

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of September 13, 2016
FACULTY SENATE

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

Approved @FS on 10/25/2016

Summary of Senate Business

President Gaber

Dean Heidi Appel, Jesup Scott Honors College

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

President Humphrys: I call this meeting to order. Welcome to the second Faculty Senate meeting of AY 2016-2017. **Lucy Duhon**, Executive Secretary, called the roll.

I. Roll Call: 2016-2017 Senators:

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

Excused absences: Devabhaktuni, Keith, Patrick

Unexcused absences: Malhotra, Mohamed, Schaefer, Srinivasan, Willey

III. Approval of Minutes: Minutes of April 12, 2016 Faculty Senate meeting are ready for approval.

President Humphrys: Hello. Thank you, Senator Duhon. Welcome to the second Faculty Senate meeting of academic year, 2016-17. Unless there are any objections, I am going to do a little rearranging with the agenda. I know that UT President Gaber has to be back on the other campus for another event, so we would like to move her up on the agenda then we will do approval of the Minutes and the Executive Committee report afterwards.

As Dr. Sharon Gaber enters her second year as UT's President, we acknowledge the many positive changes she has made. One of the most important is her dedication to shared governance, which is the very foundation of the Faculty Senate. As the representative body of the faculty, we appreciate the opportunity to hear from her. Please welcome President Sharon Gaber.

[Applause]

UT President Gaber: I want to thank you for having me. I came [I think] each of the last two semesters. I am happy to come when invited, so let me know anytime. I am pleased that you would have me today. I need to start by thanking everybody. I came in and realized that we had a few things we had to address – things like five years of declining student enrollment, which in fact impacts our budget that we had to get in line. It's all right for me to say, if everybody and I mean everybody, didn't do the work and dig in and figure out how we're going to bring students to campus, encourage them to enroll and work on the

retention of those that we have, we wouldn't have had as successful of an outcome as we did, so for that, I am very appreciative. Really, what I would say is the entire campus worked phenomenally together and we are up, and that is really a tribute to all of you. What is interesting is, if you read the article in the paper and you read that BG is up 640 students and we're up 267, what I'll tell you is, when we started digging a little bit further, quite honestly, I think we have a larger "direct from high school" incoming class than they do, which means that we have more opportunities. They have a much larger College Credit Plus group. The high school students that are either doing dual enrollment on their campus, those have different implications for their finances and retention over a number of years, so I am excited about what we managed to do in a year. I am excited about the strategic enrollment planning group which includes about 85 people on campus who continue to work together. Unfortunately, that plan is not put together all the way which means that it is a multi-year plan, and it will pay out in dividends over several years and I think we will see success and continue to increase our enrollment, but it's certainly not something that we can be lax on, or let up on. We just have to pay attention along the way so we are not in that same situation. I do hope and I will say this, I know that every year we've been saying, "okay, we enter the year and things look okay" and then there is a mid-year budget cut and this sort of thing. I will tell you right now, we're in that situation where right now things look "good." I also was in a conversation down in Columbus and they said there's an issue with, and somebody tell me, Medicare or Medicaid, which one is with a shortfall?

Provost Hsu: Medicaid.

President Gaber: Thank you. There's a \$1.6 billion shortfall at the state level and they're saying, "okay, what are we going to do with that?" It is always questionable. Will the easy answer say that higher ed. is going to get less to pay for that? I don't have the answer and they have not told us yet. They're also wondering whether or not we will have a zero percent tuition increase again, and if that happens, we've talked about what we will need in terms of additional state share of instruction to try to make up for some of that. There are a number of conversations to continue. I am hoping that we're not going to be in the situation of having to do any mid-year budget cuts because it's awful for all of you and it's awful for me. I think that we've worked really hard to get to a position where we feel like we've made some progress. I will keep everyone posted along the way so we continue to be successful with that. So again, my thanks go to you.

I want to also make note of the passing of the Dr. Lance Thompson, who some of you may know. He has been at the university for a long time. He joined The University of Toledo I believe in 1958. He was the first African-American faculty member to join UT as a professor of chemistry. He worked with the university and became the vice president for Student Affairs. He retired in 1998 and has passed away. Somebody might tell me if I'm wrong, but I believe it was at the age of 92. It is my understanding, and I know right now Student Affairs and Dr. Patten are working with the family, so we may have some sort of service next week, a memorial on campus. I believe it's going to be held on Monday night. There's a nod, yes. So that is my understanding for those of you who might be interested.

There are a couple of [other] things I want to keep you posted on. You probably already know, so I won't "steal" Dr. Hsu's thunder – strategic planning effort - it will be starting. We are putting together the committee and co-chairs to work with that. Let me just say it carefully, as we talk about a strategic planning effort, as I've tried to understand what's going on here, the university has done a number of these, sometimes really long documents and sometimes short documents - more long is what I've heard. But, we're seeking input and that will get kicked-off in the next couple of weeks. There have been two faculty co-chairs who have been asked to help lead this who are---

Provost Hsu: Anthony Quinn and Laurie Dinnebeil.

President Gaber: Right. Tony Quinn and Laurie Dinnebeil will help co-chair that. Really at some point there will be a broader committee, subcommittees and the opportunity for online input. We will keep you posted and work with Communications to make sure that there's a website and information so people will have that opportunity. Today's paper, what do I want to say about it <laughter>? It is like, "does she address it or not?" I'll start with U.S. News and World Report - obviously, a terrible headline, but it is the reality of where we are. The data associated with it is a couple of years old, so if you start looking at that information, much of it is from an earlier timeline- it is 2015 for many of the pieces of information associated with our students. We know every year that rolls and we know that there are averages associated with it. Last year we started putting together a group to track what we're doing with U.S. News and World Report to understand what the percentages are and the ways to impact that; I will tell you the biggest factors that are associated with that ranking – it is our six-year graduation rate and our peer assessment which is what other presidents, provosts and admissions directors struggle with. I've said this in various forums and I will tell each of you- as you're out and about, have people know what the good things are that are going on at UT - in your associations and in your academic associations because the degree to which other people understand what's happening here will help. So if a provost, let's say at the University of Cincinnati, Ohio State, or across the country is understanding something good happened at The University of Toledo, it helps them in their assessment as they are looking at that. A lot of schools have started to do a lot of direct mailings, either emails or postcards or magazines- some of those work and some of those don't. You all know the degree for which we're in. I want UT to be in the Chronicle of Higher Education, The New York Times and The Washington Post, where we'll have mass leaderships of people say, hey, that's a great thing that happened at The University of Toledo. Early on in my first year I said – and I'm sure that you've said it too – we are "the best kept secret." We have a beautiful campus, great faculty, good students and good research, but yet, we haven't been phenomenal about telling our story. I tell you, yes, we have a central marketing and communication unit; they have had some issues with leadership and we're trying to work on that, but in each department we have to be thinking about how they tell that story also. You know, they can't constantly be asking 100 departments "tell me what you have for me?" We have to make sure that we're sharing that information really well. Last year we got a \$10 million NSF grant to look at the way STEM education was working. Well, you all know that a \$10 million grant is phenomenal- it's graded at Ohio State, Michigan, or The University of Toledo. We've attempted to tell that story as we sent out postcards. For any of you, a \$100,000 grant is phenomenal, a \$1 million grant is phenomenal, or when you're named the president of something or you're the director. We just have to keep telling it and telling it because again, we have been the "best kept secret." I truly have confidence that we can move that needle, but it's not going to be overnight.

I looked at the data yesterday- in 2003 I think we were ranked number 203 or somewhere around there. We have gone progressively from 203 to 245, so we haven't been moving in the correct direction. We have to turn that around. There are a number of variables to look at, such as the peer assessment, the average ACT score (ours actually increased), the six-year graduation rate, and our estimated six-year graduation rates. They look at based on the quality of students, for example, at what rate should your students be graduating in six years? We were 5 percentage points below what our estimated six-year graduation rate was. They are not sitting there saying, you should graduate 100% of your students. In fact, in our case, they were suggesting that we should be graduating 47% or 49% of our students. They weren't shooting high- just based on the quality of our students, that's what we should be graduating. So what I'll tell you is we underperform in that metric. The other thing – and I haven't even had the chance to talk to the provost– hopefully, you all know there are other metrics that they look at, such as the percentage of classes that are less than 20 students and the percentage of classes that are greater than 50 students. They want a bigger number [for the] less than 20 and a smaller number [for the] greater than 50. We actually made progress in increasing the number of classes with less than 20 students, so we proactively made progress there, and I think the composition courses went from 24 students in a class to 19 to be able to help facilitate that. Again, every department should take a look at that to see what does that look like to figure out how to average out at 19. The other thing is the percentage of classes that are over 50-

unfortunately we grew in the percentage of classes that are over 50. So again, if you have a class with 51, 51, and 27, it would help us to move a few of those into the 27 section and help increase that. Those are [just] some of the variables. Then they look at the percentage of our alumni that is giving, and we have not historically been very strong. This past year I went out to 12 different cities, talking to alumni groups from DC, Boston, and Philadelphia, New York to San Francisco, L.A., San Diego, Columbus, Cincinnati, Sandusky and Ft. Wayne, so I've been around. So part of what we have to do, and I've said it, certainly we love large gifts, but I'd love every alum to give \$10.00 because they're looking at participation. So as you think about connecting with your alumni, it's really not about the dollar amount from that vantage point. We want our alums to begin to think about how do they give back to the university. In many cases it is at the departmental level or the college level that they're thinking about, so we want to cultivate those people. So those are [some of] the variables. We are proactively looking at how we can make progress. Obviously, we've made some great progress with retention rates, that's a fantastic thing. I will tell you that it's anticipated that our graduation rate will go down before it goes up because it is a six-year cohort and we can factor back next year's graduation rate. We can go back and see what their retention rate looks like and if it was down, then graduation rates will not look as good, and so we will continue to look at those things. As we've talked about enrolling students, obtaining them and graduating them, those are sort of our fundamental chores and what we're here about, so we have to be paying attention to those things and thinking, what are we doing and how are we doing it in a better way. So I don't know if there are any questions on U.S. News and World Report. It's one of those things and I've said it all the time, presidents can't stand it when you're not ranked well and then when you're ranked well, you sit there and say, "outstanding" <laughter>. I will tell you that I thought Dr. Mazey had a great quote in the paper today. She said, "*we're very happy to be the 103rd ranked public university in the country.*" They are ranked 194 out of publics and we are approximately 140. There are better ways to tell your story such as, "out of the public universities we're 140, and we're 245 out of all universities."

Dr. Hsu and I have both been talking about putting together a UT presidential fellowship program to help develop faculty and think about leadership development opportunities, so that will come out soon. I don't know if it's coming out of the Provost's Office or the President's Office, do we know?

Provost Hsu: The message is going to come out from the Provost's Office.

President Gaber: All right. Thank you.

Provost Hsu: You're welcome.

President Gaber: So there will be an application period. The idea is to take two faculty who are interested in administration and give them the opportunity to work in the Provost's and President's Office part-time and be able to garner some exposure in that way and to think about other leadership opportunities on campus. I think from our perspective we want to keep working with faculty to think about what are the leadership opportunities, and how we can help develop them. I think there are some other options; we've talked about other leadership development programs and those will be forthcoming also.

Senator Dowd: Was there any thought to trying that out at a lower level as well? In respect to individuals who may want to become a department chair, the training, just the experience with that. I am not being self-serving here, but let a chair take a semester off and let a faculty member be put in the position for a little while to see what the job is like. I think your programs are terrific ideas; we haven't had that here, but it shouldn't just be at the provost level, but at the presidential level as well.

Provost Hsu: Can I comment on that?

President Gaber: Yes.

Provost Hsu: We are developing a program where the aim is to prepare faculty members to take a leadership role and chairs most likely. We are going to start that in January. We are going to have a monthly cohort of about 12-15 faculty participating and it's going to be monthly meetings with leaders on campus to come and give talks about budgeting and conflict resolutions and so forth. So it is forthcoming and an announcement is probably going to come around the same time as the fellowship program.

Senator Kippenhan: Thank you for the information. Will the fellowship be open to lecturers as well?

President Gaber: I cannot tell you that at this point. It is probably not, but I'll have to say we need to think about some opportunities- that might be something that's an opportunity in what Dr. Hsu is talking about. For the fellowship in the President's and Provost's Office, I think we're thinking at a more senior level or more within the academic ranks. We need to think about how we take lecturers and instructors and work on development. I think part of what we both stepped into and realized, we obviously appreciate the faculty and value our greatest asset and we have to be doing more to make sure that we're developing, nurturing and supporting. So I think it is a great question. We have to go back and say, what is it we can do?

Senator Wittmer: I would just like to add on to what you had asked Senator Dowd. In 2014, we actually did do a leadership development program for department chairs and directors. I am not trying to self-promote, but I actually led it. We had about 12 participants in it, so it was before either one of you were here. It was really successful and somehow with the change of leadership it dissolved. But we talked about things like, what it means to be a department chair and what it means to be a director. There was kind of a cohort approach to it and that we need to network across colleges to be able to rely on and support one another, so those things already exist, the program itself.

President Gaber: Was it run from of the Provost's Office?

Senator Wittmer: It was.

President Gaber: Okay. So that would be helpful. Let me just say where I was previously. In fact, there was a consortium of schools that worked together that did the same sort of thing- so whether it be MAC schools or not, they would give you the opportunity to go to Kent or Central Michigan to see how they do it elsewhere. I've been in conversation actually with the president at BG to see if there's an opportunity that we do something in a broader way.

Senator Wittmer: Right. We also have the Center for Continuous Improvement. It was partially supported by the Provost's Office, but also by the Center as well.

President Gaber: Very helpful. Thank you.

Senator McLoughlin: Just to build off the change of leadership. This may be directed towards Provost Hsu - you've mentioned smaller class sizes. In the past we've had small seminar courses that were developed that were [at one point] not widely supported and those courses kind of went away and shifted towards larger mass classes. Will those smaller seminar-run courses be supported out of your office, at least at the undergraduate and graduate level?

Provost Hsu: I am probably not familiar enough with the situation to say, "yes or no." I think it would make sense if the classes are offered at the low 20's to look at if we could cap it at 19. But if it's a class that you have to keep at 40, it wouldn't make sense to make it 20.

Senator McLoughlin: I think more specialized courses, seminar 10-15 type of level courses.

President Gaber: Let me just say---

Senator McLoughlin: Yes.

President Gaber: And again, I don't have all the history, but we got where we are in part because of our budget. A lot of people sort of laughed when we talked about how we got these classes. We had the first year of positive enrollment- we are right there, but we are not like "all is great." We have to hold on, to make sure we are wise with what we're doing. Maybe Provost Hsu probably would want to go back and look at all the numbers and figure it out and I think that would be the wise way to do it. We can't sit here and say now we can offer all these seminar classes- one year is not a trend, right? We are in one year of shifting it in the correct direction, so we ought to be thinking about what does this looks like over the next couple years.

Senator McLoughlin: Thank you.

Senator Lundquist: I think this is really a good idea to have some kind of apprenticeship for leadership to move forward. People come to a certain point in their career when the next step is possibly administration. But I think we also need to think about people coming in to replace those people such as junior faculty who will be in place to take up the responsibilities of the people who are going into administration inside departments. I live in a department where this often happens, a promotion into the dean's positions and other positions across the university and that puts a lot of pressure on the rest of the people [in the department] who are then left to pick up the classes, pick up the service and pick up the very important interactions with students in the department.

President Gaber: And the beauty is, once again, I can look to Provost Hsu <laughter>. Thank you.

Senator Nathan The issue with having the classes, as few classes as possible over 50 and as many as possible under 20, is that for graduate programs as well, or just undergraduate?

President Gaber: They are looking strictly at undergrad.

Unknown Speaker: So what's the position of classes which are more than 50? For example, I teach a class in the College of Engineering, 75; is the proposal then to divide the class into two sections?

President Gaber: I don't think so. I think the question mark is where it is strategic to do that. There are always going to be classes over 50. I think probably the college needs to look at what that looks like. In most places you will look at what that trend looks like over a period of years. I think this group, as I watch people nod, will probably suggest that we've grown larger classes more frequently over a period of time to save resources and so what we want to think about is how do we begin to move that down. I wouldn't say [we] take every large class and subdivide it to be at 49 or something like that. I think it's going to be internal to a unit that needs to look at that. Then where there are resource needs, then we have to understand what that looks like and Provost Hsu would want to understand that, and if he needed assistance to think about that, he will come talk to me, right?

Now, President Humphrys had a specific request that I talk a little bit about opioid issues and there are questions associated with it. I did ask UTPD about where we are with opioid use on campus and what do we know. Obviously, people don't walk around and say "yes, I am a heroin addict" - I mean, generally, not. There have not been overdoses or deaths on campus and yet, the Alcohol, Tobacco, and Other Drug

Prevention Program [ATOD] is talking about how do they continue to address those issues. We did have a student die a couple of years ago associated with this off-campus, but that person was identified as a student. I think given our location and we're a college, we know that alcohol, drugs and opioid use exist. I think that Residence Life and ATOD is working on this and in fact has a prevention program in place associated. I don't know if there are other specific questions about that because what I think is, they are in fact. I actually got to meet the ATOD group at the tailgate last Saturday as they were doing the non-alcohol tailgate. I know that they are interested in what we're doing and how we're doing it and we do in fact have various substance-free floors in our residence halls and that we're moving in a positive direction. I don't know if there are any questions specifically or things we ought to be thinking about.

Senator Barnes: I had several students disclose that they had problems – one of them has subsequently left the university as a result of the problem, opioids specifically. I absolutely do not know a lot about this topic, but my concern is that there isn't a lot of prevention with opioids specifically. I think it is significantly different from the other alcohol and tobacco problems. I think the concern is that we're not maybe braced for the kinds of problems or how to teach people about those types of problems.

President Gaber: I think it would be probably helpful to bring the ATOD group to talk with this group if that's what you wanted to do to hear what they're talking about. I think the fact that we moved in a positive direction of having our police officers carry Narcan which lots of city officers do that – it has the ability to save lives, and they're saying a 40-second response time on campus. I think they're thinking about it and maybe rather than my telling the story of what they're trying to do, they should tell it. It is in the range of what they are thinking about with the other drugs which in fact are a big portion of what they are paying attention to.

Senator Barnes: I think, that again, this is about history that you weren't here for. But we had specific positions in Student Affairs and a sexual assault prevention person and we had a grant for the person who did the alcohol and tobacco education work. I think some of us have expressed concern over the years about loss of support for students in this regard, certainly the LGBT position. We got a GA, thanks to your work on that. I think the loss of full-time people with good expertise is really detrimental to student retention and student success.

President Gaber: I think you are right. I think virtually everywhere I go on campus most people can tell me what the cuts have done over the years and now we really know, and now we're at the place of how do we strategically fill in and make sure that we are able to do the right things along the way. I would say as we know of things, we have to understand them, and think about whether the retention personnel or the provost's office coordinates with the ATOD group to think about if somebody has drug issues, what is it that we're doing, how do we support them, how do we help them, and how do we make sure they get a medical withdrawal easily so they can come back? Those are a range of issues and options. Medical withdraws shouldn't be a painful experience; generally they should be, "this is a medical issue, sign it and be done with that." I think there's some coordination we can do. I see Provost Hsu taking notes. I think we can probably talk with the ATOD to find out what we're doing with opioid prevention.

Senator Barnes: I don't know if they had a GA like we eventually had--a GA who has some experience in the field. I don't know about the experience of the folks in the ATOD group, especially if they are experienced with regard to opioids, and that would be a consideration. I don't know what the public health people's grasp of this is, and again, expertise in opioids should be an aspect.

President Gaber: And again, I think it is a good point. I think there are many areas that we have to continue to build back up and to strengthen to help the university and some of it's going to be incrementally done, but it doesn't mean that there's not a concern or a care.

Senator Barnes: And the grad positions are helpful, maybe not as much as full-time, but helpful.

President Gaber: Right. Thank you. I guess with that, I will stop and see if there are any other questions or conversations. I appreciated the feedback which was very helpful for us to think about. As always, and I do say this, for the most part people take me up on this – anytime you have an idea or suggestion, feel free to email and let me know. I would say that maybe one third of the room currently has done that in some way. But a lot of times it is very helpful to say, have you thought about this, or here’s one other thing you ought to be paying attention to. It helps get it on our radar and it helps us think about what are the next steps we need to be concerned with. Is there anything else I need to address?

President Humphrys: Does anyone else have any questions for President Gaber?

President Gaber: I might stay just for a little bit if that’s okay.

President Humphrys: Sure.

President Gaber: Thank you very much.

[Applause]

President Humphrys: Thank you. I think, again, if we can, we’re going to go on to our other guest speaker and then we can sew up some things we have skipped over so far in the agenda.

Our next guest is the Dean of the Jesup Scott Honors College. Dr. Heidi Appel joined UT in August. She was a Senior Research Scientist and the Senior Associate Director of the Honors College at the University of Missouri. Her research focus is the chemical ecology of interactions between insects and plants. She has received more than \$2.5 million in external research funding, and her work has been recognized in several media outlets including National Public Radio, The New York Times, and The Washington Post. Please join me in welcoming Dean Heidi Appel.

[Applause]

Dean Appel: It’s really nice to be at UT and I can say that, one month in <laughter>. It is really nice for me to be meeting with you because I’ve been a faculty member throughout my life and this is the “life blood” of the university. You represent collectively all kinds of wisdom and understanding of what your honors students’ need, so I’m looking forward to working with you on that.

Before I talk a little bit more about what I think our Honors College vision should be, or my vision for it, I just want to explain a little bit more about my background. You heard of me as a scientist, right? But it wasn’t always so. Growing up as a kid, I was one of those that was always in the dirt or in the trees, but had a lousy science education. When I “hit” middle school and high school I couldn’t make any connection through my love of nature and the arts. I had always loved the arts, the performing arts and the visual arts, and so I did almost all arts in high school; I went on to college to an experimental arts school as an Ancient History Music major. Now, given that I actually didn’t have as much talent as I thought, I happened to bump into some popular writing on science and all of the sudden I got it <laughter>. I got what science was, the process of discovery. And for me, it’s the same kind of research, scholarship and creative achievements that all of you are engaged in, but I made that connection through science at that point; I went “a-hah, that’s for me” and so I went on and “suffered” through chemistry and math and did all my stuff to get the science degree <laughter>. The reason I’m telling you this is that that breadth of background of interest is what has always drawn me to honors education because honors colleges or

programs are places where students come from all the different majors on campus. Honors colleges don't give degrees; they give certificates and medallions, all those sort of things.

To me the value of an honors college is to provide those students that have higher intellectual ability than some others and you guys were all of them -the reason you're sitting in these positions because you were those students back then. We provide them with a really rich educational experience that keeps them engaged in the world at large and a wider variety of disciplines than they might otherwise. So our first year of courses tend to take very interdisciplinary perspectives on whatever they're doing and then the cohorts of students, all the majors, and so they're off to your colleges and they are drilling down and they're getting their A's and they are absorbing content and understanding. I think the role of the Honors' College is then to give them opportunities to pop back up out of that and think about what they've learned in the context of everything else they know, and the rest of the world. So to me the ideal honors college is where the silos meet, the academic silos, and it gives our students strength and advantage in their ability to think not only deeply, but broadly, and make connections among many things. Well, what about here at UT? I already mentioned our great first-year courses. Admissions are the first to say, you are a great recruitment tool and some of those rankings have to do with the metrics that our students bring with them. But that is not enough, right? That's not an honors program or college; we have to be able to serve them more beyond that. Right now we have a situation in my estimation where we don't give them enough that's compelling enough to stay engaged with us throughout their work, their time here at UT. What are the figures, Professor Peseckis, of the percentage to complete the Honors Medallion?

Professor Peseckis: It is probably around 10-20%

Dean Appel: All right. Now, they stay with us and they pay the honors fee and they do love that one-month early registration, however they don't accumulate enough credits to earn an Honors Medallion. So the challenge that I've given to our faculty, myself, and your honors directors is to say, how can we improve that experience? Now, we aren't going to improve it with a major cash donation- you don't build programs based on that possibility. To me what we do is work very closely with each of your academic units to figure out ways that we can make the things that they are required to do for those majors already: honorly experiences- now, what do I mean by "honorly" experiences? They are doing whatever it is they are required to do in that particular class, practicum, or co-op, and they are doing it with a little greater depth or length than before. So we don't have to, in a sense, reinvent the wheel. We have all of this talent and expertise out in the units, but we actually have to get pretty creative about how we're going to use that in a situation where we have limited resources and I don't mean just fiscal, I mean faculty time as well. So you will be hearing through your honors directors and I will be happy to come back to this group and chat about our ideas for making the honors experience a continuous one that works for all the honors students that come in, all or most from the beginning to when they graduate.

Anytime we're teaching, we are in the business of cultivating minds, that's the way I think about it. The honors students give us such an incredibly rich soil in which to do that. We find that faculty are often very interested in making that additional extra effort to work with those students because you get a lot back from it. What I am trying to do, and we'll be talking about introducing some formats for that, where actually those students can be helping you with your research and scholarship, they can help you explore a new area that you're interested in in smaller groups. There are lots of different ideas out there that we will be bouncing around with the University Honors Council this year. So with that, I am willing to take any questions that you have.

President Humphrys: Are there any specific questions?

Senator Bouillon: Specifically, I'm in the Physical Therapy Program. My question is – I'm in a program that is very competitive and so grades count. Students have the dilemma of wanting to take an honors

course, but it is more challenging where they may receive a “B” and it’s not indicated on their transcript anything additional that would indicate an honors course. So when you then calculate their GPA, they’re at risk of not getting accepted into the program even though they’ve experienced an increase of breadth and depth for taking the honors course, so they don’t want to risk that.

Dean Appel: And that’s a legitimate concern- we get that. But I am not sure how often it is true, however. At my previous institution we ran that and found that for the departmental courses that are offered, honors and non-honors version, there’s actually no difference. Actually they are slightly higher in the non-honors.

Senator Bouillon: Actually it is slightly higher in our college as far as the number of students taking honors courses.

Dean Appel: Professor Peseckis is running those numbers right now, so we will actually be able to make, with data say, yes or no by college. So that is something we will share with the honors directors so they can take back to their units to see, because that’s a real concern, but it is often not true. I am not saying in your case, but we want to find out if that’s actually supported in data.

Senator Bouillon: Yeah, I’ve talked with our associate dean and I know the numbers are really small within our college.

Dean Appel: Right.

Professor Peseckis: It should be something that is marked on their transcript.

Senator Bouillon: Right. But, as far as calculating grades, that doesn’t factor in.

Dean Appel: Right, they are just credits. Are there any other comments or questions?

Senator Williams: I will just reiterate. We have had similar issues with a lot of our students. They will start in the Honors program and they will take honors courses, but between having to have 30 credit hours and having this idea in their head that they’re at risk for going ahead, and maybe getting that “B” in a very competitive program, it does weigh on their minds and it does keep students from graduating with a Medallion. We will get the departmental honors people, but we’re very happy to get college honors people.

Dean Appel: All right. So we’ll let you know what the numbers tell us on that. There are all kinds of things on the table. We can decide if we can build out the program in additional years and we can [even] decide to pull back on the number of credits required too. We have a lot of options on the table, but we must maintain the rigor. I’ll comfortably talk about the number of credits once we have the rigor established.

Senator McLoughlin: This is just a suggestion. I’ve had many students in the Honors and it’s a wonderful experience for faculty as well as the student. This is an idea to collaborate with the graduate programs; many of our students go on to graduate programs at UT, so maybe you can have some discussion with the graduate program to perhaps recognize that if a student does get the medallion, they will have some sort of special recognition, possibly a guaranteed interview or something to incentivize them to say it’s good to stick with it, because down the road there’s some benefit for having that medallion or getting honors.

Dean Appel: So that is something we never thought about before; interesting idea. Thank you. I encourage you to contact me individually if you have ideas or suggestions.

President Humphrys: I have one question.

Dean Appel: All right.

President Humphrys: In the short amount of time that you've been here, can you give us one or two initial impressions of the honors college here and maybe some directions you believe it can go in?

Dean Appel: I'm hearing that you want impressions and goals- the impression is, and I worked with honors students at both the institutions that you've mentioned, and I'll tell you, the UT students are just as good. I want to tell them that they're actually better in some ways because they are more mature, a little more grounded. I think that is sometimes a function of their background, but I've been very impressed with the honors students. I have six terrific faculty and they continue to amaze me as I pop into their classes and watch them in action. The other thing that is very refreshing to me is that this institution values its honors college. Now, it doesn't mean that you should pour bucks into it to the exclusion of other things, at least now. But you value it in ways that not all other institutions do, and that makes for a very collegial environment for me to work to find solutions for these problems for the students. I've mentioned one goal which is a big one, which is trying to improve those upper-level experiences, and that has a lot of moving parts to it. So, I will probably leave it at that because we're working out a lot of details with the University Honors Council. Are there any other questions?

Senator Relue: I have one question, well, maybe it's a comment. A lot of our students already come in with Comp I and Comp II credit and then the requirement for the Honors College is the Honors Reading Conferences which I think are wonderful, but a lot of them are torn whether they want to take those additional classes when they've already got credit for it- they are all excited about how much advanced placement credit they have and then it doesn't actually count for construction of the program.

Dean Appel: Well, it matters, when your programs have so few electives because of the cert requirements, right?

Senator Relue: Yes.

Dean Appel: So, that's a real tough one. But that is something we're actually tossing around with our faculty now and I am not sure where we are going to end up, because we're going to take in a lot of data – how students across different colleges are actually meeting their gen ed. requirements compared to what they came in with, by college, and then figuring out what kinds of things we can provide to them in that first year that still meet our goals. Because our goals are to give them experience in deep critical thinking, deep reading of text and the ability to be able to communicate, and writing of course – the ability to be able to communicate effectively both verbally and in writing. So we have to balance what we're doing. We are trying to balance what our goals are in the first year with meeting the needs of students. So you raised a good point. Thank you.

President Humphrys: Are there any other questions? Well, thank you very much Dean Appel.

[Applause]

President Humphrys cont'd: We are going to go back up and do a couple of the business parts of the agenda. First of all, the approval of the Minutes. The Minutes of April 12, 2016 Faculty Senate meeting were distributed. Are there any additions or corrections to those Minutes? Hearing none. Do I have a

motion to approve the Minutes? All in favor, please signify by saying “aye.” Any opposed? Any abstentions? *Motion Passed.*

Executive Committee Report: I’d like to start today’s Executive Committee Report by acknowledging the good news of the enrollment increase that The University of Toledo experienced this Fall. There was an increase of 179 undergraduate students and 88 graduate students—for a total of 267. The Strategic Enrollment Planning process that began last Spring semester continues with the goal of establishing a comprehensive plan by the end of this academic year.

Later today is the first in the series of Dialogues on Diversity and Inclusion. As Faculty Senate president, I am participating in the group that is organizing these dialogues—a group that contains membership from many of the student groups on campus and is under the direction of Willie McKether, Vice President for Diversity and Inclusion and Vice Provost. Although the 6 p.m. starting time of today’s event makes it difficult for Senators to attend, I will make sure you receive notices of future dialogue events.

Also, I want to make you aware that a committee has been formed to search for a new Vice President of Advancement. I am the faculty representative on that committee and will keep you informed of the progress. Advertisements for this position have already been posted.

In meetings that I attend, I have observed that there is a renewed emphasis on the issue of textbook ordering. There is a federal law called the Higher Education Opportunity Act. Among the parts of this law is a stipulation that in order to provide students with accurate information on the total cost of taking a course, the required textbook for the class should be identified by the time registration begins. For example, that would mean that textbook orders for Spring 2017 courses would need to be submitted by September 16. Even though this law took effect in 2010, it appears that the University is becoming increasingly committed to meeting the standards of this legislation. To the credit of the efforts of the faculty, the rate for submitting textbook orders by the registration date has improved from 10 percent of courses in 2014-15 to 58 percent in 2015-16. For your information, I will have Quinetta email a link to this law, a law that also contains guidelines for other textbook issues such as bundling.

Something of which you may not be aware is that one of the biggest responsibilities we have as a Senate is to assure that there is an accurate list of UT faculty. The Executive Committee has previously found that an updated list containing the rank and tenure/tenure-track/lecturer status of faculty is not readily available. These categories of information are needed because some Senate elections require candidates to hold a particular rank—or for example—to have previously had a sabbatical. I wanted to acknowledge the ongoing efforts of Senator Mike Dowd in collecting, organizing and updating this data. It’s a big and extremely important project. This list will be especially important this year as we conduct reviews of deans. Thank you, Mike.

[Applause]

Senator Dowd: Please, don’t clap yet because you may regret it later. <laughter>. Yes, I vetted every faculty member in the university. I put this material together, but the people who are going to be doing the hard work are the executive secretaries in each college. They will be meeting with department chairs, checking when was the last time a faculty member had a sabbatical, promotion, and changes in faculty administrators. Please don’t thank me for doing this work. It is one example of the things every Executive Committee should be doing. Instead, please thank the executive secretaries and the department secretaries who are going to have to dig for the information I have requested.

Senator Duhon: Is this one of the things that can be handled by Data 180?

Provost Hsu: We are implementing Data 180. I think Business already has started using it and then we're going to expand it to include every college. So yes, when every faculty member starts using Data 180, then that software can give very accurate information.

Senator Wittmer: Just to add on to that, we had a test group which I was part of in the College of Business and now it's rolled out to one department, Accounting. So we've still got a ways to go even in the College of Business.

President Humphrys: Thank you. For anybody that's new, you may not realize that Senator Dowd doesn't do emails and he has a flip phone and I am kind of imagining it in my mind of him sitting down at a typewriter <laughter>.

In closing, I would like to remind you that the Faculty Senate Executive Committee meets monthly with UT President Gaber and with Provost Hsu. If you have topics, issues or concerns that you would like for us to discuss during those meetings, please feel free to email me. Eventually, we would like to get back on the system a form that you can fill out, but until then, which hopefully would be soon, please feel free to email me if you have any issues you'd like us to take up with the provost or president. That concludes the Executive Committee Report. Next, we have Senator Thompson, who I asked to give us a Committee on Committees update.

Senator Thompson: First of all, I want to thank everyone for their hard work in terms of getting representatives for your college for Committee on Committees. I saw Senator McLoughlin walking up and down the halls and knocking on doors trying to get people to sign up to committees, so I know that is sometimes a tough task. I am happy to report, as of today, every single college representative has given me their list of appointees to the various committees. We aim by the end of the week to have all the committees put together and President Humphrys will be working on putting the chairs into place for those committees. I just want to remind everybody about a couple of things. First of all, lecturers can serve on those committees- there were some questions about that. Also, it doesn't have to be a senator that serves on those committees as well, so that kind of opens your pool, right? Lastly, in terms of the process, I got a couple of questions about the process of this- the actual representative from each college, we took volunteers of people that kind of previously acted in that role, we sent that individual a list of people that had volunteered, because you know you were directed to Quinetta to provide your name and committee preferences, so we provided those to each college representative and then they chose the individuals for the various committees. That is not something that Faculty Senate Exec. does, we don't see individuals on the college committee. We're looking forward to getting those up and going and having a productive year. Are there any questions regarding the Committee on Committees? Thank you.

President Humphrys: Great job, President-Elect Thompson and all of her committee who participated because we will like to get those committees going. Actually, we have quite a few things left over from last year that we need to get up and running quickly. I don't want to put him on the spot, but we had mentioned to Provost Hsu that if there's anything he needed to bring up at the Senate meetings, he would be welcomed to do so. Provost Hsu, is there anything in particular that you would want to bring up today?

Provost Hsu: No.

President Humphrys: All right. Just know you are always welcomed at Senate. I believe the next meeting Provost Hsu will not be in attendance because he is going to BGSU for a retreat. Are there any items from the floor?

Senator McLoughlin: Just a brief announcement if I may. I believe an announcement was sent out by Quinetta about the College of Health and Human Services, the showcase. This is a FYI: Friday from 3-

7:00 p.m., the College of Health and Human Services, there's going to be a new formation of our college. It will be a big open house. The President is speaking and I believe Provost Hsu is speaking. Dean Ingersoll is speaking in our lobby at 4:00 p.m. It's just an open house, so you can come and check out our majors or send students our way.

President Humphrys: Will it be held at your building?

Senator McLoughlin: Yes, the Health and Human Services building.

President Humphrys: Thank you.

Senator Barnes: I just wanted to say that last year we were strongly requested, required and urged to go to "active shooter" training on campus, which my group certainly didn't find particularly enlightening because the end result was "find a window you can jump out of" – maybe that's somewhat useful, but not very. We were also encouraged to go to a Title IX training that wasn't particularly useful either, so I'm wondering if we're going to continue to have required training, I think we should think more about the quality of them. But also, what about offering us CPR training and training that we can maybe use in emergency situations that we're actually likely to experience? It might give people who are going to be educating in that line an opportunity to practice training as well. I know that the Eberly Center is doing CPR training.

President Humphrys: We can certainly ask about it and look into it.

Senator Sheldon: Sort of speaking for her but, I think Dr. Kilmer can address this: September 29th, Thursday from 9:00 a.m. -5:00 p.m., the Annual Banned Books Vigil is taking place on the 5th floor of Carlson. Please encourage your students to attend, plus we give them extra credit. I encourage you to encourage your students to come and hear all of our speakers.

President Humphrys: Can you repeat the date?

Senator Sheldon: On September 29th, Thursday, starting 9:00 a.m. and the last one will be ending around 5:00 p.m. Provost Hsu has even promised to try to "pop in" at his convenience as well, so we will have some of the "big" people there.

Senator Wittmer: Just a comment on the ALICE training. I don't want to take any credit from the UTPD- that is the national standard for training for those types of situations, whether it's the best practice, it is what we have. Like I said, I just don't want to take any credit away from UTPD. I will say though, I completely agree with you, the Title IX was not particularly useful for many people and some of the most important people that needed to be there weren't, and/or weren't required to be there. I additionally love the idea of some type of first responders training.

President Humphrys: Thank you. We will keep that in mind.

Senator Kovach: I want to echo the sentiments. As somebody who researches school shootings from K-12 to campus, I get that they are rare, but they do happen. What we've found is a series of post-incident analyses is- you have the most fatality when faculty and students don't know that they can actually leave. In Virginia Tech. he methodically went down the rows of desks and they sat and just waited and then he came back around again, very methodically did the same thing. So yes, I do think we need additional trainings, absolutely, but, I hate to lose the ALICE training.

Senator Nathan: To me, I didn't have an objection with the content of the training itself, but if we are going to require faculty to go to trainings, I do agree with the initial comments that we should take a look at where the real risks are and not the hysteria noted by the media. We need to look at actual numbers of people who are affected by [these] things. The opioid issue obviously is affecting UT students and is likely to continue to affect UT students a lot more than an active shooter walking around randomly shooting people, which most likely will never happen here. But we know from statistics, whether we know about particular UT students who have died from opioid issues or not, it's happening –3,000 people in Ohio died last year from opioid overdose. I don't want to be required to go to trainings, I'd love to have things offered. Certainly, if I'm going to be required, then I would like it to be something that is backed up by data and it is a real issue on our campus.

Senator Haughton: I agree with everyone; I just don't think it should be either/or. Why don't we have these various trainings available for those who want to go and just have a variety of experiences because some people will have some training and some people will not, or have other trainings?

Senator Thompson: This is something I am particularly interested in. Senator Barnes, thanks for sharing your thoughts about opioids. For example, I don't know about you guys, but I've been teaching for a lot of years and I've never been trained on how do I work with a crisis student. If somebody comes in and says "I am going to kill myself," what is my obligation to that? Am I liable? What can happen? Where do you direct students? What is my role and what resources are there that are available? I think as we think about trainings, I am glad to see some of you shaking your head, that would be something I think would be really useful as we, as faculty, try to figure it out. What if somebody comes and say I have a heroin addiction, where do you send them? We can't always say, "go to the Counseling Center." I think we need to think about other ways to maybe provide some education for that.

Senator Kippenhan: Something that has possibly slipped through the cracks including senior people who've been here for many years- what are we supposed to do when we have a tornado warning? Some instructors let their classes go home and say "drive quickly so you can beat the storm", and others take their students to the basement and stay with them for two hours. When we talk about training, every now and then it would be nice if you could send out an e-mail that says, "this is what you really should be doing in a situation" or "if a student comes to your office with "x," do this or "y," do this". Maybe have the reminder on the website so we can find it relatively easily would be nice.

Senator Barnes: I want to stand corrected on the ALICE training. I really didn't mean it as a slight to the person who trained us, it was very professional. Really what I found was that the advice just didn't seem practical at all. "Throw the furniture up against the door"- against a weapon, it seems not that useful, nor does jumping out of a window when we work in building where you can't really get windows open. So I defer to that, maybe it is the best that's available, but it just didn't seem all that practical.

Senator Jorgensen: I want to disagree. I was pleasantly surprised about the ALICE training. In fact, if there's an active shooter and if you're blocking the door to your room, it's more likely that that person will go by that room. There were some good tips that were given at that training and it wasn't that long ago that made us think at least once about it, but it's not to say that training in other areas like CPR isn't needed, I think it is useful. The ALICE training was better than I suspected to tell you the truth.

Unknown Speaker: I am just going to say that I teach in Rocket Hall and there are no windows and there's one door. If you heard them in the building or you have a warning on a phone, you might be able to do something. But I think sometimes we get so caught up in these situations. Like I would really rather have good practical training in stuff where I could help, like CPR. I think I maybe know what to do in a tornado, but maybe not. But again, this active shooter so much depends on that split-second situation, what's going on, are we the first room or did we get a text message so maybe we have time to do

something. It seems to me like the ALICE training does have a problem right there and it is so hard for them to know exactly. If you look at all the different teachings sites on campus too, they are different. I am not criticizing you either; I am just saying that sometimes I think they are going to try to train us and really if it does happen, which I hope it never does, but it will be a matter of what can we do at the very last minute.

Senator Hoy: Our Mental Health and Recovery Services Board here offer mental health first-aid training that is actually nationally disseminated, so that can be a resource at some point if you're interested in that.

President Humphrys: Great. Thank you.

Senator Lundquist: Just to speak in defense of the ALICE training. I thought it was very good – the policemen acknowledged the fact that no circumstances can be anticipated, but they had much advice about how to assess a situation and act wisely in light of that assessment. I felt that if something happened to me and the people who came to the training that we would survive. About the people who didn't come, I'm not so sure. We need a culture in which mandatory means mandatory, and not "mandatory except for me." We all need to know more about our common life together.

Senator Kippenhan: I had an announcement, so it is a change of topic.

President Humphrys: All right.

Senator Kippenhan: To go back to "faculty stepping up when others transfer to administration positions". The Association for Women in Science with support of the President and Provost's Office is sponsoring a Formation of Mentoring Circles workshop. I will forward the flier to Faculty Senate so it can be sent out to everybody. It is Friday, October 7th – there will be a morning and afternoon session on the Scott Park Campus. If you would think about that topic now, who in your department needs mentoring no matter whether it's junior or senior faculty, lecturers or staff, career advancement promotion or something else. I am letting you know now so, when you get the flier in your email, you can immediately forward it on because seats are limited.

President Humphrys: Thanks. Is it the women's group?

Senator Kippenhan: It's the Association for Women in Science. The workshop is open to anybody in the STEM area which has a very broad definition and it includes the Health Sciences and the soft sciences.

President Humphrys: Okay, great. Thank you. Well, are there any other comments or items from the floor? Well, we finished our business for today. May I have a motion to adjourn? Meeting adjourned at 5:40 p.m.

IV. Meeting adjourned at 5:40p.m.

Respectfully Submitted by:

Lucy Duhon
Faculty Senate Executive Secretary

Tape Summary: Quinetta Hubbard
Faculty Senate Administrative Secretary