

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of March 29, 2016
FACULTY SENATE

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

Approved @ FS on 4/26/2016

Summary of Senate Business
Carlson Library Renovation Plan, Phase 1
Assessment Update

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 Keith: I call this meeting to order. Welcome to the fourteenth Faculty Senate meeting of AY 2015-2016. I ask that Executive Secretary, Lucy Duhon come to the podium to call the roll.

I. Roll Call: 2015-2016 Senators:

Present: Anderson-Huang, Barnes, Black, Brickman, Burnett, Denyer, Devabhaktuni, Duggan, Duhon, Fitzgerald (substitute for D. Compora), Franchetti, Giovannucci, Gray, Gunning, Harmych, Hasaan-Elnaby, Hoblet, Humphrys, Keith, Kennedy, Kistner, Kovach, Krantz, Lee (substitute for T. Atwood), Lundquist, McAfee, McLoughlin, Molitor, Monsos, Nathan, Nigem, Oberlander, Ohlinger, Prior, Quinn, Randolph, Regimbal(substitute for M. Edwards), Rouillard, Schneider (substitute for M. Caruso), Sheldon, Slantcheva-Durst, Srinivasan, G. Thompson, Weck-Schwarz, White, Williams, Wittmer

Excused absences: Cappelletty, Dowd, Gruden, Lee, A. Thompson, Thompson-Casado, Wedding

Unexcused absences: Elmer, Farrell, Federman, Malhotra, Mohammed, Schafer, Skeel, Smas, Tevald

II. Approval of Minutes: Faculty Senate Minutes are not ready for approval.

Your Executive Committee has been busy since the last Senate meeting. Aside from our usual meetings, we met with President Gaber and with Jovita Thomas-Williams, Vice President and Chief Human Resource Officer. We attended the Provost's staff meetings, the Board of Trustees' Clinical Affairs, Academic and Student Affairs, Finance and Audit, and Trusteeship and Governance meetings, and the monthly Finance and Strategy Committee meeting. President-Elect Humphrys and I met with Matt Schroeder, President Gaber's Chief of Staff.

V.P. Thomas-Williams asked to meet with the FSEC so we could hear a presentation by HMS Employer Solutions, which is a company that UT is considering hiring for dependent eligibility verification assessment. HMS has contracts with the University of Cincinnati, Wright State and the University of Akron. If hired, UT employees would send HMS electronic copies of our documents, such as birth and marriage certificates, over a secure server. HMS would verify that a document looks authentic and then note it had been submitted and verified. They would keep the electronic document for 6 months and then destroy it. Its submission and verification record, however, would remain in the UT employee's file, which means we would not have to resubmit certain documents the next time we are asked to verify our dependents' eligibility. We would have to submit others, such as the part of a bill that shows a couple still residing at the same address, however.

Another reason V.P. Thomas-Williams wanted us to hear this presentative is so HMS could explain why the option of just showing our documents to a designated person is off the table. This is not a service HMS provides because they believe it imposes potential risks to the assessment process as well as a possible breach of confidentiality.

We asked many questions such as, what happened between our last meeting and this meeting to cause us to go from presenting our documents in person to an HR employee to submitting electronic records to a third party? Was there sufficient consultation with the affected employee groups before reaching this decision? If HR is not going to retain our records anymore, do they still want them? If so, will they be returned to their owners? These questions were not answered to our satisfaction, plus we ran out of time, so we are scheduling another meeting with V.P. Thomas-Williams to continue this discussion. We will report back her answers.

We met with President Gaber right after our meeting with V.P. Thomas-Williams. President Gaber is not opposed to hiring a company to verify our dependent documents. Other universities are doing it, and it would avoid any trust issues associated with HR. She believes it is important to hire a company that is already doing business with Ohio universities and colleges. I left that meeting thinking third party verification is Dr. Gaber's preferred approach. Other members of the EC, did you get the same impression?

At the Finance and Strategy meeting, we went over the revenue generating suggestions document that you were sent yesterday. These suggestions come from the March meeting of the President's Advisory Council. At that meeting, PAC members were asked to write down their ideas for revenue enhancement even if those ideas require start up monies.

At Finance and Strategy, we were asked to pick our top five ideas. At the next meeting, the committee will evaluate the most popular ideas for their revenue generating potential. Since I believe crowds can and do have wisdom, please send me your top five ideas from the list. I'll make sure that Faculty Senate's opinion is part of that conversation

Another item on the Finance and Strategy agenda was the presentation that Lawrence Kelley, Interim Sr. V.P. for Finance and Administration, gave at our last meeting. My point in telling you this is to let you know – we saw it first!

Matt Schroeder gave us an update on the proposal to shut down the University between December 25th and January 1st, which is being referred to as "Winter Break". Someone proposed this idea last fall with the suggestion that it take place immediately to help close this year's unexpected budget deficit. President Gaber said No – if we are going to shut down over that week, we need to a) benchmark it against what our peers are doing, b) understand how it would work at UT, and c) give people time to plan. (Cincinnati, Miami, Ohio U, Kent State, Wright State and Akron currently do shut down between Christmas and New Year's Day.)

In January, an ad-hoc committee was formed to investigate this Winter Break idea. Dr. Susan Batten, Associate Professor, College of Nursing, is the Faculty Senate representative on that committee. The

committee has met three times and is working diligently to develop what Matt calls “a win-win model”. The goal is to have a presentation on this at our next Faculty Senate meeting, on April 12th.

At our last meeting, you asked me to ask to invite Peter Papadimos, V. P. and UT’s General Counsel to this meeting so he could answer our questions on the proposed changes to the Public Records Policy. I did invite him but he is not coming today. He explained that after meeting with the EC, he decided that there are some issues with the policy that need to be resolved. He will come to answer our questions once those issues are resolved. We will stay on top of this.

I have an update on the Dean for the COGS search. First, several new members have been added to the search committee and they will be adding a Co-Chair. They include Dean Jamie Barlowe, from LLSS, Mark Templin, from JHCOE and Paul Hong from COBI. Although the co-Chair has not been named, the Provost is leaning towards adding a Dean from a college with no applicants for the COGS dean’s position. Finally, once the search committee has a short list, it will be forwarded to the new Provost who will review the final candidates.

I have been asked to make the following announcement regarding the HLC’s site visit in mid-April. Open forums are being held for Faculty, Staff and Students to meet with the HLC reviewers. It’s an opportunity to share your experiences at the University, and give your answers to their questions. For Faculty, the Open Forums will be held on Monday, April 11th, 4 to 5 p.m. in SU 2582 on the Main Campus, and Tuesday, April 12th, 4 to 5 p.m. in HEB 105 on the HSC.

In terms of what we’re doing today, as you can see we have a packed agenda. The first item is an Ohio Faculty Council report from Senator Rouillard. Next are the two changes to our *Appendix to the Faculty Senate Constitution* that we were asked to consider at our last meeting. Since you asked for clarification language be added to the second change, we decided to delay the vote until today. If adopted, these changes would require FS annually to determine and approve the number of colleges having faculty constituencies that would be recognized for apportionment purposes. It also would allow the combining of colleges with small numbers of faculty for apportionment purposes. Senator Giovannucci

The Elections Committee asked to be added to the agenda so they could ask for your approval to use paper ballots for the UCAP and USC elections for HS and SJHS. I’ll let Senators Molitor and Weck-Schwarz explain this issue.

We also have reports from Elections, Undergraduate Curriculum and Academic Programs.

We have three guests today, Barb Floyd, Interim Director of University Libraries, is here to discuss the renovation plan for Carlson Library. Dr. Alana Malik, *University Assessment Director*, is here to update us on UT’s Assessment Report. I’m going to ask your permission to alter the agenda by letting Alana give her presentation right after the EC report. If we don’t let her leave by 5:15 her children will be left in the streets.

We also have Taylor Dwyer, who is a Hall Director for UT’s Office of Residence Life. He is responsible for the planning and implementation of the FROG 2016 Move-In Week program (First-Year Resident

Orientation Guide). He is here to ask us to consider volunteering to help move-in our students during move-in week in August

Finally, Lawrence Kelley left our March 15th meeting without his notes, which I found when I was gathering up my own notes. On the last page of his notes I saw something that he told me he meant to say but somehow left before saying it. Quoting his notes, “You have been through a lot and continue to provide quality to the students and the university community. We depend on that – and the students deserve it.”

Are there any comments or reminders from the Executive Committee? Are there any questions from the Senators? Hearing none. Next, we have a presentation from Alana Malik.

Alana Malik: Hello everybody. As President Keith said, my name is Alana and I am the University Assessment Director. Thank you so much for having me here today. I would normally have Chris Roseman with me, he’s the Chair of the University Assessment Committee. Unfortunately, he is not available today so I am flying solo, but I have enough University Assessment Committee members in the room that hopefully, if I say something that is not correct, they will jump in and help me out. With that, I am just going to quickly go through an update for you all. I usually come in to visit at least once a year, if it’s not twice a year. One of the first things I want to do is say, thank you because we have concluded our assessment reporting collection process throughout the Fall semester and we had a great response from across campus. A year and a half ago, Fall of 2014, in addition to asking everyone to complete their annual reports we also asked every academic program and every service unit on campus to update their assessment plans for us. We had great a turnout - we have five groups left from across campus. Chris and I have been working to follow up with them to hopefully get up to 100% very shortly. But in a year and a half, that’s an amazing feat to be able to get 291 groups to all “play” nicely and get their stuff in for us. Thank you and kudos to everyone who was a part of that. One of the things that I wanted to show you today is part of why we asked everyone for their assessment program because we wanted to put them up on a website that allows the public to see what we’re about with our assessment process. The plans don’t include any of your actual reported data, it just talks about what your process look like. Anyway, this was a big project for us and we’re super excited to have it almost done, and again, I wanted to be able to share that with you.

So in addition to having everyone help us with the plans, we also had a great response with our annual reports this year, 97% of our academic programs and service units turned something in for us. Also with the gen ed. assessment reports, we got 90% of our gen ed. courses reporting as well, so again, thank you, thank you, thank you for helping us get those in. But part of the reason why I am here today is to talk a little bit about the evolution of our assessment process. One of the pieces from that was, two years ago in the Spring of 2014 we had a national consultant come in by the name of Barbara Walvoord, I don’t know if people were around for that, but she was here for two days and talked to us about our process, reviewed it with us. And then one of the things that came back from her feedback to us was that the UAC, University Assessment Committee, really needed to move beyond just checking that we’ve gotten things back in from everyone, and really move towards this additional focus on actually reviewing all the data and looking at it deeply and coming up with some recommendations to the provost based on that data. We are now at a place where the UAC took, in addition to making some other changes in their process but

being able to really look at how we are going to do that as a group, and without having all of your support in giving us the data we wouldn't be able to do this, right? There were a few things that the UAC did to make this happen. The first was, they wanted to review the university assessment plan that was existing – there was one from 2008 and so they updated it and approved it last Fall. In addition, there were some other things happening sort of at the same time – the online assessment tracking tool, which I just showed you the assessment plan page- all of that data gets pulled from our database where the reports are going in and people are typing in their information and I'm able to pull other reports that help us with our assessment analysis. The other thing that happened that helped a lot was we simplified our templates- they are a lot shorter than they use to be, but much more succinct I think to get to the point and get to the questions that we really need answered. The other piece is the faculty assessment representative, which I know I talked about before - it's a faculty position that works part-time with my office to help individual faculty, individual staff, individual departments, and individual programs with their assessment plans and their reports. Again, being able to answer questions and being able to help everyone understand why we're doing this and why it's important. Then again, revising the plan, the university assessment plan to include a charge, a new line in the charge that actually includes that the University Assessment Committee is now supposed to be looking at all of the data more deeply. So, when we changed the templates, one of the questions on each of the different reports for academic programs, for service units, and for our general education course reports, we're asking a question about looking at your data and looking at what you know from your students, what are some things if you can pull for us, what would you want us to work on as a whole, as a group? So in addition to giving us information on the reports about what your strengths are, what your students strengths are, maybe where they need some additional support, and what you're going to do as a department, as a program to support that and improve on that – this question was really the one that helped the University Assessment Committee pull together the voices across campus to help us build our recommendations for the provost.

So the University Assessment Committee took this information and we pulled time out of our meetings in December, January, and February to review some data and we looked at the first one which was in December, we looked at our gen ed. report. I know I was here in December and I talked to you all a little bit about it. We also looked at the Collegiate Learning Assessment data that we had at that same meeting. Then the following month we looked at the academic reports and the service unit reports and then finally, we also looked at the national survey of student engagement which is a survey that the Institutional Research Office and Institutional Affairs collaborate on and it's administered every two years, so they had just finished it in the Spring of 2015. What we were looking for was what themes emerged from the response to those questions about institutional priorities and did other sources of institutional data provide insight to student learning and were there things that we can work on collectively as a group to improve our student success? The other thing that was kind of fun and exciting for me was this new online tracking system allowed me to pull data very efficiently and easily. I was able to actually share specific information with specific groups on campus that I thought was helpful in terms of feedback for those specific groups – for example, some of the academic programs wrote in their reports that they wanted more help with tutoring because their students needed that. I took those program comments and sent those to Michele Soliz in the Academic Support Services Office, again to try to close that loop for you all, so it is just one more way for her to get some data and to get some insight to where she needs to spend some more time to follow-up with those. There were multiple instances where I was able to do that. I gave information to the Strategic Enrollment Committee, one of the groups asked me for information and we

had a couple of academic programs and a couple of service units that used those pieces of data that I was able to pull from those reports. So after we did our review, the last piece was to provide recommendations to the provost and these were the two that came to the top for the committee: the first one was to have a review of the institution's approach related to written communication -that came mostly from the academic service and gen ed. reports. We had 38% of our academic programs say in some way in their reports that they wanted help with writing, or their students needed help with their communication skills, which we thought was pretty significant and it probably needed to be for our inaugural list of recommendations to the provost we thought that was a good one to include. Then the second one actually came from our review of the National Survey of Student Engagement – one of the pieces that came from that was that our students are self-reporting that they are less satisfied with the quality of interactions with other students, with faculty, and with our services, and our administrators on campus when we compared it to our regional peers. We also thought that that was probably something that was also important for us to look at as a collective institution. So those were the two recommendations that came out of all that review of the data. Again, it is our first year so I'm sure we will make some adjustments for next year in how we did our process, but I wanted to share with you that at least from my perspective, all the work that you put in towards all the work you do for us, they just don't get shelved and we don't look at them -these actually have meaning. Again, the provost is now working on getting some ad hoc committees together to look at this stuff for us, and that's the way this stuff is supposed to work, right? We're supposed to be giving you all feedback to help you all get better as individual units and then we're supposed to be able to work together as a team to hopefully make recommendations to our senior leadership about where we should be headed as an institution.

The last piece that I wanted to share with you is, we do also like to celebrate assessment at the University Assessment Committee. So we are celebrating all of our accomplishments this year next week at our annual assessment day. You are still able to register if you like – already 60 people registered to attend, but we are happy to have more, so please go to the website and type in Assessment Day 2016 and you should get to a page that will get you to the registration. A second thing that is coming up in the Fall- I collaborated with the Faculty Senate last year to host gen ed. faculty appreciation picnic in the Fall, right before school started, and we are going to do that again a week before school starts, I don't know the exact date yet. That is one thing that I think is really important because the gen ed. assessment is done at the course level and there's a lot more people involved in doing that reporting for us. To me, it's really important to say thank you to the faculty who teach those courses and to appreciate, again, that they are helping us out with that process. Are there any questions?

Senator White: I was intrigued when I saw your suggested recommendations, for example it said in parenthesis -what kind of recommendations might you make that would have an effect university-wide? – one of the examples you gave was, writing skills. So then I was intrigued by the answers you got back. I am curious if you can give me an example of math skills and then I begin to think what actually would that mean to us in our department. I guess I am really wondering what support -- particularly non-STEM departments feel the need for. I am wondering if non-STEM departments feel like their students are fine with math because that would be the implication from what your results were, there is not an issue there, but somehow I doubt that.

Alana Malik: No, that is not the case. Those two were the things that came to the top. I can re-send it to you because you were on my list. I will talk to you later. I have the list of all academic programs that listed math skills as an issue and I will send it to you.

Senator White: Too much email comes in, I guess---

Alana Malik: I will re-send it and come talk to you. But that is a good point though. There were people who chose not to answer that question, which is okay because if you don't really have a recommendation I don't want you to be making stuff up. But it is certainly compelling to see across colleges, across programs, across different areas of the university, if there is something that you want to say, this is a great place to put that in. So again, writing, even when our consultant was here two years ago, she was like writing is going to be at the top because it's at the top of every institution's list, so we weren't surprised when it was at the top of ours. I am hoping that this process continues to work and we will continue to drill down and tackle issues one by one and perhaps next year in the reporting process, if you would like more feedback on that, everyone has heard that in this room so we may be inundated with calls for support for math.

Senator White: Okay.

Alana Malik: I can easily see that happen, especially if you want it.

Senator White: Many were saying that the state is proposing an alternative course for non-STEM majors in math. So we in our world, maybe I just need to send a blank email out to the university and ask, what math are you interested in, particularly for the non-STEM? The non-STEM, we don't know and often fit in with statistics, but they proposed a new quantitative reasoning approach which is different from our natural arts approach, an overlap. I am curious about that kind of feedback and if anybody in the room wants to send us feedback, please feel free. But for non-STEM majors, we would like to know, what is important for your field?

Senator Kippenhan (substitute for A. Jorgensen): Just along those lines, I am curious if you broke up any other information based on STEM and non-STEM areas?

Senator Monsos: We didn't break it down by STEM vs. non-STEM. We did look a little bit at themes between colleges. For instance, sometimes people would assume that the help with writing is at the undergraduate level, but when we broke out the data it showed 35% of the programs on the HSC were also requesting help with writing, so that clearly shows that it wasn't just undergrad. That is a further reason why we're asking the question because we need to figure out when people say they need help with writing, what does that exactly mean, so that is part of what we're hoping that this committee that Provost Barrett is...will help us determine.

Senator Anderson: I am thinking of writing and math, to what extent of the elementary level can...writing and math then be communicated back to the high schools?

Alana Malik: That is a great question. It is beyond the scope of my responsibilities at this point, so I am not sure; maybe Provost Barrett, you know the answer to that.

Provost Barrett: Well, if you want to talk about it on a global scale whereas here's the trend we see and here's a problem we see, people don't know how to... accredited agreement, that we can communicate very easily if we have that level of detail and we ought to do that. But in terms of communicating anything specific about a specific student, that would violate...

Group of Senators: No.

Provost Barrett: No, we can do that. It's just a matter of whether we're collecting data in a specific enough level to allow us to do that. I don't think normally that is what we do.

Alana Malik: No. It literally was an open-ended question, what can the university be looking at and it was pretty broad basically. It was just statements that said our students are underprepared in written communication skills.

Provost Barrett: But that is something then based on that just as we're going to have a committee that looks at this. That committee may want to, as one of its recommendations may suggest that we ask a little bit more probing questions next year that will allow us to get into specific problems that we will report in a global way; I don't mean internally, but direct from high schools.

Senator Molitor: I am also a member of the University Assessment Committee. One of the things that I wanted to point out is when individual academic programs are looking at results, they should feel free to do something about it on their own if they can. If you're looking at writing skills, please realize writing skills vary across program. Certainly there are general writing skills that all students should have, but there are also skills that are specific to particular majors. If your programs need to incorporate technical writing, business writing, literature or whatever that may be relevant to your program, you should feel free to respond to the data that you have measured from your students and try to incorporate changes to improve their performance. That is really the idea behind the program level of assessment. Then at the university level, we can try to address issues that apply to multiple programs across multiple colleges, and provide resources to support tutoring services or suggest potential changes to the general education curriculum.

Senator Devabhaktuni: Senator Molitor, what reasoning, does it apply to math as well?

Senator Molitor: Does this apply to math?

Senator Devabhaktuni: In terms of a question of the non-STEM math of what it should be, again, I think it is still early to decide what non-STEM math skills are because one of the programs takes quantitative... and a department that takes quantitative reasoning; does the same apply to all the non-STEM departments?

Senator Molitor: I would say that it apply to every academic program. I suspect there are many academic programs that require students to have particular skills with respect to math. These programs can certainly

have a conversation with the Math Department and talk about what can be done to improve learning outcomes in these programs. The result may be something that the Math Department does or may be something that the individual program does.

Alana Malik: Those are perfect examples where in the previous interim report we asked, what actions did your program do to address the gaps in the student's needs? Because really these reports are about telling a story that is happening and how we're continuously improving. So again, Senator Molitor that is a perfect example of what would make a great report for next year if you want to get some tips for how to write a great report.

Senator Lundquist: We are talking about high school and feedback from high schools. You probably already know that we're participating greatly with College Credit Plus [*Indecipherable*].

Past-President Hoblet: I think this is a very meaningful discussion, take it from me, we've just gone through two accreditation processes recently and have a slew of others that are coming up. One of the things that is most distressing in our students that we receive, is whether they're bachelor's students or even students in graduate education, is that they're not able to write; they are not able to write well. The time that it takes to do remediation or even grading with meaningful feedback to these students is so intensive at the high-level major courses, that it is taking hours and hours of time. Our hands are kind of tied. We kind of explored this by going back and looking at random samples of transcripts from students and they are getting A's in these classes. It's like, how can these students be getting A's matriculating into the higher level major and they can't write even a blog on Blackboard for a discussion board on research articles in meaningful sentence structures and using appropriate levels of grammar. I mean, we're talking the basics here. They have difficulty with the idea of presenting a concept, supporting it with three concrete sentences, and this type of instance, I don't think we can wait a year for the next survey to get more specific data. I think this is a trend and I don't think it is unique to us. Senator Lundquist, I love the comments because you are doing things differently and we changed things up. I think that we need to examine this. It's not that faculty aren't doing their jobs because I think they are. I think we need to pull together as a university and say "wow," this is an issue that I think is pretty universal because it's got to be noted in other programs besides Nursing. It's important for our students to get it and imposing it is not that difficult, even if they have not done well in their elementary education programs. There are educational techniques that we use to help them be able to communicate well with writing and verbally and I think that is what our job is as a group from an assessment standpoint.

President Keith: This is a very important conversation; I see Senator Schneider has her hand up, but we need to wrap it up because we do have a full agenda. Is there anybody else who wants to say anything after Senator Schneider is done?

Senator Schneider: All I want to say is that there's strong research evidence that when students are confronted with new content, their basic writing skills break down. Until they master the content, they cannot master the writing of the content. So a student who writes well in a composition class may not do very well when they are confronted with...an abstract in nursing, which is the reason that Writing Across the Curriculum at one point had a very strong presence. For the last several years, I and a few dedicated other folks, Senator Monsos and Senator Krantz, have been the only support for the Writing Across the

Curriculum initiative, and it has been contained only in the Colleges of Natural Sciences & Mathematics - which the previous associate dean admitted that it is not taken very seriously there. It is simply in some places and staying there, as in Languages, Literature & Social Sciences, the College of Communication & the Arts, I am happy to meet with any college faculty that wants to discuss substantiated Writing Across the Curriculum within your college or simply wants to get some tips about how to use writing for course content, so they can then write in that discipline. There are strategies for this, but five of us cannot do the whole university.

Senator Krantz: It does not need to be a full blown WAC course.

President Keith: I think this is something that probably President-Elect Humphrys should consider making part of her agenda next year, trying to institute a campus-wide WAC course <laughter>.

Senator Humphrys: Yes, we certainly will.

Alana Malik: Thank you everyone; I appreciate your time.

President Keith: Okay, next on our agenda is Senator Giovannucci. We are going to vote on amending our Appendix to our Constitution.

Senator Giovannucci: First of all, thanks on behalf of Mark Templin, my co-Chair who is out of town and the other members of the Constitution and Rules Committee. I am going to read, again, the changes to the Appendix. This is the second reading and it includes the amendments that you made last Senate meeting and hopefully we can have a vote on it today to approve it.

B. Responsibility for Election Procedures and Time of Elections

1. The Faculty Senate shall be responsible for the conduct of University Faculty Elections.
2. The Faculty Senate shall, by the fifth Senate meeting of the fall term, determine the number of colleges having faculty constituencies that will be recognized for apportionment purposes; and, in cases where a college has a small number of faculty constituents, it may be combined with another college. The Senate Committee on Elections shall prepare a list of colleges to be considered for apportionment and the instructions for apportionment representation. The list and its instructions shall then be brought before Faculty Senate for discussion and vote. The list is adopted by a simple majority vote of Faculty Senate.

Senator Giovannucci cont'd: There was another change down in Section C., under Election Procedures

1. Using the college list and apportionment instructions as defined in Section B2. above and adopted by Faculty Senate. the Senate Committee on Elections shall prepare nomination ballots for all University Faculty Elections.

Senator Giovannucci cont'd: So those were the two changes to the Appendix of the Faculty Senate Constitution. Are there any questions?

Senator Anderson-Huang: Literally, this applies for the next year, right? So we are doing this work this year, but the election [changes] applies for the next academic year, right? It is not spelled out, but I assume everybody will understand that.

Senator Giovannucci: That is correct. This is sort of a stop-gap, so next year the committee is going to come up with changes to the Constitution and hopefully we can approve it next year. In the interim, you are absolutely right, we need this for elections.

Senator Anderson-Huang: But it doesn't apply to the year that it's taking place, right?

Senator Giovannucci: Correct.

President Keith: So, do we all understand that elections are underway right now, so this would not apply to this year's elections?

Senator White: Something I didn't even notice before, but it looks like the intent is that smaller colleges or groups, whatever we call the Library, can't be combined in anyway. Other small colleges or larger colleges, whatever the Elections Committee presumably in consultation with those small colleges would like to recommend, is that a correct understanding or will we only be combining small groups together?

Senator Giovannucci: I think your interpretation is correct that the large colleges will merge with smaller constituencies.

Senator White: Either way, right.

Senator Giovannucci: Of course, that is driven by the colleges that the Faculty Senate approves.

President Keith: Okay. Is there any more discussion? Are we ready to vote?

Senator Giovannucci: All those in favor of approving these changes to the Appendix, please say "aye." Any opposed? Any abstentions? *Motion Passed.* Thank you so much.

President Keith: Okay. Next is an update from the Elections Committee.

Senator Molitor: First of all, I would like to thank our colleagues on the Elections Committee who worked diligently to get their colleagues to agree to appear on the ballot for Faculty Senate, UCAP, and Committee on Sabbaticals. So far, the electronic elections have gone very well; anything that needed to be corrected, it was corrected quickly. I think the system has proven to be pretty effective. However, we have come across a minor glitch and that is why I am here to talk to Senate today. We noticed a little bit late that because of the changes to the Collective Bargaining Agreement, UCAP and UCS representatives for the Colleges of Health Science and Social Justice are now required. It used to be that the representatives to the University Committee on Academic Personnel and to the University Committee on Sabbaticals for Social Justice & Human Service and Health Science were combined with the College of Education. So there was one representative for the College of Education, the College of Health Science, and for the College of Social Justice & Human Service. This was directly specified by the bargaining agreement.

However, this was changed with the Collective Bargaining Agreement that was approved last year. Instead of directly specifying the colleges with UCAP and UCS representation, the CBA now states that all individual colleges with faculty who are eligible for promotion and tenure or colleges with faculty who are eligible for sabbatical should have representatives on those two committees. We realized it a little bit late and decided we need to get ballots for the College of Health Science and the College of Social Justice & Human Services for their representatives to the University Committee on Academic Personnel and to the University Committee on Sabbaticals. Currently we are in the process of gathering nominees for these ballots.

However, these two colleges will be combining next year into a single college which means they will have one representative on UCAP and one representative on the University Committee on Sabbaticals. Unfortunately the electronic system does not allow faculty in different colleges to receive ballots with nominees from colleges outside their own. So in order to run a single UCAP and UCS ballot for the faculty in the College of Health Science and in the College of Social Justice & Human Service, it's going to have to be done on a paper ballot.

Once we get all the nominees we are going to put the final ballot together and we will issue a paper ballot for the Health Science and Social Justice representative to the University Committee on Academic Personnel and a second one for their representative to the University Committee on Sabbaticals. Because the Faculty Senate has the responsibility to decide between electronic vs. paper ballots, we wanted to come back to the Faculty Senate and let you know what needs to be done, to make sure that everyone is on board or to determine whether there are any objections to this proposal. I hope I made that clear; I know this may be a little confusing. If you have any questions or comments I will be happy to address them.

Senator McLoughlin: I was looking at the ballot right now and I apologize; it was just a question that Senator McAfee and I were inquiring as we were taking a look at the ballot here – do you need to be part of the Collective Bargaining Agreement to be part of UCAP, I am not familiar with that a lot?

Provost Barrett: No, you do not, is the short answer. But when the Collective Bargaining Agreement is structured in a way that it is essentially set up to make sure that – let me back-up – UCAP exists for the people in the Collective Bargaining Agreement and for those who choose to follow the UCAP style procedure. The College of Law has opted into that. You can also follow the faculty rules and regulations that work with the College of Medicine. So if you are not in the union, you pick one system or the other and that determines whether you would be eligible for UCAP, so Law will have somebody on UCAP and Medicine will not.

Senator McLoughlin: Thank you.

Senator Molitor: Thank you, Provost Barrett. So, hearing no objections, I assume it is okay for the Elections Committee to go forward with this plan to issue a paper ballot for the UCAP and UCS elections for Health Science and Social Justice. Thank you very much.

President Keith: Thank you. Next is a report from Undergraduate Curriculum.

Senator Denyer: This afternoon the Undergraduate Curriculum Committee would bring before you actually seven course modifications, as outlined in the attachment that I sent to you yesterday. Do you have any questions about the course modifications? All right. All those in favor of approving these course modifications please say “aye” *Motion Passed*. Thank you.

We also have two course proposals. These new course proposals are from the College of Education. Are there any questions regarding these two new proposals? All those in favor of approving these two new course proposals, please say “aye.” Any opposed? Any abstentions? *Motion Passed*. Thank you very much for the both of those.

I just want to update you just briefly on where our committee is with the course amnesty that is happening across the campus. We are currently working diligently to go through each of the courses. We have made it through I think, to date, four colleges, and we are sending those back for some additional changes and deletions. We do not, to date, have all the colleges’ revised lists, they are coming in even as we speak. It is my further hope that at the next Faculty Senate meeting we will have some of the amnesty proposals to bring to you before Faculty Senate, so keep your fingers crossed. Thank you very much.

President Keith: Next, is a report from Academic Programs.

Senator Ohlinger: Great. I think this is going to be short and sweet as well. Academic Program Committee has three items, the first two went together last December. These were sent out earlier. The first two are Peace Studies major and minor. These were actually already presented to Faculty Senate two or three meetings ago, Dale Snauwaert, one of the directors was here. To my recollection, all of the discussion was very much in favor of the program, it was just a matter of waiting for the new courses to be approved, which they have been, and we just did that a minute and a half ago. Are there any questions about the Peace Studies major and minor? Hearing none. All in favor say “aye.” Any opposed? Any abstentions? *Motion Passed*. Thank you.

The last item I think is even simpler. This is a program modification coming from the College of Social Justice with the criminal justice program and it is simply a matter of the government requirement which courses will be accepted for that. Currently, it is only the PSA...1200. They also want to... to satisfy the government requirement which is actually a higher level course, it can be either or,...law students come in with...credit...about that program modification with criminal justice? All in favor please say, “aye.” Any opposed? Any abstentions? *Motion Passed*. Thank you very much from Academic Programs.

Barbara Floyd: There is good news and bad news regarding Carlson Library. First, the good news—this summer we will begin the first phase of a 2-year renovation project, funded by state capital funds. I am sure that all of you agree that renovations to this building, which was built in 1972, are desperately needed. The total budget for the renovation is \$6 million. The first year we will renovate the 3rd and 4th floors, and the second year, the 1st and 2nd floors.

The first phase affecting the 3rd and 4th floors begins May 9, the Monday following the end of this semester. It will continue until August, with work hopefully completed by August 15. The first phase work will involve new carpeting, paint, and furniture for these two floors. We will also be creating areas for group and individual study, which is something the students have requested. This sounds like minor work, but whenever you are working around library collections, it is never easy.

The work will require grinding off the carpeting which has been glued in place, some of which has been there for 45 years. Past experience on other floors has shown this to be a very difficult job, creating a great deal of dust from the glues and adhesives that held the carpeting in place. In addition, the ceilings will be torn down, and the HVAC replaced. This will create significant debris. Because the library's print collection is shelved all the way to the tops of the shelves, there is no protection for the books from any work done from above.

And now the bad news. All of this work cannot take place and still allow the collections on these two floors to be accessible. To do so would put the collection in jeopardy of damage. In conversations with the architects, we have determined that we need to have the stacks shrink-wrapped so that the dust and debris does not damage the books.

The book collection is a significant investment by our students and Ohio taxpayers, and we have to protect that investment. For that reason, I have made the decision that the print collection on the 3rd and 4th floors of Carlson will be closed for the summer.

This, of course, affects you and the students.

The important points to remember about this are as follows:

- Carlson circulating books, all print journals, and print government documents collections will be closed from May 9 to August 15 (week before classes start in the fall)
- These collections will be coded as "temporarily unavailable" in the catalog
- Faculty members are encouraged to identify print items for course reserves for summer and fall by the end of the day on Friday, May 6 (6 p.m.)
- Faculty are encouraged to check out books required for summer research by May 6
- Graduate students will be allowed to borrow books over the summer. Checkouts must be made by May 6
- Summer undergraduate research fellows will be allowed to borrow books over the summer. Checkouts must be made by May 6
- Students enrolled in the summer will be encouraged to check out any books they might need for their classes by May 6

- Patrons will be directed to request books through the OhioLINK central catalog, and they will be picked up at the circulation desk
- Signage about the closure will go up soon in the library. Emails to faculty and students will be distributed. Library webpage will alert patrons to upcoming closure
- Mulford, Engineering, and Canaday collections will not be affected by closure, and their availability will be made clear in the catalog record

I apologize that we have to do this, but if we are going to get this done in three months' time and we're going to protect the collection, which I think is premier, this is what we are going to have to do. I will be happy to try to answer any questions.

Senator Lundquist: What if I check out books today and they are due in July?

Barbara Floyd: You can bring them back. If you want to check them out again, you can do that. If you want to take them back out, you will have to renew them unfortunately. We will not be able to reshelve any books checked out over the summer until work is completed.

Senator Regimbal (substitute for M. Edwards): Did you say there were two rounds?

Barbara Floyd: Yes. Next year we will be doing the first and second floor, finishing the second floor first and foremost and then the idea is to do some pretty dramatic things to the façade of the building, perhaps putting in an entire glass wall on the east side of the Library which will change how it looks very dramatically. There will be some additional work on the second floor, maybe a public lecture hall on the first floor, which is something we really need in the Library. Those things are still off in the future. We are just right now kind of concentrating on what needs to be done beginning in May.

Senator Molitor: Just a follow-up on that. Do you see any impact on the collections next Summer with construction during the next phase?

Barbara Floyd: That is hard to say; I can't say we are going to tear up the wall without having any impact in some way. At this point I can't speak to that potentially happening.

Senator Barnes: This is a little off topic, but I sat on the committee that reviewed the collections, and I am just wondering if that is related to this project. Is there any reinvestment in bringing the actual collection up to speed?

Barbara Floyd: Absolutely. We have an increase through the library fee this year. We have had \$1 million additional for electronic resources and we have been going through this year very carefully assessing what additional resources to purchase. We have made an effort to purchase resources that are aimed at the humanities as well as the sciences.

Are there any other questions? I would just ask if you could please convey this information to your colleagues in any way that you can to make sure they are not stuck. You will not be able to course reserve an OhioLink book, you simply can't do that. So if there is something you have to have for course reserves, now is the time to identify it and get that process underway. Thank you.

President Keith: Thank you, Professor Floyd. Last on our agenda is Taylor Dwyer, Hall Director for UT's Office of Residence Life.

Taylor Dwyer: Hello everyone. My name is Taylor Dwyer; I am the Hall Director for Residence Life. So what I do primarily is I oversee one of our residential areas on campus, specifically McComas Village, providing RA's and making sure the front desk is doing well, things like that. Some additional duties that I have is coordinating our FROG program. Something that I wanted to do is extend the invitation for more people to have an opportunity to be FROGs for students who are coming in. For those who are unfamiliar with what a FROG is, it stands for first-year resident orientation guide. We are passing around the flyer right now; our main flyer is to recruit FROGs this year. Primarily it is the students that volunteer, but we would really enjoy faculty and staff to join us and help us out. I am here to give you a little pitch on why I think it is important to have faculty be FROGs, that's if you're interested. There are plenty of important dates for you as well that this flyer provides such as important dates for faculty so you are able to help students. The overall FROG like I said is a first-year resident orientation guide. They are faculty, staff, and student volunteers for incoming residents; they help them move to their residence hall and answer questions and provide a helping hand. We talk to parents when they drop their kid off to college and we help students move into the resident halls. The parents drop all their child stuff off and we move them into a room. You are potentially the first person they meet when they step foot on the University of Toledo's campus. The most important part of being a FROG is student interaction outside the classroom. You will volunteer a couple of hours during Welcome Week and you may start a relationship with the student, and that may be a reason why they'll stay on campus for the first year. Help them see you as a resource from day one and make them feel more comfortable reaching out to you instead of recourse. I think when students come to the university, they see all the different areas of the university volunteering their time to welcome students here. If a student asks to be in the FROG program, some of the perks for our students is, if they are living on campus in the Fall then they get to move back a week early for free, they also get a free lunch, so if you want to stay for a slice of pizza you are welcome to do that and every FROG gets a t-shirt. Just some things to remember, our application for faculty and staff opens up on March 28th; it is just a simple form you fill out with your name, shirt size, and preferred shifts and time etc. We will send a confirmation to students if they are selected then I will be communicating to faculty and staff about when and where your shift is etc. If you are interested, there's a link on the flyer that was just passed out or if you search the UT website, it's probably the only thing that comes up when you type in FROG – I think it is the first link. It also kind of goes over some of the points that I shared as well as the time on there and the application fee is on there as well. Feel free to pass that flyer to a student or keep it for yourself. If you have any additional questions, please feel free to contact me. Does anyone have any questions? Like I said, we really love the opportunity to help students out year-to-year. Thank you so much, I really appreciate it.

President Keith: Well, that is it, unless there are items from the floor. May I have a motion to adjourn?
Meeting adjourned at 5:33 p.m. Thank you so much.

IV. Meeting adjourned at 5:33 p.m.

Respectfully Submitted by:

Lucy Duhon
Faculty Senate Executive Secretary

Tape Summary: Quinetta Hubbard
Faculty Senate Administrative Secretary

