

Faculty Senate, Minutes, December 6, 2016

University of Toledo Faculty Senate

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THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of December 6, 2016
FACULTY SENATE

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

Approved @FS on 1/17/2017

Summary of Senate Business

Research Intensive Class Designations – Thomas Kvale, Director, Office of Undergraduate Research
Budget and Finance Update – Past-President Kristen Keith
15-week Semester Discussion and Vote

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 eight Faculty Senate meeting of AY 2016-2017. **Lucy Duhon**, Executive Secretary, called the roll.

I. Roll Call: 2016-2017 Senators:

Present: Atwood, Barnes, Bjorkman, Bouillon, Burnett, Crist, Devabhaktuni, Dowd, Duggan, Duhon, Edwards, Emonds, Gilchrist, Giovannucci, Gray, Harmych, Hoy, Humphrys, Jaume, Jorgensen, Keith, Kilmer (substitute for B. Patrick), Kovach, Krantz, Lanham, Lecka-Czernik, Modyanov, Monsos, Nathan, Nigem, Oberlander, Prior, Randolph, Relue, Rouillard, Said, Sheldon, A. Thompson, Thompson-Casado, Van Hoy, Weck-Schwarz, Wedding (substitute for S. Ariss), White, Wittmer

Excused absences: Brickman, Compora, Gruden, Haughton, Kippenhan, McLoughlin, Mohamed, Patrick, Williams

Unexcused absences: Cappelletty, Hall, Lundquist, Malhotra, Niamat, Martin (substitute for G. Thompson), Schaefer, Srinivasan, Tian, Willey

III. Approval of Minutes: Minutes of October 25, 2016, meeting of the UT.

Minutes from October 25th that were distributed. Are there any corrections or changes? May I have a motion to approve the Minutes from October 25th? All in favor, say “aye.” Any opposed? Any abstentions? **Motion Passed.**

The next thing we will do is, I’ll present the Faculty Senate Executive Committee report. We’ve had a busy couple of weeks since the last I saw you. The activities that we’ve been involved with is the following: The Faculty Senate Executive Committee has had a busy couple of weeks. Here are some of the activities with which we have been involved.

We have met twice with President Gaber. One of those meetings gave us the opportunity to provide feedback on the Campus Master Plan. There is a short-term portion of the plan (things to be accomplished in the next 5 years) and a 6-years-and-beyond portion of the plan. Along with the renovation of Parks Tower, some of the other items include the eventual replacement of Palmer Hall with a new multi-discipline lab building, establishing intramural sports fields on the southeast corner of Dorr and Byrne Roads, and the renovation of classrooms in several campus buildings. The Executive Committee expressed its concern with and opposition to a previous version of the Master Plan that transformed most of University Hall into administrative offices. President Gaber assured us that this is no longer a part of the plan. Also, the members of the Executive Committee indicated that they would like the University to steer away from any future endeavors like the Honors Village dorm where UT does not own the building that sits on University property. President Gaber agreed with that request.

The Executive Committee met with representative faculty to discuss the University's current TOEFL score requirements and the impact those qualifications have on the international students' ability to pursue a successful academic career. This is a very important issue of concern to virtually every college and will be brought to the Senate for discussion next semester.

Another activity that will be discussed next semester are the deans' evaluations. We will work with Provost Hsu to verify the list of deans who will be evaluated; and the Elections Committee, co-chaired by Senator Sibylle Weck-Schwarz and Senator Dan Compora, along with assistance from Senator Mike Dowd—who has updated the faculty election data—will oversee this process. We will seek to start the evaluations during the first couple of meetings of next semester.

As you know, in conjunction with Provost Hsu, the Faculty Senate held a joint forum last Friday focusing on the issue of switching to a 15-week semester. The presentation given at the forum can be found on the Faculty Senate website. I believe an accurate summary of the views expressed at the forum would be that although there is some anxiety over the potential for glitches as a result of this change, there are many positive aspects including The University of Toledo adapting the same schedule as the majority of other state schools in Ohio. The topic that seemed to present the most angst was intersessions. Certainly, a clear understanding of the related issues needs to be developed before a committing to this concept. Also, the majority of messages received at the Faculty Senate email account were in support of switching to the 15-week semester.

Other recent activities of note are the Strategic Planning Process continuing with strong input from faculty and the Executive Committee interviewing the three candidates for the Vice President of Development who are on campus this week.

This concludes today's report and on behalf of the Executive Committee we would like to thank you for your support during this very busy semester. Are there any questions?

Well, as you saw with my email, we're going to move up on the agenda the 15-week semester discussion because I received several requests to do that. I'm not going to put up the presentation that was given at the Town Hall meeting since it is fairly similar to the one that I gave at the last Senate meeting, which you can access on the Faculty Senate webpage. I did want to mention a couple of things, I've met quite extensively with both Provost Hsu and also Senior Vice Provost Peg Traband, and we've talked about various issues, problems and the process. There were a couple of new things that I wanted to bring up related to those recent conversations. If the change to a 15-week semester is supported today, there will be a committee that will be formed to oversee the transition. Quite a bit of the work of this committee will have to happen pretty quickly because we need to have the Fall schedule up and running at the normal time. The committee will be represented by faculty and in particular faculty who come from areas that might have unique course scheduling situations. Those might be faculty from departments that have labs or faculty from colleges that have accreditation considerations such as the College of Nursing. Because there are things that this committee will need to consider--today when we vote it would be preferable for us not to set in stone all of the parameters that we believe need to happen because we'll trust our colleagues who will be looking at this from several different vantage points, to look at what is best for the majority of the academic world as well as obviously the students. So the 50/75 or 55/80 minute class issue will certainly be something that not only will they look at, but also we don't have to reinvent the wheel since there are so many other institutions in the state who are on 15-weeks semesters.

Senator Dowd: So when the transition committee does its work, will they come back to Faculty Senate to discuss their issues and recommendations before it is final?

President Humphrys: It certainly will work that way. What is the date that we need to have the Fall 2017 established, Vice Provost Traband?

Vice Provost Traband: The schedule needs to be available to the students by March 15th, so some of these questions are going to need to be answered probably by the first meeting in January.

President Humphrys: Okay. So sure, we can certainly bring recommendations back to the Senate.

Senator Dowd: That would be good.

Senator Prior: What is this 50/75 and 55/80 question?

President Humphrys: If we are looking at 3-credit-hour classes--which is kind of the generalization here—we currently have 50 minutes, three-days-a-week classes or 75 minutes, two-days-a-week classes. So if we want to keep the Fall break, if we stick with our current schedule at 50 minutes and 75 minutes, it makes exam week longer. For example, instead of 120-minute exam periods like we have now, we would need 150 minutes in order to have enough minutes to satisfy the requirements of the Higher Learning Commission.

Senator Thompson-Casado: So President Humphrys, does that mean if we stick with 50/75, we will effectively be losing about 135 minutes of teaching time, or about two or three classes of teaching time?

President Humphrys: Well, it would mean that we'll have to make up 30 minutes of teaching time, which is funny because at the end, if we go with 55/80 minutes, we can have 120 minutes on exam day for exam week, but if we go to 50/75, we will have to have 180 minutes for exam week. Does that sound right Vice, Provost Traband?

Vice Provost Traband: No, 150 minutes.

Senator Thompson-Casado: So we're not teaching in exam week and we're not cutting out teaching... will we lose about 135 minutes of teaching time if we stick with the 50/75?

Vice Provost Traband: On Monday/Wednesday, Tuesday/Thursday, which 50% of our classes are Monday/Wednesday and Tuesday/Thursday, in the 75-minute classes you have 30 (thirty) 75-minute classes.

Senator Thompson-Casado: [Indecipherable]

Vice Provost Traband: In the PowerPoint that President Humphrys used on Friday, it goes down to 28 (twenty-eight) 80-minute classes, so the number of minutes are pretty much the same, it's the distribution of the minutes in the classes that's different.

President Humphrys: I am sorry, Senator Thompson-Casado, you know what's throwing us off is that this Thursday and Friday Fall Break thing, it is kind of an issue.

Senator Lecka-Czernik: This 15-week semester, is it also applied to graduate students?

President Humphrys: Yes.

Senator Lecka-Czernik: So all graduate students and professional programs?

Vice Provost Traband: The College of Medicine is on a different calendar now and it will remain on the calendar that it needs to. When the graduate students are enrolled, I believe in the College of Medicine

programs, not just the life sciences, but in the College of Medicine where you have them taking curriculum along with the MD students, they will stay on the calendar with College of Medicine.

President Humphrys: The College of Medicine, College of Law and College of Nursing are really the [only] three colleges that have required special considerations because of their various needs and sometimes accreditation. So whatever “special” consideration that they had before, they will have again.

Senator Jorgensen: So is this the time for general discussion for the 15 weeks?

President Humphrys: If I may finish a couple of things. The reason I suggested that the Fall Break could be Thursday and Friday is that there are many labs that run on Mondays and Tuesdays. One of the things that faculty, especially faculty who teach labs had is by going to 15-weeks not just losing minutes, but actual class periods. One of the things that the provost and Vice Provost Traband and I discussed and one thing that Vice Provost Traband actually discovered is that most of the universities--I think maybe all of them—that have a Fall break go with a Thursday/Friday Fall break instead of a Monday/Tuesday. By doing that--and I counted this up-- in Fall of 2016 the Monday/Wednesday courses met 27 times. Now, because you have to take off Labor Day and the Monday of Fall Break, Monday and Tuesday and the Wednesday before Thanksgiving--this is one of the things the committee would review just as Senator Dowd was asking, we can certainly bring it to Faculty Senate and ask for consideration if we suggest to go to Thursday/Friday. If we would go to 15-weeks, essentially you will have exactly the same meeting times, not counting exams, as with the 16-week semester.. Now, the floating day off is Veterans Day because that's the one day that we can't control when it's going to be falling on. So for people who are concerned about losing time, if we would go to Thursday/Friday for the Fall break and have Thursday, Friday, Saturday and Sunday then actually a comparison of how many times a course meets will be held pretty much the same, at least for Fall 2017. Also, there's another consideration that we have to talk about, right now there are 15 minutes between Tuesday/Thursday classes and Monday/Wednesday classes, but there are ten minutes between the Monday/Wednesday/and Friday classes, it's an interesting situation there, so one of the things that I think we would ask the committee to do is to look at having 15 minutes between all classes so there will be consistency to that.

Senator Jorgensen: I just want to go against the current here. First, I would like to say that I like the 15 minutes between classes and I also like the move to Thursday and Friday if we're going to have Fall Break, even though I am mixed on Fall Break. If you look at the statistic that you have in your write-up, there are far fewer classes on Thursday and Friday than on Monday and Tuesday or one-day-a-week classes. But what I'm really concerned about is if we are going to present 55 minutes and 80 minutes each week, even though the number of minutes is the same, we have to cover the material 10% faster, 50 minutes vs. 55 minutes, 165 for the week, so I question whether the students can handle a 10% faster rate. I noticed here which I am surprised about, that 50% of our classes are only two days a week. When we last changed the calendar, which I know a little bit about, the policy was 60% of the classes would be on Monday, Wednesday, and Friday and 40% Tuesday and Thursday – three [credit] hour classes. But, we now have almost no Monday, Wednesday and Friday classes, only 6% of our classes meet three days a week and only 2% meet four days a week. This shift actually makes it more difficult for students to put their classes in, because there aren't enough timeslots when you're doing 75 or 80 minute classes at the time. Fridays are just not being used very much even though everybody likes Fridays, students really like to have options to take classes and if you're advising students, you know they have some difficulty putting their classes in. But I think the key thing is the 10% more per week- they will have to do 10% more reading, 10% more homework, approximately 10% less time to take quizzes and hour exams, your hour exams are going to take up a larger fraction of your class time each semester. Moving the idea to a 150-minute final instead of 120, I am sorry, that is just a “dodge”- are you really going to have students

sitting there 2 ½ hours taking a final exam when you lost – and Foreign Language has weighed in – class time moving it to 150 minutes? I am very much a believer of experiential learning; I was involved in international semester abroad programs and the talk to reduce that. We now have 15 weeks off in the Summer which is only 12 classes and we have three weeks off at the end of the year and one whole week in January, during which there are no responsibilities whatsoever. We have a lot of time off for students to do those things which I strongly encourage them to do. I think we are just putting a “fire hose” to their heads and it’s not going to be a very good idea. So for example, if I am advising a student taking 16 hours presently and 16 hours in this new system, that’s like 10% more, that’s like taking 17 ½ hours; I think I want to advise students to take one less class because they are not going to be able to do it. If they can barely handle 16 hours, how can they handle what is in effect, 17 ½ credit hours? This is just my opinion.

Senator Thompson: First of all, thank you for your work on this President Humphrys and Provost Hsu. Certainly, the session we had on Friday I think was very informative. We got to see all the other universities that are doing this and certainly the vast majority. I can just speak on behalf of my own faculty in my college because I’ve been kind of floating around talking to people, and *our* faculty seem very supportive of this. I asked them, will it be that difficult or challenging for you to modify your schedule? And their response is “five minutes for each class period or ten minutes really is not going to make or break a class.” So I think this is good and I think it would allow a lot more work time over the break for students and experiential learning, plus maybe even to recharge their batteries a little bit, so again, I am in support of this.

Senator Van Hoy: Has there been any discussion of how this shift might affect graduate students, particularly research assistants? Are they going to be expected to work through what is now break because of the way they’re paid? Will there be larger gaps between semesters for graduate assistants in general? They are not paid on the same schedule as faculty and staff, things of that sort?

President Humphrys: I think there was somebody at the Town Hall meeting, a faculty member who wanted to make sure her name wasn’t going to be changed as faculty, and obviously not. But, no, I don’t really recall us discussing that and I know Connie Schall, chair of the Graduate Council is here --- Well, I guess the answer Senator Van Hoy is “no” we haven’t.

Senator Wedding (substitute for S. Ariss): The G.A.s that I’ve had through this semester are paid to stay on the same as the faculty level; they are paid on the same day, at least my G.A.s were.

Senator Van Hoy: I think it varies depending on whether you are a teaching assistant or you are a research assistant---

Senator Wedding: We have one G.A. that teaches and does research, so I really don’t know what the difference is; all I know is that the G.A.s in our college are paid the same as faculty, on the same days, no change throughout the year, they get their 19 days.

Senator Nathan: I guess I don’t feel quite the same as maybe you do about the disconnect between the intersession between each semester, just because when this was presented to us, one of the pros of being a 15-week semester is that it allows for an intersession. So, I do think that it is probably wise for someone to separate these out so we’re not voting on them all at once, but I do think moving to a 15-week semester is very likely to lead to an intersession.

President Humphrys: Maybe Provost Hsu I can ask you, what kind of input can you give us on the intersession? Is it inevitable? Will people be forced to participate in those types of things?

Provost Hsu: The intersession really is a way to help students improve their progression to graduation. But whether that can be successful or not, right now we don't know. It depends on whether students can apply their financial aid, it also depends on whether faculty members' feel that they can "squeeze" 15 weeksworth of instruction into two or three weeks. It also depends on whether faculty are interested in doing that, even if they feel that is doable. So I think from our angle we certainly would like it to be successful. My goal is student's success, so I certainly would like to encourage faculty members to look into that and make that opportunity available, but on the other hand, as you all know in an academic environment, I don't think the provost can give a decree and say that it shall happen. I think the reason we tried to separate the two was because our original goal for moving to 15 week, of course is for student success and to make the opportunity available to improve student success, but on the other hand, we have to work with the system and work with the faculty to see if we can have a successful intersession. We talked to the Senate Executive Committee a few times and we all felt that perhaps by separating the two and achieving one goal at a time would be the wise thing to do.

President Humphrys: Thank you, Provost Hsu. Vice Provost Traband, how many of universities have intersessions? Is it 50% or is it 100%?

Vice Provost Traband: The intersessions really vary. Not all had January intersessions; some have had "May-mesters" so they are kind of scattered throughout the year and they use them for different purposes. Miami University, who by the way has their Fall Break deemed as Friday and Saturday – and I am not sure how our students would like that – but they use it only for "study abroad" kinds of faculty-led issues. It really varies from institution to institution and I don't think there is one size; I think we customize it to our student population and their needs.

Past-President Keith: Well, since we are asking Vice Provost Traband questions, could you tell us what universities are not on 15-week semesters in Ohio?

Vice Provost Traband: Bowling Green State University, who is also studying this issue and is discussing going into [it] for the following Fall, Central State, Shawnee State and Youngstown. There are actually five of us still on 16 weeks, but Miami, Ohio State, Kent, Akron, Cincinnati, Wright State and Cleveland State are all on 15 weeks. If you'll remember, those institutions just went from quarters to semesters in the recent history and so when they transferred from quarters, they went to a 15-week term so they made both changes at the same time. I don't think the federal financial aid rules were interpreted the same way back when Senator Jorgensen was leading us through the calendar conversion back in 1997, so I don't think that was an option back then, but it was an option in this. So they went through one process, when we're doing it as a two-step process 20 years apart.

Senator Prior: Our programs in social work and our programs in our classes, on purpose our students do field placements during the week. So here's the thoughts for Fridays, if you move to a Thursday or Friday Fall Break, that would decrease our classes by an additional week, so that wouldn't be the best for us.

Senator Devabhaktuni: Before asking my question, I want to thank President Humphrys for all the homework she has done, she has given us a lot of information. I have a simple question about the distribution of minutes for Ohio Colleges that have 15-week terms- of those schools, could you tell us how many of them are on 50/75 vs. 55/80 minutes?

Vice Provost Traband: Of the 55 minutes, five of them are on 55 and for the 50, there are three. The 50-minute ones, many of them again don't have Fall Break, so that does help with the number of minutes.

Senator Devabhaktuni: So the ones that have Fall Break they...55...?

Vice Provost Traband: If they had a Fall Break they would be on 55, but there are still some that are 55 and have no Fall Break.

Senator Dowd: I missed last meeting so I don't know if the discussion took place. Could you relate to us the news that you received from students?

President Humphrys: Yes. I met with the president of the Student Government and we discussed the topic of the 15-week semester. She said that she didn't hear any opposition from Student Government regarding this. I also went to a Student Government meeting and they had a few questions. The question that I recall was whether we would still have a Fall Break, but there was no opposition to the 15-week semester. I can't quite recall if they voted, but there was no opposition expressed.

Senator Dowd: Did you have the opportunity to talk about 50 vs. 55 minutes?

President Humphrys: Yes. They didn't seem to have a concern about 55 minute classes, but they were concerned about cutting down the amount of time they had to get from class to class. I told them we wouldn't cut back.

Senator Dowd: Thank you.

Senator Hoy: The discussions we had in my college were concerns raised for courses that would need curriculum changes, like for faculty that have a set number of field hours for a semester that would probably have to be reduced. Is there a way that a fast track for curriculum changes can be built into whatever policy and be voted on?

President Humphrys: That is a good point. That is something that we should definitely be thinking about. I think we would say as a Senate, unless there's a majority opposition, that we would certainly want to do that. We might look at proposed modifications as a group of things from a college, as opposed to having to have individual forums.

Senator Hoy: Even like a timeframe within 60 days so we don't end up with a bottleneck, a number of our classes are going to have---

President Humphrys: Right, and that's a really good point, and yes, we will definitely do that.

Senator Relue: I will pass that on.

Past-President Keith: So, are you suggesting another amnesty from the curriculum tracking system<laughter>?

President Humphrys: Only if you oversee it<laughter>. All right, are there any more questions or comments? I will tell you that the Senate Executive Committee spent a lot of time looking at this. We spent a lot of time during the course of probably one month to six weeks examining the pros and cons.. Now, if it means anything and take this as you like, we did vote at our meeting this past week and it was unanimous that we support 15-week semesters.

Senator Wedding (substitute for S. Ariss): How is this going to proceed? Are you going to have a resolution from the floor that we support the administration on a 15-week semester?

President Humphrys: I think it is as simple as that.

Senator Wedding: I hereby move that we support the administration on a 15-week semester.

Senator Gray and Senator Dowd: Second.

President Humphrys: Thank you. Is there any more discussion?

Senator Jorgensen: So, are you going to make a distinction between the 50/70 and the 55/80 or are you deferring that to implementation?

President Humphrys: We are deferring that to implementation and them coming back to us. I know that might sway people as to how they might vote right now, but I'm open to the general opinion of the Senate. The advantage of the committee looking at this is that they can sit down and plug in numbers and take an in-depth look at it.

Senator Devabhaktuni: I think the simple logic for me that it comes down to in terms of, would you like to continue the Fall Break? I think students really appreciate that "vacation," and in that case, the 50-minute option should be the one that we should take. I also think we should add to Senator Wedding's motion and go with 50 minutes---

Senator Wedding (substitute for S. Ariss): I think that goes to the committee; I don't think that is something we should be voting on.

Senator Dowd: We have a motion on a floor.

Senator Rouillard: As long as the committee comes back and gives us an opportunity to respond to their findings, I don't feel that I need to vote on the actual minute format today.

Senator Dowd: Provided that they come back before decisions are made.

Senator Rouillard: Exactly.

Senator Wedding (substitute for S. Ariss): You don't want to "handcuff" this committee. This committee will come back here with an intelligent presentation to the Senate and let's let that happen and then at that point we can challenge what we don't like.

Senator Dowd: Call a question.

Senator Rouillard: Well, Past-President Keith had a question.

Past-President Keith: I was just going to say that you have assured us that the committee will be represented by departments and programs that potentially have issues with a 15-week semester so that they can deal with these very specific questions about how many minutes etc.

President Humphrys: Yes. Is it accurate to say, Provost Hsu, that the representative group will?

Provost Hsu: Yes.

President Humphrys: Okay. So I guess we will just go with a voice vote. All in favor of going to a 15-week semester, say "aye." Any opposed? Any abstentions? *Motion Passed.*

Senator Wedding (substitute for S. Ariss): I would like to now raise the issue about this Fall semester break. I know the administration believes that the students want this break, but I don't know where their data comes from, because traditionally we did not have a Fall Break on this campus and if we were able to discard it, then it might make a lot of this scheduling easier. I see no academic reason for the Fall Break. I think the Spring Break is fine, but I don't like that Fall Break, I think it has no academic purpose.

Senator Jorgensen: I am not speaking for or against it, but actually Fall Break did not end up costing us time. When we moved to semesters, our classes started the very first year, which was unusual, on

Wednesday, Thursday and Friday and that mated with Wednesday, Thursday and Friday and we didn't have classes on Thanksgiving week. So when we added the Monday and Tuesday as Fall Break, we then started classes on Monday and Tuesday, so there are 16 weeks of calendar weeks of which 15 are classes. So if you're starting on Monday in the week of August, then the Fall Break is not losing any time. One of these proposals was for academic classes starting on Wednesday, but you still have to get the total number of minutes. The reason for the Fall Break, remember the Senate discussion, it was deemed from August 22nd till Thanksgiving too long a break to be giving students and it was a mental health issue- it was tested at Purdue University and they recommended many schools go to Fall Break at that time.

Senator Kilmer: Didn't Student Government request it? It seems like it was one of the presidents.

President Humphrys: Do you mean, when it got started?

Senator Jorgensen: I didn't hear the question.

President Humphrys: Did Student Government request the Fall Break?

Senator Jorgensen: No, I don't think so; I think that it came from the administration. Like I said, it was experimental at Purdue and it was deemed to be useful.

President Humphrys: Well, I would think that one of the things we can ask the committee to do is to look at the Fall Break and maybe consider that.

Senator Dowd: I also remember the discussion that students were saying they would use that time to study.

President Humphrys: Well, thank you. I will work with Provost Hsu in getting a committee together and we will have some sort of a report on the first meeting back in Spring. Thank you.

Well, we are going to go back to the agenda. Provost Hsu, I don't know if you have any additional things you'll like to bring up, but certainly feel free to.

Provost Hsu: I do have a few updates that I wanted to bring to this body. One is strategic planning- we're making very good progress. We have ten themes that we identified by looking into the feedback from faculty and staff. Then we had ten teams working on the ten themes and those teams, in addition to the original strategic planning committee members, plus we invited experts from the various colleges who had an interest and expertise in those areas. After that meeting we looked at the themes again and decided that five of the themes are going to be major initiatives in the strategic plan. Then the other themes are cross cutting, for example we had a theme that was the comprehensiveness of the university. But comprehensiveness itself cannot be a major initiative, but it can benefit most of the major themes. We are now regrouping the sub-committees and then inviting more experts into these five areas to then try to come up with the metrics. Our goal is to come back to the faculty in Spring and have a draft of a skeleton of a strategic plan and then get input again and then improve upon that. So the goal is still to finish this strategic planning process before the end of next semester and we're on track to achieving that.

Another project that we're working on in the Provost Office is a Summer bridge program and some are calling it an early start program. It is a short program, eight days right before the semester starts. We're targeting students who might have difficulty adjusting to college life, coming directly from high school. The goal is to not really teach them math or English, although we are going to teach them some of that, but the main goal is to have them become familiar with campus life by having them stay here for eight days and build peers of work groups, build a community and then build the medi-major themes for students who are interested in pre-health then they are going to be grouped together and when the

semester starts we're again going to group them into these theme learning communities where they can support each other and be better advised in their interested area. I think at this point we're thinking about maybe four major themes for the students. Our goal is to start a pilot program with maybe 100 students and then grow that over the years to eventually reach 1,000 students. Campuses that have had these types of activities are shown that the students will go through this type of Summer bridge programs compared to the students that don't go through them, there's a 10% improvement in their first year retention. We probably have no more than 1,000 students that are categorized as at risk and the hope is that we are going to be able to help this group of students. The retention rate for first year right now is between 40-50% while our average retention rate is at 74%, so if we can make a difference among this group of students then we can further improve our students' success. We have an ad hoc committee led by Dr. Barbara Schneider and she has worked with this group of faculty and came up with a preliminary plan. The next step she has is to invite experts into a new ad hoc committee that are actually going to look into the implementation of this program. So, I would invite anybody that is interested in this to contact Dr. Schneider and see how you can contribute.

We are also working on priority registration. In the past we found that students don't register until the last minute and often times, at the last minute, they find difficulties/hurdles that they couldn't deal with and then they drop out for that semester. Our goal is to, as early as possible, get the students to register early. I don't know how many of you have seen the comparison between what we have now compared to last year, but we have about 600 more students registered than the same time last year. This coming Spring we're going to try to implement new classes for students and students are going to be assigned a period of time for their priority registration. If they don't take advantage of that then they will be pushed back until open registration. So it would be the senior students that are graduating and perhaps junior students and so forth, so each student will be assigned to a one week period and again, this has been done on many different campuses including Ohio State, Cincinnati and Cleveland.

The last piece of information that I want to share with this group is that I have been working with the vice president for finance as well as his team and we've been discussing a budget model that would reward performance. Right now the budget model is completely historically based; that is, it basically says this is what you had last year and your budget this year is 3% less than last year. That is not taking into consideration whether the college has improved its performance etc. There's this more popular model now called Gain Sharing, and basically it looks at the college performance. If you improve your performance then the central office would reward that performance by sharing the gains with that college. We are still sort of debating and researching what impact it would have on the various colleges to see if it's beneficial or if it's going to hurt any college. If it's something that we'll find beneficial then we will try to implement it this next budget cycle.

Senator Barnes: I want to ask you a question. How are you defining performance?

Provost Hsu: At this point we are really looking at sort of a financial performance. At some point we could implement other factors like student success and research performance and things like that. But at this point, as a first step the only thing we're looking at is revenue because that's probably the simplest way of judging performance.

Senator Devabhaktuni: Provost Hsu, we are from the College of Engineering and we don't want to lose you because of the dislike from some of the colleges, so, we want to keep you.

Provost Hsu: So, are you advising us not to do it then <laughter>?

Senator Devabhaktuni: No. I just have a comment regarding the modeling aspect. One of my research areas is modeling. I just thought that this spoke to mind- whatever model you come up with defines performance. There will always be colleges that can be heard in a major way. I think the other aspect that we're definitely noticing at this university is administrators come and administrators might go, and then models come and then models go. So one of the aspects to concentrate on is something like keep the model as is and keep the history and so on, not too much.... But then, why don't you have an incentive goal of budget created in some fashion, just like faculty in the past would get their regular base salary, but they also get... that is known as deposits? Is that a hybrid model that allows you to keep the base model not changed by too much while still rewarding performance through your incentive pool of budget?

Provost Hsu: I think the budget model that we're discussing right now is almost exactly what you're describing. Basically, it uses the current budget model and budget process with the only difference being that if you have improved then you will get a little more money.

Senator Emonds: How would you compare performances for the new colleges that weren't there before?

Provost Hsu: We've already done that so you can easily look at their expenditure and their revenue just based on the past, whatever the departments were in the previous college.

Senator Jorgensen: Going back to the Bridge program, which I highly recommend because going to college is a tremendous transition for freshmen students, but how is that going to be funded? Is it going to be internal, or are we going to be charging the students, and will they be able to get financial aid for it?

Provost Hsu: Right now we're thinking of internally funding it. There are two pieces that requires funding, one is the faculty and that's going to be funded by the Provost Office. The other piece is the room and board and we at this point have the best rate, but it still might cost the student approximately \$500.00.

Senator Jorgensen: Oh, they're not?

Provost Hsu: Right. I don't know the answer to that yet, but our goal is to minimize the cost; but from the experience from other universities, students are willing to pay for their room and board.

President Humphrys: Are there any more questions? Okay, Provost Hsu, we appreciate that. We appreciate your willingness to give us an update at each meeting, thank you.

The next item on our agenda is the Undergraduate Curriculum Committee report. Senator Cappelletty is out of town so Senator Harmych is going to present the material today.

Senator Harmych: There are five new course proposals that this committee looked at. We looked over the syllabi and everything looked good. We had a chance to look over the courses and they were sent to you prior to today's meeting. So as far as I know, I just have to ask for support in approving those courses. We are just going to approve all the new course proposals as one, and then all the course modifications as one. All those in favor of approving the course proposals, please say, "aye." Any opposed? Any abstentions? *Motion Passed.*

In terms of the course modifications, these are pretty basic. There were a couple of changes in the title and the description, but we didn't see any problems with that and there weren't any changes in the syllabi and things like that, so again, I would ask that you support approving these in a group, please say "aye." Any opposed? Any abstentions? *Motion Passed.* Thank you. **Note:** there was also one abstention: Sally Harmych

President Humphrys: Next on our agenda is Senator Williams who is the Chair of the Academic Programs Committee.

Senator Williams: We have three program changes for new programs. One is in Pharmacy- it's a very simple change from one 3-credit hour course to another 3-credit hour course, so basically they are the same course, Kinetics. We have suggested approval for this change. All in favor please say "aye." Any opposed? Any abstentions? *Motion Passed.*

This one is BA in Disabilities Studies. This is a change in the Disabilities Studies major, it is simply adding. As you can see, these courses as required courses were deemed by the committee as fine, it is just a modification to an already existing program. We recommend approval. All in favor please say "aye." Any opposed? Any abstentions? *Motion Passed.*

This one is a new program. This is a new minor in Marketing International Business. We looked at this, it is a minor for non-majors. They have substantiated it and they have enough credit hours to produce a minor. We suggest as a committee approval. All in favor please say "aye." Any opposed? Any abstentions? *Motion Passed.* Thank you very much.

President Humphrys: Thank you, Senator Williams. Next we have a guest who is going to speak to you about the research-intensive class designation, Thomas Kvale, who is the Director of Undergraduate Research.

Mr. Kvale, Director of Undergraduate Research: Thank you for allowing me to do a very brief report on undergraduate research intensive courses. As you can see, seven years ago Faculty Senate approved the research intensive course destination and we went through the provost office at that point to establish the framework for the registrar to put it on the books. As part of the approval process I was supposed to give you periodic updates as far as the RI courses. Unfortunately, in those seven years very few departments have taken advantage of the RI destination for their courses. So since I learned about a possible calendar modification I thought now would be a great time to request Faculty Senate and the departments to revisit it and hopefully get more of their courses listed as RI. Another action item that I will request later on in this presentation will be the approval process modification to streamline the process. Again, mostly are aware that RI courses have benefits to both the students as well as the institution. Students having RI on their transcripts are viewed very positively by the next stages in their professional development, either graduate school, medical school or in industry as well as for the university. During the accreditation process, the HLC will be interested in how many of our undergraduate students are involved in research and what the RI designation does is pull that data much easier. What we did is a survey of existing courses that had research in their title and/or their course description and unfortunately, most of these courses are not listed as RI courses, but [probably] most of them would be able to meet the requirements. So these are the double columns listing of courses and all of those are existing courses that have research in their title and/or course description. I would guess that most of them would qualify as RI courses. There are over 40 in the current UT catalog that are being offered in this current academic year. So again, what we're going to try to do is minimize the paperwork. In the adoption process there were actually four criteria, but the fourth criteria was just reporting, so there are three defining criteria. The special topic courses like UGR2980: "Issues in Research and Scholarship" can qualify for the RI designation because the entire course is about the safe and ethical conduct in research. So, as a reminder the three criteria for research intensive courses are: i) students must advance or make serious attempts at advancing the field, ii) neither the student or the instructor has *a priori* knowledge of the final results, and iii) the student investigator must present their results to a wider audience- and that can be something very simply just saying to a department, "hey, we're doing a

presentation and come up and “see us,” it is not designed to be restrictive. What we would like, the initial paperwork is just a brief description of how this course will meet those three criteria, and that can be as simple as a syllabus, plus one sentence or it could be a very brief description of how each of those three criteria will be met. One of the requests that I have for an action item will be that, as it was adopted the procedure was this [shown on slides] and at the very beginning we thought we would have large number of requests, which unfortunately did not materialize. In those seven years we thought we can streamline the process quite a bit. So anyway, here is the current one where departments submit things to undergraduate research and we then comprise the committee of undergraduate research, plus Faculty Senate. This destination committee will be evaluated and then forwarded to Faculty Senate, which will then forward to the registrar for the designation. What we would like propose would streamline the procedure. In the modified procedure, departments would follow the normal course modification procedure for the RI designation and then just have a brief discussion of how the RI criteria will be met. Then Faculty Senate would then coordinate with undergraduate research and would determine if “this meets the requirement” and if so, then after approval by Faculty Senate they would coordinate with the registrar like you would do for any other course medication. So what we’re doing is removing at least one step and the undergraduate research will just serve as an advisory committee for Faculty Senate for the RI courses rather than an official next step or another step in the approval process.

President Humphrys: Was this current process voted on by Faculty Senate?

Mr. Kvale: It was voted on.

Senator Dowd: I remember that discussion. What I would suggest at this time is allow us to take this back because Undergraduate Curriculum and Senator Cappelletty should review this. This is quite reasonable and it would speed up the process, but I would recommend that we wait to vote on this. The Executive Committee might think that we are all “powerful,” but the truth is the power lies with the Undergraduate Committee and the other committees.

President Humphrys: Mr. Kvale, was there a time issue? Since we won’t meet again until Spring I wonder does that prevent anything?

Mr. Kvale: No, it doesn’t.

President Humphrys: Because we do have a process now in place for anybody who wants to be approved.

Mr. Kvale: Okay. There’s another request that Faculty Senate will endorse our approval...to the departments to look at their courses that have “research” in the title work or course registration to see if they would be interested in putting forward the paperwork for a course modification for an RI course.

Senator Sheldon: I would think that a recommendation would come from the Undergraduate Curriculum Committee and they will be reviewing them before it comes to Faculty Senate; that seems like more of an appropriate body.

Senator Dowd: I amend that; he just said it better.

Senator Sheldon: I was going to ask you to clarify, but I am sure you knew what you were saying<laughter>.

Senator Relue: Can I ask an informational question about how an RI destination is associated with a class? One of the classes you have up there is a field of study in my department, maybe I am thinking

about the wrong field, but in Banner it is designated as an IS. Do classes get designated as an RI instead of IS?

Mr. Kvale: Yes, they could but only if the IS course meets the RI criteria.

Senator Relue: So how would that show up on the transcript as being a research intensive course?

Mr. Kvale: I wish Vice Provost Traband was still here because she was one of the ones that kind of worked with us to actually put forth the words, as far as how it appears on a transcript.

Senator Relue: Second question on that, you said sections of courses, so if we had independent study, we could have sections of independent study designated as IS and sections designated as RI?

Mr. Kvale: That is what we originally envisioned, so yes you could. In the seven years it is possible, but things have changed.

Senator Randolph: I believe the IS designation is a course instruction type and what is being proposed is actually an attribute that is associated with some course sections, such as those designated as writing intensive---

Senator Relue: So that's a different field?

Senator Dowd: It is completely different. That was the main point of concern back in 2009 when this was first approved.

Senator Emonds: How about Honors classes, can they also get that designation?

Mr. Kvale: Yes, they could.

Senator Emonds: So honors research could?

Mr. Kvale: Yes. Back when this was first adopted, we tried to make it so if a course met all requirements- it could be research intensive, it could be honors, and it could be WAC.

Senator Emonds: Oh, WAC too?

Mr. Kvale: Yes.

Senator White: I am not sure that I understood the current approving process completely. It seems like you're shifting a layer rather than subtracting a layer of approval. It seems like the proposed process asks the college, every college curriculum committee, to adjudicate on the RI designation and so they would have to be educated about what this means to be able to approve it, am I right or wrong about that? Whereas the original process circumvented the college curriculum?

Mr. Kvale: Not necessarily, at least I don't believe so, just off the top of my head---

Senator White: Which one, the original process?

Mr. Kvale: The original process. Undergraduate Research was required to go into the provost---

Senator White: Curricular tracking

Mr. Kvale: Yes, curricular tracking---

Senator White: So that's---

Mr. Kvale: So what we are trying to propose is that we don't necessarily need that extra step, and we would just coordinate with Faculty Senate.

Senator White: Both proposals have curricular tracking, so college curriculum committees are already, well, they will have to think about this side.

Mr. Kvale: Right.

Senator Dowd: Perhaps the provost would pass on this information and make the request at the next meeting with your deans to have this conversation with department chairs.

Provost Hsu: Sure.

Director Kvale: That would be much appreciated.

President Humphrys: Are there any more questions or comments?

Past-President Keith: Yes. Mr. Kvale, I was talking to you earlier and you told me about student undergraduate research presentations at the library, would you like to make that announcement to the full Faculty Senate?

Mr. Kvale: Sure, I would be happy to. Last week and this week we are organizing the Second Annual Scholars' Celebration: Undergraduate Research Showcase by students presenting their research via posters in the library. Thirty-four students are presenting their research posters and it is across many different disciplines, all the way from those supported through undergraduate research office, from NSF, state of Ohio, to class projects. So, it is a wide variety of different research that's being conducted and so I highly recommend you to go to the Carlson Library and just view the research there. It is a significant increase from last year and this is only the second year that we've done it and it is becoming part of the culture. Like I said, some of them are course projects which would more than likely qualify as research intensive for those courses. It would be great if they could have that as part of their transcript.

Senator Relue: The group of students that you have with their posters on display right now, is that going to be something that is done every semester or only in the Fall?

Mr. Kvale: Well right now we're doing it in the Fall to serve as a pilot, but certainly you can contact us and say it would be great to do it in the Spring semester too. For the Spring semester we're sending students at national conferences for undergraduate research- this year it is at the University of Memphis and we have the Northwest Ohio Undergraduate Research Symposium. But now that everybody can participate in our Research Showcase and I know that the Carlson Library will be very happy from informal discussions with them to make it each semester.

Senator Relue: Hypothetical, if this goes forward, with lots of courses being designated as "research intensive," then that would be a forum for them to do their presentation as a...

Mr. Kvale: Certainly, it would be ideal for that. Yes, we will be very happy to do it in the Spring semester.

Senator Dowd: With the RI designation, are you able to track how many times those courses are being offered, right?

Mr. Kvale: Right.

Senator Dowd: This would be a way that a department would actually keep record of the undergraduate research that takes place, because it is not just all publications from students or conference presentations that faculty can remember, but you can actually do the “magic” through Banner to see and get a full listing of all the research intensive courses in your department.

Mr. Kvale: That would be a benefit for the university too because we could then see how many of the students that participate in research go through and complete their bachelor’s degree.

Senator Dowd: And how many go on to graduate programs at UT as well.

Mr. Kvale: Yes.

Senator Dowd: I mean, it is information that every department and every college can use.

Senator White: Can we receive this presentation?

President Humphrys: Yes. Are there any more questions? Well, thank you so much, Director Kvale. Last on the agenda is a budget and finance update by Past-President Keith.

Past-President Keith: So, you had questions and I got answers, but they may not be the answers that you want to hear. We had two presentations, President Humphrys gave a presentation on the RSSI and there were some questions that we couldn’t answer and I said we would check and get back to you. Even though it is at the end of the semester, it is not next year so at least we got that going for us. Plus, the presentation that we gave on the contribution margin, we didn’t know the answers to some of that as well, and so this is what this is all about. I should say the answers came from Terry Romer who is the Director of Strategic Directions and Ying Liu who is the director of IR. This is from our state share of instruction, SSI, and that presentation was on September 27th:

- 1.) How many FTE’s did we lose because of Incompletes?
 - I don’t actually have an answer to that question, but I can tell you how many FTE’s we lost in Fall of 2015 and Spring 2016. For Fall of 2015 there were 8.7%, but that was all of our non-completes which includes *Withdrawals, F’s, PR’s and Incompletes* and For Spring of 2016, it was 7.8%. They determined it on the fact that we retained 100% of our students from Fall 2015 to 2016, so those are the students that came back and were a little bit better prepared to college work. The thing I am working on is trying to tease out *Withdrawals, F’s, Incompletes and PR’s* and it is a little bit difficult because remember, we lose the FTE’s because of Incompletes if they are completed by the time then they will have to fill out this spreadsheet and send it to the state to get posted on the Higher Education System. So that is what the calculation says, that percentage point of the 8.7% could be due to Incompletes.
- 2.) So the next question was, do we ever get credit from Incompletes that are eventually made up but not in time for the file on completions sent to the State? It seems kind of awkward and maybe when I was editing it I took out a word or two, but you get what I am trying to say.
 - The answer is “no” when we are talking about course completion, but the answer is “yes” if we are talking about degree completion if the student actually graduates. In order to graduate you have to make up Incompletes because if you don’t do that, then they are not going to let you graduate.
- 3.) Another question was, what is a FTE?
 - The answer is if we are looking at an academic year then it is 30 credit hours.

- 4.) Then there was another question. How does it work with PhD students and their dissertation hours?
- The answer is PhD credit hours have no impact on subsidy as long as they do not total 85% of a historical FTE cap (652). The pass-through master's program (e.g. Psychology Masters' to PhD), PR's in thesis courses may impact the formula if they are not completed prior to the due date. So that would be the only exception. But if you have a Masters and on your way to the PhD and you have some PR's then you might get kicked out from the PR's in the master and therefore, will impact...But again, I don't have a sense of how big of a number that is.

President Humphrys: You know, Past-President Keith, you had mentioned that there is no subsidy for withdrawals and that doesn't matter when withdrawals happen, right? So if a student withdrawals on the very last day to withdrawal, we still don't get any subsidy for that student, correct?

Past-President Keith: Right.

- 5.) Then the final question for the SSI presentation is, will the general education course in the OTM differ in terms of subsidy to one that is not? Do TAGS course have a different subsidy from non-TAGS courses?
- The answer is the subsidy level is determined by the course level and CIP code. CIP stands for classification and instruction program and that actually comes from the U.S. Department of Education. But TAG and OTM requirements might affect the level of a course because actually the subsidy level for a specific course is based on the course level and CIP code and also whether or not it...a gen ed. course is what G stands for and our bachelor's course is what B stands for. So we get higher subsidy for B's than we do for G's. There is no evidence that the Ohio Department of Higher Education has a process wherein it finds TAGS and categorizes them differently from how they are recorded at UT and submitted to the Higher Education website, which is the AGI process. So Terry and Ying do not believe that the Ohio Department of Higher Education has a process whereas they need to keep out our TAG courses and reduce the subsidy accordingly because what they take is what we give them in terms of what we submit.

Are there any other questions? Do I need to follow up on the follow-up questions?

Senator White: Relative to the Incompletes, does #2 indicate that there is a date by which if a faculty member gets that Incomplete done by that date, then a subsidy comes, and a day later it does not? If so, then we might want to know that date.

Past-President Keith: Yes. I believe it is in the middle of September.

Senator White: For Incompletes in the Spring?

Past-President Keith: For the courses that have Incompletes and PR's, once a year we are allowed to record them as being completed if they are completed and that is in the middle of September. So Incompletes that happen in the Spring of 2015, Summer of 2016 have to be made up to get counted by sometime in the middle of September 2016. So any Incomplete given in the Spring and has a due date at the end of December is probably not going to get counted as a completed course for subsidy purposes.

Senator White: Ever?

Past-President Keith: Ever.

Senator Rouillard: So at that point the incentive to finally complete that course is to look towards graduation and to think of it as something towards graduation?

Past-President Keith: Right, because it will count towards the graduation part.

Senator Rouillard: Right.

Senator Edwards: We have a number of TAG courses in the College of Education and generally my understanding of transfer in professional technical areas was that TAG courses by definition were not eligible for OTM, therefore would not be G's, they are always B's.

Past-President Keith: I think there might be a few exceptions, but otherwise you are right.

Senator Krantz: There are some overlaps. Generally, the introductory courses and each college has a slightly different culture as to what's a gen ed. vs. an introductory vs. majors. It works one way and Science and Math works slightly different than Education.

Past-President Keith: All right. Now, this just happened a month ago. This is basically the presentation of contribution margins and discounting, and the first question was how, does the 12-18 hour plateau impact subsidy? For example, if a student takes 4 credit hours from AL, 4 hours from NSM, 4 hours from COBI and 4 hours from COE, does each college receive one-quarter of the students' tuition and fees? Tuition is distributed across hours equally. The plateau reduces the per-credit-hour revenue for both colleges and the University.

Are the dependent tuition and fee waivers part of the 'scholarship' in the contribution margin? I thought they were, but I was actually wrong here because scholarships are the tuition offsets leveraged to recruit students. The dependent tuition and fee waivers are excluded from the contribution margins because waivers are an employee benefit – it and other fringes are embedded in the expense calculations.

Senator Rouillard: I can't remember if it was the beginning of this year or the end of last year, there was a whole lot of concern about dependent tuition fee waivers and eliminating those as a way of increasing revenue. So basically, there was an inaccurate attribution of those dependent tuition waivers as an expense rather than an employee benefit.

Past-President Keith: I will have to say that this is Terry Romer who is doing the work here and it was his call to approve them as fringe benefits instead of an institutional scholarship. So I don't know if the President's office has changed, in terms of what they see the dependent situation.

Senator Rouillard: Okay.

Senator Relue: So if a particular college has lots of faculty with kids that are coming to UT, then that college is penalized more than another college and it doesn't matter what area the student studies?

Past-President Keith: Right. I have one last question and answer for you. Are tuition waivers allocated the same way in each college? Yes.

President Humphrys: Are there any questions? Thank you so much. May I have a motion to adjourn? Meeting adjourned at 6:01 p.m.

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

Respectfully submitted by:
Lucy Duhon

Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative Secretary.