

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of March 1, 2011
FACULTY SENATE
<http://www.utoledo.edu/facsenate>

Approved @ F.S. on 3-15-2011

HIGHLIGHTS

Chancellor Jeff Gold and Provost McMillen- Provost/Chancellor Forum
Reports on Provost Search and SSARE Director Search
Professor Caruso- Faculty Senate Elections Committee
Dr. Celia Regimbal- Faculty Senate Academic Programs Committee
Dr. Steven LeBlanc- Faculty Senate Core Curriculum Committee

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

President Mary Powers called the meeting to order, **Karen Hoblet**, Executive Secretary, called the roll.

I. Roll Call: 2010-2011 Senators:

Present: Anderson, Atwood, Barnes, Baumgartner, Benjamin, Batten, Carr, Caruso, Chiarelott, Cluse-Tolar, Duhon, Dowd, Eastop, Eisler, Fink, Fournier, Franchetti, Funk, Gardner, Giovannucci, Hamer, Heberle, Hoblet, Hornbeck, Hottell, Humphrys, Jorgensen, Kennedy, Kistner, LeBlanc, Lee, Lundquist, Molitor, Moore, Moynihan, Ohlinger, Olson, Powers, Randolph, Regimbal, Rouillard, Sawicki, Sheldon, Shriner, Skeel, Stepkowski, Teclehaimanot, Thompson-Casado, Wedding, Yonker

Excused absences: Barlowe, Nandkeolyar, Piazza, Tinkel

Unexcused absences: Brickman, Crist, Dismukes, Hammersley, Laux, Malhotra, Weldy, Wilson, Patrick, Rooney, Solocha

II. Approval of Minutes: Minutes of February 15, 2011 were ready for approval.

III. Executive Committee Report:

President Powers: I am calling the meeting to order. Welcome all to the eleventh Faculty Senate meeting of the academic year 2010-2011.

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

Minutes from the February 15th meeting were sent for your review. May I have a motion for approval of the minutes from the February 15th meeting? Second. All in favor? Any opposed. Please let the record show the minutes from the February 15th meeting have been approved.

The first update is about the work of the FY12 Budget Formulation and Reengineering Task Force. As was reported in an e-mail sent to Senators last week, a website is now available with information about the work of the group: <http://www.utoledo.edu/2012Reengineering>. The task force met this morning with the Responsibility Group. The message I took from this morning's meeting is the institution is well-prepared and aims to minimize impact on the workforce associated with any budget reductions. At this point, we really don't know what we're dealing with. It is anticipated that the governor's budget will be available in the middle of this month. As soon as it becomes known what the budget situation really is, the institution will be able to determine how to proceed.

Last Monday, February 21st, the following committees of the Board of Trustees had meetings: External Affairs Committee, Finance Committee, and Trusteeship and Governance Committee. Discussion items for the External Affairs Committee included: Capital Campaign Proposal, UT and ProMedica Academic Health Center Achievements and Opportunities, and Higher Learning Commission Self-Study Report. Discussion items for the Finance Committee included: Second Quarter Financial Results FY 2011, Hospital Capital Projects/Financing, and Status Report on University FY 2012 Budget Process. Discussion items for the Trusteeship and Governance Committee meeting were: Faculty Senate Constitution, Resolutions No. 11-02-01 and 11-02-03 showing gratitude for the strategic plan committee and its leaders, and approving authority for administrative policies, Board committees – faculty and community member’s terms, and Board self-assessment. The Executive Committee would like to report on two of the discussion items: Status Report on University FY 2012 Budget Process and Faculty Senate Constitution. As part of the Status Report on University FY 2012 Budget Process, Dr. Scott Scarborough presented examples of faculty teaching loads from the College of Education as part of a discussion on the financial aspects of “Faculty Workload.”

On the morning of Friday February 18th, before the trustees meetings would take place on the 21st, Dr. Jacobs informed me that information about financial aspects of “Faculty Workload” would be presented at the committee meeting and the presentation would be made to the FY 12 Budget Taskforce on Monday morning before the trustees Finance Committee meeting. He invited me to include other individuals in this “preview”. I included the Faculty Senate Executive Committee, Professor Walt Olson, and Professor Mark Templin, chair of the Graduate Council. Dr. Jacobs also made himself available for three additional meeting times last week. At the Monday morning meeting, we previewed information about the salaries and teaching loads of five faculty members from Education. One of the five examples had an instructor with cross-listed undergraduate and graduate level courses that were represented as two separate courses. The graduate level course only had two students enrolled and it appeared that the faculty member was teaching a course to only two students. Another of the five examples had an endowed chair with only one student in a doctoral dissertation course for his teaching load. A third example was for a professor who had oversight of student teaching courses. These and other observations were identified and expressed as concerns in the morning meeting by faculty members who were present at the preview meeting. The examples were presented to the board committee in the afternoon with an explanation that the issue is complicated. It is a concern of the executive committee that these examples were not representative, and this concern is noted especially in light of the trustees proposed resolution to increase the standard teaching workload. It is likely that increasing the standard teaching load to 15 credit hours would not apply to the examples that were given. This concern was expressed to Dr. Jacobs when we met with him immediately following the trustees’ meetings. Furthermore, a suggestion was made to more effectively enforce the current 12-hour teaching workload, and it is our understanding that the suggestion to more effectively enforce the 12-credit hour workload is still on the table.

The other item of interest from the Board’s Trusteeship and Governance committee meeting was the agenda item about the Faculty Senate Constitution. The committee’s discussion reflected concern that the document still includes language about procedures for merging the Health Science senate and Main Campus senate and also that the constitution reflects the former two provost model. I was asked by Committee Chair High to update the language so it is current. Chairman High mentioned he would like the document to be more student centered and he would also like to see a definition of shared governance, as well as language about how the board can go to Faculty Senate to seek input from the Senate. Another board member suggested a preamble may be useful to include information that some may desire to put the merger issues in historical context. Lastly, there were questions about overlap with the AAUP contracts. Dr. Jacobs suggested a timeline of six weeks for providing information to him so the committee could have a response at its April meeting. I had previously charged the Faculty Senate Constitution and Rules Committee to amend the Constitution and Rules to reflect restructuring of the University of Toledo. In response to the request from the Board, I provided an additional charge to the Faculty Senate Constitution

and Rules Committee to provide a response to this request. I note that amendments to the Faculty Senate Constitution require approval by the Faculty Senate and also by the Faculty, in addition to approval by the President and Board of Trustees.

Lastly, I mentioned at the last Faculty Senate meeting that I received a request from Margaret Traband, Vice Provost for Undergraduate Studies, for two or three Faculty Senate representatives for the University Retention Task Force. No nominations have been received yet, and the Faculty Senate Committee on Committees is working on finding representation for this important committee. If you could help us find individuals for this committee please inform Senator Dowd or me.

That concludes the Executive Committee report for this week. Before moving forward, I will be happy to take any questions on the Executive Committee report.

Senator Rouillard: Did you state that someone from the Board of Trustees asked you if there is some way for the Trustees to get information from the Faculty Senate?

President Powers: That is what I heard. The Board was interested in what kind of procedure they could use to get information from us and interact with us.

Senator Rouillard: That sounds positive.

President Powers: I thought so too.

Senator Rouillard: That's good, I am glad to hear that.

Senator Heberle: I just want to share an announcement in light of the president's endorsement of Senate Bill 5. There will be a phone banking down at 1817 Madison Ave. where you can call people to get them to call their State Senator and express their views about the Bill. The starting time is from 4:00-8:00 p.m., today. It would be a great post-Senate trip to go down there to help do some phone banking. I also have another comment. I remember a couple of years ago we had a lot of discussion about a dotted line going from the Faculty Senate to the Board of Trustees through a solid line. President Powers, do you remember that?

President Powers: Yes.

Senator Heberle: I just wanted to share a little institutional history about how this was on the table before and to let them know that we've been trying to do this for years and we appreciate their attention to it now.

President Powers: Thank you.

Senator Wedding: I don't understand why the Board of Trustees would ever need any kind of authorization or path to come and talk to the Senate; they can come here anytime and they are welcome. I have a question though, about these five examples from the College of Education; were they presented by Dr. Jacobs?

President Powers: No, they were presented by Scott Scarborough.

Senator Wedding: He presented them with a sample of misuse of the twelve hour work load or what.

Senator Anderson: That was supposed to be a random sample of faculty.

Senator Wedding: Well, that makes sense. Thank you.

Senator Dowd: To quote Dr. Scarborough, it was a “haphazard” sample; whatever that is.

Senator Wedding: That’s different from a random.

Senator Jorgensen: We read in today’s announcement that Scott Scarborough is now the permanent head of the hospital. Does that mean that someone else is going to take over his other job in finance or is he doing both of those?

President Powers: I have not been made aware of that announcement.

Senator Jorgensen: It announced this afternoon, he is the permanent head.

President Powers: Provost McMillen or Chancellor Gold, do you have any information about Senator’s Jorgensen question?

Chancellor Gold Dr. Scarborough has resumed the position as the Senior Vice President Executive Director of the Medical Center and for the upcoming fiscal year, Specialist Assistant to the president for budgetary preparation. Mr. David Dabney is most likely going to be appointed as the institution’s Chief Financial Officer.

President Powers: Thank you Chancellor Gold.

Senator Dowd: May I follow up on Senator Wedding’s initial question about communication between the Faculty Senate and the Board of Trustees?

President Powers: Yes.

Senator Dowd: Would you be interested if the Faculty Senate Executive Committee sends a formal invitation to the Board members to attend the Faculty Senate meetings and also perhaps the Faculty Senate Executive Committee meetings?

Senator Wedding: I think that we could do that without any motion or anything, I mean that is your privilege.

Senator Dowd: I just wanted to make sure.

Senator Wedding: The answer is of course, invite them all in.

President Powers: Thank you. Are there any other questions about the Executive Committee report? I have been provided with reports on the Provost Search and the SSARE Director Search.

Dean Nagi Naganathan, chair of the Provost Search Committee, provided the following preliminary report on the Provost search:

“The Provost Search Committee is pleased to report that we are making good progress with the search for a Provost and Executive Vice President for Academic Affairs. The search firm contacted over 1,000 sources resulting in more than 120 nominees and applicants. The Search Committee, which represents diverse campus constituencies, is in the process of carefully evaluating these nominees. We anticipate that the Committee's evaluation will culminate in invitations issued to selected individuals for campus

interviews in late March or early April. We look forward to giving an updated report on March 15, 2011.”

A Report on the Current Status of Search For SSARE Director has been provided by Past-President John Barrett who chairs the SSARE Director Search Committee:

“As may be obvious from the title of this report, the search has morphed somewhat from its initial charge. First, the position to be filled has been changed from a dean to a director to align properly with the other schools that have recently been formed at UT. Second, given the fact that this school is still in its infancy, a considerable amount of time and effort has been expended by the committee, in consultation with President Jacobs, in trying to understand and describe exactly what the position is that we are trying to fill. Additionally, the committee felt that the school was starting to build some important momentum and that the original search firm's focus was potentially disruptive to this process. Based on the foregoing, the committee, once again in consultation with President Jacobs, decided to release the search firm and focus on a more direct approach to recruiting a director for SSARE. The committee has been meeting to identify the essential and desirable traits for a potential candidate, and based on these traits has almost finalized an advertisement and a position description. The committee is committed to following the spirit and requirements of affirmative action/equal opportunity and will be placing appropriate advertisements for this position to be sure we find the very best candidates.

Additionally, the members of the committee have each been asked to supply a short list of names of potential candidates that may be suitable for the director position, and some members have already done so. It is the intention of the committee to discuss these "nominees" and applicants internally, and then to contact those that seem promising as candidates. However, given that the university is waiting to hear about a major grant application from the Department of Energy that would significantly enhance this position if it is awarded and given that an announcement is expected soon, the committee is not going to place any advertisements or contact any potential candidates until the status of this grant award is known. That being said, it is still the committee's hope to have a director in place by the end of the semester.”

At this time, I would like to invite Dr. Thea Sawicki to provide the Senate with an update on preparations for the HLC self study.

Senator Sawicki: Thank you for the opportunity to come to speak to the Senate. Many of you may know that each of the five criterion and the special emphasis teams has provided their final version of a rough draft report for the UT self study for continued Higher Learning Commission accreditation. These are up on the UT self study website for the campus community to read with the main purpose to ask for your help to provide any additional examples that would help us to show how well UT is doing to meeting these criteria and goals. We are asking you and your colleagues to choose one or more of these five criterion reports and the Special Emphasis report, which has to do with opportunities post-merger, to review and send your comments back through the link that is on the web site. Please do not worry about grammar, misspelled words. The examples you provide will need to have actual documentation that the activity has occurred. So, this is really a call for you to help us to gather anything in your archives that is missing from the draft reports and is important for us to know about. This is really critical for areas of outreach and engagement for criterion 5. One of the things that the teams will be doing now is to read over all of the information they have gathered and to come up with conclusions about how well we are meeting the criterion we were asked to address. You can really help them as well if you can put in your own interpretive evaluation of the evidence that you are seeing in the rough report. This is your first of three opportunities to look over and offer input into the self study. Your next opportunity will be in April. This will be the first version of the combined self study report. As of now you are dealing with individual teams rough drafts. They would all be put together and put under a single voice that is aligned to the language of the Higher Learning Commission. The month of August will be the actual final version,

which will also be posted for campus comments, and then it will go to print. Criterion 1 deals with mission and integrity. It also includes some of the initial findings of the surveys that team one sent out to the University. Criterion 2 includes preparation for the future; this is the strategic planning and resource allocation processes regarding how well our processes are doing and how well they are aligned to the educational mission. Criterion 3 includes student learning and effective teaching; this is about assessment of student learning and about program review. Criterion 4 deals with acquisition, discovery, and application of knowledge; this is how well we are supporting training faculty, students, and staff members in responsible conduct and ethics. Criterion 5 is a new one this cycle; it was not in our self study reports during the years 2001-2002. Here is where we really need people to help us to find evidence of the institution's activities over the last 5 years or so. So, if you were involved in any kind of outreach and engagement at UT or the former MUO/MCO please help us. Please view what the committee has found and send in what you know if it is not already listed. The drafts are located on the UT website, utoledo.edu/accreditation. If you go there you will see right in the middle of that page a section that is called Rough Drafts and each one of those six reports is listed there with a link directly to the pdf. You can send in your comments by using the e-mail address. The deadline has been extended to March 4th (Note: the drafts are still available after this deadline.) We haven't had very many comments coming in so far. How many of you are able to go to the site and find the drafts whether you read them or not? Good, there are several at least. One of the issues that we heard about recently was that it was not easily to actually find the drafts. If you could all look at some part and send in your comments that would be really helpful. Thank you very much.

PowerPoint Slides

Higher Learning Commission
Self-Study Feedback Request
Dr. Thea Sawicki

Co-chair of HLC Self-Study
Faculty Senate
March 1, 2011

The HLC Study: Shaping UT's Tomorrow

UT needs your Feedback!

Review individual unedited criterion/special emphasis reports (rough drafts).

- Choose one or more of the 6 reports to review
- Review for content and not for grammar, spelling or format
- Send in any programs and activities that are missing for which there is documentation (evidence)
- Evaluate the evidence presented: What strengths and weaknesses do you see based on the evidence presented?

HLC narrative is included to provide context

In April and August: Review of full UT Self Study Report

What are the topics of the Self Study Drafts?

Drafts available for review and feedback are

- Criterion 1: Mission and Integrity
- Criterion 2: Preparing for the Future
- Criterion 3: Student Learning and Effective Teaching
- Criterion 4: Acquisition, Discovery, and Application of Knowledge
- Criterion 5: Engagement and Service
- Special Emphasis: Merger

Where are the drafts? How do I send comments?

Drafts are posted on the UT Self Study website at:

http://www.utoledo.edu/accreditation/criterion_matrix.html

Link to send feedback is located on the website

Email address: utselfstudyfeedback@utoledo.edu

Deadline extended to Friday, March 4th

Your feedback is critical

to the completion of the self-study!

Senator Olson: How would this report look if in fact what the president stated in his letter to the State Senate is true and Senate Bill 5 will pass; President Jacobs suggests that \$10 million could be saved by

cutting faculty. That equates to be about one hundred faculty members, plus or minus ten or twenty. How would our report look with one hundred less faculty members?

Senator Sawicki: Certainly the resources outlined in criterion 2 will change because that is going to be looking at the numbers of students and of faculty. The self study report is from now back three to five years. There is a section that is called the Institutional Snap Shot which will be done in August or September because it reflects the most recent one-year period closest to our visit in February 2012; if this happens, this report will show the change in numbers. So certainly the site visitors will be aware of something like that and they would likely ask the institution about it. But, I have not seen that letter so I cannot comment on that. The actual self study for the five criteria and the post merger are really looking at the past. Strategic planning is looking forward and self study is looking back. Are there any other comments? Thank you.

President Powers: Thank you Dr. Sawicki. Next, I would like to invite Prof. Caruso to provide you with an update on the election.

Senator Caruso: I have a very brief update to inform you about what the new structure will look like for Senate seats, UCAP, and UCS next year. As you recall, the reorganization of the college structure created a need for a temporary one year recalculation of seat allocation for the Senate. The Constitution is going to be revised, and a new contract negotiated. There are a few changes that will be coming for UCAP and UCS. The ballots are currently being prepared, revised, and reviewed. They should be prepared and ready to go out by the end of this week, 3/4/2011. Kathy Grabel and Lisa Barteck are both working very hard with this. Lisa Barteck is doing the ballots for the UCS and UCAP election. Michael Kistner has also been very valuable with the election because for some strange reason the lecturers have been becoming misplaced. In terms of the allocation of seats, what I have here is the number of 1,012 faculty members that are eligible to serve on Senate and vote. The article in the Constitution states that "...the seats will be distributed proportionally with the provision that no college have more than fourteen or less than two." As you can see, if we compare the percent of sixty-four representatives per college to the percentage of faculty for each college – this column shows the difference. With the exception of the College of Medicine which is capped at the fourteen seats, I think that it is a pretty close approximation with no other college being very different in terms of the percent of seats compared to the percent of faculty. All are less than a 1% difference. The final column is the continuing members and the number of vacancies for this election. Overall, there are twenty-one members that will be continuing their terms and forty-three new seats will be elective. Are there any questions at this point?

PowerPoint Slide

Update on Spring 2011 Election
Michael Caruso

- Temporary solutions to the election challenges caused by reorganization of the college structure are being implemented
- Senate seats for the new college structure for the Spring 2011 election have been allocated
- UCAP and UCS structure that will be used for the Spring 2011 election has been determined
- Ballots are being prepared and should be distributed by the end of this week
- Special thanks to Kathy Grabel, Lisa Barteck, Michael Kistner

Allocation of Seats, Continuing Members, and Vacancies by College for spring 2011 Election

College	NFac	PctFac	Rep	PctRep	Diff	Cont	Vac
Med & Life Sci	263	25.988	14	21.875	-4.113	9	5
JHCOE, HS & HS	154	15.217	10	15.625	0.408	0	10
Lang, Lit & Soc Sci	152	15.020	10	15.625	0.605	0	10
Nat Sci & Math	113	11.166	7	10.938	-0.229	0	7
Engineering	82	8.103	5	7.813	-0.290	4	1
Business & Innov	71	7.016	5	7.813	0.797	4	1
Nursing	48	4.743	3	4.688	-0.056	2	1
Pharmacy	43	4.249	3	4.688	0.438	1	2
Visual & Perf Arts	38	3.755	3	4.688	0.933	0	3
Law	26	2.569	2	3.125	0.556	1	1
COIL and Honors	22	2.174	2	3.125	0.951	0	2
Total	1012	100.000	64	100.000	0.000	21	43

Comparison of Current Allocation of Reps by College to New Allocation of Reps by College

College	NFac	PctFac	CurRep	PctCur	NewRep	PctNew	Cont	Vac
Med & Life Sci	263	25.988	14	21.875	14	21.875	9	5
Engineering	82	8.103	7	10.938	5	7.813	4	1
Business & Innov	71	7.016	6	9.375	5	7.813	4	1
Nursing	48	4.743	4	6.250	3	4.688	2	1
Pharmacy	43	4.249	2	3.125	3	4.688	1	2
Law	26	2.569	2	3.125	2	3.125	1	1
UC / Learning Collab	0	0.000	2	3.125	0	0.000	0	0
Arts & Sciences	302	29.842	14	21.875	0	0.000	0	0
Lang, Lit & Soc Sci	152	15.020	0	0.000	10	15.625	0	10
Nat Sci & Math	113	11.166	0	0.000	7	10.938	0	7
Visual & Perf Arts	38	3.755	0	0.000	3	4.688	0	3
JHCOE, HS & HS	154	15.217	0	0.000	10	15.625	0	10
JHCOE	90	8.893	4	6.250	0	0.000	0	0
HSHS	56	5.534	7	10.938	0	0.000	0	0
COIL and Honors	22	2.174	0	0.000	2	3.125	0	2
Libraries	18	1.779	2	3.125	0	0.000	0	0
Honors College	4	0.395	0	0.000	0	0.000	0	0
Total	1012	100.000	64	100.000	64	100.000	21	43

UCAP and UCS Elections

- According to Harvey Wolff, it was decided to allow continuing members stay or follow their new college. This will involve a member resigning from the committee in a couple of cases, but that will be taken care of separately.

UCAP and UCS Elections

- For next year, UCAP and UCS will have 9 members, 1 each from
 - JHCO Education, Health Sciences & Human Service
 - Languages, Literature, and Social Sciences
 - Natural Sciences and Mathematics
 - Visual and Performing Arts
 - Pharmacy
 - College of Innovative Learning Library Faculty
 - Business and Innovation
 - Engineering
 - Law

UCAP and UCS Elections

- The following will need elections for one member:
 - UCAP

- Engineering
- Library Faculty of the College of Innovative Learning
- Natural Sciences and Mathematics
- Visual and Performing Arts

UCAP and UCS Elections

– **UCS**

- Library Faculty of the College of Innovative Learning
- Natural Sciences and Mathematics
- Pharmacy
- Visual and Performing Arts

Senator Lundquist: Did you state that the lecturers are included in these numbers?

Senator Caruso: Yes, for some reason when we received the rosters that seemed to be a little harder, but with Michael Kistner’s help we managed to include them all.

Senator Sheldon: COIL and Honors College does not have two minimum, they are one college each.

Senator Caruso: Right.

Senator Sheldon: There is a new minimum per college representation because COIL and Honors are two separate colleges.

Senator Caruso: Right, for the purpose of this election. The Senate passed a motion for this particular election, spring 2011, that they would be combined into one. So, as the Constitution is revised that will be surely looked at. The rationale from the Executive Committee was that having two representatives for a four person college, at least at the moment, seemed to be overly burdened for those faculty members.

Senator Sheldon: I understand that, but it is a new minimum; COIL has one and Honors has one.

Senator Caruso: They are combined for this particular election.

Senator Dowd: Senator Sheldon, we have to address this in the Constitution. We are not going to be able to amend the Constitution before the elections. We had to establish something for this year that seemed reasonable. However, it is a short-term fix only. The current discussion about the Honors College having representation on Senate is similar to an argument that could be made with the same justification that the Graduate College could have representation at Senate. And the Graduate College has eight hundred faculty members. I say this knowing that it is absurd to suggest the Graduate Faculty should have representation on Senate. But we had to devise a short-term fix. The Honors College is like the Graduate College, it is more of an administrative college than an academic college. For the long term solution, Faculty Senate has to devise a way of distinguishing between such types of colleges.

Senator Sheldon: I understand that.

Senator Caruso: In a sense of what you are saying is correct, we are going to treat the two as a single unit for this particular election.

Senator LeBlanc: Senator Caruso, is sixty-four the magic number; is that what you are trying to get?

Senator Caruso: Yes, I do not know if it's magical or not, but it is required by the Constitution.

Senator LeBlanc: So it's specified.

Senator Caruso: It has to be sixty-four. I probably could come up with a better solution if I had sixty-six to work with, although it wasn't bad.

Senator Dowd: For clarity, are you going to describe which colleges gained seats at Faculty Senate and which colleges lost seats??

Senator Caruso: I can. This is kind of hard to digest in this format; it would be a little easier to digest on paper. What I have here are the best ways that I can think of to present the two structures at the same time. The first two columns are the same as what you saw before. The middle column is the current distribution of representatives, the percentage of sixty-four. The next set of columns is the new structure, the new allocation including the percent of sixty-four. The last two columns are the continuing members and vacancies. There are a couple of things that happened for example, engineering goes down two seats and Pharmacy goes up one.

Senator Jorgensen: The big difference in a nut-shell is because Arts and Sciences in the past were capped at fourteen and now it is proportional so now it has twenty. So, we will have approximately a 50% increase in the former Arts and Sciences College in Faculty Senate.

Senator Caruso: You are right. Are there any other questions? So, if there is nothing else to further discuss, we can move forward. I have talked to Harvey Wolff regarding the UCAP and UCS election. He gave instructions that the continuing members, at least in part will continue. If a college already has a person that represents that college that person can stay on/continue. There are a couple of cases that there are two people, Harvey said we will figure out who stays and who doesn't in those cases. Instead of the current ten on each of the committees at least for the next year it would be nine. It will be one each from these colleges.

Senator Dowd: What are you talking about when you say "Judith Herb College of Education?"

Senator Caruso: Health Science and Human Services.

Senator Dowd: So, there is one person for those two groups or is it three people?

Senator Caruso: It's one college, so it's one person.

Senator Dowd: One person.

Senator Caruso: Right, so it would be approximately one hundred and fifty.

Senator Dowd: We are talking about the combined colleges.

Senator Caruso: Right, when I wrote out the whole name it took up about three lines.

Senator Sheldon: Senator Caruso, when you say "Innovative Learning," are you also including Honors?

Senator Caruso: No, not for this purpose. At this point they are not having representatives.

Senator Sheldon: But in the Honors College we do have a new Assistant Professor on tenure, track. So, they do not get representation?

Senator Caruso: I assume once the new structure is set up they will figure that out. However, for this moment apparently not.

Senator Olson: I do not see Medicine on there. Should Medicine be on there?

Senator Caruso: No.

Senator Olson: Is it strictly because they do not participate in UCAP and UCS?

Senator Caruso: Nursing is not on there either.

Senator Wedding: Law is not under the contract either.

Senator Caruso: I suppose that maybe I should have put the current list up of the ten colleges. In terms of continuing members, these colleges will have elections this year for UCAP and UCS.

Senator Ohlinger: I have a question regarding the Senator elections. Has a thought been given to or will it just be assumed that the newly appointed Senators will be given one year because the numbers may change after one year?

Senator Caruso: No, that is not the assumption.

Senator Ohlinger: It is possible that you may get a situation that you may say “Well, this college picked up a seat and you have been elected to its original term.” Then a year after the Constitution has changed and things are reallocated again you will have to tell that individual that the seat was lost, “sorry you were elected to a three year term, but...”

Senator Caruso: Well that’s true right now.

Senator Ohlinger: I don’t think that we can answer that here.

Senator Caruso: But obviously that is an issue. The terms will be staggered and I do not know how much that will affect that. The new colleges will have to elect all representatives and the top 1/3rd of the vote-getters will have three year terms and the middle third two-year terms, and the lowest third will serve one year. Secondly, in terms of amending the Constitution, we are going to have to figure out some procedure hopefully for that. The notion that some people may be elected to a longer term that may be curtailed. Well, that’s happening right now for a number of people because a number of individuals from the new colleges would have been continuing. Many of those individuals have two or more years before their term is up. Are there any other questions?

President Powers: Thank you Prof. Caruso. I know that you spent a lot of time and preparing for the elections this year was difficult and challenging. We really appreciate all of the hard work, time, and effort t put in to it. Next, I ask Dr. Celia Regimbal to provide a report from the Faculty Senate Academic Programs Committee. Please note that her report was sent to Senators yesterday.

Senator Regimbal: Our committee met virtually and you received information about the two requests that we considered and to bring forward for your approval. Are there any questions? Seeing that there are no questions, all in favor for approving these two changes? Any opposed? *Motion Granted.*

Academic Programs Committee Report
From Celia Regimbal
March 3, 2011

The Academic Program Committee has met virtually during the last three weeks and reviewed the following request. The votes were taken via email.

The following requests were Approved:

Computer Science and Engineering Technology

Changes are requested to meet ABET requirements and better prepare students for job market and graduate work.

Add: CSET 2230 Assembly Language & Computer Architecture
CSET 4350 Operating systems
These classes replace EET 2230 & EET 4250

Add a lab to the introduction course

Delay EECS 1590 Discrete Structures to the third semester

Change CSET 4100 Server side programming to a free elective

Change the follow course names to reflect the true course subject

CSET 1200 from GUI programming to OOP and Data Structures

CSET 3150 from Advanced programming to Intro to Algorithms

Some courses have been shuffled to balance credit hrs taken each semester. Flow chart is available for review.

Bachelor of Science in Pharmaceutical Science, Medicinal and Biological Chemistry

Mandate that 3 semester hours of laboratory instruction be taken at the 3000 level or higher in a course taught by the MBC department.

Decrease the professional elective hours by 3 hours from the currently required 25 semester hours to 22 hours.

The proposal is to add a 3 credit hour laboratory requirement coupled with a 3 credit hour decrease in the 25 credit hours of required electives. The net change is 0 to the number of credit hours required to complete the program. A number of advanced laboratory courses are currently taught by the MBC department, which will allow students to fulfill the requirement.

President Powers: Thank you very much Dr. Regimbal. Next, I ask Dr. Steve LeBlanc to provide a report from the Faculty Senate Core Curriculum Committee.

Senator LeBlanc: I am here to report today about the activities of the Core Curriculum Committee and also another committee that I will tell you about shortly. This is just a reminder; assessment of the core is not up to us, but accreditation requires it. I know that I said this before, but it bears repeating. Again, it is currently seven areas of the core. There are forty-one different learning outcomes in the seven areas. We have approximately one thousand sections and over two-hundred courses each term during this academic year. It is very difficult to do assessment of those forty-one different learning objectives which we tried to do over the last three semesters. The HLC visit is in February 2012, which is just about a year away. Assessment of the general education for the curriculum is probably one of our weakest areas in assessment in the University right now. As a result of that, President Jacobs convened a committee to consider those issues. We want to reduce the number of outcomes of assessments from forty-one to a smaller number. The members of that committee attended an HLC workshop a few weeks ago. Additional attendees are listed at the bottom of the PowerPoint slide. This group has met a number of times. We had to do a balance between that particular committee and the Core Curriculum Committee to report back what is going on. I am going to present a proposal for restructuring the core curriculum then I will be coming back in two or four weeks to ask you to consider approving this. We would like to make the core more competencies based. We would like to be able to describe what we would like our graduates to be able to do on the date of graduation. That is a very common tact that universities are taking now. We would like to reduce the number of student learning outcomes for the core. We would like to reduce the number of courses in the UT Core Curriculum from approximately two-hundred and fifty (what we have now) to a smaller number which is approximately fifty and to develop a procedure for assessment for those core competencies.

PowerPoint Slide

Core Curriculum Report

Faculty Senate Meeting

March 1, 2011

Assessment of the Core

Assessment is not optional. Accreditation requires it.

Current Learning Objectives for the Core

- Currently there are 7 areas (English, Math, Humanities and Fine Arts, Social Sciences, Natural Sciences, Diversity U.S., and Diversity Non U.S.) and 41 different learning objectives for the 7 areas.
- 41 different objectives, over seven areas, and roughly 1000 sections in approximately 200 courses makes the assessment process very difficult on a course by course basis, as we have experienced.

Other Considerations...

- New state subsidy model for General Education courses (lowest subsidy level). Many courses are listed as "core courses that should not be, for example, in Mathematics, current core courses are:

COURSE NUMBER	TITLE	AY10-11 Enrollment	# Sections
MATH1320	College Algebra	1132	30
MATH1390	Math for Liberal Arts	1099	46
MATH1260	Calculus-Business with App I	819	23
MATH2600	Intro to Statistics	658	18
MATH1750	Calculus-Life Sci with App I	625	20
MATH1270	Calculus-Business with App II	616	17
MATH1850	Calculus I	595	23
MATH1860	Calculus II	560	17
MATH1200	Math Modeling & Problem Solvin	547	21
MATH1330	Trigonometry	521	15
MATH1760	Calculus-Life Sci with App II	464	17
MATH2450	Calculus-Engineering Tech I	153	6
MATH2460	Calculus-Engineering Tech II	135	6
MATH1210	Math for Edu Majors I	131	5
MATH1340	College Algebra and Trig	121	5
MATH1220	Math for Edu Majors II	101	4
MATH1890	Elementary Linear Algebra	42	2
MATH1930	Calculus I-Mathematicians	40	3
MATH1840	Calculus II-Mathematicians	38	3
MATH1920	Honors Calculus I	32	2
MATH1930	Honors Calculus II	20	1
TOTAL in 21 Courses		8449	284
TOTAL in Proposed Core Courses (3)		2778	97
Percentage in Proposed Core Courses		33%	34%

Other Considerations (cont'd)

- HLC visit in 2012
- President Jacobs has convened a committee to consider these issues. Members: Steve LeBlanc, Lawrence Anderson, Terry Cluse-Tolar, Ben Pryor, Nina McClellan, Kevin West, Penny Poplin-Gosetti, Marcia King-Blandford, Wm. McMillen (Initial tasks – lexicon of terminology and reduce the number of outcomes for assessment)
- A number of committee members attended an HLC General Education Assessment Workshop two weeks ago (Feb 16-18). Additional attendees: Barbara Schnieder, Jamie Barlowe, Rubin Patterson, Dennis Lettman and Heather Johnson

Proposal for Consideration

for Restructuring of the Core Curriculum

- Competency based (what we want our students to be able to do upon graduation)
- Reduce the number of student learning outcomes for the UT Core Curriculum
- Reduce the number of courses in the UT Core Curriculum from ~300 to a smaller number (~50)
- Develop a procedure for the assessment of the core competencies



From "The Economic Value of Liberal Education" by Debra Humphreys AAC&U, and Anthony Carnevale, Georgetown University



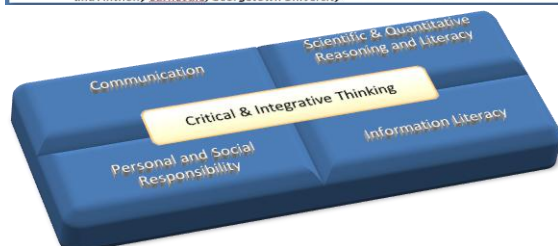
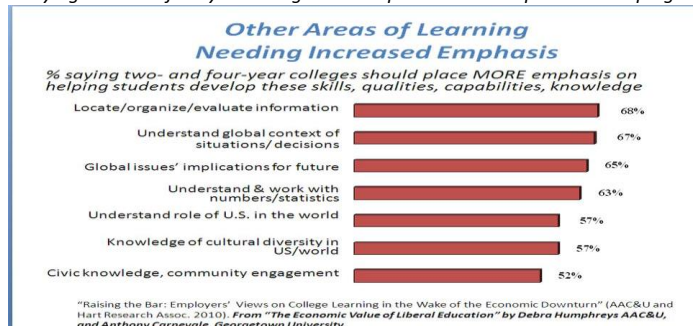
Narrow Learning is Not Enough!

The LEAP Essential Learning Outcomes

- *Knowledge of Human Cultures and the Physical and Natural World*
Focused on engagement with big questions, enduring and contemporary
- *Intellectual and Practical Skills*
Practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance
- *Personal and Social Responsibility*
Anchored through active involvement with diverse communities and real-world challenges
- *Integrative Learning*
Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Employers' Top Priorities for Student Learning Outcomes in College

% saying two- and four-year colleges should place MORE emphasis on helping students develop these skills, qualities, capabilities, knowledge



- discussed at Core Curriculum Committee Meetings on Jan 14th and Feb 25th
- First presented for discussion by Faculty Senate at FS Meeting on Jan 18, 2011.

Proposed UT Core Competencies

Communication

- UT students must demonstrate abilities to communicate meaningfully, persuasively, and creatively with different audiences through written, oral, numeric, graphic and visual modes.

Scientific and Quantitative Reasoning and Literacy

- UT students must demonstrate the capacity to apply mathematical reasoning and scientific inquiry to diverse problems.

Personal and Social Responsibility

- UT students must be able to understand and critically engage in ethical and political discourse.

Information Literacy

- UT students must demonstrate the ability to find, organize, critically assess, and use information to engage in advanced work in a challenging field of study. Students should demonstrate responsible, legal, creative and ethical use of information

Critical and Integrative Thinking

- UT students must be able to integrate reasoning, questioning and analysis across traditional boundaries of viewpoint, practice and discipline.

Proposed UT Core Competencies

Primary Core Competency	Additional Core Competency	Course Category	Current Outcome*
1. Communication	5. Critical and Integrative Thinking	English Composition Fine Arts Humanities	33. Identify the purpose and thesis in both their own writing and in the writing of others; 34. Display knowledge about multiple ways to arrange a text, including the successful use of organizational patterns, transitional and topic sentences, and audience awareness; 35. Develop arguments and perspectives through the successful incorporation of research, examples, details, and counter-arguments; 36. Demonstrate effective revision skills (global revision, editing, and proofreading) that leads to clear, concise and error-free prose; 40. Demonstrate creative skills in a fine or performing art or an appreciation of the arts as a significant human activity or expression 15. Demonstrate the ability to communicate effectively in both oral and written forms of expression 37. Develop critical reading skills, including the ability to locate rhetorical features in a text, identify the audience for a given text, and identify strengths and weaknesses in an author's arguments and reasoning; and
2. Scientific and Quantitative Reasoning and Literacy	1. Communication 4. Information Literacy 5. Critical and Integrative Thinking	Math Natural Science Math Natural Science Math Natural Science	27. Employ functions in problem solving and modeling 28. Formulate, validate, and analyze problems using some combination of mental, paper-and-pencil, algebraic or technology-based techniques as appropriate using a variety of mathematical language and notation 31. Employ both geometric and algebraic methods in the solution of a problem (Category A) 32. Provide approximate as well as exact solutions (Category A) 22. Identify scientific language, concepts, assumptions, and processes. 23. Demonstrate knowledge of scientific methods and reasoning in science 29. Use mathematical thinking and communication skills and autonomous thought processes 24. Analyze and interpret scientific evidence 25. Determine when scientific information supports a given conclusion 30. Apply precise, logical reasoning to problem solving 26. Demonstrate knowledge of the impact of scientific discovery on human thought and society.
3. Personal and Social Responsibility	4. Information Literacy 5. Critical and Integrative Thinking	Humanities MC-NonWestern MC-US Diversity Humanities MC-NonWestern Social Science Fine Arts MC-NonWestern MC-US Diversity	11. Demonstrate a knowledge of the major trends, figures, and events in the development of world culture 4. Demonstrate awareness of cultural communities outside the U.S. 5. Demonstrate knowledge of responsible citizenship in a global society. 1. Explain the cultural relationships between dominant and non-dominant cultures within the U.S. 2. Describe how diverse cultural communities contribute to the development of U.S. culture. 10. Demonstrate a knowledge of ethical concerns or issues inherent in various contexts from everyday life to public policy 8. Recognize contemporary global issues facing a non-U.S. culture 21. Make informed, reasoned, and ethical personal and public choices. 41. Recognize how the arts are integrated with the values of individuals and cultures 6. Explain the cultural relationships between dominant and non-dominant populations outside the U.S. 7. Compare complex social structures within diverse cultural communities outside the U.S. 3. Compare complex social structures within diverse US cultural communities
4. Information Literacy	1. Communication	English Composition	38. Understand academic researching skills, including how to locate scholarly source, evaluate the reliability of a source, and effectively use sources within a text. The ability to cite sources in-text and develop a works cited page must be shown.
5. Critical and Integrative Thinking	1. Communication 3. Personal and Social Responsibility 4. Information Literacy	Fine Arts Social Science Humanities Humanities Social Science Social Science	30. Critically evaluate works of art 18. Demonstrate knowledge of multiple methodologies 20. Synthesize and apply social science concepts. 12. Recognize and critically appraise arguments and develop arguments of one's own 9. Comprehend and interpret various artistic and humanistic "texts" – i.e., works of literature, art, music, film, history, philosophy, etc. 13. Demonstrate an understanding of the intricacies, complications, and uncertainties of historical explanation 14. Think critically about cultures of the past and present 19. Demonstrate knowledge of multiple theoretical approaches. 16. Think critically about their own societies and the larger global community. 17. View issues from a multiple holistic perspective.

Proposed UT Core Competencies mapped to the existing 41 outcomes

Course Category	Current Outcome*	Primary Core Competency	Additional Core Competency
English Composition	33. Identify the purpose and thesis in both their own writing and in the writing of others; 34. Display knowledge about multiple ways to arrange a text, including the successful use of organizational patterns, transitional and topic sentences, and audience awareness; 35. Develop arguments and perspectives through the successful incorporation of research, examples, details, and counter-arguments; 36. Demonstrate effective revision skills (global revision, editing, and proofreading) that leads to clear, concise and error-free prose; 37. Develop critical reading skills, including the ability to locate rhetorical features in a text, identify the audience for a given text, and identify strengths and weaknesses in an author's arguments and reasoning; 38. Understand academic researching skills, including how to locate scholarly source, evaluate the reliability of a source, and effectively use sources within a text. The ability to cite sources in-text and develop a works cited page must be shown.	1. Communication 1. Communication 1. Communication 1. Communication 4. Information Literacy	5. Critical and Integrative Thinking 1. Communication
Fine Arts	39. Critically evaluate works of art 40. Demonstrate creative skills in a fine or performing art or an appreciation of the arts as a significant human activity or expression 41. Recognize how the arts are integrated with the values of individuals and cultures	5. Critical and Integrative Thinking 1. Communication 3. Personal and Social Responsibility	5. Critical and Integrative Thinking
Humanities	10. Demonstrate a knowledge of ethical concerns or issues inherent in various contexts from everyday life to public policy 11. Demonstrate a knowledge of the major trends, figures, and events in the development of world culture 12. Recognize and critically appraise arguments and develop arguments of one's own 13. Demonstrate an understanding of the intricacies, complications, and uncertainties of historical explanation 14. Think critically about cultures of the past and present 15. Demonstrate the ability to communicate effectively in both oral and written forms of expression 9. Comprehend and interpret various artistic and humanistic "texts" – i.e., works of literature, art, music, film, history, philosophy, etc.	3. Personal and Social Responsibility 3. Personal and Social Responsibility 5. Critical and Integrative Thinking 5. Critical and Integrative Thinking 1. Communication 5. Critical and Integrative Thinking	4. Information Literacy 1. Communication 3. Personal and Social Responsibility 3. Personal and Social Responsibility
Math	27. Employ functions in problem solving and modeling 28. Formulate, validate, and analyze problems using some combination of mental, paper-and-pencil, algebraic or technology-based techniques as appropriate using a variety of mathematical language and notation 29. Use mathematical thinking and communication skills and autonomous thought processes 30. Apply precise, logical reasoning to problem solving 31. Employ both geometric and algebraic methods in the solution of a problem (Category A) 32. Provide approximate as well as exact solutions (Category A)	2. Scientific and Quantitative Reasoning and Literacy 2. Scientific and Quantitative Reasoning and Literacy 2. Scientific and Quantitative Reasoning and Literacy 2. Scientific and Quantitative Reasoning and Literacy 2. Scientific and Quantitative Reasoning and Literacy	1. Communication 5. Critical and Integrative Thinking
MC-NonWestern	4. Demonstrate awareness of cultural communities outside the U.S. 5. Demonstrate knowledge of responsible citizenship in a global society. 6. Explain the cultural relationships between dominant and non-dominant populations outside the U.S. 7. Compare complex social structures within diverse cultural communities outside the U.S. 8. Recognize contemporary global issues facing a non-U.S. culture	3. Personal and Social Responsibility 3. Personal and Social Responsibility 3. Personal and Social Responsibility 3. Personal and Social Responsibility 3. Personal and Social Responsibility	5. Critical and Integrative Thinking 5. Critical and Integrative Thinking 4. Information Literacy
MC-US Diversity	1. Explain the cultural relationships between dominant and non-dominant cultures within the U.S. 2. Describe how diverse cultural communities contribute to the development of U.S. culture. 3. Compare complex social structures within diverse US cultural communities	3. Personal and Social Responsibility 3. Personal and Social Responsibility 3. Personal and Social Responsibility	5. Critical and Integrative Thinking
Natural Science	22. Identify scientific language, concepts, assumptions, and processes. 23. Demonstrate knowledge of scientific methods and reasoning in science 24. Analyze and interpret scientific evidence 25. Determine when scientific information supports a given conclusion 26. Demonstrate knowledge of the impact of scientific discovery on human thought and society.	2. Scientific and Quantitative Reasoning and Literacy 2. Scientific and Quantitative Reasoning and Literacy 2. Scientific and Quantitative Reasoning and Literacy 2. Scientific and Quantitative Reasoning and Literacy 2. Scientific and Quantitative Reasoning and Literacy	4. Information Literacy 4. Information Literacy 5. Critical and Integrative Thinking
Social Science	16. Think critically about their own societies and the larger global community. 17. View issues from a multiple holistic perspective. 18. Demonstrate knowledge of multiple methodologies 19. Demonstrate knowledge of multiple theoretical approaches. 20. Synthesize and apply social science concepts. 21. Make informed, reasoned, and ethical personal and public choices.	5. Critical and Integrative Thinking 3. Personal and Social Responsibility 5. Critical and Integrative Thinking 5. Critical and Integrative Thinking 5. Critical and Integrative Thinking 3. Personal and Social Responsibility	4. Information Literacy 4. Information Literacy 3. Personal and Social Responsibility 4. Information Literacy

How Do Students Achieve the Core Competencies?

- Students cannot fully demonstrate core competencies with a single course or experience
- The competencies are developed as the student progresses through the academic program

- While Core Courses will have a special, intentional relationship to the core competencies, the courses in the students' major program of study will also contribute in a substantial way to their development
- Core competencies are not mapped to a single course or experience, but to numerous courses (some Core Courses and also courses in the major) and co-curricular experiences

Proposed Core Course Requirements

The following course requirements are designed to provide experiences necessary for attainment of the core competencies. A minimum of thirty course hours (30 hrs) are required as part of the demonstration of attainment of the core competencies. Students will have additional opportunities to build these competencies as they progress through their major program of study.

Communication (6hrs)

Two courses (6 hrs) in composition are required for the Communication competency.

Scientific and Quantitative Reasoning and Literacy (9hrs)

Three courses (9 hrs) are required for this competency: one course in mathematics and two courses in the natural sciences (including one laboratory experience).

Personal and Social Responsibility (6 to 9hrs)

Two or three courses (6 to 9 hrs) are required for this competency, including a minimum of one course with a focus on diversity. Courses must be taken from a minimum of two departments.

Critical and integrative Thinking (6 to 9hrs)

Two or three courses (6 to 9 hrs) are required for this competency. Courses must be taken from a minimum of two departments.

Information Literacy

This competency has no specific course hour requirement for demonstration of attainment. It is expected that this competency will be attained through courses and experiences throughout the UT curriculum. The student will have many opportunities to document attainment of this competency while progressing through the curriculum

Re-establishing Core Courses

- Recommend starting with a clean slate. The UT Core Course inventory would initially be completely repopulated. All departments with courses to be considered for inclusion in the UT Core Course inventory would reapply through the Core Curriculum Committee to Faculty Senate, with justification for the coverage of one or more Core Competencies within the course.
- Courses designated as Core Courses must be intentionally designed to meet one or more of the Core Competencies. Courses admitted to the Core Course inventory must agree to highlight the core competencies addressed in the syllabus and through course assignments that can be assessed and included in the students' electronic portfolio.
- Each course taken may be used to satisfy the course requirement for only one competency (i.e. no "double-dipping")
- The UT Core Course inventory will consist of a small number of courses (in the neighborhood of 50). Every two or three years the Core Curriculum Committee will review the Core Course inventory and make recommendations to Faculty Senate regarding the current courses (based on assessment evidence) as well as additional course proposals that may have been received for inclusion in the inventory.

Assessing the Core Competencies

Assessment will take place at the course level as well as on the individual student level.

- Courses that are designated as a "Core Competency" course, will be assessed by the instructor to demonstrate attainment of the core competency using evidence and exhibits collected during the course. The course assessments will be reviewed by the departmental faculty (in the department offering the course). If modifications are necessary to improve the attainment of the competencies, recommendations will be made for future offerings of the course. This will be done on an annual basis, and a summary report provided to the University Core Curriculum Committee for review and summary reporting to Faculty Senate.
- All students will maintain an electronic portfolio for the purpose of demonstrating their attainment of the core competencies. Courses in the programs of study will also provide opportunities for demonstration of the core competencies for inclusion in the portfolios. The portfolios will be reviewed by the students' major department using standard university-wide rubrics. Portfolio review will take place at the end of the second year and in the fourth year.
- Additionally, the student capstone projects will be reviewed using the standard rubrics for core competency attainment.
- Aggregate student portfolio assessment data will be reported to the University Core Curriculum Committee for review and summary reporting to Faculty Senate. Recommendations for curriculum modifications will be made as necessary to improve attainment of core competencies.

Senator Fink: I understand every point on here except for what is it to be gained by reducing the number of courses? Are these the choices that the students now have in terms of satisfying their core requirements?

Senator LeBlanc: I'll come to that and if I don't answer that as I go along, please ask me that again at the end. The proposed competencies that we came up with are communication, scientific and quantitative reasoning and literacy, personal and social responsibility, information literacy, and critical and innovative thinking. I have brought those to the Faculty Senate and on January 18th I also discussed this with the Core Curriculum Committee.

Senator Dowd: Which Faculty Senate Core Curriculum Committee meeting did you discuss that at?

Senator LeBlanc: It was on January 14th and February 25th. As part of the trip that we went to in Chicago for a HLC meeting, Leap is a program that is a national initiative discussion of advance liberal arts education. This work was referenced heavily at the HLC conference. I referenced this because I want to show you that I think that we are on the right track with these core competencies that we came up with. These are what Leap considers as essential learning outcomes. Underneath each of those are expanded even the more. Personal and Social Responsibility, Integrative Learning, and Knowledge of Human Cultures in Physical and National World can all be fit into competencies that we've recently discussed. According to a Leap report, employers' top priorities for student learning outcomes in college are as follows: Effective and oral communication, critical thinking and analyzing reasoning, knowledge and skill applied to real world settings etc. You can see the mapping of these skills to the ones that we've decided to recommend. There are other areas such as understanding global context in situations and decisions, global issues and communication to the future and knowledge to diversity in the world can all be fit into one of those five areas that we listed. How do students achieve the core competencies? They wouldn't be able to fully demonstrate core competencies in a single course. The competencies are developed as the students progress throughout their curriculum. Core course will have a special and intentional relationship with the core competencies. We have to specify which core competency each course would be related to. The courses in the students' major program of study will also contribute in a substantial way to the development of the competencies. Here's the suggestion for the proposed requirements. Right now we have a core curriculum requirement between thirty and thirty three hours (it depends on whether you "double-dip" a class or not). We are proposing a minimum of thirty hours being required to demonstrate competencies : six hours of Communication, two courses in Natural Sciences, one course must be taken in Mathematics, six to nine hours for Personal and Social Responsibility, one course of Diversity, and two or three courses of Critical and Innovative thinking etc.

Senator Dowd: Regarding Scientific Reasoning, why do you single out the Department of Mathematics or any particular college? Why can't Scientific Reasoning be taught in other departments or colleges? For example, if it's a course dealing with statistics, it could taught by any number of departments. I don't understand why Scientific Reasoning cannot be taught by the College of Engineering or departments in other colleges.

Senator LeBlanc: Some of this has to do with matching up with the State minimum guidelines that we also have to satisfy. But, I agree with you, if you can took a statistics class; let's say Social Sciences that could also demonstrate mathematics and literacy.

Senator Dowd: For communication, are we talking verbal, written, or both?

Senator Anderson: In addition, there's oral and visual.

Senator LeBlanc: Remember these are only the minimum. A student will gain additional competencies as they move throughout their major program of study. Even if the student takes two writing classes they will have an opportunity during their major to achieve oral competency.

Senator Regimbal: So are we eliminating the Humanities and the Arts from what we think students should have some experience with in the core curriculum?

Senator LeBlanc: I think those will primarily fall under the categories of personal and social responsibility and critical and innovative thinking.

Senator Heberle: I think that the competency is so abstract, i.e. communication. I am sorry, but I just don't get it. How do you measure communication? I know you will get to that in a few and you've done

an extraordinary amount of work with assessment; I understand that, but I am baffled about the categories. I haven't been involved with the conversations leading up to this, but it is so abstract.

Senator LeBlanc: What is so abstract about it? I guess I am not following what's so abstract about it.

Senator Heberle: Communication is abstract. How could you measure it?

Senator Lundquist: It was more expansively explained on an earlier slide, wasn't it?

Senator LeBlanc: Yes.

Senator Heberle: So the issue of assessment isn't about the core then, it is about a graduate of UT.

Senator LeBlanc: For the core competencies, yes. There are two parts to the assessment; one is the of the graduate as they leave UT and two, if we have a course whose major focus is the communication core competency, we will need to demonstrate that the course is achieving what it set out to do. So there are two pieces to it.

Senator Lundquist: So a course that would satisfy a core requirement with personal and social responsibility might come from any number of departments. It might be courses such as Political Science, Business, and Pharmacy etc.

Senator Rouillard: So are we going to end up with more than three hundred courses that can fulfill the core competency?

Senator LeBlanc: No.

Senator Dowd: How could you say that?

Senator Rouillard: Because the competencies are developed during their entire four years. The fifty courses are the ones that are introduced to you as general education courses.

Senator LeBlanc: Those are the basic lower level classes, but you can still gain personal and social responsibility competency as you go through a senior level course.

Senator Rouillard: So what is going to be the difference in this model? I thought it was an effort to try to separate the core from general education; that is what I do not understand. Just now it seems to be an overlap between the core and general education, but I thought the goal was to separate them.

Senator Anderson: Those are general educational courses.

Senator Rouillard: Right.

Senator Anderson: The word core goes with competencies that develops during the entire student curriculum, which are represented by those five boxes in which general education happens in the first thirty or sixty hours.

Senator LeBlanc: The State has a minimum of twenty-four hours of general education. It is somewhere between twenty-four and thirty-six hours of general education courses.

Senator Anderson: That is the first two years of attending college.

Senator Rouillard: But the courses that you have just shown, the requirements are two composition courses.

Senator LeBlanc: Those are the early courses.

Senator Rouillard: So that's general education?

Senator LeBlanc: Yes.

Senator Rouillard: Okay.

Senator Ohlinger: I guess what I am struggling with and it's complicated, I agree with you when you look at competencies and when you stated they wouldn't be met by one particular course. However, it seems what you have mapped out about the competency and courses it appears that that's what this is trying to do.

Senator LeBlanc: We are just getting a minimum level so they can move on through their advanced studies and have some basis for building on those competencies.

Senator Rouillard: Per your PowerPoint, are those general education courses?

Senator Anderson: Those are general education courses, but they can overlap. A general education course can teach more than one competency.

Senator Hoblet: I think that it goes back to what Larry Fink was asking. I understand this from an administrative and management perspective, the difference of the complexity of managing three hundred verses fifty. But I think what Senator Fink was alluding to is how will this serve our students in a better way. How does this align with student centeredness? How does this help our student population?

Senator LeBlanc: We talked prior to this about the subsidy model changing. Any classes that we categorize as general education will get the very lowest subsidy. An example for math, there are twenty-one courses that are listed as general education classes for this Fall and Spring. A lot of those classes really should not be in there as gen ed. requirements. The State is saying that College Algebra is going to be the minimum level of competency. We have Calculus I & II; those courses should really be program requirements and not general education requirements. A suggestion from the Math Department is to remove all of those classes from the gen ed. category and the three classes that are highlighted in green will be classified as gen ed. Those are the ones that are entry level, gateway to additional classes. If a student takes Calculus I or comes in qualified to take Calculus I they already have more than enough skills to exceed those learned in the College Algebra classes. There would be almost the same number of students taking those math classes that we have now, but we do not have to classify them as gen ed. and receive the lowest subsidy for those.

Senator Hoblet: I am clear on that. From a subsidy standpoint it makes sense and I am sure everyone in this room will not argue that. I think what I am talking about is how we best serve our students. Their foundational requirements that they are suppose to spring forward to all of their dedicated programs of study are going to be served with these gen ed courses, they are going to be very focused and if they can test out and progress with their program of study they must complete the core as prescribed: am I correct?

Senator LeBlanc: I think so. I am certain about the testing out part of it.

Senator Jorgensen: I understand what you are saying “the core curriculum is not equivalent to general education.”

Senator LeBlanc: The core competencies are the objective of the general education courses.

Senator Jorgensen: The series of the two courses of the Natural Science, are those general education classes or not necessarily?

Senator LeBlanc: Yes, they are general education. Let’s say Physics 2130 which is the physics that engineers take, if they are qualified to take that, we would exempt them from having to take the gen ed. lower level of physics that other students not qualified to take the higher level course take. But that would still meet a requirement for their scientific literacy competency.

Senator Jorgensen: So, it is really in terms of the number of courses, but it would be at a level. Because if they are starting out at physics above the general education they might take one, two, or three classes of physics, but that’s not a part of their core. Those classes are not in their core, they are in their program requirement.

Senator Anderson: That is correct, but their core competencies are being tracked through that program.

Senator Jorgensen: I understand that, but if I go back, it looks like there were ten courses in the core if that was the case. If there are only fifty possible courses then that mean that there are approximately five choices for each of those ten courses. I remember the president talking several years ago about mass-customization which means that the student will have so many options for them to go wherever they wanted; pretty much like right now. But if you are going to offer about fifty classes that meet the UT core curriculum, you are extremely narrowing what the options are for our students to take to meet that core. They can take other classes beyond that, but they still have to take these courses from a really small number. Instantly dropping down to 1/6th of a number is a very dramatic change.

Senator LeBlanc: It’s almost happening like that now anyway. If you look at the multicultural classes, the top three classes are approximately one thousand enrollments for the entire year, except for one class. The one class enrollment drops down to three hundred for the year. Three hundred is nothing to sneeze at because it is still a sizable enrollment, but they are almost self-selecting a few number of these courses now.

Senator Jorgensen: They are, but there are also a good number of students that are choosing a little far afield. You are now saying to a student, “you have a lot less choices here and this may be your passion that you want to study in this particular area, but there’s not going to be a course in that area. You are going to have to take some of these other courses like History of Jazz or something that everyone wants to take because it’s only going to be fifty and if you want to take another one it will have to be above and beyond.”

Senator LeBlanc: It could be part of their program of study.

Senator Thompson-Casado: In addition to looking at limiting choices while funneling these students into fifty classes only, that is going to shift the resources. Some departments are going to find that they have a great increase in the number of students. Are they going to be given additional faculty to take this on? Some departments are going to find that all of a sudden they are going to be deprived of students. Are they going to lose faculty? We are going from three hundred classes to fifty and that really shifts the resources across the University.

Senator LeBlanc: Technically there are three hundred, but any given year we are only offering two hundred and fifty and the number haven't been offered for three or four years now. Senator Thompson-Casado, all of those things can happen that you spoke of.

Senator Hamer: I am also wondering who will be teaching these fifty classes. For an example, the Introductory Education classes which are 1700 level classes. Three years ago it was taught by all tenured track faculty members because we wanted student to have a good first year experience. Currently I am the only one and there are several part-timers. If we continue with no institutional support it is going to be a course that is equivalent to an Owens course next year; it is not the end of the world. If we are going to bundle it in into fifty classes we need to have some sort of quality control about what kind of teaching they are going to get in those classes. If there is absolutely no choice in teaching the classes, I don't see how full professors and associate professors are willing to take those on.

Senator Anderson: An answer to that in part is intention to have colleges and departments self select these courses.

Senator Hamer: I think that we need to go beyond retention because our intention doesn't usually last.

Senator Dowd: Who is going to choose the fifty classes? Senator Anderson has indicated that it will be colleges and departments, but how are you going to allocate fifty courses across departments? Is Language Literature and Social Sciences going to get fourteen and will Engineering get twelve? You narrowed this down from three hundred. This is not only about a reduction in the number of courses it is also about allocation of resources across departments and colleges.

Senator LeBlanc: Math has already done a reduction from twenty-one to three.

Senator Dowd: Who is going to choose the fifty courses because this is in the UT core? Is Faculty Senate going to make the choice?

Senator Anderson: That is the intention.

Senator Dowd: Not intention. Who specifically will choose the fifty courses?

Senator Anderson: The program and we are going to present it.

Senator Dowd: The Faculty Senate controls the curriculum and the core curriculum.

Senator LeBlanc: The proposal we are going to present is on the slide that is coming up. We are going to start with a clean slate and then ask the departments, through their colleges, to propose courses that are going to be intentionally targeted towards the core competencies.

Senator Heberle: Senator LeBlanc, are you done with your presentation?

Senator LeBlanc: No.

Senator Heberle: I just thought that you could answer a lot of this right now.

Senator LeBlanc: Some of this is further along in my presentation, but it is okay.

Senator Heberle: I just wanted to ask another specific question. Do we know how many students are taking the core classes and how many students will be fitted into those fifty classes? I know five years ago we learned that a very huge number is taking a small number of classes.

Senator LeBlanc: I didn't bring all of the numbers with me except for math. There are eight thousand students taking math.

Senator Heberle: For any given semester?

Senator LeBlanc: No, that was over both semesters this year for their core courses.

Senator Heberle: How many students are we trying to fit into these fifty courses?

Senator LeBlanc: When I added in all of the attendance, enrollments, and core classes it was something in excess of twenty thousand.

Senator Heberle: Then we could characterize this as a pretty extreme standardization of thirty credit hours that we are asking twenty thousand different students to take at any given time; am I right?

Senator LeBlanc: We are also going to recommend that students have an electronic portfolio that can be analyzed by whatever program that they are in at the end of their second and fourth year. Analyze is the achievement of the core competencies. We have a requirement on the book but it is not being enforced which are the Capstone courses. A number of departments do have capstone courses which is a logical place for students to do an assessment for the core competencies.

Senator Dowd: Could you elaborate a little more about the portfolio?

Senator LeBlanc: I envisioned it to be something like a centralized version of a flash drive that you can carry documents on which demonstrates different core competencies. An instructor grades an assignment and the professor for example, can then tell the student that this is an example of personal or social responsibility that can be documented in your portfolio.

Senator Dowd: Can there be a central location for this rather than relying on students to carry around a flash drive?

Senator LeBlanc: Absolutely. We envision the use of Epsilon. There are standard rubrics for analyzing. There is a rubric, A.A.C.U, Association of American Colleges Universities has produced a number of these rubrics. You can assign a number from this rubric to student work. I know that is what the University of Cincinnati does. They do something similar, but they only analyze the core competency one time, in their Senior Capstone class. Maybe you wanted to give the student a chance to improve on their competencies so a midpoint evaluation might be a better process than just doing it once at the end. If we look at someone's senior portfolio and notice that they didn't do well we are not going to say "you cannot graduate," but at least it will provide a mechanism for us to go back and look at the system and maybe figure out what to tweak in the system so the next student's performance will improve.

Senator Regimbal: Let's continue with that example; let's say a business is hiring and really want people to be able to communicate in the written word, as well as orally. I have a student that would be great for the position and in our system. I know that this student has problems communicating in writing, what is the recourse?

Senator LeBlanc: Their advisor can recommend for them to take a course to help them to improve with their written communication skills.

Senator Regimbal: So do they go back to the basic core class for writing? Is there a stringent exam that passes the student out of that class?

Senator Anderson: They can also get directed to the writing center.

Senator Thompson-Casado: Is it envisioned that the departmental advisors will be taking on the task of reviewing these portfolios?

Senator LeBlanc: I think faculty in the major should do it.

Senator Thompson-Casado: In my department it is faculty members and majors that are departmental advisors.

Senator LeBlanc: I understand, but some departments have one faculty advisor for everybody. I don't envision if there's a large number of majors that one person will do it all.

Senator Heberle: Where did the number fifty come from? That is why I asked you how many students are taught at a different time. We also do the capstone and portfolio in my program, but I always told my students that it's not for assessing them it's for assessing us. We want to improve what we are doing in the core through assessment, but not grade the student for it; am I right?

Senator LeBlanc: I agree, but I think if you recognize at the end of their sophomore year that they are really lacking with written communication skills I don't think that it is inappropriate to recommend that they go do something to improve those skills.

Senator Heberle: I just wanted to clarify what we mean by assessment.

Senator Anderson: When we are grading we are assessing the students.

Senator Heberle: You are exactly right Senator Anderson. What about that number fifty?

Senator LeBlanc: The number fifty is a reduction from three hundred. The Board of Trustees is very interested in reducing the numbers in the core. Fifty is the number that we came up with at this point, however I am not married to fifty.

Senator Thompson-Casado: Why do they want the reduction?

Senator LeBlanc: As I mentioned that some of it has to do with the subsidy requirements. We have a lot of classes that are listed in gen ed. right now that we categorize as gen ed. internally that really don't need to be there.

Senator Hamer: Would it be more students taking those general education classes which are going to lead to same State subsidy? If you need fifteen sections to one class oppose to five sections in three different classes.

Senator LeBlanc: No, for example the math example that I recently showed you. Just because the three years are going to be in those core classes, all of the engineers are not going to want to take College Algebra.

Senator Hamer: But I thought that was a core requirement.

Senator LeBlanc: They can take something that is higher than that, but they do not have to take that.

Senator Cluse-Tolar: Is it true that to meet a general education requirement for the State that a student has to take a specific general education that has been approved by the State? So let's say students move into calculus, which may no longer be an approved general education class. Wouldn't those three credit hours that they would have received in 1180 move over to some other area, but they still have to take a designated general education class?

Senator LeBlanc: That is not my understanding. I could be wrong, but I do not think that is true.

Senator Rouillard: I am hearing you say that after the assessment a faculty member can advise the student to take another course to beef up their grade in writing, but what if a student refuses? Is it required? Are the students going to be required to pass all of these core competencies and if there is one place that they don't meet an acceptable area that they won't graduate?

Senator LeBlanc: No, we are not using this to stop graduation; we are using it for a tool to help the student and ourselves too. If we have all of these students in this program that are getting to the end point and aren't performing well in quantitative literacy, for example, we want to be able to look back at their programs and say "what did they take and perhaps what needs to be changed in the system so they can do better by the time they are a senior?"

Senator Rouillard: Fundamentally this will cut out huge slots of discipline and our students will get a much narrower education. Bottom line is they only need two composition courses, nine hours in science and math, and nine hours in personal and responsibility, basically we are not going to have students with a broad education. They are going to have their general education courses and the fifty courses and that is it. The core competencies will be suggestions.

Senator LeBlanc: We are taking thirty hours out of one hundred and twenty minimum, so there's another ninety hours.

Senator Rouillard: But in those thirty hours they are going to have a very limited source.

Senator LeBlanc: They do right now.

Senator Rouillard: No, they have several courses offered to them right now.

Senator LeBlanc: The fact is that students do not take them.

Senator Rouillard: They have a choice.

Senator LeBlanc: Yes they do.

Senator Batten: I want to answer Senator Rouillard's question. Within many majors they require external bodies that talk about the richness of courses and the things to support it. I think in some way it would open major opportunities to have things perhaps a little broader for maybe right now. For instance, if you take two writing courses, but your major requires "x, y and z," that would add onto it and that is where you want the richness to be, above the basic level. There are several majors that do have that requirement which is comparable to a bowl of vegetable soup; I am going to use that analysis. It's going

to be at a higher level and the colleges will determine what's going to be there for a degree, so that opens the door. Another analogy that I would make is if we are going to go through tough times some things might look better and feel better as opposed to having a narrower field further up in the majors. So, if we are really talking money, it is just like your budget at home, how you would spend your budget. For example, all zippers do the same job and zip up the same as far as manufacturing goes in this country, but what it is tied to that makes the difference. I think some of our external bodies are going to tell us what to do and we are going to have decisions embodied. But if we are going to have tight money you have to ask yourself "where do I want to tighten it?" I think that we need to be realistic.

Senator Rouillard: I certainly understand the part about reduce subsidy and the need to address that in our course modifications, but I am a little confused as to how the rest of this is going to help us. Particularly if you are dealing with defining competencies...

Senator LeBlanc: Is the fifty courses your major concern?

Senator Rouillard: Another thing is that we have this list of competencies that are basically sounding like suggestions. If you don't meet those expectations in those competencies it doesn't seem to matter because it's not going to do anything; you will get some advice from somebody but that is about the extent of it, is what I am hearing.

Senator Heberle: I just want to reiterate that the core competencies and the assessment are not about the individual student. We grade them course by course so we are assessing what we are doing as educators. We are not telling them you failed because you are not a good communicator and you have to go back and take this class before you can graduate. This is not tied to individual students graduating. Secondly, I think the implementation of this is in every discussion about change around this University and there's a lot to be answered in terms of the implementation. For example, how these courses are decided. The College of Arts and Sciences offered the vast majority of all of the core courses up to now.

Senator LeBlanc: We anticipate that will pretty much stay the same.

Senator Heberle: That is a good question, how is that going to be distributed across the colleges? A lot still remain about implementation, so is there more on that? The Curriculum Committee is trying to figure out if there are fifty or seventy-five courses. I really don't have a problem with focusing carefully on the core. I think the core right now is a mess and I don't think students and advisors get it. I think students usually end up all over the place and take a few classes by word of mouth, buzz. We should call it focusing instead of narrowing because having massive choices when you are a freshman is really not all that meaningful for satisfying the core.

Senator Anderson: That is probably why it is going to be four weeks before we come back to it.

Senator Heberle: Is the plan to have this ready for the Fall?

Senator LeBlanc: I think the desire is to do this as soon as we can. I think the fall would be optimistic.

Senator Jorgensen: You talked about a hundred and twenty hours, but there is a minimum of one hundred and twenty-four hours to graduate. Is there a proposed change in that?

Senator LeBlanc: No. I think the State minimum is one hundred and twenty. Engineering is one hundred and twenty-eight and you are one hundred and twenty-four.

Senator Jorgensen: There are some schools that are converting to semesters are now going to one hundred and twenty, the minimum allowed by OBOR.

Senator LeBlanc: Engineering is one hundred and twenty-eight and you are one hundred and twenty-four.

Senator Jorgensen: The minimum of any college is one hundred and twenty-four, but it could be more than that but that is the minimum. In observation, for many years I heard the Board state that they wanted to cut out as many general education core courses that are offered because I think that it is the vision that it would save us money because we won't be offering those courses.

Senator LeBlanc: I was actually sorry that we went to one hundred and twenty-eight. We were originally two hundred quarter hours when we made the conversion to semesters - that would have converted to one hundred and thirty-three. We lost five hours from the conversion.

Senator Jorgensen: It was from my department by the way; not Physics or Math but Chemistry. I believe the Board viewed it as we are going to save all of this money because we are going to cut these courses; but what really counts is the number of students and the number of hours that they take. Unless you are going to do something like greatly increase class size it is not going to be at a cost saving. There are some courses that are a relatively small enrollment that would be a little bit on the edges there. But I am still not seeing the real motivation for doing this. Cutting back from the two hundred and fifty is okay because it gets large over time.

Senator LeBlanc: Everybody seems to agree on cutting back from two hundred and fifty, what number would you pick?

Senator Jorgensen: I don't know, you will have to look at the information.

Senator LeBlanc: How would you look at it to choose though?

Senator Jorgensen: By distribution. Like what classes the student usually takes.

Senator LeBlanc: I understand that. What do I look at rather than looking at the top eight classes take 80% of the students and the next twenty takes 20% of students.

Senator Dowd: You can change that outcome by simply changing one rule: no double dipping. That would change the incentives provided by some of the core courses and it would smooth out the distribution of enrollment.

Senator Lundquist: My department just recently had a course turned down as satisfying the core curriculum in one of the multicultural requirements. I think the reason that it was turned down was that it was a three thousand level course. When discussing it with members from the department we could see the logic in it. If these are supposed to be beginning courses then why are they at a higher level? I don't know how many three thousand or four thousand level courses are in the core curriculum. If those were omitted would it make a big difference in the number? Would that satisfy this wish to have a smaller number?

Senator LeBlanc: I don't know the exact number, but I don't think that there were any three or four thousand level classes in that higher enrollment group.

Senator Humphrys: Will Composition I and II be required?

Senator LeBlanc: I am pretty sure that we would say Composition I, but Composition II might be equivalent.

Senator Humphrys: So in the communication category that you spoke about, that wouldn't necessarily be what we traditionally know as Composition I and II. Is that what you are saying?

Senator LeBlanc: Are you meaning just for those six hours?

Senator Humphrys: Yes.

Senator LeBlanc: Then that would satisfy it. There may be alternative ways to do it too.

Senator Humphrys: I do a lot of advising and I am wondering if a student wanted to take an art, theater or music class, which of the five general categories that you presented would they fall into?

Senator LeBlanc: That would be up to the department because you would have to apply to get back in the core. But I think that it would be creative and innovative thinking.

Senator Humphrys: Then the departments would say "we have this course we would like to fit into this core category."

Senator LeBlanc: I think that it could come up through the department, to the college, and to Faculty Senate.

Senator Humphrys: Maybe that is a way that the number of courses could be determined. Departments would request a course to be placed into a core category.

Senator LeBlanc: What I am a little concerned about is whatever the number that you pick, "x" what happens when you get to "x?" Do I say to the other ones that want to come in that they can't come in?

Senator Humphrys: That's a problem.

Senator Heberle: Why do we have to have a particular number at all? i.e. fifty courses.

Senator LeBlanc: We have to have a smaller number.

Senator Heberle: I know that is the goal, but why have a number now?

Senator Dowd: Whether the number is fifty, sixty, or three hundred courses, that number is going to be determined by the Faculty Senate Core Curriculum Committee.

Senator Anderson: The committee would discuss how many are approved right now as opposed to leaving some space open for adding some more later. I think if the total is flexible then you don't have to worry about saying "oh, we are only approving forty because we need ten left over for the more." So to make the total flexible I think that would solve the problem.

Senator Thompson-Casado: I am concerned about the time line. If you are not coming back to Senate for four weeks, and we still don't have the details ironed out and then everything is erased... the departments have to get together and decide if they are going to propose something and then go to a Central Committee to be evaluated, that is a lot.

Senator Lundquist: Plus students can begin signing up for classes on March 23, 2011.

Senator Anderson: The courses are already there and students can begin signing up. There is certainly an overlap of time when you have a course that is already there and you are replacing those courses with ones that are more intentionally directed and focused.

Senator LeBlanc: I could offer a couple of options. One, I can come back in four weeks hopefully with this polished up a little better. Two, we can come back in two weeks and just continue the discussion and then come back in four weeks with it polished up better. What is your pleasure?

Senator Dowd: I prefer the second option. You could come back to Senate and we can finish the discussion and give you more guidance.

Senator Hornbeck: Would you be willing to share the information that you have before us in a written format so we are prepared for that discussion?

Senator LeBlanc: I'll send the document to President Powers and she can forward it to Faculty Senate, but not the slides because I would like to have something a little bit nicer.

Senator Jorgensen: Could you send the data that you shared with us before?

Senator LeBlanc: Sure.

President Powers: Thank you Dr. LeBlanc, we will follow up in two weeks. Provost McMillen and Chancellor Gold would you like to participate in a forum?

Chancellor Gold and Provost McMillen: Yes.

Chancellor Gold: Just a few comments to open the discussion then Provost McMillen can make a few comments and we can engage you with questions and thoughts. I realize that the hour is late and I went through a lengthy thoughtful discussion, but I think many subjects are for discussion but I would like to start off about Mr. Petro. As you know Mr. Petro, former Attorney General and Auditor of the State of Ohio has been named the next Chancellor of the Ohio Board of Regents. Mr. Petro is actually no stranger to higher education in his previous life and I think Provost McMillen will make some comments regarding some of the thinking that he has had and comments that are being made. I don't think that he is officially going to take office until the 15th of this month which is coincidentally the day that the Governor is going to submit his budget proposal to the legislature which actually get me to my next topic, where do we stand with the University budget. The answer is that the multiple approaches that we are using i.e. college specific approaches, the budget hearings which we have done traditionally as well as the work group of... representation to try to look at a top down approach instead of a bottom up to sort of complement each other continues to work.

There are still hundreds of thoughts and ideas that are being implemented. I would say I am almost completely finished with the budget hearings for the Health Science Center. However, I do not know where Provost McMillen is at with the Main campus programs. I would say that it has been an incredible amount of hard work from deans, finance managers, and department chairs etc. I would also say that we are still a good distance away from a 20% menu. If we really ever had to enact 20% menu and would therefore be extremely dependant on other ideas that would come from this other group; if we had to get to this other point. It is still our hope that we will not need to get to that 20% menu, but having the menu items in place is necessarily and it does seem to be a rather important exercise. It is very unclear now

what the budget is going to look like and I am not aware of any information that gives us even the beginnings of inkling. The Ohio Council Medical School deans last Monday afternoon had our monthly conference call and the Director of Budget Manager, David Cummings for the Ohio Board of Regents participated in that call and I think he know less about the future of the budget than we do. At least we would speculate and he would not speculate at all. We just submitted two letters of intent for follow up misprints, one for the Health Science Center and another one for facility renovation for this campus. Hopefully we would be asked to submit a formal proposal for the future. For the Medical Center side I am pleased to tell you that next Tuesday we are going to cut the ribbon on a new twenty-two bed Intensive Care unit which has been very much needed and under construction for the better part of the year. I hope that you will have a few minutes around 10 a.m. on Tuesday morning to join us as we cut the ribbon. Finally, I would just like to add that we are now just over six months into the relationship with ProMedica Health system and that relationship continues to enhance for the entire academic of the Health Sciences in terms of search, opportunities, rotations for pharmacist, nurses, students and residences on many different levels as well as their interest to continue to find even more work. That is a very exciting and positive relationship that continues to go forward. The interest of the hour and the ability to answer your questions and comments I will turn it over to Provost McMillen. Thank you.

Provost McMillen: I have a couple of brief things that I want to share with you. Chancellor Gold mentioned Jeff Petro. Petro was the Attorney General and the Auditor of the State. I recently received a news letter that I got at 3:09 p.m. today. It quoted Petro saying “Ohio public colleges face large budget cuts and they believe that they will be able to manage their budgets without laying off professors or cutting services that directly impact students.” I believe that you are currently all safe. Petro had a fairly good representation he ran for governor in 2006 and people really liked him around the State. He has been working at a law firm after he left the attorney general position.

Chancellor Gold: I am sorry to interrupt you Provost McMillen, but he is going to be one of our commencement speakers in May.

Provost McMillen: You all may remember that he received a Honorary degree from University of Toledo during the year 2000. Senate Bill 5, an omnibus amendment has been introduced. Omnibus as many of you probably know in this term means that a lot of amendments and ideas have combined together into one amendment instead of dealing with “thirty” different amendments. Therefore, it is ninety-nine pages of the Collective Bargaining Bill. The Senate adjourned to allow senators to react to the amendment and possibly read the amendment until 10 a.m. tomorrow. There was a crowd of eighty-five hundred people at the capital. The College of Law search wasn’t mentioned as the other two searches were. As I reported last time, I am continuing to negotiate with the candidate, but I just can’t tell. We are going back to the search firm and we’re wondering why the candidate is not responsive. We do not know if he has family issues or if he has another job that he is debating over. However, we are near the end of the negotiation. As Chancellor Gold mentioned, I have been doing budget hearings. Brenda Grant and I have been through all of the colleges on the Main Campus and we are going back and talking with the colleges to amend their proposals. As Chancellor Gold stated, “in most part it is very difficult to get to that 20% figure.” There is still no bad news about the budget coming out of Columbus in a sense of revenues falling. A month has turned and we should have revenue projection from February in a couple of days and so we hope that revenues will increase. That’s all I have. Are there any questions?

Senator Jorgensen: Do you have any idea what the President meant in his letter to the State Government about supporting senate Bill 5 and how he can save \$10 million if we rearrange collective bargaining in the State? What category of things is that in?

Provost McMillen: I did not contribute to that letter.

Senator Cluse-Tolar: I have been trying to get a count of the number of provost, associate provost, vice provost and vice presidents etc. Can you help me understand what the difference between a provost and vice president is?

Provost McMillen: The vice provost that I have are a total of five. All of the vice provosts report directly to me and two of them are deans, Ben Pryor and Patsy Komuniecki. We use the term “small group” that meets every Tuesday morning which includes two people that are not a vice provost or vice president, Kevin West and Brenda Grant. I am considered a Vice President because that is a part of the interim provost title.

Chancellor Gold: I would say that a vice president is more of an administrative title which typically includes things like finance and information technology. For instance, Dr. Scarborough’s title that we just talked about is Vice President and Executive Director of the Health Science Campus. Larry Burns is a Vice President and many others. The vice president will report to the president and the provost and chancellor are academic titles. There are a number of associate deans and those org charts are easily to find if that’s what you are looking for. I don’t know off the top of my head where they are located but they are available.

Senator Cluse-Tolar: I would be interested in that. Actually my count for vice presidents does not include the provosts and the chancellor; I believe that it’s a total of twenty-five.

Provost McMillen: What do you mean? Are you referring to vice presidents and associate vice presidents?

Senator Cluse-Tolar: All of them, i.e. interim types, associates, and assistants.

Senator Hamer: I have been hearing talk about how central administration needs to cut back and I usually hear it in terms of the colleges. I am wondering what is happening to the central administration?

Chancellor Gold: I think that you will find that whatever is necessarily to do across the University the central administrations will participate for it.

Senator Hamer: So, will we receive a 20% cut too?

Chancellor Gold: If that’s what necessary. The central administration may end up with a larger percent. The idea has always been to put resources at the student interface and the patient interface, so as we go through the painful process of building next year hospital budget. It is not going to be any more pleasant than the academic budget is going to be. That is where we are going to put resources and the same thing is going to be true on the academic side.

Provost McMillen: I had a budget hearing for government relations. What would a 20% budget cut look like in government relations?

Senator Heberle: I just want to follow up on Dr. Hamer’s question. It does seem like when we hear about cuts it is usually from the people that basically make \$50,000 or less annually; for example, the three college computing specialists that were recently fired. I heard that one was eighteen days away from retirement. We never hear about people who are in the upper ranges. I am going to set faculty on the side for a moment. I do know that there are heavy workloads and I appreciate that. I think that they do need to be negotiated. It seems like the budget cut usually target those that are the most vulnerable on this campus. I am just wondering if you can reflect on that a little and think about what it has been like during the last couple of years regarding the cuts. I like what Provost McMillen recently stated “what would a

20% budget cut look like in government relations?” We do not hear that coming out of the central administration.

Chancellor Gold: I think that time will tell as we try to be as responsible as we possibly can by providing resources for students interface and to our mission and vision. Provost McMillen, President Powers and I spent four hours this morning and there was not a single thing that we haven't already spoken about that is not pleasant. I think that Dr. Powers would agree that many of them are directly aimed at administration.

Senator Hamer: Is there any discussion about looking at salary cuts across the board? For example, an individual earning \$300,000 will take a certain percentage cut oppose to someone earning \$70, 000. That seems to me that that will be kind of an innovative way of doing that and I don't think anybody in this room has talked about doing that. I think that we all can take a salary cut that will not hurt us.

Provost McMillen: Like Dr. Jacobs has said repeatedly “everything is on the table.” There was actually a bizarre suggestion that there could be a salary cut for everybody. I'm the one who made the suggestion, that's why I said “it was bizarre.”

Chancellor Gold: It should be proportional. Think about it, every time we talk about furlough or any other type of equivalency to a furlough we are talking about reduction of a proportion to a salary.

Senator Dowd: If you wanted to do it perhaps we could do it in a smart way. Our tax system is a progressive system. Secretaries and staff members typically have lower incomes than others at this institution. As a percentage of their income, they suffer more from the loss of one dollar than someone who has a salary in the top income bracket. If it has to be done then it should be done intelligently.

Chancellor Gold: You probably know Senator Dowd because you have been here as long as I been here. The lower level of the salary employees have been protected. What that number happens to be, one year it was forty, fifty, sixty, and I don't recall what was last years. But in terms of attempting to protect the earnings of those people protection was afforded and not to say that we couldn't do it better, should do it better, and I am not going to say that we are not going to try to do it better, but we've tried and we are very cognitive of that.

Senator Jorgensen: I understand that the maintenance folks are taking four furlough days right now before the end of the year and many are relatively low paid.

Chancellor Gold: That was by their choice.

Senator Jorgensen: As oppose to laying people off so it wasn't much of a choice. There is a university in California that had a system like this which anybody that earns \$40,000 or lower would not have any furlough days and donations from the upper administration funded that so they didn't have to do their part. Somebody that is making \$40,000 per year 50-60% of their salary is going to just food, rent and other necessities. Those of higher levels and many are in this room; those percentages of bare living are much smaller than that. I am told that maintenance has four furlough days from now to June in which they are not being paid and their only other option was to lay people off.

Senator Olson: Over the last several years we have seen a lot of layoffs. What percentage of the people that we seen laid off that makes over \$75,000 versus what percent of people that were laid off that makes under \$75,000? Most of the layoffs have come from people that make less than \$75,000.

President Powers: Thank you Provost McMillen and Chancellor Gold. Due to the time getting a little away from us we are going to delay the PLA discussion until our next meeting. Is there any business from the floor?

May I have a motion for adjournment?

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

Respectfully submitted,

Karen Hoblet
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative
Secretary