

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of January 31, 2012
FACULTY SENATE

<http://www.utoledo.edu/facsenate> Approved @FS meeting on 2/14/2011

HIGHLIGHTS

Board of Trustees Chair, Mr. Carroll Ashley, Coach Matt Campbell
Mr. Michael Bechill and Mr. Josh Waldman, Graduate Student Association

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 Lawrence Anderson called the meeting to order, **Lucy Duhon**, Executive Secretary, called the roll.

I. Roll Call: 2011-2012 Senators:

Present: Anderson, Batten, Caruso, Dowd, Duhon, Eisler, Ellis, Franchetti, Giovannucci, Hamer, Heberle, Hewitt, Hill, Hoblet, Humphrys, Kistner, Kranz, LeBlanc, Langan, Lipman, Lundquist, Mason, Molitor, Moore, Moore, Moynihan, Ohlinger, Peseckis, Plenefisch, Powers, Randolph, Regimbal, Rouillard, Sheldon, Skeel, Slutsky, Solocha, Teclehaimanot, Templin, Thompson, Wedding, White,

Excused absences: Brickman, Cappelletty, Dismukes, Duggan, Hornbeck, Malhotra, Piazza, Shriner, Cuckovic, Weck-Schwarz, Yonker, Tinkel, Wilson

Unexcused absences: Cooper, Crist, Hammersley, Hey, Hottell, Lee, Nandkeolyar, Nazzal, Thompson-Casado, Willey

II. Approval of Minutes: Minutes from the December 8th meeting are ready for approval.

President Anderson: I am calling the meeting to order. Welcome all to the eighth Faculty Senate meeting of academic year 2011-2012.

To start the meeting, I request Secretary Duhon to call the roll.

You all have received the minutes for our last meeting, on 06 December. I remind all speakers to use the portable microphone, and begin with your name. Are there any corrections from the floor? Do I hear a motion to accept the minutes of 06 December? All in favor? Any opposed? Please let the record show the Minutes from December 6th meeting have been approved. And thank you, Quinetta, for preparing the copy because it is always a great task and you do a great job.

III. Executive Committee Report

Now I would like to welcome two of our guests. We will start with Coach Campbell since he has to leave early for another meeting. As you probably know, Matt Campbell is the new Head Coach for the UT football program in Athletics. He was promoted to Head Coach last December, just in time to take the team to a terrific victory in the Military Bowl. Prior to being Head Coach, he was the Rockets' offensive coordinator and coach of the offensive line. The win at the Military Bowl speaks for the players' high regard of Coach Campbell. Normally, a change of head coaches in mid-season might cause some

disconnect in player readiness and concentration; clearly, this disconnect did not happen. Please welcome Coach Campbell and our athletic director, Mike O'Brien.

Coach Campbell: Thank you for the great comments. And really, thank you guys for having me here today. It is truly a pleasure and an honor. First off, let me say what a privilege it is for myself and our staff to link arms with you guys as the faculty here at the University of Toledo and really progress the University of Toledo and continue the proud tradition of this great University, both in the academic world in the classrooms and on the football field. I will tell you that we couldn't be more excited than you all. The last month and a half has certainly been a roll, I can tell you that. It has been ever changing from the...on. There are two things that I would like to say to you today: first of all, I would love to thank you guys for one of the most proudest thing our football team did during our victory, we also finished academically this semester in the classroom. We finished with all the turmoil and chaos that's been going on for a couple of weeks. They just weren't ready to fold up their tents. But I thank you guys for supporting our young men in the classrooms and encouraging them to finish. We actually finished with a school record for us, fifty-nine of our young men received a 3.0 or higher GPA. We are really proud of those young men.

[Applause]

I am certainly here to thank you guys because I know the effect that you have on our young men on a day-to-day basis is outstanding and I couldn't appreciate it more. The bowl game was certainly a terrific opportunity to send away twenty-one seniors and send them off in their UT careers with great memories and a tremendous amount of success in their pockets. Now as we head into this new phase, the day that I got the job I said to our young men "This is really true, change does happen in life. Change is inevitable, but greatness is a choice." Our standard for excellence in the classrooms has been one of our top priorities since the day our staff came to the University of Toledo. So you know that making our young men be attentive in class is a standard for us, plus making our young men sit in the first two rows in all of your classes is a standard for us. We will continue with having our young men...and making sure that they are doing things right. I will tell you this, I've never been a part of a community where the academic community and athletic community coexists in such a strong way. Tomorrow, February 1st is National Signing Day and we will sign twenty-five or twenty-six young men and bring them to the University of Toledo as student athletes. One of the things that I can tell you and I think it's one of the most amazing things that I hear from the parents or guardians that come with our young men to the University of Toledo is, "Coach, the coexistence in the relationship between the professors that we met and the faculty that they met is outstanding." Honestly, we couldn't have the success that we have on the football field and certainly wouldn't have the success that we've had in recruiting without you guys here. I know that there are a lot of faces here that's been such a tremendous asset to us in the recruiting process. So I certainly want to thank you for all for that support. In closing, I certainly don't want to keep you here long, but here is our vision for recruiting and it is the vision of our football team right now which we feel has been consistent for the last two years. This is what I'm challenged with here today and this is the foundation that we are going to build on and it is really important: The first thing that I would say in the recruiting process is making sure we have the right people touching our young men's lives and finding people with great character. We want to be a character-based, character-driven football program, from the coaches that we have in our program to the young men that we recruit to the University of Toledo. So you will

know when we go out to the schools and out to the families to recruit these young men we try to do as good of a job as we can in understanding bringing in top quality and top character young men that represent not only us, but the University of Toledo in the highest way. Secondly, is making sure that we are doing a great job of finding young people that are passionate, passionate about the game of football, passionate about life, and passionate about their drive to be successful to the highest level. We know the demand on our student athletes, especially in Division I. It has become a three hundred and sixty-five day per year commitment for being the best that we can be, both in the classroom and on the football field. Passion is a piece to the puzzle as something we challenge ourselves with day-in and day-out as we recruit a young man to come be a part of our football program and a part of our campus. We want to make sure that we get that guy who has great passion. The third and probably the most important factor for recruiting a young man to the University of Toledo is that that young man is going to excel and have the same drive and passion to be an athlete and equally possess the same passion and drive in the classroom. We demand that. We talked a little more about the opportunity that they have. The opportunity is not only for themselves, but their families and in four or five years it is a life changing event. So, one of the things that we are the proudest of is for that young man to not only succeed in his community, but is going to do a great job for representing not only our football team, but the University of Toledo. He's going to be the best that he can be and the best Rocket he can possibly be. So with that said, I am going to leave you with this to know that at 4:00 p.m. at Savage Arena we are going to have our National Signing Day. We are going to have new staff members that are going to be here tomorrow and we will introduce them to the public. We are also going to be talking about the quality of these young men that we are going to be bringing to the University of Toledo. Anything that you'll need from myself and/or our staff, any issues that arise please know because it is an "open-door" and I will be equally open and equally out there for you guys. I'll tell you again how appreciative I am of your support that you've given not only myself but our young men, because at the end of the day it is about the success that we have for our young men. Are there any questions?

Senator Dowd: Go Rockets!

President Anderson: Mike, would you like to add anything?

Mike O'Brien: I am always speechless after Coach Campbell speaks. President Anderson has asked me to give a brief overview of the Athletic Department which I really would like to do. We really welcome Coach Campbell to our family. There's one comment that I really would like to make after Matt's remarks, I can't believe that I've been here ten years and the University survived me that long. Athletics at the University of Toledo has never considered Athletics as a clandestine operation across the river and we are part of the family and that has always been very important. You can tell just by our record and our GPA of 3.167 we are, and we really do appreciate that. Thank you so much.

President Anderson: Thank you, Coach Campbell. We are looking forward to a great next season for you, your staff, and your team. While we are discussing athletics, I also want to congratulate the whole athletic program for the players' academic success as reported recently in a column by the Toledo Blade's Dave Hackenberg. The athletes have a freshman-sophomore retention of 83% compared to the 65% of the general population, and they have an average GPA of 3.167 compared to the 2.7 average of the general

population. I do think this achievement is remarkable. My own undergraduate GPA was about 3.2, and I did not compete in intercollegiate athletics. Go Rockets!

Next, my Executive Committee report will be fairly short. Some of the issues that involve Senate participation are listed for discussion later on the agenda. I have two announcements I want to start out with. First, the Vice President of Finance, Mr. Dave Dabney, tells me that the electronic parking system is up and running! Several warnings and tickets have been issued already. So, instruct your constituencies to maintain the registration of license plates in use for the day. It should work for unusual cohorts such as retirees, although they may have to be inserted into the system by the parking staff. Dave Dabney has told me personally, if anybody has trouble getting into the system, go to him and he will do it himself.

Senator Hoblet: I just want to know why are we issuing warnings this far into the game when we warned students and others not to park in specific parking areas? Why aren't tickets just being issued?

President Anderson: I'm sure it depends on circumstances whether a warning is a warning or not. Unfortunately, Dave Dabney did not elaborate on that.

Senator Hoblet: It was just a question.

President Anderson: Thank you. My question is do we get our fall semester money back? In the near future, sensors will be placed at the gates of the University, to record data on who enters the campus. Then there will be a better record of who is and/or is not a campus person. I think that's okay, it is certainly intended as a safety issue. Should something happen on campus then there will be a better record of who is on campus.

Senator Hoblet: Is this just going to occur on Main Campus? Or will this occur on Main Campus, Health Science Campus, and Scott Park Campus?

President Anderson: That is a good question; unfortunately I did not ask him, Mr. Dabney said that we have had to make considerable changes to the software, and that other institutions are taking an interest in how it works for us. There is talk of some commission from the vendor derived from sales to these other institutions that make use of our software updates. That might contribute to budget amelioration! The second announcement is that Penny Poplin Gosetti, HLC guru, will present a final pre-visit report at our next meeting. The HLC site visit is 26-29 February. If nothing else, **PLEASE READ** the Executive Summary of the Self-Study. Both the summary and the full report are at <http://www.utoledo.edu/accreditation/>. When Penny made the announcement of the Executive Summary to the Board, you could see all of their reactions, and probable thinking like "I don't have to read the whole report; I can read just the Executive Summary." Oh, Dr. Penny Poplin Gosetti just arrived. Penny, I just announced that you are giving a presentation at the next Faculty Senate meeting. I also told everybody to read the Executive summary.

Dr. Penny Poplin Gosetti: Thank you.

President Anderson: The Executive Committee has been meeting with President Jacobs, Chancellor Gold, and Provost McMillen, and has been attending Board meetings and participating on Board committees. We had a very productive discussion with Chairman Ashley at our executive meeting last Friday. In that meeting, Mr. Ashley assured us that the Board wants input from the faculty, and the Senate is the most appropriate forum to develop that input. We should be more pro-active in addressing issues facing the University. The Executive Committee requested more advance notice of pending issues as seen from the Board. One issue we discussed was the push from the State to tie levels of state subsidy to graduation rates. The Senate could certainly participate in the discussion of the conundrum faced by open admission vs. retention and graduation. We also discussed how to manage the retirement of our aging professoriate. Mr. Ashley added that the Board has no intention of eliminating tenure at UT. Other issues discussed with the President, Chancellor, and Provost included the conceptual framework of a University Council or Senate, its role, and its name. Some of that discussion will be presented to the Board Sub-Committee on Best Practices, which will meet next Tuesday the 7th of February. I think we are coming towards a reasonable idea of how that might work. There does not seem to be any intention for eliminating the Faculty Senate or instituting another layer of administrated detail in the progression of either, things from above downward, or from lower ranks upward. So, I have a little bit of optimism that a viable system can be worked out. We also discussed teaching evaluations, and the growing list of groups that have a vested interest in such assessment. We will discuss an outcome of those discussions later in the agenda. Finally, the Budget Amelioration Group is completing the final reports with suggestions identifying ways to increase income and reduce spending. I think we can anticipate a full report at our next meeting. Is that correct, Provost McMillen?

Provost McMillen: Yes. Mr. Collen as many of you know is on campus for a couple of days this week and we met a number of times today. The amelioration report with Dean Gutteridge and other people who have a hand in completing the Sub-Committee reports that I've gone over before with the Faculty Senate anticipates giving their recommendations, which allows us quite honestly to...a million dollars. Hopefully, that will be able to ameliorate once we get the budget shortfall as we go into the budget process review after March 30th.

President Anderson: Are there any other questions for Provost McMillen? That concludes my report. Are there any questions?

Senator Hoblet: Just one more thing about the parking issue. Did David Dabney share any information about considering discounting our cost for this program that has not been successfully running for over half of the year?

President Anderson: No.

Senator Hoblet: So, I would have to ask him, David Dabney, all three questions?

President Anderson: Yes. I was so amazed that it was working that I didn't think to ask him those questions. Let's move on to the next series of reports. I would like to introduce the President and Vice President of the Graduate Student Association, Mr. Michael Bechill and Mr. Josh Waldman, who will update us on the activities of our graduate student population.

Mr. Michael Bechill: I have a presentation to update you on GSA. Thank you very much for the opportunity to come speak with the Faculty Senate. There are 22,610 students at the University of Toledo. Those students are represented by one of four organizations per PowerPoint slide, GSA, SG, SBA, and MSC. If you are not familiar with the acronyms please read the following: Graduate Student Association (GSA), Student Government Association (SG), Student Bar Association (SBA), and Medical Student Council (MSC). So, who represents who? The GSA represents graduates students; however we have a unique situation, where graduate students are split among nine different colleges. You have SGA representing all of your undergraduates, MSC representing your medicine students (GSA does not represent medical students), and SBA represents the law students. There is a population split of undergraduate and graduate students, 17,884 for undergraduate and 4,726 for graduates. You can see per PowerPoint slide that GSA has 3,638 for the students, so it is a large number to represent and fairly universe. We are a representative body for all non-first professional graduate students. We are charged with actively and dynamically representing those students. If you want to learn more about GSA, I highly recommend you go to our website, www.utoledogsa.com. We update this website over a dozen times per day, so I guarantee you that the information is accurate. We launched the website in 2009 with the goal of having one area for graduate students to go to so they can get information quickly and accurately. One can also rely on the source of information for students at UT and the general public. Since that launch date we have 13,682 visits and 38,132 page views, so we feel like we are starting to establish ourselves as data communication between the general graduate population and GSA. In addition to that, we also use this service as a center for people around the country and around the world to learn about the University of Toledo and its graduate studies. In that same time frame since 2009 we had hits from 46 states and 85 countries. It is really not uncommon for officers in the GSA to receive calls from students internationally such as in China or India etc. asking for information about our graduate programs. It is a neat and unforeseen benefit because we really weren't expecting to launch the website. As any organizations, we have officers and they are listed on the PowerPoint slide: we have Monica Mcknight, our Health Science Campus secretary, and Xinyi Men our Main Campus Secretary. We also have a treasurer Walter Anderson., Joshua Waldman is our Vice President and I am the President. How do we represent students? We have a lot of students that we are trying very accurately to represent. The general assembly is our representative body that meets once per month and we alternate meetings between the Main Campus and the Health Science Campus. The general assembly is made up of five officers and we also have representation from all of those colleges that you saw listed earlier. In addition to that, we also have representation from the Law School and liaisons from the medical student council. We have one representative from each college and often times we have more than one. so that everyone can come together and bring together graduate thoughts. We have four internal committees that all representatives and officers are expected to serve on, such as the Travel Reimbursement Committee, Personal Development Committee, Public Relations, and the Social Events Committee. We also have a variety of external affiliations that serve on the Graduate Council (GC) the Graduate Council Executive Committee (GCEC), Academic Standing Committee (ASC) , Bylaws and Constitution Review Committee, and Curriculum Committee. In addition, we have student representation on the Student Advisory Board, the health Insurance Committee, and the LLSS Technology Committee.

The big thing that I want to talk to you about is the Midwest Graduate Research Symposium. This is a program that we started three years ago with the idea of having graduate students, regardless of what their

background, , whether they are a chemistry major, or an arts major to all be able to come together in one forum. Additionally, we wanted to be able to invite other universities too. We invite other universities to come to one symposium and present their research to get judged and to interact and network with other students at universities. We've grown this program a lot over the few years with a lot of help from faculty members and a lot of help from students. It's great to see an event that is much greater than you gain momentum. In the last two years it has gained 60% each year and if we continue to do that then we are expecting about three-hundred presenters and a total of five-hundred people at this year's Symposium.. This year's Symposium is on March 24th and if you go to the website there are all kinds of information about it. We've invited twenty-six universities. And the neat thing about this symposium is that it is 100% free; there is no registration fee, breakfast, lunch, and a very nice dinner is provided, so it is cost effective for graduate students and it is just an outstanding opportunity to network. I wouldn't be doing my job if I wasn't soliciting a little bit, because we always can use more judges. There is an online registration for judges and we need you guys to come judge these projects. The students come in wanting and eager to give reviews and get feedback on what they can do to improve themselves and without faculty participation it just won't happen. This is the flier that you will see around campus. Our keynote speaker this year is Robert Dempsey, our 2008 University of Toledo distinguished alumni. We are actually very excited to have him come up and it should be a great experience. The other program that you probably heard of GSA is our travel reimbursement program and we established it in 2009. This goal is to give new students an opportunity to go and present their research off campus. This gives them professional development skills and it also spreads the word at UT. It gives people outside this University an idea what research is actually happening here. It raises the profile of the University as a whole. The details of that program can be found online. We have averaged around \$7,000 per year given to the graduate students and that number keeps increasing, so we are really proud of that program. Our unofficial motto of GSA is "students serving students". We try our best to accurately advocate for the graduates concerns. We are very insistent in accurately informing students, and we are really working to teach professionalism through leadership. GSA is doing its best to serve graduate students at UT and the community as a whole. I would be happy to entertain any of your questions and thank you very much for your time.

Senator Dowd: Could you talk a little bit more about the symposium, what the judges do and how much work is involved?

Mr. Michael Bechill: At the symposium we have oral sessions and poster sessions. There is a rubric that has a variety of criteria that students' presentations are judged on. The neat thing is, we actually give presenters their reviews back which is very rare at a symposium, to get actual feedback. As ask the judges to volunteer for whatever time period they want to. There's a variety of timeslots that you can volunteer for on average an hour and a half. Essentially we are looking for judges to come in and evaluate a project. We split students and judges up by topic, so chemistry students will be put together and a chemistry faculty will be judging them. Just coming in for a few hours one can see what other universities are doing. We actually have a judge driving four hours from Pennsylvania just to judge mathematics. We hope that you will all judge too. *The following is the PowerPoint slide presented by Mr. Bechill.*

Power Point Slide Presentation

Slide 1&2 are pictures

Graduate Student Association (Slide 1)

The University of Toledo (Slide 2)

- The University of Toledo has 22, 610 students

Defining the Acronyms (Slide 3)

Graduate Student Association (GSA)

Student Government Association (SG)

Student Bar Association (SBA)

Medical Student Council (MSC)

Who Represent Who? (Slide 4)

Number of Students (Slide 5)

17,884 Undergraduate

4,726 Graduates

Number of Students Represented by Organization (slide 6)

17,884 SGA

3,638 GSA

439 SBA

649 MSC

What is GSA? (Slide 7)

- The representative body for all non 1st professional graduate students
- Charged with actively and dynamically representing a diverse and specialized graduate student population

Pictures of UT & Contact Info (Slide 8)

www.utoledogsa.com

www.utoledogsa.com (Slide 9)

- Launched on October 7, 2009
- Provide information quickly and accurately to UT students and the general public

www.utoledogsa.com (Slide 10)

- Launched on October 7, 2009
- Provide information quickly and accurately to UT students and the general public
- 13,682 Visits
- 38, 138 Page Views

www.utoledogsa.com (Slide 11)

- 46 States Domestically + DC
- 85 Countries Internationally

Officers (Slide 12)

- Monica McKnight
- Walter Anderson
- Xinyi Men
- Joshua Waldman
- Michael Bechill

General Assembly (Slide 13)

- Representative body of GSA
- Meets once a month
- Alternate campuses for each meeting

Internal Committees (Slide 14)

- General Assembly
- Travel reimbursement
- Professional Development
- Public Relations
- Social Events

External Affiliations (Slide 15)

- Graduate Council (GC) Graduate Council Executive Committee (GCEC)
 - Academic Standings Committee
 - Bylaws and Constitution Review Committee
 - Curriculum Committee Student Advisory Board
- Student Health Insurance Committee
- LLSS Technology Committee
- Student Advisory Board

Mid west Graduate Research Symposium (Slide 16)

Mid west Graduate Research Symposium (Slide 17)

Mid west Graduate Research Symposium (Slide 18)

- March 24, 2012
- Invite 26 local Universities
- 100% Free for Students Always could use Judges!
- Always Could Use Judges

Mid west Graduate Research Symposium (Slide 19)

- All participants will be entered to win an Apple i-pad2

- Winner will be drawn on the day of the Symposium

Mid west Graduate Research Symposium (Slide 20)

- March 24, 2012
- The keynote speaker is Robert Dempsey

Travel Reimbursement Program (Slide 22)

- Established in 2009
- Provides financial support to UT Graduate Students who travel and attend conference/symposium.
- Reimbursement students are eligible for is based on the activity of that individual in GSA: \$300 per year for an active member
 - \$150 per year for a non-active member
 - Average around \$7,000 per year given to graduate students
- Average around \$7,000 per year given to graduate students

Student Serving Students (Slide 23)

- Accurately Represent 3,638 people
- Advocate for graduate concerns
- Assist in informing a diverse population
- Develop leaders through professionalism

President Anderson: I certainly recommend it. I've done judging twice now and the presentations are phenomenal; the students really have good graphic skills and good science skills, in my case.

Senator Dowd: Mike Bechill and Josh Waldman have provided remarkable leadership for the GSA over the past two years. While the GSA always struggles to secure its finances, Mike and Josh have done an awesome job building and strengthening the Graduate Student Association. This symposium is made possible by the sweat of the graduate students at this university. Although the Graduate College provides some financial support, the graduate students organize the symposium and run it. This is something that they really should be applauded for. Any student in any discipline can come and participate in the symposium. And it has really grown --- in the number of student presentations and the number of universities in this region that are participating in the symposium.

Mr. Michael Bechill: Let me just "piggy-back" off that. If you are concerned about the cost, we've been able to independently raise over \$5,400 for this year's event. A goal we are pursuing is trying to eliminate the cost for UT. We do not want to be a burden on anybody and it has been fun seeing people in our community get involve with this symposium. Thank you very much.

President Anderson: Thank you both. At each future meeting we are going to try to have a presentation from our student population. Unfortunately, Senator Piazza is ill today and cannot come in, so we will try to include his report in the published Minutes. But, our distinguished guest is here, Mr. Carroll Ashley. I would like to introduce the Chairman of the Board of Trustees of the University of Toledo, Mr. Carroll Ashley. We should have welcomed him here earlier last semester, but we had our hands pretty full with the revision of the University Core Curriculum. Mr. Ashley is the principal at The Ashley Group, specializing in employer sponsored health benefits, individual insurance and financial investments, assisting families and business owners with the growth and protection of their assets. He is actively involved in the community and currently serves as a Board member and past chair of the Ohio Council of Community Schools. He is a Board member and past chair of the Toledo Cultural Arts Commission and serves on several boards of private companies. He received a bachelor's degree in human resources in 1978 and a master's degree in finance in 1981, both from UT. Mr. Ashley cares deeply about the University of Toledo, and is very willing to listen, debate, and arrive at consensus on the future direction of this institution. Please welcome Board Chair Ashley.

Mr. Carroll Ashley: Wow. I would like to say thank you, Executive Committee and senators. This invitation has taken about six months for us to get together. You may be pleased to know that the Executive Committee screened me the other day to make sure I don't say anything that would create an issue. I guess they deemed that I am safe, so they extended an invitation for me to be here today. While I am not working for the University, most of you know that I have a part-time job, the Ashley Group that was just mentioned. I've been on the Board now for eight years and five of those years I've been in an officer position. I've seen many positive changes associated with this University. From time-to-time I meet with alumni groups as part of an ongoing relationship. They continue to cultivate their resources so you and I get consideration of funding for the University. I have been told on many occasions that the awareness and the value of the University of Toledo are increasing with each and every day. I've seen our finances improve and our...improve and even though they are not where they need to be, we've seen major improvement. Our infrastructure, our curve maintenance, and our facilities are truly remarkable in the...I've seen in a relatively short time. Our training in student involvement is increasing. And even though last year the Board made a decision that we are going to defer interest for certain students that didn't meet minimum requirements. Our enrollment...requirements; most universities across the state have double-digit declined. A number of our colleges and a number of our faculty have received international recognition for the work that they are doing. It is truly an exciting time for the University of Toledo. One of the things that has transpired in my term is that the Board has expanded the mission of this University to include the lobbying of the community, Northwest Ohio. We have invested in many positive ways. I am involved in a lot of community organizations and all of them want a representative from the University of Toledo. As a member of this faculty your credibility here, influences on the community is extremely high. So I appreciate all the work that you've done and your contribution to this journey that we are upon.

One of the good things today is that we are in the State of Ohio. I say that because compared to other states all of our funding that we receive for higher education is favorable. The past governor and the current governor particularly use higher education as one of their main components if not the cornerstone for economical development in our state. They commit tax payer's dollars to higher education. Even though that statement is fair we have seen substantial reduction in the state's report. The last two years that level of support has declined about twenty million dollars and we don't know the number yet for our next academic year. Unfortunately, the way it is going we may not know until weeks before the final budget has passed and implemented for next year. Give or take a couple million dollars – we expect for it to be another fifteen million. That creates huge challenges for this University. At the same time, I am sure that you all will raise a national debate on the value of higher education, debates on what students are actually learning. You will have a debate on the value of education in terms of the cost. I don't care where you go to eat tonight there is a substantial chance that your waiter or waitress will have a Bachelors Degree if not a Masters Degree. The point being, the promise that higher education will fulfill an orientated job is under attack and is under review. It is not the only solution today. Even when the economy improves and it will improve I do believe, there are still not broad-based opportunities, at least not broad-based opportunities that they had in my generation which were available to you by virtue of having a college degree. By saying all that, we are in challenging times. May I not forget, for those of you who heard the President the other day, he had a line in his speech, something along the lines, "If we keep raising tuition we are going to cut federal support for education." And he is not all wrong, because for

over twenty years the increase in tuition has been a multiple of cost of living, almost two and a half times. So, when you start projecting that out the economist in the room and the mathematicians, it is currently a substantial amount. So that is the reality that we are in today.

I want to take a minute to discuss the roles of the Trustees. From time-to-time faculty members ask me one thing or another like why the Board did “this or that” etc. The Board role is very much like a policy and more strategic oriented Board. Dr. Jacobs is our president and he and his team are responsible for the day-to-day operations for the direction of the organization. It is not the Board’s role to review particular programs and to look at various opportunities that are presented to administration. The Board’s role is particularly one of trying to decide what our future should be, measuring the progress for our future, and to deal with compliances, which I have never seen in history a college that has so many inspections and so many components. It just seems like daily we are involved. It is amazing we have some of the highest educated people in the nation and it seems like every time we turn around someone is checking in on what we are doing, it is kind of a paradox if you will. The Board does get involved with a lot of these compliance issues that various accrediting organizations deem are appropriate for the Board to do, so a lot of our time is there. But again, the majority of our focus is on deciding which path we ought to go down to meet the future vision of this organization and that is up to administration and Dr. Jacobs’s staff to go about implementing and monitoring that on a day-to-day basis. So one of the messages I am going to give you today is that your role as a Faculty Senate and your role as individual faculty members is absolutely the key. As bright as Dr. Jacobs is, I will assure you that he does not have all the answers. I will assure you that he would welcome and appreciate recommendations from the Faculty Senate. I will assure you that the Board would feel better about making many decisions that we have if we had support from the Faculty Senate. I will tell you that it is important to realize the pressure and the timeframe we are in. We often don’t have six months. We often don’t have a year to come to the Faculty Senate and discuss concerns. I realize that Faculty Senate is large. It is extremely hard for you, independent minds and an independent thought to reach consensus. But without consensus and without a clear recommendation it is very difficult for our president to go forward and act upon the opinions when they are diverse. Are you with me with that? Do you understand where I am coming from? You may not agree with me, but do you understand the point that I am trying to make? So that is the kind of the journey that we are on. One of the opportunities that you have I suppose is to be politically active. As a Trustee member you become increasingly concerned when the politicians are going after sound bites and trying to restrict higher education. Just to mention a few recent things that came up over the last few months that come to mind: They want to index the state support based upon retention for the first and second year students. Now, we do have an admission policy. On one hand, it is to deny admission because you are not qualified for college, we are violating the state statute and on the other hand, we are not going to compensate you on the maximum level if your retention rate drops. That is ridiculous, to say that 65% of your students have to graduate in five years, which is almost impossible. The cost of tuition today is of such a character for students to go to school fulltime and not have to work. I sent five kids to college, and this is kind of a delusion here, but when all of a sudden two of your kids turn forty, you think to yourself, “I’ve got to be getting old.” I will tell you that two of my kids knew exactly what they wanted to be when they entered college and they did finish in five years, but three of them were on “self discovery.” If you change your major, it is virtually impossible to complete your program in five years. I am sure there are exceptions. But I will tell you from my own experience that some do struggle to be exactly what they want to be. Isn’t that what education is all about? It is to get a better sense of who you are and what you want your future

to be early on. It is better to do it in your twenties as opposed to figuring it out in your forties. So, that is another issue that we are dealing with. And again, on the surface, in my opinion one of the greatest problems that we've got in K- 12 is politicians scripting the process and forcing our teachers to teach at the lowest common denominator. I fear that same process is coming to higher education. I may be wrong, but I believe approximately 10-20% of our students have to complete college in three years. I was worried about our students having to complete in five years, and now they are saying they have to complete their degrees in three years. There are a few students who are in high school that may have the opportunity to take AP classes and they may be done in three years. But to say 20%" of our students, that is an unrealistic goal. So my message to you is there are few if any that have the intelligence to assess the politicians as you do. Don't let politicians take over higher education. Do something about it. Get involved. As a group you would be a powerful influence on that legislative process. You can't leave it up to Dr. Jacobs and you can't leave it up to the Board, because people expect us to take that position. We are only a few votes. The University here has almost 5,000 employees. I don't have a script and I am up here talking about what I think needed to be said. So, let me pause here and ask if anyone has any questions?

President Anderson: Here's your chance.

Senator Dowd: I know this is the last year of your appointment to the Board and I wanted to thank you for your service. I am not sure if all faculty members know that there is no compensation for sitting on the Board of Trustees, that you do a tremendous amount of work for free. Even though your term on the Board is coming to an end, would you speak about the direction you see the University heading towards and where it should be in, say, five years? And, especially, what are the areas at UT you would like to see grow? I'm referring to areas that would push this University into a more secure position. This includes not only financial positions but also those to attract the students that we need to attract?

Mr. Carroll Ashley: Let me say this, the Board is seriously looking at that issue right now. The issue is, for us to have a secure future as an institution we need to be more of a destination as a University. We have to have people coming here outside of our immediate area. So, we need to compete on a state level and perhaps a national level for students. So regardless of your point for being here, it is unlikely that we will continue to have a broad base of programs that we offer now. We are going to have to be looking at the demand, if you will, for particular areas of study. And if there wasn't any sufficient ~~for~~ demand and if we have more faculty than we have students in a program, if I were one of those faculty members I would be worried because sooner or later that can't keep continuing. Any college or any program that is growing and students are being employed is a strong program in one way or another and will receive additional funding in the future. It is a long process and nobody is jumping to any conclusions. It is not going to be done overnight. It will be an evolutionary process and it will be done with considerable thought. If you know that it is coming down the pipe then please provide input because at the time when decisions are made, "no, no, no" is kind of too late. Now is the time to give input. We had this conversation the other night about the three year degree, what is the University going to do? I don't know what the University is going to do, but there are faculty members here and department chairs here so go start figuring it out. I mean the rules aren't written. We have nothing to share to you other than that is what's going to be required for us in the future. Just don't react, be part of the solution because otherwise you are part of the problem.

Senator Sheldon: I have this phrase that keeps coming back, “Open admissions.” It is a really disturbing phrase for me because we only have two... programs that admit and graduate somebody. So when we talk about evolution, I am kind of disturbed that we are talking about the evolution on the upper and middle class of students. In terms of being employed, are we not committed to everybody who can get to this institution to make an attempt for them to get a certain level of education so they are not restricted to a McDonald’s cashier register for the rest of their lives?

Mr. Carroll Ashley: That is a powerful question and not a very easy one to answer. First let me tell you, for whatever reason in the past the decision was made to close the Scott Park Campus. It probably seemed wise at the time not knowing the future and being able to predict the future. Today, I wish we had not, because that is one way that most universities in the state get by on the open-admissions. They admit students to one of their allied campuses as opposed to their main campus and that way they fall under certain guidelines. We are one of a handful, it’s just two or three that do not have a satellite campus. So one way the Board and administration can explore how we can create that relationship perhaps in some other way.

Senator Sheldon: I am just disturbed by that term. I am a little bit tired of using “Open-admissions.”

Mr. Carroll Ashley: We know based on statistics that if somebody comes here that’s not prepared for math; they have almost a zero chance to graduate. So the ethics becomes involved about how do you take that tuition when you know there’s very little probability for one to complete the program. I know that there are some that say, “I wasn’t worthy of the University of Toledo, but I got my act together and I graduated,” so it does happen, i.e. beating the odds. But here again, if you don’t like the policy, then we need to talk to our legislature and take those parameters off. We have to function in the world in which we live in. If we don’t set those rules, they are often imposed on us from other folks. So we have to function in there, we can’t keep doing what we’ve always done just because we’ve always done it, unless the university fades away. I don’t know if I answered your question yet or not.

Senator Sheldon: We talk about revolution, and yet we are an institution that gave away a community college. We are an institution that’s giving away developmental education. We are an institution that is making people less employable in terms of mobility in the workplace than we ever have before, in my estimation.

Mr. Carroll Ashley: We hear from our graduating students that students are not prepared for the job market when they graduate from college. They don’t have the skills, however, they may be a well-rounded individual, but what we hear from employers is they want vocational skills and less general education. One of the things that I hear repeatedly is that graduates do not communicate well. They cannot put their thoughts in writing and they cannot get in front of a group and communicate. I don’t care how bright they are or what their contributions are, if they can’t share their ideas with others, they get filtered out. We hear that a lot from the employers. I don’t know if you see that in the classrooms, but I expect you do. One of the worst things that ever happened is Spell Check. You can spell a lot of words right that are completely out of context. You wouldn’t believe some of the things that I have seen and you know that it came from Spell Check. Communication is important. I don’t care what your major is, you

need to be able to communicate; you can be a chemist, mathematician, artist, and businessman, you need to know how to communicate. That is one area that we hear so much for being the downfall of our graduates.

Professor Charlene Gilbert: Good afternoon and thank you for joining us today. I guess I was wondering about your comment regarding employers that have concerns about the graduates that they are seeing, how is the Board looking at this year's employment opportunities for our students in a professional way given what's going on with the economy and the restriction of the economy? Some of what's going is really not necessarily about what is happening inside of an institution given that there are fewer jobs available as opposed to five or ten years ago.

Mr. Carroll Ashley: Could you help me with what Professor Gilbert said because I am having a time hearing. I have a hearing aid on and due to the echo in the room some words got wiped out.

President Anderson: Professor Gilbert was concern was about the reduction of the job market, and the and the availability of jobs for our students coming out of college. Is the Board addressing that problem, particularly as you mentioned, before in reducing the number of years, the fact that students are being part-time students?

Mr. Carroll Ashley: [*Indecipherable*]

UT is encouraging more internships in the colleges. We have clearly identified that we need to increase the value of the academic experience for our students. We have a lot of ongoing activities on how we can do that very thing, to keep the students' experience positive and allowing them to be great employees. Again, I am a father of five and everyone went to college with the idea that they are going to be employed when they are done. Well, at least that was the goal. Learning was important and there's a way to achieve that goal. At the end of the day people invest into college so they can be in a self-fulfilling career and improve the state that they were accustomed to and be a contributing member in the community in which they live. That is the result and that is the goal I believe for higher education. Did I answer your question, at least in part?

Professor Charlene Gilbert: Yes, in-part. My main question was just making sure the Board understands that there are some things that are beyond control of the faculty. So, the regional economy, the state of the national economy, and the shrinking job rates (are examples of things beyond faculty control.) We are producing wonderful, talented students, but they are still leaving this institution to go into a context that is way beyond our control. I just want to know if that is something the Board is looking at.

Mr. Carroll Ashley: The role of the University is to prepare students for the job market. It is not our goal to make them employed. They are well prepared, but there's only so much we can focus on. The Midwest is leading the nation in the upturn in our economy. I will tell you, things are really looking good over the next few years for Northwest Ohio.

Senator Lundquist: I think that we all agree with you that things can be done for students during four years of college that will help them find jobs and that internships are a good idea. I hope that when you

are out talking to businesses and so forth, when they say that they want less general education and more vocational education that you will help them understand that it is precisely in their general education courses that students gain the skills that you were talking about earlier -- communication skills such as writing, verbal articulation, analysis of facts, making arguments, public speaking and the kinds of things that make good professionals. General Education is where students practice that kind of thinking, and gain portable skills that will be very useful to them in their professions, no matter what they turn out to be. These skills are attained in courses such as Composition, Political Science, Statistics, History, Sociology, and all of their other general education requirements. It is not simply that we want them to be well-rounded people, although we certainly do. We want them to be plugged into their world, we are very conscious of the fact that successful professionals of the world need exactly the kind of communication skills that you were talking about.

Mr. Carroll Ashley: Please don't interpret my comments as not appreciating general education because I do.

Senator Lundquist: I didn't mean your comment. I was referring to your report that business people say that they rather have less general education than vocational education.

Mr. Carroll Ashley: It's somewhere along the line that young people and old people need to be able to communicate. The bottom line is if you can't write a two-page memo or report to get your point across, in my opinion your future opportunities are limited. If you can't get up in front of a small group and express your ideas or prepare a PowerPoint then it will be hard for you because that's what expected today for a profession. College is not meant for everybody. College is an opportunity for everyone, but chances are earned. I tell my grandchildren that all the time, you are guaranteed K-12, but you have to earn the right to go to college. It is a story in the paper today that somebody wrote in (I don't know the name of the faculty member) that was basically making that point. When you look at first year's retention and look at the graduation rates, much of that has to focus on students because they are the ones that apply themselves and make an effort to meet the courses that are required to complete their degree. We had conversations about this before and there are hundreds of ideas. Some of them are successful and some of them won't be. Members of the alumni recently said that maybe they can mentor some of the students on a one-to-one basis.

Senator Peseckis: I was wondering what you think will be the impact of new technologies for teaching and how they might impact the structure of the University in the future?

Mr. Carroll Ashley: I don't know what quality means other than we have to do more of it and we have to do it better. Most of the growth in higher education over the ten years hit a curve for long-distance learning and its growth now is almost exponential. It was often said that one professor could teach a course to thousands at one time, but there's obviously some down side to that idea. But clearly it's going to be one of those concepts that are employed in the educational process. It's going to be a part of the educational process and it's going to be a new reality the sooner we adapt to it and the sooner that we have leadership in that area then the stronger we will be because of it. Thank you very much, Faculty Senate.

President Anderson: Thank you, Mr. Ashley. You and other Board members are always welcome to our meetings, both at the Executive level and here with the full Senate. We look forward to working with you. Next, Senator Humphrys will report the progress of the Core Curriculum Committee.

Senator Humphrys: This is just a brief update: You might recall at the last Faculty Senate meeting that the Faculty Senate gave a preliminary approval so we could get the courses that were accepted in the first round of the competency-based core process to be put into Banner. Everyone who was a contact person for one of those courses did get an e-mail last week indicating what additional information we need in order to put a final approval through. That information is due by March 4th. The Committee then will review all the information that we receive and we will have a recommendation for the Faculty Senate by the end of this semester. One other thing, some of you may have received some suggestions in those e-mails from the Committee members about your proposal; and I want to stress that those were recommendations and not requirements. Also, I did get a question about if you submitted information in the first step that wasn't required until the second step, you don't need to re-send that.. For an example, if you put in a detailed syllabus which wasn't necessary in the first step, you don't have to re-submit that in the second step because we already have the paper work and we will just combine the two documents. Also, I met with the Faculty Senate Executive Committee this past Friday, and our committee has asked that we have two academic advisors join our committee because we think it will be very helpful to get their viewpoint. We thought it was a good idea and the Faculty Senate Executive Committee thought it was a good idea too. That is it, unless you have questions. Thank you.

President Anderson: Let's move on to "Other Business" now. First, about teaching evaluations. The Executive Committee became aware of the evaluations of teaching being conducted by Learning Ventures for all fully online courses, and voluntarily for web-assisted courses. In addition, as read in the *Independent Collegian*, the Student Government would like to conduct evaluations. While these groups (and, of course, the Colleges, the Provost, and even the State), have valid reasons to conduct such evaluations, traditionally the actual surveys have been the prerogative of departments and disciplines. On bringing this issue up in discussion with the Administration, we have come to the conclusion that it is time to overhaul our teaching evaluation procedures and instruments with an eye to asking questions that will provide useful feedback, and not overwhelm the students with several independent surveys each with 20 or more questions on them. The President, Provost, and Chancellor agree that the Senate could play a formative role in coordinating a new survey procedure that would have value for all constituents, much as we have revised the Core Curriculum. Therefore, we are suggesting that we form a task group with the charge of evaluating teaching evaluation. It hasn't been done in about twenty years. I am still using the same form in my classes now, that our department had thirty-one years ago. Such a group would explore methods at aspirational institutions and draw up a plan for UT. Members of the group should include faculty from each college including COIL, the Student Government, and the Provost's office. I just thought that we could have a very short preliminary discussion about that and ask for possible volunteers for serving on such a task. This is something that we would probably do over the summer and really try to come to grips with how teaching evaluation is done. Should it be done by surveys passed out at the end of a course or rather by the way it's done in the professional schools? Professional schools have a professional exam that ultimately tells them that whoever is teaching in that program is doing a good job or not. We don't have that for non-professional degrees but we can think of a possibility of some kind of formal exam that might give some indication as to how effective our teaching is. I just think that there

could be many ways for doing this and I think it's time that we explore some of those ways. The Senate in some sense has the authority to advise such a system. Individual entities such as COIL or the Student Government or anybody else might be able to take off portions of that and put questions into a survey so those answers could go back to them. I just think that there could be many ways for doing this. The more ideas the better and the less intrusive on the students' lives because it is hard enough to get them to fill out a twenty question departmental evaluation. And, as you know student evaluations are often in some way biased toward received grade. Is there Discussion?

Senator Hoblet: Yes, I think we need to be involved in our evaluations, and our programs, and our courses. But, I also think that we need to involve some students in this process. I think the stakeholders that are involved in the process need to commit and we need to get buy-in for a comprehensive evaluation process.

President Anderson: That is why I was suggesting that it be members of this committee.

Senator Hoblet: Absolutely.

Senator Sheldon: For somebody that uses a web-assisted course in my classes, it does become a burden for my students to do a technology evaluation which is inherent in Blackboard now and the course evaluation. Of course, I am always interested in the course evaluation, however having taught in different colleges over the years, at least three evaluations are very different, one from the other. I would kind of fear homogenizing them, but I would be very interested in serving to make sure that the objectives of the courses on each course evaluation met the objectives of the particular college.

President Anderson: I am sure that there should be differences made for different colleges.

Senator Sheldon: There is also the technology evaluation. So, we are really asking the students to do two.

President Anderson: Right. The technology evaluation seems to have gone a little bit further than about just technology, which is what the concern is. Well, for an all online course maybe that is justified in the sense that a student comes in and they see what's online and how the professor is performing online is probably pivotal to the success of an online program. On the other hand, if it is a web-assisted course with a face-to-face part, then the face-to-face part is probably the dominant part of the actual teaching performance. So it would be different. I very much welcome you to be part of this charge.

Senator Lundquist: I think part of the concern there also is who is being allowed access to that data once it is collected.

President Anderson: You are correct.

Senator Lundquist: I think it is a sensitive issue because student evaluations are used so prevalently in the merit, renewal, and tenure and promotion evaluations.

President Anderson: It is a very sensitive issue.

Senator Humphrys: I think this committee is going to have to take this issue one step further and explore the entire realm of responsibility that distance learning has over the curriculum of online classes. For example, I went to my own course and there was a course evaluation that was placed on the site that was more than asking “What do you think about the technology Blackboard?” That is something that I find to be disturbing—something being placed on my course website without my permission—and I don’t really know what the parameters are for distance learning making decisions about my course. The students might have to fill out several evaluation forms, which wasn’t my idea for my course. So I would like to see a committee formed to investigate these types of things.

President Anderson: Okay, sounds good. Are there any other comments? The Executive Committee will develop some sort of scheme and bring it back at the next meeting. You may receive some e-mails requesting volunteers for assignments. I already know that Senator Sheldon is volunteering.

Senator Sheldon: Thank you.

President Anderson: Okay, we have two other items that have been brought forth by two faculty members: one concerns the Missed Class Policy. A professor has reported what appears to be a rather grievous misuse of the missed class policy. In particular, the student requested an excused absence for surgery for some limited time, but the student never returned and there was a lot of communication back and forth about making up the material. Sometimes the student would agree, but wouldn’t perform and sometimes the student wouldn’t agree etc. Finally, the student received an “F” at the end of the semester, which is what ought to have happened, but then of course the parents of the student immediately went to the president. The policy has no end date to it, but on the other hand I did just review the policy and it does say that the results of the policy are up to the instructor. The instructor does have the choice to put limitations on the policy. What was interesting about this particular case, the student turns out to be an employee for UT and reported to work right after the surgery. So my question here is, is there any other report of any kind of misuse of this policy? Should we send this to the Academic Affairs Committee to think about re-writing the policy?

Senator Hewitt: Yes, there’s been a huge increase in the abuse in terms of this policy. This policy has been ambiguous about how to deal with situations where students are repeatedly missing classes and they will produce various excuses, but they are essentially missing high percentages of the class, 25-30% on a regular basis. How do you deal with that? There’s also the issue that there’s clearly cases of students forging documents from doctor’s offices. Some of these have been exposed and students are punished for it. When I contacted Kevin West’s office about this he said because of HIPAA and FERPA requirements instructors cannot check these excuses for validity. So there are many problems with the policy and some students seem to become aware that there’s a loophole. There’s been a huge increase in the invocation of this policy to miss huge amounts of classes.

President Anderson: Does this ring a bell for everybody?

Senator Lipman: Yes. The first time last term in two of my classes I had four students (far more than I normally have) with late-in-the-term quasi-medical excuses; in one case a student stated “I tried to go off my medication but it didn’t work, so I didn’t come to class.” These were things that really drew empathetically on my role as a teacher, yet the classes were missed in an excessive number of instances. So yeah, I would share your observation.

President Anderson: So, it sounds like we should send this to the appropriate committee to have them look a little more into that. The last item is: another faculty member has asked for our opinion about the student withdraw deadline. This particular faculty member thinks the deadline should be put further toward the end of the semester. Partly, it is difficult for a student to assess in their heart whether they can catch up with the material because a student often comes to a professor near the withdrawn date and says “Is there any chance I am able to complete this material with a reasonable grade?” If the professor is honest he/she can answer either way. Students are very likely to take almost a “no” answer and as “Yeah, I can do it” and not withdraw. So, I was just wondering what your opinions are.

Senator Batten: We, Nursing, have lived with all the scenarios that were mentioned here earlier. I personally think the syllabus is part of the answer if it’s well spelled out. But, I think what we need to do is check with the Registrar’s office to be sure there is not an impact on the financial piece for withdraw and/or withdrawing late, which the detriment might be to the bottom-line. I hate to talk about bottom-line when we talk about students because the students have their bottom-line as well. So, I think we need to have a formal input about what this piece is.

President Anderson: Yes, they could lose financial aid if they withdraw too early.

Senator Batten: We just need some clarification.

President Anderson: Is there any more discussion on that topic? Are there any other items from the floor? This concludes today’s meeting. May I have a motion to adjourn?

IV. Meeting adjourned at 5:56 p.m.

Respectfully submitted by:

Lucy Duhon
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Office Administrative Secretary.

