income for 2009, 2010, and 2011.
 - d) Reduced coverage for those 70 or older was not factored in, resulting in overstatement of imputed income.
 - e) Corrected W-2's for 2011 will be issued shortly.
 - f) Corrected W-2's for 2010 and 2009 will be issued starting June, 2012.
 - g) Working with Banner consultants to reconfigure Banner to meet our business processes and policies needs.

The University of Toledo is an institution of the highest ethical standards. As a result of the University issuing incorrect W-2's, we are taking steps to assist employees with filing amended tax return(s). This assistance is specific to 2011 tax returns filed in 2012.

Action item 1

A presentation will be conducted by University faculty in our Accounting Department to explain the process for filing amended returns using the appropriate IRS forms.

- This presentation will be available at 9:30 a.m. Friday, March 23, at Scott Park Auditorium.
- This meeting will also be available on the web via video.utoledo.edu. In addition, questions can be asked via email to townhallquestions@utoledo.edu
- This live session will be recorded and available on the web at video.utoledo.edu.

We are hopeful that the presentations and live question and answer sessions will answer your questions and concerns.

Action item 2

For employees who have already filed federal or state income tax returns using a CPA, tax attorney, or professional tax preparation service, and subsequently received an amended W-2, additional assistance is available. UT will pay a \$100 stipend to those who filed their tax return prior to the February 28, 2012, notification upon receipt of the following documentation:

1. The corrected W-2 and
2. A copy of page 2 of your 1040 2011 Federal return, signed, dated and stamped by the tax preparer.
3. A copy of page 2 of your 2011 1040X 2011 Federal return, signed, dated and stamped by the tax preparer.

Once you have gathered the available documentation, please submit to David Dabney, MS 454 or deliver to his office on the second floor of the Learning Resource Center at Scott Park.

Again, I apologize for the inconvenience and frustration this may have caused you.
David O. Dabney, CFO & Vice President for Finance

President Anderson: Are there any more questions for Mr. Dabney? Thank you very much for coming in on such short notice. Alright, let's move on to our provost, Dr. McMillen.

Provost McMillen: Thanks to the Faculty Senate and President Anderson for the invitation to speak. I'm not sure if it was an invitation or a command performance to explain myself, but here I am. I spent last night searching Shakespeare for an appropriate quote. But then I realized that nothing good ever happened in a Senate in any of Shakespeare's plays. So, I have no quote.

I am not going to take much time, but I am happy to answer any questions. It is more important to hear the comments from Dr. Patterson and Dr. McKether on their research and their colleagues' efforts to improve retention rates at the university for African-American male students. They are doing important work that needs the support of the Faculty Senate and all faculty.

I have enjoyed my two years as Provost and I have enjoyed what I feel has been a positive relationship with the Senate. I have tried my best to be inclusive on important faculty issues. I appreciate learning from the Senate and I appreciate my meetings with the Faculty Senate Executive Committee. It has been my observation that Professor Dowd is more chipper and less aggressive in the early morning than he is in the late afternoon.

Senator Dowd: Do you want to bet? I kid.

Provost McMillen: Over coffee, anything is possible. More serious though, my wife and I over the past two years carefully watched the retirement system of the state of Ohio since everything that we have is tied up in the retirement system.

My wife Barbara and I have monitored the past two years carefully in terms of retirement. This is a difficult situation in Ohio and for all of us we must be vigilant that the legislature for whatever reason does not enact Draconian changes to the system. It is my recommendation for whatever it is worth that a person who is in either STRS or OPERS should retire if feasible. Of course, every person's situation is different, but certainly those individuals including myself who have sufficient years in the system should retire. In addition, I would also strongly recommend that anyone who is able to buy service and hasn't should do so immediately no matter what the cost.

Keeping with the legislature, I foresee increasing politicizing of the education agenda and the Board of Regents. The Board will increasingly dictate curriculum as well as demand better retention and graduation rates. This is not all bad. Just average retention for us the past couple of years would have meant that we would have avoided some of our budget problems. But Toledo—city and university—is

politically an outlier right now and we need to be alert. I have recently made a recommendation to President Jacobs that beyond his own efforts in the Capitol as well as the good work of Marcia King-Blandford from the Provost's Office and Nick Piazza from the Faculty Senate, we need to even have more of a presence in Columbus.

I hope that for the past two years the Office of the Provost has been responsive and supportive of the faculty on the Main Campus and also in support of the faculty with cooperation of Chancellor Gold on the Health Science Campus. The Office of the Provost was stretched thin, especially this year with the Higher Learning Commission; Penny and others were working many hours on that project. We have been talking among the vice provosts who all had multiple jobs- two of them are deans and all do more than one job- we hope to put some new procedures in place to set the stage for the future Office of the Provost. I especially want to thank the University deans on the Main Campus because they have all advised me and have been responsive in solving difficult problems. I hope that I've helped them, especially in promoting the hiring of new and replacing faculty. New faculty are necessary for the success of the University of Toledo. I think we are at a point now where the deans and the academic administration with Dr. Jacobs' help are going to move ahead with more faculty hiring.

I have just a few notes that don't have to deal with me: (1) Graduation is coming up and I think that it is going to be a good graduation, Saturday, May 5th. We have two excellent speakers as honorary degree recipients: Maurice Manning, Chancellor of Higher Education in Ireland and also a leader on Human Rights Commission throughout all of Europe. He will speak in the morning. Lee Fisher, the former Attorney General and the Lieutenant Governor of the state of Ohio will speak at the afternoon ceremony. Lee Fisher is one of the best speakers that I have ever heard and I think it would be interesting in this politicized atmosphere to hear what he has to say. As you all know, the graduation process is being managed this year by Karen Bell and she is actually ahead of the game. If there are any issues, please contact Karen or email me. At the end of the year I have faculty members stop me in the hall and say, "We should go to Libbey Hall like we use to do" and I have said, "That's a good idea." I talked it over with Dr. Jacobs and he said "Why don't you be the sponsor it?" so I am going to sponsor two last Fridays in Libbey Hall for anyone who wants to stop by like we used to do.

Going back to STRS: Did everybody receive one of these newsletters yesterday or the day before? This was sent to our home since both Barbara and I are in STRS. The newsletter has some information in it about what the legislation will be like. Finally, inadvertently on the screen a few minutes ago the flier for King Oedipus. It was performed about a month ago and Ed Ligan was the director who is a member of the Senate. I thought that it was an excellent production and you may not know unless you went that Matt Rubin, Student Senate President had his first-ever acting role. I went to see it I thought the messenger was going to come in and say something then leave, but actually, Matt was on stage much of the end of the play and I thought they did an excellent job, it was just an outstanding production. So, I would be happy to answer any questions that you may have.

Senator Dowd: Could you give the Senate any information regarding the timeline or search process for identifying your replacement?

Provost McMillen: I don't know. I heard rumors, but you are probably more up-to-date on rumors than I and Dr. Jacobs has not discussed it with me. When we talked about it, he asked me to stay until July 1st and I asked him if I could play in an interim role after that and he said, "No, July 1st" and I said, "Okay" So, I am going to do a special project, which I don't know yet what it is.

Senator Krantz: You touched on a similar theme on what Mr. Ashley from the Board of Trustees brought up which is the politicization of the academic curriculum. His suggestion was that we as faculty become more politically active and involved, but realistically and problematically how do we do that?

Provost McMillen: How does that happen?

Senator Krantz: Yes. I mean, do we do it as individuals? Do we identify ourselves as a University faculty member or do we do it collectively?

Provost McMillen: Yes. I think both of those are great ideas. And I apologize for the past few years, because I came out of government relations which was beyond coming out of English and I sometimes fall back in talking about government relations a little too much, although in this year's charged atmosphere one might say that it is okay. One of the things when I was doing government relations and going down to Columbus every week I got to know all the local legislatures as well as a number of other ones around the state Legislators truly do listen to what people write them and talk to them about and I think some of you who are active politically and are aware of this, that does make an impact. I would urge individual people to write whatever you like. Interestingly enough, we have one of the most influential Republican legislators in the state who represents us, for those of you who live in Perrysburg Randy Gardner. He is running for the Senate seat because the term limits. Randy has been a legislature for much more than twenty years and why that is important is that he is part of the retirement system. Randy is well-respected by the governor. Randy comes from a well-educated family, his father, Dallas Gardner was a long time superintendant of Wood County schools and Randy has been very supportive of many UT initiatives and Bowling Green's initiatives. There are other legislators; Matt Solozgi from the Oregon area of Toledo is highly influential on the Democratic side and also in general leadership. And I would think that a personal letter saying "don't screw up my retirement" is totally appropriate and I think a broader letter if it moves in the Senate to do that, possibly without any "whereas" would be a gesture. Taking a delegation down to the State House, contact Aaron Baker, and discuss other state issues such as funding and so on. Going down and taking a couple of delegations down over the next couple of months as a group or individually to say thanks for the Capital Bill because it will help us because we need renovations. But we also want to say that we need more operating money as well. It is actually pretty interesting to do that, so I would encourage that.

Senator Dowd: Thank you for your service to the University of Toledo.

President Anderson: Absolutely.

[Applause]

President Anderson: Alright, we are finally there. Dr. Rubin Patterson is here to present some research on minority enrollment and retention over the last year or so.

Dr. Patterson: I want to thank, President Anderson for the invitation to speak briefly about some of the activities that we've been involved in, with respect to trying to get a handle on some of the factors that are frustrating retention and graduation for African-American students in general, and African-American males in particular. I will be brief on that because it is tough following the Provost and it is also very late, so perhaps I will go faster than I had originally anticipated. I saw this growth in the current Chronicle where a guy, Kevin Curry did an education watch in D. C. He was talking about the fact at P.W.I. (predominantly White institutions) campuses that cohorts are becoming increasingly White as they articulate over time. There is a relationship and respect to P.W.I campuses that invest in academic support as well as adjustment support for students from under-represented communities. For those that invest more their campuses become more White over time and for those that invest less their campuses become less White over time. As we are seeing at UT in terms of the incoming class of 2010 the Black incoming class basically reflects Blacks share of the state of Ohio population. But, it is not so good on the back end in terms of graduation, and that is sort of the thing that set us in motion back in 2010 when I came across

this statistic and I won't forget it: It was in the second week of November of 2010 when I came across this stat of a 5-year graduation rate of African-American males being 10.8%, I just knew that that was a typo, so I started checking around and "low and behold" sadly that was the case. So, I sent out an email to all of the Black male administrators, . . . , and professional staffers and we met on November 18th to basically look at what we might do to start trying to tackle this issue. We thought that we should build a report, a somewhat serious and sober investigation looking at some of the challenging factors and conclude some specific recommendations that could be perhaps implemented, and that would also benefit the young men themselves going forward. All of us have graduated from P.W.I. universities, so we know a thing or two about the sort of embedded cultural and structural factors that can kind of militate against their academic success, Black males. So, certainly our insight and experiences should complement the ongoing works of the dedicated professionals who work with us full-time on retention and graduation enhancement matters. I guess I can say that the study itself was sort of an underlying premise being general knowledge, analysis, and programs that are aimed at enhancing retention and graduation for the student body at large, looking at undergraduates. What we learned from that, it is sort of useful as well for those who are the weakest academic performers. In addition to that, we know that there are programs and analysis that can assist the weakest academic performers and it can also be useful for the general body as well. And that has been brought out in some of the site visits that we made which I will show to you in just a moment. I guess what I am saying here is that this is something that we concluded from this investigation and the overall recommendation was really designed to benefit the entire campus, not necessarily a specific demographic. And as the provost search moves forward, given that we have this shifty subsidy model that reflects course completion and graduation is an all about interest to redouble our efforts to say to all of our students are indeed successful. The study has basically four parts: . . . Literature Review. We also had some sort of focus group discussions amongst ourselves, Black male professionals at UT. Also, we are looking at some of the activities on campus that have also been shown to be successful with respect to this demographic. For instance, the Toledo Excel Program which has been in existence for approximately twenty-three years or so and taking in about fifty students per year, heavily African-American, has a graduation rate just north of 80%. Then in African-American Studies, despite the fact that conception has been so . . . underfunded there's a strong positive correlation between the number of African-American courses that African-Americans take and the graduation rate. For instance, those who take two or three classes have a graduation rate three times the rate of African-American students that take no African-American courses and those that take four or more have a graduation rate four times as great. So, there are some things that we know can work on, even already on campus. We also had narrative interviews of thirty African-American students for one hour-long interviews probing for things, for instance, perceived preparation before coming to UT, commitment for earning a degree, commitment to college, and so on and so forth. Per the PowerPoint slide, these are the numbers that represent African-American males' success in college. But, what I don't have broken down is the numbers of logistical for two different groups. In other words, comprise males with over a 2.8 GPA and the other group was higher than 2.5 GPA, but with respect to study patterns and to complete a degree, they are sort of indistinguishable between the two going forward. And so, we found things that were common in some of the challenges: Not being prepared for the jump and rigor from their high schools, and keep in mind that there are a number of high schools from which these students came from. So, it is the rigor and also the college pace, were they prepared to demonstrate academic skills at a college level from day one? As I expressed to the provost and others, first and foremost there is some type of bridge summer program at those universities that are doing a far better job and showing a success of more of these students having these types of programs. These students come in during the summer and gain familiarity with the campus, burnish their academic skills, and build their peer network and . . . So, it really prepares them very early in the fall term. We also looked at Group 1, those that are under a 2.5 GPA such as 0 to 2.0 GPA, those are the bottom performers. And then at the top group, those are higher than a 2.5 GPA and goes to a 3.1 to 4.0 GPA and what you see here that it is really quite shocking that Group 2 actually dropped down to 2.6 GPA. So those in Group 1, they look as though they really had some challenges starting at UT for which they never recovered. Then in Group 2, they started out very

successfully, but in the end not so well. They are pointing out in subsequent interviews that they are thinking that it wouldn't be quite as difficult as they imagined and they didn't know that the work was as hard, so they are really being caught off guard and needing some type of seminars to better prepare them for the transition seems to be quite paramount. Some of the ongoing activities here: The Office of the Provost is part of the Retention and Graduation Rate Task Force that plan to submit a report at the end of this month or the beginning of April. There's a group that is called, "Brothers on the Rise," it is an effort to bring together African-American male students and Black male professionals, alumni etc. for a monthly dialogue and sometimes more than monthly. And there is also an examination of a former... the Office of Student Development has a long history and sometimes it was successful and other times not, but, Carter Wilson is the head of the subcommittee and is examining OSD. Among other things, it formally had a summer bridge program not quite as wide nor not quite as long as it might be, but one existed nonetheless and it went away, certainly some version of that needs to return and we did some site visits that is coming up next. Also, we are looking to get more funding so we can do more interviews. We have these interviews transcribed and analyzed, so we hope to do that and we randomly select students that did not return between the end of fall 2010 to beginning of spring 2012. We made a series of site visits to these places and in my Early Live with You we came across this program at Michigan and it has actually become morphed into something much bigger than back then. What I learned from that is that we ought to do some site visits because there are some campuses that are doing a "bang-up" job in some aspects and we can learn some best practices from them. So we started out at Ohio State and quite interestingly they managed to increase the African-American rate from 35% to 60%. They also interestingly erased the Black female to Black male academic achievement gap, retention and graduation rate. Of course at Howard it is a HBCU, but we wanted to throw in one of those as well given that HBCU are predominately Black colleges and their universities represent only 3% of all higher learning in the country. They educate at the undergraduate level 10% of African-Americans and award 20% baccalaureate degrees for African-Americans and 30% of STEM degrees. So now you know a thing or two about the graduating rate of African-American students. Also, at the University of Maryland in Baltimore and this was getting a lot of attention and we were also profiled as well on 60 Minutes about the remarkable success that they had among PWI campuses, they produce far more PhD STEM degrees from underrepresented groups than any other campus. ...program that was actually aimed at African-American males, for the most part that is the inception, but it had a huge impact on the overall campus. President Anderson traveled to both of these campuses with us, Howard and UMBC and Senator Teclhaimanot traveled with us to Ohio State. For all of these incidences, one thing might start out for one student but have an impact on a number of students. For instance, it is kind of an embarrassing anecdote, but it ended up getting useful so they shared it with us; they ended up sending out acceptance letters to nearly three-hundred students that didn't quite make the cut, but a good percentage of them came. But, they were not prepared and they started thinking that they had to cobble together additional resources to assist these students; well, what you can kind of predict where the story is going, they did better than the students in general. So they applied what they learned from that to the broader student body. We learned just recently at the University of Kentucky they have a remarkable First Scholars Program for first generation college students, it is certainly aimed at those of the... region, but not just that. The students that are in the first or second year retention at Kentucky there is about 76%, but those students in this program it is about 95% and from the second to third year it is about 93%. In all of these cases during these site visits it was quite inspirational as well as very constructive without taking some deliberate and consistent action can have a huge impact on these students in general.

Senator Dowd: Dr. Patterson, regarding the PowerPoint slide, you reported a graduation rate of 4.2%. Does that figure apply overall to African-American students or just African-American male students?

Dr. Patterson: That is overall African-American. African-American males for that year, 2010 about 3.2% and in the recent years it has been in the 2.0's, about 3.6%.

Senator Dowd: I don't mean to "hog" the discussion at Senate, but you mentioned several times funding. Do you have adequate funding? Are there particular areas where you would like to expand your activities and, perhaps, the Senate Executive Committee could carry the discussion forward for additional funding?

Dr. Patterson: We are getting about \$6,000 to do the next level of detailed extra narrative interviews of students that did not return. We are also getting a new software that examines social network analysis; it will look at the...of network and to correlate those with academic success. This is something that we are going to be advising for all students on an on going basis, so we can better advise students about networking on campus for success.

Senator Dowd: I want to make sure that I understand the level of resources you need. Are you asking for \$6,000?

Dr. Patterson: Yes.

Senator Dowd: Only \$6,000?

Provost McMillen: We've funded Dr. Patterson's progress so far and we intend to continue that.

Dr. Patterson: Let me just say this, we do not have to spend our own money to travel to these places. The first part of the study with the interviews were a few thousand dollars, we are trying to be frugal, but in order to get a real handle on this; because there is no quick easy fix, we are really trying to "pop the hood and go inside" to get a handle on what is really required for change based on this campus and our own limitations and who we are. We also learned from other places that we have seen as well.

President Anderson: It seems to me that certainly the greatest programs have summer bridge programs almost without fail and that would be one place that I think that we should start jumping in and that means that faculty could help run it. Another thing, you mentioned twice on this chart and you stated that African American studies is required in Kentucky, you stated that it validates identity. How much do you think really stretching that for all students in some sense that is having some kind of identity support structure such as research type of materials? Do you think that would help?

Dr. Patterson: I think that it will help a lot because all we have right now is we can narrow the correlation, but we do not have demonstrative cause and effect, but that can come over time, I think. But, listening to the testimonies from students that were at Kentucky for instance, all of them have always dreamed to go to a... campus, but then getting there and feeling a little intimidated because of the influence there, the social leads that other people have that they do not have, like not knowing what to say and how to say it etc. etc., so they really question themselves, right? So, prior to this program they implemented that the dropout rate was pretty high. But something very interesting happened, the director who is a remarkable guy sent out a notice across campus basically asking faculty and administrators to identify themselves if they were first-generation college grads. It was a BIG number including the current president. They had a meeting and they came out and then the president started on a regular basis "First Gen Social" at the president's house and these students just went and on and on about how special they felt about that and they have their own space where they can go and "kick-it" and relax and feel affirmed and validated; I think that it worked so much there. In addition, not like the...but the...put together a program that lasted twenty plus years and it was similar to boot camp as President Anderson mentioned, they drilled math, science, and African studies because the performer was a little concerned about the modern day technologies from students from other countries that are on the rise, so we can invest some there and help them to succeed with the experiment. And what helped them is that they have a remarkable president that put those two external resources together and a brilliant administrator and some magic

happened. That is why UMBC was ranked three years in a row the number one up-and-coming university in America and they also ranked number four in terms of commitment to undergrad education.

Senator Hottell: Dr. Patterson, you mentioned the significance of recognition and that makes me think of the difference at University of Toledo recently, so could you speak to us about how your efforts has been hindered by having been moved totally into another department by loss of secretarial support?

Dr. Patterson: Thank you. It is really monumental despite the contribution and impacts that African-American studies offers it has only had a VAP (visiting professor) and a part-time director which has been absorbed into sociology and anthropology. We started out with a budget of \$8,000 that was reduced to \$4,000 then reduced to \$500 then down to 0 dollars. On top of that, there is the program aspect of a part-time secretary for sociology, anthropology, and African-American studies- teaching over five thousand students for a year with part-time secretary support is challenging. Obviously, we do what we can but we are missing out on a tremendous possibility to help more students to be successful. I use to have my arguments on a moral imperative rather than the right thing to do; I put that on the shelf for right now and I am speaking a language that people understand, it is in our financial self interest to help these students to succeed as well. Because if they succeed in African-American studies or other areas that is resources that helps economics, electrical engineering, and other departments and colleges as well. So, we are sort of all in this together and when we came across this statistics we were restless we had to do something so this was the start of that.

Senator Hottell: May I follow-up on that?

Dr. Patterson: Yes.

Senator Hottell: Have you looked at statistics and are they extremely different and/or could we figure out where we went wrong from the mid 90's when the first director was brought in, Abdul Alkalimat and that was budgeted at \$85,000 because I was on the Search Committee and that is how I know, and I think that he may have received significantly more than that, plus the support and office staff that he needed. So, do we have statistics to show that there were better results then when resources were provided?

Dr. Patterson: I haven't thought about constructing something like that, but I am going to investigate the bigger point you are getting at, which is a correlation between funding and outcomes. Now that you mentioned that, Carter Wilson is heading a team investigating the Office of Student Development, comparing funding and outcomes over time. Another brilliant outcome from the OSD is the Toledo Excel Program and also the current president at Ohio University who received his PhD from the University of Toledo as well. He studied UT's OSD as a doctoral student. So it did some remarkably good things and for whatever reason it was starved over time and basically it is a mere shadow of its former self, despite the empirical success. These findings and observations will be presented in our report soon. We will show that these programs and intervention measures were being successful and adding value when appropriately supported. So, we want to keep "banging" drums until that point gets across.

Senator Hottell: Thank you.

President Anderson: Okay, it is 6:00p.m. May I have a motion to adjourn?