

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of October 23, 2012**  
**FACULTY SENATE**

<http://www.utoledo.edu/facsenate> Approved @ FS meeting on 12/04/2012

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**HIGHLIGHTS**

Dr. Scott Scarborough, Provost & Executive Vice President for Academic Affairs  
Mr. Michael O'Brien, Vice President and Director of Athletics  
Dr. Nick Piazza, UT Representative to the Ohio Faculty Council  
Dr. Steven Peseckis, Chair of the Faculty Senate Curriculum Committee

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

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

**I. Roll Call: 2012-2013 Senators:**

**Present:** Anderson, Bailey, Barnes, Cochrane, Cuckovic, Denyer, Dowd, Duhon, Edinger, Franchetti, Gilbert, Giovannucci, Gohara, Hamer, Hewitt, Hey, Hill, Hoblet, Humphrys, Jorgensen, Keith, Kranz, Langan, Lundquist, Molitor, Moore, Nigem, Ohlinger, Piazza, Plenefisch, Quinlan, Randolph, Randolph, Regimbal, Relue, Rouillard, Sheldon, Springman, Teclehaimanot, Templin, Thompson, Thompson-Casado Van Hoy, Weck-Schwarz, Wedding, White, Williams

**Excused absences:** Ariss, Brickman, Cappelletty, Duggan, Eisler, Lee, Moynihan, Nazzal, Wilson,

**Unexcused absences:** Cooper, Crist, Ellis, Hammersley, Hornbeck, Hottell, Rooney, Tinkel, Willey

**II. Approval of Minutes:** Minutes from September 25<sup>th</sup> meeting are ready for approval.

**President Dowd:** I call the meeting to order. Welcome to the fifth Faculty Senate meeting of academic year 2012-2013. I ask that Secretary Duhan come to the podium to call the roll.

The minutes of the September 25<sup>th</sup> meeting of Faculty Senate have been distributed to Senators. May I have a motion to approve those minutes? Is there a Second? Any discussion?

**Senator Edinger:** I am not even listed for the roll call and was present and I should also be listed as a member of the Faculty Affairs Committee.

**President Dowd:** My apologies for those omissions. With that noted, all of those in favor of approving the Minutes of September 25<sup>th</sup> please say, "aye." Any opposed? The Minutes to the September 25<sup>th</sup> Faculty Senate meeting have been approved. Thank you.

I will begin your Executive Committee report with updates on some committee appointments mentioned during previous Faculty Senate meetings. To begin, your Executive Committee named two individuals to the search committee for the position of Dean of the College of Business and Innovation (myself and Ronald Fournier, Professor of Engineering). Next, the Executive Committee provided names of individuals willing to serve on the Provost's Strategic Planning Steering Committee. This included one individual from each college that reports to the Provost. If anyone is interested, the names of those

individuals are Kim Pollauf (Adult & Lifelong Learning), Mary Humphrys (Business and Innovation), Terri Cluse-Tolar (Ed & HSHS), Ali Fatemi (Engineering), Glen Sheldon (Honors), Geoffrey Rapp (Law), Olugbenga Ajilore (LLSS), Wade Lee (Library), David Krantz (Natural Sciences & Mathematics), and Lee Heritage (Visual & Performing Arts).

Faculty Senate has recently been asked to identify two individuals to serve on a search committee for the position of Honors College Dean. Please contact any Executive Committee member if you are interested in serving on that search committee or if you would like to nominate someone to serve.

As mentioned previously, Faculty Senate will be conducting evaluations of some of our College Deans. Your Executive Committee has evaluation instrument used previously and is reviewing it to determine if the questions must be updated or otherwise revised. We will update Senate as this process progresses.

This past Thursday your Executive Committee met with Provost Scarborough to discuss several issues. One issue we raised with the Provost is the impact of a significant number of senior faculty members who may choose to retire in 2015. We all know that across the university, when faculty have retired or resigned their positions, most of those faculty members have not been replaced.

Further, at the October 9 Faculty Senate meeting, President Jacobs stated that he didn't anticipate any sort of a "faculty hiring plan" but was considering a "re-hiring" of retired faculty members and also visiting professors and part-time instructors.

My concerns focus on the potential impact this may have on both undergraduate and graduate programs. As background, a year or so I served on the committee that reviewed self-studies of approximately 110 undergraduate programs. Based on that review of 110 or so self studies, I am worried that many undergraduate degree program will cease to operate in 2015 because they lack a critical mass of faculty in such programs. This is because the faculty who are retiring are the faculty who teach 3000 and 4000 level courses --- and those courses can rarely be taught by visiting professors and part-time instructors.

Further, there may be a potential devastating impact on graduate programs if this university does not proactively replace retiring faculty members. First, retiring faculty cannot be re-hired for 60 days. Ok, we can probably work with that. But retiring faculty lose the Graduate Faculty status because they are no longer "continuously employed" by UT. This means that these retiring faculty members cannot teach 5000, 6000, 7000 or 8000 level courses. And, again, those courses are rarely taught by visiting professors and part-time instructors.

This also means that with the retiring faculty members UT will lose the specific Graduate Faculty members who are permitted to supervise Masters' Theses and Ph.D. Dissertations. This is because NO visiting professors or part-time instructors are permitted to supervise Theses or Dissertations. Some people may say that these retiring faculty members can be given what is known as "Special" Graduate Faculty membership. But that is not a reasonable option. If you want proof of that, simply talk with anyone who was in the College of Education during the Kapoor administration. UT tried that option and it was an unmitigated disaster.

My bottom line is that UT --- and every other university in Ohio --- may lose a significant number of senior faculty members to retirement in 2015. At this date we don't know how many faculty members may retire. But if it turns out to be a significant number, UT may immediately lose many undergraduate and graduate programs. And if this happens, the loss of these programs will not be the result of some review but simply because this university did not take the necessary proactive steps to replace such retiring faculty members.

So instead of simply waiting to find out how many faculty members are considering retirement in 2015, your Executive Committee will survey the faculty to get such an estimate. The individuals taking the lead on this survey are Lawrence Anderson Lucy Duhon, and Fred Williams. Please contact any Executive Committee member if you are interested in serving on this ad hoc committee. Your Executive Committee will keep you posted on the development of this survey.

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?

Moving on to the agenda, it my pleasure to introduce today's first speaker, Provost Scarborough.

**Provost Scarborough:** Thank you everyone. I appreciate the opportunity to be with you today. I was pleased to get the invitation from Dr. Dowd to share with you a presentation that I gave to the Academic Affairs Committee of the Board. The presentation was entitled, *Transition Issues*. Essentially, I told them the same thing I told you at our last gathering together. In the first ninety days there are certain things I would hope to accomplish such as: (1) Develop a Main Campus strategic plan that was consistent with the University's strategic plan. (2) Make some changes in the Provost's Office to make it function better. (3) To begin working on improving the student's experience, particularly with the campus visits. (4) The advising process and reasons that we can discuss in a moment. (5) To take care of the open issues that were common to any transition-from one provost to the next. (6) To begin talking to the deans about how we are going to improve all of our programs. At a minimum, all of our programs are considered to be the best in the region. I told them that as we were beginning this strategic conversation one of the points of conversation very quickly centers on enrollment and what is happening with our enrollment. I wanted to share with them some of the data that was given to me and so I would like to do that with you as well. If you look at the state of Ohio's overall enrollment for all higher education, it is down 5.89% Fall of 2012 compared to Fall 2011. There are roughly half a million students in the Ohio higher education system, but look at the difference between what happens at the four-year institutions and the community colleges.

Per PowerPoint, on the far right you see the community college enrollment is down a full 13% in the state in Fall 2012 compared to Fall 2011. At the four-year universities that have a main campus operation (which will be all of them) the enrollment was down, 1.05%. At those institutions that also had branch campuses, their enrollment at their branch campuses were down 4.24%. So this gives you a very high level look in terms of what happened to enrollment statewide. Then, as you begin to look down, what you would see is that there were some institutions around the state that had enrollment increases: Ohio University had a 5.69% increase on their main campus. Kent had a 2.85% increase. Miami had a 1.16% increase, but at their branch campus it was down almost 16%. And then Cleveland State was the last four-year institution that had some level of increase which was .48%. All of the other public institutions in the state were either flat or down. Per PowerPoint, this is a map of the state of Ohio; I simply drew a green

circle around those areas of the state that saw enrollment increases. Near the Cleveland area you had two institutions, plus in Athens and over in Oxford Miami, those were the areas that experienced some level of enrollment increase. Now, look at some of the institutions that had experienced an enrollment decline, we were obviously one of those. Central State had a 14% decline enrollment in Fall 2012 and in Fall 2011. Wright State was negative -8% and a full 22% decrease at its branch campus, Youngstown State was down 5%. University of Toledo was down 4.91%. Akron was down 3.21%., and then Bowling Green was not too far, it was down 1.61%. And again, if we go back to the map and then draw red circles around the parts of the state that saw enrollment decreases, I was just visually trying to see whether or not any inference could be made to the proximity of various enrollment increases or decreases. I am not so sure if one can draw a strong inference, although there are some areas of the state that have seen some level of economic recovery. It typically historically has been an inverse relationship especially at the community college level with the economy and enrollments. So perhaps, if that historical relationship still holds true then perhaps it begins to mean that there are front line jobs that are becoming available, but that's only if that historic relationship holds true. Now, drilling a little bit down in terms of what happened here, that is what happened statewide. Our enrollment came in at 21, 500 students which is down from 22,610 students. Approximately, 22% of our students are graduate students and the rest are undergraduate students. This is a five-year look back in terms of the undergraduate enrollment. The top line is the total of undergraduate enrollment and you can see what our enrollment trend has been the last few years. We hit the high point in 2009 and flattened out in 2010 and we experienced two years of marginal decline until 2012 which was barely significant. The bottom line is a look at only the direct from high school population. So again, in 2009, we hit the high point and it has been working down to 2012. The middle line is a direct from high school population plus the transfer student population.

Now, let's look at individual colleges. Again, let's only look at Fall 2012 and Fall 2011: In Education and Health Science and Human Service, JHCE & HSHS you can see the enrollment is 52 to 47. In Business it is down from 33 to 31. In Engineering, interestingly, I think it is primarily in the Engineering Technology program you have enrollments that increased. The Gateway Broad program which is essentially the underprepared students went down. Literature Languages and Social Sciences, LLSS went down along with Pharmacy. However, Science and Math is interestingly up. But, Nursing is slightly down and Medicine is up and Law is down. Visual and Performing Arts is relatively flat and the Adult and Lifelong Learning population is up. This is a quick look at total enrollments in each college.

The conversation then turned to a survey that was done on roughly 1400 students, half of which or some proportion of those students enrolled at UT, the remainder are those students who chose to go somewhere else. When the population that chose to enroll in UT were asked the question, what led you to enroll at UT? These were the top answers that they gave: 65% said that it was your scholarship and aid program that was ultimately the most important factor in terms of attending the university. Others decided due to the location, they liked the location. A full 45% said the campus visit was a very important element on the decision to attend here or not. Then lastly, the fourth highest answer was, you had the degree program I was interested in. So these are the top four reasons that students who choose to come to UT give as to what primarily drove them to that decision. What helped you most learn about UT? Interestingly, students still like direct mail. A piece of mail with their name on is still a powerful piece of communication. Interestingly, conversations with family and friends (recommendations from family and friends) is number 2. The website is number 3, but I actually thought that would be number 1. Then the UT staff

particularly, admissions, and counselors. These were listed as the top four most helpful ways that students learn about UT.

This is a very interesting graph, it says, if you hadn't chosen to go to UT, where would you have chosen to go? In some ways this represents what could be considered our competitor. You see number 1 on the list states, "If I had not come here," almost 14% would have chosen to go to Bowling Green State University, 10% would have chosen to go to Ohio State, 6% of students would have chosen to go to Cincinnati, and then the other institutions. They were asked the question, "Are UT academics superior to your second college of choice?" (Now, remember these are students who chose to come to UT) And, 37% said, "Yes" and 18% said, "No" and 45% said, "I am not sure; I don't know." Are you more comfortable with UT's campus than the campus of your second choice, in other words, just the physical environment? 67% said that they liked our campus better than the campus of their second choice. When they were asked about the city of Toledo, do you feel more comfortable with the city of Toledo than the city of your second college choice? 50% said, "Yes" and the others said, "I am not sure." Did UT do a better job recruiting you? Two-thirds said, "Yes" and one-third said, "No, we are not sure." Will you be paying less at UT than at your second college choice? Two-thirds said, "Yes." Then the next question asked, how much less would you be paying? Almost 50% would be paying over \$5,000 less here than they would have at their second college choice. These were some of the qualitative comments in the survey such as, what did you like most about UT? I tried to pick from the many, many, many qualitative responses, the ones that seemed to pop up the most.

Now, this is the other survey that includes the students that chose not to come to UT: Why didn't you come to UT? The number one reason given was the location of UT. My guess is that there's a confluence of two factors here: one is we were probably too close to home; they wanted to go off to college, that would be my guess. But, there's probably another element, they might be kind of uncomfortable with our location, we are a little too big, we (students) are a little too scary, and you would see that pop up a little bit later with some of the qualitative comments. But, 42% said, "Well, you were never really my first choice, you were my backup plan if I did not get in to where I wanted to go," 39% said, "You just did not have a strong enough reputation and I wanted to go somewhere else where I felt had a stronger reputation." Then the fourth was a collection of many other responses. Okay, you didn't come to UT, where did you decide to enroll? About 16% enrolled in Ohio State, so you can easily see for those students we were probably their back-up plan. But, 5% chose to go to Bowling Green instead, Ohio University, Ohio Northern, Akron, and Miami. One of the things that we will always ask ourselves is what the implication of this data? There can be various interpretations and that is part of this strategic conversation that we are having. I guess the first response from me is, I am more concerned about losing students to number 2, 3, 4, 5, and 6 on this list than I am losing them to Ohio State. I feel like we have a better opportunity to change the perceptions and decisions of those students with 2, 3, 4, 5, and 6 than we do with Ohio State. Why do I feel that way? Well, we can talk about that later, but that was kind of a first reaction to seeing this data. Do you feel your college choice is a higher quality university than UT? Now, of course, these are people who chose to go elsewhere, but 60% said, "Yes" and 40% said, "No, not really. We are not sure." Does your college choice have a better campus environment than UT? Again, these are people that chose to go elsewhere – 76% said, "Yes, I like the campus of the other choice better." Are you more comfortable with your college choice's town than the city of Toledo? 72% said, "Yes." Did your college choice do a better job with recruiting you? Only 47% said, "Yes" and given the bias that was kind of an interesting stat. Will you be paying less at your college choice than at UT? Only

36% said, “Yes.” Now these are some of the qualitative statements that I took verbatim off individuals’ responses to help interpret some of the numerical data that we saw earlier. There were comments that said: “Surrounding city isn’t the safest,” and so I took that into consideration. One student said, “Well, I like the small town campus that Bowling Green gave me rather than the big city.” Another one said, “I wanted teachers not so focused on research.” Another one said, “I needed more money.” One said, “I chose not to come to UT because of my friends’ attitudes towards UT because of its status as an open enrollment school.” It wasn’t very prestigious in their eyes. “I think UT should advertise more about some of their great programs.” Another one wrote, “The only reason why I chose BGSU over UT is simply because I continually heard from many different people what a good teaching school BGSU was. This decision was a very difficult one for me and it was one that I spent a lot of energy on. I was torn and frankly, my parents wished that I had chosen UT over BGSU.” Another one wrote, “I was interested in a more prestigious program.” So, this is where I just paused and basically told the Board that this is what the strategic conversation that we are having during this period is all about. Taking this data and data from other sources on many different subjects of strategic importance and asking the question now, what does this data say and imply what we should do? How should we respond to what we’ve learned from this data? I paused at the Board meeting hoping to see a conversation emerge and none emerged, so I quickly “wrapped” up the presentation. But let me do the same thing here. I think it is very informative and helpful to all of us to get our initial reaction to it, even if we know there needs to be more digging and information that you need to properly interpret this. I think it would be helpful to ask you the same question; does anyone have a burning response?

**Senator Piazza:** My comment is about the slide of the schools that they chose to go to, those are all understandable, but there was one that said they are choosing Bowling Green, Ohio Northern and Ohio University –those are all rural-located. The only one that we seem to be comparable to is Kent and I believe it is 4-5% of people going to that. So I am wondering if a lot of people are picking those three schools, BGSU, OU, and Ohio Northern on the basis of location then I don’t know how we are going to compete when people prefer a rural-based campus over a metropolitan-based campus, Ohio State or Akron. I mean, if we had a football team to compete with Ohio State that would be great. <Laughter>

**Senator Jorgensen:** I agree with the analysis that you gave. For various reasons, I’ve seen this data fifteen to eighteen years ago. The two top schools that we were losing students to were Ohio State and Bowling Green and it has not changed. The one comment that makes sense why Ohio State is big is by using its reputation of their programs. Academically a student wants to go rural, Ohio State and they are thinking of us and maybe Akron which is also a city school along with Kent State and Cincinnati, but if we do it on the reputation of our programs then we can compete.

**Provost Scarborough:** Thank you.

**Senator Hamer:** First, I think that maybe we can capitalize on our urban setting. As far as competing for students and the staff for programs, I would like to hear your response about how getting faculty, fulltime and tenure numbers up. It’s pretty hard to have a very fabulous program that is on the backs of our part-timers.

**Provost Scarborough:** I will save those comments to the end.

**Senator Relue:** I have a question about the data that isn't up here, where was their (students) second choice and where did they go for their first choice because those are both about 30% of the data? Is the rest of it just a random assortment or did you pick Ohio schools for a reason in particular?

**Provost Scarborough:** No. The rest of them were just very, very small percentages of many, many different institutions.

**Past-President Anderson:** Related to that question, did students go out of state? I assume some did, but of course there's a financial issue there which brings up my real question, are their responses about a financial issues? It can be checked of course. So did you go and look at the actual cost of attending other schools? Has any of that been done to compare our cost with other schools to see if we are actually heading in the right direction of the cost?

**Provost Scarborough:** I do have some of that data in terms of what the published tuition rates and fees are, but I don't have the data yet for the cost of attendance. I asked for that, but they said that it was a little hard to get. We've had a lot of conversation (Dr. Gold and I) about the difference between the sticker price and what students actually pay. There are only about 14% of our students that pay the actual sticker price and almost everyone else is getting some kind of discount and/or scholarship.

**Past-President Anderson:** There is also the added cost of living away from home too.

**Provost Scarborough:** Yes, you are right.

**President Dowd:** As a follow-up question, have you collected any data that indicates some sort of an amount of fees paid by the average student?

**Provost Scarborough:** I believe I do have that, but I don't have that with me.

**President Dowd:** I would be very interested in seeing it.

**Provost Scarborough:** Alright.

**Senator Edinger:** As a parent who's gone through the process of getting my daughter off to college, I think one of the things that you have shown were where people are getting their information from. When people hear about the reputation of the school they don't just hear it from their high school's counselor. UT has a reputation, but not for liberal arts. What we advertise for is engineering and what we advertise as the tech aspect of the university is different. So, if you have a daughter that is looking at other areas such as mine, she says, "Don't go to UT because it is the "science school," so that ended the conversation. But it seems to me that one of the things that you may want to survey is the parents as opposed to just the students.

**Provost Scarborough:** I know they plan to do that in November, so I will get back to you with that data.

**Senator Randolph:** I know of a website that shows the cost of attendance that's been reported to the federal government by each school. We've followed it for years for our likeliest competitors. I can forward it to you.

**Provost Scarborough:** That would be great.

**Senator Cuckovic:** First, thank you for this presentation. Why is Ohio State so good? It's because they have professors and faculty who are top researchers in their field among many other things. I think that there is a need that we need to hire more young, energetic faculty who will bring bigger diversity to make our departments better. I would like to know what the Administration's plan is to make UT more visible and reputable in Ohio and broader.

**Provost Scarborough:** If that is the last comment, I would be glad to comment on that, I just wanted to give everybody a chance.

**Senator Jorgensen:** I was struck by how many students pay \$5,000 less to come here. Are we giving away too much scholarship money?

**Provost Scarborough:** Possibly. Someone reported a statistic to me last week that I still find to be staggering and I have not checked it to see if it is true. They said our direct from high school population is a full 47% qualify for Pell Grants. Now, that number is twice the number that I have ever heard from any other institution. So, if that statistic is correct, then it really does cause you to think differently about the economic profile of who we are serving at this institution. At other institutions that I have been at, the highest Pell group served was about 20%, so I still find that number to be shocking. But if it is true, the economic aspect of how we award aid in triggering that decision is huge here, we have to really think through that. I will say this in terms of, are we giving too much. Up until last year it has been reported to me that the aid strategy was based on a historical look back in terms of what amount of aid triggered a student from a certain economic background. So, our aid decisions are supposed to be mathematically statistically driven in terms of trying to maximize per student net revenue. Now, last year, and again this was reported to me, we changed that a bit to try to shift some aid to the better academically prepared student, hoping that we would help to raise reputation and hoping that it would help increase retention rate. Hoping eventually that it would serve us in a better way, but given the fact that the institution predicted a 2% enrollment decline and we experienced a 5% enrollment decline we are having to go back to look at that to make sure that whatever "tweaking" we did was not too aggressive. Because I have seen institutions and I know that you have heard of institutions that pursued kind of a new quality reputation as it related to their remissions in a manner that was too aggressive that their actual reputation could not keep up with the perceived reputation that they were trying to create and as a result they almost put themselves into bankruptcy. The institution that I am most familiar with is Loyola University where my mother-in-law and father-in-law both worked so they know the story very well. The pursuit of quality and reputation is multi-faceted as you know, it is both real and it is both perceived and you have to pursue both of those elements very carefully. If you get too far ahead of your admission criteria, before your real and perceived reputation is there to support that you can actually back-up and lose ground and put yourself in a difficult position. So that is one of the things that we are looking at that is part of this strategic conversation.

**Chancellor Gold:** Thank you. I was recently at a meeting in Washington talking about health care among other things and there was a senior person there from the Department of Education discussing a tool that CMS has now called it, hospital care. In other words, you can compare many of the United States institutions and hospitals to each other based on quality outcome and patient satisfaction etc. It is a very



interesting tool and it's anecdotal. I talked about it briefly during my presentation to Senate several weeks ago. The reason I bring it up is that the person from the Department of Education was there and this individual stated that they are building an equivalent "hospital compare" and calling it a "university compare." They are going to create a website where students hopefully can compare applicant pools, registration rates, first and second year retention rates, average of student debt, degree completion, time for degree completion, number of disciplines, and athletic programs and other things as well. What they are trying to do is extend...from the data pool for students in the same way that HHS has done and CMS is trying to do the same thing in health care. So, I think there are going to be a lot more comparisons made by the students and I just raised that attention to Senate and our faculty of the university because these comparisons have influences on student's choices. The PowerPoint slide that Dr. Scarborough presented to you right now will probably become more and more hard data based in comparison...Thank you.

**Provost Scarborough:** You might be right. I just wanted to respond to that last question; this is some data that I did not show the Board and had available in the event that I was asked the question. This is a look at an average ACT score from our direct from high school population going back a number of years. One of the things that you would notice is how consistently we are around that particular mark. So when we ask the question, who do we serve? This is the academic profile for those who enter our institution. Now, those who "tweaked" the model last year and do believe very strongly that it was a good thing to do will point out that in 2012 was the first year we required an ACT score for all enrolled students. So they would argue that even though it does not look like we moved the mark but when you account for the fact that the historical scores did not include ACT scores which was probably some of our most unprepared students, they would argue that 21.7% is better than it appears. When I looked one step further at the distribution of the direct from high school population I was looking to see whether or not we saw any jumps on this side of the distribution. Again, it is may be skewed by the fact that you don't see those zero scores in the previous years. I was also looking to see if we had a fairly strong bi-mobile distribution, but you don't really see that as well. You always heard that it is going to be that very definite split but in reality it doesn't appear to be the case.

**Senator Anonymous:** Thank you for that presentation, it was interesting. However, I am kind of one of those individuals that thinks word-of-mouth is the best advertising in terms of getting students to come here. I think talking about the retention issues that we discussed earlier in our conversation, not focusing on the fact that we have perhaps students that struggles and we have to hook them up with academic advisors. If you look at...for example, what happens if you have students that you know that are struggling? We need to have in place advising rather than have students...If you look at other universities they have portals...so we can give them individual attention...Another reason why students are dropping out is because of alcohol issues, social issues. Certainly, we can't solve all those problems, but we have to look at them collectively to keep our students here. If we can do that then our attendance numbers are going to improve because the word will get out about UT that we care about our students.

**Provost Scarborough:** I couldn't agree more.

**Senator Regimbal:** I would just like to make a suggestion that we look at where our students go after they graduate. What's the employment availability? How many of our students become employed after they graduate? Which in my mind could give us a step up on the other institutions, other than Ohio State.

Colleges would have to keep information current. But if we could tell a student when you graduate from UT this is the wait to get a job and these are the jobs our students get, we have something to advertise.

**Provost Scarborough:** Okay.

**Senator Anonymous:** I would also like to see a break-down on gender. Location might be related to safety considerations, those students who live on campus compared to commuting, parking, lights, and night classes. I mean that urban versus rural, we can't change our urban location, but I would like to see if maybe that was a consideration in terms of location.

**Provost Scarborough:** We will be looking at that.

**Senator Barnes:** I would like to make a "plug" for our underprepared students because some of us who were hired to work with that population know what they are capable of and know what they bring. We did town-halls four or five years ago about faculty who are committed with working with students who maybe don't come in with an ACT score at all, but who are in fact fully capable, fully ready, and fully willing, and just need the kind of attention and support that they can get here. We, I think can use that open enrollment and open admissions status in a really positive way for a lot of people who love that about this institution and it makes me heartsick to see people who don't value and who would judge students by a number instead of by the content of their character.

**Provost Scarborough:** You know, for those who know me know that is the argument that I make. I enjoy the fact that we are open enrollment. I think we have to be smart in terms of being able to serve the well prepared and the underprepared students equally as well. I think it is a different experience and one that we should be prepared to provide both experiences in an effective way. I couldn't agree with you more, that is where my heart is also. There is no reason to be "either or," you can be "and," it is like the Coca Cola commercial, "better taste and less calories." That's who we should be. We should be an institution that attracts both and serve both equally well. I think that is our heritage and our tradition and I am hoping that is what we can do. It bothers me a little bit that we "tweaked" the model because what I think we did and I am not sure, but I think we shifted some financial aid dollars from the 18, 19, 20 student group to the 23,24, 25, and 26 student. Again, I don't think that it had to be "either or," I think we could have if we chose to add more money to the financial aid dollar and if the students enroll and as long as it is a positive economic model we could have accepted it. But, what I think the reason why we experienced a 5% decline instead of a 2% decline I think in part, when you throw a little extra financial aid dollar to the 18, 19, and 20 student, that is the difference that helps them make a decision because they are so economically dependent on what they are doing and that is who we historically have attracted. However, when we shifted those dollars I think that is what contributed to our lower than projected number. When you shifted it to the well-prepared student they have choices, they can go anywhere. So it is not as critical as a factor for those students. Plus those students usually come from a stronger socioeconomic background. I think in some ways we may have "shot ourselves in the foot" by "tweaking" that model as much as we did. Not to say that it was "bad" people doing "bad" things, but I don't think that it had to be an "either or." I think we could have pursued both and see how it turned out and so we will be looking at that.

There's one last comment, I know that two people have made comments and Dr. Dowd in his opening report made comments about a faculty hiring plan in terms of sustaining and increasing academic quality. After a strategic conversation of what I've promised the Main Campus, Dr. Jacobs and I are committed to sit down and kind of look at what emerges from that strategic conversation. Also, have a better understanding of the financial impact of not hitting our enrollment targets as we look forward and as we get the data that either Faculty Senate provide or others provide in terms of what numbers we are looking at in terms of retirement to be able to answer that question a little more definitively in December and January timeline. I think we will just know more then, but there is no question that academic reputation is multi-faceted and the most critical relationship is what happens in the classrooms and the tenure and the tenure-track faculty carry the load on the upper institution, graduate courses. Again, our challenge is simply to create a model of higher education that simply sustainable in terms of quality that we know that we have to provide as well as to live within the resources that are provided, but more to come on that. That is one of the big rock issues that we have to get decided at the end of our strategic conversation. Thank you.

**President Dowd:** Thank you for coming; that was a very interesting discussion. I would now like to introduce, Michael O'Brien, Vice President and Athletic Director.

**Mr. O'Brien:** Thank you, Dr. Dowd. I appreciate the invitation to be here. I am not the most technologically sound person so Kelly Andrews is with me.

**Ms. Kelly Andrews:** I am not either <Laughter>.

**Mr. O'Brien:** Kelly is our Senior Women's Administrator and Associate Athletic Director. She was my very first hire and has been here for over ten years. She is doing an incredible job and not just for athletics but for our entire campus.

I haven't been here for a while and I thought initially I wanted you to know our mission statement. The mission statement in our department is simply, "*We are committed to provide a broad base athletic program for men and women that strive for academic and competitive excellence at conference, regional, and national levels.*" We just don't want to be thought of as an athletics department within the city of Toledo.

Some time ago, Dr. Jacobs asked the Execs to come up with a big audacious goal. I will stress this, we are more than about "wins and losses," that is what you read about in the paper. But, it is to establish us as a national recognized leader in preparation of students for life beyond their athletic careers in academic, social decision making, and other aspects of responsible living. In short, we are preparing our student athletes that are with us for life after graduation. We truly expect them to graduate and I think you will see that as we go through our academic progress. I always start out my presentations about the academic piece because that is what I am most proud of: We recently won the 2011-2012 Mid-American Conference Academic Achievement Award, the top academic department in the conference, 351 student athletes posted a GPA of 3.171 last academic year. The second bullet notes that while we had a 3.167 GPA in the Fall we followed that up with a 3.266 GPA in the spring beating the average of 3.171. And the women's volleyball had the highest GPA. Fourteen of our fifteen sports had a team GPA of 3.0 or

above and every program had at least a 2.9 GPA. There are certain programs that obviously get more publicity than others. People have asked me, what is the GPA for the men's basketball team? It is over a 3.0. So, these academic things that I am talking about today are really unheard-of at many institutions. We have twenty-six student athletes with a perfect 4.0 in the spring of 2012 and 41% were on the dean's list with a 3.5 GPA or higher. We set a record last year, 71% of our athletes earned at least a 3.0 GPA and for seven consecutive semesters we had a department GPA of 3.1.

While we talk about the academic piece as I indicated, what our donors, fans, and supporters want to talk about is wins and losses. For women's athletics we had a banner year, we won the Jacoby trophy, and that signifies the top women's department in the Mid-American Conference. That trophy been in existence for thirty years and it is the first time in our history and as I go through these various sports you will see why: Women's cross country (these are last year's stats) won a second consecutive championship last year appeared at the NCAA meet. This year our MAC tournament will run this coming weekend in Buffalo and we are clearly predicted to win it and right now we are fifteenth in the country. Women's soccer was 14-7-2 last year and we won our fourth championship tournament title, plus we went to the NCAA tournament as well. Football, last year we had a wonderful night in D. C., we defeated the Air Force in the Military Bowl, 42-41. We finished last year with 9-4 and we were 7-1 in the MAC. If you are aware, we beat a top twenty team Saturday in Cincinnati; they were eighteen and they are no longer in the polls and we moved up to 26 and 31 in the various polls, for whatever it is worth. Plus, our Rockets have won seven in a row. So, our new coach, our new young coach, Matt Campbell is doing a terrific job. Women's swimming and diving won a championship last February for 2012, our second league title in three years. Women's Basketball who are under the direction of our fifth-year head coach, Tricia Cullop won the MAC West Division Championship, our co-Championship with 24-10. We went to the Elite 8 of the 2012 WNIT. A year ago we won the National championship in 2011 WNIT. The men's basketball coach, Tod Kowalczy, our head coach won 19 games last year and had the second largest win total from previous years wins in the country. We had fifteen victories from the previous season; Tod clearly has that going in the right direction. Finally, our baseball had the first ever MAC West Division Championship.

So with all those wins and losses we had some coaches of the year: Kevin Hardsell, our women's cross-country country coach. Brad Evans, our women's soccer coach. Liz Hinkleman left and went to Ohio State as an assistant and in the trade for the head-coaching position our new coach for women's swimming is also from Ohio State. We do a lot as far as trying to get enough exposure as we can in athletics. We had ten football games that were carried on national and regional television, which is ESPN. Plus, there may be times that we change from a Saturday night to a Friday night game or change from a Saturday night to a Saturday afternoon game. Numerous basketball, soccer, and volleyball etc. games were held by locally on BCSN. Our coaches will be the first to tell you, we use this in recruitment, in the living rooms talking to moms and dads telling them that they will be able to watch their sons and daughters on BCSN.

Let's talk about exposure, as an example, at the Military Bowl last year we subscribed to a service called, "TV Eyes" and so whenever the Rockets or the University of Toledo is mentioned, there is a service that lets us know how many times throughout that evening we were mentioned. When we won the Military Bowl, 317 television stations throughout the country mentioned our appearance with a clip or just the fact that we won the bowl game. As an example, when we beat Cincinnati on Saturday there were 43 stations

nationally that made mention of that victory, WABC in New York, a television station in Minneapolis, and all throughout the country. Again, that is wonderful exposure that we cannot buy for our athletic department for our university. Women's basketball, we have an incredible fan base, we were the first in the MAC attendance and they just continually give us this award for twenty-two straight years. We ranked twenty-fifth in the nation for attendance. The easiest way that I can put this, in men's and women's basketball the top attendance in men's and women's basketball is the Ohio men, second is the University of Toledo men, and thirdly, the University of Toledo women. So, our women's program outdraws every other men's program other than Ohio and us, so that really speaks well for our program and for our fans. Our football ranks second in the MAC attendance. We are averaging nearly 22,000 fans and we also set a season ticket record this year with over 12,000 seats being sold. Men's basketball as I indicated rank second. We don't get a whole lot of publicity out when we go to schools or when we go throughout the community. But, our student athletes are asked a lot and Dr. Regimbal will indicate this, to go throughout the community to...our schools and go to various things throughout the community I am really proud of what they are doing. Our women's basketball team has their annual Pink Game to fight against breast cancer and we raised \$18,000 for that cause. I mention this so many times and I actually forgot to put it in the presentation and I do apologize, Senator Regimbal mentioned our NCAA faculty rep at the last meeting I do believe, the top MAC award is the Cartwright award and it has been around for four years and it's about excellence in academics and athletics and citizenship and we won that, and that was huge. We were given that by a commissioner at one of the recent football games. That is "the top award" that you can get as a Mid-American Conference member. Again, it goes back to our student athletes and our staff.

I wanted to let you know what we do out of the classrooms and off of the courts. When it comes to human resources and the offices at the university we have a very diverse student athlete body. So, we train and when we hire our staff it is very important that it reflects that diversity. Now, these other issues that I am going to address like the NCAA life skills, again this is preparation for life after a Rocket and making good choices. So we have speakers come in to talk about alcohol awareness. Several years ago we had a gambling issue and so we had Franceze Michael... come in to talk about parables of gambling for our student body and these are all mandatory events...and social media, which is something that we really need to be conscious about. Speaking Specialists is a group that comes in to talk to our student athletes and prepares them to talk to the media. The football team, volleyball team, basketball team etc., they do practice videos and then we watch ourselves as to how we do with the media. We do not want to embarrass ourselves and so we bring in the Speaking Specialists. After Sport, again, we are preparing for life after being a Rocket. After Sport comes in and talks about helping our student athletes prepare a resume and interview skills, those kinds of things to get them ready for that time. I always tell our student athletes that I never ask them how they are doing on their team. I always ask them about their classes because I want them to be aware that one day they are going to have to put the ball down, the bat away, and get out of the pool, so we must stress the graduation piece. And then there is career networking. I indicated throughout the community we had thirty different projects last year and again, we are working on creating a very welcoming culture in our department.

I say all this because we are not without our challenges as you all know; being non- BCS, the Mid-American Conference is a non BCS league, Bowl championship series. This is the conference that I mentioned that's on that level, Big 10, PAC 12, ACC, South Eastern Conference etc. and though those

institutions in that league gets massive dollars from bowl agreements and from T.V. agreements such as having a Big 10 network and the University of Texas having their own network, they get massive dollars that we obviously do not get. We always have our financial challenges. Fund raising and ticket sales is a difficult, but we have set a record for our football season ticket sales. We are always working on public relations efforts and working with Larry Burns' shop creating out of the box things that we can do to better ourselves throughout our community...and continue to improve on the areas of academics. We are over a 3.1 GPA and me being Irish, I want to get to a 3.2 GPA and so I put a little pressure on our academics folks. A 3.0 GPA is unbelievable in a department that has over 350 student athletes, but let's gets it to 3.2. It is much easier on Sundays when we win and so we talk about competition, but we are doing extremely well. I tell my student athletes that they can get their picture in the paper and name in the Blade very easily by making a wrong decision. With that, I will answer any questions that you may have.

**President Dowd:** The Provost talked about students coming to UT and our need to improve our retention rate. Would you speak a little bit about the retention rate of our scholar athletes?

**Mr. O' Brien:** Our retention at the University of Toledo is very good. It is totally different from let's say the normal student that comes here. As soon as that student athlete comes here they are on a team; they are on a team of men's basketball and women's basketball with fifteen members and.... Some have full scholarships and some don't. We have a lot of student athletes that are clearly non-scholarship. But our student athletes for the most part do not leave, they stay here because they love the University of Toledo and that is what they obviously talk about. They do not want to leave when they graduate, some are heartbroken. They want to stay here because they had a wonderful relationship with the coaches and especially their teammates because it is also about their teammates. I know we have a retention issue, but as far as athletics we are very fortunate and a lot of it is because it's totally different than the normal student. We truly work hard. We have a mentorship program, an adult faculty member may take the student under his/her wing and that helps as well because it is not easy.

**Past-President Anderson:** What is the situation with athletic scholarships?

**Mr. O'Brien:** Well, full scholarships are awarded to football, basketball, women's basketball and women's volleyball. Other sports such as baseball, golf, and tennis are dependent upon the coach. Let's say that one sport has eight scholarships then the coach can piece-meal together athletes to go to that totals eight. In other words, it could be Dr. Brickman is on just a book scholarship, you are on room and board, and another athlete is on tuition just on that same team.

**Senator Krantz:** I teach general education courses and I commonly have student athletes in there and I've always been very supportive and impressed with the academic support services. First of all I would like everybody who teaches to be engaged with this group and help them help the students, but could you comment on how that program works and are there take-home messages that we might be able to apply to retainment, retention, and engagement more broadly within the university?

**Mr. O'Brien:** Well, when our student athletes arrive on campus there are specific rules per team. The academic servicing area is in.... She can maybe find out some things other than the coach, what's

happening? How can we help? So, we really stay on top of it. I hope that I am answering your question; we have 350 it is not 20,000.

**Senator Gilbert:** Thank you for the presentation. I met some of your student athletes during the summer program that you run. My daughter attended your football camp and she was the only girl. They treated her very well and she loved your camp, you'll truly work well with kids. I have a question about your graduation rate versus your retention rate, so I am wondering if you can tell us what's the percentage rate of those who are graduating with a diploma?

**Mr. O'Brien:** The department graduating rate is 79% in my department. It is just a little above average. The federal rate is not quite that high. Did I answer your question?

**Senator Gilbert:** Yes.

**Senator Anonymous:** I just want to go back to the question that the president was asking. Do you know the forms that are sent out asking you to give grades of an athlete's performance, how do you use that? That always came up and I always wondered.

**Mr. O'Brien:** It comes back to our academics services office and then they meet depending upon what is said on the form, but they do meet the student athletes and the coaches become aware of it.

**President Dowd:** Thank you, Mr. O'Brien for coming here to Senate today. Next, Senator Piazza will report to you on recent discussions at the Ohio Faculty Council.

**Senator Piazza:** The OFC met with Bruce Johnson, Executive Director of the Inter-University Council, regarding their work on revising the State Share of Instruction (SSI) formula. Mr. Johnson reported that work on the revisions was still in the early stages and there was not much to report. The three factors that seem to be most salient to the new formula are completion rates, graduation rates, and time to completion. The weightings for these three factors have not yet been determined.

Mr. Johnson did acknowledge that, currently, regional campuses would no longer be excluded from completion and graduation rates. He also acknowledged that if a student were to transfer out of a university, that institution would get at least partial credit for graduation and completion.

Finally, Mr. Johnson confirmed that revising the SSI formula was consistent with Governor Kasich's six "Higher Education Reform Goals." These include:

1. Increase participation rates in higher education among Ohio high school graduates.
2. Encourage the brightest Ohio high school graduates to continue their education here in Ohio and encourage<sup>3</sup> the brightest students throughout the country to come to Ohio for their higher education experience.
3. Improve graduation rates and the time it takes to graduate.
4. Make higher education more affordable.

5. Graduate students with the skills needed to achieve success in jobs, careers and post-undergraduate education.
6. Encourage graduates of Ohio's colleges and universities to stay in Ohio as they pursue their post-college opportunities.

Remaining time was spent discussing the impending wave of retirements in anticipation of July 1, 2015. Several universities, including UT, appear to be pushing for a hire-back plan to deal with the vacancies created by retirements. A number of problems were noted with a hire-back option:

1. Hire backs would not be in the collective bargaining unit.
2. Hire backs would not contribute to STRS. This could have an adverse impact on the future liquidity of the retirement program.
3. Hire backs often don't do any advising, administrative functions, research, etc., and this would have workload implications for those faculty remaining.
4. Hire backs reduce the number and percentage of faculty on tenure lines and this could have a negative impact on recruiting and retention of students and new faculty.

So, this is good news for the University of Toledo to have a branch campus. Any questions?

**Senator Jorgensen:** The hire-backs, do they contribute to STRS or does that change?

**Senator Piazza:** No. From my understanding on this, if you retire then you would have to sit out for 60 days and then you can be hired back.

**Senator Jorgensen:** Do you have to contribute to STRS when you come back?

**Senator Piazza:** No. However, the university still pays a portion of your contribution into STRS and then after you are released from the university as a hire-back you will get that money returned to you as kind of as a "bonus" and that money gets cashed out, it is accrued to your STRS.

**Past-President Anderson:** I am only familiar with hiring services/ professors on a part-time base, does that differ from a hire-back?

**Senator Piazza:** A hire-back will be something like that. Basically, you will have faculty members who are retired and brought back. Usually, their teaching load is a fraction of their salary and most of their income is now paid through STRS; very often this is a win for the university because they get to keep that faculty member, but their portion of their salary is cut as much as 2/3.

**Past-President Anderson:** Do they do that for part-time faculty?

**President Dowd:** It could be a separate contract.

**Senator Piazza:** Yes.



**Senator Hoblet:** I thought the hire-backs have a choice of either not contributing or contributing. I was not aware that it was just...that they did not contribute and that all money accrued to their STRS account will be paid back.

**Senator Piazza:** I am certainly no expert on STRS so I am willing to be corrected on that.

**Senator Hoblet:** I will clarify that.

**Senator Edinger:** I am glad that they talked about the workload issue at the state level, but there is also an issue at the institutional level. As much as I would like to have senior folks come back after they retire, “stuff has rolled down hill” leaving those who remain to pick up a lot more of all the other responsibilities.

**Senator Piazza:** Some years ago during the Kapoor Administration, we had programs that had their number of faculty cut in half or more. I was the chair so my teaching load was reduced. We did have some hire-backs come back and teach for us, but they did not do any advising and my advising load went up from twenty-five to sixty-five over night and so these are some of the workload implications. Can you continue to teach in a classroom if you have to advise twice the number of students? What’s the impact on research going to be? This is going to be the case throughout the state and one of the things that concerns me, unlike in 2000 where only The University of Toledo was looking for new faculty, it is going to be every institution in the state looking for new faculty. Ohio is going to suck the market dry. If we do not get into the “hunt” early and if we take our time and recover positions back to central administration and have to build a business case to get them back and lose time to get new faculty, we will lose out to other institutions who were more aggressive in their searches. Have a good day.

**President Dowd:** I would like to offer a side comment here. Some of us on the Main Campus complain about having to travel to Health Science Campus for a committee meeting, and some from the Health Science Campus complain about having to travel to the Main Campus for a meeting. Perhaps we all could benefit from a little perspective on true travel time: please note that Senator Piazza commutes to Columbus for committee meetings. Senator Piazza, I appreciate very much you representing the University of Toledo at the OFC and the time and effort you devote to that activity.

The last item for reports is Dr. Steve Peseckis.

**Dr. Steve Peseckis:** Hello. You all should have received an attachment that includes the proposed courses. It is a consent agenda item. Do you have any questions? All in favor for approving it say Aye? Any opposed? Any abstentions? ***Motion Passed. The following courses were approved:***

**New Course and Course Modification Proposals Approved by the Faculty Senate on October 23, 2012**

**College of Languages, Literature, and Social Sciences**

**New Course**

**ECON 3810**      **Applied Econometrics**      3 CHr  
Proposed effective term: 201310 (Spring 2013)  
Delivery Mode: Primary: LE  
Offered Spring, Every Year

Grading: Normal  
Pre-requisite: ECON 2810  
Co-requisites: None

Catalog description: "Topics emphasize applications of a wide range of statistical approaches to time-series, cross-sectional, panel, and other types of data. Included are micro-econometric topics such as panel data models, qualitative choice models, hazard models, and others. The time-series macro-econometric topics include model stationarity, cointegration, error correction mechanisms, ARCH and GARCH models, economic forecasting, and others."

**LLSS 1150: Orientation: Strategies for College Success 3 CHr**

Proposed effective term: 201310 (Spring 2013)  
Delivery Mode: Primary: LE, Secondary, seminar  
Offered Fall and Spring, Every Year  
Grading: Normal  
Pre- or co-requisites: None

Catalog description: "This course is designed to orient students to academic expectations and campus culture, and provide them with skills and strategies for succeeding as college students. It expands upon the usual orientation course to provide additional learning activities to assure students are well-grounded in academic success strategies."

Additional clarifications: .

- LLSS 1150 is a three-credit orientation course that includes academic skills and will be largely enrolled by underprepared students. Such students will take this course instead of CALL 1150. CALL's course will remain as is for that college.
- The expanded orientation course (LLSS 1150) will be offered only to those students admitted as pre-majors to the former Gateway. This population of students enter UT with an ACT of less than 18 and a GPA of below 2. It includes a number of skill building units designed to increase their ability to manage their time, enhance their writing skills, and orient them to academic expectations. It replaces the old SKLS course, most recently offered through CALL as AL1150. AL 1150 will now be tailored to adult, military, and other non-traditional students. Out of discussions between CALL and LLSS, it was decided a new course for the DHS pre-majors, LLSS 1150, should be created.
- LLSS 1150 and LLSS 1000 or the Honors equivalent are required of different populations of students. LLSS 1150 is just for pre-majors. The courses are coded as such in Banner and enrolled through the student services office in what is now the department of exploratory studies.

**LLSS-1120 Career and Self-Evaluation 2 CHr**

Proposed effective term: 201310 (Spring 2013)  
Delivery Mode: Primary: LE, Secondary, seminar  
Offered Fall and Spring, Every Year  
Grading: Normal; Will not be required in programs (i.e. will be an elective)  
Pre- or co-requisites: None

Catalog description: "This class is designed to engage students in discovering their career values and occupational interests, skills, personality style, and behavioral and work environment preferences. Students will learn to identify how different disciplines contribute to solving various issues and come to recognize ways in which their own talents and interests can be employed in professional and occupational settings. Additionally, students will learn about decision-making, goal-setting, action planning, and resumes."

**President Dowd:** Is there any old business? Any new business? Dr. Gutteridge, is there anything that you would like to comment on? That is, are there any issues from the Provost's Office that you would like to share with the Faculty Senate?

**Dr. Gutteridge:** Not from the Provost's Office, but let me say, I am glad to be part of the Faculty Senate people. Dr. Dowd asked me if I can share when I told him a couple of good things that happened in the College of Business. Not all faculty know about it, but the AUSA ID and the Department of State selected the College of Business and Innovation to get two grants about \$225,000 each to work with two business schools in Tunisia. One was to help their...program and the other is to help out in business school qualifying AACSB accreditation. That was a competitive effort and so we are very pleased about that. Secondly, the College of Business MBA program is being recognized by the Princeton Review as one of the top 3000 MBA programs.

**President Dowd:** Go Business! I would like to invite others to bring to Senate announcements from your colleges and departments and please share with us any or awards or other type of recognition you and your colleagues may have received.

**Senator Duhon:** I would just like to say that before this meeting, I attended our [the libraries'] first "open access" mini-conference. This week is "Open Access Week" and we had about 20-25 people who attended the meeting. We had presenters from other parts of Ohio and the University of Michigan. We had a couple of our faculty on the panel, Ed Ligan talking about his open access journal, Geoffrey Rapp from Law, and Kenneth Hensley from the Health Science Campus, and our Digital Initiatives Librarian, Arjun Sabharwal, so we had nice cross-section from our people on campus. I meant to bring pens along that have the URL of our Open Access "LibGuide".

**Senator Gilbert:** This is just an announcement. The school of Interdisciplinary Studies is going to hold their first lecture on November 2<sup>nd</sup>. The location is at Libby Hall with Dr. Ayesha Jalal who will talk about "*The Pity of Partition*."

**President Dowd:** Do you have a flier for that?

**Senator Gilbert:** Yes.

**President Dowd:** If you can send that to the Faculty Senate Office we can distribute it to all faculty members on both campuses. Are there any other announcements?

**Senator Hey:** It's just a question and I do apologize for always being late with my questions. This came up twice now with the Athletic Committee meetings that I attended and it is about Course Signals, if we know where that program is, and is UT still participating with that, plus who is in charge of that program? Therefore, we can ask questions to someone about that program.

**President Dowd:** We will certainly look into it. Are there any members of the Executive Committee that know anything about this issue?

**Past-President Anderson:** Not this semester.

**Senator Regimbal:** It belongs to Dr. Ben Pryor I think.

**Dr. Barbara Schneider:** I know a little bit, not as much as I would like to. I talked to John Klear this afternoon and signals are going out. They are really focusing on five large enrollment first-year courses. I know over 900 signals have gone out to date. We are collecting data on whether or not students who get the signals subsequently seek help by linking it to the Accutrak system in the Learning Enhancement Center. And we will be conducting focus groups with students who received the signal if the IRB signs off on our proposal. We will be interviewing students who received the signal and they will tell us what they thought of it. I know that there were multiple technical glitches with the system early in the semester, but I understand those have been resolved. So that is everything that I know.

**President Dowd:** Thank you. A couple of people have asked me why I am dressed so formally --- in a suit today --- instead of my usual attire of a coat and tie. As your Faculty Senate president, I had the

opportunity to meet Vice President Biden this morning and I thought a bit more respect in terms of attire was due the Vice President. Are there any other announcements from the floor?

Do I have a motion to adjourn? Meeting adjourned. Meeting adjourned at 5:55 p.m.

Respectfully submitted by:

Tape summary: Quinetta Hubbard

Lucy Duhon  
Faculty Senate Executive Secretary

Faculty Senate Office Administrative Secretary.