

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of February 14, 2017**  
**FACULTY SENATE**

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

Approved @ FS on 3/14/2017

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**Summary of Senate Business**

TOEFL Scores – Senator Lundquist and Professor Melinda Reichelt  
OhioLINK – Interim Director Barbara Floyd  
Governor’s Budget – Past President Kristen Keith

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

**President Humphrys:** I call this meeting to order. Welcome to the eleventh Faculty Senate meeting of AY 2016-2017. Executive Secretary Lucy Duhon cannot be at the meeting today, so I call on President-elect Amy Thompson to call the roll.

**I. Roll Call: 2016-2017 Senators:**

**Present:** Ariss, Atwood, Bjorkman, Cappelletty, Compora, Crist, Dowd, Edwards, Gilchrist, Gray, Gruden, Hall, Harnych, Haughton, Hoy, Humphrys, Jorgensen, Keith, Kistner (substitute for S. Barnes), Krantz, Lanham, Lecka-Czernik, Lundquist, Modyanov, Nathan, Nigem Oberlander, Prior, Randolph, Relue, Rouillard, Said, A. Thompson, Thompson-Casado, Tian, Tucker, Van Hoy, Weck-Schwarz, White, Williams Wittmer

**Excused absences:** Bouillon, Brickman, Burnett, Emonds, Devabhaktuni, Duggan, Duhon, Giovannucci, Kovach, McLoughlin, Mohamed, Niamat, Sheldon

**Unexcused absences:** Jaume, Kippenhan Malhotra, Martin (substitute for G. Thompson), Monsos, Schaefer, Srinivasan, Willey

**II. Approval of Minutes:** Minutes are not ready for approval.

**President Humphrys:** Let’s get started. There are no Minutes to be approved.

**Executive Committee Report:** Welcome to the 11<sup>th</sup> Faculty Senate meeting of this academic year. As this semester progresses, it becomes important to remind your college colleagues that if they would like to have new courses or programs or modifications approved this semester, they should be beginning the approval process at the departmental level very soon. Please refer them to the Faculty Senate website’s Course and Program Approval Schedule link.

Your Faculty Senate Executive Committee has met with President Gaber to discuss the Governor’s proposed budget and the impact it will have on the University. Decisions made at the State legislative level in the coming months will have a significant impact on what UT’s immediate financial future will look like. We will be discussing this in detail during this meeting.

President-Elect Amy Thompson is serving on the search committee to select a Vice Provost for Academic Affairs. It is expected that the Faculty Senate Executive Committee will have an opportunity to meet with each candidate. President-Elect Thompson will keep us posted.

Uploading class schedules for the Fall 15-week semester continues. The Provost has extended the deadline for entering schedules through Monday, February 20. The room scheduler will be run next

Tuesday and Wednesday followed by a few days for room adjustments. Interim Registrar Julie Quinonez is working with colleges and departments to set-up virtual student accounts to identify issues with overlapping schedules for majors. We are still on schedule for students to view the schedule in early March and begin to register on March 15. If there are questions or concerns, a special email account has been established. That email address is [Curriculum-Scheduling@utoledo.edu](mailto:Curriculum-Scheduling@utoledo.edu).

Faculty Senate will partner with the University Teaching Center to offer a tenure and promotion workshop on each campus. The workshops will provide valuable information about what to expect and prepare for. The dates are March 22 on the Health Science Campus and March 23 on the Main Campus. More information will be distributed soon.

Provost Hsu has been working with the Faculty Senate Executive Committee to establish a set of best practices for textbook selection and an important clarification of the role Faculty Senate plays in the reorganization of the University's departments and colleges. These guidelines will be distributed in the near future.

Provost Hsu is unable to attend today's meeting due to a Strategic Planning meeting. He wanted me to mention that these guidelines were vetted through the Faculty Senate Executive Committee. They are not policies at this point, maybe eventually will become policies, but that is why they weren't brought for an approval to Faculty Senate because they aren't policies at this point. That concludes today's Executive Committee Report. I don't know if any of the Executive Committee members has something to add.

**Senator Dowd:** For clarity in the Senate Minutes, President-Elect Thompson, is the search for the vice provost positions a national search or internal search?

**President-Elect Thompson:** It's a national search.

**President Humphrys:** And also, related to that, President-Elect Thompson, do you know if there will be any sort of open forums? I know the Faculty Senate Executive Committee will play a role, but have you heard anything about a schedule?

**President-Elect Thompson:** Up to this point, there is not an open forum schedule, it's just been kind of set groups.

**President Humphrys:** Okay.

**Senator Gilchrist:** For clarification, do guidelines mean they are not binding on the colleges or are these suggestions somehow different than policies?

**President Humphrys:** Well, I will say they are binding because, and this is just my interpretation, they are binding from the point of view that these are things that will be directives given from the provost to the deans. What I have seen for example on the textbook guideline is it is pretty generic; it is not everybody who teaches a section of the same course will use the same textbook, it's nothing like that.

**Senator Dowd:** I've always taken the guidelines to mean that you can "violate" the guidelines if you have a good enough reason; if you present an intelligent argument, I am sure it will be considered.

**Senator Williams:** "Violate" wouldn't be a good idea, but perhaps "bend" or---

**Senator Dowd:** Not "stick" to the guidelines.

**Senator Williams:** Yes, not completely “stick” to those guidelines.

**Senator Dowd:** But, again, only if you have a good reason. President Humphrys, is that consistent with your understanding?

**President Humphrys:** I would agree.

**Senator Rouillard:** Just a quick question for President-Elect Thompson. President-Elect Thompson, could you ask that there be some open forums for those candidates?

**President-Elect Thompson:** Sure.

**Senator Rouillard:** Thank you.

**President Humphrys:** The other reference I made in my Executive Committee report was the role that Faculty Senate plays in the reorganization of departments and colleges. The reference to this only appears in the Collective Bargaining Agreement. There’s some thought as to if a college is not part of the Collective Bargaining Agreement, what does that mean? I think it is very encouraging that the provost looks at it from the point of view that every college has representation on Faculty Senate, so any reorganization that occurs at any college would need to be reviewed by the Senate. So it is really just to delineate more clearly that it also refers to colleges that are not part of the Collective Bargaining Agreement.

**Senator Dowd:** I must say that it helps when a judge agrees with that point.

**President Humphrys:** It does. Are there any other questions or comments? Okay, we will go right on to our reports; and our first report will come from our Chair of the Undergraduate Curriculum Committee, Senator Cappelletty.

**Senator Cappelletty:** We are going to start with amnesty, how does that sound? Again, my many thanks to the members of the Undergraduate Curriculum Committee, they have been doing make-up work getting everything done.

We are going to finish going through all of the courses that were left hanging out there. What has previously been approved was everything out of the College of Engineering, Nursing and Pharmacy. All of the above alpha codes, although I could not find the linguistics in the system so they’re [shown] in the document for “just in case,” plus everything else I’ve checked. Earlier in the year we’ve done the changes for CALL, changing it over. What we are looking to approve today are out of COCA and Communications; COBI has several; out of HS; LLSS; out of NSM and Chemistry and DEES. Again, we have gone through everything that is there. What I sent to you guys in the spreadsheet where the courses in which modifications were suggested and we pulled out the courses to be able to keep it in a reasonable document that was not changed in the process. We have two sets of recommendations, so for anybody who didn’t skim through this, there are 391 courses that we recommend through the amnesty process for approval. Things that can change through the amnesty process were basically lecture recitation types of courses: you can change the title, you can change the description, pre-requisites and co-requisites and you can change the semester in which you were offering it. There are very few courses that we said that we did not recommend approval— pretty much they were independent study type of courses, field experiences which didn’t meet the criteria for being reviewed and changed through the amnesty process. I think there were 20 courses that ended up that we said we do not recommend approval for. If everybody is in agreement for these recommendations that we approved, then we can vote today. I will contact the colleges for the courses that we did not recommend approval for and let them know that they need to do

course modification through the curriculum tracking system if they want to pursue making these changes, but we wouldn't do it through amnesty.

**Senator Relue:** I have a question on the changes. We were under the impression on the graduate side that title changes were not allowed, and so we did not approve any title changes on graduate curriculum.

**Senator Cappelletty:** What I had as instructions was that the title can change if it was a necessitated change to provide better clarity, but they discouraged against title changes. So there were very few that actually did change the title.

**President Humphrys:** There were actually some courses that had gone through the Faculty Senate approval process and title changes were approved around three-years ago, but they were never uploaded in the system.

**Associate Dean Pollauf:** I guess my question is, what happens next, because all of our courses were supposedly approved last year? They didn't come through in the Spring and we had to fight to get them in in the Summer; none of the updated descriptions came in, but that was all part of the amnesty, so how are the changes being implemented then?

**Senator Cappelletty:** The next step is, once we approve it here, then I provide all of the documents back to Marcia King-Blandford so she can sign off on the paperwork because they've actually got a hardcopy signature file for the amnesty process -so she signs off and it all moves to the registrar to make changes. I was told by the Registrar's Office that even new courses or course modifications that people want for this Fall, if they have them by the end of February, they will have it in for Fall for the upcoming Fall registration, and anything after that, they wouldn't guarantee would be in for Fall, given that they open up registration March 15<sup>th</sup>.

**Associate Dean Pollauf:** So the courses are in, but some of the other changes didn't follow with the new course numbers so then the registrar is the appropriate contact at this point?

**Senator Cappelletty:** Yes.

**Associate Dean Pollauf:** Thank you.

**Senator Cappelletty:** I would think they should have this by Monday, if not sooner. I am going to assume that you don't want to go through all of the courses. So I ask for support, all those in favor of the recommendation of the curriculum committee to accept the ones that we say "approved" and reject the ones that we say "reject." We can do it as one vote; all in favor please say "aye." Any opposed? Any abstentions? ***Motion Passed.*** We thank you and we are happy to have this behind us. *Final Amnesty Document.*

**President Humphrys:** Thank you, Senator Cappelletty.

**Senator Cappelletty:** It took a while for us to get on top of it. Believe it or not, even though we had all of that to get through, we actually got to new courses and course modifications.

**Senator Dowd:** Okay, now you are just "showing off" <laughter>.

**Senator Cappelletty:** I was asking to delay it, but they were ready to do it, so we did it. New courses: there four that had come through the system, all absolutely fine by the committee; nothing that is

overlapping with anything else that we found in the system. I decided that since I do not have a green thumb that I really need to take the Science and Gardening and figure out how to make my garden green.

**Senator Williams:** Let someone else plant and maintain your garden<.laughter>.

**Senator Cappelletty:** I agree <laughter>. We have several course modifications. The first one here is just a course name description change. The second one we have held up for a little while because we wanted to see the rubric and they provided the rubric so everything was set with their internship experience. The course description and pre-requisite and content changes for Math 4600 and 4640, everything looks good from the curriculum standpoint. Two courses in the Cosmetics Science program, both increasing by one credit hour in order to do full content delivery and the syllabus justified what was going on with those, and so we recommend approval for both of those. There is a practicum that is changing from a pass/fail to a letter grade and everything looked fine with the syllabus. They have a name change in Biology. The 1000 course out of the Natural Science and Mathematics is increasing from one to two credits so that they can better orient their students to their professions and curriculum and get more time with them to engage them in their discipline better. There's a name change for a course and believe it or not, we've got a credit hour reduction for two courses and it is allowing it to align up better with the graduate-level courses, and everything looks good from the Curriculum Committee standpoint.

**Amal (Student Government President):** Can you just repeat what the four classes you're adding to the curriculum are?

**Senator Cappelletty:** So the four classes are: Internship in E-Business, Conservation Biology Lab, Science of Gardening EEES, and Management Best Practices and Diversity Leadership.

**Senator Atwood:** Is the NSM 1000 course the only orientation that will be two credit hours?

**Senator Cappelletty:** To my knowledge, yes.

**Senator Atwood:** Does that have any effect on other colleges?

**Senator Relue:** Our orientation is three credit hours.

**Senator Krantz:** And there may be more coming in the near future. The idea was that NSM was previously one-hour-a-week for half a semester. To get more career information in, it's moving up to the entire semester, but still one-hour-a-week.

**Senator Cappelletty:** So does Business have three?

**Senator Rouillard:** No, Engineering has three.

**Senator Cappelletty:** All right, all in favor of approving the new course and the course modifications as recommended by the Curriculum Committee say, "aye." Any opposed? Any abstentions? ***Motion Passed.*** And again, I thank you. *New Courses and Course Modifications*

**President Humphrys:** Well, I just want to say that the amount of work that Chair Cappelletty and her committee did on amnesty was massive and impressive. She stepped in and got everything organized and she just did a wonderful job --so thank you.

[Applause]

**President Humphrys cont'd:** So now next we have Senator Williams, Chair of the Academic Programs Committee.

**Senator Williams:** Today we only have two program modifications. These were sent out to you more than two weeks ago with another set of new programs. The people from Nursing are here to answer any questions you may have. This is basically some courses that've been changed around a little bit, but mostly, this is just Nursing going to 120 for a degree and then everything needs to fall into line in order to do that; that is why the changes have been done to both, the BSN which will be the number one change and the number two change which is the RN to BSN conversion degree. So, basically that's what it is. The major change, there are some new courses, but it's this 124 to 120 that we need to understand. The approval with those explanations by the Nursing faculty by our committee was 10-0. Are there any questions or anything that I or perhaps the Nursing faculty can answer?

**Amal (Student Gov't President):** We had a nursing student who is currently a BSN-3 and she was curious about how the 15-weeks--- this might not be relevant to exactly what you are talking about.

**Senator Williams:** It's not, but go ahead.

**Amal (Student Gov't President):** How the 15-week conversion is going to affect her class because she said now her Summer is longer, it's as if she has an extra week of schooling, is that correct? She is just confused.

**Senator Williams:** Okay. Well, that would go to the Nursing faculty and I'm sure they can answer that. Again, as you said, it doesn't have to do with the program modification that we're going through, but it is more of a timing thing that we're all going through.

**Senator Gray:** I actually have an answer for you; if you can just have the student refer to the Nursing faculty, we will be able to actually explain that to her.

**Amal (Student Gov't President):** Okay, I will let her know. Thank you.

**Associate Dean Pollauf:** For the current nursing students, is this going into effect for Fall 2017?

**Senator Williams:** I believe this will go into effect immediately.

**Senator Gray:** It won't go into effect this [current] semester, but---

**Senator Williams:** It will go into effect in the Fall?

**Senator Gray:** Exactly.

**Associate Dean Pollauf:** So can your current student select change to the catalog year to have four less hours or is that not a possibility?

**Senator Gray:** That is not possible due to the obligations from the state of Ohio for nursing.

**Nursing Faculty Member:** The biggest change in terms of the change in the curriculum is this: there was a course that was a required course, a technical course, a computer course, and so how do we reduce it from 124 to 120? Well, we made that course an elective course. Most of the students are coming in now and they are literate with the computer and so that's the [only] big change right there. There wasn't

anything else in terms of the core classes. That course was a two-hour course that was previously a required course and we now have it where it is an elective course.

**Senator Gray:** The students that are now in the clinical courses, most likely they've already taken that course; there will be no way of backtracking because the Ohio Board of Nursing requires a certain amount of clinical courses for a certain amount of hours.

**Senator Williams:** I know in our college if someone comes in under a certain catalog we are bound by that catalog as well, so I don't know if you can go back and forth.

**Associate Dean Pollauf:** [*Indecipherable*] hours and students in current programs with 124 and the only difference is you eliminate something---

**Senator Williams:** Right. But if somebody already has taken that course then you can't opt out of it.

**Associate Dean Pollauf:** But if they have not and it is not a requirement under the new program, why couldn't they switch to the newer program?

**Senator Gray:** They could, but the thing is, they would've taken it before they started the clinical course.

**Senator Williams:** The major changes here are these last two years, the junior and senior year, not in the first two.

**President Humphrys:** Are nursing students in a cohort?

**Nursing Faculty:** Yes.

**President Humphrys:** So that might be, in other words---

**Associate Dean Pollauf:** But what I'm getting at, universally, as we change programs from 124 to 120, there may be students that say, why can't I be in the new program vs. the old program, which is outside of the question, but, I just was wondering if we are thinking about that because what's the rationale for why you have to go to 124 when somebody else has to go to 120?

**Senator Gray:** I think Senator Oberlander may have the answer to your question.

**Senator Oberlander:** So this is what happened: when we made all the curricular changes previously and then the campus was talking about going to 120, we've already made that change. It did affect the first two years of the program, but the last two are already set and then the cohort of the new curriculum. So, it is a matter of audits for students that may be in that, if they went with the 120 or 124 core, we need to make sure that they are able to run their audits when they graduate in the Spring to accommodate for, did they do the 120 or the 124. Now, we can do either, but we want to make sure the 120's are run through as well because that was a part of the curricular change; we took out an elective or two and combined some courses to get down to that 120. So we get the same content, it's just, in what format.

**Nursing Faculty Member:** Just to explain it a little more. The nursing students, when they enter the university, they spend the first two years over at the Main Campus and then they come to the Health Science Campus which is at the minimum number of hours that they have to have in order to meet a requirement for a bachelor degree which would be 120 hrs, but they certainly can have more. So you say, can they switch? It is really not a big deal because you're talking about one computer course and that is the difference. So some may graduate with 120 and some may graduate with 124; even 120, if a student

wants to take that computer course they can still take it, we just want to make sure that they have 120 hrs., that is what they'll need to meet the requirement to graduate with a bachelor's degree.

**Past-President Keith:** I think Associate Dean Pollauf's question now is really relevant, not so much for Nursing, but for other colleges that are thinking about switching from 124 to 120. I don't know if the ability to change to a different catalog year is a college decision or if it's a university decision and that all students have the opportunity to do that. So we need to find that out I think, and then get back with Senate. Oh, you know?

**Dr. Lee:** I was just going to say that the catalog has a statement under Important Notice about this Catalog; *"it is the responsibility of the student to meet and satisfy all university, college, and program requirements applicable at the time of his or her enrollment in the program."* So the statement in the catalog advises when you start the program, that's what you are held to till you graduate.

**Past-President Keith:** But in my college for example, if the department changes requirements, then students have the option to change to the new catalog year so they don't have to be under the old requirements. They can only change to a different catalog once, but they do have that option.

**Senator Williams:** Can we defer this conversation to another session; we have a lot of things to talk about.

**President Keith:** It is a good point and we certainly need to look into that.

**Senator Williams:** We would like to call the question to approve these two program modifications for the Nursing Program to drop their minimum requirement of 124 [credit hours] to 120 for a degree. All those in favor of this motion please say "aye." Any opposed? Any abstentions? **Motion Passed.** Thank you.

**1-Program modification to BSN in nursing dropping credit hours for degree from 124 to 120.  
Major changes - new courses to update the program,**

BSN degree changes

Courses in the Professional Major (OLD CURRICULUM)

Semester in major Course # Course Title (credit hours)

BSN-1

First Semester

NURS 3010	Nursing Agency I (3)
NURS 3110	Nursing Agency II (3)
NURS 3210	Nursing Agency III (3)
NURS 3170	Concepts in Pathophysiology (3)
NURS 4950	Nursing Research (3)
Total Credit Hours (15)	

BSN-2

Second Semester

NURS 3120	Adult Health Nursing I (7)
NURS 3630	Mental Health Nursing (5)
NURS 3180	Concepts in Pharmacology (3)
Total Credit Hours (15)	

BSN-3

Third Semester

NURS 4030	Adult Health Nursing II (7)
NURS 3620	Women's Health Nursing (5)
NURS 4020	Leadership & Management in Nursing (3)
Total Credit Hours (15)	

BSN-4

Fourth Semester

NURS 3640	Parent-Child Nursing (5)
NURS 4010	Community Health Nursing (5)
NURS 3130	Gerontology Nursing (3)
NURS 4250	Nursing Competency Prep (2)
Total Credit Hours (15)	

Courses in the Professional Major (NEW CURRICULUM- effective 201540)

Semester in major Course # Course Title (credit hours)

BSN-1

First Semester

NURS 3040	Nursing to Promote Wellness across the Lifespan (5)
NURS 3080	Fundamentals of Nursing and Assessment across the Lifespan (5)
NURS 3150	Pathopharmacology 1 (3)
NURS 3190	Nursing Research 1 (2)
Total Credit Hours (15)	

BSN-2

Second Semester	NURS 3280	Advanced Fundamentals (3)
	NURS 3300	Nursing Care of Persons with Health Challenges (4)
	NURS 3400	Family Health (4)
	NURS 3290	Nursing Research 2 (1)
	NURS 3540	Pathopharmacology 2 (3)
Total Credit Hours (15)		

BSN-3

Third Semester

NURS 4130	Nursing Care of Persons in Crisis 1 (4)
NURS 4240	Nursing Care of Persons in Crisis 2 (8)
NURS 4260	Professional Nursing Development (3)
Total Credit Hours (15)	

BSN-4

Fourth Semester

NURS 4510	Population Health (4)
NURS 4620	Precepted Clinical Practicum (5)
NURS 4700	Nursing Care of Persons and Families with Complex Care Needs (3)
NURS 4760	Professional Nursing Competency (3)
Total Credit Hours (15)	

**Recommendation – approval with explanations. 10-0**

2- Program modification for RN Conversion to BSN dropping credit hours required from 124 to 120.  
Major changes-

RN/BSN (OLD Curriculum) 30

NURS 4120	Leadership and Management in Nursing (5)	
NURS 4180	Theoretical and Professional Foundations in Nursing (4)	
NURS 4190	Interpersonal Strategies in Nursing of Older Individuals (6)	NURS 4200
	Population Focused Care (5)	
NURS 4210	Applied Nursing Research (3)	
NURS 4220	Applied Pathophysiology and Pharmacology (4)	
NURS 4230	Applied Health Assessment (3)	

RN/BSN (NEW Curriculum) 32

NURS4350	Transition to BSN Practice (2)
NURS4360	Theory and Collaborative Practice (3)
NURS4390	Health Promotion and Assessment of Families Across the Lifespan(3)
NURS4270	Applied Health Assessment Across the Lifespan(3)
NURS4290	Nursing Care of the Older Adults (4)
NURS4310	Research Methods and Evidence Based Practice (3)
NURS4320	Pathopharmacology Across the Lifespan(4)
NURS4330	Nursing Leadership and Management (5)
NURS4340	Population Focused Care (5)

**Recommendation – approval with explanations. 10-0**

**President Humphrys:** The next thing on our agenda is a discussion of Test of English as a Foreign Language or TOEFL, in particular, the guidelines that we have at UT. To lead our discussion is Senator Sarah Lundquist who is the Chair of the English Department and Professor Melinda Reichelt, who is a director of ESL writing and also a professor in the English Department.

**Professor Reichelt:** Hi everyone. Thank you for inviting us to speak to you about the TOEFL, which as President Humphrys said, it is the test for English as a foreign language. I want to introduce myself because I know many of you, but not all of you, and I think everyone knows Senator Lundquist. I am a professor in the English Department. I have been directing the ESL, English as a Second Language Writing program for about ten years. I've been here at UT for almost 20 years. My background is in linguistics and English as a Second Language, especially English as Second Language Writing. So we are here to talk to you about the TOEFL, which stands for a test of English as a foreign language. It is a very well-known measure used to determine students' English language proficiency in several areas. It is used by universities to ensure that students have the necessary English language proficiency in order to have a chance of succeeding at the university level. The TOEFL is [only] for international students. It measures areas: reading, listening, speaking and writing. The score range is zero to 120. The University of Toledo has been admitting students with a very low TOEFL score. This may not be a surprise to you and you may not have heard of the TOEFL, but you may have interacted with international students with weak English skills in your classes or your programs. We've researched it and we are admitting students with a 61, which is extremely low, it's one of the lowest in the state - that is, students who are being admitted directly to the university from their home countries. There's another stream of international students that are admitted through the American Language Institute, located over at the Snyder Memorial. The American Language Institute is an intensive English program; it helps prepare students for academic study if they have not met the 61 TOEFL total score. So those students are allowed to matriculate with a 450 on a different kind of TOEFL test. The TOEFL IBT- it is an internet-based test; it is very expensive and students don't want to have to pay for it very many times. So after they arrive at UT they are allowed to go through the ALI and then exit it by taking the TOEFL PBT, that's the paper-based test and getting 450 or higher. You can see the range is 310 to 677; if you get a 450 it is very embarrassingly low. It only measures listening, reading, and structure, but this is a grammar test. So it does not measure writing ability or speaking ability which is pretty important for international students. So, not only do we have one of the lowest TOEFL score requirements, for incoming international students coming directly from their home country, that is 61, there's a backdoor which is the ALI, which allows students to take a paper-based test that does not measure writing or speaking and they can get a very low score, 450 and matriculate. What are the consequences of this? Well, I know the consequences in the program that I direct. Students who are international students, once they matriculate, they take an ESL writing placement test. They have two hours to write an essay. We have a body of trained scorers in our department; we have each essay scored by two readers and if they disagree, it goes to a third and that places them into English 1020 which is a lower-level writing course, or English 1110 which is Composition I for ESL students. So in these courses, especially 1020, we see very, very low writing skills. We also see a lot of students who have trouble understanding oral English. We are ESL teachers and we are very experienced at communicating with students who are not native English speakers, but we see very low reading abilities as well. I know I hear from around campus that many international students are struggling in their majors as well. So our recommendation is that Faculty Senate recommend, pass a resolution or whatever you do, and say that all international students must achieve a 79 on the TOEFL IBT test or the equivalent on the IELTS [International English Language Testing System] or the Pearson test of English.

Senator Lundquist and I have talked with Vic Finch who is the new Director of International Admissions about this and he is very enthusiastic about raising it to 79. He does not think it would impact our ability to recruit international students. We also talked with Stephanie Sanders, Vice President for Admissions

and she is also very open, although she doesn't know as much as Vic Finch does about actual numbers for the TOEFL. So, what is the 79, what would that mean? It is a lot higher than 61, but it does not mean that students' English is perfect by any means, but it would be better. To give you an example, I was grading papers this morning as I often am, and I was reading a very good paper by a student who had done her first assignment – to interview a professor in her field, and she interviewed someone in this room about the minimum wage- it was a great paper, it was fabulous. It still looked like ESL writing, but it was good sentence structure, clarity in expression and her TOEFL score was 90 which did not surprise me. So, that kind of tells you where 79 is, a bit.

**Senator Hoy:** How did you come up with 79?

**Professor Reichelt:** Looking at other universities, some of our peers and what they're doing, plus in consultation with Vic Finch, who has a lot of experience with this area.

**President-Elect Thompson:** Based on where our applicants are scoring, their average score, can you guess how many students this might affect?

**Professor Reichelt:** Well, there is something else going on which is the Saudi Government who has been the sponsor of most of our students, 95% of our international students, they had completely changed their way of funding and so we are not going to get Saudi students anymore and we have to recruit from a different pool anyway. Most of those students would not achieve a 79 at their initial test, whether they can eventually achieve that going through the ALI's is another question and also it would relate to the quality of instruction of the ALI as well as their own efforts. But in a way it is a moot point, because those students are no longer a stream of international students for us. Vic Finch is working at recruiting students from other countries and recruiting students, even who don't even need the ALI, who have higher TOEFL scores.

**President-Elect Thompson:** Is there a provision for students, for example, who would come in with a low TOEFL score, but would be put on a probationary period?

**Professor Reichelt:** They would need to go through the ALI. What I propose right now if they don't have [more than] 61, then they would have to go through the ALI till they receive a 79 on the internet-based test (iBT). What we're proposing is if they don't achieve the 79, they go through the ALI until they get 79. Then we say that there are no backdoors and no probationary period – 79 is bare minimum and if they can't achieve that, then we're not comfortable with them having a chance to be successful.

**Senator Lundquist:** So people should know that the ALI courses are not credit-bearing courses, they are not UT courses, and that it is run through the ALI; it is supposed to be preliminary to admission.

**President-Elect Thompson:** So are they able to use their student aid for that?

**Professor Reichelt:** They are international students and so it depends on their home county policy. For example, the Saudi Government has been funding them generously in the past but is deciding, maybe because of their own financial concerns in their country, that they need to decrease the amount of time students have to bring up their English proficiency or they need to do that in Saudi Arabia before coming to the U.S., and so there are a lot of changes.

**Senator Relue:** Is there a length of time that students can take English classes in the ALI before they're told, "I'm sorry, you can't get in?"

**Professor Reichelt:** I think from the ALI's perspective, the longer the better, because that's a great stream of revenue for them. However, their home country, if they're providing a stipend, paying tuition,

they will put a limit on that, or their parents if their parents are paying. But from the ALI perspective, I think there wouldn't be a limit. I know there are a lot of changes going on in the ALI right now.

**Senator White:** So I am assume we are talking about undergraduate students only?

**Professor Reichelt:** I am talking about undergraduates because that's who I deal with for the ESL writing program. I think there's room for discussion of increasing TOEFL scores for graduate students as well, but I don't interact with those students in any way.

**Senator White:** Does anyone here know if there's a similar cut-off right now for graduate?

**Professor Reichelt:** There's a TOEFL score requirement, it is higher than 61, but I don't know what it is. Also, I think there are definitely different departments and programs that can set their own TOEFL scores for their graduate students.

**Senator Lundquist:** [*Indecipherable*] graduate students... TOEFL score...

**Senator Van Hoy:** As well as using other tests.

**Professor Reichelt:** Do you know what those tests are; are they... Pearson test of English or something?

**Senator Van Hoy:** Yes, both.

**Professor Reichelt:** Are there any other questions at this point?

**Senator Hoy:** What catalyzed this change to be requested at this time?

**Professor Reichelt:** Years of frustration. I know there's been a lot of turmoil at the ALI and the quality of the students, although their English language proficiency has always been pretty low. Not only their English language proficiency, but some of their work habits had made a combination where I constantly am troubleshooting. What are the consequences? I see a lot of plagiarism and not just the innocent kind where they have overstepped the boundary or over-relied a little bit too much on their source, but when they're buying papers, it is called "contract cheating" where you can get online and send them your assignment and you pay them and they turn it in as their own. I suspect this goes on a lot more than we think. In ESL writing courses we see step-by-step; we see pre-writing and we see multiple drafts and we conference with students. So suddenly when a student hadn't turned any drafts in, and their in-class writing that they do regularly is very weak, and they turn in something beautiful, we know something is going on. I am seeing a lot more incidents of this than in the past, partly because I think these websites have become more available for students to buy papers.

**Senator Lundquist:** I think another follow-up, the students tend to be overwhelmed that their English skills are not good and they feel like they aren't going to pass in the class, and so they start not coming.

**Professor Reichelt:** Yes, it is not excusable, but it is understandable; when your English level is so low and you've been told that "you're ready for the university, come on in" and then they realize how completely unprepared they are, especially for a writing course. Our standards are very moderate; we don't ever expect them to write as if they were speakers of English - we expect them to write with an accent, but still, to even meet the minimum requirements for passing for some of them is really just out of their reach, and so they do desperate things.

**Past-President Keith:** Would you object if this increase from 61 to 79 happens in stages, like if we try to go to 70, then move up?

**Professor Reichelt:** Well, I talked to Vic Finch about that; I said, is this something that you want to do gradually and he said, honestly, it is better to do it in one fell swoop because it can be confusing, which catalog did you come under and which TOEFL score did you come under. I agree with him and he says we need to be recruiting a different kind of student. I think there are students who are trolling around the internet and saying, who has the lowest standards – “oh, The University of Toledo does.” So sometimes the problems are just not the language problem which is very significant, but the idea that there are students who are looking for an easy way out and I don’t mean all of them, but some of them. There are plenty of well-qualified international students out there, but we just have to recruit them and be willing to say “we are The University of Toledo and we have the power to attract these students.” The recruiting efforts in the past have been nonexistent and that is changing now. Vic Finch is very confident that we can raise it to 79 now, and it will not hurt our recruiting ability, in fact, it may be sort of making us stand out more.

**Senator Relue:** So if you set 79 for their total score, is there some minimum that should be set for each section?

**Professor Reichelt:** I don’t know if there’s openness to that. Some universities say a minimum of 15 on everything, but writing, and a minimum of 17 on writing. If you look here, 15 is the low intermediate on both reading and listening, and 15 on speaking, and 17 is the low-end of “fair” on writing. I would love to see minimums in the sub-areas and if Faculty Senate wants to recommend that, I would be delighted.

**Senator Dowd:** For clarity on this issue, the Senate does not recommend, we determine.

**Professor Reichelt:** Thank you.

**Senator Atwood:** To your question, the College of Graduate Studies Admission’s page lists a PBT score of 550 and IBT of 80.

**Professor Reichelt:** Where is that?

**Senator Atwood:** On the College of Graduate Studies.

**Professor Reichelt:** Oh, Graduate Studies; okay, good. So it’s 550 and 80?

**Senator Atwood:** Yes.

**Professor Reichelt:** Thank you. Sometimes UT says 500 on the PBT, but the ALI is the backdoor and it’s really 450.

**Senator White:** So since you are actually asking us to make a decision with limited information, here’s a related question that may not be fair. If we thought about a marginally prepared American, what score would they get on this test?

**Professor Reichelt:** This is a test of English and it’s never been given to Americans, so I don’t know.

**Senator White:** “Rats.”

**Professor Reichelt:** We have a faculty member in English who is from India who got 120 - I don’t know what that means to your question though.

**Senator Relue:** Somewhat of a question that Senator White just asked and that is, you’ve had a lot of experience in working with students in the ESL classes, so you can look at how they’ve done in your classes and you can go back and look at what their scores are. Can you kind of do a post-assessment of that data and make a stronger recommendation to us that’s data-driven?

**Professor Reichelt:** I do not have the statistical skills nor do I have the time. I am working in three programs and I am very stretched as it is. I believe it could be done in Institutional Research, but I don't know if they will do it for me. Unfortunately, I do not have the technical skills to do that, I am English, not a stats person.

**Senator Ariss:** How many students are we talking about; how large is the ALI?

**Professor Reichelt:** They have admitted that their numbers are down right now. They said at least 35 in the Fall and six in the Spring, but that's because of the drop in Saudi students. No one has been really recruiting and the stream of Saudi students was coming fast and I think they were resting on their laurels there, so we don't know what the potential is. I will be very interested to see how many incoming international students there are through the ALI next Fall. But more importantly, to bypass the ALI because of International Admissions' different focus in recruitment, and so it has potential to grow. We have a new director of International Admissions, and Senator Lundquist and I have sat with him and have spoken with him on the phone, very impressive and very competent, I am encouraged.

**Senator Ariss:** What has been the trend? How many students from ALI end up entering The University of Toledo?

**Professor Reichelt:** Oh, they all do because they can't get in to anywhere else with a 450 TOEFL.

**Senator Jorgensen:** Can you cite a school that has this newer standard?

**Professor Reichelt:** Many. It's not a new standard, but it will be new to us. I can give you some examples: Ohio State has 80, Miami has 79, Kent State has 71, Ohio University has 71 and has sub-scores- 15, 15, 15 and 17, and Wright State has 61 and so we are in line with Wright State, but no one else.

**Senator Relue:** Do you also have a recommendation for a change to the PBT?

**Professor Reichelt:** Well, my recommendation is this, everyone has to take the IBT, just forget the PBT. Remember, the PBT does not measure key things – it measures listening and there's a grammar...test and a reading test, but it does not measure writing or speaking. Most students overseas are not taking the PBT, it's sometimes called the institutional TOEFL because it's bought by institutions since it's cheap. So my recommendation is that it not be used as a backdoor, but they actually have to have skills in speaking and writing, those are key academic skills.

**Senator White:** With the new emphasis on interactive learning, I would say that you're correct. Do you personally have a sense of somebody with a 60, 70, 80 and 90? How do they compare with someone that we would regard as somebody that just barely squeezed into the university who is an American?

**Senator Lundquist:** That is not the question for today, but it would probably be a good idea to look at admissions standards for our native students as well.

**Professor Reichelt:** But their parents are taxpayers and this is a public institution and we are not bound to educate people from other countries who are minimally prepared.

**Senator White:** I was looking for some perspective on this number.

**Professor Reichelt:** I do not teach native-speaking composition and the other courses I teach are upper-level linguistics classes and courses in a Master's degree program, and so I don't have a strong sense of comparison.

**Amal Mohamed (Student Gov't President):** As Native speakers we still have to take...to go to college and University of Toledo has a minimum of 17, it might be slightly lower.

**Professor Reichelt:** Yes, I think Native speakers of English will do well in the TOEFL, but it is not a fair test. It is a test of English, it is not a test of academic ability – there is no math and there's no science knowledge, it's, do you have the language skills.

**Senator White:** So you are saying that even with a 79 limit, people who are in that range will still be at the bottom of the barrel, relative to their English language ability in our courses?

**Professor Reichelt:** No. What do you mean by English language ability? Does it mean that you are able to convey a point in writing or in speaking? If so, then there are people who can do that in languages that are not their Native language, better than people who can do so in their Native language. But the TOEFL doesn't measure that- it measures the linguistic aspect. It does not measure broader academic skills like the ACT and SAT are designed to do.

**Senator Hoy:** If we made a decision to go by sections, will your recommendation be a 15, 15, 15 and 17?

**Professor Reichelt:** I think so, well, here's the question. How much power does Faculty Senate have; can you make this determination?

**Group of Senators:** Yes.

**Professor Reichelt:** I think that if we said a minimum 79, minimum of 15 on everything, but writing [which should have a minimum of 17] – I think it would not impede our recruiting ability, but it would really raise the quality of students that we have in terms of the English language proficiency. Also, you can be very intelligent in English and bad at foreign language, can I get an Amen?

**Group of Senators:** Yes.

**Professor Reichelt :** But, there is something to be said for students who have gone through a system where they were learning English, luckily for them, earlier than we are given an opportunity to learn foreign languages if we had grown up in the U.S. If they have not achieved enough to get a 79 by the time they are entering college, then they might be weak in other academic areas as well and I certainly see that in our ESL writing classes.

**Associate Dean Pollauf:** I guess I am just wondering, if you are looking at changing the undergraduate level to a 79, but our current graduate level is one point higher than that, is that something that should be done at a piece because otherwise it seems a little odd.

**Senator Dowd:** Kim Pollauf has raised a very important point. Faculty Senate should not merge, or conflate, these separate decisions. The Graduate Faculty, working through the Graduate Council, will determine the minimum TOEFL score for graduate studies and Faculty Senate will do so the same for undergraduate programs. We may want to have a conversation – “we” meaning President Humphrys or the FSEC – with the Graduate Council Executive Committee. In other words, the Faculty Senate does not have absolute authority on all TOEL scores – we share that responsibility with the Graduate Council.

**Senator Wittmer:** You all have had the conversation just now that I had in my head, the fact that we should really have a conversation with Graduate Council. My primary contact is with graduate students and all those issues and problems that you're saying, I've experienced with graduate students. I had a student ask me today if she could use a translator in our discussion board. I want her to do her best work, but at a certain point her issues with composition become a problem with the content of the course. Our

PhD students have the same issues, and my concern and the only additional thing that I will bring up is, they don't have an opportunity to go to an entry-level composition course like undergrads do.

**Senator Lundquist:** This puts a lot of pressure on the Writing Center. A lot of international students use the Writing Center, which does not have adequate resources or expertise in second-language writing.

**Professor Reichelt:** Their mission is not to proofread; their mission is to teach.

**Senator Wittmer:** Well, especially when there are technical aspects of the writing involved in the content of the course and people in the Writing Center shouldn't be responsible for it.

**Senator Lundquist:** We have learned recently that 40% of the students who use the Writing Center are international students. That means that the students need help and they know they need help. But the Writing Center does not have sufficient staff with special expertise in ESL writing.

**Professor Reichelt:** Well, that is ESL. TA's that I trained who are in their second year of their Master's program, we do not have not enough of them.

**Senator Tucker:** Is anybody bothered by the fact that the minimum to pass for each section does equate to 79 to pass the test?

**Professor Reichelt:** We don't want a minimum in everything. We are allowing them to be minimum in any one or two, but we hope they are better in some others. So we wouldn't allow someone with a 15 in reading and a 15 in English and a 15 in speaking and a 17 in writing, equaling 62. We would not want that to matriculate. We would allow them to have one minimum, but we don't want them to have four.

**Senator Gray:** Based on that, then what does that look like because if we're using the number 79, what does that range look like on paper?

**Senator Rouillard:** Well, it means that somebody can get a 17 in reading and maybe a 15 in listening, but a 25 in speaking etc.

**Senator Gray:** Right. But when you write that out specifically on paper, as they are reading through what they have to have. Do you understand what I'm talking about?

**Professor Reichelt:** A minimum of 79 with a minimum sub-score of 15 in every area, except writing, reading...but it still needs to add up to 79.

**President Humphrys:** I want to mention a couple of things regarding this. First of all, Professor Reichelt and Senator Lundquist came to the Executive Committee bringing this to our attention. We did some research and as far as we can tell, Faculty Senate never played any role in establishing the minimum standard. I believe that we determined the minimum standard was set by someone in the international admissions area. So we talked with the provost saying that this is really something Faculty Senate should decide. So, I think what we would like to do is get some of the information; and I will work with the Institutional Research people to get some data and then come back to discuss this at a time when we will actually be voting on it.

**Professor Reichelt:** I should mention that we talked to Stephanie Sanders about this and she did some preliminary research to look at incoming students' TOEFL scores and grades, and she found that it was impossible to do the research because the ALI has been exiting students out of the ALI with a different test, called an ACCUPLACER, which is actually for placing students into places like the ALI and they finally stopped. They were not recording those scores in Banner and there was no record of them and we certainly don't know what PBT and IBT TOEFL score they would've gotten because they weren't even

taking those tests. So doing research on our own students in terms of what was their TOEFL score, and the outcome is basically impossible. I just want to mention one more thing which is no backdoors, not the ALI and not these 2-plus-2 or 3-plus-1 programs we have where students spend two years in their home country or three years in their home country and come here for two years or one year and they get a UT degree – those are these specific agreements and sometimes different TOEFL scores are related to those. So I think the horse may be out of the barn with the ZUFE program in China. It may have already been signed by the president with the 3-plus-1 agreement where they can matriculate with a 61 on the iBT. It may be a little too late. I don't think that Faculty Senate approved this 3plus1 program. Well, my point is, no backdoors; it really has to be a 79.

**Senator Wittmer:** Just to mention about that for those of you who are not familiar. I don't know anything about TOEFL scores with the program in China, but we do have faculty members who specifically go over to China and work with them---

**Professor Reichelt:** Are you in the College of Business?

**Senator Wittmer:** I am in the College of Business. And I have been over in China, although my work with them was Business Interim for Business, not their language skills, but they have communications class, and they also have someone who goes over to work with them on their English speaking.

**Professor Reichelt:** Yes, we hired her.

**Senator Dowd:** I want to be clear on the expectation established from today's discussion. The Faculty Senate Executive Committee will put this issue on the agenda for the next Senate meeting if possible, with the expectation of a vote on raising the TOEFL score to 79 during that meeting. Is that the correct expectation?

**President Humphrys:** Yes.

**Professor Reichelt:** If you don't mind, Senator Lundquist and I would like to review the reading of that, just so ---because I know you are not familiar with this in its entirety.

**President Humphrys:** Thank you so much. The next item on our agenda is Professor Barb Floyd who is the Interim Director of the University Libraries. She is going to talk with us about OhioLink.

**Professor Floyd:** Thank you. I want to talk to you briefly today and I promise this will be brief regarding some questions we have been receiving from numerous faculty members about the cost of library electronic resources that we receive as part of the university's membership in the OhioLINK consortium. From the questions we have received, there appears to be some incorrect information that may be impacting use of these resources by our faculty.

In recent weeks, several faculty have contacted our library faculty about the cost of downloading articles from the OhioLINK Electronic Journal Center. It appears that several years ago, the faculty were told at a Faculty Senate meeting that they should limit their downloads of articles from OhioLINK because each article costs the university \$9. While sometimes information is conveyed to faculty and it is quickly forgotten, unfortunately this "urban legend" persists.

I am here today to tell you that there is no per-article download charge to the university from OhioLINK. Our agreement with OhioLINK is for a flat fee, and that fee remains the same no matter how many articles are downloaded. That fee is based on the previous year's fee plus inflation. These inflationary costs are not insignificant—they can be 3-5 percent per year. But the cost each year does not reflect usage by UT faculty. As a matter of fact, we view high usage as an indicator of the value of our resources.

And OhioLINK remains a great bargain. Actually, this year our bill from OhioLINK decreased due to the great negotiating skills of the OhioLINK employees—from \$1.675 million in 2016, to \$1.661 million in 2017. For this fee, University Libraries provides access to over 10,000 academic journals from top publishers, over 100 databases, and over 100,000 ebooks. This is possible because OhioLINK negotiates with publishers on behalf of all member institutions, which keeps costs down. If we had to purchase these resources ourselves, it would probably cost 5 to 10 times what it costs us to get them from OhioLINK. And of course, in addition to the electronic resources, our faculty and students also have the ability to borrow books and other items from any member library through the central catalog, which consists of 46 million items.

Decisions on what electronic resources will be included in the OhioLINK package each year are made by the Cooperative Information Resources Management Committee, a committee of librarians from OhioLINK member institutions. The group makes these decisions based on how the content supports the state's education and research needs, if the majority of OhioLINK member institutions see the need for the resources, and whether a negotiated consortial price would be less than if individual institutions subscribed.

So, to reiterate my message, OhioLINK resources are billed to UT at a flat rate, not on a per-download charge. And OhioLINK is an incredible bargain at a time when publishers are consistently increasing their prices well beyond inflationary rates. I would urge you to convey this message to your chairs and colleagues so that we can put to rest the incorrect information that appears to be affecting use of library resources.

**Senator White:** Thank you for this information because it's important. Related to our emeritus faculty, what is their status and what is the university's stance for them regarding this policy

**Professor Floyd:** Okay, it is not our policy. It is important to remember our policies are set by our vendors, not by us. And so, our vendor contract says that our resources are available remotely only to current faculty and students and staff. If an emeritus faculty member continues to do research after they retire, all they need to do is get a form filled out by the department chair saying that they're continuing their research and they will be granted access and that has to be renewed each year. If we open up our remote usage to many other people, we will have to go back and negotiate all of these contracts and it would cost us considerably more money. Thank you for bringing that up, just to clarify that point.

**President Humphrys:** Are there any more questions? Thank you, Professor Floyd. Next on our agenda is Past-President Keith who is going to talk about the governor's budget.

**Past-President Keith:** So the Governor's proposed budget was released last Monday, February 6<sup>th</sup> and so last week the President's Office was kind of scrambling to see what was in the budget to see how it would actually affect The University of Toledo. There are three items of concern: The first is that it specifies that there will be a tuition and fees freeze on in-state undergraduate students for Fiscal Years 18 and 19. Now, this is to be offset with the slight increase in SSI funding of 1% in each year. Fiscal Year 19 is actually Fall 2018. Ohio public universities will be required to purchase students' textbooks. So, what does this tuition and fees freeze mean for us? Well, it includes in-state undergraduate instructional and general fees and all other fees, but it doesn't apply to room and board. We've had tuition freezes in the past, but they haven't included other fees. This would give us four consecutive years of tuition freezes as we had them in Fiscal Years 16, 17 and they are proposed for Fiscal Years 18 and 19. And we've had six tuition freezes over the last 12 years since we voluntarily froze in two years where we could have actually increased our tuition in Fiscal Year 10 and Fiscal Year 14, which would give us eight tuition freezes out of the last 12 years. This is a chart that was put together by the President's Office and I added a column and a couple of years- the state tuition cap, you can see we had freezes in 08, 09, and then 16, and 17 and they are proposing that we do this again in 18 and 19. What UT did was we followed what the state allowed us to

do, except for two years where we voluntarily froze. So if you look at the inflation rate using the higher education price index, which during this period has a slightly higher rate of inflation than if you use the consumer price index, because it focuses on the cost of things that higher education actually purchases and puts a bigger weight on salaries and benefits than the CPI does. If you add all of those up, then you can see that we were allowed potentially to raise our tuition by 18 percentage points over this period, but if you look at the inflation rate, it would have actually been 26.1 percentage points. I should say that we don't know what the rate of inflation will be in 17, 18 and 19 because we're not done with fiscal year 17 yet, so the President's Office is just using what we had last year, which was 1.8%. If you add up all of the years starting in 08 to 16, you get 1.9%, so it is pretty close to the average.

**Senator Rouillard:** Past-President Keith, from that slide, can we conclude then that we raised our tuition about 12.5 %?

**Past-President Keith:** I will show you another slide in just a minute that sort of shows you that. Where it gets a little complicated is that some of these caps were just on tuition and so in the years where you weren't allowed to freeze or where we voluntarily froze, we may have raised fees a little bit. If you actually look at the cost for students, it looks like it might've gone up a little bit because we were raising fees. But I think you can conclude that the most that we ---it is just a little complicated because what happens is tuition and fees just kind of come together; if you are just looking at tuition, you get a different story than if you just look at tuition and fees.

**Senator Rouillard:** Okay.

**Past-President Keith:** Are there any other questions? Okay. So what does this mean? If you look at tuition only and UT tuition has kept up with the rate of inflation, even if it's less than 1.8% this year, next year and the year after. In 2008 dollars, our annual tuition is exactly \$42 dollars lower today than it was in Fiscal Year 08. If we have two more tuition freezes, that would put us even further behind because if we assume that constant rate of inflation, our FY 19 tuition will be \$280 less than it was in fiscal year 2008. Look at my graph here where the lovely UT blue is actually showing what we did with our tuition starting in Fiscal Year 08. Again, I'm assuming that the freeze is going to be in place in 18 and 19 and I am assuming that is constant inflation so the yellow line, the UT gold is showing you in real terms what actually happened to our tuition. I don't know if that answered your question, but I can get you the numbers if you want. It's really not a very pretty picture.

If we are talking tuition and fees, because again, the proposed budget is saying we also have to freeze our fees, you can do a little bit of a comparison with other schools and other parts of the country and you can come up with a U.S. average if you want. So over the last ten years our in state undergraduate tuition and fees have not kept up with the raise of inflation, it's about 0.6% lower – again, because there were years where we did freeze tuition, but we did raise fees. But over the same period, the U.S. four-year public average in-state and undergraduate tuition and fees actually exceeded the rate of inflation by 31%. In fact, we started out by having our tuition and fees be greater than the national average, and today, it is actually below. So we've done a pretty good job of actually not raising our tuition and fees and I'm not sure the governor understands or respect that. So, for example, if you look at our in-state tuition and fees and this is from our financial brochures, the things that we posted; this is not actually what our students pay because remember we discount. So these are the posted amount of tuition and fees annually. So in Fiscal Year 08 and again, these are in Fiscal Year 17 dollars assuming that 1.8% of inflation, students would've paid \$9,438 and today it would be \$9,380. If you look at the U.S. average back in 08, it was \$7,359, but today it's \$9,650 and so that is where I get this negative -0.6% and the positive 31%. Again, I got the information from our financial brochure for us and I got the U.S. average from the College Board of which keeps track of these things.

So how about this SSI funding? It is going to increase by .1% in Fiscal Year 18 and 19. We receive about 25% of our operating funds from the state of Ohio, so if you take our operating budget and divide that into what we get in terms of our SSI, it's 25.5%. If we have a 1% increase in our SSI, it's not going to cover an expected rate of inflation of .8%; our SSI won't cover as much as our operating budget as it did before, so we are already in deficit. It's [also] not going to cover the additional cost associated with the tax proposal because as it turns out, it is pretty large. If we look at what SSI was this year, it was \$1.5 billion and our share of that was \$112 million and where this comes from, our share is 7.35% and I think we tried to show you this pie before, but we couldn't get it to work right. This is all the four-year publics. We get 7.35% this year, which was actually less than we got in previous years- that is because the funding formula now has changed, it's 30% per course completion and 50% for degree completion and so we had a couple of bad years which basically pulled down our share. In the budget they are telling us that there's going to be this 1% increase which is about an extra \$15 million per year and those are the numbers in the budget in terms of what the governor is proposing. So what if our share remains at 7.35%? Well, we will get an additional \$1.12 million in the first year and an additional \$1.13 million in the second year; so we will get a \$1.12 million in Fiscal Year 18 and a \$1.13 million in Fiscal Year 19, but this is SSI for everything- it also includes the doctoral set-aside and the medical set-aside for the College of Medicine and Life Sciences. So that's not probably going to be a large enough gain to cover the 1.8% increase in our operating cost. However, there is no guarantee that we're going to get what we got last year. So what if our share falls? Terry Romer had done some work where he tried to estimate what range he thinks our SSI could possibly fall in and he has estimated that the lower bound is 7.2%. So what if it falls to 7.2%? Well, remember our actual share this year was \$112 million and so if we fell to 7.2% then we will actually get less next year than we got this year, but we will get a little bit more in the following year, but, it still will be less than what we're getting this year. We will get a decrease of about 1.25 million in Fiscal Year 18 and an increase relative to Fiscal Year 18 of 1.1 million in Fiscal Year 19, but overall, we would have a loss of about \$141,000. So, given the current formula, we could lose more ground. This is supposed to be where I encourage you all to continue to do the good work that you're doing, but you don't need to hear that <laughter>. Just to kind of emphasize that it's really important that we help our students<sup>2</sup> succeed.

So, what about this textbook proposal? Well, it starts in Fall 2018. I think President Humphrys is going to send you this link so you can actually look up the language yourself; so there's the budget and then there's the budget language and there are two separate links. Textbooks must be provided to all undergraduate students including College Credit Plus students. Now, what is a textbook? Well, it's any required instructional tool, either bound or electronic and software used specifically for our curricular content instruction in a course. We may charge students up to \$300 a year to cover the cost of providing them with textbooks and software. For CC+ students, the university and school districts will determine ownership in the cost year. So there are two options: we can either have the school district pay us ten dollars per credit hour and we get to keep the books or we can negotiate with the school district about exactly what they're going to pay us and then who gets to keep the textbooks. I don't know really where our College Credit students come from, but if they come from more than one school district then we're talking about several sets of negotiations and so you can actually have different reimbursement for different College Credit Plus students depending on what school district they come from- this can get very complicated very quickly. So what does it cost for UT as a textbook proposal? I don't think we really know because we don't really know what our students pay per year per textbook. I believe President Humphrys has some ideas about [maybe] trying to come up with a better number than I have here: this number may be the right number, but it might not be the number in terms of what our students can specifically do. But, the number that the President's Office is using is \$1250 per year and where they got that is from the College Board. If you go to the College Board and you Google what does it cost the average student per year for textbooks, you'll get a couple of links and it is around \$1200. Now, the argument the President's Office is making is that this may actually reflect what our students do [pay] because we're heavy in the STEM areas and there's this perception anyway that... This \$300 is for full-

time students and if we have part-time students then it will have to be pro-rated, so we will just use FTEs because that is the cleanest way to getting that full-time student. So if we look at Fiscal Year 16 enrollment and hopefully it will be bigger in 17 and bigger in 18 and bigger in 19, but we had about 14,500 FTEs – 330 of which were College Credit Plus FTEs.

**President-Elect Thompson:** Does this apply to graduate students as well?

**Past-President Keith:** No, that's not credit.

**President-Elect Thompson:** Thank you.

**Past-President Keith:** So, this is what they say the impact will be if you believe these numbers. So if you multiply the 14,500 by 1,250, you get \$18,125,000. If we then multiply the \$300 and we can charge them by the same number of FTEs. We can see that if we recoup \$4,350,000, then what we will be responsible for in the first year is \$13,775,000. But then I think there are other issues; I mean that's a big number and we can't afford that. What are the other costs of implementing the system where we are required to own, to store, to distribute and collect? I mean again, they are direct costs, but if there are going to be indirect costs, who's actually going to do this if we basically desegregate it down to a departmental level, it will fall on staff. It will probably fall on staff to begin with. Are we going to be able to hire additional staff or is everybody going to do a little more hard work or a lot more work? We have the incentive to see how ... cost options and if it's going to be an effect on the quality of the textbooks that we actually use. I mean, I don't know. I think definitely a lot of academic freedom. I mean, I don't even want to go down the road where I think this could mean in terms of our ability to choose our own materials for our own classes. I mean, that would be a fight we would have, but could be a fight. Plus, the effect on local businesses too - if you look at the bookstore on Bancroft, students come in there maybe to buy textbooks, but they probably walk out with spirit wear, right? So if they weren't able to sell textbooks, will they be able to support themselves in terms of what they sell in terms of T-shirts and pencils, all the paraphernalia that has UT Rockets on it? Again, I don't really know. Maybe you've read about the budget. I think the governor is also proposing raising sales tax and increasing the tax on cigarettes and alcohol because he's got a budget hole that he wants to plug. Well, universities are tax-exempt and if we get to buy the textbooks, that's sales tax money that's not going to be paid by students. If you remember last year we had the vice president of Student Government come and he asked if we'd be willing to sign the petition to try to make textbooks tax-exempt. I think a lot of people thought that was a pretty good idea. I saw him yesterday and I asked whatever happened to the petition and he said he doesn't really know because nobody seems to be returning his phone calls. But, basically what they will do if they continue with this as part of the actual budget is they will be making some textbooks tax-exempt because we won't be paying the sales tax. I figure for us, what are we talking about, \$1.2 million or \$1.3 million maybe in lost sales tax revenue, which again, in my mind is somewhat ironic given the governor wants to raise the sales tax to plug the budget hole. And others, I am sure that the room is full of people who can probably think of other things that are wrong with his "great" idea.

**Senator Lundquist:** So if this is implemented, does that mean every student every year will have \$300 added to their books?

**Past-President Keith:** I think so.

**Senator Lundquist:** So, the textbooks that I use in my class are... I think there are English majors who will never get anywhere close to \$300 and so that would mean, in my opinion, that some disciplines will be subsidizing other disciplines.

**Senator Williams:** I guarantee you that that will be the case. If you look at the science STEM type of books, I know the book that we use in our pharmacology series is somewhere around \$500-\$600.

**Senator Jorgensen:** You talked about hole and everything; he is also proposing a tax cut [Indecipherable] ...for many years.

**Senator Lundquist:** Is there anybody saying this is crazy and it shouldn't happen?

**Past-President Keith:** I think a lot of people are saying this is crazy and it shouldn't happen; our president is saying this is crazy and it shouldn't happen.

**Senator Rouillard:** Senator Thompson and I were at the Ohio Faculty Council meeting on Friday in Columbus and people were saying the exact same thing; they gave the exact same example that you gave, that some disciplines will be subsidizing others. Because Senator Thompson and I had seen some early calculations that you and Larry Kelly had done, we pointed out to the group that this was going to cost UT absolutely millions. At that meeting there was a state legislator by the name of Rick Perales who I believe represents the district around Dayton, I'm not quite sure, but he specifically came to the Ohio Faculty Council to find out just what do faculty think about this. I will admit that he listened very intently and he heard a lot of pushback from the faculty in that room, including one person [from a school I can't remember] who pointed out this textbook initiative amounted to an unfunded mandate. But there were two things that were disturbing: one thing was that Mr. Perales pointed out to us that the governor is not going to want to walk this back, he has to save face, and he made this proposal, what is your alternative? The other thing that was disturbing was that the chair of the Ohio Faculty Council in a memo to council members, he did not say this in the room in front of the legislator, but he was asking faculty, do we offer to pay for the textbooks for the TAG courses and unfortunately, that didn't come up when the legislator was in the room, but as soon as he left we all piled on the chair and explained that no, you give nothing, you offer nothing because this is completely outrageous. So clearly across the state there are faculty members who are willing to push back.

**President-Elect Thompson:** And not just our state, but this came up that this is the first state to ever propose this supposedly and so we are leading the charge in this "wonderful" idea, right?

**Senator Rouillard:** "Thinking outside of the box."

**President-Elect Thompson:** Right.

**Senator Jorgensen:** Who owns the books?

**Senator Rouillard:** The University.

**Senator Jorgensen:** Students pay the \$300 and they don't get to keep the book out? There are students in areas like ours for which we kept our books

**Group of Senators:** Right.

**Senator Wittmer:** Who is going to be responsible for collecting them?

**Senator Rouillard:** And that is going to add administrative charges. To get an idea, Dan Krane's University of Wright State did a calculation of administration costs, just for the College Credit Plus Program alone, which has a lot of moving pieces, and for Wright State alone, they calculated 0\$300,000 in administrative costs – now think about what it would cost to administer this kind of a program and it is going to "explode" very quickly.

**Amal Mohamed (Student Government President):** I'm only one student, but I think this is going to get a lot of pushback from students as well. I don't think students want this. This is a nice idea that we might get our books for \$300 a year, but there are majors that students don't spent that much money on books,

only their freshman year, such as the Intro to Sciences like Intro Bio that has those \$200 textbooks. I rent my textbooks all the time for \$20 dollars and so I don't think students want to see this happen either. There are a lot of political science majors and English majors that are not going to like this idea.

**President-Elect Thompson:** Can I just respond?

**President Humphrys:** Yes.

**President-Elect Thompson:** I mean that's really important to hear. To be honest, in my opinion, if anything, the legislators will listen to students more than us, and so I would encourage your organization to maybe have a resolution down the road, that might be very appropriate.

**Amal Mohamed (Student Government President):** Yes, I will work on that.

**Past-President Keith:** So let me show you the next slide which is the timeline. We are in early February and the governor had introduced his budget and it goes to the House Finance Committee, they break it up and send it to their sub-committees. It goes then to the entire House Finance Committee and after it is passed from the Finance Committee it's moved to the House floor. Beginning of April, usually it's done in the House and it moves to Senate and it goes through a similar process in the Senate and then it goes into a Conference Committee after it is discussed by the Senate and then it returns to the House and Senate for a final vote and then it goes to the governor. So, it all has to be done before the end of June, but we've got some time to do it right. You have time to think about how you want to respond to this and what would be the most effective ways of doing it.

**Senator Relue:** If students at UT will be opposed to this, then you will assume that students at other universities are also---so a coalition of those student senates speaking out, is that something that's been discussed?

**Amal Mohamed (Student Government President):** I am in contact with all of the presidents at Ohio public universities and we do talk to each other and bring up ideas, how we can pressure state government to pass things that we wanted, that's how the petition got started.

**Senator Hoy:** What are the driving factors for this?

**Past-President Keith:** I don't know; it's just this idea that student textbooks are so high and this is something that students and families want, to have cheaper textbook options.

**Senator Hoy:** So it is not data-driven?

**Past-President Keith:** I don't know because I don't know if anybody actually knows what students are paying. You can get an average, but I was talking to my class and I said, what do you guys actually pay for textbooks and one of them said, well, before I became an Econ major I would go over to the bookstore and buy what was listed for the courses, but now that I'm an Econ major I know how to be a better shopper. So sometimes I rent them, sometimes I don't get the book, and sometimes I buy the book if I think it's going to be something that will be needed; I wouldn't spend anywhere near \$300 per year.

**Amal Mohamed (Student Government President):** Going with that, the way that it works is if you are a freshman then you'll probably spend hundreds of dollars on books, you will go to the bookstore and get what you want. But, if you are an upper classman and even like most sophomores, we are not going to the bookstore and buying the books; I think I rented one book from the bookstore this year and it was \$20.00. We use TAG, Amazon and sometimes we don't get the book and wait until the teacher tells us whether we really need it or not.

**Senator Gilchrist:** I am at the Law School and so it is for grad students, but it's the publishers who make an awful amount of money off of those. We in Law have three or four publishers that dominate the industry and the books are too expensive in my opinion, but I do think this is a bad proposal and introducing the idea to them might get their lobbyist...against it. It is something that I will do in my field and if you can think in your field, publishers who are profiting off books then this might be...

**Senator Gray:** That is like for us, we buy them and students know that that very first semester; but then it's bundled for most of the courses throughout the rest of the time they're in the program.

**Unknown Speaker:** I'm sorry, what does "bundled" mean?

**Senator Gray:** We have a set of books that we use throughout the program, so at the undergraduate and graduate level, faculty get together and we talk about what books actually work and so the bulk of the purchase which could be that \$300 is only from that first semester.

**Senator Hall:** I am not sure that that's correct about the publishers. I suspect they might be on the opposite side of this because if we start buying all of the books it's probably going to become much more expensive. The students have gotten very good at finding ways around it and getting stuff done. We will not be as good as that and I think the publishers know that and don't see us buying books wholesale. The other thing is it will be very good to have actual numbers of this because this is one of those solutions in search of a problem...because the numbers are given by the university in terms of, this is what students spend, it's horribly inaccurate and that sort of pursues the appearance of the quality.

**Senator Krantz:** And to build on exactly that point, we have to be careful not to be working on cross purposes because the student representatives have said, well, our real cost is below \$300 and the College Board that you've cited was four times that. So if we are going to make a coherent argument, it has to be internally consistent.

**Senator Gilchrist:** So we might just be different field to field, but the College Board number is low for my students and I'm embarrassed to say that, but that is the truth, our books are extremely expensive. I worry about the academic freedom point. I know this is undergrad, but if it moves to graduate, what will happen is, I will not be allowed to assign a book that costs \$160 for a semester because there probably is something out there online that I can use, but it is not as good and will not work as well, but we'll be told that is what I'll have to use, and I think that's where the publisher's interest does align with the students and the faculty.

**Senator Jorgensen:** Talking about buying online with my former student sitting behind me here. The university gets a lot of money from the bookstore and I'm sure we have to, because the state requires us to do that. So when students buy these cheaper options, that actually costs the university a significant amount of funds, that's why we really are obliged to point the students to our book store. Now, the publishers in direct to Chemistry, of course we can get like 40% off if we say we're going to use this same book and the students don't mind if its three hole-punched and so we do have some flexibility to do that, but this is going to change that whole picture. When I talked to the Pearson rep the other day, I said it is going to be goodbye Pearson and hello FlatWorld, FlatWorld that has these low-cost things online because we're not going to pay even this reduced cost for a thousand students a year to take general chemistry.

**Senator Lundquist:** Part of that academic thing, if this happens, we will be pressured to order the same textbooks for every section of a course because we will be buying in bulk.

**Senator Hoy:** Will the students have to buy them every year? I mean, if we are keeping them because we're collecting them, why every year?

**Past-President Keith:** I don't know. I have no idea how he envisions it. Thank you.

**President Humphrys:** As Past-President Keith mentioned, I will be sending out some additional information so you can look at links if you would like to look at the actual budget. Past-President Keith did a great job of summarizing the budget. Also, the university has put together a document addressing some of the issues and providing other statistics that I think will be interesting. Are there any items from the floor? Hearing none. May I have a motion to adjourn? Meeting adjourned at 6:01 p.m.

V. Meeting adjourned at 6:01 p.m.

Respectfully submitted by:  
Lucy Duhon  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
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