

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of December 8, 2015
FACULTY SENATE

<http://www.utoledo.edu/facsenate> Approved @ FS meeting on 2/02/2016

Summary of Senate Business

Changing the Appendix to the Constitution to Allow Electronic Ballots
Meet the Dean: Dean Gary Insch, College of Business and Innovation
Discussion: Dependent Tuition/Fee Waiver and Institutional Scholarships
Academic Business: Wade Lee, co-Chair of Academic Programs and Jenny Denyer, Chair of
Undergraduate Curriculum Committee

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

President Keith: I call this meeting to order. Welcome to the eighth Faculty Senate meeting of AY 2015-2016. **Lucy Duhon**, Executive Secretary, called the roll.

I. *Roll Call: 2015-2016 Senators:*

Present: Anderson-Huang, Atwood, Barnes, Black, Burnett, Compora, Denyer, Dowd, Duhon, Edwards, Franchetti, Giovannucci, Gray, Gruden, Gunning, Harmych, Hasaan-Elnaby, Hoblet, Humphrys, Jorgensen, Keith, Kennedy, Kistner, Kovach, Krantz, McAfee, McLoughlin, Molitor, Monsos, Nathan, Nigem, Prior, Quinn, Randolph, Rouillard, Schneider (substitute for M. Caruso), Sheldon, Slantcheva-Durst, Smas, A. Thompson, Thompson-Casado, Weck-Schwarz, Wedding, White, Williams, Wittmer

Excused absences: Brickman, Cappelletty, Duggan, Farrell, Federman, Lee, Lundquist, Malhotra Oberlander, Ohlinger, Srinivasan, G. Thompson,

Unexcused absences: Devabhaktuni, Elmer, Mohammed, Schafer, Skeel, Tevald, Willey

III. *Approval of Minutes:* Minutes of October 27, 2015 Faculty Senate meeting are ready for approval.

Academic Year 2015-2016. I ask that Executive Secretary, Lucy Duhon come to the podium to call the roll.

President Keith: Review of the minutes – The Minutes from October 27, 2015 was distributed; do I have any additions or corrections? Hearing none. Do I have a motion to approve the Minutes of September 27, 2015? All in favor of approving the Minutes of October 27, 2015 as distributed please signify by saying “aye.” Any opposed? Any abstentions? ***Motion Approved.***

Executive Committee Report - Your Executive Committee has been busy since the last Senate meeting, well not as busy as usual given Thanksgiving Break fell between our last meeting and this meeting, but busy nonetheless. We had our usual EC meeting, we met with the Provost, attended the Provost’s staff meeting and had another meeting with Dr. Jim Mager, Interim Vice President for Enrollment Management.

As I told you in our last EC report, your Executive Committee will be meeting with Dr. Mager on a

regular basis as Strategic Enrollment Planning (SEP) is a priority for the University. The University's plan includes the SEP Council, which will coordinate the working groups, oversee development of situation analysis, guide strategy development and the construction of action plans and prioritize those possible plans for the steering committee. The co-chairs of the SEP Council are Dr. Mager and Dr. Karen Bjorkman, Dean of Natural Sciences and Mathematics. Senator Mike Dowd is the Faculty Senate representative, Dr. Connie Schall (COE) is the Graduate Council representative, and Dr. Laurie Dinnebeil (JHCOE) and Professor Ben Davis (Law) are faculty at-large representatives. There are seven working groups that have the following focus areas: Academic Programs, Undergraduate Student Success, Finance and Financial Aid, International Students, Online Students, Undergraduate Marketing and Recruitment and Graduate and Professional Studies. The working groups are in the process of selecting members, which will include faculty. Senator Dowd will update us on the council's activities at our January meeting. By that time, he will have attended a day and half SEP conference so he'll have the latest information to share with us.

At our meeting with the Provost, we discussed the need for pre-tenure and promotion workshops for faculty. We decided that the development of these workshops should be a joint effort by Faculty Senate and the University Teaching Center. This is a project for spring semester so be prepared for updates and pleas for help next semester.

At our last meeting, Senator Anderson asked whether the Executive Committee was considering anything about the tenure and promotion elaborations which are currently being considered by the Colleges. I wasn't sure what he meant by 'anything' so I asked him to clarify. He said he thought Faculty Senate should be aware of how these elaborations might differ among the different units, and suggested that we keep a copy of the approved tenure and promotion elaborations for each department in the Faculty Senate office. The Provost's office has agreed to do so. Once approved, copies of all departments' elaborations on tenure and promotion will be housed in the Faculty Senate office.

1. At our last meeting, Dr. Thea Sawicki, Vice Provost for Health Science Affairs and University Accreditation, gave us update on our assurance argument to the HLC. At that time it was not posted. It is now. You can access it at <http://www.utoledo.edu/hlc/>. There is a link for feedback, which will be available through the end of December.
2. Approximately 200 employees have not completed their open enrollment for Health Insurance. Human Resources has attempted to contact these individuals via email and phone. A letter will be mailed this week to the employee's home. The various collective bargaining units and VP's will be given their names and asked to assist with encouraging these employees to complete the enrollment process. The University would like anyone who hasn't enrolled for 2016 Health Insurance to do so as soon as possible.
3. I was also asked to bring to your attention a UT News story that explains why you'll be receiving two forms for your 2015 taxes. The first is the usual W-2 form. The second form is new this year. It is a 1095-C form and is required by the Affordable Care Act. It confirms to the IRS that you and your family members had qualifying health care coverage during the year. You will need this form to prepare your 2015 taxes. All full-time employees who had coverage at UT for at least one month during 2015 will receive this form. Part time employees who do not receive health insurance will not receive it.
4. Finally, in today's UT News, it was announced that that beginning spring semester 2016, the full-

time tuition rate will cover 12 to 18 credit hours per semester rather than 12 to 16 credit hours per semester. This allows students who are interested in taking that 6th 3 credit hour course to do so without incurring additional tuition charges (although there may be additional fee charges).

Those are some of the issues that FSEC has been involved with over the past two weeks. As for our meeting today, as you can see we have a packed agenda. It is so full that the restructuring resolutions that I had intended to introduce at today's meeting are now scheduled for our January meeting.

In terms of what we are doing today, the first item on the agenda is a vote on the proposed amendments to the *Appendix* of our constitution, which requires a vote of two-thirds of those who are in attendance today assuming we have a quorum at the time of the vote. We sent the proposed changes to the entire faculty last Wednesday with a second notice sent yesterday. I had asked the faculty to send us their comments and suggestions and to let their Senators know whether or not they were in favor of the changes. Senator David Giovannucci and Dr. Mark Templin, Co-Chairs of Constitution and Rules, will lead the discussion and the vote.

We also have reports by three of our standing committees – Core Curriculum, Academic Programs and Undergraduate Curriculum. For Core Curriculum, we have a report on General Education assessment, which will be given by Senator Holly Monsos, Chair, Core Curriculum and Dr. Alana Malik, University Assessment Director. For both Academic Programs and Undergraduate Curriculum, we're asking for approval of programs and course modifications. Those discussions will be led by Professor Wade Lee, Co-Chair of Academic Programs and Senator Jenny Denyer, Chair of Undergraduate Curriculum.

We invited Dr. Gary Insch, Dean of the College of Business and Innovation, to introduce himself and to tell us about the things that are going on in his college. Finally, in response to an item from the floor brought up at the last meeting, we've invited Rhonda Wingfield, Interim CEO of Rocket Innovations, and the Director of Budgets and Planning to give us background on the cost savings associated with the proposed changes to the financial aid policy that would eliminate the stacking of institutional scholarships on top of the dependent tuition/fee waiver. Are there any comments or reminders from the Executive Committee? Are there any questions from the Senators?

Next, Dr. Mark Templin is here to discuss altering Senate's *Appendix to the Constitution* to allow electronic voting.

[The portion below is broadly summarized]

Prof. Mark Templin: presented proposal to introduce language into the Constitution to allow for electronic balloting for Faculty Senate elections. Professor Templin explained that:

The initial charge from Kristin Keith to the committee was to:

- 1) Clean up small inaccuracies in the Constitution
- 2) Come up with elections language for electronic voting by the end of Fall Semester
- 3) Define "college"

At the C&R Committee meeting the committee members prioritized these three charges. 1) elections language; 2) define “college” 3) clean up small inaccuracies.

CCI will create the webpages for electronic voting.

The C&R Committee talked about a hard deadline for this being the first week of February. After that, the committee will deal with the “college” language and also the definition of “faculty.” They plan to meet again before the first February Faculty Senate meeting to have proposed language ready for discussion about these definitions. The committee also talked about needing an ad hoc committee to oversee these changes in the Constitution and Elections (spanning three years, not just a one-year term)

Professor Templin presented the following proposed changes to Faculty Senate Constitution Appendix language:

Appendix I.B.2

B. Responsibility for Election Procedures and Time of Elections

2. The Senate Executive Committee shall appoint a standing Senate Committee on Elections, and that committee shall be responsible for supervising University Faculty Elections and making a recommendation to Faculty Senate between electronic and paper balloting.

Appendix II.D.1, 2

D. Conduct of Elections

1. Nomination and election ballots shall be distributed to the faculty ~~by interoffice mail~~ either electronically or in paper format as determined by Faculty Senate each election cycle. If paper ballots are used they will be distributed by interoffice mail according to the following criteria.
2. All paper ballots distributed to the faculty as a single set shall be returned together as a single set and deposited in the locked box provided for University Faculty Elections. Ballots shall be placed in an unsigned envelope, which shall be enclosed in another envelope, which bears the words “University Faculty Election,” and the voter shall sign this envelope. All envelopes should be sealed. They shall be returned by interoffice mail or carried in person to the Faculty Senate office where they shall be deposited in a locked box placed there by the Senate Committee on Elections. Ballots must be returned no later than two weeks following the date of their distribution to the faculty. Failure to comply with any of these provisions shall result in the invalidation of a ballot.

Appendix II.D.1, 2

D. Conduct of Elections

1. Nomination and election ballots to UCAP and nomination ballots to UCS shall be distributed to the University Faculty either electronically or in paper format as determined by Faculty Senate each election cycle. If paper ballots are used they shall be distributed by interoffice mail according to the following criteria. ~~Election ballots to UCAP shall be distributed to Faculty Senate members by interoffice mail.~~
2. If paper ballots are used, ~~Both~~ nomination and election ballots shall be returned and deposited in a locked box provided for UCAP and UCS elections.

Senator White: remarked on the asymmetry regarding the balloting – that there is a lot of detail in the paper process, not so for the proposed e-balloting.

Prof. Mark Templin: remarked that we have to go through the process once, in order to work out the details.

Senator Molitor: said this will be similar to the deans' evaluations; you log in with your UTAD credentials. They are working with CCI.

Senator Hoblet: asked what the software platform is we are using. (“Qualtrics”?)

The vote [by a show of hands] to approve the measure for e-balloting passed with 39 out of the 43 senators present voting to approve it.

President Keith: Thank you, Mark and David for all the hard work you and the Committee on Constitution and Rules has done. Next, Alana Malik and Holly Monsos are here to give their general education assessment report.

Alana Malik: Good afternoon. My name is Alana Malik. We are here today to give you a brief report in regard to the General Education Assessment. The Faculty Senate Constitution states, “The Senate Committee on Core Curriculum will institute and implement ongoing assessment methods for evaluating the efficacy of the University core curriculum.” In January 2013, the University Assessment director position was created. The office of Assessment, Accreditation, and Program Review Support collaborated with the office of the Provost, Faculty Senate, colleges and others in the development and implementation of systematic assessment of student learning and continuous improvement of the General Education Program. Chris Roseman, the Faculty Assessment Representative, appointed by the Provost’s Office, and I also spent time working individually with departments to address their specific needs. In the last two years we set up a lot of groundwork. We had continuous collaboration and communication with the Faculty Senate. Dr. Mike Dowd, as chair of the Faculty Senate, appointed members to serve as liaisons to the University Assessment Committee. The alignment and integration of Gen Ed. and UAC assessment processes are transparency, improving efficiency, and appreciation and recognition. Our highlights:

- Collaboration between the Faculty Senate and the University Assessment Committee.
- General Education Assessment Plan integrated with the University Assessment Plan.
- A website was created in dedication to the assessment of General Education.
- Gen Ed. reports included in new online assessment reporting tool.
- Gen Ed. included in annual Excellence in Assessment Awards

The first year we were missing reports from almost 40% of gen ed. courses. Last year, we improved to 90%. We've started the conversation with every department. Some of our departments are really good at assessing their students' needs/performance – we want to use this report to highlight their strategies for success. Departments receive recognition for their excellent work, while also possibly being helpful to other departments for ideas as to how to assess their students. We implemented the Collegiate Learning Assessment, an external exam that directly measures communication and problem solving skills, UT scores have been trending downward. The University recommendations – 64% of reports provided responses to this prompt. It's our way of asking a qualitative question from across campus and I'd love to have more input. AY 2014-2015 General Education Report had an increased response rate from departments.

We received excellent examples of departmental actions to improve student learning. The Collegiate Learning Assessment (standardized national exam) started trending downwards. Now, our next steps are to complete the 2014-2015 report and have individual meetings with department chairs in the spring semester. Our Assessment Day is April 6th; the keynote speaker is Linda Suskie. She has expertise in assessment and accreditation and so she will be here with us. Are there any questions?

Senator Rouillard: Just a quick question. What was our return rate for the CLA and what was our return rate on the senior survey that we gave to students, do you remember?

Alana Malik: The CLA is not really a return rate, it's a national exam that is proctored. I worked with Tony Edgington in the English Department and we sampled a few of the sections in the Comp I courses to get our freshmen. For the seniors, our goal is to get at least 100 seniors to take it. We identified capstone courses from multiple colleges and worked with individual faculty and in most cases it ended up with me going into the class and administering the test during the class period and other groups had to do it via the Testing Center. We got enough people to do it, so it really wasn't a response rate.

Senator Rouillard: Did you say there was a survey to our seniors?

Alana Malik: Yes, it was pretty good as I recall it. It was a 35% response rate. I thought that was pretty good considering; I caught them right before the beginning of spring semester. I also offered a cap and gown for their commencement. Well, it was a raffle because I couldn't pay for everybody, but I paid for 25 of them. This year I am going to pay for 50 because I don't have the CLA. I split it; I had 25 for CLA and 25 for senior survey so [this year] I am going to put all the money into the senior survey.

Senator Smas: I just have a question regarding the CLA because I am not real familiar with it. Is it actually assessing a knowledge base or is it assessing the student's view on their educational process?

Alana Malik: The test is not testing content such as if you read a problem and you have a library of resources that you can go through and look at and analyze it and then you write a response based on your findings, it is like a problem test.

Senator Smas: So you are testing their skills, but it is not about them assessing their program for this, right?

Alana Malik: Right. It is not about assessing a biology teacher.

Senator Smas: It is very important who these 100 students are at each level, right, talking about a downward trend and all? It seems very important how these 100 students are being selected, right?

Senator Monsos: In the past they've tried a variety of ways to get 100 students and some years they haven't been able to get 100 students to do it. So connecting you to a class improves the numbers, but it also means it is not as random, although, it was a selection of the senior level courses across the university---

Senator Smas: For the freshman, are those required courses?

Senator Monsos: Yes.

Senator Smas: And seniors I guess are not necessarily?

Alana Malik: Well, I asked for capstone courses because we wanted to ensure that they were seniors. We're still able to look at the full report and we've got one sophomore that got in the "mix" and I am not sure how, but it is what it is.

Senator Schneider (substitute for M. Caruso): Is there any way that you can motivate these students who are taking this exam to take it seriously?

Alana Malik: Well, that is a good question. If you look at the full report, the CLA actually asks them questions that kind of gets to that.

Senator Monsos: The CLA has an online dashboard that IR has access to and they gave Alana access to as well, so she can go in and do searches and look at different populations. She was showing the committee some of the possible searches that she could do to look at smaller populations as oppose to the whole.

Alana Malik: But we do have the dashboard for the Collegiate Learning Assessment. Ying does have the individual student data over in IR, so if there are more data points that people want to look at we can pull our own students' data. So to answer your question, there was a section in the exam that asked the students about their efforts in engagement, how much effort did you put into the written response test/select response questions and how engaging did you find the written response test/select response questions? It doesn't quite get to what you are saying but it was helpful for Tony and the first year students were there saying it didn't count for their grade. He was there reassuring them that the person teaching the course didn't have anything to do with their grade and I was there saying this is helping us as an institution trying to gage where we are, it is not about you as an individual, but please do your best because we really need you to do your best effort and work.

Senator Schneider (substitute for M. Caruso): It might be worthwhile to look at their downward trend on that question, while it is not exactly what we are looking for, but if this is something moving forward that is really important to us and we are really looking at these trends and trying to perform at our very best, it might be useful to get people who are very knowledgeable about survey development and survey administrating etc. to gather more ideas about what might make the students really engaged in it. The time of year and what they're doing at that point in time, all of those can influence their choice. Certainly, if we are standing there saying this isn't going to influence your grade, there is a good chance that some may say "okay." It could happen with any survey administration, but I am just saying if this is something that is really important to us, we should put our full effort into getting students motivated.

Senator Monsos: That is a good idea; I will also point out that this is just one piece of the overall assessment; it is not the only thing we look at, it's one.

Alana Malik: The faculty helping me, again like the students doing it out the kindness of their hearts, so we encourage them to try to motivate their students however they can, whether that's to give extra credit. I didn't want to say and I wasn't going to say, do "this, this, and this." The more friends I can make out there with our faculty to help me along with this, and the more we are used to doing it this way I think it would...

Senator Schneider: Does the dashboard that Ying have access to show time on task? That might be worth analyzing

Alana Malik: I am not sure, but I can ask the CLA if they have that information because it is timed and if they time out if they don't finish it.

Senator Schneider: I just observed, when I used to direct Comp years ago, that when we were first doing CLA, there were some students that "whipped" through that thing and were done in an awfully short period of time, so I knew they weren't taking it seriously.

Alana Malik: The students that I sent in to proctor, the majority of them took about an hour to finish the exam, so to me you have 90 minutes to finish, and there was at least one and I won't say what college she was from.

Senator Monsos: Given the agenda today we are being signaled to wrap it up. If you didn't have a chance to say something please just email me and do it quickly because Alana is going to take input and wrap this up, the final version, and we will be fixing the categories per Michael's expertise.

Alana Malik: Yes, and I will be out to meet with departments again in the spring to work on this year. Then also save the date, April 6th is assessment day if you haven't yet heard of it, we've done two already and this is the third. Linda will be our keynote speaker, she has expertise in assessment and accreditation.. Thank you.

President Keith: Thank you, Senator Monsos and Alana. Next, we have the report from Academic Programs.

Co-chair of Academic Programs Comm., Prof. Wade Lee: This is just a short report from Academic Programs. I assure all of you in the other colleges that we will soon get to the rest of the programs in the

curriculum tracking system. The program we are looking at today is the Bachelor of Arts in Religious Studies; it is a change in both the major and minor. This was vetted and discussed via email so it could be ready for this meeting on a committee sign note. After the committee was formed, Martin Ohlinger who was the chair last year and has agreed to be the chair again this year, did ask that I co-chair and I agreed to do that. The proposed change for the minor is a reduction in hours from 21 to 18 credit hours. Previously, there were two 4000-level electives and now there's only one. The college for the minor is hoping that having fewer hours in the minor will also affect what students will minor in Religious Studies. The previous required courses and the distribution courses are still the same, but it is just one less elective in the minor. In the major they want to add a one-hour Religious Studies Pro-seminar that is actually going through the course proposal stage right now to be discussed by the Undergraduate Curriculum Committee, but they will not be ready for that course today. That being said, we approved this program with the assumption that that course be approved by the Curriculum Committee. The other changes to the major would be that previously they had focal areas that were closely related elective courses and they are organizing that into an optional concentration. There are four areas of potential concentration. The list here: Philosophy of Religion, Interreligious Studies, Islamic Studies, and Christian Studies, those concentrations will be able to be listed on students' transcripts. The only other change to the major [I don't believe I put it on the slide here] is that right now they have a distribution requirement across three areas of major religions. Previously, they could take four courses in those three areas, but because of the distribution requirement that basically makes the fourth course an elective in one of those areas, so they moved the distribution requirement to one course in each of the three areas and moved those three hours for additional courses to electives. So those are the changes and it's been approved by the Academic Programs Committee. Jeanine Diller is the sponsor of the program modification. She is ill and not able to be here today, but I have all the details so hopefully I will be able to answer any questions anyone might have.

Senator Molitor: I have a general question and I don't know the answer. Is there a requirement for a minimum number of credit hours in a minor? It seems to me that most of the minors I'm familiar with have 21 credit hours and I don't know if that is a university-wide policy.

Senator Monsos: The state requires twelve.

Senators Molitor: How many does the state require?

Senator Monsos: Twelve.

President Keith: Yes, our college changed the minimum number of hours as part of the minor minus the eight that we have, so this is consistent with LLSS.

Prof. Wade Lee: I know that this does add one hour to the course that is required for the major, but the courses for the degree is still 124, so that hour will not be coming out of the general educational requirements for the major, but the additional courses they will be taking.

President Keith: We also have a maximum of 45 hours for a major in our college; probably one of the credit hours is not coming out of the 45 hours.

Prof. Wade Lee: Are there any more questions?

President Keith: I have a question. Is this one-hour Religious Studies Pro-seminar REL3000 is conditioned on our next report?

Senator Denyer: It is not on today's report. That was not on the system when we did ours. We had a question about a related course to this so we sent it back, but Wade's report just cleared up all those questions. That will be on our January's report.

President Keith: Okay, so you are asking for a conditional approval?

Prof. Wade Lee: Correct.

President Keith: Can we do that?

Senator Dowd: President Keith, perhaps you could ask the committee to report back to the Faculty Senate in January if the "conditional" material does not receive approval or if the committee changes their recommendation.

Prof. Wade Lee: Okay. So we are going to approve it as is, but if that course doesn't fare well, then we will have to revisit the program modifications.

Senator Dowd: Senator Jorgensen, if this was done in the past, is this how you remember it taking place?

Senator Jorgensen: I am not sure if they can do it.

Prof. Wade Lee: Yes, it is one of those things where both things are kind of coordinated going through.

Senator Jorgensen: Usually it is the course we approve.

President Keith: I think they have a deadline.

Prof. Wade Lee: The deadline that they were referring to, they tried to do an interreligious studies concentration and I think they have a grant that they would want to be able to spend money by the end of the calendar year, and they didn't want to advertise that they had these concentrations unless it had passed at this level. The rationale that they described was that a portion of this type of grant goes to religious studies concentration.

President Keith: Are we comfortable going forward and approving this with the stipulation that they report back with one credit hour plus on that course?

Senator Molitor: I was just going to comment that we are expecting a proposal in the Health Sciences that is not listed. I think it is the opposite of a previous course modification for changing credit hours in a required course, but I don't know if we received the program modification yet?

Prof. Wade Lee: I was reading in the Minutes about the kinesiology course because I think what has happened was the course got approved by Programs, but I read in the Minutes that I think that was just to fix that problem. I think this body already ruled on that.

President Keith: Since this is a recommendation from the committee you don't need to second. All in favor for approving the minor in Religious Studies please say "aye." Any opposed? Any Abstentions?

Motion Passed. All in favor of approving the changes to the major of Religious Studies please say “aye.” Any opposed? Any abstentions? **Motion Passed.** Thank you very much.

Senator Denyer: Actually, I would like to apologize for my voice. I want to thank the Undergraduate Curriculum Committee. As you can see from the document, we had a number of course modifications to review as well as some new courses. I will tell you that of the entire list that we looked at, we sent a number of courses back to the originators asking for [in those cases] an explanation of the rationale and we had a couple of questions about the new courses as well. What you have before you in this particular format, I would also have to acknowledge Senator Barnes’ format for this report. She created this last year and I found it very helpful, so, thank you very much. If you had a chance to look at this you would notice that the course modifications are for the most part pretty specific prerequisite changes, and also there are changes in credit hours that are going from four to three which seemed appropriate given the rationale that the folks explained. There was one increase in credit hours and one of the things that we noted was that that explanation was quite lengthy, but it actually was very helpful to the committee as we tried to figure out if this made particular sense. If you have any questions about the course modifications I would be glad to answer those. Then we have two new courses that the provost and I are also recommending those. This is my favorite; we had to ask for an explanation of “fuzzy.” We all learned a bit about fuzzy systems in our committee, so thank you, engineering colleagues for that, we appreciate that. Again, the first one is in the College of Business, it is a course that’s been offered as a special topics course and now it is just as a popular special topics course, that is now being offered with them receiving a permanent number. The introduction to the fuzzy system course is now being offered with receiving a permanent number. The introduction to the fuzzy system course is in response to an emerging topic in the field that it is really [from our understanding] quite an important course for our students in that particular field. Are there any questions?

Senator Rouillard: Senator Denyer, I don’t know if this course is on this final list, but EEC 4980, is that on this list?

Senator Denyer: No, it is not; that is the one that I forgot to---

Senator Rouillard: What about EET 3250?

Senator Denyer: That is also going back.

Senator Rouillard: Thank you.

Senator Denyer: The two classes that are related courses that Wade was giving reference to, the Religious Studies minor- this is kind of a side note, but I think it is an important one. The explanation that Wade gave today about the changes in the program answer the questions that we had about the particular course, in terms of it looked to us like this particular course is going to add at least two hours to the student’s program. But what we didn’t know is that there were other reductions that could have counter balanced with that, so that needs to be paid attention to; it is sad to split it up, but these are very much interrelated working between those two committees.

Senator White: Is your date correct right there?

Senator Denyer: No, it is not; that should say November 24th, and I will make that change, thank you. Are there any questions? Okay. I ask that we approve both these course modifications as well as the two new course proposals. All in favor say “aye.” Any opposed? Any abstentions? **Motion Passed.** *The following proposals and modifications were approved.*

Course Modifications Approved by the Faculty Senate Undergraduate Curriculum Committee, November 24, 2015			
College	Course Impacted:	Change	Rationale
Business and Innovation	INFS 3150 Principles of Structured Computer Programming and Problem Solving	Catalogue description	Modified the course to meet the needs of program revision, which is currently in the modification process.
Business and Innovation	INFS 3250 Business Data Analysis and reporting	Catalogue description	To increase reporting and data analysis content of the course
Business and Innovation	INFS 3770 Introduction to Database Systems	Change in pre requisites	To align the content better, since the course has a new per-requisite course.
Engineering	EET 3250 Network Analysis	Change from 4 credit hours to 3	An hour must be deleted from the program to accommodate the Physics change and this was the most logical choice. This change is to meet state TAG requirements for algebra based physics
Engineering	MET 2150 Numerical Control Applications	Change from 4 credit hours to 3	Reduction in total credits required to accommodate increase in credit hours PHYS 2010 from (4) to (5) hours. This has been done to meet TAG requirements for algebra-based physics.
Engineering	MET 2210 Technical Thermodynamics	Change in retitling of a pre requisite	Pre-req ENGT 1050 being re-named as MET 1050
Engineering	MET 3400 Applied Dynamics	Addition of a pre requisite	Adding Statics as a prerequisite to improve student success
Languages, Literature and Social Sciences	DST 2020 Introduction to Disability Studies	Course title change	To accurately reflect the role of the course in the Disability Studies curriculum and curricular requirements.
Languages, Literature and Social Sciences	DST 3030 Disability Culture	Course title change	To reflect the reality of what is taught and what is appropriate for our curriculum.
Health Sciences	SLP 3030 Normal Language Acquisition	Increase credit hours from 3 to 4	The concept of language analysis is first covered in Normal Language Acquisition, and then in more depth during the Analyzing Language

			course. No other undergraduate SLP program in the state requires (or even offers) a course in language analysis that is separate from a language acquisition course. We propose to expand Language Acquisition to 4 credits while dropping Analyzing Language from the plan of study. This will allow us to incorporate the lab component of Analyzing Language into Language Acquisition, thereby removing duplicated content across courses while maintaining students' in-depth exposure to language analysis.
Natural Sciences and Mathematics	MATH 4880	Change in pre requisites	MATH 3860 no longer exists. It was changed to Math 2860 because the OBOR required it (3 years ago!). This is preventing students from registering from the course and could prevent the course from running.

New Course Proposals Approved by Faculty Senate Undergraduate Curriculum Committee, February 20, 2015		
College	Course	Rationale
Business and Innovation	PSLS 4500: International Sales Negotiation	Course has been taught as a Special Topics course and faculty are now seeking a permanent course number.
Engineering	EECS 4120: Introduction to Fuzzy Systems and Applications	Important emerging course topic in the field; needed to better prepare students

Senator Jorgensen: I have a question. What is the status of the online system? I have a colleague that was producing a course modification and then when they were finished with all of it, there was no way to save it without deleting it. They lost a lot of work over a period of time. When you are working on it, can you save it in a draft format?

Senator Denyer: I don't know the answer to that.

Senator White: No, you can't.

Senator Jorgensen: Why not?

President Keith: We have wanted answers to this question.

Senator Jorgensen: But I believe this question has been asked for about five years now and I don't understand why we can't do something that should be standard.

Senator Weck-Schwarz: I was recently involved in entering a new course proposal in our department. You cannot save a draft as such. In order to save, I actually had to submit the proposal. As long as it was on my level I still could make changes afterwards, and then when it goes to the next level the next person can make changes, so that is essentially a way to save it.

Senator Jorgensen: What if it is not finished? Can you save it after you submit it?

Senator Weck-Schwarz: Not specifically as a draft. You could contact the person responsible for the next level and let him or her know that you are still working on the course proposal; that's how I proceeded.

Senator Jorgensen: We still don't have a good efficient system.

Senator Weck-Schwarz: You are right. This is just what I did two or three weeks ago to work around the situation.

Senator Jorgensen: I am asking the Executive Committee to ask the provost.

President Keith: I believe we are looking at new software, but maybe Senator Molitor knows.

Senator Molitor: Yes, I was actually going to mention this for "new business," but if you "open the door I'll walk through it." Senators Humphrys, Monsos, and I have been invited to sit on a committee that consist of members from the Registrars' Office, Graduate Studies, and Graduate Council and we are currently evaluating proposals for new catalog management systems that would include the course modification and the proposal systems, as well and program modifications. Regarding the proposals, I was going to ask my colleagues if anyone has specific questions that we should put to the vendors about their particular systems, things that maybe you encountered, troubles and what-not. Also, we may have the ability to talk to representatives from other institutions that are using these particular systems. So we have asked if we can talk to faculty members who are involved in any curriculum submission process and/or core curriculum processes from those particular institutions, so please let us know if you have some questions for them that we can ask. In particular, if there are specific scenarios that you encountered in the curriculum tracking system that you would like us to ask how that system works, we would be happy to do that. So if you have any input on these topics please feel free to send them to the Faculty Senate office, or send them to myself and Senators Humphrys and Monsos, and we will make sure that gets looked into. Senator Monsos, do you have anything to add to that?

Senator Monsos: A request for proposals went out and a number of questions were asked in the RFP. We have proposals from the three vendors that have been selected to this point and any of the three systems straight out of the box is going to be better than what we have. It is really a matter of figuring out which is the best fit for us. Certainly, I ran into a number of issues that I can ask them to show how that

would work and any others we would run into. It is not so much about what the current system won't do, as what we want to make sure that the next system can do.

Senator Humphrys: I would just mention also that we went through this process last year. Number one, be skeptical <laughter>. But we did go through this process also last year, maybe not quite to the same extent although we did review various systems- I think two or three and nothing was ever chosen, so let's hope we have a different outcome this year. Thanks.

President Keith: Thank you. Is there anything else? Well, I would like to introduce our next guest. Dean Insch is here to introduce himself and tell you about his college.

Dean Insch: Good afternoon. Are you all right? I ask my faculty and staff every day a question when I see them, I ask them, are you excited to get up this morning and come to work? If the answer is "yes," that is great news for me and I get excited. I've been here since July 2014, and I am still excited every day to come to work. If the answer is "no" and you are in my college, come see me and we will work on it. If it is "no" and you are in somebody else's college, then go talk to your dean and I am sure they will be happy to help you. I think it is important to be excited about what we do because what we do is very, very unique, and I will talk a little about that in the last slide. But to get started I want to tell you a little bit about myself. I was born and raised in San Diego, California. I wanted to be anywhere else, but San Diego. People always ask me why did I move away which is a great question. When I was a young kid, my job every day was to go in the back yard and pick five lemons and five oranges, and I had fresh orange juice and lemonade every day. I wished for Kool-Aid. Kool-Aid was a big treat for me, and this goes to show you I am not the smartest bulb in the pack <laughter>. You see my background: I have a BS from Brigham Young University. I have an MBA in International Business and Marketing from the University of Utah, and I worked as a commercial loan officer for about eight years at First Security Bank of Utah which is now Wells Fargo. I have a Ph.D. in International Business and Strategy from Indiana University, Bloomington. Prior to joining UT, I worked at Boston University for four years and West Virginia University for twelve years – the last four as the Associate Dean for Graduate Programs.

Now a little bit about the College of Business and Innovation. Generally, about 85% of our undergraduates have at least one internship; last year our placement rate was about 88%, and that is actually high for a College of Business. So, where do we come from? We have an absolutely gorgeous state-of-the-art building. I get on my knees every night and thank my Heavenly Father for Tom Gutteridge, Tom Sharkey, and those who preceded me for building a great product. My job is so easy when you have something so wonderful to talk about. So, what is my job since we have the state-of-the-art building? My responsibility now is to fill the state-of-the-art building with more state-of-the-art faculty, more state-of-the-art staff, and more state-of-the-art programs that's needed to attract the very best students to The University of Toledo.

How do we do that? There is nothing new here, except continuous improvement. One of the things that is extremely unusual about COBI is we have advisory boards for every department and every center. Where I came from there were three advisory boards. There was one at the dean's level and there were two in the Master's programs. In our college we have an advisory board for accounting, we have an advisory board for marketing, we have an advisory board for supply chain, and we have an advisory board for finance, etc. So what does that mean? I have over 200 active professionals who come into my college every semester, and they tell us what is required for our students, what are the changes occurring in their

businesses and because of them we were able to make adjustments “on the fly.” Four years ago our students weren’t very good at interviews and weren’t very good at resumes, so we added two professional development classes to the required curriculum. Two years ago, one of our alumni, Alan Barry met with our accounting chair, Our graduates were having some challenges with advanced Excel Spreadsheet skills. Alan said what can I do? So what was great [about that] is that we now have a consultant come and teach advanced Excel through programs, plus we have CPA software and also CMA software. So we said, “okay” and we did it and so we now have the Alan Barry Accounting Lab which was established when I got here. We have CPA software, CMA accounting software; we were the first college to get CMA software because usually it was only offered as an individual license, but our accounting chair asked if they would like to license the software to the College. The company said, “well, we never thought about it” and they gave us the first college license to that software. Our students can go in there and practice 24/7 with that software in the lab, the CPA and CMA training software. We also have in-house advising like many of your colleges do, and I am sure your college’s advisers are fantastic, I know ours are. We also have a lot of our recruitment activities there because of those relationships that we need to develop with our new recruits.

Going forward, what are our goals? We are going to build it on students, we are going to build it on faculty and staff, and we are going to build it on our partners and new programs. So, what do I need for students? Well, I need funds for students, college is expensive. When I talk to people I like to explain that we need help to build our scholarships. We need to go back and help our people who donate to our scholarships and let them know with a personalized letter back to them that their scholarship has allowed “this student” to achieve these things. We also need to expand internationally; we have programs in China, India, and Cairo and we are looking at other areas where we can expand at other schools and we are looking for partners to do that. When it comes to faculty and staff, we need more endowed chairs. Right now we only have one endowed chair in the College of Business and that was about four years ago for a college that’s been around as long as we have, and a university that’s been around as long as we have, that is not very attractive. It is really key to our ability to attract the best faculty members here. So I need to do a better job of attracting people for endowed chairs and endowed professors. We need more money for development. Our people need to go [just like your college] to more conferences. They need to get their papers and their work out there, and they need to go to more development opportunities and I need to help them get there. And, just like your areas, our professors do great in the classroom and have very strong research, because that is how we build our reputation. So those are some things that we are working on in our college.

The staff area which is one of the areas we need to focus on, so I reestablished the graduate programs office, that was done away with about eight or nine years ago. Graduate enrollment in particular is important to us, so that office started up in July of this year. Our programs, one of the new programs is a Center for Leadership and Organizational Excellence; there are two parts to this that you may be aware of. About eight years ago we started the Advanced Leadership Academy and we asked every college that had a graduate degree to send their best and brightest five to ten students so they can be part of this Advanced Leadership Academy. We had them meet a half-a-day, four different times during the spring semester. They got exposed to CEOs; they had a chance to do community service learning projects, and get some basic principles in leadership. When I got here I asked, why don’t we have something similar at the undergraduate level? They said we haven’t actually really thought about it. So we had a talk with a donor and he agreed to give us money to start up the undergraduate leadership academy or as we call it

the Klar Leadership Academy. The pilot program started this semester and will actually go all year long. We have the Business School, Engineering, Latino Alliance, Brothers on the Rise and some other students wanting to participate. We were hoping to get 30 students because it is a big time commitment. We got 60, but we had to turn some people away. The goal next year is to expand to every college so in March your dean may be getting a letter asking, who are your top 15 students for the Klar Leadership Academy. Just a month ago they worked with Feed the Children where they went and spent the morning, four hours, assembling meal packs for 38,000 meals in four hours. Last Friday, we went to the Toledo Museum of Art where the students had a lecture on entrepreneurship leadership and on how to run a non-profit, artists who made money and artists who didn't. We had someone there to talk about visual literacy and then we were able to take a tour and then we had an etiquette lunch to learn about what fork to use, etc.

Also, a couple of other brief things we did: the Neff family was very generous and endowed our professorship in Finance and they also gave us one million dollars for our student-run stock portfolio. It is now \$1.6 million dollars, and we have 12 Bloomberg terminals. Bloomberg terminals are exceptionally expensive. When I came to my interview and I saw we had 12, I nearly "passed-out" because that is "insane" to have that many, and our students can get certified on the various functions of the terminals. Our students are doing the same things that people on Wall Street or Chicago or San Francisco are doing, the same terminal and the same type of analysis. They have to report back to the UT Foundation every semester on how they are doing. Currently, they are up 11% relative to the Russell 1000 Index. The Russell 1000 Index is down 30 basis points this month. So the students are significantly outpacing the market and that is an incredible experience for our students to actually manage real money. We have the top sales program in the country where we go to sales competitions and we actually have a nice endowment for this program. We also are partnering with other Colleges; we have the opportunity to partner with great UT College leadership so we are very excited about that. Also, a bit of shameless promotion. We have a great Executive MBA program. So, if you know somebody who may be interested, please talk to them about the grad program; it is a lot of work, is completed in just 12 months, and well worth the effort.

Now in closing, I need you to do me a favor. I need you to be champions of The University of Toledo. Higher education is not what it was 5, 10, 15, and 20 years ago. We/ I need to do a better job of talking about the great things, and there are many, the great things that are happening in each and every one of your colleges. So when you're in a conversation and they are bragging on about somebody else who is somewhere else, whether it is the north or the south, you may want to remind them that the university degree is more than a football stadium. Ask them what are they doing in the Business School that makes them great, different, and important. What are they doing in the Sciences, what are they doing in your area, you guys are experts, you know what it is. I defy you to not be able to come up with something that we are doing that is excellent that they have no clue about. For some reason we have a humility problem here in Toledo, I am going to ask you to get over it. We need to be champions; we *must* be champions at The University of Toledo. The second thing is, as you get in conversations with students, parents, relatives or whatever, help them understand the importance of "cherishing the college experience." College is not about getting a piece of paper; the university experience is about learning how to think, having your ideas confronted in real time, having conversations, being exposed to stuff that you don't know or understand and want to learn about. It is about having four years of a learning experience in an open environment where everything is accepted and everything is discussed and you can grow and

become the person you want to be. We have to get this idea out of people's heads that "I go to college just to get my degree," that is so wrong and that is not what we do here at The University of Toledo. Thanks so much for your time. I just want to leave you with this, I am blessed to be able to play a very small part in a student's progression. This progression does not simply impact the student nor just his or her immediate family. What we do at UT will influence generations. That is why we are here, and that is why I am excited to get up every morning and come to work. Thank you so much.

President Keith: Does anybody have any questions or comments for Dean Insch?

Senator McLoughlin: I have one quick question.

Dean Insch: Sure.

Senator McLoughlin: Thank you so much for your energy and passion today, I really appreciate it. You had mentioned the in-house advising. Who does the advising, is it faculty driven?

Dean Insch: We have five advisors.

Senator McLoughlin: Oh, in-house?

Dean Insch: Yes, in-house. They see every student every semester.

Senator McLoughlin: Okay. Are faculty involved at all?

Dean Insch: Not really. Faculty are always available to talk about classes and to answer questions clearly, but the actual ins and outs with how to interact with the program is all handled by our advising staff.

Senator McLoughlin: Thank you.

Dean Insch: Thank you.

President Keith: Okay, we have one more speaker, Rhonda Wingfield, who is going to talk with us about the institutional waiver.

Rhonda Wingfield: Hello. I am here tonight in response to the institutional waiver, the change in the policy. I am just here to share some data with you. First of all, I want to clarify that the change in the policy is not going to be in the employee dependent [tuition] waiver policy, it is the stacking of the institutional scholarships on top of our employee dependent [tuition] waivers. I think there was a little bit of a misunderstanding about what that change is.

Anyways, I looked at three years of data, so I will start with 2013, 2014, and then 2015. I am looking at some of our Ohio university peers. So starting with 2013, we had almost 600 employee dependent waivers issued, 592, that represents about 6.5% of our total employees at the university. The waivers issued are a total of \$4.1 million, that \$4.1 million is 91% of the total tuition for those waivers. The employee dependent tuition is \$4.5 million, and you will see that line right above it, 4.1% of that was waived. The total dependent fees totaled \$1.2 million, which includes all the general fees, college fees, and all associated fees. Dependent waivers totaled about 72% of total tuition and fees in 2013. The total of institutional scholarships is almost \$1 million, \$939,000 and 3% of the total employees' dependents receive these scholarships. That \$939,000 is broken into: \$814,000 from the direct-from-high-school

merit scholarships and \$125,000 in non-merit institutional scholarships. The numbers you see in parentheses are the numbers of waivers and scholarships issued. There are some overlaps. Some dependents receive both the merit and institutional scholarships.

Senator Jorgensen: I have a question.

Rhonda Wingfield: Yes.

Senator Jorgensen: Why is it only 93% of tuition is waived, I thought that all tuition is waived?

Rhonda Wingfield: Because this also includes part-time employees, so part-time won't receive the full 100%.

Senator Jorgensen: Thank you.

Rhonda Wingfield: In 2014, there are the same numbers. I won't actually have to go through it; I'll just point out a couple of key points. Again, you will see 547 total employees, that is about how many were issued, and that is 6% of our total employees. 93% of tuition was waived. Total tuition and fees equals \$5.3 million, the waivers covers 74%.

Senator Gruden: Is this for graduate and undergraduate waivers or just undergraduate?

Rhonda Wingfield: It's all waivers.

Senator Gruden: Okay.

Rhonda Wingfield: Now, down at the bottom you see the merit scholarships – that is just direct-from-high-school which is undergrad.

Senator Gruden: Right. Thank you.

Rhonda Wingfield: In 2015, the numbers are very similar. There were 537 employee dependent waivers and that represents [nearly] 6% of our total employees. That total combined with both tuition and fees is \$5.4 million, 91% of total tuition is waived and again, that represents 74% of total tuition fees. \$1.2 million of institutional scholarships were given and that \$1.2 million is broken down between \$647,000 in merit scholarships and \$535,000 in non-merit scholarships.

Senator Donald White: Is the non-merit much higher than before?

Rhonda Wingfield: It is much higher. There are so many things that are non-merit, everything from band to trustee, there are so many, there are hundreds actually.

Senator Edwards: So of these scholarships, only 4% went to employees' tuition fees?

Rhonda Wingfield: We are only looking at scholarships of employees' dependents. All of these numbers represent only employees' dependents. We give out much more than \$1.2 million in institutional scholarships; all of these slides only represent employees' dependents. So what this is saying is that \$1.2 million that was given out for our employees' dependents, that represents 4% of our total employees.

Senator Edwards: So, in other words, the 213 merit scholarships are half of the employees' dependents?

Rhonda Wingfield: Exactly. And the \$535,000 is the other half.

Senator Edwards: Thanks.

Rhonda Wingfield: This is not very clear to see, but the other Ohio public universities [almost most of our peers] have some kind of an employee dependent [tuition] waiver, whether it is 50%, 70%, or 75%. We, UT, have an unlimited dependent [benefit], but almost most of our peers have a cap at 6 or 8 credit hrs. I don't have that data on this slide, we are still gathering that.

Institutional aid for a merit scholarship is stacked on top of the waiver; many of them do offer that as well, the same as UT, but they have caps, so it only covers direct costs in many cases, which is just actual tuition and fees, but it does not cover room and board and additional fees such as lab tech. fees etc. Cleveland covers 100% undergrad and 50% graduate and Ohio State covers 50% for one parent employee and 75% with two parents and does allow some stacking and also has a cap in credit hours. The last slide, I am not sure if everyone is familiar with the scholarship grading that we have and this is just for direct-from-high-school students. These are students who are not applying for scholarships; they happened to apply to the university and they fall under these bands and they are issued automatic merit scholarships. I have one note, in 2013, between 20-30% of the merit awards that were issued are in some form of this last slide of the \$6,000, which will be the highest band of about 20-35% of the merit scholarships issued. The remaining 70% are in the lower grid. Are there any questions?

Senator Dowd: I would like to clarify a point for the Minutes. If I understand you correctly, you are talking about institutional scholarships only and are not referring to scholarships that come through as an endowment. Is that correct?

Rhonda Wingfield: That is correct.

Senator Dowd: Otherwise, it is provided by the Foundation?

Rhonda Wingfield: That is absolutely right; so, only funds from the university's general fund budget.

Senator Jorgensen: What proposal is this?

Rhonda Wingfield: Well, we are talking about---

Senator Jorgensen: Well, can you repeat the question?

Rhonda Wingfield: Sure.

President Keith: Well, that is my fault; I probably should've sent out that information. There is going to be some unstacking of institutional scholarships on top of the dependent tuition fee waiver.

Senator Jorgensen: So, no additional, just the waiver?

President Keith: You can still get the scholarships that come from the Foundation, right? And there may be some institutional scholarships that you are still eligible for.

Rhonda Wingfield: There are some different options that we are still looking at, one is the Presidential Scholarship that will be excluded, we will not remove that. One other option that we are talking about, but nothing is in stone yet, students that earn merit scholarships have worked hard for it and they put it on

their resume so we are still providing that merit scholarship, but netting both the merit scholarship with the employee dependent [tuition] waiver so it never exceeds the total tuition. So they can still put that up on their resume that they received a merit scholarship for high demand, but the point is, the dollar amount will still not exceed total tuition.

Senator Molitor: So the dollar amount won't exceed tuition or won't exceed tuition and fees?

Rhonda Wingfield: It will not exceed total tuition; that is what we cover now, total tuition. The policy reads "*all employees' dependents*," their total tuition - unlimited hours - is covered if you are full-time and if you are part-time then it is pro-rated based on your status, but fees are not included in the policy and we are not even looking at changing the policy, this is just a staffing.

Senator Molitor: Just to follow up. We do have students who will receive scholarships that add to tuition and fees who are highly accomplished students. Since other institutions will offer this as well, we could potentially lose some very talented students who are coming here because they will get such an excellent scholarship package that combines what their parent provides as a dependent waiver with the merit scholarship on top of that. I think ultimately that could harm the university and it could backfire.

Rhonda Wingfield: Well, I am not going to disagree. However, I think that only 4% of our total employees are receiving merit scholarships; well, there's actually 2% that are receiving merit scholarships and the other 2% are receiving other intuitional scholarships, so it's a very small number.

Senator Molitor: But is that 2% of employees or 2% of employees who are receiving dependent waivers?

Rhonda Wingfield: Well, 2% of total employees.

Senator Molitor: Okay, well, 2% of qualifying employees, that is 180 students; 180 students can make a substantial dent in enrollment numbers.

Unknown Speaker: And in retention.

Senator Molitor: Yes, and in retention.

Rhonda Wingfield: Right. 91% of their total tuition is covered. I think it would be difficult to find a public institution that would cover 91% of total tuition.

Senator Molitor: We are talking about students who are highly accomplished and are sought out by other institutions. I am guessing these students will be eligible for generous scholarship packages from more prestigious institutions. I believe it is necessary to offer generous scholarship packages to keep these students from going elsewhere, and stacking merit scholarships on top of the tuition waiver allows us to do that. If we lose these students, it may have a negative impact on our ability to improve our national ranking

President Chief of Staff, Matt Schroeder: Real quick. I am Matt Schroeder, Chief of Staff at the university. I've been working with Rhonda on this and also Jim Mager and his folks. What Rhonda is trying to do is just simply quantify a dollar amount, what we are looking at from a staffing perspective. What also is going on through Ruffalo Noel Levitz is strategic and enrollment planning, so I would

suggest to Faculty Senate to have Jim Mager come in in probably February or March of this coming spring because we are looking at how we handle all of our scholarships, specifically tied to those high ability students. Because what Jim Mager and Ruffalo Noel Levitz are discovering, beyond just dependents, is that there are buckets that we are over-awarding and there are buckets that we completely miss and those students are going elsewhere. What they are trying to instill on the enrollment management side is the science behind scholarships, I know scholarships utilize leverage, but also, there's an art to it. We have struggled over the years with the science and the art side of capturing those students that may go down the street to Bowling Green or to Akron. I think today the important takeaway is tied to the quantitative of the staffing upon the dependent. There will be dependents that come through our doors that fall within the range that may be north of 26 because our spectrum right now with ACT falls between 20 and 26. So there may be some that are north of 26 that get into a range that may be greater than \$8,200 in the tuition waiver or tuition benefit that we may have to incentivize those individuals to Senator Dowd's point, using Foundation monies or other resources that are out there to attract those students.

Associate Dean Peseckis: Let's say you have a dependent and they qualify for PFO from day one and they get full scholarships and fees, can employees have their employee benefits used elsewhere rather than used for a full scholarship? Can we choose between PFO or another opportunity?

Rhonda Wingfield: Are you saying they receive a merit scholarship, or are they getting tuition and fees, or is it some other form of scholarship?

Associate Dean Peseckis: Let me clarify. Do you have to apply to the waiver first or can you first see what financial aid you will get and then see what the waiver will be?

Rhonda Wingfield: Yes. The dependent waivers are absolutely filled out by the student and their parents sign off. It is up to the actual employee to pursue this. So absolutely, if they are receiving scholarships in excess of just tuition, then that would make sense. If they are receiving a scholarship of a dependent waiver that covers 91% of tuition and you have a another scholarship outside of this institution fund that covers the additional 9% in fees then, yes, that happens now in the current state. Does that make sense?

Associate Dean Peseckis: Yes. Going back to Senator Molitor's question, say that you get tuition and also your fees are covered, can you use another form of institutional aid?

Rhonda Wingfield: Sure, if they have some other form of institutional aid, but I have not actually seen that happen.

Dr. Edith Kippenhan: I am not a senator; I am a guest today because of this topic. The problem that I have with this policy is this is a recruitment tool for faculty. It was a retention tool through our current and past administrations for us to stay because we weren't getting any raises. It is a discriminatory policy against our children that they are not allowed to have their merit scholarships because of where their parents work, and I find that grossly unfair. And, to come and say "it is only affecting 4% of our population," that's the 4% that stayed here through the "thick and thin" and we are the excellent teachers in the field; so I am sorry, but that is a slap in the face.

Rhonda Wingfield: I apologize; I didn't mean to say "only 4%."

Dr. Edith Kippenhan: To want to take a \$1.2 million benefit away from our children who have worked so hard to earn those merit scholarships to balance a budget with other people who have highly inflated salaries who are not offering up a 25% pay cut in other areas where we all know we can save money, I also think it is grossly unfair. This is not fair to take it out on the kids who have worked so hard for so many years knowing they have this benefit coming. Now, to bring it up in contract negotiations in two or three years, that is a whole-other ballgame that we are welcome to revisit, especially when we show our peers what they are or not doing, but, to just do it as a policy change as it is trying to be done, I am sorry, I don't think it is right.

Matt Schroeder: I want to accentuate to the group the dependent waiver policy is not being modified or amended. That policy---

Dr. Edith Kippenhan: I understand that---

Matt Schroeder: It is what has happened through mechanisms like this which over the years has been created by Enrollment Management and it is implemented by Enrollment Management and has elements that frankly, you sit back and scratch your head and ask yourself, why would we offer \$1,000 to someone that has a 16 on their ACT?

Dr. Edith Kippenhan: Because we are located in Toledo and we were trying to bring in local residents where \$1,000 to them is a ton of money.

Matt Schroeder: But the focus today is on the dependent side. The dependent is receiving a benefit if they are full-time, 12 hrs. or more, roughly \$82,000 a year. So I guess reeducate me, if I am receiving or my daughter is receiving \$82,000 a year from The University of Toledo, why the additional \$1,000?

Dr. Edith Kippenhan: Because most of that is expenses. Because that is tuition, not fees. Fees alone are almost \$1,000 a year.

Senator Smas: I don't have any dependents, but I totally agree with what you are saying. This is the first time I've heard all the sides to this issue. This is for all employees and some of them do not make a high income.

Group of Senators: Right.

Senator Smas: This is for all UT employees- you just can't give this from a faculty element standpoint. I also agree, it is completely unfair to punish the students who have tried to achieve at any level, even if they have an ACT of "whatever." We are always talking about how do we involve The University of Toledo and what do we do to benefit these students. What is our outreach to bring them in? We have to push them to the next level. We all value education. I am completely stunned at this approach to try to save \$1 million in a budget at the expense of students who are trying to better themselves. Some of us had the benefit of having faculty parents. Thank you.

Senator Weck-Schwarz: I am really disappointed about the way this was originally presented. It was basically passed off as something to prevent people from "cashing out" and actually making money by taking courses at UT; at least that's what I heard the first time it was presented to Faculty Senate. It wasn't about saving money; it was essentially about these people "cashing out" on top of their tuition and fees

and making money so they can buy designer coffee and designer jeans. But as one of my colleagues educated me today, that's not even possible, the IRS doesn't allow cash-out.

Matt Schroeder: Yes, I think they are cashing out on the university side of the house which is... They have had this total in place for a number of years to prevent cashing out. Now, I think what some of our students run into when financial aid is disbursed and their monies coming back to them, their ability to spend those dollars on something other than fees, text books, and college fees etc.

Senator Jorgensen: One consideration is that our dependents can get scholarship offers from other institutions around the state. When they come here it is a good deal for us to get quality students, which has an influence on our retention.

President Keith: Well, this policy is posted on the policy page. You have up till December 18th to post comments/ send comments. Is there anything else you want us to do?

Donald White: What makes a comment official in some sense that it needs to be considered? Are the comments made here, are those official and have the same sense as being posted online?

Matt Schroeder: I would suggest through the policy process, so if you have comments go through that portal. Your comments are recorded and they are also disseminated. There are a number of comments that have questions asked within that comment itself. So once all the comments are received it's going to be upon whoever the expert is to answer those questions and respond back. It is also important to know that how the university has gone about this process, it is done in a way that is truly posted for comments versus [maybe] previous administrations posting for comments and stating "oh, by the way, this policy is live." This is truly posted for comments and we've received 14 comments to date and so we are actively looking at those and we will be formulating responses to all of those comments.

Senator Thompson-Casado: I appreciate the university's new spirit in welcoming comments. I think that perhaps the Faculty Senate should get a sense of what the Senate feels about this policy and issue a Faculty Senate response. I feel very strongly about the issue, especially if this covers all of our employees and not just faculty. This is really going to hurt the STEM areas where the fees are very, very high. I know that it affects the Humanities to an extent, but the STEM areas are going to be impacted by this. If we are talking about employees that have lower salary levels and their children perhaps do not have all the benefits that up to this point faculty's children have had, getting these students into the STEM areas is very, very important. Discouraging them through this process is inequitable. Fees in the STEM areas can reach \$5,000 a year so this has a really big impact on a lot of our students.

Senator Nigem: I think those of you need to consider that these students just don't end their educational careers at the undergraduate level. These are potential prize graduate-level students that provide graduate enrollment which is not covered by a fee waiver, so there's a graduate side of this that ultimately needs to be addressed, especially related to graduate enrollment.

Rhonda Wingfield: There are only a few professional programs that are excluded from the fee waivers for graduate students.

Senator Edwards: Do you have a breakdown of the different employee groups, in all of those, members that are part of each bargaining unit, and each staff group and all of its members? It may be helpful to know about which groups of employees would be most affected.

Dr. Edith Kippenhan: I want to say that it was predominantly 70% of staff who get the benefits on top of it, not faculty.

Senator Compora: If we are going to be looking at all of this in February, why are we looking at this piece right now? Why can't we look at this all collectively at that time? Why is it so important to do this part right now and put off everything else when we don't even know what the impact is going to be?

Matt Schroeder: The February piece is the scholarship and the aid in general. This component of it is sitting back looking at again, preserving the dependent benefits, not wanting to amend that, not wanting to manipulate that at all and realizing amongst our peer institutions it is in line; if you look at Wright State, it is 75% and if you look at Ohio State, it is 50%, realizing that it is a very generous benefit and then looking at the stacking that is happening now. Also keep in mind, those dependents that are currently enrolled are grandfathered in so as spring semester arrives on us and as fall starts next year, as long as there is a continuous enrollment they will not be negatively impacted. But as we start preparing not only for spring but also fall, the dependent waivers is one of those we want to preserve and also when we look into the spring, how we manage the scholarships in general or financial aid in general, knowing that 100% is rich, so how can we utilize these monies elsewhere to help in this fiscal constraint we are currently in.

Senator Harmych: I guess I would just like to have the administrators' initiative to look at it from a different perspective. Instead of grandfathering the students in that are starting in the fall, grandfather those employees in [including myself] who stayed here and chose a job because of this benefit and because I want my children to earn a benefit like this. It's not that I can't afford to bring them to school, but the fact that my children have worked hard just like every other student out there, so it's not fair that they don't benefit from this. I think we can modify it somehow, I think we can look at it, and I think there's a better way to do it. I think this is too much of a "cut and dried" thing you guys are trying to do. I think we need to look at how to address it. Thank you.

Senator Thompson-Casado: I would just like to remind everyone that the dependent tuition waiver is maintained through the CBA. This is through the negotiated contract clause that is embedded in our CBA. The second portion is obviously this policy, and we need to see how this is going to affect our students here.

Matt Schroeder: To underscore: the collective bargaining agreements, not only at the AAUP level, AFSCME, or CWA, we are not going to mess around with those.

Senator Thompson-Casado: The people here, the faculty and staff did not have raises for many, many years, so to compare what the benefits are at other universities where they have different packages with regard to salaries is being very disingenuous.

Matt Schroeder: Let me finish my first comment because maybe that was a little too informal. The CBAs, the dependent waiver policy, that depending on your decision of the...university, those are done. We are talking about [today] the institutional fee policy, not the dependent waiver policy.

Senator Thompson-Casado: Right, we understand that. The institutional scholarships and the merit scholarships are something that has been in place for years. There are people who have stayed here, rooted here with dependents coming up, and they weren't thinking about them as they made their decision. So once again, when you compare what the rules are at other Ohio universities, it doesn't reflect other salary over the past five years.

Matt Schroeder: Also with financial aid, and correct me if I am wrong, it has evolved over time. So if my memory serves me correct, in 2009 and 2010 we as an institution offered "Blue & Gold" [scholarships] and really, really pushed that hard and then six years later it negatively impacted our graduation rates, our retention was terrible because of that and frankly, we weren't a driven institution in the market because of that. So I think to be in the mindset that the financial aid packages, whether it is this table or others that are static over time, we have to evolve as the market evolves.

Dr. Edith Kippenhan: But we weren't asking you to change the numbers. We understand that those numbers fluctuate given the climate with low enrollment the merit came in, that we can understand. You are trying to completely take that away from our dependents and that is the part that is not fair and is discriminatory.

Associate Dean Peseckis: What is the total value of the added merits that we lose as faculty?

Matt Schroeder: It is \$1.6 million.

Associate Dean Peseckis: And that is going to remove this debt?

Matt Schroeder: The reality is the university has a shortfall of \$14.5 million right now. Dr. Gaber is trying very hard to avoid across-the-board cuts and that is why we looked at this.

Senator Jorgensen: The scholarship program costs about the same as two football coaches.

Senator Humphrys: So if people go on and make their comments, there is a 30-day comment period, is that correct?

Matt Schroeder: Yes.

Senator Humphrys: Then at that point, who makes the decision whether it would go through or not? What is the process?

Matt Schroeder: My understanding of the process is this is all driven by Beth Hagen, she continues to assemble those comments. You have till the end of December 18th, on the 19th, she will then meet with Dr. Gaber and we will review those comments. At that point in time any discussion will take place in terms of "x, y, and z" questions that's been asked, who is the best person to answer those questions. Then ultimately based on the feedback that's been received, what enhancements or changes should be made to the policy and it is my understanding that it gets posted again, however when it posts again I believe it is posted with the expectation that it is posted for an additional 30 days to apply.

Senator Humphrys: As I understand it and correct me, if a student who is grandfathered in would drop out for a semester, when they return they would be under the new rule. Did I understand that right?

Matt Schroeder: Only if they drop out for two semesters, example fall and spring.

Senator Edwards: I have a comment about your question, Senator Humphrys, about the policy. There are many institutions that have a policy review committee that has an institutional representative before policies are active, so maybe that should be something that Faculty Senate could consider.

Senator Jorgensen: We do have one, I was on it.

Senator Edwards: Does the Policy Committee have Faculty Senate representatives?

Senator Jorgensen: There are Faculty Senate appointees on the Policy Committee.

Senator Edwards: Are they asked to review all policies?

Senator Jorgensen: Yes, but doesn't mean that they approved it.

Senator Edwards: Just so they get input first?

President Keith: You can look on the Policy webpage; I believe that they have a list of members on that committee. We do make appointments and I apologize, I forget who we appointed this year. I believe Barb Floyd is a permanent member of that committee.

I have a suggestion, I just talked with Quinetta, and she said that she could transcribe this discussion from the minutes in a day or two. That would allow us to submit this discussion as a set of comments in response to the proposed policy changes. I also encourage you to go to the Policy website and post your own feedback. I am sure if we ask questions, those questions will be answered but I'm not clear how we receive the answer. How will we know what the answers are?

Rhonda Wingfield: We need to have a formal process so if you post those answers and put them on the webpage so you can see them instead of trying to answer...*[Indecipherable]*

President Keith: I will certainly make sure that Dr. Gaber receives the feedback that you have given at today's meeting. She'll be able to read your explanations, ideas, and conversation that we have had. Again, I encourage you to post your comments. If you say it once it is great, but if you say it twice, there is nothing wrong with that. So go on the Policy webpage and provide some feedback.

Senator Donald White: What date does it end for feedback?

Group of Senators: It ends on December 18th.

Senator Prior: Is there going to be a timeline issue here where we go on [Christmas] break and we are going to be out and it happens?

Unknown Speaker: Well, your comments have to be in before the break.

Unknown Speaker: Well, the policy states that it will be effective for students enrolling in spring 2016, so it sounds like it is a pretty urgent policy.

Rhonda Wingfield: In order to recapture facing it needs to be done this academic year, so that is why we are giving you 30-days to respond, we answer the questions, and a decision is made.

Senator Krantz: Which would imply, if a student has a waiver and already granted awards that they would be rescinded?

Group of Senators: They are grandfathered in.

Rhonda Wingfield: It actually says if they are enrolled before 2016 they are grandfathered in until there's a change to those decisions.

Senator Randolph: Rhonda, I understand what you are saying. However, we are in the process of admitting for next fall and students who are applying are automatically reviewed for the merit scholarship, yet the proposed words of the policy say they are not permitted to apply for a merit scholarship. So, in essence, if they read that very closely, they can't apply to the university. There is a whole pool of students that are being admitted right now and being sent merit scholarship offers.

Rhonda Wingfield: These are employees' dependents?

Senator Randolph: Yes.

Rhonda Wingfield: That is why we have the numbers; we are showing 20-35% of the total is in that academic band, so whatever decision that Dr. Gaber makes we will have to exclude those students. I am just sharing information, but that would be something that we will look at.

Senator Molitor: The Presidential Scholarships application has already closed and we are starting to review these applications.

Rhonda Wingfield: I think the Presidential Scholarships have already been decided upon, so the proposal will be excluded.

Matt Schroeder: To Senator Molitor's point, the letters have already gone out and we are in a review period for a year.

President Keith: Are there any more questions? Thank you. Meeting adjourned at 6:22 p.m.

IV. Meeting adjourned at 6:22 p.m.

Respectfully submitted,

Lucy Duhon

Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Office Administrative Secretary

