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THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of January 31, 2017
FACULTY SENATE
http://www.utoledo.edu/facsenate Approved @ FS meeting on 2/28/2017

Summary of Senate Business

Ohio Faculty Council Report – Senator Linda Rouillard
Update on Strategic Planning Process – Co-Chair Anthony Quinn
Update on the 15-week Semester Transition – President Mary Humphrys

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 ninth 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, Compora, Devabhaktuni, Duhon, Edwards, Emonds, Gilchrist, Giovannucci, Gruden, Hall, Haughton, Hoy, Humphrys, Jaume, Jorgensen, Keith, Kippenhan, Kovach, Krantz, Lanham, Lundquist, McLoughlin, Monsos, Nathan, Niamat, Nigem, Oberlander, Prior, Rouillard, Relue Said, Sheldon, A. Thompson, Thompson-Casado, Tucker, Van Hoy, Weck-Schwarz, White, Williams, Wittmer

Excused absences: Brickman, Dowd, Duggan, Gray, Harmych, Lecka-Czernik, Mohamed, Randolph
Unexcused absences: Crist, Malhotra, Modyanov, Schaefer, Srinivasan, G. Thompson, Tian, Willey

III. Approval of Minutes: Minutes are not ready to be approved.

President Humphrys: Since our last meeting, the Executive Committee has met with Provost Hsu and President-Elect Thompson and I have met with President Gaber. We discussed a variety of subjects and are happy to report that we continue to find the administration not only willing to listen to our issues, but take action related to them. We will be bringing several of these topics to the Faculty Senate throughout the rest of this academic year.

Currently, there are four dean searches being conducted. They are for the College of Engineering, chaired by Dean Karen Bjorkman; the College of Nursing, chaired by Dean Chris Ingersoll; the College of Arts and Letters, chaired by Dean Ben Barros; and the University of Toledo Libraries, chaired by Dean Heidi Appel. The timeline for these searches is to have finalists on campus before the end of the academic year and the dean in place by the Summer.

The University has selected a new Vice President of Advancement. Michael Harders comes from Kennesaw State University in Georgia where he was the Vice President of University Advancement and Development. He will join UT on March 2017. This position continues to oversee Development, Alumni Relations, Marketing and Communications, and Special Events.

Today's meeting will focus on three of the more timely issues facing the University: the 15-week semester transition, the State-mandated review of duplicate and low-enrolled programs, the Strategic

Plan. Each of these three issues will have a long-term impact on the University; and as faculty leaders, it is important that we examine and discuss these topics.

Among our goals for this semester is to complete the review of University Policies that require Faculty Senate input, discuss UT's position on the Test of English as a Foreign Language or TOEFL scores, come to a resolution about the Core Curriculum and completing the Course Amnesty project that was begun last year. We have a busy semester ahead of us.

Are there any questions? Is there anything from the Executive Committee that I've forgotten? Great; thank you. Okay. Well, today we are going to start the meeting with a memoriam for Senator Brian Patrick who I mentioned at the last meeting, has passed away in December. I would like to invite Senator David Tucker to come up and say a few words.

Senator Tucker: Thank you, President Humphrys.

I remember meeting Brian for the first time and the experience was a bit overwhelming. He was 6 ft. tall and about 240 lbs. He wore a cowboy hat; he had at least two, handmade in Wyoming. He was one piece of work. But, it wasn't just the physical size of his personality that really typified who he was – you could get exhausted just listening to him. He took great joy punching holes in stuffed shirts. It can now be said that he played the role of Bloggie for the A&S Blog and was responsible for much of what passed for satire on the site. Brian played the role of adversary during the last presidency, often pointing out from his perspective, bad thinking, vindictiveness or outright greed.

While Brian enjoyed playing the role of curmudgeon, he really liked to tell stories, and among his favorites was getting tossed from Catholic and public schools. He would regale us with how a nun would tell him that he was going to hell, but first going to jail. A priest claimed to have excommunicated him and he got tossed from public schools for instigating a riot. Brian claimed that it was a social experiment in mob mentality – this led him to proclaim that he was the only person he knew who had a G.E.D. from the state of Michigan and a PhD from the University of Michigan. However, if you thought Brian was just a trouble-making, gun-toting gadfly, you would have been wrong; he was a scholar, and he could "think." He was the only person I knew that could quote Aristotle with one breath and hunting laws with the next, and then show you how they were connected.

Brian wrote books on propaganda, public relations and the Second Amendment to the Constitution. He was in the process of trying to establish a Second Amendment Center when he passed away. Brian considered it was an individual right to carry a gun. He taught carry and concealed classes and would debate anyone at any time over gun laws. He spoke at NRA rallies, appeared on conservative radio shows, and wrote books on the Zombie Apocalypse. He kept bees and grew pumpkins, which he donated to the Toledo Zoo. He took in stray cats and the occasional stray scholar. He was one of my best friends, and yet we were almost polar opposites. He hunted, but I've never owned a gun. I thought roughing it was the Holiday Inn Express, but he on the other hand thoroughly enjoyed having to tie his sleeping bag to a tree in Wyoming so he and it wouldn't roll down the side of the mountain. He loved being known as the class "bad boy," as I preferred to melt into the crowd. And yet we found camaraderie for which I will be eternally grateful. He taught me to stand up to power and to not let people treat you like a mushroom. I taught him that at least some liberal ideas had real merit.

He stood for the First Amendment and against anything that might stifle creative thought. He liked real data and students. He always had a group in his office debating and discussing something he had said in class. And since we are at a Faculty Senate meeting, I feel it is fitting that I should end with a quote from Brian's Dictionary of Academia; in it he defines Faculty Governance in the following three ways:

1. Irresolution pursued with deadly resolution. The question observers often ask is why are these people so ineffectively angry?
2. In the modern administrative vision, faculty governance is a loaded committee appointed of favorites and sycophants, designed to implement, celebrate and in no ways impede administrative impulses.
3. In the modern administrative vision, faculty governance is a term that has been transformed 180 degrees in meaning, from "Governance by faculty to Governance of the faculty."

It was a wild and wonderful 15 years. I wish there could have been 30 more, but I'll take what I got.

[Applause]

President Humphrys: Thank you, Senator Tucker, we appreciate that. Next on our agenda is an update by Provost Andrew Hsu.

Provost Hsu: Good afternoon. There are several things I would like to update you on. Many of our minds are on the 15-week transition; I'm happy to report that it's moving forward smoothly. Currently our staff is trying to add 7,000 undergraduate class sections into Banner, I'm sure that is a lot of fun <laughter>. If you have any questions about the schedules of your departmental classes or if you have problems please call our staff and they stand by ready to help. Our students will be able to register by mid-March and our hope is that, by the end of April there will be zero problems. I've mentioned in one of my first meetings here that we're going to implement some software solutions to help us plan and manage. We are now using Ad Astra scheduler and we're also using Ad Aastra analytics which is a software that will help us analyze students' needs for individual class sections. Based on our enrollment, student majors, and based on students' status as freshmen, sophomore, junior and senior, we can predict and project how many students and how many seats we need and then we will ask our classroom schedulers to optimize the usage of the classroom. So, in conclusion, the 15-week transition is moving forward smoothly and I am sure there are going to be problems at the departmental level, but we are here to help you.

Another update topic is the state mandated program review. That is a duplicative low enrollment program review and we have separate lists that the state provided us by college. That means some colleges were affected and so we provided those lists to the individual deans and they are going to go back and talk to the departments and programs and then justify and provide a report by April regarding programs that were not reviewed. Those are programs that we are saying whether duplicative or not, they're important and we're going to keep them and we're not going to collaborate. We've asked the deans to provide us with their justification in February so we will have time to prepare a report and that report will be approved by the Board of Trustees and then submitted to the state by April.

I also want to thank the Senate and I want to thank the president and especially thank Dr. Celia Regimbal for leading a committee and reviewing all the new and existing policies. We are developing a few new

policies that will be used; we also have a very long list of policies that are due for review, and in fact, many policies were overdue for renewal. The committee on policies went through a very large number of policies and again, I want to thank all of you that were involved in this process.

I also want to update you on some information that came out of the IUC Provost meeting. I think some of the information has been reported in the news/media – one is, the state budget is currently being developed and the proposed budget has a 1% increase for SSI and in the same document it says, 0% increase in tuition. There's one last item that I think is of a concern to us. In the budget, the governor talked about recognizing the partnership between community colleges and Western Governors' University and formalizing the relationship between Western Governors University and the state. The IUC provosts have come up with a proposal to offer competency based education from the 14 universities in Ohio.

President Humphrys: Are there any questions? I have a question about the program review process that is being conducted.

Provost Hsu: Right.

President Humphrys: Was that both duplication and low-enrolled programs or are those being handled separately?

Provost Hsu: No, those are duplicative and low-enrolled courses. So, in other words, it is not just any low-enrolled programs.

President Humphrys: Okay.

Provost Hsu: Those are low-enrolled programs that are duplicative.

President Humphrys: Oh, I see.

Provost Hsu: So that is what has to be included in the paperwork.

President Humphrys: Oh, I see. So it's "*and*," low-enrolled.

Provost Hsu: Right.

President Humphrys: I guess I misunderstood. Thank you. Are there any more questions?

Senator Barnes: This is a question that really emerges from before your tenure here, so no offense intended. The idea that the budget situation is made complicated by contractually obligated faculty raises has been made really problematic at this institution by administrative bonuses and administrator pay raises, so I am wondering if you can speak to that in terms of the budgeting or the conversations that are happening around budgeting. Are administrators going to be tightening the belt in relationship to this budget situation?

Provost Hsu: Right now I can't speak about the budget because the budget has not been developed, only the state budget. But certainly we will honor the 2% that is in the contract with faculty and with staff, but as far as administrators are concerned, I don't want to say anything for the president or the vice president

for finance, but I can't see how we can afford anything at this point. I hope I have successfully avoided your question<laughter>.

Senator Barnes: Thank you.

Dr. Wedding I didn't know that faculty union raises was a big issue;they represent, at that 2% rate, less than $1 million, they are very small. The faculty budgets on this campus are about 30% of the total budget. When you get into the union part of it and if you take the 2%, I've done the numbers, it's around $800,000. If somebody has told you another number, they may have been mistaken.

Provost Hsu: I don't know the exact number; I think you're probably right, around $1 million.

Dr. Wedding: It's a little under $1 million.

Provost Hsu: Well, even though it is not a large number in a situation like this - 80% of our budget related to instruction is in the faculty salaries.

Dr. Wedding: No, Sir. They have given you some misinformation. We can calculate this because we have the union dues and if we take the union dues and reverse it, we find out that we're probably around $50 million.

Provost Hsu: Okay. I think if you count the hospital, we're $800,000, and so that's very small, but if you look at what we're actually spending---

Senator Wedding: Do you mean the academic budget?

Provost Hsu: Right, to teach the students---

Senator Rouillard: But that's not entirely faculty salaries; that includes some administrative overhead and that includes support services. That figure is greatly inflated by all of the auxiliary academic support services, so you just cannot look at our contract.

Provost Hsu: I don't think it is all salary. Dr. Keith probably knows the numbers better than I do, you have student scholarships among other things. But nonetheless, if you look at the contribution margin that Dr. Keith presented to this group and if you take all the expenses out, including salary, tuition and scholarships and so forth, then there's only 22% of overhead, right?

Past-President Keith: I am not sure what you are calling "overhead."

Provost Hsu: The contribution margin is about 20-something percent---

Past-President Keith: Right, and the net revenue is between 20-25%.

Provost Hsu: Right. So that 20-25% is what you're referring to – it's my salary, the president's salary, electricity, water, custodians and so forth. I think if you look around the country you'll see that that 20-25% is really low and so the university is run very lean, in general. I am not saying that's a big number; I'm just saying that everything seems to work against us at this point.

Past-President Keith: Can I just say the last time we got a raise, 2%, the administration decided that all of the non-union employees would get the same raise. I wonder if the 2% that you're referring to is not only for unionized faculty, but we're sort of sharing that number with most of the employees.

Provost Hsu: I guess I am not familiar with how many are union faculty and how many are non-union faculty.

Past-President Keith: Well, just non-union employees.

Provost Hsu: Staff, I thought also---

Senator Rouillard: It depends on the staff and which campus they are on.

Provost Hsu: I don't want to get into something that I really don't understand at this point.

Dr. Wedding: It is complicated.

Senator Devabhaktuni: I don't have a question, but I have a comment. When we start talking about the state budget, if the state is going to give an increase etc. - it almost seems like every year we kind of react to that model and then we try to fix our budget accordingly. I think at some point as a university strategy there must be conversation at the senior leadership level to think very cleverly about identifying some nontraditional sources of revenues so that we slightly move along with the strategy rather than just reacting to the state's budget year after year and trying to understand the very small numbers on the scale of the institution.

President Humphrys: Thank you. Are there any more comments or questions?

Senator Cappelletty: Just a quick question on the changes of the timing of classes. I am assuming the answer is "yes," but are the transportation folks looking at the bus services and timings between the two campuses?

Provost Hsu: That is a "yes," Vice Provost Traband and I looked into that.

Senator Cappelletty: I figure if nobody asked then I would ask. Thank you.

President Humphrys: Good question. Thank you, Provost Hsu, we appreciate that. Next on our agenda is the report from the Ohio Faculty Council and that's from our representative, Senator Rouillard.

Senator Rouillard: Thank you. I last reported about OFC on Oct. 25, 2016. I was on travel for the Nov. 18 meeting and the Dec. meeting was cancelled, but I attended the Jan. 13 meeting. At that meeting, Karla Krodel and Traci Haynes joined us to discuss College Credit Plus. They are both on the CCP advisory committee. Karla Krodel is from administrative staff at Youngstown State University and Traci Haynes is a psychology faculty from Columbus State Community College. They welcome your comments on CCP: thaynes@cscc.edu and kmkrodel@ysu.edu. Our discussion included costs related to this program, some of which is borne in part by universities who offer CCP courses at 40% of the normal cost. But high schools now have to cover that extra tuition, along with increased costs for college textbooks. Lab supplies will eventually become the responsibility of universities. Fifty-two to fifty-four thousand high school students in Ohio took college courses last year. There is some thought that only TAG courses

should be available through CCP. The consequences of failing a course in CCP can affect financial aid. Dan Krane related that at one institution, 5 high school students taking CCP courses there each failed 30 credit hours and will no longer be eligible for financial aid when they finally reach college. Krane did not explain, however, how these students were allowed to continue taking CCP after failing one or more courses. There was also discussion about discrepancies in the qualifications of high school teachers offering CCP, as well as the need for longitudinal studies of CCP student performance and graduation rates in college. The rep from OSU reported that right now, CCP doesn't seem to shorten time to degree, but it does seem to facilitate completion of double majors.

In the course of this discussion, Dan Krane said that the new chair of the House Finance Subcommittee on higher education, Rep. Rick Perales, who has been charged to "fix" CCP, will attend the Feb. 10 OFC meeting. If you have concerns that you wish me to share at that time, please contact me or the Advisory Committee. Perales is interested in setting up a system for students at one institution to take online courses at another institution, presumably without having to transfer credit, or pay different tuition rates. Other issues Perales may consider are standardized textbooks, education and workforce development, relationship between community colleges and universities, if and how they should be different, or have different missions.

The OFC passed a resolution in support of the DACA (Deferred Action for Childhood Arrivals) programs.

Finally, I would like to call your attention to the recently released biennium budget for 2018-2019 by Gov. Kasich which has been briefly discussed by OFC through emails. The Gongwer News Service summary of that budget bill is available at www.gongwer-oh.com/public/130/FY18-19factsheets.pdf. It calls for a tuition and fee freeze in higher ed. for two years and an SSI increase of 1% each year; a 3.1% increase in Ohio College Opportunity Grants in 2018 and 2% in 2019; a requirement charging "all public colleges and universities to provide textbooks for students. Schools will be allowed to charge up to $300 to partially offset those costs"; a call for community colleges to offer more bachelor's degrees "where Ohio's universities do not offer specialized degree programs and where there is a clear workforce need"; a charge that high schools offer their students credit for their "work experience" and CCP "for approved pre-apprenticeship training." Obviously, this budget bill needs to go through hearings before a vote in June.

President Humphrys: Thank you, Senator Rouillard. Are there any questions?

Senator Kippenhan: Can you read the section about the books again?

Senator Rouillard: In the proposed budget bill it says there is a requirement that charges "*all public colleges and universities to provide textbooks for students. The school will be allowed to charge up to $300.00 to partially offset those costs."*

Senator Kippenhan: Is that specific to CCP?

Senator Rouillard: No, it's for all public universities and colleges.

Unknown Speaker: Is it per year, per semester or per book?

Senator Rouillard: It doesn't specify.

Senator Edwards: I just have a question about CCP, you've mentioned fifty-two to fifty-four thousand students; do we know if they are primarily in community colleges or in four-year institutions?

Senator Rouillard: I am sure somebody does, but that information wasn't given, that's a good question. Thank you.

President Humphrys: Well, thank you so much, Senator Rouillard. You're doing a great job of keeping us informed on these very important topics and we appreciate it, thank you.

Do you know what the timeline is for a budget to be approved?

Senator Rouillard: I've been hearing in the various houses that a senate committee will start in February. I think Rick Perales as chair of one of those sub-committees will be hearing testimonies in February, so if you watch the legislative webpage you may even see when that is happening. If I learn of any dates or if people want to testify, I'll let you know and that can also be very useful.

President Humphrys: Thank you. Up next, and of course we're experiencing more technical difficulties, the Undergraduate Committee is up next, Chair, Senator Fred Williams.

Senator Williams: We are still experiencing technical issues.

President Humphrys: Okay. While we are waiting, I want to point out the fliers that were placed on your tables regarding Undergraduate Research. The flier is talking about Summer programs. They want to make sure if you are interested in doing that, that you know when the deadlines are, to be able to get your proposals considered. Senator Williams, I think we sent out your material yesterday, so I guess we can go ahead and give it a try.

Senator Williams: We did send this document, New Programs and Minors, out a little late because I was working the third shift yesterday, trying to broker some reasoning between a couple of parties on one of the minors that we were going to present today. We did send this out for your edification. Now, I will say this, I am not going to be presenting the changes to the minor because I did not get enough information for the changes to the Nursing programs and so we are going to wait on that until next time. However, there are four new minors that I wish to bring up, all of which seem to be coming out of the College of Business and Innovation; even the one that is highly diversified, its home is in the College of Business and Innovation.

President Humphrys: Actually, while we are waiting for the computer, I can go ahead and talk about the 15-week semester transition, if nobody has any objections. There are several things that we've done since the last time we were here. First of all, the full committee has met and that included probably close to 20 members. We met Thursday after of our last Faculty Senate meeting and a lot of information was shared of concerns and issues. As a result of that, a new adopted schedule of start/stop times came into existence. Then the next thing chronologically was, they held the informational sessions. The informational sessions were very well attended and as a result of those, some additional changes were made to the schedule. So those changes were incorporated this past Thursday, and what we consider to be the final schedule in

terms of start/stop times had been established. The reason why I haven't sent out these various schedules to you is because they were changing quite frequently.

A couple pieces of information that we are reporting: the schedule has been rolled over, so that means the Fall 2016 schedule has been put into the slot of Fall 2017, but that was done without times and days and instructors. As we talked about before, Julie Quinonez, the Interim Registrar had mentioned that she thought it would be beneficial to do it that way because for the people who actually needed to do the changes, it was easier to start anew rather than to make changes. I am happy to report that, and I know the provost mentioned how many class sections needed to be uploaded- well, as of about 2:00 p.m. this afternoon I checked and there were about 1500 sections of classes that had been put into the system. So the good news is that courses are being entered into the new slots. So, talking to Vice Provost Peg Traband, she indicated that it's probably somewhere around 30% of the course sections.

Now, in the meantime, what will happen is if a department or a college is having difficulty or has questions about the process the Registrar's Office will send someone over to work with who is responsible in your department or college for entering classes. So again, they will send someone right over to help you. Vice Provost Traband indicates that the majority of the questions had more to do with the "special" classes such as labs and graduate-level courses. When Past-President Keith, Julie Quinonez, Vice President Traband and I originated this schedule, our priority was not to disadvantage anybody. So if you've worked for years to come up with the perfect schedule and interacted with other entities that you coordinated with, we don't want to change that. In the coming days, they're going to run the Ad Astra software, it's a new program that will assist with making sure that things that need to be in sync with each other are in sync; also, they will be looking at room availability. So, all the concerns that you had before will be taken into consideration, and that's really where we stand. I am going to show you the schedule as it stands because there are a couple of questions about it that I know you will ask. We are going to go on to Senator Williams' presentation and then come back and talk and you can ask questions about that. All set, Senator Williams?

Senator Williams: Yes.

President Humphrys: Good.

Senator Williams: There are four minors that the Program Committee okayed. There are four new minors that I will be presenting today and the individuals are here to answer any questions that I might not be able to answer. The first minor that we are presenting today for approval is a minor in Sustainability. This is a minor that is 15 credits. The required core is four classes: one in Engineering, one in EEES, one in Business Administration, and one in Philosophy. Then you choose ONE of the following courses. The courses are actually from several different areas: College of Business and Innovation, College of Natural Science and Mathematics, College of Engineering and the College of Arts & Letters. The justification, it is a collaborative minor between these different areas. Twenty-one percent of all colleges and universities have this program, such a minor or major. We did do a poll of about 1,000 undergraduates here on the subject of environmental and green living and there was a 30% response rate. If you've ever done a poll then you can tell that a 30% response rate of asking about classes that they might be able to take is quite good. This also fits the research strengths, all the different individuals that are involved in the minor. The gentlemen that "wrote" this is over there, Senator Jorgensen, and if you

have any questions that I can't answer about this, I am sure he will be more than happy to, but on paperwork it say College of Business and Innovation. The committee recommends approval 10 to 0.

Senator Rouillard: Is this going to be housed in the College of Business?

Senator Williams: Yes, on paperwork it says, the College of Business and Innovation.

Senator Jorgensen: Let me correct one thing, actually, the survey went out to all of the undergraduates last April and a thousand replied and out of the thousand, 30% said they would be interested in taking that requirement, and so we got 380 email addresses to which we will send out a message saying that it's available.

Senator Williams: I misquoted; I am sorry.

Senator Jorgensen: That's fine.

Senator Williams: So, are there any more questions or comments toward this? All in favor of the program passing say "aye." Any opposed? Any abstentions? ***Motion Passed.*** Thank you.

As I said, we have a number of these coming out of the College of Business and Innovation. This one is relatively new, it just came over not too long ago: Operations and Supply Chain Management Minor - the idea of this is actually taking two minors and combining the two of them, is that not correct? We have the chair of the Program right there. To offer it, at a minimum, you have to have a course in Business Administration….two of these following Operations and Supply Chain courses and then one Marketing course. The justification, as you see and as I quoted earlier, is that we're merging two minors into one minor. It gives them a chance to have more opportunities, but also allows students from other majors to get a minor in OSCM as well. Are there any questions?

Senator Haughton: Do the pre-existing minors disappear or is it in addition to the core?

Senator Williams: Dr. Sundararaghavan will be able to tell you.

Senator Haughton: Well, he says it is a merger of two minors, so is this going to make three?

Dr. Sundararaghavan: It is just going to be one; we are replacing it.

Senator Haughton: Thank you.

Past-President Keith: I have a question. I just want to make sure that this is a minor just for Business majors, right?

Dr. Sundararaghavan: Anybody else can take it as a Minor, if they meet the pre-requisites for the courses in the Minor, however, that is mainly geared for business students. Right now we have two small minors (Operations Management and Supply Chain Management). Last year we merged the two majors we had (namely operations management and supply chain management) into one major, called Operations and supply chain management OSCM). Now, this year we are just merging the minors also so we have one consolidate major and minor.

Senator Williams: So I guess the question will be, of those students that will be taking this minor, approximately how many of them would you say would be non-Business majors?

Dr. Sundararaghavan: Not a whole lot, occasional.

Past-President Keith: What is the minimum number of hours for a minor?

Dr. Sundararaghavan: Twelve.

Senator Williams: And it's hard to believe, but that is true because I looked it up.

Senator Rouillard: Well, that is the state's definition, what is our UT definition?

Senator Cappelletty: It is up to the college.

Senator Rouillard: It's up to the college?

Senator Jorgensen: It depends on the college, twelve in Business; twenty-one in Natural Sciences and Mathematics, hence one of the reasons sustainability is in the College of Business.

Senator Rouillard: Okay. Thank you.

Senator Williams: Are there any more questions and comments regarding the Operations and Supply Chain Management minor? Hearing none. All those in favor of the minor please say "aye." Any opposed? Any abstentions? ***Motion Passed.*** Thank you.

We will go to number 3. Okay. This is another minor and as I said, these are all within the College of Business. This is: Information and Technology Management, Enterprise Resource Planning (ERP), Enterprise resource planning Systems Implementation and Integration and Business Intelligence Big Data. Again, the same individual is here to answer your questions. This is also a 12 credit minimum and you must take these four three credit courses. The justification is here and they are hoping to set processes and streamline efficiencies and this is what this minor is all about. Would you like to speak on anything else about this?

Dr. Sundararaghavan: UT has a license to use a leading enterprise recourse planning software called SAP for educational purposes. Many large firms, including many in the Toledo area use different ERP software, specifically SAP to manage their business. We have recruited faculty who have expertise is teaching ERP using the state of the art software as a medium. These courses have been taught for a few years and we want to formalize them so that students taking the course will have appropriate recognition in their transcript. The student doesn't have to have a lot of programming, but still can have the advantage of learning something about programming as well as understanding how an organization works through a software medium. This is sort of a brand new minor, which we expect some accounting majors as well as information systems or supply chain and finance majors…to take this Minor. The advisory committee of the department and many area employers are in favor of offering such a Minor. The Minor does not require any major additional resource, and all of these courses are existing courses taught for the last two-years and approved last year as individual courses.

Senator Williams: Are there any questions? Hearing none. All those in favor of this new minor, please say "aye." Any opposed? Any abstentions? ***Motion Passed.***

All right, the last one- the one we worked the hardest on. This was the one that was sent back the last time and so we're just going to call this Business Information Security. This is also out of the College of Business. Again, for different classes: one Business Administration class, Principles of Systems and Security, Business Data Communications and Business Data using Big Data. The idea here is to make people more aware from a business point of view of how information systems are and--- I don't have to read this whole thing, I don't think.

Past-President Keith: Could you scroll so we can see the classes that are in that third line? I am curious to see the overlap.

Group of Senators: There are two overlaps.

Senator Williams: One is Information Technology and the other is the Big Data.

Dr. Sundararaghavan: In the ERP Minor, our emphasis was on enterprises source planning. For that we have the three courses in Enterprises Course Planning and the Introduction to Information Technology. In the Business Information Security minor, we have some overlap. To some extent, the overlap is caused by preservation of resource (also known as availability of limited recourse) It is not a tremendous overlap. In the future, if we have enough faculty we could go on and replace one of these networking classes into a more elaborate information security class and really concentrating on users and how they could keep systems secure and what are the issues that can be Avoided to improve security.

Senator Niamat: So, can a person take two minors?

Dr. Sundararaghavan: We don't know. Typically students take one major or a double major and/or one major and one minor; typically, they don't do two minors.

Senator Williams: I guess the idea is, they wouldn't be able to take those two courses and then four other courses---

Dr. Sundararaghavan: No, they will have to do it as a substitution.

Senator Williams: So, you wouldn't allow it?

Dr. Sundararaghavan: No, they have other classes. If they are really that interested then they are probably be informational systems majors, in which case, it will not make too much sense for them to go on for two more minors in a similar area. It is mostly geared for accounting or marketing or other students who are interested in information security or ERP without having to take a lot of information systems courses.

Senator Williams: Do you have a question?

Senator Rouillard: Well, actually just kind of a friendly amendment. Could one of these descriptions or both of these descriptions include what you just said, if a student wants to do both minors, there has to be some course substitution?

Dr. Sundararaghavan: If you insist on two minors then you will have to look at what course will make sense for the second minor; they won't get just two additional classes.

Senator Williams: So this will be a friendly amendment to what you had proposed.

Dr. Sundararaghavan: Okay.

Senator Williams: So we will put that into the document as amended.

Senator Rouillard: Just so we can vote on it today.

Senator Williams: In the case of people who will want a double minor, is that okay?

Dr. Sundararaghavan: Sure.

Senator Williams: Okay, that has been agreed to. Are there any other questions or comments? So since there has been a friendly amendment, I'm assuming that I need a motion from Senator Rouillard to approve [this] with the amendment.

Senator Rouillard: Right. We will vote on these two minors with amended language to approve that *courses needed to be double counted*.

Senator Thompson: Second.

Senator Williams: Any further comments?

Senator Krantz: Before you go forward with that, the college has already stated in regulation that you can't double-dip---

Senator Williams: Well, I think he was alluding to that and I think the only reason that Senator Rouillard offered this friendly amendment---

Senator Krantz: Just to confirm that, right.

Senator Williams: Is to process it and make sure that that language is there.

Senator Krantz: Right.

Senator Williams: Are there any other comments? Okay. All those in favor of the two amendments as the two minors as amended, please say "aye." Any opposed? Any abstentions? ***Motion Passed.***

President Humphrys: Thank you so much, Senator Williams.

Well, I do have the 15-week update. This is basically what I was talking about, *Per PowerPoint Slide.* This is the finalized version and I just want to explain a couple of things. As this has been brought up, what you might notice with this is that there are some occasions where we found it hard to make it 15-minutes between each course. But it dawned on us at some point that it probably was unrealistic for us to think that there's going to be any given student that will be selecting courses just from one row of this schedule. So then we started to think, well, we've spent so much time worrying about and making sure there are 15-minutes between each course on a given row of timeslots to the detriment of maybe losing a

timeslot. So we decided what we will do, especially since 60% of our classes are 3 credit hrs., two-days-a-week classes, we tried to get 15-minutes in between each of those, and we were successful with the exception of the late afternoon timeslots. If you notice, there is one that ends at 3:15 p.m., and the issue there was, to be able to get the course to end with enough time to begin the courses that evening which star at either 5:30 p.m. or 5:45 p.m, and so that is why we had to make a concession with the time between classes. Students will probably bounce back and forth between rows of timeslots—for example, between 3- and 4-credit hours classes. We became a little bit more concerned about trying to make sure that it wouldn't be more than one of the available time periods that would have to be skipped by a student in order to sign up for the next class.

Senator Hoy: Our scheduling coordinator pointed this out to me and I wasn't sure of the answer, it's for 4 credit hr. classes that meet two-days-a-week- if you go to Block 3, it is 11:30 a.m. - 1:20 p.m. and then right next to it, scheduling Block 4 starts at 1:00 p.m., is there any concern?

President Humphrys: I think that is what we decided. Past-President Keith, I am going to also rely on you for help.

Past-President Keith: Oh, I didn't even look at it.

President Humphrys: Okay. Well, one thing I want to mention is that Vice Provost Traband and Julie Quinonez are not here today because they are especially busy working on getting the summer schedule live. But if there are questions that you will have, I promise if we can't answer them, we will get those questions to them.

Past-President Keith: What is the question again about Block 3 and Block 4?

Senator Hoy: Block 3 ends at 1:20 p.m. and Block 4 starts at 1:00 p.m., so there's actually a 20-minute difference and we were just wondering about it.

Past-President Keith: Oh, well, I don't know why that is there, but we did put in some extra slots so that there was not overlap.

Senator Wittmer: Okay.

Past-President Keith: We did look at the program hour, two-days-a-week classes and there were more of those classes than we had initially thought about and so trying to put them into slots...

Senator Wittmer: Okay.

President Humphrys: Yes. So in other words, it goes back to once we started to recognize the fact that, what are the chances that there's going to be someone taking the 11:30 a.m. 4 credit hr. class and then needing the next 3 credit hour class timeslot - we decided it was better to not exclude the other option at 1:00 p.m.

Senator Hoy: Right.

President Humphrys: Otherwise, where you see those slash-marks—those are timeslots that aren't being used--that timeslot would've had to be slash-marked. So we are always juggling between what we can do

as far as trying not to overlap and get the 15-minutes in between, but also, going back to what our current schedule is and not trying to shortchange us by not having the opportunity for numerous available timeslots.

Senator Hoy: Thank you.

Senator Jorgensen: I am not sure that I got a straight answer on how that 60% is going to equate. Is that 60% of classes or 60% of students? So for example, if a class has 10 students and if a class has 200 students, will it be counted as 1 and 1 or 10 and 200?

President Humphrys: It is 60% of the number of sections.

Senator Jorgensen: Well, that confuses me because a class doesn't count the same as 200 and so 200 students are affected by that schedule.

President Humphrys: We did talk about that in the full committee and some of the changes that were actually made from what was presented a few weeks ago were made for that reason. In other words, we do realize that if the sections, as you are saying have 10 students, it's different than if they have 20. I guess at this point what we're doing is striking a balance again between how many sections that we would offer with the 15-minutes in between.

Past-President Keith: Senator Relue, can you raise the room issue?

Senator Relue: Pardon me?

Past-President Keith: Can you raise your issue again to Senate?

Senator Relue: Well, the question that I had raised was, were there enough rooms and instructors for some of the very large chemistry lectures? Now with the new block schedule you have less slots during the day, and if you have a time slot where faculty that are going to be at a graduate seminar series or faculty meetings, you can't schedule during that block. You are also limited by the number of faculty that you have available to teach. For example, if you have 24 classes and you had eight slots, then you'll only have to have three classes taught at the same time. But now if you have 24 classes and only six slots, now you'll have to have four taught at the same time. Do you have four faculty that are available to teach those at the same time? I don't have an answer to that, that's a question for Chemistry and a question for Math as to whether or not they have enough instructors now since they have to multi-layer the number of sections that are being taught at a single time.

Past-President Keith: *[Indecipherable]*…more or less to accommodate the number of sections…

President Humphrys: And an on-going process this will be. Once we get all of this uploaded or most of it, then will have the ability to go in and do a test schedule where they can go in enter a typical student's schedule and see if a viable schedule can be created. Are there any more questions?

Senator Emonds: Do we know if BG is doing it for the Fall?

President Humphrys: They are doing it for the Fall semester of 2018.

Senator Emonds: So that will give us time to collaborate with BG.

President Humphrys: Well, the significant collaborations will primarily be nursing, so this wouldn't be an issue with most colleges.

Senator Jorgensen: One last comment.

President Humphrys: Okay.

Senator Jorgensen: I encourage those who are scheduling classes to schedule them Monday, Wednesday and Friday because if you try to have them two-days-a-week, students are going to be really busy and tired during those days.

President Humphrys: Thank you. There's one other side: These are the standard times for night classes. We did change several of them to 5:30 p.m. as opposed to 5:45 p.m.; a lot of that had to do with the number of credit hours etc., and there were some other considerations. And again, I will put this on the website so you can actually see it. Julie Quinonez said to make sure that if there are any issues that people should call them.

Senator Edwards: Does the total number of minutes include the exam time now?

President Humphrys: It does. At least recently, the state did allow you to count the exam period, but we just never did and so now we are because that's what the other institutions that are on 15-week schedules are doing. By changing class periods to 55- and 80-minutes, it allows us to keep the two-hour exam period. Are there any other questions? Okay, thank you.

For our last speaker for today, I would like to invite the co-chair of the Strategic Planning process, Dr. Tony Quinn, up to tell us a little bit about how the Strategic Plan is progressing.

Dr. Quinn: Thank you for allowing me the opportunity to come this evening. I'm going to give you some insights to where we are with the UT Strategic Plan. I had two goals coming here: one is to give you an update to where we are, but the other is to convince you that we are sticking to the charge that we were given at the beginning of the strategic planning process. One of the charges we had is to make this a "grass roots," sort of bottom-up effort that will include ideas, thoughts and opinions from across the campus; it will be organic and as I said, institution-wide and include input from all units. It will be comprehensive and involve all aspects of the university. Importantly, it will be an interviewing process where we could draft and come back to make changes and draft and come back and make changes and we incorporated the number of feedback groups, which is part of why I am here today. I just want to point out that Laurie Dinnebeil and I serve as co-chairs for the strategic planning process. Then I wanted to point out Ying Liu from Institutional Research; he's added a huge part to this whole process and he's added to the Strategic Planning Committee; and after a while he became a member of the committee and one of the most active participants and has done a huge amount of work over the last month.

Okay, one of the elements of our strategic plan: Areas of focus - what is our focus for The University of Toledo over the next five years? Our goals- what do you want to accomplish? Identify Strategies – how are we going to get there? Identify Action Items – what do we plan to do? Then we included metrics; we hope that it'll eventually be called Performance Indicators- how we measure our progress such as, are we actually achieving our goals? Eventually, what these will become are called, Performance Indicators and ultimately, identifying the responsibility – who will be responsible for implementing steps of our strategic

plan and holding us accountable for success. Then lastly, Financials – how will we fund the efforts that are involved because we have a limited supply of money?

Senator Relue: Is the group who is responsible for implementation also responsible for the measurements for the performance metrics?

Dr. Quinn: No, not necessarily.

Senator Relue: Okay.

Dr. Quinn: In November, the last time I spoke with you, we were at this stage, PowerPoint Slide, performing a deep dive into the themes. As you recall, we had these listening sessions on both campuses involving faculty, staff, students and the community. We essentially asked two questions - what are the strengths at UT that we can utilize over the next five years and what are the areas that we need to improve over the next five years? We gathered lots of input back in November and I will show you how comprehensive that was in a moment. We did progress on to identify things like metrics and responsibility, which was our goal in January. Where we are now in theory in February- we've already begun this process which is to seek input from department heads and administrative heads and to revise the draft going forward. It is important to talk to us who are going to be responsible for implementing the strategic plan and get their input such as, are these good ideas, can we achieve these, what are the metrics we should use and are they reasonable? Again, as we went across the campus and going to these listening sessions and getting input from across campus, the strategic planning community as a whole, we were able to go through and sort of identify themes that were occurring in all of the colleges that we got. We've identified: Reputation and Visibility as being important, Research, Student Success, Graduate Students, Professional Students, Fundraising, Finances, Community Engagement, Comprehensive Nature, UT Curriculum in departments, Athletics, and the issue of Working UT students – these are very broad things that we summarized, most have comments in these categories. This is now evolved into the Strategic Planning Committee and by identifying five areas of focus. We identified the size of student success: academic excellence, research, scholarship, and creative activities, human capital which involves faculty, staff and alumni, the people who actually work at The University of Toledo, fiscal positioning and the fifth focus is visibility and engagement. Now in that process we also identified eight, what we call, cross-cutting themes and these are themes that spill over into a number of these…: Athletics, Communications, Community Engagement, Diversity and Inclusion, Fundraising, Innovation, Technology and UT Health. I am going to point out that the cross-cutting themes are in alphabetical order, they are not prioritized as the level of importance.

Again, we're in the process now of these five…that we've now identified and we are now in the process of developing goals and strategies and action items to deal with each of these…Again, one of the charges that we were given by the president and the provost is to recruit everyone and to make it an institution-wide grassroots (effort). So when we did our initial data collection and surveys in October and December, with these listening sessions we got comments of over 800 individuals. As we refined this over the last six weeks and meetings with unit heads and key committees, we've got additional input on the original draft of another 200 people to give us feedback and modify the draft. So our plan now is to create a second draft and then vet this draft sometime in March with sharing sessions of both campuses with students, staff, faculty and the community and do online surveys again. I will be happy to take any questions.

Senator Thompson: Just a comment, it's more in general with assessment. As you are going through with your metrics and just reviewing some of the drafts that have already been circulated, while we are asking very respectfully and rightfully so for metrics, some of the metrics that are required we don't even have the resources to collect that data - and so it's "food for thought" - as you are moving forward, there's going to have to be some investment into the system to be able to collect that data. I am not just referring to the people, but the databases and the mechanisms to be able to collect that data. I think there really needs to be a lot of forethought into that, because if we have a metric that we can't truly measure and get the data, then we shouldn't include it in the document.

Dr. Quinn: That is a great point. One of the things that has come out of this and in our discussions is, you learn something about yourself when you start looking at questions that you ask yourself and sometimes the questions that you are not asking about yourself as far as assessment and evaluations. The third thing that we discovered is, there's a significant amount of data that is collected at The University of Toledo and it kind of goes into a cubbyhole somewhere. So we meet people who say, we collected and we did this survey for this group and we have this information and you say, okay, what did you do with it? "I am not sure; that part wasn't my job; my job was to collect the data." And so, what can we gain? We identified lots of processes of collecting the data and we actually identified two sources for analysis or assessment that we would use for national databases like best universities to work for, to collaborate in that capacity. One of the recommendations that has come forward, for instance with surveys, perhaps we need some sort of…with the surveys because the people who collect surveys are students, faculty, and staff. They should actually be meeting and having a conversation because sometimes there's duplication, but sometimes there's information where the left hand doesn't know what the right hand is doing. It is wonderful information out there and again, when you have someone outside say, wow, you guys are doing this wonderful stuff and then it just kind of stops, right? When you talk about reputation, visibility and things like that, some of the best information about UT faculty and staff is found in the offices. We are trying to create a mechanism or a process to make that data electronic so we can gather that kind of information.

Senator White: In one of the sessions I pointed out that a theme common to most of the groups was that of collaboration. This seems to be vitally important especially since the University of Toledo, if it's known for anything, is known for its breadth of programs. If we can effectively get those programs collaborating, This concept does not seem to be in the lists you have shown us today. If it is, can you show me where it fits?

Dr. Quinn: Presumably it will be in communications, our ability to teach others better as well as the outside world. You hear this over and over again and we heard this in the listening sessions, we weren't good about telling our story about who we are and what we had. We talked about comprehensive programs, well, one of the challenges about having comprehensive programs is explaining to students how that benefits them.

Senator White: I am hoping that it would appear in other areas as well with the kinds of words that we discussed that day, like sustainability.

Dr. Quinn: I think that goes with innovation also- creating unique programs and unique opportunities to take advantage of.

Provost Hsu: I was in the committee meetings and I think what Senator White is talking about is Research and Student Success. At one point we had a cross-cutting theme that was *[Indecipherable]* student success *[Indecipherable]* ...leveraging the comprehensive nature of the university was a theme at one time.

Senator Devabhaktuni: First off, I want to thank the committee on the work; it was very nicely done for the planning of some stages. I also want to share with you one little experience that…and that is, when you talk about something like a strategic plan, it has to be implemented with some thinking out of the box otherwise an angle of…There was one meeting for international engagement and I showed up with a lot of enthusiasm…mainly talking about how do we attract international students to campus; there was no talk about how we get international scholars because international engagement has many facets, it's not just about bringing in students. So the broader….was compromised in a sense because all of these…of every kind of work…So, the way I conclude this is I really hope that we also engage with maybe a small committee that serves on the campus for thinking out of the "box." But otherwise, I really want to thank you planning such a nice comprehensive way, so cheers to you and your committee.

Dr. Quinn: I think one of the challenges to me, as we went through this process over the last month, you are right, we had a lot of ideas, a lot of thoughtful ideas, but how do we minimize it into a document that is 250 pages long. What if there's a laundry list of only action items? So, again, we are just trying to create a strategic plan that is actionable and reasonable based on data, but it still has to be aspirational. So we do have a sub-committee that reviews every suggestion and every item and talks about, does it get in or does it get out. As much as we would like to keep everything, it keeps growing longer because there are lots of good ideas and some of them are very simplistic – it came out multiple times in our listening sessions, particularly from students and it was…a student said it bothers me and it impacts my way of…when the floors are dirty and there's coffee stains on the carpet and it's been there for months. It impacts the way I feel about the university. Now, that is something that we can change quite easily; I will say it, there's a stain in Wolfe Hall that's been there for eight years. I remember it happened the night of a football game and it has been there since then. So how do we tell others that we are a first-class institution and first-class company, but we can't clean this stain in the elevator?

Senator Thompson: All I can say is something that students and parents want and it is something that is very important which is campus safety. I did not see that in any category, is that something that I am not seeing?

Dr. Quinn: It's going to be under Student Success, aside from academic…and so it is there. It is probably one of those cross-cutting themes, but again, safety is real and we have to deal with it.

Senator Kippenhan: I just want to go back to your other note; I find it really funny that we removed all of the clocks that were hard-wired to the system and replaced them with a battery operated clock; now it takes six weeks before we get our clocks from Summer time to Winter time and back.

Dr. Quinn: You see, it's the simplest things.

Senator Williams: Recently, we had a potential Ph.D. student visiting to tour our building, and I had to email janitorial and facilities to sweep the stairs so there wasn't any dust bunnies to greet her.

Dr. Quinn: That's a message in the strategic plan that is so simple, but so detrimental. I think that is one of the challenges to get all those wonderful inputs and all the things that we have talked about into this. Just one of the things to think about, perhaps we can create an appendix for those wonderful ideas. Thank you for your time.

President Humphrys: Thank you, Dr. Quinn. Are there any items from the floor? Hearing none. May I have a motion to adjourn? Meeting adjourned at 6:03 p.m.

V. Meeting adjourned at 6:03 p.m.

Respectfully submitted,

Lucy Duhon
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative Secretary