

## Faculty Senate, Minutes, September 27, 2016

University of Toledo Faculty Senate

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**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of September 27, 2016**  
**FACULTY SENATE**

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

Approved @ FS on 11/22/2016

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Summary of Senate Business

Ericka Lavender, Assistance Athletic Director for Academic Services

Diane Engbretson, Assistant Director for International Studies

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

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

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

**Present:** Ariss, Atwood, Barnes, Bjorkman, Bouillon, Burnett, Cappelletty, Compura, Devabhaktuni, Duhon, Edwards, Gilchrist, Giovannucci, Gray, Gruden, Hall, Harnych, Haughton, Hoy, Humphrys, Jorgensen, Keith, Kippenhan, Krantz, Lanham, Lundquist, McLoughlin, Martin (substitute for G. Thompson), Monsos, Nathan, Niamat, Nigem, Prior, Randolph, Relue, Rouillard, Said, Sheldon, A. Thompson, Thompson-Casado, Van Hoy, Weck-Schwarz, White, Williams, Wittmer

**Excused absences:** Brickman, Dowd, Kovach, Duggan, Malhotra, Oberlander, Patrick

**Unexcused absences:** Crist, Emonds, Jaime, Lecka-Czernik, Mohamed, Schaefer, Srinivasan, Tian, Willey

**III. Approval of Minutes:** Minutes of August 30, 2016 Faculty Senate meeting are ready for approval.

**President Humphrys:** We have Minutes to approve today from the Faculty Senate meeting held on August 30<sup>th</sup>. Are there any corrections or concerns? Hearing none. May I have a motion to approve the Minutes from August 30, 2016? All in favor say "aye." Any opposed? Any abstentions? **Motion Passed.**

Executive Committee report: As I mentioned at the last meeting, during this academic year UT will embark upon a strategic planning process. It began today under the guidance of a facilitator, Sharon McDade, a former director of the American Council on Education. Although Dr. McDade will assist with organizing the process, the day-to-day duties will be overseen by the co-chairs, Professor Laurie Dinnebeil from the Judith Herb College of Education and Professor Anthony Quinn from the College of Natural Sciences and Mathematics. The Strategic Planning Committee has representatives from virtually every University constituency, as well as from the local community. I am on the committee along with Senator Mike Dowd. As far as opportunities for individual faculty to provide input into the process, there will be multiple "listening sessions" conducted on both campuses. Campus and community members will be able to voice their ideas or concerns at these sessions. President Gaber has asked the Committee to provide a focused, purposeful, and realistic plan to her by May 1.

Over the course of this year's Senate meetings, a theme I would like to highlight is an ongoing discussion of the University's financial and budget outlook. As faculty representatives, I believe the more we know about where we are, how we got here, and how we can improve with respect to the financial picture at UT the more we can be active participants in turning around a trend that has included annual cuts--to a level that many of us would describe as bare bones department and college budgets. The good news is that Senior Vice President for Finance and Administration, Larry Kelley, is committed to faculty playing a meaningful role in budget and finance decisions. He has redesigned the University's Finance and Strategy Committee to facilitate this new pro-faculty position. Senator Linda Rouillard, Senator Mike Dowd, and I are members of this group and can act as conduits to pass information between the Senate and the Finance and Strategy Committee. We will begin our discussion of University finances at today's meeting.

Since our last Senate meeting, the Executive Committee has met with President Gaber and Provost Hsu and discussed many issues that we will be bringing forward to the Senate. These topics include improving UT's research position; investigating the possibility of introducing a new, additional, shortened semester called an "Intersession"; exploring opportunities to bring a day care center back to campus; and placing tenure and promotion materials online for easier access by reviewing entities.

Provost Hsu asked me to extend to the Senate his apology for not attending today's meeting. This afternoon, he's participating in a retreat with administrative counterparts at BGSU.

This ends today's Executive Committee Report. Are there any comments from the Executive Committee? Are there any questions or comments from Senators? Well, I've made one change on today's agenda. We do have one of our guests that was appearing later in the agenda who asked to move up because she has a time conflict, another engagement. I would like to welcome Diane Engbretson, Assistant Director for the Center for International Studies and Programs.

**Assistant Director for the Center for International Studies, Diane Engbretson:** Good late afternoon, early evening. My name is Diane Engbretson. I am the Assistant Director for the Center for International Studies and Programs. Sammy Spann who is my supervisor started talking about this competitive awardship a little over a year ago and then President Gaber came on board. She really was encouraging and she really wanted us to push forward with this competitive award initiative. So what has happened, we kicked-off in the Fall of 2015. We've done outreach to over 480 students, encouraging them to apply for a competitive award. We had meetings with over 50 candidates. This year we are working on applications for Truman, Marshall, and Mitchell. We will have our first Rhodes applicant -this is the first one I found that The University of Toledo has actually applied for. Then we have Fulbright, Gilman, and Truman. I heard that there were discussion somewhere about eight to ten years ago, but no one really knows. This year we had our first competitive award reception and President Gaber hosted that at her house. So we acknowledged some faculty, staff, students and incoming Fulbright students as well. We also have students from Afghanistan and Pakistan who are here for the next couple of years to work on their studies. I am really excited about these competitive awards even though President Gaber has pointed out that she wants to raise the profile of the university. We have wonderful students and wonderful faculty and staff that we aren't celebrating some of these great achievements that they've gotten, and so that is one of our goals. I know you've seen the screensavers with the faculty showcase on there with a blue background- it talks about somebody who's gotten some sort of a competitive award over the last few years. We try to put a new one up every month because we want to acknowledge some of the great work that our staff and students are doing. So this is where I am kind of asking for your help. If you have a

really great student who you think would be eligible for a competitive award- you just think they are a really good student overall, not necessarily their GPA, but in general- please refer them to me. I will look and try to find as many competitive award options for them as I can. We have some great databases that I am able to access so I can help them find a competitive award. So like I said, if you have students that are interested or if you have somebody that you think would be “good”, I don’t mind reaching out to them and asking them if they would be interested in applying for a competitive award.

On the flip side, I want all of you to consider a competitive award. What I’ve gotten from faculty in the past is, “I don’t really think I can take off a semester or take a year to get a competitive award.” Well, one of the competitive awards that we were able to accomplish this year is called the Fulbright Specialist- you go anywhere from two to six weeks. It is kind of a timeframe that you helped figured out. So I helped three faculty this year become a Fulbright Specialist which means they are out of a classroom and put on a roster for five years. If the university is interested in, for example, we have child-maltreatment- they can contact Fulbright and say they are interested in bringing someone in who can talk to them about child abuse. I don’t like to make people wait, so what we do is on the opposite side of that, we actually reach out to universities overseas and ask them if they would be interested in posting some up. Some of you have connections with universities overseas so they are able to connect that way. This Summer we had one who went to Portugal for three weeks and she worked with Portugal on child maltreatment and did trainings for faculty and her students there. The second one is nursing; she had a great option, two universities were interested in her, one in Jordan and one in Taiwan. The second one is in education, she is going to Israel this December. So they all work out their times, usually during break time such as Spring break or Summer break. So I don’t want people to think that they are not able to go. I help everyone. I help them with the application process from the beginning to the end. I help them find resources; I even help place them in places where they are interested in going.

The white sheet that you have that looks like this is for faculty and staff. The trifold that looks like this is the one for students. So if there are awards that are interesting to you and you don’t have a lot of time to go through it, let me know and I will help you do that. I am going to leave some business cards here. If you are interested or you just have questions, please feel free to contact me. Like I said, we’re trying to get more options for our students because there are so many scholarships and awards that we have no idea that’s out there. Almost every discipline has some sort of competitive award and/or some sort of scholarship available, so my job is to try to find “that” award or scholarship for our students and help them apply for it. Are there any questions? Is there anything that I can clarify?

The other thing, I started this year with the College of Education and I was asked to come back and speak with their entire faculty. If you have a department meeting that you would like us to come to and present and/or to yourself, let me know because we are able to do that too. We can make it very short, like ten minutes of your time; we will take whatever we can get. But again, we want you to get the word out as much as possible to faculty, staff, and to students. Thank you very much.

[Applause]

**President Humphrys:** All right, let’s move on. The next agenda topic is the new course proposals from the College of Health and Human Services. Let me give you a little bit of a background to the information

that I sent you via email. What happened was, it was at the end of last year, there were some courses and a program modification that came from the College of Health and Human Services. The Program Committee at the end of last year had enough time to review the program modifications, but the Curriculum Committee did not- they were busy- it was at the end of the year and they were very busy with the amnesty program that you will see again. So the courses were not approved, but the program modification was approved based on the condition that the courses would be approved. So that is where we stand. The College of Health and Human Services would like to offer these courses in the Spring, so we are running against the issue with time. So there's one change and you received that information via email. The College of Business has contacted the College of Health and Human Services and there was one course where there was a concern, Leadership and Management in Healthcare and that's going to be held back. HCAR4580 will not be voted on today because the College of Business is going to be talking to Health and Human Services representatives, but the other two courses we would like to bring forward. You've received all of the information, a copy of the syllabus and a copy of the curricular tracking form. Are there any questions? Well, there were a couple of questions that I got prior to the meeting today. There were a couple of typos that a few people had mentioned: on the form, one of the courses said they had a specialized grading system, but that was incorrect. These courses are not going to be passed with credit- it is going to be the regular "A / A-" grading systems. Another thing, I think there was a box that was checked that said "students can take a course more than once," but again, that was an error on the form, that's not the case. So, those two items needed to be mentioned and corrected. Are there any questions? Again, we are voting on HCAR:4560 Services in Healthcare and HCAR:4570 Resources in Healthcare. Are there any questions? Hearing none. Let's vote on the two courses. All in favor for the two courses going forward, say "aye." Any opposed? Any abstentions? *Motion Passed.* Thank you.

**Senator Jorgensen:** Do you know the status of the other courses that didn't get finished last year? One of them [at least] that I know about is scheduled to be taught next semester and it didn't get through.

**President Humphrys:** Well, the only courses that I've heard about recently, and I should've mentioned this before, apparently there was some sort of an issue, a disconnect between some of the courses that we actually approved that never got signed- I think it was an issue of being at the end of the semester and either the Program Committee chair or the Undergraduate Curriculum chair probably just forgot to sign it. So, do you know when the course that you are referring to actually came forward?

**Senator Jorgensen:** It was submitted in February and it went through the college then it went to Senate and I don't know where it is.

**President Humphrys:** All right. Let me check. If you could send me which course that is, then I will definitely check. There have been a few that were just recently signed. So if it came through, then there's a chance that it was just a matter of a signature going on the Curriculum Tracking System. Are there any other concerns?

Okay, the next person we will call up is Amy Thompson, our President-Elect who is going to go over committee membership announcements.

**Senator Thompson:** First of all, I want to thank everybody for their assistance on Committee on Committees, particular those who were their college representative, getting people to participate on individual committees. We have all the committees seated and tentative chairs that have been appointed by President Humphrys. I want you to know, if you have individual concerns, please forward me an email or chat with me after today's meeting. These are full with a few minor adjustments. This is just the overall list of people who represented each college on the Committee on Committees. We can go to the next slide. The Core Curriculum Committee- Holly Monsos from Arts and Letters has agreed to chair that committee. We will actually send this list out as well so you can have this and have access. If we go to the next slide as well, we are looking at the Committee on Program and Curriculum- Diane Cappelletty from Pharmacy has agreed to serve in that role as chair. We also have the Committee on Faculty Affairs- Cindy Gruden from Engineering has agreed to serve in that role as chair. The Committee on Academic Programs- Fred Williams from Pharmacy will be chairing that committee. The Committee on Academic Regulations- Celia Regimbal has tentatively been appointed to that position- because she is not currently on Senate we actually have to have an election for that and we will do that at the end of going through these committees.

**President Humphrys:** I just want to say, as you noticed there is something special here about graduate faculty representatives. There are going to be a number of policies coming through this year that we're going to be looking at that will impact both undergraduate and graduate programs. So what we decided to do, -- "we" meaning the Executive Committee -- is to have the normal listing of a representative on the committee from each college and then we are going to have some representatives from graduate programs. We are going to talk to the Graduate Council to see if they have one or two of them for the Academic Regulations Committee., They are really there for the purpose of letting us know how these policies are going to impact the Graduate School, so we don't do things that at some point we'll have to go back and make changes because of the Graduate School. So there will be graduate faculty on this committee and if you have someone that you'd like to recommend, just let me know. Thanks, Senator Thompson.

**Senator Thompson:** Thank you, President Humphrys. We will be looking forward to those additions. Let's go back to the Committee on Committees list: The Committee on Student Affairs- Patty Relue from Engineering has agreed to serve as chair for that committee. Constitution and Rules -- Mark Templin has tentatively been appointed to this position, however he is not on Senate so we will have to specially elect him at the end [today]. The Committee on Elections-President Humphrys just appointed co-chairs to this committee.

**President Humphrys:** It is "hot off the press." Sibylle Weck-Schwarz and Dan Compore have agreed to co-chair that committee, and I really appreciate that.

**Senator Thompson:** Since we've gone electronic it is easier to process.

**Senator Weck-Schwarz:** That is not quite true <laughter>.

**Senator Thompson:** So those are all of our committees. Does anyone have any questions; anything about committees or chair initiatives? Again, we will send out a list of the committees at a later date, perhaps

tomorrow. I really appreciate you all, and all the hard work you've done. So with that said, I will turn it over to President Humphrys.

**President Humphrys:** Thank you so much. And thanks for the great job you did, Senator Thompson. The two chairs, as we mentioned – the Constitution says that you don't have to be a senator to serve on a committee but you have to be a senator to be a chair and if you are not, then we will have to vote. I think that it probably would be best if we do them individually. So the two people who are going to be chairs of committees that are not senators – the first one will be Dr. Celia Regimbal who was the chair last year as well. So, may I have a motion for us to approve Dr. Celia Regimbal to be the chair of the Academic Regulations Committee?

**Senator Lundquist:** So moved.

**Senator Rouillard:** Second.

**President Humphrys:** All in favor of Dr. Celia Regimbal to be chair of the Academic Regulations Committee please say "aye." Any opposed? Any abstentions? *Motion Passed.* Next, we have Dr. Mark Templin who has agreed to chair the Constitution and Rules Committee. I believe he was a co-chair last year. So, may I have a motion to allow Dr. Mark Templin to be chair of the Constitution and Rules Committee?

**Senator Lundquist:** So moved.

**Senator Gray:** Second.

**President Humphrys:** All in favor of Dr. Mark Templin to chair the Constitution and Rules Committee please say "aye." Any opposed? Any abstentions? *Motion Passed.* Great! The next step will be to send this out to everybody who is on the committees and also the committees themselves will receive a follow-up because some of the committee members aren't here today; so you will be receiving emails from me as members on a particular committee, then we will begin. I would guess Senator Cappelletty will be the first "lucky" chair who will have some actual assignments with the Undergraduate Curriculum Committee. Thank you very much.

The next thing we are going to do and I am going to see if I have the "magic" touch for the laptop. We are going to look at the budget, to get a feel for it and get a feel for some of the things that are going on. I would like to ask the people that I had mentioned, Senator Dowd, Senator Rouillard and I – we are on the Finance and Strategy Committee- to "jump in" when they can. Also, Past-President Keith is working in the Office of Finance and I think she knows about anything any of us would like to know--right?

**Past-President Keith:** I can't give anybody a raise <laughter>.

**President Humphrys:** She won't like this because she doesn't like me to point out the wonderful things that she's doing, but she really is becoming the UT guru of the state subsidy; she's kind of the person to go to if you have any questions. And of course, Senator Rouillard being our representative on Ohio

Faculty Council, she is very much also up-to-date on this. Today's subject for budgets will be State Share of Instruction, which is SSI. Now, here is one of the issues- we obviously continue to have budget challenges, and the issue is, if we can't grow enrollment from a speed standpoint and a numbers standpoint, to really make up the difference in the various other problems and issues that we have, we have to look elsewhere to try to see what we can do to actually increase our income- because we'd rather do it that way than to decrease our expenses. State Share of Instruction is a very complicated thing, but it actually is a way that we can look to try to improve our financial situation. The state basically has a bucket of money, so it is finite. Then the various state universities get a share based on a very complicated formula. Just to give you an idea, I will talk about some of the things that we worked on with administration. As you can see here, the amount of money that the state allocated in Fiscal Year 2016 was \$1.46 billion- if you look at the trends over the last five years, that's pretty much what has been allocated in the recent past. Sometimes there's been rather minor increases made, but that is pretty steady for the amount that the state has subsidized. Our allocation – and this is for 2016 – was 7.55%, which essentially is 7.55% of the bucket of money and that is roughly \$110,561,000.00, so that kind of tells you the amount of money that we actually got from state subsidy. For every .1% loss that we actually lose in our allocation, in other words going from 7.5% and 7.4% - we will have \$1.5 million in lost subsidy. So you can see how important this is, which is obviously significant amounts of money. So if you look at this, basically we went through 2012 where we were receiving approximately 7.8% of the state's bucket of money to now at 7.55%, as of 2016. So if you look back at what we just mentioned, it is significant even though it is less than a full percentage point. It is significant because by losing .25% since 2012-- it has significant ramifications. Now, out of curiosity, let me give you some numbers- if we receive a 7.5% allocation, about how much do you suppose OSU gets?

**Senator Thompson:** 25%.

**President Humphrys:** Very good. OSU gets 24.7%. Just to give you some other ideas, BGSU get 4.9% and Kent State gets 10%, so this gives a little bit of a perspective in terms of exactly where we stand. But again, the difficult part for us is we have a situation where we lose a small amount of allocation, then we lose significant money. Let me tell you a little bit about the factors and this is where I will certainly refer to Past-President Keith. Here are some of the factors of the formula: one of the factors is the number of completed FTE<sup>2</sup>s- that is one of the factors that determines the amount of allocation we get. The reason I bring that up, and I think it's important, because haven't we all heard a lot about courses that have a higher rate of failure or withdrawals over the recent past? Well, that is one of the reasons –we only get subsidy for courses that are completed. so if a student either withdraws from a course or takes a course and gets an "F," that is not considered a completed FTE. Also, another interesting thing is our Incomplete Policy- if you give an Incomplete to a student --that is not considered a completed FTE. An adjustment can be made when a student completes the Incomplete. For example, if you give a student an Incomplete for the Spring, they have until the end of Fall, and so if the student completes the IN, the state allows for an adjustment that would eventually result in subsidy. Past-President Keith, do they adjust for that at some point when that student actually passes?

**Past-President Keith:** My understanding is that we adjust once a year. So if you give a student an Incomplete in the Spring, they adjust in the middle of September.

**President Humphrys:** So, we have to figure that that's one of the reasons why we are talking about the importance of reducing failure and withdrawal rates. Is there anything that I left out, Past-President Keith that I should be mentioning?

**Past-President Keith:** You are all probably aware that the formula was changed a few years ago. We used to receive funding for the number of students enrolled. Now funding is based on course completion and degree completion.

**President Humphrys:** If you look at the yellow line, it is UT FTE's over "this" period of time. Then the blue line is the average FTE's for other state schools. So you can see where we looked pretty good for a while- we were above average, and now we have dipped below the average.

**Senator Thompson:** Is this the same policy for an Incomplete of PR?

**President Humphrys:** Yes.

**Senator Thompson:** Thank you.

**President Humphrys:** So completed FTE's are very important. We, at Senate, will then have to think about do we want to address the issue of completed FTE's, meaning the issue of Incompletes? That is one option for you to consider, especially when Incompletes are available in the Spring, if we give the student through the Summer, and then we promise to grade it by mid-September – which is what Past-President Keith is talking about – we may be able to get the minimum subsidy.

**Senator Rouillard:** Past-President Keith, do you know if a student completes an Incomplete in the Spring, and completes it in December or January or whenever, does it count for the next year, or is it just not counted at all?

**Past-President Keith:** My understanding is it is not counted at all.

**President Humphrys:** And this information you've gotten from Terry Romer.

**Senator Rouillard:** And in mid-September we lose that because of a state deadline or is that our deadline?

**Past-President Keith:** It is the state's deadline.

**Senator Relue:** Do we have any idea of how many FTE's to work to [to] use as actual grades?

**Past-President Keith:** I don't know.

**Senator Rouillard:** Is there any penalty for an Incomplete FTE? Is it worse to have someone enroll and receive an Incomplete than to have them enroll?

**Past-President Keith:** In terms of revenue I think they are the same.

**Senator Rouillard:** Do FTE's include graduate students as well?

**Past-President Keith:** No.

**Senator Thompson:** I was just going to say that I think this is fascinating, and this is the first time I am letting this "sink in." I think as faculty we are sometimes kind of like, "oh, I will just give them an Incomplete" and when you translate this to dollars and the fact that we're losing this kind of money, I think this is a wonderful opportunity for us to educate our faculty about this and maybe kind of remind them that there's some parameters that we probably need to tighten down on in terms of awarding Incompletes. Past-President Keith, this also makes me think about our doctoral students, and I am guilty of this, where they are in the dissertation phase and we're constantly giving them PR's, like 10, 12, or 15 credits sometimes of dissertation, does that mean that all of that is not really---

**Past-President Keith:** I think there's a carve-out for PhD students. I don't believe PR completion is part of the funding for PhD students.

**Asst. Dean Pollauf:** At what point does it shift to be completely course and degree completion versus butts and seats?

**Past-President Keith:** I think we are there now.

**Senator Krantz:** Yes, we are.

**Asst. Dean Pollauf:** So, will the moral of that story be that there is no wisdom in admitting people who have no realistic chance of completing a degree at the university then?

**Senator Rouillard:** No.

**President Humphrys:** Well, that's a good question. Actually, what is interesting, when looking at some of the statistics we were shown at the Strategic Planning meeting this morning, somewhere hovering very near 50% of our students that are incoming freshmen are at the level of needing a remedial math course, and about 40% need remedial reading. Now, the question is how many remedial math courses are offered?

**Asst. Dean Pollauf:** Zero.

**President Humphrys:** Because the state says we can't.

**Senator Weck-Schwarz:** The state says we can, but we don't get money for it.

**President Humphrys:** So the issue going back and a little parallel in what you're saying is that, if that's the case, then [about] 50% of the students that we're admitting we are really setting [them] up with a good chance of maybe not being able to succeed, because a remedial math class won't be offered.

**Asst. Dean Pollauf:** Does that statistic include all students admitted including those who are considered only admitted to the university, or is that a subset of the population?

**President Humphrys:** Well, it was all incoming freshmen.

**Asst. Dean Pollauf:** So among all incoming freshmen, regardless of admission status, 47% require a remedial math course?

**President Humphrys:** Right. It is based on ACT scores, so if you are incoming 45-year-old student it doesn't apply to you.

**Asst. Dean Pollauf:** I am sorry that I am making this conversation, but I want to stop and mention, that raises a question of why we've now dropped our college readiness standard from 19 to 15.

**President Humphrys:** Interesting.

**Senator White:** A few facts are probably worth noting- one of them is, we have a Math 1200 course for those students that are heading towards STEM opportunities, which does sneak in some remedial-level algebra material, but has sufficient college-level applications that we're able to offer a college-level course. The other fact, some interest in our math for Liberal Arts course- we are reviewing that for the moment. In fact, from the state, this problem is common among all math departments around the state, so the Ohio Math Initiative has joined us all together to address these issues. So we are reviewing our lower level course for non-STEM students and I think the reality is there's some significant possibility, good or for ill that there will be a courses much more applicable to real life, maybe somewhat easier mathematically, but recognizing not every student needs to be an expert in Algebra & Manipulations. So, some people would object to that and some people will say "finally," but it is something we are working on at the moment. So, what the university wants to do in terms with the admissions policy and what the university can do in terms of admissions policy is, I don't know, but this is our response.

**President Humphrys:** And that should be clear that I don't fault the Math Department at all. These are constraints that were given to you in terms of the remedial math course situation.

**Senator White:** Right. The state as a whole and the math departments around the state are responding and giving many more options.

**Senator Kippenhan:** I am sorry, just for my clarification, is a "D+" and "D-" considered completed?

**President Humphrys:** Right, yes.

**Senator Devabhaktuni:** May I ask a few questions to Past-President Keith?

**President Humphrys:** Sure.

**Senator Devabhaktuni:** This is information that is more of a global finance perspective. Question one that I have is, a couple of years ago we heard the university had a shortfall of \$30 million plus- that was years ago and that number has declined. Last year there was a talk about a \$14 million to \$16 million shortfall. But quite frankly this year we just didn't get a number, except that \$5 million was being borrowed from reserves. So is it fair to presume that that decline of \$30 million has gone to \$14 million and now we are at a shortfall of \$5 million, or is there any other number that is driving the said conversations?

**Past-President Keith:** Well, I think it's too early to tell whether how accurate last year's budget was. Last year's budget assumed flat undergraduate enrollment and a decline in graduate enrollment. Plus not all actual numbers are in yet, making it difficult to compare actual numbers to budget numbers. This year's budget process is just starting and I am not sure exactly where we fall into that. I think this conversation shows that if policy affects a source of revenue, we need to think about what that means, and whether we want to compromise our share of SSI. When we were having conversations about Incompletes last year, never once did it come up that the state has an adjustment deadline in September whereas we give them to December to complete a Spring course. I don't think the state's deadline should have been the primary concern when we were having that conversation, but it should have been information we were aware of. There are other things that we need to talk about that we all should be aware of. As an example, the state now bases the 30% of subsidy on course completion and 50% on degree completion whereas before it was based on the number of FTEs. So again, I think we should be aware of this, but it shouldn't stop us from approving policies that are doing the right things for our students.

**Senator Devabhaktuni:** My other question is, has anybody in the Budget office studied how the increase of the present enrollment translates into the revenue stream? The reason why I ask this question is because this .1 or .2 difference and last year's \$.5M, how much of that is transferred into real dollars that are worth realistic numbers? Which path would the university like to take because our grades are grading factors? I sincerely think when looking at this year's enrollment increase, all the departments seems to have it approved by the university community enrollment that our numbers went up, but are they really translated into enrollment increase? When the US consortium is in and it states enrollment increase by a couple of hundred students, a single part of that...increase by...So what is the sense of how we translate dollars into...enrollment?

**President Humphrys:** The difficult part and Past-President Keith can correct me, the State Share of Instruction – it's all dependent upon the other schools too.

**Senator Keith:** Correct.

**President Humphrys:** Then the last part is how we increase enrollment. With increased enrollment, we may assume that actually increases completions. If we have 500 additional completed FTE's we will get \$1 million additional of SSI. If we have 100 additional completed degrees, then we will get \$200,000.

**Senator Relue:** May I ask, what is the definition of an FTE?

**Past-President Keith:** it is 30 hours over two semesters.

**President Humphrys:** Correct.

**Senator Krantz:** There's a different way of calculating the formula for individual course completion and then there's an advisory in there that is [if I remember it correctly] 15 students. In other words, if you populate a section of a course with 15 students and they all are complete, that is one FTE from that point of view. So, to build on Past-President Keith's comments earlier, there are policy considerations that we should consider, but we need some very detailed information- that is one aspect of it. So we can optimize course size, section size, and so forth. There's another one that I only found out about after the Spring semester that there's another set of formulas that goes into SSI that is related to the category of the course, both discipline and whether it is considered general education, TAGs, or programmatic. And again, the discount is substantial if you have a course that is both an OTM – that's a general educational course and is TAGs, the OTM category supersedes and the discount is approximately 40% for that same course, so there are a number of embedded considerations in the calculations that we need more detailed information on, and then we have to talk about this amongst the appropriate committees.

**Senator Edwards:** I would also ask that the members that are part of this look at how we report this. I know last year Interim Provost Barrett sent out sheets, there were so many errors just within my department with completed FTE<sup>2</sup>s- the error rate was over 25% just in my department alone. I think that we ought to make sure that we're reporting accurate data to the state as well.

**President Humphrys:** Thank you. Well, that is a basic overview of the State Share of Instruction, SSI. Now we understand what we might be able to do to increase SSI without having to increase significant numbers of enrollment--although it's always good to do that too. So, if there aren't any questions, then we will go to our last item of the agenda.

I would like to prefix this by saying that Ericka Lavender is the Assistant Athletic Director for Academic Services. She is going to be giving a presentation with the help of Dr. Mary Powers who is a past-President of Faculty Senate and UT's current NCAA Faculty Athletics Representative. They are going to be talking today about an option that can be used to report academic information about athletes. There's a new option and again, it's an opt-in option. So we are going to ask Ericka and Dr. Powers to come on up to the podium, as we bring up your PowerPoint.

**Asst. Athletic Dir. for Academic Services, Ericka Lavender:** Thank you for having me. As President Humphrys just mentioned, this is an opt-in option only for us to be able to get information back from faculty. I just want to start by introducing myself and my staff. We are the Student-Athlete Academic Support Office (SAAS). We are mandated by NCAA, so it is not just something here at the University of Toledo- every institution offers this for athletic division I, II, and III and there's some sort of office, like myself, that is in support of student-athletes' needs. We assist student-athletes with their academic progress and what that means is, we make sure they are on track to graduate in the mandated timeframe.

Student-athletes have to meet individual benchmarks each semester in the academic year. We also assist and guide them with course scheduling and registration by making sure those courses are available/offered and required per their individual degree audit. We help ensure that the courses do not conflict with practice times, travel days, etc. but sometimes we cannot avoid conflicts. We also assist and monitor our student-athletes by tracking their grades in their courses. We do report directly to the Provost Office. I have a dotted line to Athletics, directly Kelly Andrews, Senior Associate Athletic Director/SWA. My staff consists of: Stacy Bowers- Academic Coordinator, Ashleigh Hayes- Tutorial Coordinator/Learning Specialist and Alaska Richardson- Graduate Assistant. Each advisor has their own caseload of students and/or sports to manage and work with on a daily basis.

Academic Progress Reports: They are currently in a hard copy on paper and we send them out two or three times per semester. We send them out to every faculty member, staff member, and/or instructor that has a student-athlete enrolled in their course. The purpose of those reports is that you can say, you never met this person, they have never logged in on Blackboard, you are concerned about them and things like that. The problem that we have is...we are using the mailstop labels that we get on campus so sometimes it's incorrect information and time-consuming. So we are trying to create a new system where it becomes more "faculty friendly." When we send out these papers I get a lot of emails from faculty that says, I teach several different sections and I have 25-30 athletes, please find an easier way, "can you make this electronic?" So again, we are trying to make this more user-friendly and become paperless. We are trying to move forward to allow you to have three options: (1.) Office of Institutional Research Online Reports (2.) Opt-In into Blackboard Observer Access Reports (3.) Email.

Blackboard's History and Timeline: - **Spring 2016**, a department chair and several UT faculty members asked to have SAAS Academic Advisors explore Blackboard Observer as an alternative to the hard copy progress reports due to large numbers of students-athletes enrolled in their course. - **March/April 2016**, conversations with department chair progressed to conversations with UT Online to see what was possible. - **April 2016**, a report was given to the Athletics Committee. - **August 2016**, director of SAAS accompanied by Faculty Athletics Representatives met with Faculty Senate Executive Committee seeking guidance/feedback how to proceed. So this is kind of the history and background of Blackboard.

What is the role of Blackboard Observer: The observer access is a link between the observer, the advisor and the student-athlete. It allows SAAS academic advisors to monitor the progress and performance of the student athletes they work with. Now, all faculty have total control over the observer's access to their Blackboard sites. If faculty enable observer access to their courses(s), the following will be visible by default to observers for each student-athlete in the course: grades for the specific student-athlete they are observing and the last date and time the student-athlete accessed his/her course. Observers are never able to interact within the course, for example we can't post to a discussion board, and change grades or submits any assignments.

Some of the benefits to allowing Observer Access to a Course: Observers can see the student-athlete's report card module. It allows us to see their current grades to know where their grades stand. So example, if they received 25 out of 50 on their exam, we are able to see that. Also, the Blackboard Observer allows us to see the student-athletes who may be struggling in your class. This allows us to call the athlete into our office and to get them on-board. Then it allows us to provide up-to-date and timely information to

coaches and administration. My staff is required, including myself, to meet with instructors to benefit the student-athletes' academic performance.

**Opt-In Blackboard Observer Access:** All students will be linked to my office, SAAS advisors using the Blackboard Observer feature. Faculty may be able to see which student has the "observer" option linked to them on the "user" list in Blackboard course. Even though the "observer" label appears next to the names of the student-athlete in all courses, "observers" will not be able to see anything in a course, unless the instructor has enabled the "observer" access. So, if an instructor allows an "observer" to observe one particular class, we can't see anything in a different class of yours unless you "click" that box. Now, for faculty who are interested in opting in, please follow the steps in the Blackboard Guide to allow observer access: <http://utlv.screenstepslive.com/s/faculty> . Thank you. Are there any questions or comments at this point?

**Senator Haughton:** If I have a student-athlete in my course and I have "20" other students, if I opt-you-in, what do you see, only the student-athlete?

**Ericka Lavender:** Yes, only the student-athlete. They are specifically coded in Banner on the front end by a special code by sport or student athlete.

**Senator Haughton:** So we would only give you access for student-athletes and not the other students?

**Ericka Lavender:** Correct.

**Senator Kippenhan:** So, I have a lot of class sessions that are administered by teaching assistants and I would hope that you would reach out to the instructor first to confirm the grade before somebody gets barred from being on the bus because it could be a teaching assistant who just didn't put the grades up whereas in another class they're up.

**Ericka Lavender:** Right. What we'll do is, and how we confirm it is, if I see it on Blackboard I will call that student-athlete into the office to allow them to explain. If we get somebody with an "F" or "Incomplete" and that student-athlete says this is not correct or whatever, then we will speak to the instructor to get it cleared up.

**Senator Thompson:** So we can let our faculty know, during the semester they will just get an email from you saying, "opt-in, yes or no" kind of thing and then it happens? I mean, what's this process?

**Ericka Lavender:** We are going to send this information to President Humphrys and she can forward it to Senate. There's an actual link in the PowerPoint that will direct you straight to it. You can even say, "Ericka, opt-me-in" and I will get your information and I will send your name and course section to Online.

**President Humphrys:** I think one of the things Dr. Powers and Ericka were looking for is whether we agree to offer this option. As of now, it is not available because they first wanted a sense of Senate as to if they should have this as an option.

**Senator Barnes:** So this is something that you could do on Blackboard?

**Ericka Lavender:** Yes.

**President Humphrys:** This is something that we discussed at the Faculty Senate Executive Committee meeting with both Ericka and Dr. Powers- if I have a class and I have a student that is in my class and also in Dr. Powers' class and Dr. Powers opts in to do this, but I don't, what was your answer, Ericka?

**Ericka Lavender:** Even though you didn't opt in, it would come up and exist on your user, however we can't see anything in your course because you haven't logged into Blackboard [and opt-in] for us to view your material. So, it will still work out because we will see nothing but a black screen.

**President Humphrys:** : So once a student-athlete is given permission by any of their professors to opt in to this, that athlete might get other faculty that use Blackboard and they would see the student-athlete showing up on Blackboard as "observer," but it doesn't automatically grant access, is that correct?

**Ericka Lavender:** Yes.

**President Humphrys:** So if one professor says they would do it, not all the athletes' courses are automatically opted-in, right?

**Ericka Lavender:** Yes, until that faculty member decides to opt in.

**President Humphrys:** Right.

**Dr. Powers:** Actually, Jeff, Perry and Justin Ballard are like "super heroes" here as far as the work they put in on this and they can answer some of your questions. It is my understanding that once the student-athlete is coded in Banner the student will be marked with "observer" in Blackboard. But, the "observer" can't see anything for the student, unless the faculty member actually allows the "observer" access in Blackboard. For example, if there's one student-athlete and all the faculty members for that student say, "no, I don't want to opt in," that student will be still coded with "observer" in Blackboard. So, you can't disable the "observer" label. Now, if a student has two professors and one professor says, "I want an "observer" and the other says, "I don't" then only the one that says, "I want an observer" will give permission to the "observer" to view his/her course material. So, it is totally under the control of the faculty member for the course to be able to allow information to be seen and then also the level of information to be seen.

**Senator Jorgensen:** It sounds like a good advancement for those of us who have lots of students. Is there going to be a motion in favor to support this? It seems like it has all the safeguards that we will need.

**President Humphrys:** Sure, I think that would be great.

**Dr. Powers:** That would be nice.

**Senator Krantz:** Just a comment to go along with that. There are two aspects of it- one is, it's efficient on the part of the instructors and you folks are getting the information that you need, and it is also effective. Two is, two Springs ago I did something very similar on a trial basis with several success coaches. I granted them access to my grade book and we were able to greatly improve the performance of

about 15 students who were red-flagging early in the course. So it does work very well and I would strongly advise moving forward with this.

**Senator Relue:** Are there any other student groups that are still tagged in Banner for “observer” access or is it only student-athletes?

**Dr. Powers:** Student-athletes would be the first. Now, people track progress reports from other parts of the campus, so it is possible that other areas of campus may also seek to have “observer” access at some later point.

**Justin Ballard:** Yes, it is entirely possible.

**Senator Krantz:** So it is possible?

**Senator Relue:** So there aren't at this point any other groups?

**Justin Ballard:** That is correct.

**Senator Relue:** My question was if we enable observer access, do you get to set that “observer” access for who the observers are and when they're observed? Do you understand what I mean, if there are multiple classes? For example, you have student-athletes, then you have another group that you want to monitor. Do you opt in for all of them or do you opt in for one of them? I guess it is kind of “loose” at this point.

**Justin Ballard:** The question was whether or not you could allow certain “observers” see it and not others?

**Senator Relue:** Yes.

**Justin Ballard:** As far as Blackboard is concerned, all observers ---

**Senator Relue:** Okay, so, do you see all of them or---?

**Justin Ballard:** So with your course it's simply based on, right now it is stating disabled with no “observer access.” By default, observers will be able to see those students that they are “observing” in your course. Look at the Table of Contents area on the left-hand side of Blackboard, you can selectively drop down that...and you can say...So if you want to allow access to a syllabus or a course schedule then you can go and select, “I want to allow access to this.” But with Blackboard, the thought that “observers can see anything,” no they can't.

**Senator Krantz:** To be clear, to follow-up with that question, is it enabling observers by category, not by individual student? So if you have a category that says “student-athletes” does it enable them all in one shot? So you can't say “these “10 athletes” cannot be sought?”

**Justin Ballard:** That is correct.

**Senator Rouillard:** I applaud you for making this optional. You are giving faculty the choice to do this or not do this. I think it is one thing when you are allowing observers who have a signed FERPA form,

but I am very concerned about having these success coaches have access to grade books because there's no FERPA form that's being signed there---

**Senator Krantz:** We had talked to Terry specifically.

**Senator Rouillard:** I would agree to the fact that this is a very delicate situation. I think we need to be careful of it. At least in this case, you have signed FERPA forms and you are getting faculty the option which I greatly appreciate.

**Senator White:** So, I didn't understand that option. Is there a survey through IR, can you describe that again?

**Dr. Powers:** Institutional Research can provide a faculty member with a link for an online survey/progress report. It's just like Qualtrics Surveys---

**Ericka Lavender:** So it is basically the new paper version, but we updated it. It gives you an option to list all your student-athletes no matter what section of the course you teach. All of your student-athletes will be sectioned out by section I, II, and III and then you can basically click through to fill in the survey. For example, the amount of time, participation, do you have students failing- we would like for you to provide that information to us by the survey. We are trying to make it user-friendly so you can complete it on your phone, on your Tablet, or at home.

**Senator White:** So IR has the list of students? They send you a survey for each student and then you click on the link and fill it out?

**Ericka Lavender:** Yes.

**Senator White:** Otherwise, you would just send an email that has the same questions in the email?

**President Humphrys:** Are there any other questions?

**Senator Van Hoy:** Let's go back to Blackboard. I was thinking about if I opt in one semester and then another semester and I do a course copy instead of a new scheduled course, will it remember and then automatically opt me in or will it be reset and I will have to go in and opt in?

**Justin Ballard:** So I believe there are a whole lot of check boxes, right?

**Senator Van Hoy:** Right.

**Justin Ballard:** One of those check boxes is in the area where the observer access is at, so if you don't check that box then it won't copy that set of courses, it will turn into default. You can always check it back if you want to turn it off or if you want to turn it on. That's a good question. I will have to look at it to make sure there aren't any issues with the check boxes. Thank you.

**Senator Van Hoy:** I was just thinking about all the different ways that Blackboard is still "quirky." It could confuse faculty and we need really clear instructions.

**Justin Ballard:** Right. We will take a look at that and see what we can actually do there.

**President Humphrys:** Are there any other questions? So really what would be good is for us to just indicate that we support the uploading of this new system and giving faculty an option, and it's an option. There was a motion from Senator Jorgensen earlier.

**Senator Kippenhan:** Second.

**President Humphrys:** Okay. All in favor of initiating this opt-in system on Blackboard, say, "aye." Any opposed? Any abstentions? *Motion Passed.* Thank you so much for coming and we appreciate that.

[Applause]

**Senator White:** So we didn't address the timing, did we?

**President Humphrys:** I am sorry; can you please repeat your comment?

**Senator White:** The timing.

**President Humphrys:** Yes. We will get it going as soon as possible. Thank you so much. Are there any items from the floor?

**Senator Relue:** Well, I don't know if this is the appropriate place to bring this up, but it has something to do with Blackboard. I have a class that has regular lecture sections and it also has recitation sections. All 22 recitation sections modify... Blackboard site which had information for the FYE modules uploaded into it, but it is also uploaded into my main lecture section. I hid the recitation sections thinking I was hiding them from the students, but the fact was, I was hiding it from myself. So the students could see the recitation section and they could see the main course. I have all the materials for the recitation which is the FYE material built into my main course for what I wanted to cover. The students received two sets, they thought they needed to go to the recitation Blackboard sites to get all that information, but in fact, I had tailored them for what I wanted them to cover. It is very confusing and I had talked to the people in Learning Ventures and they said they have to set up any course that is in the catalog, they have to set up a Blackboard site. A lot of them I've used, I have Blackboard sites and you probably did too for graduate students, for dissertation, and independent study- all of those things are in Blackboard sites. Is there a way for us to opt out of having automatic Blackboard sites for our current courses for each semester?

**Group of Senators:** Yes.

**Senator White:** I had a question relatively to this- 4000 and 5000 level courses I repeatedly asked to get them merged into one, that doesn't help you?

**Senator Relue:** Well, the lectures have been merged but there is one lecture session now; there are two lectures and 22 presentations.

**Senator White:** But can't the recitations be merged with the lectures?

**Senator Relue:** No, because they have the same enrollees. So they would have to merge all of the recitations and then I would have to hide the one merged recitation. I don't do anything in recitation in the Blackboard site. I don't use it at all and so I would like to not have it created because it just creates confusion.

**Senator Jorgensen:** Mine are recitation sections within a lecture, so I tell them to hide the separate recitation sections so students don't see them. Only my lecture comes up for them- you can do that.

**Senator Relue:** You can ask them to do that?

**Senator Jorgensen:** Yes.

**President Humphrys:** Okay. We will look into that. Is there any other business from the floor? May I have a motion to adjourn? Meeting adjourned at 5:40 p.m.

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

Respectfully submitted,  
Lucy Duhon, Executive Secretary

Tape Summary:  
Quinetta Hubbard, Administrative Secretary