

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of September 25, 2012
FACULTY SENATE

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

Approved @ FS on 10/23/2012

HIGHLIGHTS

Dr. Scott Scarborough, Provost and Executive Vice President for Academic Affairs

Dr. Linda Rouillard, Vice President of Faculty Senate

Dr. Nick Piazza, Faculty Senate Representative to the Ohio Faculty Council

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

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

I. Roll Call: 2012-2013 Senators:

Present: Anderson, Bailey, Barnes, Cappelletty, Cochrane, Cuckovic, Denyer, Dowd, Duhon, Edinger, Ellis, Franchetti, Gilbert, Hammersley, Hewitt, Hey, Hill, Hoblet, Hottell, Humphrys, Jorgensen, Keith, Kranz, Lingan, Lundquist, Molitor, Moore, Nigem, Ohlinger, Piazza, Plenefisch, Quinlan, Randolph, Regimbal, Relue, Rouillard, Springman, Teclehaimanot, Templin, Thompson, Thompson-Casado, Van Hoy, Weck-Schwarz, White, Williams

Excused absences: Brickman, Cooper, Duggan, Giovannucci, Moynihan, Sheldon, Wedding, Wilson,

Unexcused absences: Crist, Eisler, Gohara, Hamer, Heberle, Hornbeck, Lee, Nazzal, Thomas, Tinkel, Wedding

II. Approval of Minutes: Minutes from August 28th meeting are ready for approval.

President Dowd: I am calling the meeting to order. Welcome to the third Faculty Senate meeting of academic year 2012-2013.

To begin our meeting, I request Secretary Duhon call the roll.

President Dowd: As I begin your Executive Committee Report, I ask the indulgence of Senate to permit me to include in that report remarks from Senator Regimbal regarding recent achievements of our student-athletes. Senator Regimbal is a long-term supporter of our athletes and our athletic programs. Senator Regimbal currently serves as our NCAA representative.

Senator Regimbal: Student athletes do amazing things and I would hope if you have a student athlete in your classroom that you will expect them to sit in the first two rows and that you would congratulate them on all of the work that they have done. It is not easy to be a student athlete. I think that this institution really does believe in a *student athlete*; a student and an athlete.

In the past year, we have won numerous Mid-American Conference championships and other athletic honors. We have been awarded the Jacoby Trophy for the top overall women's program in the MAC, the Academic Achievement Award for highest grade point average in the conference, and now the Cartwright Award, which honors all facets of student-athlete achievement, including community service. The Cartwright Award caps an incredible year of achievement for our athletic program on the playing field, in

the classroom and in the community. It truly is a great time to be a Rocket."

The Mid-American Conference (MAC) presented the Cartwright Award to the University of Toledo for its program excellence in academics, athletics and citizenship during the 2011-12 school year. The Cartwright Award was presented to Toledo Saturday, Sept. 22 during the Rockets home football contest against Coastal Carolina at the Glass Bowl.

The Cartwright Award is an institutional award presented annually to one university in the MAC. A committee with representation from all 12 institutions selected the Cartwright Award winner from nominations submitted based upon the criteria of excellence in academics, athletics and citizenship. The award began in 2008-09. This is the first time UT has received the honor.

The Cartwright Award is named in honor of Dr. Carol A. Cartwright, one of the most highly respected voices in higher education. Dr. Cartwright served as the President of Kent State University from 1991-2006 and President of Bowling Green from 2008-2011. Dr. Cartwright previously was the vice chancellor for Academic Affairs at the University of California at Davis and dean for undergraduate programs and vice provost at The Pennsylvania State University. She has served on the NCAA Board of Directors and is a member of the Knight Commission on Intercollegiate Athletics.

Below is a brief summary of the accomplishments by the University of Toledo in each of the three areas of academic, athletic and citizenship excellence:

Toledo Academic Summary (2011-12):

-Toledo student-athletes earned a school-record 3.167 GPA for the 2011 Fall Semester, and then followed with another new record of 3.266 GPA in the Spring Semester.

-The Rockets have seven consecutive semesters where collectively the athletic program has earned a 3.1 GPA or better.

-A total of 26 student-athletes earned a perfect 4.0 GPA in the 2012 Spring Semester.

-A record 71% of student-athletes earned a least a 3.0 GPA in the Spring Semester, including 40.9% who earned at least a 3.5 GPA.

-Rockets men's teams were honored by the MAC with the Faculty Athletics Representative (FAR) Academic Achievement Award for the second consecutive year. The award recognizes the conference institution with the overall highest GPA rank by gender.

-Toledo's volleyball program earned the American Volleyball Coaches Association Team Academic Award last August after posting a 3.512 GPA during the 2010-11 school year. This marked the eleventh consecutive season the Rockets received this honor.

-Rockets women's soccer team was tied for fifth nationally with a team GPA of 3.61, while the women's golf team had two golfers selected to the NGCA All-American Scholar team.

-Forty of Toledo's student-athletes were named to MAC All-Academic teams in their respective sports

and 56 student-athletes were awarded the Commissioner Award.

-Toledo Director of Athletics was named the Under Armour Northeast Region Athletics Director of the Year and was recognized during NACDA's 47th Annual Convention this past June.

Toledo Athletic Summary (2011-12):

-Toledo was the recipient of the Jacoby Trophy for the first time in program history. The Jacoby Trophy is given annually to the MAC's top women's athletic program.

-Toledo's women's cross country team won its second consecutive MAC Championship and earned its second-ever NCAA Championship meet appearance. The Rockets placed third at the NCAA Great Lakes Regional and took 21st place at the NCAA Championship Meet, the highest finish ever by a MAC program. Also, Kevin Hadsell was named MAC Coach of the Year for the second consecutive season and fourth time overall.

-The Rockets women's soccer team went 14-7-2 and won its fourth MAC Championship Tournament title and earned its fourth trip to the NCAA Tournament. Brad Evans was named MAC Coach of the Year for the second consecutive season, while senior defender Natalia Gaitan competed for Columbia in the Summer Olympic Games in London.

-Toledo women's swimming won the MAC Championship for the second league title in three years. Liz Hinkleman was named MAC Coach of the Year. Seniors Claire Leichty and Laura Lindsay advanced to the NCAA Championships, with Lindsay earning All-American honors for the second consecutive year.

-The Rockets women's basketball team was the MAC West Division co-Champions, compiling a 24-10 record and advancing to the Elite Eight of the 2012 WNIT, one year after winning the WNIT Title. Toledo ranked first in the MAC in attendance for the 22nd consecutive season and ranked 25th in the nation, averaging 3,748 fans per game.

-Toledo women's track & field team finished in second place in both the indoor and outdoor MAC Championship meets, the best finish in school history in both events. Emma Kertesz was named MVP of both the indoor and outdoor meets, capturing first place in four distance events. Kertesz also qualified for the NCAA Championship Meet in the 10,000 meters.

-The Rockets women's golf team finished in third place at the MAC Championship. Piyathida Chalyapan earned co-medalist honors before falling in a playoff.

-Toledo's softball team advanced to the MAC Tournament for the first time since 1997.

-The Rockets football team defeated Air Force, 42-41, at the Military Bowl in Washington, DC to finish the season with a 9-4 record. Toledo was 7-1 in conference play and earned a West Division co-Championship. Offensive coordinator was named head coach in December and led the program to the Military Bowl victory. Rockets wide receiver Eric Page became just the third player in FBS history to earn first-team all-league honors at three positions (wide receiver, punt returner, kickoff returner).

-All total ten Toledo football games were televised either on a national or regional television network, including five appearances on ESPN networks.

-Toledo's men's basketball team won 19 games, an increase of 15 wins from the previous season which was the second largest improvement in the nation. The Rockets won their first-round game in the CIT Tournament, Toledo's first post-season victory since 2001.

-The Rockets baseball team won its first-ever MAC West Division title with a 19-8 league mark.

Toledo Citizenship Summary (2011-12):

-Toledo's football program supported the Epilepsy Education program, Washington DC Veterans Hospital visit and Lauren's First and Goal Pediatric Brain Research event.

-The Rockets volleyball program volunteered with the Apple Tree Nursery and Sparrows Next organizations, while the women's tennis team worked with the Ronald McDonald House.

-Toledo's women's golf program donated time with grade school programs and were NCAA Cross Country Regional volunteers.

-The women's softball team worked with the Sunshine Group Walk, Adopt-A-Family, Breast Cancer Pink Game and Apple Tree Nursery organizations, while the women's swimming team helped with the Jaclyn Foundation Water 2 Water Swim event and Race for the Cure.

-The Rockets men's basketball program made appearances with MLK Elementary, Toledo Food Bank, Lake Erie School, TPS Walk, Boys and Girls Club, UT Big Event, Sherman Elementary school, Toledo Mentors and Inner City Camp.

-Toledo women's basketball team supported the Race for the Cure, Padua Center, Salvation Army Christmas and raised over \$12,000 at the Komen Pink game.

-The Rockets athletic department annually invites speakers to discuss topics to student-athletes such as hazing, social media, sexual orientation and alcohol abuse. Recently Michael Franzese visited campus and spoke to all student-athletes about gambling and organized crime.

-Toledo also works with Helen Grant Consulting LLC regarding a complete departmental review from a gender equity and Title IX perspective.

Previous Cartwright Award Winners: 2010-11

Western Michigan 2009-10

Kent State 2008-09

Central Michigan

Thank you very much.

Thank you very much for all your hard work.

[Applause]

President Dowd: Thank you, Senator Regimbal. Please extend my personal congratulations to our scholar-athlete for their particular achievements. Now, I would like to turn from recognizing student

achievements to recognizing “one of our own,” Senator Thompson-Casado, for an award she recently received. For this I, again, ask the indulgence of Faculty Senate to permit me to include in the Executive Committee Report remarks from Faculty Senate Vice President Rouillard about the award received by Dr. Kathleen Thompson-Casado of the Foreign Languages Department.

Senator Rouillard: President Dowd asked me to speak briefly this afternoon to recognize one of our own. You have seen the announcement of the Shining Star award which is the first award that is being presented by our new provost, Dr. Scott Scarborough and it was presented to Kathleen Thompson-Casado; in our department we call her Kati. I want to say a few more words about this award. We recognize the student athletics and Senator Regimbal has generously reminded us that part of their success is a reflection on the work that we do in the classroom. I would like to single out again Kati’s contributions to our students. In all the time that I’ve been here at the University of Toledo I have always been impressed with the devotion and dedication that Kati has shown her students, her colleagues, and this institution. I can give you as proof that her office has a lot of traffic. Students come to her for help with their assignments, or help with advising, or study abroad; colleagues come to her as well and I am one of those who increase the traffic in her office. We like to talk about our courses and we like to talk about research and these are some of the conversations that I cherish. I have seen Kati come back from class and be excited to tell me about some piece of Spanish Literature that she just introduced to her class. There are other times that we just bounce ideas off each other about research. I think that Kati is also one of the best examples of how research in the humanities finds its way back into the classrooms. She and I are going to present along with a third colleague Dr. Friedi Emmonds...at the Mid West Modern Language Association in November. Kati is going to speak about Rosa Montero who is a Spanish author who does work in the fantastic, science fiction and detective novels. She finds in her research connections with discussions in the classroom allowing our students to benefit from her research; likewise, she finds research topics in the material she teaches. I like very much this example of how teaching feeds research and how research feeds teaching, given that the public and administrators don’t really understand what research really means in the humanities. It is not necessarily funded and it is not frivolous and it is not about indulging faculty expertise and preference, it’s about what we can bring to our students in the classrooms and Kati’s research shows that. I think that she is one of the best examples of what it means to be a teacher scholar on this campus and I would like once again to recognize her for being such a fabulous colleague. Thank you.

[Applause]

President Dowd: Thank you, Vice President Rouillard, for your heart-felt thoughts on Senator Thompson-Casado’s most wonderful dedication to our students, university, and our community. I asked for the comments from Senator Regimbal and Senate V.P. Rouillard in an attempt to inform our community of these most recent examples of student and faculty achievements. I invite you to inform your Executive Committee when you, your students or a colleague who receives an award, an honor, or any other such recognition. I would like to include such achievements in Executive Committee Reports because I believe we need to celebrate the achievements of everyone in our community.

Two weeks ago Senator Kristen Keith approached me about a serious problem lingering still today, resulting from the break-up of the College of Arts & Sciences. The problem arises with students in the colleges that were Arts & Sciences who are currently pursuing either a Dual or a Double degree. Before the break-up of Arts & Sciences many students in that college were pursuing a "Double Major." That is, they would receive one diploma from Arts & Sciences listing two majors. For example, a major in Theatre and Film and a major in Communication. Or, a major in Economics and a major in Mathematics. After the break-up of A&S, these students have been moved to pursue a "Dual Degree." That is, they now will receive two diplomas. For example, one diploma from the College of Visual and Performing Arts and another diploma from the College of Languages, Literature, and Social Sciences. The problem arises from

Arts & Sciences rules that were simply transferred to the three colleges spawned when A&S was broken up. The bottom line is that these rules now impose an additional burden on students. I believe this burden only applies to students currently in a college that was part of Arts & Sciences. To be specific, the burden is that affected students are now required to complete an additional 20 credit hours in order to graduate. As I understand the issues, This is not 20 additional credit hours in one of their majors, just 20 additional credit hours. I hope this artifact from Arts & Sciences is relatively easy to fix.

After an initial conversation with Senator Keith, who is also Chair of the Languages, Literature, and Social Sciences College Council, and Senator Paul Hewitt, who is also Chair of the Mathematics Department, I spoke with Dr.~David Krantz, chair of the College Council for the Natural Sciences and Mathematics, and Dr.~Ray Marchionni chair of the College Council for the Visual and Performing Arts. We discussed the issue and all Chairs agreed to inform their Councils of the needed actions.

Following that conversation, your Executive Committee discussed this issue and charged the Senate's Academic Regulations committee to investigate this issue and provide a recommended course of action. However, please note that that recommendation will be forwarded to the three College Councils for their consideration before there is any discussion of acting on this matter by Faculty Senate. In other words, Faculty Senate is looking into this now because it is a policy that spans three colleges. However, we will let the three College Councils consider and perhaps improve upon whatever recommendation comes from our Academic Regulations committee. When the three College Councils are satisfied with a proposed action, that action will be presented to Faculty Senate for approval.

Before leaving this issue, I ask Senators to let your Executive Committee members know of any other "unintended consequence" from the break-up of Arts & Sciences that is placing some other burden on students. In my opinion, this administration was in such a rush to break-up Arts & Sciences, it didn't permit sufficient time to work out all of the details. So as we continue to discover such problems, we will continue to fix such problems. I mention this now simply to suggest that if we have to fix such problems now, let's see if we can address all such knowing problems this year.

The next issue is that of committee assignments. Today, Dr. Linda Rouillard, Vice President of Faculty Senate, will describe the actions and decisions of your Committee on Committees. As our constitution states, the Committee on Committees appoints individuals to our committees and then the Senate President selects an individual from each committee to serve as the committee chair. I have done that for a couple committees, such as Curriculum, Programs, and Regulations, but I am still working on some of our other committees.

Your Executive Committee had an extended discussion on new teacher performance assessment and the state requirements for teacher education. To give you a "heads up," we will be inviting to the next Senate meeting Virginia Keil to briefly discuss this issue. Dr. Keil is the Associate Dean for Undergraduate Affairs in the College of Education, Health Science and Human Service.

Next, over the past five months or so, your Executive Committee has had many, many conversations among ourselves and with several top-level administrators about revising the Faculty Senate's Missed Class policy and what constitutes an "excused" or "unexcused" absence from class. There have been a number of events that has triggered significant interest by both your Executive Committee and by the administration. These involve faculty who appear to have not adhered to the policy and by students who appear to have exploited "loop-holes" in the policy. Your Executive Committee has referred this issue to the Academic Regulations committee to investigate this issue and provide a recommended course of action.

My last issue for this report deals with the supreme frustration felt by many, many students and faculty over the management of the Library. I do not have to enumerate the issues that have caused such frustration and anger because I believe we all could construct that list. Suffice to say that we have hit a critical point in the operations of the Libraries. Many students and faculty members simply cannot conduct their research because of the material that has been removed and the redirection of resources. However, this frustration was expressed most vigorously by the University Research Council. Although it is a side point, I am going to mention it anyway: I have served on Research Council since 2003, being first appointed to that body by Alice Skeens, our dear Lady Alice.

As a response to Research Council's direct suggestions, Vice Provost Pryor is forming a Library Advisory Committee. He has invited Faculty Senate to appoint one individual from our Executive Committee to that advisory committee and two other faculty members. I suggested to VP Prior that the two faculty appointments should be split between Faculty Senate and Graduate Council. Your Executive Committee will provide updates on this advisory committee when additional information is provided to us. If you are interested in serving on that advisory committee, or would like to nominate someone, please contact one of the Executive Committee members, or Quinetta, or send a note to facultySenate@utoledo.edu. That concludes my portion of the Executive Committee report. Do other members of the Executive Committee want to add anything at this time? Are there any questions from Senators?

Senator Anderson: I have a question. Do these advisory board members have to be members of Senate or can we suggest a name outside of Senate?

President Dowd: Vice Provost Pryor requested two faculty members; I'm interpreting that request to involve appointing either Senators or non-Senators.

Senator Jorgensen: I have a question too. You referred before about this ICE program which is a quick path to a degree program, do you have any information about it such as, do we know that it has gone through our academic program committee?

President Dowd: Absolutely.

Senator Jorgensen: It is advertised and it is apparently open for students.

President Dowd: Students are apparently enrolled in courses for this program. That said, perhaps these issues are better addressed by our first speaker today. But related to your point, the Faculty Senate Executive Committee will be extending an invitation to Vice Provost Pryor to come to an Executive Committee meeting and give us an update on that program. I hope that he will accept invitation. Is there anything else from the Executive Committee? Are there any other questions from the floor? I would like to introduce to you our first speaker today, Dr. Scott Scarborough. He has been at this University since 2007. His initial position was Chief Financial Officer. For his subsequent position, please forgive me if I do not provide his exact title. I believe it was Executive Director of the Medical Center, a position he held until September 17, 2012. On that date the Board of Trustees appointed him Provost and Executive Vice President for Academic Affairs. With that, I give you Dr. Scott Scarborough.

Provost Scarborough: Let me begin by thanking Faculty Senate and President Dowd for this opportunity to be here today. It is an honor to serve you as provost and I look forward to working with you to advance the University. Before I go on, let me also join Senator Rouillard for recognizing Dr. Kathleen Thompson-Casado and her contributions to what we do at this university. First, I want to tell you a little bit about the Shining Star award and why it is significant. The Shining Star award was born out of a program that Chancellor Gold began some number of years ago. I think Chancellor Gold, the iCare program is approximately three or four years old, is that about right?

Chancellor Gold: Six years.

Provost Scarborough: One of the programs that grew out of the iCare program was designed to improve the patient experience was this award that was given monthly on the Health Science Campus; this award was called the Shining Star award. In the two years that I was associated with the award I would say that it was the most important thing that we did to improve morale on the Health Science Campus. I could have never expected what this monthly award did to that campus. On average we would award four awards each month; nominations were received through the office that was responsible for leading the program to improve the patient experience. There was a committee of people who were on the Steering Committee to oversee the program to improve the patient experience and they would meet monthly to evaluate and decide on the four reward participants. We would then assemble all of the Health Science Campus clinical leadership once per month and there were about eighty people in a room like this and we would invite the four award recipients to come and at that meeting we will begin with a presentation for the awards. We would invite the person up to read the nomination which is what the nominator had written about the reward recipient. I would be honest with you, on many occasions it was hard for me to even get through reading what the nominators had written about the reward recipient. It was probably the most emotional time that I can remember on the Health Science Campus because of the heartfelt statements that were submitted to the committee about the extraordinary things that the people were doing to improve the patient experience; it just set the tone for everything that would follow like difficult issues. It just seemed right that we started each meeting with a celebration of what people were doing to improve the patient experience and that is the power of that and the unintended consequence of seeing what that program did led me to believe that we can use a little celebration, and I believe every organization can. During the search process when I had the chance to hear Dr. Rouillard talk about Dr. Casado and the work that she did and to see Dr. Rouillard's eyes light-up when she was talking about Dr. Casado my thought was, if we were going to begin the program in the right it would be no better person to begin with than Dr. Casado. And then to see that capturing of the video it tops it, frankly. So, yes, we got a little ahead of the formal process that we will establish, but given the fact that it came from a respected Faculty Senate leader and given the fact that the passion that was felt as she was talking about the work that Dr. Casado did was a "risk worth taking" in terms of setting a standard in which all future nominations will be given. So, I am appreciative to Dr. Rouillard for sharing her cause and to Dr. Casado for all the great work that she does. I am optimistic, as we celebrate people going forward the numbers of the awards will increase, but time will tell. I don't think that we should put any limits on celebrating the great work that is done. I am very proud of the first award recipient. Every reward recipient received a beautiful glass award that we will present to Dr. Casado at the next Town Hall meeting and I will hope to be there too. I believe Dr. Rouillard will enjoy doing that, but I am not sure how exactly that will play out. On the Health Science Campus we also gave out a \$20.00 gift card for them to enjoy a dinner. That is not a lot, but it is more a gift to all of us than it is a gift to Dr. Casado and I think you know that and she knows that. I am hoping that we will have the same impact on this campus as well. Thank you for your willingness for being able to commit and thank you, Dr. Rouillard for putting yourself out there with the video. I think you looked great and I think you may have an alternative career with movies etc.

Senator Rouillard: I think I will stick with this career.

Provost Scarborough: Let me talk a little bit about the first few things in the job. Many of you know that the Board of Trustees approved my appointment last Monday, so it has officially been one week now. One of the ways we are supposed to communicate what I hope to accomplish in the first 90 days was this particular graphic that most of you have probably seen in the video that Dr. Rouillard had mentioned. I do not want to talk about the graphic because the video does that, but I want to talk about what we've accomplished in at least one week and if you invite me back I will be happy to talk about what progress we have made in trying to address some of these issues. First, let me address the step one graphic: The

University has a strategic plan. Most of the colleges and units that report to the provost have a strategic plan. It is both a way for me to get up to speed and a way to set priorities in an environment that is not resource rich. We are going to take all of the colleges and all the units that report to the provost through a strategic conversation over the next 90 days. Why 90 days? So when we begin the annual budgeting process we have strategy dictating finances not finances dictating strategy and that is the reason why timing is important because we normally begin the annual research allocation process in January. That calendar has been outlined during the first week and we are scheduling those sessions now. I have communicated with President Dowd in a memo form of a request that Faculty Senate will choose faculty members to participate in this process as part of a steering committee. The steering committee will kind of oversee all of the conversations and the integration of the conversation, so in one week that is what we accomplished. In terms of team and team work: This is actually where I spent most of the time in the first week because my experience has been that if you get the team right, the people who are working with and for the provost, it actually makes all of the work of the office and all of the very difficult decisions that need to be made so much easier if you have the right people working on the right issues and working together in the right way. As I looked at the organization that I inherited from the previous provost I am struck, at least my personal opinion at the possibility of that structure, so I already began to make certain adjustments to the structure to make it more workable for all of us. I think most of you are aware of the fact that one of the things that we've done to adjust the structure is to ask Thomas Gutteridge, the person who has the longest tenure as a dean and who is the most experienced in academic administration to join the Provost Office. You will see in a later presentation in a revised organization chart exactly what Dr. Gutteridge will be responsible for. Initially, what he will be doing is all of those things that Peg Traband was doing for the Provost Office. Peg Traband on the other hand, will be asked to take more of an operational role in the direct management of some of the entities that have previously reported directly to the provost, but now will report directly to Peg who will help me manage the vast number of direct reports that the provost has. The previous structure that I inherited was receiving twenty-five direct reports and my personal opinion is, there is no way to have a healthy relationship, there is no way to keep twenty-five people feeling like they are fully engaged and fully attached to everything else that's going on in the Provost Office. So, what we are going to try to do through the addition of Dr. Gutteridge and through the real line through the units, and directly to Peg, and directly to me is to try to create more of an organization structure where it really can be healthy relationships that is established so I can keep people on the same page. I am anticipating one of the questions that I will get today, one of the consequences in having an organization structure that doesn't work is that people feel isolated. When people feel isolated and are not communicating and are not attached to the whole, one or two things happened: either they shut down and become not very productive out of fear of doing something that others have not approved or they feel like they are empowered to go places that no one intended for them to go. So part of fixing the structure is providing some coherence and some well thought-out directions from what's coming out of the Provost Office. This is still a work in progress. You will also see that part of the reorganization has Student Affairs joining the Provost Office, so they will no longer be reporting directly to the president, but will be reporting through Academic Affairs. Again, trying to bridge curricular, with co-curricular, and with extracurricular, plus trying to create something that is a cohesive part of a plan that's been thought-out and integrated in ways. So, those are not the last changes that we will be making to the organization structure, but at the same time I do not intend to play with this for long because there's the real work of the Provost Office that needs to occur. But, I need to feel confident that the structure has a chance of working and that the relationships are strong. So, Dr. Gutteridge, the movement of Student Affairs, and the realignment of operating... what would those be? Things like, enrollment management will report directly to Peg Traband. In addition to that, the Registrar Office and the library is under consideration where to be placed at in the organizational structure. But again, my assumption will be that there will also be some realignment in terms of not only moving the pieces, but taking some of the pieces apart and replacing them in the organization; there is more to come on that because that has not been finalized. My hope is to try to finalize it by the end of next week, and as I have done up to this point, try to keep Dr. Dowd informed along the way so he can keep you informed along the way as well. The consequence of

moving Dr. Gutteridge in the Provost Office means that now we have an opportunity to hire a new dean in the College of Business and Innovation. When I sat down with Dr. Dowd I told him that I believe all of this is positive, a win-win opportunity across the board for these changes. The one down side that I can see which I am fully aware of and intend to tackle at the appropriate time, at a time that is fair to all involved is the fact of moving Dr. Gutteridge into the Provost Office because it does add cost to the Provost Office. As one who believes that the administrative cost is too high in higher education to begin with, the thought of moving a person into the Provost Office and causing those costs to rise is not one that I take lightly; but this is not the end of the story, this is the beginning of the story. At the same time I believe everyone that I inherited in the office deserves a chance to show what their talents are. So there will be a period of time where I will get to know everyone. Everyone who I inherited gets a chance to show their strengths and what value they add to the organization. But, in the long run, we all know that given what's happening to resources at the state level and at the federal level as they flow to higher education, given the limits in terms of what we can do with tuition rates now and in the future there's going to have to be a serious look at the cost of administration structure in higher education across the country, so I commit to you to take a hard look at that. The good thing about my background is that I am very comfortable with those types of issues and understanding what the numbers are and where there are some opportunities to do better. Another thing that I spent a lot of time thinking about is how to communicate effectively with the campus and all the stakeholders with whom the Provost Office must maintain healthy communication channels. So, in the time that I had between ending my work on the Health Science Campus and the beginning of my work on the Main Campus we have given a lot of thought to who are the key stakeholders and how to structure a schedule and communicate a plan that will keep all communication channels open and healthy. The administrative assistant in the Provost Office is scheduling according to this communication plan. Someone said, "Your scheduling must be crazy" and it is certainly is, but it will also stabilize once we get past this transition period and hopefully we will find that this communication plan works better than perhaps what's been done in the past, that is certainly my hope and my expectation. In terms of the work that has been done by Dr. Kaye Patten- Wallace and Mr. Ioan Duca in previous months and the collecting of people and I think Senator Moore is part of that process there has been some good work to improve the student experience. For example, in the new student orientation meeting that I attended a few months ago, clearly that program improved significantly from the last time I attended the event; so there has been some great progress. The other thing that I learned is part of one of those communication channels in the previous screen was that the word, "student centeredness" has a lot of sensitivity on the campus right now. So, one of the things I want to do today is simply to define what I mean when I talk about improving the student experience and what I mean when I use the term, "student centeredness." The steering committee that will be reconstituted to take the student experience and continue the previous work, they are going to have a steering committee as they had in the past of approximately 12 people. Then there will be another large amount of people who will be recruited that have a real passion for this kind of work and this group will be approximately 50 people from all different walks of life across the campus. They will be organized into teams that will be assigned to look at any one of these significant interactions with our students, assess our current level of performance and to determine what it will take to improve whatever deficiencies that are noted in the evaluation; students will be a key part of this process. In fact, that process has already begun to collect information from the students leadership, who are they? They are the student government president and vice president, the student senate chair and vice chair, the graduate student association president, the student trustees, the medical student association president and vice president. So we already reached out to them to get their ideas about all the significant interactions such as, is this list incomplete? Probably not, and this will be a good place to start and for those who are listed their current level of satisfaction as they perceive it from their constituencies. So we really already have a bit of an early sense of where they believe that there is additional work that needs to be done. The group of 50 champions will divide the work and it will probably be divided into two phases. Phase One work is intended to get some early wins and build some momentum and maybe tackle one of the really tough issues that generate some momentum. Phase Two work will get at some of the really difficult issues and the larger issues that are on this list. However, in

the end, what we want to try to address is this graph per Power Point. This is a study that was performed by a group that did interviews of 1254 students, not ours, just students across the country and when they interviewed the students they were leaving a particular university, at least according to this study, these were the real reasons (not the reasons that they gave during the exit interview before they left) that were concluded why the students left a particular university. This is just one study, but even if this study's conclusion is not valid, just the initial feedback that we are getting from our students leaderships suggest we got some opportunity to improve. Again, when you look back on the previous list when we talk about student centeredness and student experience we are talking about the broad array of interactions. The use of the term student centeredness or student experience is not an expression of any type or way of criticism towards any particular group, but it is simply a way of organizing a continual improvement. To treat students the way that we would want our sons or daughters treated if they were on any college campus in the United States or around the world, plus in the end it will make us a better university. So, let me just talk about the progress that we made during the first week on the problem solving. In any transitional period there are issues that are unresolved and I heard during the search process that there is a growing list of issues that needed to be addressed immediately by the new provost, so the first thing we've done is inventory those issues and right now we are up to about forty-five issues; forty-five issues that we've identified that need to get resolved that are kind of carried forward issues during the number of days, months, and even years that just need answered with a "yea, nay, or maybe." So, it is our commitment to the president to get this list worked down to zero within six months. However, it is my personal goal to get this list worked down to three months. The meeting that I had with some of the folks in the Provost Office today our office goals is to get 25% of them knocked out in two weeks, 50% within a month, and all of them certainly within two months and start fresh with our own set of issues that need to be addressed. But these carry-forward issues are nuisances and they are points of frustration from people across the university, so our hope is to wipe the slate clean in a short period of time.

Lastly, all I can say about step 1 is that we know that we want to make the foundation in everything we do in Academic Affairs a statement of quality. One of the things I said to the people that are already coming to me about opening this new program in India and this new program in Spain and this new program in China, I said, "First, let's make sure we have the top programs in the region." Let's not worry about world domination until we can feel good about what we are doing in our own region. The regional excellence is the minimum threshold that we need to hold ourselves to, especially in an environment where we don't even know how many state universities are going to survive in the next ten or twenty years. We have to prepare for the possibility that eventually there will be fewer numbers of state universities, and if there's only going to be one in the region I will prefer to be that one. So I want to make sure at the minimum our programs are the top in our region and it is not then through the strategy process within the next 90 days we will try to do that. I don't know specifically what would come out of the next 90 day conversation. When people are asking me in the search process, "What is your plan?" I said, "I don't have any detailed plan that I have approached that I know will work to get us to the place that makes sense to our university, but if I were to predict the kind of themes that will come out of the 90 day conversation I would expect something to come out to set goals in each of the areas that are articulated on the screen. I would be surprised if our conversation did not lead us to setting aspirational goals. Not only aspirational goals, but goals that we know we can reasonably accomplish in a reasonable period of time in all these areas. The last thing I want you to remember is that what's on top of the list is the foundation on which we want to build, whatever we do in the future. Academic quality will be the foundation of all we do. If we can't deliver at a level that we are all proud of then we will have to face the difficult issues deciding whether or not we should consolidate resources in those areas where we can't achieve that high standard of excellence. Ideally though, we will find a way to do it in all that we choose to do, so that is my introductory remarks and I will be happy to take questions.

Provost Scarborough: Well, I think it will have to because one of the items that are on the list of the 45 unresolved issues is the faculty hiring plan. What I told all of the colleges is that the 90-day conversation

should be an agreement of what constitutes the next step towards faculty hiring. Dr. Gold brought a little bit of what's been done in the past and what's been done most recently and I can't speak for that, but I would anticipate something coming out of the 90 day conversation that we all can look forward to.

Senator Anderson: Can you say a few brief words about the status of interim deans and the dean appointments that are ending in January 2013?

Provost Scarborough: That is three of the four items that is on this list. All of the deans that I had an opportunity to meet were founding deans and all of their appointment agreements I think expire in December, so all were brought to me and their desire to get that issue resolved in the next few months. I've asked some folks in the Provost Office to research the process that is appropriate to the following and to get that done. But for their sake and the sake of the university I am hoping that is something that will get resolved in the next 90 days. I will tell you, I had the opportunity in the last few days to sit down with hour long introductory conversations with many of these founded. I will tell you that I went home in the evening and told my wife that some of these folks are very impressive. You may be able to criticize some parts of the decision making but I don't think you will be able to criticize their enthusiasm or their love for the work they are doing. But, we will try to get that resolved too. Thank you.

Senator Jorgensen: One of the critical factors for a successful university is the partnership between the faculty and the administration. The concept of shared governance gets tossed about, and it means different things in different places, but I would ask that you commit to following for example the shared governance that is enshrined in our constitution that was approved by the Board of Trustees and has been consistent with the policies of the university. I hope that the presently referenced issue of an academic program, that Faculty control the academic program, the administration cannot impose a new program that is counter to the regulations, and yet ICE was announced and advertised...it was totally new to the faculty. Faculty can really help on a lot of those issues like you said before, and academic programs is clearly one of them that we could be valuable participants, not just spectators.

Provost Scarborough: I appreciate that.

President Dowd: To be specific, what happens to these undergraduate students enrolled in a program that has not been approved by the Faculty Senate? Vice Provost Pryor has not approached Faculty Senate about this issue nor has he submitted any sort of proposal to Faculty Senate. What kind of program is it? Will Vice Provost Pryor be the individual who has to tell students that they will not graduate because they were involved in his "program" that, by the way, does not have academic standing?

Senator Hottell: I apologize, but I did not write down the percentage that you said about the students that leave a particular university because the college does not care and the second one was poor service. I think the total of those two categories is 48% and I think that it is a "no-brainer" to say that the ground floor staff, which is the people that the students first see when they walk into a department, is perhaps the most important reason to keep them there. Then there would be the faculty and chairs also to greet them, but... Are you aware that you have two major departments in LLSS that do not have a secretary? Classes started without any secretary in the Department of History and Philosophy. In the spring of 2011 some illogical staff reductions were made, so you have the largest department in LLSS that does not have a fulltime secretary 2. The dean recently was awarded enough money for 75% for the major departments but the allotment was only enough for secretary 1's. The work, however, is the level of secretary 2 positions. I think it is obvious that the best and the brightest staff members are not going to be interested in those kinds of positions. So, that's what going on around the College of LLSS and I am sure that other colleges have stories to tell you, so can you tell us what you will do to build the staff back up? Thank you.

Provost Scarborough: First, I think we need to acknowledge that you are correct and during the search process I heard that from almost every college. Starting with Business they got to be first and then all the other colleges followed quickly to state that staffing level is not only causing issues, they are probably counterproductive. In fact, in an interesting conversation that I had during lunch today it was noted that by not having someone that is out there working the enrollments for certain professional programs then in fact one can easily make the argument that there is a principal reasoning to why those enrollments have declined. And again, there is a direct revenue problematic consequence of not having the adequate staff to do that. And to compare it to another choice in the region, they hired the person we trained before we laid them off and not surprisingly their enrollments in that program are increasing right now. So again, that is a very vivid example that you give. The point too, the solution will not be as easy as we want it to be because at least as long as I have been here and as long as probably as many of you can remember the state keeps chipping away of the amount of state appropriations to higher education. Now, they are not bad people, but they really do have some really difficult issues to solve such as Medicaid spending continues to increase and trying to live up to that social contract we made with our country. Unfortunately, the amount of folks that are finding their way in a state prison system is increasing the amount of resources that is going to the correctional system is being increasing across the country also. The amount of money going through K-12 has been a high priority for most states across the country whether they be for political reasons or mobile reasons, but as a result it is just less money for both general state government administrations and for higher education and I don't see that getting reversed. What most universities have done in the mean-time is raise tuition rates, but now my fear is that we raised tuition rates so high now that it is counterproductive. We now made our education even with larger amounts of financial federal aid available out of reach for many students. Then when you add the possibility of federal financial aid programs might be at risk as federal government actually tries to balance their budget for a number of elections, even though that might be good for our country, it could be cataclysmic for higher education who has lived off the fact that students have been able to come and be a part of what we do by virtue of that financial aid that may not be there. That is what a lot of people refer to as the "higher ed. bubble". So when that money tightens up and becomes less available means fewer students are going to be able to purchase access to higher education. So, it is not going to be as easy as staffing up to levels in the past and yet it can't be either. Either do it or don't do it, we have to find a solution that both meets the inner performance that we are seeing in our areas and it is responsive to our new economic model.

Anonymous Senator: I just want to "piggy-back" on that. I really appreciate that you are looking at this because I think it is very important. But, on the same lines we are looking at advising issues. We in our college have had advising staff cut significantly and we are seeing our students sometimes having to wait two or three weeks to get an appointment with an advisor and faculty are trying to look at things like transfer hours to communicating colleges, what counts and what doesn't count and to be honest, sometimes we are not the best of that. So, our students become very frustrated and upset with us and they end up not taking classes sometimes and/or taking classes that they do not need, so they get really disenfranchised with the university and we see it by dropping out of programs as a result of that. In my opinion, that is not a lecturing position, those are positions that we need desperately.

Provost Scarborough: I couldn't agree with you any more; advising is not a lecturing option, it is a core part of a higher education experience. I told the group that I met with this morning which is the provost staff, I said, "We have to fix advising even if it means not doing other things because I can't imagine too many other things other than the classroom experience that is more important than getting advising right." So that is the level of motivation that we are entering. When I said that we are going to try to tackle one tough nut as part of the Phase I work, it is advising.

Senator Humphreys: One of the greatest mysteries that I have seen during my twenty-four years at this university is how it is determined what the minimum enrollment has to be in a class in order for it to run. I

can't say that it is strictly based on finances because you can financially break even at much lower numbers than what are required. I think it's related to the student experience issue because, as a result, we cancel classes three days before the semester begins. I think we are under the false assumption that those students will just sign up for another class, but I think that we could lose those students. Since we are speaking about direct reports, I had about a 30% increase in direct reports, a.k.a students, that I have dealt with during the past year. I used to have a minimum of 30 students, then 35 students, and now 40 students. Since I teach distance learning and there is no physical limitation because they are not seats in a classroom, I am concerned about the maximum number of students that will be put in a class. This is an academic quality issue and it is also a student experience issue. I wonder where do you feel the balance is between the academic student quality and student experience issues and the financial issue in terms of the enrollment in classes?

Provost Scarborough: Everywhere that I have been and everywhere that I am aware of, the setting of the minimum class size is the result of some difficult conversation that attempts to balance what is appropriate given the pedagogy being employed in a particular class with the overall finances with the institution and what the institution can afford. At one extreme our institution is like one that I visited two weeks ago. They are off \$186,000 per student and when I asked that provost if he had any financial issues that he was trying to resolve, the answer was, not really, we are kind of resource rich. When I asked him what was the expectation regarding teaching in research and services on their campus they said they were currently at 2.3 and we are looking at going to 2.2. Well, \$186,000 per student being thrown off the endowment and not counting any tuition money coming from any student or any other source they can probably afford to go to 2.2 across the board if that is what they wish to do. At the other end of the spectrum, are these community colleges in the country that is very limited financial resources and they are up to as many as 5.5. So, somewhere between 2.2 and 5.5 given the pedagogy...

Senator Anderson: I have two comments: First, when we approach the class cancellation problem we should not cancel classes because I think that really is a disservice to the students. In fact, we should rather look very carefully and not offer the class the next time around, the next year. The other thing I want to mention to you and maybe it is on your list of "forty-nine" or whatever is the hiring of visiting assistant professors and part-timers. We end up not knowing what our budget will be until the very last minute and that doesn't work for the students either, so I am only advising that we have a much better handle on temporary hiring processes earlier on before filling classes.

Provost Scarborough: Yes, I heard that and it has been duly noted by many people in these initial conversations.

President Dowd: Although Provost Scarborough must leave our meeting for another engagement, I trust he will attend most future Faculty Senate meetings and Senators will have the opportunity at those times to pose the "questions of the day." However, before Dr. Scarborough leaves, I would like to provide some context to his address to Senate today. I know his schedule has been rather jammed over the past week or so, and the demands for his time over this period have been supreme. Yet he made it a priority to attend the first Faculty Senate meeting that followed his appointment as provost. I appreciate that very much.

Provost Scarborough: Thank you. I would say that I have to rush home to a book club that begins in thirty-five minutes. I really enjoyed my experience, but I have to get out of here.

President Dowd: You're welcome. We now have Vice President Rouillard to give an update on Committee on Committees.

Senator Rouillard: The Committee on Committees met on Friday, August 31st and these are the members of that committee with representation to the colleges. I want to thank my colleagues who met on that committee. We had two meeting times on that Friday to accommodate schedules. We only had a couple of people that could not make either, but participated via e-mail. So once again, thank you for your time. I've been reading numerous subsequent e-mails as some changes are being made even as we speak. Again, we met on the 31st and people were given materials ahead of time which were the committees that we needed nominations for and the number of nominations. During the meeting the Committee on Committees members nominated Senators from their college and in a few cases they also nominated some non-senators for certain positions and appointments committees were made by consensus. We, as the Committee on Committee made recommendations for chairs for these committees, recognizing that the final decision is made by President Dowd. So, what you see on the membership list here, per Power Point are appointments to the committees and you will not see the chair appointments until President Dowd has contacted those people. We made seventy-eight appointments, slightly a few more than last year; of these, fifteen are not senators and we do have four students. I want to thank, Paulette Bongratz who is the president of Student Government who was very conscientious in responding. She was not able to be at the meeting but she was very conscientious in nominating students for committees by email, so we are quite appreciative of that. We turned to some non-senators in certain issues of committees because some of the colleges have smaller numbers therefore smaller representation and so we wanted to try and spread the burden around to some other faculty members who also might want to have some exposure to Faculty Senate. We would also like to express our appreciation to Glenn Sheldon as a member of the Honors College for being so willing to attend so many of the committees himself because there are quite-a-few constraints on other faculty members of his college. So that said, we sent appointments and nominations to Faculty Senate Executive, they were presented there on September 18th and our secretary, Quinetta Hubbard has begun sending out emails, so you may have already received some e-mails with your appointment or with an invitation to be a member of a committee. Some of the listings that you see today may in fact change as some people report conflicts to us and we will try to keep an up-to-date list as much as possible.

The ***Committee on Core Curriculum***: Holly Hey, Mary Humphreys, Glenn Sheldon, Scott Molitor, Amy Allen, David Remaklus (not currently a senator. He notified us that he will not be able to serve, but generously recommended Laura Kinner), Kristen Keith, Paul Hewitt, Susan Batten (not currently a senator), and Diane Cappelletty.

For ***Undergraduate Curriculum Committee***: Ed Ligan, Glenn Sheldon, Brian Randolph, Jenny Denyer, Bradene Moore, John Napp (not a senator), Ruth Hottell, John Plenefisch, Sue Sochacki (not a senator), Paulette Bongratz (Student Government rep).

For ***Constitution and Rules***: Cornel Gabara (not a senator), Don Wedding, Richard Springman, John Barrett (not a senator), David Davis (not a senator), Sibylle Weck-Schwartz, Keith Crist, and Karen Hoblet.

For ***Committee on Elections***: Tom Lingeman (not a senator), Mary Humphrys, Scott Molitor, Bradene Moore (not a senator), Kelly Moore, Mike Caruso (not a senator, but nominated for their past experience), Dan Compora (not a senator, but nominated for his past experience), and Sybille Weck-Schwartz. We contacted Jennifer Hill who is not available.

For ***Committee on Academic Program***: Holly Hey, Glenn Sheldon, Matthew Franchetti, Lee Ellis, Thomas Atwood (not a senator), Sharon Barnes, David Krantz, Kelly Phillips, Martin Ohlinger, Udayan Nandkeolyar (not a senator), and Anthony Strother (Student Government rep).

For ***Committee on Academic Regulations***: Lee Heritage, Richard Springman, Celia Regimbal, Barb Floyd (not a senator), Jerry Van Hoy, Andy Jorgensen, Sue Pocotte, Fred William, and Halie Lewis (Student Government rep).

For ***Committee on Student Affairs***: Jason Stumbo (not a senator), Patty Relue, Lynne Hamer, Michael Kistner (not a senator), Zeliko Cuckovic, Carolyn Lee, and Paulette Bongratz (Student Government rep).

For **Committee on Faculty Affairs**: Charlene Gilbert, Bailey Ainsworth, Glenn Sheldon, Patricia Relue, Wendy Cochrane, Beth Eisler, Barb Floyd (not a senator), Carter Wilson, Walt Edinger, Andy Jorgensen, Jordan Gannon (Student Government rep), and Colleen Quinlan.

That is all for the Senate Committees, there are also University Committees which Faculty Senate may be invited to make some nominations for and the Committee on Committees will discuss those, but we will wait until we have an actual invitation to name those people. If there are any questions I will be happy to answer them, otherwise I will like to thank the Committee on Committees for their time and thank the senators for your dedication to this body as well. Thank you.

President Dowd: For the past three or four years, prior to this year of course, I chaired the Committee on Committees. I know first-hand the enormous amount of work carried out by Vice President Rouillard this year. I also know that the work by the Committee on Committees is extremely important work. I thank Vice President Rouillard and the members of the Committee on Committees for the time and effort they devoted to this important activity. At this point in our meeting I invite our next speaker, Dr. Nick Piazza, to address the Senate. Dr. Piazza currently serves as Chair of the University of Toledo Graduate Council and is the Faculty Senate's elected representative to the Ohio Faculty Council.

Senator Piazza: There were essentially three items on the agenda for the September meeting. The first was to determine topics and guests for the upcoming year. Second, was to receive campus reports. Third, was to discuss potential changes to the formula for state share of instruction (SSI) with a representative from OBOR.

Item one involved a relatively brief discussion. Two topics for future discussion were presented. One topic involved looking at recent research into the success of 3-year degree programs. A study summarized in a recent edition of *Inside Higher Education* suggests that 3-year baccalaureate programs are not cost effective. The cost of re-engineering programs and curricula far exceeds the income generated by low demand. A second topic involved looking at the impact of massive open on-line courses or MOOCs. The OFC is hoping to get some guidance on OBOR policies relative to this recently introduced instructional method. Since President Jacobs announced recently that UT should look at integrating MOOCs into our curriculum, it is important that we get some understanding from OBOR on how this will be received.

Campus reports were largely unremarkable. It was interesting to note the relatively large number of institutions recruiting to fill the position of Provost on their campuses. There are also a number of campuses looking to recruit one or more Deans, and at least one campus is getting ready to search for a new President.

The majority of our discussion was consumed by proposed changes to the SSI formula. Governor Kasich has decided to remove policy formulation for SSI from OBOR and has directed the Inter-University Council, or IUC, to come up with an SSI formula that would take into account course completion and graduation rates. Governor Kasich has named OSU President, Gordon Gee, to head up this effort and wants about five universities and five community colleges represented on the committee that will determine the final SSI formula. It is important to note that about \$1.8 billion in state support is at stake. The Governor has also declared that he wants the IUC to provide him with a proposal no later than

Thanksgiving of this year. It is unknown to what extent, if any, faculty will be represented in the SSI deliberations.

For those of you who are new to Faculty Senate, the IUC is a private lobbying group comprised of university presidents and board members. You may know them best as the organization that brought you Senate Bill 5. The state law that would have effectively done away with collective bargaining for Ohio teachers, police, fire fighters, and other state employees. It is important to note the principle differences between having OBOR formulate policy and having the IUC formulate policy. OBOR is a state entity and as such is subject to public scrutiny. OBOR's actions must be transparent and would undoubtedly include faculty input. The IUC, as a private entity, is not open to public scrutiny. In fact, they have repeatedly taken the position that their deliberations are private and confidential, and have consistently denied requests for meeting minutes, records of votes, and other information. Deliberations will most likely not be transparent and, given the short time line, it is difficult to imagine how input from other stakeholder groups will be obtained before the IUC must deliver a proposal.

David Cannon, OBOR Vice Chancellor, reported that the Governor gave no parameters on what is to be included in the new SSI formula other than to say it must include completion and graduation rates. There was no guidance from the Governor on what other factors can or should be included or how these factors are to be weighted. The new SSI formula, however, would deliver on one of Kasich's campaign promises to reform higher education, increase graduation rates, and cut the time to graduation.

The upshot of this new formula for SSI is that universities will no longer have any incentive to admit under-prepared students and try to remediate their learning deficiencies. Emphasis will most likely shift to encouraging under-prepared students to enroll in their remote campuses so that those students will not be counted against main campus completion rates.

As the University of Toledo is one of only a handful of Ohio universities that does not operate a remote campus, we would appear to be at a disadvantage, especially since we are an open enrollment institution. This could limit UT's response to the new SSI formula to either raise admissions standards and become more selective in an attempt to improve retention, completion, and graduation rates or encourage students to enroll in a community college. Several universities are already starting to move in the direction of increasing standards. I foresee the real beneficiaries of the new SSI formula will be universities that have one or more remote campuses, can set high admissions standards, and who receive a lot of transfer students who will complete at their institutions.

As a final comment, I would add that if any member of Faculty Senate would like to request that the OFC consider a topic or issue, please feel free to contact me. I will be happy to introduce your proposals to the full OFC.

President Dowd: Are there any questions for Senator Piazza?

Senator Thompson-Casado: Senator Piazza, is there a timeline for looking at MOOCS for the three year program? Do you have it on the agenda to look at them?

Senator Piazza: No. Basically, we were presenting that we would like to see it on the agenda. We would like to have someone come over and say, yes are we going to pay for that or no we are not going to pay

for that. For example, one way that we as a University can look at this is to say, how can we incorporate these MOOCs into instruction so that people who are not necessarily enrolled into a class won't count against our completion rates if they do not finish? On the flip side of that though, if they take it as a MOOC we might be able to charge them tuition but will we be able to get SSI, considering, charging the state for a service that you don't deliver is fraud.

Senator Hottell: Senator Piazza, along the lines of the three year program, do you have representatives from OSU there on the council?

Senator Piazza: Yes. All of the universities and a few of the community colleges are represented.

Senator Hottell: Did they report on how they are doing it? Have you seen their site? It says the way you do it is to go in with an AP credit, or get credit by exam, or go to summer school, etc. Sure, these are all guarantees that you can complete a degree program in three years--that can be done in all our universities already.

Senator Piazza: It is going to be an interesting year because we have people who are in the process of redefining who is eligible to teach for college credit, so that can leave a lot of high school teachers out of that. What is interesting about MOOCs is that it was discovered that the people who like to take MOOCs and are applying for a college credit is high school students who want to earn credit before they get to college. For example, if you take a MOOC in psychology while you are also taking a class from your high school teacher and somehow link it, and evaluate it, and translate it into a college credit later so you do not have to take the class. These are all things that have been talked about. I am not saying that they are good or bad, but these are all ways that people have talked about how to achieve a three-year program. But, the interesting thing is that less than 10% of the people who are enrolled in a three-year program actually complete and the majority of students who enroll in 3 year programs are taking 4 to 5 years to finish.

Senator Anderson: It sounds like this may be out of your hands. At one of the meetings that I attended last year we discussed the possibility of SSI not being distributed by graduation alone, but being distributed proportionally among the institutions that contribute to that graduation. So if you transfer some fraction goes back to the institution where you started.

Senator Piazza: That was actually discussed. The idea that somebody who would take two years at the University of Toledo and then transfers to OSU, shouldn't the University of Toledo get some credit for that? That is not to say that we won't. There has been no decision on proposals yet on how this new state share of instruction formula will work. There has been no discussion about what other factors might be included in the state share instruction formula either or even if Kasich will allow other factors besides completion and graduation rates to be considered. So, I guess we will find out Thanksgiving.

President Dowd: If I may appeal for additional information from Executive Committee members, Chancellor Gold, or Vice Provost Poplin Gosetti, or anyone else that attended recent Board of Trustees meetings. From what I recall from a recent Board meeting, our Chief Financial Officer, David Dabney, gave a presentation to the Board on potential changes to state share instruction. I believe he listed five or

so criteria that state share of instruction may be based on in the future. Can anyone who attended that meeting clarify my memory of that discussion?

Senator Rouillard: Dave Dabney said that currently the formula is calculated and course completion rates counts for about 65% of our current state share instruction, degree completion counts for about 12%, medical education counts for about 14%, and Doctoral programs count for about 7% of our budget. They are already taking into account course completion and degree completion and they are a significant chunk of the weighing factors.

Senator Piazza: What we could be seeing is something minor that allows Kasich to get up and say that he kept his campaign promise and reformed education. On the other hand, there could be drastic changes too. At this point, this all occurred about three weeks ago when Kasich took it away from OBOR and gave it to the IUC, so OBOR is not even able to tell us what kind of communication is occurring between IUC and the governor as to what he wants. As far as the Ohio Faculty Council is concerned all of us are in the dark until we get reports.

President Dowd: I personally will enter this issue as a Log Item for your Executive Committee to address. Perhaps your Executive Committee will invite Vice President Dabney to report to Senate about this issue when more, firm information is available.

Senator Piazza: Thank you.

President Dowd: The last item of business is the provost and chancellor forum. As the provost has already left the meeting, we have the opportunity to talk to Chancellor Gold. I invite Dr. Gold to raise issues for Senate consideration and invite Senators to ask Dr. Gold questions.

Chancellor Gold: Thank you. I know the hour is late. I do not have any announcements or things that I want to look forward to today, but if you have any questions, concerns, and/or comments I will be very pleased to respond to them.

President Dowd: Does state share instruction or an equivalent funding structure differ substantially between medical education and undergraduate/Master's/Ph.D. education?

Chancellor Gold: Yes, the funding of the public medical schools in the state of Ohio is funded through specific lines called, Med to Funding and so-called state share instruction teaching subsidy. These are designated lines for medical education that's historically been changed proportionally to the undergraduate and undergraduate SSI lines. It was several proposals brought forward by the Ohio Council Medical Deans over the last years to consolidate all of the total lines which will probably all add up to about seven lines. It was a very small line in family medicine and it was very small line for primary care as well as other lines, but they are all wrapped up into this so-called Med to Funding package and every year historically by a budget that's been in consideration for medical school funding. This year the consideration has not occurred yet. It may occur in the future but given the fact that I have the honor of chairing the council of deans of Ohio Medical School over the last four years now there have not been no invitation that I am aware of or discussion of potential changes, if any in Med to Funding. We are actually under Fingerhut's administration and we are supposed to set metrics to create more accountability to Med to Funding, degree and completion. There are probably not as meaningful medical schools as they are in

an undergraduate institution, for instance, the number of students that come up from primary care specialty, the number of students that select the residency in Ohio, the number of students graduation debt are all under the twenty-four metrics that we are recommending. And again, there's been very little to no action at all.

President Dowd: Is there a cap on the amount of financial support the university may receive from the State of Ohio regarding of the number of students studying in the College of Medicine? I ask this because my years on Graduate Council have taught me the importance of understanding that there is no such cap for students pursuing a Master's degree but there is a binding cap on the amount of financial support the university may receive for students pursuing the Ph.D. Does the university face the same binding cap for students in medicine?

Chancellor Gold: There has been a cap for medical students for a very long time in the state of Ohio. There has been some...in the budget, but historically it has not a head count distribution. The individual amounts per medical school and they are all different because they're so called...formula is put in place in the 90's that allowed the readjustment of the medical school enrollment in the state of Ohio which was never really re-balanced. Most...the University of Cincinnati, a much larger class which was then voluntarily reduced and the school was held harmless for their funding envelope. So, as each of the schools has been cut percentage-wise over the years the formula has not really been addressed to the most recent proposal accounts the dean and it partially rests there. But, their 2% hold harmless carters around the budget just got...to make appropriate adjustments and whether that hold harmless card will be removed or changed both medical school and undergraduate SSI etc. is also another major consideration that remains to be seen in the upcoming budget. There is a good deal of concern across the state for universities and community colleges about what the future state funding package will look like. There is a hope that those that have been involved in the process previously will continue.

President Dowd: Are there any other questions for Chancellor Gold?

Senator Ohlinger: Is there any update on how long will it be for a search that will satisfy Scott Scarborough's prior position?

Chancellor Gold: Thank you very much, that is a great question. First, we are honored to have somebody with enormous experience and a long-standing relationship with the Medical Center in her role; she has been phenomenal thus far. It should not come to a surprise to anybody in this room that we are actively involved now in serious steps in responding to a number of routine audits for an upcoming site visit. It is our anticipation to get as much of that completely under our belt and then engage in a search. I feel comfortable that it will be a number of both internal and external candidates for that search. I believe we are on a little bit of a search analysis when we are going to make this process formally, but we are very much interest focused now on the processes by procedures of various accrediting ratings to revise the ...that is given outside benchmark, transparency, surveillance of the quality that it would take for our program. It happens to be Mrs. Tomlinson spot who is a long veteran...

President Dowd: Thank you, Chancellor Gold. If I may speak for the Senate, we appreciate very much not only your uninterrupted attendance at Faculty Senate meetings over these many years, but also the extent that you make yourself available to the Senate and its Executive Committee. Is there any Old

Business? Is there any New Business? Are there any issues from the floor that Senators or others would like your Executive Committee to look into?

Senator Hey: Yes, the future of Apple Tree Child Care on campus.

Senator Anderson: That was discussed at our last Executive Committee meeting.

Senator Molitor: I am president of the Apple Tree Nursery School Board of Trustees. We are in process of renegotiating our contract and I will keep you updated on the status of that.

President Dowd: This is a significant issue for many faculty members and students. I personally will enter this issue as a Log Item for your Executive Committee to address.

Senator Hottell: I think it is important to bring it to the table for how it affects the student population as well.

President Dowd: Are there any other issues? May I have a motion to adjourn?

Meeting adjourned at 6:00 p. m.

Respectfully submitted,

Lucy Duhon
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative
Secretary