

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of March 1, 2016**  
**FACULTY SENATE**

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

Approved @FS meeting on 4/26/2016

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Summary of Senate Business

Reinstating Registration Policies  
Meet the Dean Segment: Dean Benjamin Barros, College of Law  
Textbook Policies  
Experiential Learning  
FY2017 Operating Budget Assumptions

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

**President Keith:** I call this meeting to order. Welcome to the twelfth Faculty Senate meeting of AY 2015-2016. I ask that Executive Secretary, Lucy Duhon come to the podium to call the roll.

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

**Present:** Anderson-Huang, Atwood, Barnes, Black, Burnett, Cappelletty, Denyer, Devabhaktuni, Dowd, Duhon, Federman, Fitzgerald (substitute for D. Compora), Gibbs(substitute for A. Jorgensen), Giovannucci, Gray, Gunning, Harmych, Humphrys, Keith, Kippenhan (substitute for A. Jorgensen), Kistner, Krantz, Lee, Lundquist, McAfee, McLoughlin, Molitor, Monsos, Nathan, Nigem, Oberlander, Ohlinger, Prior, Quinn, Randolph, Regimbal(substitute for M. Edwards), Rouillard, Schneider (substitute for M. Caruso), Skeel, Willey, Slantcheva-Durst, Smas, Srinivasan, A. Thompson, G. Thompson, Thompson-Casado, Weck- Schwarz, Wedding, White Williams, Wittmer

**Excused absences:** Brickman, Franchetti, Gruden, Hoblet, Kovach, Sheldon

**Unexcused absences:** Duggan, Farrell, Elmer, Hasaan-Elnaby, Kennedy, Malhotra, Mohammed, Schafer, Willey

**II. Approval of Minutes:** Faculty Senate meeting Minutes of February 2, 2016.

**President Keith:** I would like our Executive Secretary, Lucy Duhon to please call the roll.

Quinetta has gone to ask them to turn the volume down a little bit on the microphones, so I think that would help. But while we are waiting for her to get back, we do have Minutes to approve from February 2<sup>nd</sup>; I believe they went out to you yesterday. May I have a motion to approve the Minutes of February 2, 2016? Is there any discussion or corrections? Hearing none. All in favor, please say "aye." Any opposed? Any abstentions? **Motion Passed.**

**Executive Committee Report:** Your Executive Committee has been busy since the last Senate meeting. Aside from our usual meetings, we met with the last two Provost candidates, the Interim V.P. for Finance, and the candidate for the Title IX coordinator position. Several of us attended February's Finance and Strategy committee meeting, and President-Elect Humphrys and I met with President Gaber.

I mentioned in my last report that several E.C. members would be meeting with Lawrence Kelley, Interim V.P. for Finance, to be briefed on the assumptions that are being used to build the FY2017 budget. Those budget assumptions were also the primary topic discussed at February's Finance and Strategy meeting. Given the importance of the topic, we've made it a stand-alone agenda item. President-Elect Humphrys will present the assumptions. Since Senators Dowd and Rouillard and I were at both meetings, we will assist President-Elect Humphrys in providing context for those assumptions. We'll also ask you for your questions, comments or suggestions to give to V.P. Kelley in preparation for his visit to our March 15<sup>th</sup> Faculty Senate meeting.

As you may know, President Gaber sent out an email earlier today in which she announced that two of the Provost candidates had been invited back to UT for additional conversations. The two candidates are: Dr. Andrew Hsu, Dean of Engineering at San Jose State, and Dr. Charles Robinson, Vice Chancellor for Diversity and Community at the University of Arkansas. She further stated that Dr. Hsu accepted the invitation whereas Dr. Robinson declined it. Dr. Hsu will be on campus this Friday, March 4<sup>th</sup>. The EC has been invited to have lunch with him. If there is any message or question you would like us to convey to him, please let me know.

In terms of the Title IX coordinator search, when the EC was asked to meet with the sole candidate for that position, our first question was – why is there only one candidate? For an answer to that question, I was referred to Jovita Thomas-Williams, Vice President and Chief Human Resource Officer, and David Cutri, Director and Chief Compliance Officer. This is what they told me. The search started early last spring semester under then Interim President Naganathan. The chair of the search committee is Wendy Davis, Director of HR's Academic Student Services and Administration. The other members are: Peg Traband, Sr. Vice Provost for Academic Affairs, Jeff Newton, Director of Public Safety/Chief of Police, Janelle Schaller, Associate General Counsel, Kaye Patten, Sr. Vice President for Student Affairs, and Carrie Herr, Director of the Office of Quality and Continuous Learning. Although the first group of candidates selected for an on-campus visit took other positions before they could be brought to campus, V.P. Thomas-Williams assured me it was not a failed search. It was restarted with the same search committee with one exception – David Cutri was added as a member in the middle of the call for a second set of candidates. Two of those candidates were invited for an on-campus visit. However, one accepted a position with a different institution before she could be brought to campus, which is how we ended up meeting with a single candidate. I've been told and I believe it's true that there is a high demand for Title IX coordinators. However, since you may have your own questions about the candidate or the search, Dave Cutri is here to address them. I thought we could do it know. So what would you like to know?

**Senator Dowd:** Regarding the individuals President Keith mentioned as members of the search committee, are there any faculty members on that committee? Vice President Cutri, I know you were not initially involved in this search process, and only recently you were put in charge of it. So it may be an unfair question at this stage, but would you consider expanding the search committee membership to include a representative from Faculty Senate?

**Mr. Cutri:** Let me speak to perhaps some of the points that President Keith made as well. To President Keith's point, the reason why I was brought to the search committee in the middle was because of the decision that Dr. Gaber made to relocate Title IX's function into my institutional compliance

organization, so that is why I was added to the search process. To answer your direct questions, yes, I would absolutely welcome faculty representation if we need to continue the search process. I want to make sure we are getting the best candidate and get as much inclusive feedback as I can. Now, the Faculty Senate Executive Committee as you well know is part of the process, but certainly if we need to extend the search I would welcome as much faculty input as I can get.

**Senator Dowd:** Thank you.

**Senator Rouillard:** How many applicants did you get for this position?

**Mr. Cutri:** Well, it depends on the search. I believe there were 15 candidates in the initial search. When the search was recast-out, I believe there were seven.

**Senator Rouillard:** But how many applicants did you actually get for the position?

**Mr. Cutri:** I believe those were the number of applicants.

**Senator Rouillard:** Okay. Doesn't that seem like a rather small amount?

**Mr. Cutri:** Well, I would say the candidates that qualify to be Title IX coordinators have to meet pretty stringent criteria, so that number really doesn't surprise me. Again, I inherited this search; but certainly, if the net wasn't cast-out fully enough, others would've made decisions ahead of time. I am not surprised or shocked by that.

**Senator Barnes:** I am curious to know if the lone standing candidate is a lawyer or is an advocate?

**Mr. Cutri:** Well, he has a JD degree and has passed the bar. He currently is serving as a Title IX coordinator at the University of Illinois in Chicago.

**Senator Barnes:** Does he have any advocacy experience, do you know?

**Mr. Cutri:** I believe he does. He did talk about some of his advocacy background in the open forum that took place.

**Senator Barnes:** Can you describe it?

**Mr. Cutri:** He described it in terms of the cases that he adjudicated at the University of Illinois in Chicago. I can go back to the notes to get you more specifics if you like, but I can tell you, he does have a background.

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

**Senator Smas:** I am assuming, but because of the number of candidates I am kind of curious, what was the advertising done for the position? Was it nationwide? Could you address that?

**Mr. Cutri:** Well, like I mentioned, I inherited the search, but it did go through a national search firm, but it also went through me and the normal internal posting process that included all the normal diversity touch points. But it was a national search conducted by a national search firm.

**Senator Smas:** Okay. Thank you.

**Mr. Cutri:** Sure.

**President Keith:** Are there any other questions? Well, thank you so much; I certainly appreciate it.

**Mr. Cutri:** If I can just make one last comment to punctuate Senator Dowd's question?

**President Keith:** Yes.

**Mr. Cutri:** Title IX being new to my organization I want to make sure I get the best candidate and get as much input from as diverse a stakeholder group as I can. I know many of you and certainly respect your opinion and judgments, so, your point is well taken – if we continue the search there will definitely be some faculty representation. Thank you for your time.

[Applause]

**President Keith:** Executive Report cont'd: We've also been asked by faculty to identify the structure and members of the search committee for the Dean of Graduate Studies. I'm meeting with the Chair, Dr. William Messer, Vice President for Research on Wednesday to discuss the composition of the search committee. He told me yesterday that the committee has not been seated, so I will ask him to add a Faculty Senate representative. If anyone is interested in being on that committee, let me know. I cannot guarantee you will be appointed but I will do my best.

I've been asked to update you on where we are with the University's diversity plan. You received email today from Dr. McKether stating that the campus-wide online survey is available. The survey consists of 40 open- and closed-ended questions and will take approximately 30 minutes to complete. It closes March 18<sup>th</sup>. Dr. McKether anticipates having the first draft of the diversity plan completed in early April, which will be posted on the University's website for public comment and review.

As you can see we have a packed agenda for our meeting today. The first agenda item, however, is not a proposal from the Academic Regulations committee to reinstate a couple of registration policies that were 'lost' in the transition from the paper catalog to an electronic catalog. That committee just received new information that they need to consider before bringing any proposal to us. I ask that you allow me to substitute a follow-up report from Core Curriculum, which will address why they recommended PJS 1000 (Introduction to Peace and Social Justice) be approved as a social science general education course rather than a humanities general education course.

May I have your permission to change the agenda by replacing the Academic Regulations Committee report with one from the Core Curriculum Committee?

**Group of Senators:** Yes.

**President Keith:** As for our guests at our meeting today, we've invited D. Benjamin Barros, Dean of the College of Law. He's here as part of our meet the Deans series. We also have Ian Michalak who is Vice President of Student Government. He is here to ask for our input on ways to lower textbook prices because he wants student government to be part of the conversation on a textbook policy. I think we can help him by sharing our experiences with the textbook ordering process. Next is Shelly Drouillard, Director of the Center for Experiential Learning and Career Services. Starting in the 2016-17 academic year, the State has mandated that all degree programs at state institutions of higher learning must give students the opportunity to engage in Experiential Learning. She is here to explain what we need to do to comply. Last is the previously mentioned discussion on FY2017 budget assumptions.

Are there any comments or reminders from the Executive Committee? Hearing none. Are there any questions from the Senators? Okay. I will turn it over to Senator Monsos, Chair of the Core Curriculum Committee.

**Senator Monsos:** At our last meeting the Core Curriculum Committee brought this, New Business – Recommend for approval as Gen Ed – Humanities PJS 1000 Intro to Peace and Justice Studies, forward as humanities and Senate said, are you sure? So we went back to the department and the department said, “oh, yeah, it could be either, couldn't it?” So I gave them the guidelines for each that are in our guidelines and they came back with this justification that you see that was sent out to you earlier today, and the committee said, “those look fine.”

The course is designed to be an introduction to the field of peace studies. The core foci of peace studies are the study of: the causes and conditions which generate and sustain violence, the mechanisms and models for managing, reducing, and resolving violent conflict, and the values, ethical norms, and institutions of peace, including justice, on interpersonal, social group, national, international, and transnational levels. These emphases render peace studies an interdisciplinary field. As an introduction to the field, the course is logically interdisciplinary, including humanities and social science, in particular, philosophy, history, and psychology, sociology, and politics. A reasonable case can be made for including it in either category. The preponderance of the 5 parts of the course, while including a strong normative focus, in our view, weighs in favor of a social science designation. The exploration of the nature of violence, the interrelation between gender dynamics, violence, and peace, the theories of conflict and transformative change, and in part the theories of peace, take a predominately social science perspective. While the study of the ethics of war, peace, and justice are primarily normative, this study is framed within political conceptions of justice, which are grounded in both humanistic and social scientific perspectives. Therefore, we propose a social science designation.

Luckily, Faculty Senate decided to send this back. Is there any discussion? Hearing none, are you ready to vote? All in favor, please say “aye.” Any opposed? Any abstentions? **Motion Passed.** Thank you.

**President Keith:** Next on our agenda is Dean Barros.

**Dean Barros:** Hello everybody. I am Ben Barros. I am the new Dean from the College of Law. I've been here eight months now and I am incredibly happy to be here. I'm going to give you a quick update on what's going on in the College of Law and talk about ways in which I would like College of Law to engage more with the larger university. So the big thing that we're focused on in the College of Law is probably familiar to almost every college, which is enrollment. As you probably know, law school enrollment has declined significantly following a nationwide trend. Nationwide, we are, in the last five years down about 40% in law school enrollment. In my analysis it is largely a cyclical decline, certainly though the worst and most substantial in probably 50 years in law schools. Each year for the last five years, law school enrollment nationwide has declined precipitously - jobs for lawyers were hit very hard in the financial crash in 2009-2010. If you look after about 30 straight years, law jobs were trending up gradually; we are not a high growth business, but we are a modest work business. In 2009, you will see in the Bureau of Labor Statistics data, they went off a cliff. Around the same time nationwide law schools were graduating record numbers of law students and so there was a real mismatch between the number of lawyers increasing for available jobs and so that really hurt us. So the first time in five years, law school applications are flat this year nationwide, they are up about 1%. In our region, which is the Great Lakes region, it is the only region in the country that is down - we were down 10%. At the College of Law I am mostly optimistic, we're one of only two schools of 30 in our region that is up substantially in applications, we are up about 17%. My main focus, and really it sometimes seems to crowd everything else out of my calendar, is to get our enrollment trend-line up; we've had five straight years down, so we are trying to get it up for our JD program.

The other major enrollment related thing that we are doing is we are branching out beyond the JD. So historically, essentially, the only thing the College of Law did was produce JDs which is the main law degree that allows people to take the bar and practice law. We have a small Masters of Jurisprudence -- our Master of Legal Studies program -- which is a one-year non-practicing Masters. We are launching, actually right now we are in the process and hopefully you will be hearing a lot more about it in the coming months, a program in compliance. What we are going to be doing is we're going to be training people to become compliance professionals. The profession of regulatory compliance is becoming a discrete and separate profession - the core of this program will be a 15-credit hour graduate certificate, so the only requirement is that you have to have a Bachelor's Degree to pursue it. This will be a very skills-based, hands-on program where we will be teaching people the elements of compliance, the law behind compliance, how to design a compliance program, how to do compliance testing, and compliance education, things like that. We will be offering a standalone graduate certificate. We will be incorporating it also into that one-year Masters that I mentioned and it will also be a track available in our JD program. As you just heard in the Title IX area, many people that do compliance are lawyers, but there's a subtle difference - there's a lot of compliance reps which almost require a law degree, but, many, many do not, so we are trying to fit that whole spectrum. So we have three tracks to begin with, health law compliance - we are going to really try to build in that context on strengths of this university in healthcare, business compliance and ethics, and higher education- we are really excited to try to build on strengths of this university in higher education, to have a higher education compliance program. You know, you all just heard that there's a high demand for Title IX compliance officers and that strikes me that there's a market opportunity and I would love to be able to start training our JD and soon to be non-JD students to be

filling that need – so that is at the graduate level. At the undergraduate level, in just a broader sense, I would like the College of Law to engage more with the rest of the university. So my impression is that historically the College of Law has been somewhat insular and has an operation going and I really would like us to be outward looking to the university and to the community. We are already collaborating with a number of colleges and we would like to increase that. We have a 3+3 program with LLSS and we are talking about it with some other colleges. In all of this, what I would love? I would love all of you to consistently see the College of Law as a real plus for this university, it adds something to that that most universities don't have. There are only 200 accredited law schools in the country, so it is one of the things that makes us unique and it is one of the things that makes us one of only 27 comprehensive public universities [in the country]. So with LLSS, creating a 3+3, early feedback is that it is helping LLSS with recruiting because compared to Bowling Green, Bowling Green doesn't have a law school, we do, right? In the new Disability Studies program, one of our faculty members will be teaching disability law, so again taking a strength in an area of expertise of that faculty member and adding it to a new disciplinary program that we have here. I would love to have my faculty teach more on the undergraduate level. I don't think we're really interested, at least at this point, although some law schools are doing it, but we want to create some undergraduate programs in Law. We have faculty that really have broad expertise and I think there are going to be a number of areas in which [eventually] having our faculty teach in other colleges will add to those particular programs, via research to your colleges. Then reciprocally, I've been very open talking about having faculty from other colleges teaching at the Law School and being involved in what we do. Because again, my impression having been here for eight months is that this is an incredibly strong university educationally and we have all these great colleges and we are very silent. It seems like there are some major difficulties breaking down the silence, but I think with creativity we can do that. Also on the undergraduate level, working on creating some diversity pipeline programs at the undergraduate level, I know Dr. Quinn and Dr. McKether are trying to get that off the ground. We are also offering a scholarship for a LSAT prep course for students who might not be able to afford a LSAT prep course; we are trying to create opportunities for success for current undergraduates, so basically the College of Law is subsidizing the LSAT prep course for undergraduates. So those are some of the things I am working on. Again, I am happy to be here and I'll be glad to take any questions that you might have for me.

**Senator Molitor:** I appreciate the new graduate certificate program for compliance professionals, it's a great idea. However, did you consider the issues involved with certificate programs and financial aid?

**Dean Barros:** Absolutely, we did. I am really confident that this one could qualify for financial aid and would have good employment outcomes. We did a good amount of market research before we launched this and we are really confident that people who get the graduate certificate will be able to get good employment outcomes, which by my understanding is a real key for financial aid eligibility.

**Senator Molitor:** Just a follow-up. You do have a plan to demonstrate the outcomes for certificate programs and financial aid compliance?

**Dean Barros:** Well, I will talk to my director of Financial Aid when I get back and will make sure we are 100% on top of that. Thank you.

**Senator Schneider (substitute for M. Caruso):** Will this certificate program be offered exclusively face-to-face or online for out of town students?

**Dean Barros:** That is a great question. It is going to be a mix of face-to-face and online. We hope to ultimately offer it entirely online, but as we're launching it right now, for somebody who wants to do it next academic year will be entirely in the evening and online; we are scheduling it that way to market to professionals who want to come back and pursue it. Thank you.

**Senator Smas:** That is my question as well, so thank you.

**Senator Anderson-Huang:** How broad will this compliance program be in particular? Will there be specific courses and discussion of specific topics? I am thinking in particular of environmental law, for example in the School of Solar and Advanced Renewable Energy.

**Dean Barros:** Yes. So the way that we designed it is that the 15-credit hour core part of the certificate program is basic compliance skills that would apply in any compliance context. Then we've added some specialized courses and some tracks on top of that. Then in the Master's program we're offering specialized alum classes in pretty much everything including environmental law. So with the Master's option somebody could take the core compliance program and add to it anything they want, so they can create an identity as an environment compliance officer and will say in that context. One thing that I was just talking to somebody about, we may add a specific track in this which is environmental compliance because that is in another area that's actually in demand. Actually, environmental engineers are highly in demand, and that's someone who wants to practice in environmental engineering, but [also] want the compliance background just for extra knowledge. When we are thinking about marketing this program to students, graduate students, and presumably all the Health Science colleges; some of you might be going into Mercy and want to healthcare compliance background even if they don't have health into compliance. So we have these tracks, but it is designed to be a flexible program and really, if any of you have ideas on flexibility – one other thing that I've been thinking about recently is data privacy and increasing chief compliance officers for organizations, they are taking on computer security and that is actually something that I need some folks from the right colleges to talk to and bring other expertise outside the College of Law into this program.

**Senator Dowd:** Dean Barros, I am intrigued by the idea of “faculty exchanges” with other colleges. Has your plan progressed from the initial discussion stage to that bringing people together to see if this can actually happen?

**Dean Barros:** The very first class that will be offered is the Disability class, it will be offered in the Fall. It was a good first class. There were some issues, for example we wanted to list it as a law class, but we couldn't because some issue involving course-listing software, something like that. We will sort it out; we are kind of dipping our toe into this area, but I personally would like to expand it as much as possible. I kind of have an idea in my mind – I would love each of my faculty members to have one course that they teach outside of the college over time. We have a little bit of excess demand supply in teaching resources right now, but it is actually not as big as you might think given our dramatic defiance program. We've also added for the first time this year a January start, so we have an enrollment class of 32 people that just



started in January; that is a relatively small number, but it is a number to be good, plus we're adding some research to it. If your college thinks there might be a good match I would be really happy to talk about it.

**Senator Dowd:** Thank you.

**Dean Barros:** We are learning as we go. I think historically we didn't do anything like this, so if you have advice or feedback I would love to hear it.

**President Keith:** This is kind of a trivial complaint. You have really interesting lectures, but the information [really] doesn't come out in time for me to actually figure out how to go to them and to schedule my students so they can actually attend them. So I guess I will ask, you must have to schedule those speakers further in advance, maybe before the lecture, but if you can get that information out, you might be surprised---

**Dean Barros:** Absolutely. I will make a note. My communications person, who has been great with this one minor hiccup I guess, is leaving in a couple of weeks and so I have a transition going on. But absolutely; we would love to have people from all over the university. I should mention we have a lecture on Thursday that will be of interest. As many of you know, a few weeks ago we had Stuart Taylor come in; he is a proponent of the mismatch theory of affirmative action. The counter lecture by Professor Richard Lempert, he is an emeritus from the University of Michigan and is really the leading scholar, he's criticizing the mismatch and that's Thursday at noon at the College of Law.

**President Keith:** I would also suggest that maybe you send this information to department chairs so they can let their faculty know because I do think that a lot of these lectures will be very useful to be able to tell in class, "you ought to go."

**Dean Barros:** That is great. For obvious selfish reasons I want undergraduates to come to the College of Law and building in any context possible. I just had a meeting with the law school deans in San Francisco and there was a presentation, the interest in law among undergraduates has been declining consistently for four years. So one of the things that has worked, and we're being encouraged to do as part of the legal education committee, is to engage more with undergraduates. We have a great program and last week we had United States Court of Appeals for Documents Claims do an open session and actually heard our oral argument and did a presentation in the College of Law. I was talking with Kelly Moore and he said that he was talking with an undergraduate who had gone there and had been really inspired and now decided that he wants to be a student and come to the College of Law in four years and that's great. So, thank you for that piece of feedback. Communication with students is just flawed, and I am sure you all are experiencing that on a day-to-day basis by just getting information out to people. Thank you for that.

**President Keith:** Thank you. Are there any other questions? Well, thank you so much.

**Student Government Vice President, Ian Michalak:** Hello everyone. Thank you for having me. As President Keith said, I am Ian Michalak, Vice President of Student Government. I am here today because Student Government, one of our platform ideas for this semester was textbook affordability and we're taking on many fronts - just to list a couple: one of the aspects we are working on is ending sales tax on textbooks. There is currently a Bill with the Ohio Legislature that will do this, Ohio House Bill 308 and we're circulating a petition and it is headed by the University of Toledo Student Government. It is going to be a petition from colleges across Ohio in support of this bill basically because over the course of four

years, six years, and eight years etc. students spend an enormous amount of money due to textbooks sales taxes. I actually brought a copy of it today and I will circulate it while I am here, so if you are interested in signing it, we will be happy to have your name on it. We ask that Ohio residents sign it because politicians only care about getting reelected, so if you are not voting for them they don't care. The second thing – having talked to many faculty members, it's apparent that we need a second system for assigning textbooks that students can see outside the Barnes & Noble website. This was because I think a conflict of interest has arisen because there were complaints that textbooks that are said to be suggested have been put on there for required, also, it doesn't allow enough customizability in order for professors to voice whether a book is suggested, whether online access only, or if we need the full book. There's information that students really need and I don't think the website as is good enough to fulfill that. So, moving forward, looking at how faculty assign textbooks is something that can be improved. Many students have come up to me and told me that basically the first day they show up to class they're under the impression that there's not a textbook but the syllabus says they do need to get a book. And the short amount of time they have to shop on the market for textbooks sometimes leads us to not be able to get books in the most cost-effective option. So looking at that and also establishing open lines of communication between professors and students at an earlier basis after registration because I know some of the best experiences I've had with faculty assigning textbooks is getting an email early on saying "this is the book you need" and tell me exactly what's required and what's not required and what they recommend, so that is what we're doing moving forward. I am here today to basically hear any suggestions that you have for reforming the textbook policy here at UT, also to see what your experience was with assigning textbooks at the Barnes & Noble Store, and any success or failures you see in that. I would like to open up to any suggestions or questions you have.

**Senator McLaughlin:** Thank you for joining us today. You have a very articulate voice and presentation too. I speak to some of the issues you've spoken about today in terms of assigning textbooks, in particular web-based textbooks. I know I go to the website, at least for me, trying to upload web-based textbooks is somewhat difficult. Sometimes I have to tell my students they have to shop outside the Barnes & Noble store or to access those web-based textbooks, so if you want to make a notation of that, that would be kind of a critical choice of my courses being that they have access to web-based textbooks.

**Unknown Speaker:** Thank you for being here. A lot of these issues I think are the same issues that a lot of faculty are struggling with as well and we're frustrated in the same sense that the students are. I think a very simple solution to the communication issue is that we don't have a way to email the students once they're registered, only once they're available on Blackboard and typically the Blackboard sites historically haven't been available to students until the day classes start, which is frankly crazy, I'm sorry, but it is. I would love to be able to communicate with the students three, four months ahead of time. We have to get our textbooks in to the Barnes & Noble system extremely early.

**Senator Anderson-Huang:** Friday.

**Senator Ohlinger:** Friday is the deadline.

**Unknown Speaker:** Thank you for the reminder. But we are not given enough time. Once we have it established, there is absolutely no reason why we can't communicate with students, other than the system right now is not allowing us to. So that should be an easy solution within Learning Ventures, Blackboard, Banner, something.

**Senator Anderson-Huang:** You can; it is just a little email click at the bottom of your class list in Banner.

**Senator White:** Yes, that is what I thought.

**Unknown Speaker:** But they are not able to access all the other information.

**Senator Anderson-Huang:** But you can email your class through that, is what I'm saying.

**Unknown Speaker:** I can email?

**Senator Anderson-Huang:** Yes, the students who are registered in Banner.

**Unknown Speaker:** Okay. When am I notified of when those Banner systems are changing, I guess is the issue? If I have capability to get my students on Blackboard earlier, to me that is a solution. But yes, I do recognize that and thank you.

**Senator Krantz:** There is a way of doing it by way of Banner, however I found out the hard way that there's a 50-student limit to do that, so I had to go back to using Blackboard, previously, I had used Banner.

**Professor Kippenhan (substitute for Senator Jorgensen):** You can merge classes, but you have to know how to do it.

**Senator Anderson-Huang:** Thank you.

**Professor Kippenhan (substitute for Senator Jorgensen):** Thank you, I appreciate the opportunity to get feedback from the students. The frustration I have as a faculty member is textbook prices going up, up, and up because all the full color, graphics, and online homework questions that are being written and they are paying for authors, so there's a tremendous cost in the background that you just aren't aware of that is built into that book, and then we find out from students that they are not reading the book. So, I would suggest that faculty be more flexible in saying you can use the 5<sup>th</sup>, 4<sup>th</sup>, 3<sup>rd</sup>, 2<sup>nd</sup>, edition – if it's a text that really hasn't changed dramatically and then maybe make just the homework questions for the most recent edition available on Blackboard, if that's truly the most critical thing that has changed.

**Senator Regimbal (substitute for M. Edwards):** Do you know if it is possible to go into the Barnes & Noble website and look at courses that are offered and find your class and the book that is ordered for your class?

**Professor Kippenhan (substitute for Senator Jorgensen):** Yes.

**Student Government Vice President Ian Michalak:** Yes, it is for right now currently. Like I said, that is part of the issue. It is a very limited site; it basically lists the picture and what you need. The only thing I've ever seen about it and students have told me that it always says required. I've never seen a book that says suggested, it never says exactly what you need for this book, such as, do I need to get this book? What I think ends up happening is a lot of students wait till the first day of class to figure that out, and by then it limits your options to be able to purchase it on the open market.

**Senator Krantz:** I am speaking as a parent of college students. This is largely addressed to faculty and in support of what Professor Kippenhan just said. Two of my sons attended Ohio State previously. The chemistry book which was approaching \$300 was the courses exercises and were required from the most recent edition - a simple solution to that, which Professor Kippenhan implied, is to have your homework, your exercises, and so forth independently pulled from any edition of book, therefore the book can be purchased online for a small fraction of the recent edition. I teach Introduction to Geology and Oceanography and quite honestly, neither the planet nor the oceans has changed a whole lot in the last cycle of textbooks that which is approximately two years now for most of the introductory courses.

**Professor Kippenhan (substitute for Senator Jorgensen):** I am sorry; I didn't introduce myself last time, Edith Kippenhan, Chemistry. The problem with the Barnes & Noble website, I went and checked last year to see what materials are listing for my classes, because we do custom books with our syllabi upfront, the ISBN number won't match to that textbook as a non-custom book and Barnes & Noble is no longer putting the picture of the textbook on their website. So students can't go and see the...7<sup>th</sup> Edition non-custom and get it off of Amazon for half the price, which I don't think is fair business practice.

**Senator Williams:** You've probably heard this one already; I will just reiterate it for you. What I found was that the library through the Colleges of Pharmacy and Medicine actually have what it is called, Access Medicine and Access Pharmacy and many of our books are actually free online so we have access for those students; for instance, my pharmacology text, which granted, it's good for four classes. That Pharmacology text runs about \$350.00, maybe \$400.00 if you are buying it from certain places. They can read whatever they want to online and I tell them that in the class, it is in my syllabus. I give them opportunities to buy from where they want. There are other discounted areas that I search as well, but it can be free.

**Senator Duhon:** Just a reminder that those are not "free" resources, the library pays a lot of money for those databases.

**Senator Williams:** But again, why would we not use them if we are paying for them?

**Senator Atwood:** Just to follow-up on that. The library does purchase many of the textbooks for lower division courses and we then make available to students on course reserve. Faculty should also be reminded of the comment earlier about OhioLINK and multiple editions. We also have an online guide that describes price comparison sites and links out to other open source free textbook sites.

**Senator Dowd:** Just for a point of reference for all in attendance. The administration receives a payment from the bookstore on each textbook it sells to our students. Perhaps Provost Barrett could explain to us what percentage of each sale of every textbook is transferred back to administration?

**Provost Barrett:** I don't remember the exact amount; to be honest it is not a huge amount.

**Senator Dowd:** The percentage of each sale or the total dollars the administration receives from the bookstore?

**Provost Barrett:** It is not a huge number either way. I mean, in terms of each sale, it is not a huge percent or a huge amount of dollars, but I really don't remember what the precise amounts are.

**Senator Dowd:** Would you be willing to provide that data to the Senate's Executive Committee?

**Provost Barrett:** Yes, we can find that out, it is not a problem. I will say though, we are trying to find multiple ways to make textbook affordability as big of a reality as possible – we joined the Open Textbook Network this year. They are doing a program this Spring for us. Historically, there's a 40-50% adoption rate for faculty that want to participate in that and so you tackle this through multiple avenues to make it as affordable and good for the students - we heard about the Pharmacy available for books, open sources, and other possibilities. Getting book orders in time allows the bookstore to buy more used books which provides cheaper rentals for the students, so it is a combined effort through a lot of processes.

**President Keith:** Senator Atwood, I wasn't aware that you have a price comparison guide.

**Senator Atwood:** Yes.

**President Keith:** Could you send that to us?

**Senator Atwood:** Yes.

**President Keith:** Okay. Are there any more questions?

**Student Government Vice President, Ian Michalak:** Thank you very much. I am going to pass this petition around, please sign if you are interested. Thank you.

**President Keith:** But before you leave I want everyone to know that he's a dual-major and one of his majors is economics <laughter>. Thank you very much. Next, we have a report on experiential learning.

**Shelly Drouillard:** Well, thank you for having me here. My name is Shelly Drouillard and I am the Director of the Center for Experiential Learning and Career Services. I started my position back in May, so I see some familiar faces out there and I know there are some folks I have not met yet. You may have heard this new theme about experiential learning and this new initiative by the state. President Keith asked me to come in to talk a little bit about it, what the state is looking for, what are some steps then for the university, and where we are going from there. If you've been to the provost meetings, the monthly meetings, I presented there as well, so some of this might be repetition for you.

First of all, the state has sent us some information about a direction that they want to see the public go into, and this is the idea that all students should have the opportunity to have some form of experiential learning within their programs, so they decided to put it into more formal terms and make it a requirement for the public to meet this standard. So what our expectation is for the 2016-17 academic year is that we should be working [now] on developing implementation strategies to be embedding these experiences into their curriculum. So it doesn't mean that we have to have all these programs into the curriculum by Fall, it just means that we have to have the strategies, and working towards that, which is what we're doing right now. So a little bit of an idea what the experiential learning is and what counts for experiential learning- they are giving a very broad definition and they can certainly have things in there based on what works for us in our different programs. Things that are sort of commonly associated with experiential learning are things like co-ops and internships, field placements, clinical rotations, maybe for the Arts, jury exhibition and performances. So it is kind of broad in terms of what constitutes experiential learning -- which is a good thing for us because that gives us the opportunity to create our own definition around

that, such as research service learning, study abroad etc. So there are lots of different ways that students will be able to get that experience outside of the classroom.

We are anticipating as we look through our different programs that we're probably going to find most of them have some element of experiential learning when we look at this definition, maybe expand it a little bit more- so maybe there's a smaller number of minority students of programs that may not meet this criteria and that we need to address. So there's a National Society for Experiential Education, they had some suggestions and principles that they applied to what constitutes experiential learning, and I think you all have access to this PowerPoint so I won't read through this line-by-line: intentionality, preparedness and planning, authenticity, reflection, orientation and training, monitoring and continuous improvement, assessment and evaluation, acknowledgment – these are all components that make up an experiential learning program and we will be using to model our experiential learning programs as well. The next steps for us – coming up with our own institutional policy and again, the state is allowing us flexibility and allowing us to decide defining experiential learning at the university, so we will be working on that. Remember too, the idea that students must have the opportunity in their programs for experiential learning, so it is not at this point saying that it is mandatory for all students to do experiential learning, so that is a distinction to make. Certainly, we are anticipating that the state might lead us in that direction and they will eventually say that it is mandatory for all students, but right now there's the opportunity for experiential learning with all programs.

We are going to be looking at evaluating all the programs that we currently have and seeing do they have some element of experiential learning in it, and that's a process that my office has started already, so we are looking at course catalog descriptions. I know that they surveyed different colleges too and briefly submitted some reports to the provost office so we are looking at that information as well as trying to get a good assessment of where we stand currently. For programs that do not have experiential learning, we are going to go back and take a look at those to see what we might be able to do to make that work in the future, and then setting up some sort of timeline for that curriculum change, and knowing that doesn't have to happen by this Fall, but that can be a future date. So [these are] just some considerations and things to think about, so it's a benchmark against other universities; some of them have this idea of attributes and course identifiers that would specifically say what is experiential learning and how they define it, it might have something that is actually in the course catalog, maybe something that goes onto the transcript- the University of Cincinnati, I've got a link on there so if you want to look at their website. They've got some really interesting ways that students can search if they are interested in doing experiential learning, example: if they are a math major they can go right on to this website and look and see what courses would give them those kinds of opportunities. Many programs will be benchmarked. The idea of transcription option for experiential learning, having that on there; we are still having talks with the Registrar's Office to see what our options are there and things we're considering. Then faculty development as we go forward, for those programs that do not have experiential learning or those that just maybe want to enhance their experiential learning going forward -what can we do to help faculty develop those programs? Certainly, you can partnership with my office, the University Teaching Center, and other resources on campus to be able to do that. In the study in the Fall, there are certainly things that we can be working on even though if we don't have experiential learning in the programs- this is just an idea, they are giving students the idea of taking their major and thinking about that in terms of career and finding those opportunities to get some experience outside of the classroom, even if it's things such as shadowing information or therapy, things like that, just to get them thinking and working towards those types of

ideas. Certainly, because it is the state, they certainly want us to promote "Ohio Means Jobs" for those in-demand jobs in Ohio. It is something that my office is working on right now, the state has developed a list of 209 occupations in Ohio, so we are in the process now of matching those with the majors from The University of Toledo so we can come up with a comprehensive document that we can share with all of you and put that on the website. Then certainly just helping students understand how to build upon experiential learning experience and why it is important. I know one area that my office continues to work on for students is that, how can we market that on your resume and other types of things to employers? It is a very brief presentation, but we just wanted to give you the big picture right now, what's going on and what the status is, because I know it is something that some of you might be familiar with and some, this is the first time you've seen it. Are there any immediate questions? Certainly, this is going to be an ongoing dialogue for quite a while.

**Senator Randolph:** Is House Bill 64 going just to undergraduate programs or is it graduate as well?

**Shelly Drouillard:** Our understanding, Provost Barrett, would you say undergraduate?

**Provost Barrett:** I believe it's just undergraduate.

**Shelly Drouillard:** I haven't seen its specification, but I would assume right now it's undergraduate.

**President Keith:** I have a sense that we actually are in good shape, this university, and we have lots of experiential learning, so what have you discovered so far? Is it going to be fairly easy for us to come into compliance?

**Shelly Drouillard:** I believe so. We just started the process; just from the preliminary things coming to the Provost Office and just sort of looking through the areas that we have gotten through, it seems that quite a few of the programs, just because it is mandatory for accreditation in a lot of our programs, certainly the professional schools, anything to do with the medical professions: teaching, counseling, social work, a lot of those, it is being built into those types of things. So actually I think, yes, we are in pretty good shape.

**Senator Barnes:** I am curious if you would be willing to add to your list of faculty development opportunities to learn about and develop assessment of the experience.

**Shelly Drouillard:** Absolutely, assessment is very important.

**Senator Thompson-Casado:** Does your area have resources to expand for departments that are already in compliance? I am from Foreign Languages, right now, study abroad, but I field questions all the time from my students, I would like to do an internship in the Languages this Summer - we don't have the resources in the department to set that up; is your office going to be a clearinghouse where we can send the students for opportunities?

**Shelly Drouillard:** Yeah, that's a good question. That is certainly the direction that we're going into. My department has been in sort of a transition period on and off for several years. I started my position in May and I was staffed in the Summer, but that is certainly the area where we will be developing more expertise in those areas, more relationships with employers, and more collaboration with colleges. Quite frankly, three out of five of us are relatively new in the department and so we are just looking to try to get through

this semester, and certainly this Summer we are going to be doing more outreach and working more directly with all of you.

**Senator Krantz:** President Gaber has said that one of her goals is to improve the brand of The University of Toledo. Again, going back to being a parent of students who've attended Ohio State, they have incorporated into their advertising, orientation, everything, the ability to get involved with "this" "that" or "another," it is literally part of their sales pitch. Do we have, I am not aware of, the equivalent here at The University of Toledo? Following the previous question, is there an intent to move in that direction?

**Shelly Drouillard:** I believe so. There's an opportunity that we differentiate ourselves with other universities, so I do feel like that's an area we can further develop. We are doing a "first destination" survey that we piloted earlier this year and we're going to be doing another one this Spring and that's one of the questions we're asking students. We are trying to get a pulse of who has done experiential learning and what types of experiential learning they've done. Certainly, from our branding perspective, our website has lots of room and opportunities to grow and improve and how we brand ourselves that way. There are lots of universities including the one that you've mentioned that do it really well and so we will be looking at those to find ways to do that, because I think there's lots of lost opportunity that we haven't taken advantage of in the past.

**Senator Ohlinger:** If I can follow up on that. I think at the college level, the colleges are taking opportunities to use that as part of their learning tools, certainly in Pharmacy because experiential training is a big part in what we do and we utilize that for improvement. Then the Honors College, we are looking at how we can develop those opportunities for experiential training as part of the enhanced intellectual hybrid in the Jesup Honors College.

**Shelly Drouillard:** We are certainly looking for ideas too, so my email and contact information is in Outlook which you have access to, so feel free to reach out if you are interested beyond today.

**President Keith:** Is there anybody else? Okay. Thank you so very much for coming.

I did send you the PowerPoint this morning, so you do have it. I don't know if you're anxiously anticipating our discussion about budget assumptions, but it's that time<laughter>. You are going to find out why you're going to have a 3% cut in our FY2017 budget.

**Senator Humphrys:** As you recall, at the last meeting we discussed how we got to where we are today in the budget. As we mentioned at that time, members of the Executive Committee were going to be meeting with Larry Kelley, who is the Interim Vice President of Finance for the University. He has since provided for us a list of his assumptions, so I am going to ask President Keith, Senator Dowd, and Senator Rouillard who've been our representatives on the [BOT] Finance and Strategy Committee to assist me in this. So I thought what I would do, Larry Kelley has put together a number of these and these would be the current assumptions of what we dealt with last time, were kind of vacillating with what has gotten us to where we are today, and these are the changes that he's making. I will make sure President Keith agrees with this- we will send this out as well as my presentation from last night too.

These are the assumptions that he's proposing. What we are going to do, I went through his assumptions and I kind of grouped them into areas that I thought we can look at then take this area, see if there are



questions and comments from President Keith, Senator Dowd, or Senator Rouillard. First of all, the first assumption that they're making for the FY17 budget is a combined university operating budget which is balanced based on objective current revenue and expenses. The second assumption was there's a 1.5% base operating, which we talked about the last time dealing with the current

**Senator Rouillard:** [Disk change] ...getting out of the carryforward fund.

**Provost Barrett:** The 1.5% base operating is approximately .25 or one-quarter of a percent of the total budget.

**Senator Smas:** Excluding personnel, right?

**Provost Barrett:** No, it's the total budget. That is why the 1.5 becomes .25; if you add everything in, it's a much smaller number/percent.

**Senator Smas:** I got it.

**Senator White:** Senator Rouillard might have given me the numbers that I needed, but my brain can't go that fast. I guess I am wondering about the number "3" category, how does that compare with the quarter percent of the overall? Is it larger, smaller, or about the same as the 1.5%?

**President Keith:** I can tell you what our dean told us. The 1.5% was a little over \$10,000, between \$10,000 and \$15,000; the additional carryforward is closer to \$100,000, between \$100,000 and \$150,000. I don't remember the exact numbers, Senator Rouillard might.

**Senator Rouillard:** I don't remember the carryforward amount, but I believe it might be \$10,000.

**Senator White:** So number "3" might be much larger than number "2"?

**President Keith:** Yes.

**Senator Rouillard:** It depends on the college.

**Provost Barrett:** It depends on what the projected revenue was per unit.

**Senator White:** All right. Thank you.

**President Keith:** And we didn't have any unrealized revenues; that was just based on carryforwards.

**Senator Smas:** I just wanted to make sense of how uniform the 1.5% stabilization is, is that per college or is that a base as you said?

**Senator Humphrys:** I believe it is per college and per unit within the university. So it is not just colleges, it could be the center of "whatever," which might not have anything to do with it.

**Senator Smas:** So every unit has this percentage of budget stabilization, but some may have to give more because they made promises that weren't followed through on or previous revenues that weren't generated?

**Senator Humphrys:** That is correct.

**Senator Smas:** Okay. Thank you.

**Senator Humphrys:** The second group of projected assumptions would be an affiliation agreement with ProMedica –provides \$40 million, \$4.7 million of which is required to help fund related operating budget costs in FY16. So far, or at least in the same category, new revenue, \$2.7 million from ProMedica is going to be used to fund fee waivers in FY17. ProMedica’s employees receive fee waivers to take courses and so they are going to be funding \$2.7 million. Are there any other comments?

**Senator Dowd:** I believe the \$4.7 million is going to go to the central administration’s budget. I assume it is intended for the College of Medicine, as part of the agreement.

**President Keith:** It is just money to make, other than the tuition waivers that ProMedica employees were given.

**Senator Dowd:** Right.

**Senator Smas:** So, is this \$2.7 million the actual fees that ProMedica employees have paid historically? Will this revenue be deposited as employees take courses and get these waivers, or is it just, it’s already in there so it doesn’t matter how many employees will take the courses?

**Senator Rouillard:** We didn’t get into that.

**Senator Humphrys:** Right. We didn’t get any information specifically about that. I got the impression that we didn’t talk about this and maybe, correct me, now we are budgeting for that, whereas in the past I don’t know if we actually necessarily budgeted.

**Senator Smas:** Well, this is part of the anticipated revenue, that is my understanding.

**Senator Humphrys:** Right.

**Senator Smas:** So I am just wondering, is this similar to the anticipated revenue increases that didn’t occur in the past?

**Senator Humphrys:** I would guess because---

**Senator Smas:** It may not be very reliable, I don’t know.

**Senator Humphrys:** ProMedica employees have received tuition waivers for a while.

**Senator Smas:** I just don’t know if this is the maximum that we set aside for these waivers that are already being deposited as a budget, or if it’s just up to how the employees take courses, the cost and the maximum of this.

**President Keith:** This is a really big question to ask Larry Kelley when we meet with him. We are meeting with him next week. We really don’t know because we didn’t ask that specific of a question. It is a really good question.

**Senator Humphrys:** Right. All right, the next slide is another group of assumptions – there will not be any increases in tuition or general fees for graduate/undergraduate courses. There’s a reduction in the estimated revenue which we talked about last time for the tuition and fees due to the new 18-hour plateau; if you recall, it used to be, 12-16 hours was the same price, if a student would take 12 -16 credit hours, but now it is 12-18. That wasn’t budgeted for the last time, and that has to be budgeted for.

**Senator Rouillard:** And that represents a \$3 million decline for the year.

**Senator Humphrys:** Okay; so, \$3 million as a result of this new plateau.

**Provost Barrett:** We did have \$1.5 million of that this year because it went into effect in January.

**Senator Humphrys:** Now, this one I definitely feel I need help with explaining this - the state support of instruction to be the amount identified in the biennial budget - I am not sure if I understand that, but Senator Molitor or Senator Dowd [might].

**Senator Molitor:** I believe this assumption means that they are just assuming that we will get what the state has awarded for the current year.

**Senator Humphrys:** Okay.

**Senator Rouillard:** There was a reminder that there were a little bit of “artificial subsidies” for the new state share of instruction to help us make the evolution to be part of the state share funding that’s determined by degree completion and so forth. So until 2018, we were sort of given a little bit of padding, a little bit of a cushion and that’s to go away in 2018 and that may represent about \$4 million less. But on the other hand, the state hasn’t announced a tuition increase till 2018, so they anticipate that some of that will be made up with tuition increases.

**Senator Regimbal (substitute for M. Edwards):** I may have missed a part of the conversation, but if you look at the amount of money that comes back to institutions because they graduated students - if somebody starts here and transfers, then we don’t show that they graduated or if they went someplace else and transferred in. How do they track that because the student still graduates, but they didn’t start here, they finished here?

**Provost Barrett:** It is allocated between them. When somebody graduates, 50% of your SSI comes from graduation rates and the state allocates if you've been at more than one school, that money goes between the various schools you attended if they are all public 4-year institutions in Ohio. It is a different rule if you go from a community college to a 4-year and privates don’t weigh into it at all.

**Senator Regimbal (substitute for M. Edwards):** So the state has developed the hiring plan system for tracking <laughter>?

**Provost Barrett:** They have data on each of the two; they have the social security numbers along with everything else so they are able to track things.

**Senator Anderson-Huang:** I don’t know whether you are going to get to it, if it’s here at all. Was there any mention of College Credit Plus?

**Senator Humphrys:** I think there was.

**Senator Anderson-Huang:** Because that is going to be a draw on our workload down payment because the money goes to the high school where the College Credit Plus is taking place, well, at least part of it.

**Senator Humphrys:** That's a good question. Yes, there is no reference to that in the assumptions.

**Unknown Speaker:** Senator Rouillard mentioned the dollar [amount] for loss of subsidy, but I didn't hear it.

**Senator Dowd:** I believe it was approximately \$4 million.

**Senator Humphrys:** Okay, the next set of assumptions – building revenue assumptions to offset the operating budget reductions in FY17. There will not be any increase in operating expenses or revenues for UTMC/Clinical operations.

**President Keith:** We were told that wasn't quite accurate.

**Senator Humphrys:** Okay.

**President Keith:** They should have just said "no change in operating margins."

**Senator Rouillard:** And that the operating margin would be less than 3% of UTMC/Clinical.

**Senator Humphrys:** Perhaps they should have corrected that on this.

**President Keith:** Well, that is what they gave us, but, as we were going through it, they realized that as expenses go up, revenue goes up and that is not really what they wanted, they wanted the operating margin to be constant.

**Senator Dowd:** The first issue is what we discussed before. Colleges and other units will not be permitted to promise generating additional revenue as a way to avoid budget cuts. During the university's Jacobian period, such promises were part of budget assumptions in most years – with no accountability if a college or another unit failed to meet their promise. The opportunity to make such promises will not be included in the group of budget assumptions for the new fiscal year.

**Senator Devabhaktuni:** But that doesn't discourage colleges from developing their own private generated programs, right?

**Senator Dowd:** Let's hope not. In prior years it appeared that individuals in the Office of Finance did not fully budget on realistic assumptions but, instead, by "presidential imagination," or "administrative vision," or however you care to describe their process. In contrast, this year it appears the university is following fiscally conservative budgeting principles. We all want increases in enrollment and increases in revenue. But unlike prior years, UT is not going to spend such possible revenue increases this year until they are actually realized.

**Senator Devabhaktuni:** I think maybe my point is this - the purpose for budgeting the promised revenue, some colleges have not taken into account, as opposed to, they may be taken into account previous years, but at the same time the downward trend which is slightly different from budgeting, are very incentivized

programs that encourage colleges to enhance their revenue and so on, non-ratio sources, that is what I think my question is.

**Senator Dowd:** We did not discuss specific incentives, but we did discuss the possibility of incentives. By “we” I meant Vice President Humphrys and the members of the Finance and Strategy Committee – President Keith, past Senate President Rouillard, and myself. But there is a significant difference between what occurred in the past and our recent discussions with Interim CFO, Larry Kelley. During the university’s Jacobian period, the promised results from such incentives were budgeted. And when those promised results did not occur, there was an immediate increase in the university’s budget deficit. This also occurred last year under an interim administration. The administration understood that some budget assumptions were “optimistic” while others were not consistent with the impact of state statutes. The new fiscal year came on July 1<sup>st</sup> and, if I remember correctly, our budget deficit immediately increased by approximately \$14 million. Senator Devabhaktuni, you are raising a very important issue. However, in my mind, there has been a change in attitude this year – at least in budget discussions during meetings of the Finance and Strategy Committee.

**Senator Humphrys:** The next one kind of stands by itself, there will be a 2% rate increase for residence halls in FY17; I think Senator Rouillard has some comments that she wants to make about that.

**Senator Rouillard:** I would like to point out that in the December Board of Trustees meeting they passed a 2% rate increase for the Honors Residence Hall. You will recall that that is an arrangement with a for-profit management company that manages that residence hall for us. We have an agreement with that company that guarantees a 95% occupancy rate. So then the Board had to, in February, approve a 2% rate increase for our own residence hall inventory because if we are going to guarantee residency, a 95% occupancy rate in the Honors dorm, clearly we can’t undercut that by having our residence halls be too much cheaper, otherwise we are going to be paying two directions – we are going to be paying with lowered residence hall revenue and we are going to have to pay this for-profit management company for the 95% guarantee occupancy rate. I think we can see how these kinds of public-private arrangements will go; this will be yet another driver to increase costs for students.

**Senator Dowd:** I believe the 2% rate increase translates to \$77.00 per semester.

**Senator Rouillard:** That is right, which is not on the face a huge increase, but you can see this is the beginning of things to come.

**President Keith:** Well, that was another thing, they’re assuming that this 2% rate increase will not affect enrollment which it may do.

**Senator Ohlinger:** The two-year residency requirement, does that not take another year?

**Senator Anderson-Huang:** It’s this Fall.

**Senator Humphrys:** Fall of 2016.

**Senator Ohlinger:** That is one of the budget assumptions that I think we should talk about.

**Senator Humphrys:** Yes, that is a good point.

**President Keith:** They mentioned it. They are assuming that it wouldn't have any effect on enrollment because our competitors were doing the same thing for two-year residency.

**Senator Molitor:** The two-year residency requirement affects the Fall of 2016 incoming class. So it won't have any budgetary impact, because the current class is already here and they only have to live in a residence hall for the first year. They will not have to live in a residence hall for their second year.

**Professor Kippenhan (substitute for Senator Jorgensen):** Speaking as a parent, my daughter is currently in the "have" for that for-profit Honors Village. We now have two luxury off-campus living facilities that are becoming cheaper because of this rate increase in dorms. If we want our students to stay on campus because it is better for them to be in learning communities into their junior, and hopefully their senior year, we're out-pricing the market by doing this because we are forcing them to cheaper accommodations and they're in a luxury framework that is centered around standard living they can't maintain once they graduate. So I have major problems with all of what's going on here and I think we really need to take a much more serious look at it.

**Senator Humphrys:** I think that, unfortunately because we are entered into this agreement for "30-years."

**Group of Senators:** Wow!

**Senator Humphrys:** So, as people were saying, when the private company wants to increase their rates, we almost are obligated to do so because we have to guarantee that they fill that one. It's sad; we are in a "catch-22," really.

**Senator White:** We need a good lawyer.

**Senator Humphrys:** The undergraduate enrollment – they are anticipating it is going to be the same, which was always the case that we had in the last five years where we projected an increase in enrollment, but we had a decrease in enrollment. We projected a 2% increase, but it wasn't just 2%; we had a 2% increase projected and we had a 1% decrease and we were "3%" down. So this year the assumptions are going to be that our undergraduate enrollment is going to be the same and graduate enrollment target expendable, at least hold at FY16 budget. They built into the budget a slight decline to be conservative, as Senator Dowd was mentioning, as a budgeting process.

**Senator Molitor:** Speaking of that, do we have any data on applications, admits and scholarships for the Fall 2016 incoming class?

**Senator Humphrys:** None that I know of.

**Senator Dowd:** At this stage they are still requiring [*indecipherable*]...The Exec had asked for this information from the Graduate College, but at this time that data is real soft; we need more time.

**President Keith:** They are projecting a decline in graduate enrollment by 2%; they are being slightly conservative.

**Senator Humphrys:** Okay. Again, our representatives may be able to tell us about this. Reduced debt service due to refunding of existing debt and a 3% base operating budget, which we know 3% is

something that President Gaber has indicated to us. Basically, the difference is it's not just the operating budget not including compensation – which is what the 1.5 % giveback is - this will include the entire budget, including that.

**Senator Anderson-Huang:** Which of course, we don't have.

**Senator Humphrys:** That's true.

**Senator Dowd:** Please consider a clarification on the first bulleted item on the overhead. The reference to “refunding” may be better understood in a general context as “refinancing.”

**President Keith:** No, it was refunding and---

**Senator Humphrys:** Refunding is what they gave us.

**President Keith:** But it is refinance, it is.

**Senator Dowd:** I believe it is jargon. Semantics.

**Senator Humphrys:** Okay.

**President Keith:** They said that would save about \$200,000.

**Senator Rouillard:** And the 3% across-the-board, they were very clear that it is administrative and academic, so everybody is “feeling” the “pain.”

**Senator Dowd:** How about “sharing the love” with regard to that \$200,000?

**Senator Humphrys:** Campus contingency will get some new resources from carryforward draw up, but it is still not enough to be recommended by 5-10% budget range. Basically, that means that we have a “pitiful” amount of contingency funds from being a big university. I think President Gaber told us when she met with the Executive Committee last week that it is less than \$2 million, and that is not much money for an institution of this size; we used to have a quite a bit.

**Senator Barnes:** Where did it go?

**Senator Humphrys:** Well, that is a good question. In my opinion, the SIM Center, \$30 million or something like that.

**Group of Senators:** \$36 million.

**Senator Schneider (substitute for M. Caruso):** So after we get this cut and we live through this budget reduction over the next year and a half, will we then have a stable budget at the end of that, or is this projected to continue? Is this a permanent reduction?

**Senator Dowd:** My understanding is that these are permanent reductions at this stage. To your other question, I believe that administration and faculty will not resolve all financial issues in one fiscal year or over a year and a half. But in my opinion, the announced steps proposed for the new fiscal year are the appropriate steps to take at this time. I suspect it will take a number of years to complete this process.

There were so many years that previous administrations avoided the pain of dealing with the impact of their budgeting by “vision,” or whatever President Jacobs called it. But, in my opinion, their “budgeting” wasn’t actual budgeting, because during all my years on the Finance and Strategy Committee, there wasn’t actual financial planning from the Office of Finance. There were just numbers, and those numbers had little or no context. Just numbers. This is the first step – discussing how the administration is trying to realign the budget with fiscal realities. The second step is, of course, dealing with the current budget cuts. I suppose the third step will be for the administration and faculty to decide on what the fourth and fifth steps will be.

**Senator Schneider (substitute for M. Caruso):** Let me ask a more concrete question. We’ve been told that there is a \$14 million, a \$16 million, or an \$18 million shortfall. Will this correct that shortfall?

**Senator Dowd:** I believe current actions simply correct for this year’s increase in the budget deficit that resulted from last year’s poor budgeting and poor budget assumptions, which I commented on earlier. Is that a fair description, Provost Barrett?

**Provost Barrett:** The things that are happening this year will do that; the things in the budget planning for next year are designed based on "no growth in enrollment" and the other models to create a balanced budget that anticipates spending on things like repairs, the way we’ve been historically spending – and comes in at an even level.

**Senator Schneider (substitute for M. Caruso):** Okay.

**Provost Barrett:** And it includes built-in costs like the various collective bargaining agreements such as raises; that’s an increase in expense that we know is going to happen, so you have to build that in to make sure you break even at the end.

**Senator Schneider (substitute for M. Caruso):** So at the end of FY17, we will then be looking at FY18 where we are not trying to work off debt?

**Provost Barrett:** Well, that’s the wrong purpose; we have bonds that exist.

**Senator Schneider (substitute for M. Caruso):** I know we have bonds and everything else.

**Provost Barrett:** The theory is if we build a budget this way this year, then we will not be working from a deficit position the next year, but that has other assumptions built into it, like enrollment didn’t go down, state appropriations didn’t go down. I mean, there are any number of other things that can put you back in the hole again---

**Senator Schneider (substitute for M. Caruso):** But this is a well-designed deficit to get us back?

**Provost Barrett:** Yes. And generally speaking, pretty conservative.

**Senator Devabhaktuni:** I have a couple of questions for Senator Humphrys, the Executive Committee, or anyone who is knowledgeable of this subject. Question 1, there is a top of this deficit and I want to understand that this deficit is purely a deficit on the economic budget of the university or is it the overall budget deficit of the university?



**Provost Barrett:** It is the overall.

**Senator Dowd:** During our discussion, we did not break details down to the level of the academic enterprise versus the hospital. At that time we spoke in general terms of the overall university budget.

**Senator Devabhaktuni:** Because looking at the aspect of where is this deficit coming from and it might give us some kind of wisdom. My other comment is, driven by the economic deficit, I do have one observation to make, I really hope most of you agree with it. Last year for instance, several people on campus have retired because in some sense that would solve the economic budget problem, although, we don't want say that. So a lot of people retired and then they were brought back by the senior administration on very, very hefty contracts and the people that were brought back are being given jobs that actually could be accomplished by existing faculty on campus. I know we are pressed for time, but I can give concrete examples.

**Senator Dowd:** Senator Devabhaktuni, are you asking for the total amount of funds devoted to those rehires?

**Senator Devabhaktuni:** Well, really, I am not very interested in the number of money, but my concern is really about the philosophy. Did the Executive Committee or anyone from the Finance Committee educate the senior administrators that this has been looked at very critically if the same cases are brought forward for...of leaders because maybe we need them, maybe we don't, but I really think it needs to be very a high level scrutiny on a case-by-case basis.

**Senator Humphrys:** That might be something that we can talk with Larry Kelley about, as far as their philosophy on doing that with the current administrations. Thank you.

**Professor Kippenhan (substitute for Senator Jorgensen):** Concerning the College Credit Plus, if I remember correctly or understand correctly, the governor's mission is that students will come in with enough credits so they are out of here in three years. Have we considered that in our revenue planning, that we won't have them for four years, we will only have them for three years?

**Senator Humphrys:** No, not that we've seen. We were not given any sort of concrete numbers. Obviously, they are aware of that, but I haven't seen that translated in the numbers.

**Senator Anderson-Huang:** I just wanted to address the rehire issue a little bit. I know in our college, the rehire is not to replace another person, but is only being rehired to fulfill the duties up to the eight hours or whatever it is. They are holding the position in advance for the two or three years that this is possible, and once a new faculty person is hired, then the contract for the rehire goes away.

**Senator Smas:** I just have a point, one about the rehiring. At least in the College of Medicine we do see this somewhat frequently, so maybe these faculty have very specific skill sets and are hard to replace. But in recent years there's been some push to have more teaching load for everybody, but the College of Medicine, we don't have as many options, we are increasing our teaching load. When we have these rehired faculty who are doing a lot of medical teaching and sometimes our junior faculty don't have these opportunities because there is no turnover, there's not enough. I've never understood this rehiring process. I've never inquired about it and I don't understand the criteria for it and I don't know if it's transparent. So another question is about the idea of transparency, and we all are probably being asked, at

least our departments are being asked to make some rather drastic cuts. We've already cut a lot over the last ten years or so, so is there any way that someone like me will know that this is actually being done in a rather fair way across departments and units? Is there going to be any website we can go to, to see where all the cuts are made to make sure they are somewhat uniformly imposed?

**Senator Humphrys:** It hasn't been mentioned, but of course, we can at least suggest it. There isn't anything in the planning that we are aware of at this point.

**Senator Dowd:** May I make a comment?

**Senator Humphrys:** Sure.

**Senator Dowd:** I like that question a lot. It would be nice to know how these rehiring decisions are made -- who gets rehired? Who doesn't? Is it based on an instructional need? Is it an attempt to promote research? Or, is rehiring a retired faculty member based simply on someone being a chair's/dean's pal?

**Senator Smas:** Yeah, I don't know what the process will be when I retire, I wish I could be rehired if it's still going on. I just wish we were more informed about why those decisions were made.

**President Keith:** Okay. This is a separate topic and I think we are running out of time and we've got a couple more assumptions. Senator White, you had your hand up, do you have a statement about rehires?

**Senator White:** Yes. In our department we consider it with scrutiny so it's been exactly what Senator Anderson-Huang said, it is true in our college and it's correct.

**President Keith:** I understand. We will not let this topic go, since everybody seems so interested in it.

**Senator Rouillard:** You can also watch the personnel action forms.

**Senator Smas:** Yes, I watch them every Board meeting.

**President Keith:** We will carry this forward and have a conversation about it.

**Senator Humphrys:** This is the last slide, the last of the budget assumptions - salary increases with existing agreements, that is what Provost Barrett was talking about. There is anticipating cost reduction in benefits based on health care cost containment and wellness initiatives. Possible expense reductions related to dependent scholarships, tuition waivers -- they do point out that this is in process. It is something that they considered earlier about dependents. The dependent fee waiver we know is part of the contract, but stacking the dependent fee waivers on top of other universities' scholarship opportunities I think is still part of the conversation.

**Senator Thompson-Casado:** Did they talk about reinstating the direct benefits committee to help with reducing the healthcare cost? That was an administrative and faculty-led committee that helped grow... It started as a pharmacy program that saved us a lot of money over the years.

**Senator Rouillard:** That wasn't discussed in the context of Finance and Strategy, but I think Dr. Gaber has initiated some meetings with some members from the different unions to talk about that in a separate meeting.

**President Keith:** I asked about the second bullet point because I wanted to know if it was just another assumption that wasn't going to materialize because I understand that most of the people who joined the wellness program are actually very healthy. It is mostly just a way to try to find out what it is that we're using in terms of pharmaceutical or procedures and just doing a better job of negotiating with vendors. They thought if they would have a better sense of what our population was using they could actually do a better job negotiating, so that is where they thought our health savings would come from. The last bullet point, again, they are not necessarily talking about not stacking, but we are back to, if everything is paid for, in terms of your tuition and fees, and if your child lives on campus [so room and board is taken care of] and if there's any money that would have been put on a Rocket Card, they are swiping that money – it's what's being discussed right now in terms of items of process.

**Senator Rouillard:** The amount that that would save is only about \$500,000.

**President Keith:** Right.

**Senator Dowd:** It appears to be a small amount of money. But we need to consider context. Truth is that the administration is looking for *any* savings that can be had at this point. Regarding \$500,000, perhaps we could think about what that could mean in terms of how many new Assistant Professors we can hire. I mention this because that is where we are at right now. This for that. \$500,000 in an \$850 million organization may be a small percentage of money, but the faculty should recognize that the administration is just looking for every little bit that can help the greater effort.

**Professor Kippenhan (substitute for Senator Jorgensen):** I was just going to say, can we replace computers every five years instead of every three years? How much money would that save?

**President Keith:** I would say computer lab computers are being taken from students' tech fee monies for the most part, but it is certainly something that we can ask them.

**Senator Devabhaktuni:** I just have a very short comment. I have a small observation to make and share with you from a systems perspective so I am going to model two systems here: System "A" is the growth of the university and system "B" is the growth of the deficit of the university – they are two different systems. I keep saying year after year that system "B," which is the university deficit - people are working on it and there are cuts, everyone is working on system "B." The philosophy underlying this presentation is the actual...seems to be how to apply the brakes for system "B" so the deficit doesn't grow any further, so you are applying brakes on the deficit system. What we are always talking about and a lot of you are aware that exists from leadership meetings, is you get a lot of information and that's all very good, right? What I really find is missing in this institution and I really feel humble to say this, I don't see any work that we are noticing being done in the university, how to address system "A," which is the growth of the university. How do we grow enrollment? How do we grow revenues? Why is the budget deficit greater year after year? Where are these conversations happening? They are happening at university meetings and I am just missing those years, so I really feel as faculty and as people that draw salaries from this university, if we don't emphasize enough on activities and intellectual conversations that actually grow this university, I think very soon the budget models will lead to a point where there will be no more salary negotiations for the faculty.

**Senator Dowd:** Please let me try to address this point. The issues that you are bringing up of system “A” and “B” are very important. It is unfortunate that you have not yet seen some of the actions and attention that has been given to system “A.” For enrollment, there is student aid and there’s campus-wide initiatives regarding strategic enrollment planning which spans just about every aspect of the university. As a second example, consider the work Senator Fred Williams is involved with in terms of Master Planning for the entire university. The different approach to financing, occurring with CFO Larry Kelley, is also very different from previous years. These and many other current activities are addressing the issues you have raised. For me, this indicates that perhaps the Faculty Senate Executive Committee needs to work harder to make certain that students, faculty, staff, and our community know of the considerable efforts being made to address the issues you raised today.

**President Keith:** Budget cuts are hard. I think at the same time though, I am always amazed when I hear people talk about things that are going on in their departments and their colleges. I disagree with you, Senator Devabhaktuni, I think people are having those conversations, they just aren’t having them at Faculty Senate – they are having them locally, they are having them in departments, and they are having them in colleges. They are constantly trying to think about how to make departments grow and programs grow – synergy; I hate that word, but I think there’s a lot of that going on and Senator Dowd is right, we’ve got to get this out there to talk about it at Senate. We are out of time.

**Senator Dowd:** Before we adjourn, please note that there are 3-by-5 cards in the front of this room. If you have questions or issues you want the Executive Committee to take to CFO Larry Kelly, please write your questions on one of those cards and give it to an Executive Committee member. We very much want to know what your concerns are – similar to the spirit expressed by Senator Devabhaktuni.

**President Keith:** And, Larry Kelley is coming to our next meeting in two weeks and even Senator Rouillard was a *little* impressed <laughter>. Are there any items from the floor? May I have a motion to adjourn? Meeting adjourned. 6:05 p.m.

**IV. Meeting adjourned at 6:05 p.m.**

Respectfully submitted by:  
Lucy Duhon  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Office Administrative Secretary.