

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of February 02, 2021
FACULTY SENATE

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

Approved @ FS on 2/16/2021

Summary of Discussion

Note: The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

President Brakel: Okay, I have 4 o'clock, so I will call the February 2nd Faculty Senate meeting to order and ask Secretary Nigem to call the roll.

Present: Ali, Anderson, Bailey, Barnes, Bigioni, Brakel, Case, Chaffee, Chaudhuri, Chou, Coulter-Harris, Day, de le Serna, Duhon, Edgington, Elgafy, El-Zawahry, Garcia-Mata, Gibbs, Giovannucci, Gregory, Heberle, Insch, Jayatissa, Kistner, Koch, Krantz, Lawrence, Lecka-Czernik, Lee, Lipscomb, Metz, Milz, Modyanov, Molitor, J. Murphy, L. Murphy, Niamat, Nigem, Oberlander, Wood (substitute for Pakulski), Pattin, Perry, Ratnam, Smith, Stepkowski, Steven, Teclehaimanot, Templin, Thompson-Casado, Topp, Van Hoy, Wedding, Welsch,

Excused Absence: Duggan

Unexcused Absence: Guardiola, Hall, Harmych, Kujawa, Longsdorf, Reeves, Taylor, Tiwari, Zietlow

Senator Nigem: I think we have a quorum, President Brakel.

President Brakel: Okay. Thank you. You have before you, today's agenda. I'll entertain a motion to adopt today's agenda.

Senator Kistner: Move to adopt.

Senator Van Hoy: Second.

President Brakel: Thank you. All in favor, put yes in the chat box. That appears to have passed. *Agenda Adoption Passed.*

Regarding the Minutes of our last meeting, we had a little technical difficulty with the recording loading into my lineups. It took several days for that to load in, for whatever reason, and thus we didn't get the turnaround time out to the speakers in time. So, we will have to approve the Minutes of our last meeting at the next meeting.

With Senate's indulgence, I'm going to jump down to the enrollment and recruiting update as Jim Anderson does have another meeting that he has to get to by 5 o'clock, and I want to make sure he has enough time. I'm not asking him to take up this entire time here, but I do want to make sure he has enough time for his presentation. And so, as you have seen the enrollment numbers, we have been down this year. We really need to see what we can do as faculty to help Jim and his office staff in this recruiting process for next year and beyond. So, Jim.

Mr. Jim Anderson: Thanks, President Brakel, and thank you for the opportunity for being here today. It is always my pleasure to be here virtually, and when time permits, I'll be back with you physically here in front of Faculty Senate. And so ---

President Brakel: My apologies, Jim. I accidentally muted you.

Mr. Jim Anderson: I'm unmuted now.

President Brakel: Thank you. I had a message from somebody to mute them and I hit the wrong person. Sorry.

Mr. Jim Anderson: All right. We're on live. President Brakel, can you affirm for me that you can see my slides? Here we go. All right. Very good. And thank you for the introduction. Yes, enrollment is an all in sort of activity and we are going to need the help of everyone on this call and everyone within reach to be able to help us. So, the best way I thought about pulling this together is to present to you our enrollment this spring. Present to you, backing up a little bit, some of the factors that contributed to our fall enrollment picture so we can understand the climate, we can understand the landscape, and then move forward to what we're seeing for fall 2021, and what are our points of emphasis, and what we are asking for help in going forward. So, with that, let's get into spring 2021 enrollment.

I don't know about everybody on the call, but I certainly do look at the enrollment tracker on a fairly regular basis. Here is a screenshot of our most recent enrollment tracker. Just drawing your attention to the bottom line for the totals. Our spring total is 12,738. Last year at this time we were 14 through 77. This is a headcount. For brevities sake, I am not going to go through the complete enrollment tracker. We could take a look at semester credit hour generation; I'm happy to with you, if you would like to. But for brevities sake, we are talking about retention. Also you can see the graduate numbers here are down quite a bit as well. Some of this is to be expected: A smaller fall is going to bring in a smaller spring enrollment, and that is not disputable. But what is constant, and this is representing a very small window to what budget planning and enrollment planning do, historically, we anticipate a 90% carry-forward, re-enrollment from fall to spring. That's been very consistent over time. And so this year the spring target was 12,960 and so we currently, and I just got the undergraduate numbers for you, sit at 12,738. So, [it is] not at that 90% benchmark of 12,960. So you can follow the math through. That's what this equates to and that is what are assumptions are. Now, following that logic through, a smaller spring is going to have with it its challenges for retention, moving from spring to the subsequent fall. I'll get into some of the action items that I would like for the Faculty Senate to consider along the way to help us with that. Most heavily cited for reasons for not re-enrolling were the online environment and lack of experience – these were the most cited reasons for students not re-enrolling. However, that manifested itself, whether it was on campus, housing, or whether or not it is the mixture of fully online to face-to-face. But those, if you have to distill down what the student success coaches most commonly ran into as reasons incited for not re-enrolling, those were the two. Also rounding out this spring, this fall we had Cares Act 1, and then Cares Act 2. [Cares Act 2] has a slightly different acronym, but for all intents and purposes it is Cares Act 2. That money just came in about a week ago. We were hopeful that that money would come in in time to effect on spring enrollment, in which we can help students who had financial concerns and who have finances as a primary driver, but that wasn't the case when Cares Act came through. So we are in the process right now of unpacking that. To know one surprise, [there are] more regulations than Cares Act 1, and so we were pretty forgiving in how we distributed Cares Act 1 in the onset of the pandemic. There is now a little more structure to it, and so with more regulations, it takes more time. The Department of Education is consistently and constantly restating the books, so that is prudent. I know our students need this money quickly, but it is prudent to wait just a moment to make sure that we have all of the guidance and then we have the guidance from the Department of Education. That take a little bit as you can imagine. With changes in Washington, that leads to air gaps and the way information is disseminated. But we are on this. We do have our students who are filling out a Rocket-aid application and we are working that population, trying to get them the money. That is a picture for the spring. I've seen some questions popping up there, but just keep the questions going. I am a 'bad' multitasker here, so we'll try and answer the questions as soon as possible.

So here is our fall 2021 profile: I think this is important to note, particularly because the last time I was in front of this group we were talking about things such as test option and then we were trying to take a look at what those impacts might be. Here is another fall 2020 class sacked up against our previous classes. As you can see, the following, for all intents and purposes, remains constant and has over time. Our retention rate and graduation rate continues to move forward early numbers from Institutional Research, although not official, because that march continues up through our graduation rate expected for this spring. So the upmost importance to us always is enrollment...momentum on our top level quality indicators, or initial quality indicators on the student's side and coming to us, and also reserving and growing our graduation and retention rates. I'm happy report this data and I am happy to keep this momentum moving forward.

So I am painting a picture on what happened this fall. As you can see by the chart here and the giant blue arrow, this fall was a hard decline in our yield rate. Our yield rate is the percent of students that we admit, vs. the number of students that enroll. So, that is our yield rate. As you can see we are pretty constant. The University of Toledo is not a yield story. That is not a deficit for us- 32%, 31% is quite good for a public university of our size; 26.8% is a steep decline and that came to us in a year and I'm stacking up data on here to build that case. I wanted to highlight there, as we go through here, there is a key differentiating factor that the University has been able to do this summer, this fall, and into the spring. Following all COVID protocols we've been able to launch campus tours. We were able to have those tours start in July. We were one of the first campuses in the state to be able to do that. I see Amy Thompson is on the call, as our 'others,' who helped support us in that initiative and helped us stand up for safe campus tours. Fall and spring tours are in progress. We've been able to really do our events in person as well as a mixture of online. But primarily in-person [tours], parents and students have enjoyed those quite a bit. We know that other schools around the state, where various states are bringing students back to campus, are offering campus choice. So we believe that, and it has to be a belief at this point, our fall 2021 yield rate is going to improve because of the fact that students were able to experience on campus in a way that they weren't able to experience other campuses - students had to look at those campuses remote and on virtual tours. So, I am pleased to say that. I wanted to thank everybody here today that had a role in helping us do that. We had to contain and had to have groups of 10. And so if we had an event of 100, it was really 10 groups of 10. We had to work through that and so that required quite a bit. Engineering, for example had to really fan out ten classrooms with 10 groups of 10, and the rotator counts as one of those 10. We had small groups. We had frequent events that is taxing on our folks, but we were able to pull it off. And I have those numbers for you at the end -and again, why those numbers are important. So we do compare our data to the Clearing House and we compare what is called a Lost Admit Report- students that we admitted and where did they go. So I just briefly saw a question that came in and was the comparison to other schools. So one of the big questions around this fall was, when did students stop out, where did they go, did they stay at home, or did they do 'this and that?' The answer is yes, they did all of them, and the data shows that. We had a marked increase of the number of students who stayed at home this fall and did not enroll anywhere, but yet were admitted to the University of Toledo. So you can see that 791 in 2019 and it jumped to 1136 in 2020. We saw an increase number of our students admitted at, or enrolled at Ohio State, Michigan, Michigan State and others. And I've got the detail breakdown later on in the slide deck and I can show you exactly where those changes did occur. So, in some cases students stayed closer to home. Michigan is a big feeder state for us and we saw an influx of students at Michigan State and Eastern Michigan who were also admitted at the University of Toledo. Much of this shift in the market was due largely to the lack of international students. International students were from a healthy population that all universities were trying to grow along with their domestic population, they went to Zoom. I want you to know, because of the work that people were able to do on this call and advising, and delivering coursework, we were actually able to enroll close to 100 students, which is half less than enough of our

usual enrollment. We were able to enroll international students online. Many institutions did not do that, did not pursue that group, did not advise them, the faculty did not allow them to take the course in an online format if it was going to be offered in a face-to-face. The Toledo faculty did, and my hats are off for that. For obvious reasons we have to carry that through to the spring. So, if you are taken notes at home, that international population is one that we are going to need to continue to work with. I'll come back to why that's important. But that is why we saw increases in these other flagships around us, was because they were trying to fill in a gap of students and so they went to here in that pool. Then we went over the yield rate issue, which is the downstream issue because the students were admitted elsewhere, especially in those areas where it is highly competitive. We saw that mostly in our stem disciplines where students are involved in at other universities.

So here is the breakdown: I am not going to go through all of these numbers for you, but this is the chart. To answer the question, do we compare and how has that changed over time? So I know Bowling Green is right down the road, but they are our number two competitor – maybe number one in basketball and football – but a number two competitor for us. Ohio state is our number one competitor as it come to lost admits. As you can see, both the top line is blank, which is what I referred to earlier – those are students who did not enroll anywhere. The Clearing House has data on their words, 98% of the students in this country, and so it is a pretty solid number. We saw that number jump up significant. We saw Ohio State's small, but significant. Last year if I were to put the 2019 data in front of you, Cincinnati was actually our number one competitor last year. But looking down the list there, you can see some institutions: Michigan State jumped 30. We saw a number of students go to Owens, which is more significant than in years past, that group by roughly 30. Dayton jumped up there as a private university, so that is stay at home money, which is what that means. Eastern Michigan and University of Michigan also jumped up in our competitive set. So, we've been able to plot that over time and this is something that we watch. This is where it starts to matter, right? This is where we need to act, we need to act swiftly. And we need to continually talk to our admitted students and continually talk to students who tours and at events to give them that genuine UToledo experience because we are up against very, very stiff competition. I'm proud of that, that our University carries that sort of swagger, but it is also tough.

Let's talk about fall 2021 and how things are shaping up for fall 2021. Again, I'm very encouraged because of fall 2020, we can remember that far back, was tough. Fall 2021 is students that are upcoming, talking mostly about direct from high school students, have operated under this COVID cloud for a year. Our application numbers and our admit numbers are the same this year, we are equal. We're slightly ahead on admits as a non-COVID year, and that is very encouraging to us. But currently these are the areas, I've highlighted some of the colleges there, we've got some growth: Business, University College, Arts & Letters, HHS, all showing a positive in enrollment growth. Some of them barely, but all numbers are good there. Pharmacy and NSM are stable. Nursing, Engineering and Education are still chugging along. We are working very diligently with all three deans there to help push enrollment. I put an asterisks by Engineering because of the third bullet on internationals until, embassies are closed. International travel, we all know. I don't need to go through with you that list. But, it is causing an interesting phenomenon. Remember I talked to you about those other institutions in fall 2020, how they went to waitlists and things like that because of the international market, the freezing of the international market? Well, the same thing is true this year that is causing it today. The University of Michigan, for example has not made any admission decisions. Cincinnati hasn't made any admission decisions yet. Ohio State has gone through their first round; I think they are looking at their second round here, either this week or next week, which is a little bit later for them. Miami University is in the same boat, because all are trying to take a look at what this vaccination rollout and if that is going to unfreeze those international markets. Time will tell. But again, put a pin in that, because that is very important. The University of Toledo, I am

pleased to report, our students, our applications are up-to-date. Our admits are up to date. Our merit offers are out there on the street. We didn't miss a beat. So what we are recruiting right now, we also cross app with or cross admit with at those other institutions I was talking to you about. They've got the Toledo stuff on their kitchen table. They've got the offer from us on their kitchen table. And so they may be waiting for these other institutions, but that creates an opportunity for us. That creates an opportunity for us to work those students that have been admitted. Those students that have merit offer from us. Across the board, anytime you can reach out to a student in a personal way, whether that is email, phone, call, text, chat, however you choose to communicate, that is a differentiated thing. It is not a factor that is present at some of those larger institutions, and so it makes a difference. It makes a difference for our yield rate and it will make a difference for our enrollment this fall. Also last point rounding up this slide, even though we saw a higher number of students go to Owens Community College, it did not equate to a net increase in enrolled students at Owens and other community colleges, for that matter. Owens is the largest feeder, but by-and-large, the community colleges were affected by that same number of students who stayed out of education last fall. So, their enrollments down, and so that is going to have a ripple effect. You have to have a student go to a community college before they can transfer here, a students go to a four-year university and transfer here the latter.

The DHS market is going to be the leading market in this and the online market is going to be a leading market in this. And our online enrollment, and I didn't call that out in particular, our online enrollment is up for this fall. We are seeing some good movement there. So here are our focus areas. The last time I came to you, I was coming to you reporting that we had dedicated staff in Columbus, in Cleveland and since then, we've been able to move that forward and we've been able to get staff in Cincinnati, in Chicago and on the East Coast, as a matter of fact. We know our students are going to come from all over and we want to be able to have a personalized approach to that and so having those enrollment counselors in those areas enables us to do those things. Now, I am primarily talking about the HS, but the staff was also working transfer. So the groups that are in here are also working transfer and they are also working the international, and although it is emerging we are working with the Grad College on how to be able to get information out about graduate programs as well. So a lot of these assets are out there, they are not assets that are just simply dedicated to the DHS. There is certainly a bias towards that, but they are multifaceted, and so we are continuing to layer on their ability to talk about the University of Toledo in a very broad sense. They are also to engage with alumni and work with the alumni team to be able to do that as well. So there is a lot of ripples that get created when we are stationed in these cities vs. having to travel in and out, in and out. As you know right now, traveling in and out in anywhere is difficult at best. Our enrollment counselors are now assigned a college. They still have a territory, but they principally have a college as well that they're responsible for. That means that they are connecting with the college staff on a regular basis and the lists that I keep talking about, the students that I keep talking about that are in our funnel, those counselors are pushing those lists, they are coming out this week, of students that are interested in hearing from faculty - they are interested in hearing a follow-up from faculty. This is not a wholesome effort. We have already gone through and made contact with the student and the students' said, 'yes, a call from a faculty member would help.' In other cases, some students got a call from somebody in Student Affairs - we have a list and we have a point person in Student Affairs. Each week my recruitment staff is going to be pushing out lists of students that we've already talked to and set a follow-up call for outreach from somebody involved in their major, [which] would be very helpful. I know I speak to a great active audience on this call, but we all need to contribute in that effort to be able to make that happen. There's not enough to go around whose principal job to do just that. There is way more work than they can handle, so if you are going to throw your 'hat in the ring,' it is around this effort. I do talk about this direct from high school and transfer market quite a bit and international. I don't want

to understate that we are still working with students who need to be readmitted. I talked to you at the beginning of this conversation about the number of students who stayed out this spring semester. We are starting an outreach campaign to students who did not re-enroll, who were enrolled fulltime. I just got off the phone this morning with success coaches and retention folks around this. This is going to be another active space. If you participate in a retention committee, I'm talking tomorrow in a retention meeting where I am talking about recruit back of our students who stood out or stood aside for this semester and need encouragement to come back. It doesn't mean their situation is simple. They are probably very complicated, but we need to start the conversation. And so, that is going on. We are working with success coaches to be able to find the reasons why they left and answer those needs and connect them with caring faculty on the other end to say, hey, we missed you. come on back. So that is the spring stop out. Of course, we do constantly push for online CDE and continue to push for articulation agreements. We work the articulation agreements as absolutely as fast as we can, but we do rely on our faculty to help in that. Our faculty help, we're working with different colleagues from different institutions and you discover that there might be a partnership there. Enrollment is more than happy to help facilitate that connection and help usher that through. They are complicated, but the more, the merrier in this area. So we always have our ear to the ground where opportunities lie and that network that you maintain as a professional, that is extremely helpful in doing that work.

So continuing on. Just making a couple of key points here. This PowerPoint would be available to you afterwards. The changes in competition and application patterns are making yield activities more important. So, remember I talked to you about the job in you? We're hopeful that we're going to recover several points in that yield rate, but we're not so ambitious that we are going to get back to what we once were. That we know will take time. But we know we can recover at least a few points in there, or if not, cut the difference entirely. So, that is where it is going to take everybody, and President Brakel said that at the beginning of the introduction. That is where it is going to take everybody involved in these lists and those activities. Those spring activities, I've got a list of those coming up. Our involvement in those, around those, supporting those is very important. Even to be there in a non-formal role, but just take questions, or talk to family members, or being online and be that representative when that event is virtual, all of that. All of that adds to.

These next four bullet points are key tenants, both for new students coming online, but also continuing to talk to our returning students. I hope this helps you in conversations with returning students. My team has these, Rocket Solution Central, and they continue to talk through them. We are, we always have been the value of higher education, but now COVID has put an exclamation point on that – so now more than ever. Then the value of continuing in a program, this can be a negative conversation, but you can approach it in a positive way, but there is a cost to delaying your entry into the workplace. And so when we have that opportunity in our classrooms and in our student interactions, to reinforce these tenants that is what is going to help them to keep coming back. We need them to come back this fall at a higher rate than what we usually count on from spring to fall for those reasons that I cited earlier. We had fewer carryforward from this spring, and a lower spring means a lower fall. Enrollment is doing everything it can to recover, but we are not going to be able to get us completely back to square-one overnight. It is going to take time.

The last piece. I think I am up to five times saying this now, is connecting the students who attended in fall 2020 who did not run well, expected to see in your classroom, that take the next step, who took the prerequisite as talking to them about that next opportunity. Your colleges have these lists and we welcome your support.

Last, rounding this presentation out and then maybe we will have a couple of minutes for questions, but I'll defer to President Brakel on that. Here's our upcoming and personal events: Saturday, February 6th,

we've got Rocket Scholars Day. [It was a] great turnout on both our virtual experience, and our in person experience. We brought this event back. It was one of our highest yield events in years past. We retired it. We thought maybe this is a good thing, let's bring it back and so we are. We actually had to stop taking registrations. It's full. We've got definitely some scholarships to help students make a decision to enroll, and that is shaping up to be a great day. And then we've got Experience Day, and that is where students are more connected with their major, they are in the colleges, and they are making connections with faculty. And they are making those detail choices, can I see myself here for the next four years? Last, I just want to cap it off on a very positive note. Our events stand to date. Like I said, we had to triple a number of events that we had on campus for this fall. We had nine total events and 1,300 students registered, 986 attended. That is a 76% share rate. And through COVID, we beat, slight, 18. It is slight, but we beat the numbers that we saw on campus in a non-COVID year. We were able to do this to my knowledge, and I'll just put a little asterisk by it, in a safe way where our events will not contact trace back to as exposing everyone, anybody to the virus. So, we took the protocol seriously. We used the support given by key professionals on our staff and we were able to do this, and this is a big point of pride I think for all on this call. This is one of many, but this is going to make a difference for this fall. So with that, that concludes my presentation rundown of what is going on. President Brakel, I will allow you, if you would like for [me] to entertain questions.

President Brakel: Yes. Thank you, Jim. I was trying to keep up with the questions that were coming through. I know that you answered several of those as the presentation went along. But one, I want to cycle back to, because you talked about reaching out to students. Senator Heberle asked, basically, how can chairs and/or directors receive the list of admitted students in a program?

Mr. Jim Anderson: The list of admits is made available to those that are on, what we call the recruitment coordinators committee, RCC, where we meet with RCC. We have now up that to twice a month. It was once a month. We send it to associated deans. Sometimes that is the communication person in your college or if your college has a communication and outreach person, they have those lists and they know how to reach us. So I encourage you to contact your associate deans who sit on that committee, ask them for the list of admitted students for your college. And if they can't get it, they are going to reach out to us and we will get it for them.

President Brakel: Okay. You've talked about different places that you are focusing on recruiting, and we had a couple of senators that related, ask questions about recruiting in Michigan and also basically recruiting in the greater Toledo area: TPS, Sylvania, Perrysburg etc.

Mr. Jim Anderson: Thank you. Let me address that. By no means are we ignoring anyone to our North or anyone within a 100-mile radius of campus. So although we did not represent those as key remote stations, we cover those out of the Toledo Office. So Michigan is covered out of the Toledo Office; we can get there in 45 minutes. Ultimately, yes, we would love to have somebody in Detroit to be able to do that. So, yes, yes, yes, and yes. Our enrollment counselors have high schools, they have territories in the TPS area: Lucas County, Wood County, every county – 88 counties. There are 88 counties in Ohio with all the high school students assigned to them. They have the perspective students assigned to them, and so, although not specifically listed there --- I'm sorry, I operated under assumption. That's bad. But all of those other areas are absolutely covered. And in between here and Chicago, Indiana is covered also. So those are just highlights.

President Brakel: I'm going to ask you this, what are your thoughts regarding degree programs or how we're offering things that you're hearing from students that they would like to see?

Mr. Jim Anderson: That is an interesting [answer]. The degree programs, what students would like to see—students always enjoy, and I say this quite a bit, when they can have a clear line of sight. A clear line of sight means that they can see themselves taking the degree program and how that converts to either their future plans or future occupation. President Brakel, I don't have a short list of what they want to see, but obviously, I.T. cyber security is aware of that in that business. Those are some of the emerging areas that I've seen universities are adding collaboration labs and really pushing partnerships on that end. But anybody's program, when a student and parent, for that matter, was able to see an outcome. I know we operate on a per class basis sometimes for program basis, but we should always get a reaffirming how that can relate to the outcome. That is what the new students need to see; the new parents need to see at universities. So sometimes we have to think about that. But that is my best instruction for that. We've got the top 10 occupations and those sorts of things, and that always drives our academic programming, but in a broader sense, I would instruct...to look at..., not only we have growth, [but] volume in that as well. So the number of top 'x', the number of 'growth y,' and the number of things that you can tie into those state initiatives. So Gov. DeWine just announced today that through this next biennial he is trying to take \$1B reinvestment in Ohio, and part of that is bringing more industry into Ohio. So what programs support those industries either through the knowledge growth on that labor force or through the people that are currently practicing those occupations, how they can better themselves as well.

President Brakel: Senator El-Zawary had asked about what are we doing really to help students financially given the COVID stuff? I'm going to expand that just a little bit more because we've also been trying to reduce the discounted rate. So, will you just address how we are trying to financially attract students here and help them out?

Mr. Jim Anderson: Yes. We are trying to be very smart with our scholarships, and that is not code word for 'anything else,' other than to make better intelligence with our offers and not to over extend. What we've done in the past, you know I sit in this chair, we have overextending ourselves. Meaning that we have taught our offers so high that it just wasn't in either the student, of course the student takes advantage of it, but either one's best interest, student or the university. We're being more practical about that. Our scholarship amounts have not changed. We still maintain that same levels of scholarship. Our scholarships are still the best in the state when it comes to that. We know that we have to grow enrollment. That doesn't mean that I am giving full rides everywhere, but that does mean that we are going to be watching for those factors that I just said and to continue to do that because affordability is there, that is the key. We also have a robust need package as well. I think it is important for all to know that a student with high need, not living on campus almost and with the grants that are available, federal and state, purchase the cost of tuition. So the University of Toledo maintains that it is a strong value for those students that are within a 25-mile radius that live close enough to get a waiver on the housing. Now, what are we doing otherwise? So I mentioned the Rocket Aid application. The Rocket Aid application, it is available on the Rocket Solution Central website. What that does is that drops the student into glide path where we have a team who is trying to sort through those applications and source funding for the student, whether that funding is the flavor of Cares Act, or alumni or donor based, or whether that is lead based fund, whatever that might be to advance that student's financial situation through that. That is a common collector so that we can source students back out to scholarships opportunities that may be in the college without sending them out into the colleges and say, go find these. So we are trying to source that for the students and walk them through. This Cares Act 2 is going to help significantly. In this spring we disbursed \$4M, close to it, directly to our Pell grant eligible students this spring. We also through that, we were able to use University funds to help our international students. It is never enough, and I will freely admit that. But we are definitely trying to make finances not the... who doesn't continue their education.

President Brakel: Okay. Senator Giovannucci asked if the College of Medicine enrollment project is stable for next year.

Mr. Jim Anderson: It is. The College of Medicine had an egregious spring; College of Medicine and Life Sciences continually to grow.

President Brakel: College credit plus, meaning these students come here for college credit plus, but we don't necessarily retain those; they often want to go elsewhere. Do you want to address that?

Mr. Jim Anderson: Yes. We took a hit, over 60%, and I am shooting a little bit from the head, it is probably higher than that. At no less than 60% of the students who go through our CCP program will likely go to the University of Toledo. So, it is a feeder. I get that question quite a bit. Is it worth us doing the CCP program? Does it feed our University? The answer is yes. Our CCP program has grown this spring. As a matter of fact, one of the few bright spots that we did have in unemployment was related to CCP. It did grow this fall as well and we will continue that momentum into the spring. We have invested more into our staff, who also work with CCP, and so yes, for those who are...helping that cause, partnering with high school teachers or...yourself...[Indecipherable]...and should continue to be part of our portfolio.

President Brakel: Thank you. We are right up against your stop time and so I want to thank you for your presentation. If somebody has questions, they can shoot them to me and I will shoot them to you and we will get a response.

Mr. Jim Anderson: Absolutely. My pleasure. Thank you, President Brakel. Thank you to all on the call.

President Brakel: Thank you. All right. We are going to cycle back now to the Executive Committee report: Senator Bigioni, if you can put that language up?

Since our last report the Constitution shared, Mark Templin, President-Elect Terry Bigioni, and I met with representatives of administration regarding the Office of Legal Affairs review of the Constitution. Legal Affairs is fine with the changes that were made with our first reading, but wanted a little modification to Article 6. regarding 'special meetings' called by the University president. Mark and I discussed some options and this topic was discussed at the Faculty Senate Executive Committee meeting on January 22nd. The old language read: "*At the request of the Faculty Senate, special faculty meetings shall may be called by the President of the University, ' consistent with the provisions of the University of Toledo Board of Trustees bylaws sections...[you can read the numbers] for consideration of recommendations or other business of the Senate. The University of Toledo's President may preside at such meetings and may regulate the role to President of Faculty Senate, shall preside at such a faculty meeting under egregious of Faculty Senate. In the event of the University of Toledo President's refusal or inability to call a special faculty meeting upon request of the Faculty Senate, the President of the Faculty Senate may call and preside at such special faculty meeting under the egregious of Faculty Senate.*" So, we tried to come up with some cleanup language here on what we are going to be proposing to the Board of Trustees in our meeting. "*Special faculty meetings may be called by the President of the University consistent with the provisions of the University of Toledo Board of Trustees bylaws sections...[you see the numbers] for consideration of recommendations or other business of the Senate. The University of Toledo President may preside of such a meeting or may delegate the role to the President of Faculty Senate to preside at such a faculty meeting under egregious of Faculty Senate. In the event of the University of Toledo's President refusal or inability to call a special faculty meeting upon request of the Faculty Senate, the President of Faculty Senate may call and president at such special faculty meeting*

under the egregious of Faculty Senate.” So I think that will cleanup that particular language there. We will come back at the end of the report if we need to.

The Executive Committee also met with the Provost on January 21st. We discussed the need to conduct the deans’ evaluation this semester and touched on the Constitution. We also discussed the work of several key initiative committees and some upcoming presentations at Faculty Senate, and one of those you just heard.

The Faculty Senate Executive Committee met on January 22nd to discuss the Constitution, the deans’ evaluation process and other topics. The deans are to be evaluated every-other-year, assuming they have been in their positions for at least two years. We postponed last year’s dean assessments due to the switch to remote from COVID related issues. These evaluations need to be done this semester, and we will follow the same tool and process used in the last. We will hear more of this closer to launching the surveys. I also attended the prior learning assessment committee meeting. After some law and request for prior learning assessment hereafter this report called PLA, there was a recent uptick in request for PLA’s. There has also been some clarifying language that develop that indicates that the previous work submitted for PLA must be equivalent to the work of the college credit course requested. I asked about the status of the military transfer insurance guide, the M-Tag, as I know that the state of Ohio’s Office of Higher Education was beginning to work on this back in 2016. The answer was not sure where that stands, and we all need to follow-up on this issue. I know that there are areas where M-Tags been developed, but I don’t know the extent of all those M-Tags.

Our next Faculty Senate meeting is scheduled for February 16th. As you are aware, this is one of the no class days that are occurring during this semester. We are still planning to continue meeting on this day as we will hear a presentation from Huron Consulting regarding the work of the budget modernization processors, when somebody’s been called responsibility senate management. I had communication with Matt Schroeder in the Provost Office to arrange this meeting. This will also permit faculty from across the University to attend the meeting. We will also have various curriculum and program approvals to take action on at that meeting.

Finally, I want to congratulate Senator Mohammed Niamat for recently receiving a \$1.8M grant from the Air Force through Wright State University, with the goal of the project titled, Assured Digital Microelectronics Education and Training Echo system, which is to develop a seamless environment of career long education and training in a timely completion of education credentials to overcome any instructional barriers curricular differences and policy hurdles.

This concludes the Faculty Senate Executive Committee report. Does any faculty member have something they would like to add? Hearing none. I want to cycle back to that Article 6. language. Are there any questions or comments about that specific language right now?

Senator Heberle: I was just going to comment that when we say the words, ‘special faculty meetings,’ are we talking across the entire University, or are we talking about Senate meetings?

President Brakel: My understanding it is for the entire University faculty. Worst case scenario, if something happens and we need to call faculty together.

Senator Heberle: Okay, I wanted to clarify that. Thank you.

President Brakel: All right. Any other questions about this article language? Hearing none. We are going to move it to the Board of Trustees now. Any questions or comments about the rest of the FSEC report? Hearing none, we will go to the Provost report.

Provost Bjorkman: Thank you, President Brakel. Good afternoon, everybody. I hope the first few weeks of spring semester are going well for you and you're staying warm because it suddenly got cold out there, and we hear it is going to be worse this weekend - welcome February in the Mid-West, we are all used to it, or should be. I want to begin my remarks today about reminding you of an email that I sent out to all faculty on January 25th about tracking attendance and participation of students in all courses and how we need to report that information by the end of the add/drop period for each semester. That deadline for this semester is today, but if any of you need an extension, we are allowing an extension until this coming Friday, February 5th at 5 p.m., but we cannot wait any later. Just as a reminder, what this is, is a federal requirement for our Title IV financial aid funding. If this information is not provided, then there are significant financial penalties that are imposed on the University. That would impact our ability to provide financial aid to our students. So it is pretty important that we get this done. A copy of that email with those instructions and definitions of attendance activities is posted on the main page of the Office of the Provost website. So, if you don't have your copy of that email anymore, you can go there and find it. It also is very critical that we have 100% faculty participation in this reporting in order to comply with the federal mandate and protect financial aid funding that we receive for our students. This came out of an audit that was done that discovered that we had some issues in the past, and of course, we did have to pay a financial penalty on that. So it is really important that we get that done, and I appreciate all of your assistance with that process. I also want to just briefly mention that the need really does continue to be really great for the use of our student food pantries on both campuses. They are averaging about 60 students a week on the Main Campus, and about 50 students a week on the Health Science Campus. So really students on both campuses are really taking use of this facility and they really need the help right now. I just wanted to remind you that if your department or your college wants to organize a virtual food drive, you can contact the staff at the Food Pantry for assistance, or you can contact Flapp Cockrell's office in Student Affairs, or check their website that has information on how either individuals or groups can make donations online, or drop off donations in person, or even have them picked up. So please help spread the word about that important resource for our students.

The deadline for faculty to select participation in the inclusive access digital textbook initiative for fall of 2021 – so those course that are not already doing this but might want to – the deadline for that is February 24th. And so I just wanted to remind you all sections of a course have to be included in order for that course to participate in that. If you have questions about that, you can reach out to Jaime Fagar in the Office of NSM. She is coordinating that on behalf of the University. And then I just wanted to say related to that, in the fall 2020 semester we had faculty teaching 40 courses with 160 sections, who participated in this voluntarily and that saved over 7000 students collectively about \$1.2M. So the average savings per student was about \$155. I really appreciate the efforts our faculty are making to help reduce those costs for our students because for them these are significant savings. Looking ahead, just to remind you that midterm grade reporting for this spring semester is going to open on Monday, February 22nd and it will close on Sunday, March 14th. And of course, just a reminder, by submitting the midterm grades, we're able to help identify students who may be at risk or struggling and intervene to help provide assistance where we can, and where it is appropriate. So last semester we had really good participation among our faculty and I really appreciate that. I hope we can continue to increase our reporting rate as we go forward.

I also wanted to let you know, in case you hadn't heard this, we are looking for faculty who want to volunteer this semester to participate in a pilot project to test a new software system and a vendor to replace our Scantron system. Just as a reminder, the Scantron system will be retired in June of this year. And so we're testing out some new options, which actually are pretty slick, and I think people will really like them. But we do want to have some folks help us out by running a pilot project to make sure we

understand how it works and get the ‘bugs’ out and make it a seamless rollout. So, if you’re interested in participation in that pilot this semester, please contact Dr. Kristen Keith by next Tuesday. We are still looking for a few more faculty members who are willing to help out with that pilot project. So, looking ahead, you probably began to hear that we are beginning our initial planning for the fall semester. We continue to plan for ongoing COVID testing, physical distancing, wearing a mask on campus. It is our goal, however, to try to work toward increasing our in-person courses as we move into the fall of 2021. As part of our initial planning, we’ve asked the chairs and deans and the curriculum schedulers to begin to prepare class schedules that include an increase in face-to-face from where we currently are, with the goal of trying to return to a more typical percentage of classes in a face-to-face format. In order to increase our in-person classes, but still maintain our physical distancing, we’ll need to maximize the use of available days and times for our class offerings that will enable us to be a lot more efficient with the limited spaces and instructional facilities that we have and be able to still be able to spread out. So, in order to accommodate those changes to the fall course schedule, we’ve extended the scheduling deadline to February 15th. We understand there are going to be some substantial changes to our usual fall schedule, but it is really the only way that we can be able to increase the in person classes while continuing to maintain the physical distancing. We are very much aware that ultimately the pandemic is what dictates what we can and can’t do. And the rollout of the vaccine is another thing we are taking into account. So we are aware that those plans might need to be adjusted as the fall semester begins based on actual circumstances regarding the pandemic between now and then, and if circumstances require us to make changes, we absolutely will make those appropriate changes. Maintaining a safe campus is our campus priority, and our campus have been extremely safe, and we continue to have a very good low positivity rate, lower than our surrounding community and it is our intent to continue that. So, our commitment to that is we will continue to monitor the campus environment, we will be using surveillance testing, COVID testing, following the guidelines from the CDC, the Ohio Department of Health and the Toledo Lucas County Health Department.

So, last thing just before closing my remarks. I know you have a lot of other things to get to today. I want to remind you about a couple of other things. First, our nominations have been extended for the Distinguished University Lecturer awards. They are now due on Friday, February 12th. I encourage you to nominate some of our outstanding lecturers for these awards. The deadline is also extended for the nominations for the MAC faculty award for student success. They are now due this Friday on February 5th. And it is the time of the year for nominations for both outstanding teaching awards, and outstanding advisor awards. So those nominations are due on Monday, February 22nd. The nominations and applications for the Faculty Mentoring award is also due on February 22nd. So, for all of those, information about the award criteria, the nomination and application forms are posted on the Provost website under ‘awards and recognition.’ If you have any specific questions about those, you’re welcome to contact Amy Thompson in the Provost Office, and she should be able to help you with that.

So with that, thank you, and I will be happy to answer any questions. Oh, happy Groundhog day. I forgot to say. Thanks.

President Brakel: I am just looking at the chat. Senator Jayatiss had some questions about Blackboard, but I think Senator Heberle answered that in the chat box. So, Senator Jayatissa, please take a look at that. Are there other questions for the Provost?

Senator Giovannucci: The reporting of attendance for the students, does that also include graduate students?

Provost Bjorkman: It does. It includes all students at the University, because they just look at the fact that we are awarding financial aid so we have to be in compliance with those requirements.

Senator Giovannucci: Thank you.

Provost Bjorkman: Thanks for asking.

President Brakel: I know I was having trouble last week getting into that system. I haven't checked to see if that's been fixed.

Provost Bjorkman: They had a problem with that and I was told that, that was fixed. So you should be able to get in now if you weren't before.

President Brakel: Okay.

Provost Bjorkman: If you find that you're not please, let us know.

President Brakel: Senator Tim... asked if UToledo will get its own supply of vaccine for faculty. The answer is no.

Provost Bjorkman: Sadly, the answer is no. We are now under the control of the Ohio Department of Health and they will tell us who and when we can vaccinate and we have to follow their schedule of the rollout.

President Brakel: You can at least get your name, you know, get registered with the various places that are doing that in case they have some leftover. You might get lucky enough to get called. Any other questions for the Provost? Hearing none. I think that is it. So, I appreciate it.

Provost Bjorkman: You are welcome.

President Brakel: That brings us to curriculum items with Chair Edgington.

Senator Edgington: Thank you very much, President Brakel. I'm going to bring up our spreadsheet. So, for this round of proposals, we have 20 total courses. Four of these are new course proposals and 16 of them are course modifications.

To start with our new course proposals, we have **COUN 300, Cultural Competence in Health and Human Services Professions.** 'This course provides an introduction to multicultural helping in the health and human services professions. The influence of socio-identities (e.g., race, ethnicity, religion, gender, socioeconomic status, sexual orientation, ability) on individuals' functioning, concerns, and the helping process will be explored in the context of health and human service professions.'

HEAL 4250, Program Evaluation. This course 'Provides students with the fundamental knowledge of the types (formative, outcome, summative) of program evaluation and the purposes and importance behind program evaluation. Additionally, students will learn how to develop theory based evaluation methods.'

Then we have **ENGL 3660, Latinx Literature in the U.S.** This is an 'Introduction to Latinx writers, literatures, and cultures in the United States from the 1960s to the present moment.'

Finally, **EMS 1250, Emergency Medical Technician-Basic.** 'Emergency Medical Technicians are entry level health care providers of emergency medical services. EMTs are clinicians, trained to respond quickly to emergency situations regarding medical issues, traumatic injuries and accident scenes. This course provides fundamental knowledge and training across the breadth of Emergency Medical Services

(EMS). Successful completion of this course makes the student eligible for state and national certification.’

MODIFICATIONS

The first modification **SOCW 3040, Social Work with Older Adults**. Modification is, this ‘Will be offered in Spring and Summer. Course not repeatable for credit. No prerequisite for course. NOTE: This change was to remove prerequisites so that students can take the class throughout their social work program.’

SOCW 3060, Social Work Ethics. Again, the ‘Course not repeatable for credit. No prerequisites for course. NOTE: Prerequisites were removed so that students can take this class throughout the social work program.’

SOCW 3080, Women in Poverty. There will be ‘No prerequisites for course. Course delivery is Online. NOTE: Prerequisites were removed to allow students to take this class at any time during the social work program.’

SOCW 3510, Interpersonal Practice with Lesbian, Gay, Bisexual, Transgender and Queer Individuals. There will be ‘No prerequisites for course. Course delivery is Online. NOTE: The course had prerequisites listed that should not have been listed and was therefore eliminating possible students.’

CSET 1100, Introduction to Computer Science and Engineering Technology. ‘Change to credit hours (4 credits--3 lecture, 1 lab). Course is not repeatable for credit. Change to catalog description. Student registration restrictions (see next column)’

EMS 1210, EMT: Basic CertNon Credit. ‘Change to catalog description. Student registration restrictions (see next column). Updated syllabus.’

EMS 1220, Emergency Medical Technician Basic 1. There will be ‘Student registration restrictions (see next column). Updated syllabus.’

EMS 1230, Emergency Medical Technician Basic 2. This is a ‘Change to long title. Updated syllabus.’

EMS 1240, Emergency Medical Technician Field Experience. This is a ‘Change to long title. Course is not repeatable for credit. Elimination of one co-requisite. Updated syllabus. Will be offered only in spring.’

EMS 1300, Anatomy and Physiology for the Prehospital Provider. The course ‘Will be offered in Summer. Updated syllabus.’

EMS 1310, Paramedic 1. We have a ‘Change to course credits (from 8 to 10; 4-lecture, 4-lab, 4-other). Will be offered in Fall. Course not repeatable for credit. Change to catalog description. Add prerequisite (see next column). New Student Registration Restrictions. (see next column). Removal of experiential experiences. Changes to CIP Code.’

EMS 1320, Paramedic 2. We have ‘Updated syllabus with new grading requirements.’

EMS 1330, Paramedic 3. This ‘Will be offered in Summer. Change to catalog description. Updated syllabus.’

EMS 1340, Anatomy & Physiology for the Prehospital Provider N/C. This course ‘Will be offered in Summer. Change to catalog description. Updated syllabus.’

FILM 2320, Digital Cinema Production I. This is a ‘Change to Short Title. Change to Credit Hours. Offered Fall only. Course not repeatable for credit. Change to catalog description. Modified Prerequisites (adding FILM 2330 as a possible prereq). Seeking WAC designation.’

Finally, we have **WGST 3010, Issue in Women’s Studies.** ‘Course can be repeated for up to six credits. Change to prereqs (adding ENGL 2950 and ENGL 2960 as possible prereqs). Seeking WAC designation. NOTE: The course only listed ENGL 1130 as the pre-requisite, however, ENGL 2950 and ENGL 2960 are also Composition II courses and appropriate. Adding these two alternates will allow students from NSM and COBI to take the course without permits.’

Senator Edgington cont’d: Those are all our new course proposals and course modifications. Are there any questions?

Senator Heberle: Is it all possible to do them in chunks? Do we have time so we can look at four or five at a time and process?

Senator Edgington: I will leave that to President Brakel because I know there are a lot of program proposals that need to be reviewed.

Senator Heberle: And maybe we received this in advance and I didn’t study it.

Unknown Senator: I have one question related to course number of credits. Actually, I am a committee member in this and I have little doubt about approving the courses because some of the process we have with credit hours, I don’t know what we have to look for. What is the criteria that we have to do? I think we need to get an answer from the Provost about this. Thank you.

Senator Edgington: President Brakel, do you want to address whether we do this in chunks or not?

President Brakel: Well, maybe if we can just do the new course proposals as just one chunk right now.

Senator Edgington: So we will go ahead with that then. Is there any discussion on the new course proposals?

President Brakel: With regard to, I’m not sure who asked the question about guidelines, it might be Senator Jayatissa, the guidelines for the number of credit per course, there are some guidelines there. Basically, it is one credit hour for one hour work a week coursework.

Senator Edgington: I will mention that. We have had discussion in the committee and we contacted the Provost Office and the Provost Office said that there is no limit on a number of credit hours per course, as long as the credit hours match up with the content. I can also share with that, this is actually, I hope you all can see this, we actually contacted EMS for some feedback on the courses and the first point up here is their response to the credit hours. So they need to provide 150 hours of training as part of their..., and that is where the higher credit numbers come from. I also asked some members of that program to join us today. If they want to chime in at some point to talk about those credit hours, they can do so.

President Brakel: Right. And I also want to state that, and I see the Provost has put this in the chat box as well, there are guidelines from the state of Ohio regarding credit hour assignment because there’s some allowance for how the course is delivered, what type of expectations that the students are supposed to be

doing outside of that class. So, contact hour has been kind of our benchmark, but there's some other parameters that go into that.

Senator Edgington: Are there any questions regarding the four new course proposals? Hearing no other questions, I would ask you to vote in chat, either yes to approve the course, or no for not approve, or 'a' for abstain.

President Brakel: And that appears to have passed. *Motion Passed.* So [next] do the course modifications.

Senator Edgington: We will move down to the 16 course modifications. Are there any questions or discussion on any of the 16 course modifications?

President Brakel: Call the question.

Senator Edgington: Okay. So all those in favor, please say yes in the chat, all those opposed please say no, and all those abstain, please put abstain.

President Brakel: And that appears to have passed. *Motion Passed.*

Senator Edgington: Thank you very much.

President Brakel: Thank you, Chair Edgington. And that brings us now to program proposals. I am turning [the meeting] over now to our new Chair of that Committee, and that is Patrick Lawrence. So go ahead.

Senator Lawrence: Thank you, President Brakel. Just give me a second while I share my screen. Do you see it alright, President Brakel?

President Brakel: Yes.

Senator Lawrence: Okay. We have 13 program modifications. I'm going to do these in small groups, President Brakel. That way it handles any kind of comments and edits. I don't think it will slow down the process. So let me just start with the first group of five. So the first one we have is a modification in BA, Art History. The current requirements only list 18 credits total. The minimum for the major is 33. Additionally, Art History 2300 should be removed as explicit requirement change to an elective option. They've also reviewed the degree plan of study, which indicates all requirements can be met 120 credit hours. The second one. The BS in nursing. The total of credit hours has always been 120. A plan of study is written in the catalog; it currently shows the total credit as 117. This is due to an elective credit hour amount. They've amended the credit hour for the elective so that the total credit hour for the program is not correct at 120. The third one is the intercultural PC certificate. The modification here is to include MES 2400 as one of the options for this certificate.

President Brakel: Senator Lawrence, can you make that screen larger? Please?

Senator Lawrence: Okay, give me a second here.

President Brakel: Down there in the bottom right corner.

Senator Lawrence: So the next one is a BA in Global Studies. This is a reduction to the general electives for four credit hours to get the total credit hours from 124 to the proposed 120. And the last one in this group is a minor in General German. Our reduction of required credit hours in a minor to 18 allow 2000 level course to count towards the minor. Only two courses remaining courses are electives. So,

President Brakel, that is our group of five. The recommendation from our committee that these be approved. So I am asking are there any questions from any members of faculty on these five?

President Brakel: Hearing none. Call the question.

Senator Lawrence: Go ahead and vote yes, no, or abstain in the chat, please.

President Brakel: Okay, that has passed, so continue. *Motion Passed.*

Senator Lawrence: I think the next one we were at should be BA in Film. The question is not a program change, the quest is to change the language in the catalog, which states the maximum credit hours the students may take. We want to change the language to say the maximum hours setup is actually 57. And I clarified with the Provost Office that yes, we do need to go through any kind of language changes in the catalog. There had been some issues come up in the last year where changes in revisions in the catalog didn't reflect what the current curriculum requirements are. The next one is the minor in Spanish. They want to provide an alternative to one of the courses required. So the change is the requirement, students can choose between Spanish 4000 or Spanish 1410. The next one is BA in Law and Social Thought. The switch to CIM's system, which is also created an issue and some changes I referred to just a moment ago, resulted in catalog mistake. The language required students to follow one of four elective paths, rather than being able to modify the paths according to their interest or through advising, develop unique paths. The proposed modification clarifies the language in the catalog to restore student flexibility in selecting elective courses. The last one we have in this group is a BA in Theatre, which changes only the program of study and change to sequencing layout of first year courses, primarily to balance enrollment better across required courses and clarify the core curriculum requirement wording in the catalog. Our recommendation from the committee is to seek approval of these. Are there any questions on these five? Hearing none, requesting you go ahead in the chat and vote yay, nay, or abstain. It looks like that passed.

We've got our last group. The first one here is the BA in Economics. The modification is to allow ECON 430 Mathematical Economics to be added as another method for majors to meet the three requirements for calculus in the related courses. It is adding this option. It does not impact the core or math requirements. This is a requirement for majors. They want to provide this as additional options for students who would take advantage of advanced calculus methods that would prepare them for choosing options in upper level courses, or pursuing graduate work. So it is adding one additional course to the current calculus requirements for majors. The second one is in the BS in Computer Science Engineering Technology. They are seeking to replace EECS 2520 with CSET 2520. BS in Healthcare and Administration are proposing to have the program be 100% online. This does require Faculty Senate approval. I checked with the Provost Office, this is something that this body would approve. The last one we have for Faculty Senate today comes from the Computer Science and Engineering, BS degree. It is replacing EECS 1000 with EECS 1030 and updating EECS 1510, 2500, and 2510 to approve for credit hour courses. Also eliminating this three credit hour...elective, updating requirements plan of study and learning comes from that degree. Our committee presents these to Faculty Senate for approval. Are there any questions?

Senator Jayatissa: [*Indecipherable*]...modifications related to the Curriculum Committee... For example, replace EECS 2520 with EECST with 2520. That belongs to the Curriculum Committee, not for the Program Committee.

Senator Lawrence: I guess I am not quite--- these are program modifications so they do go through the Academic Program Committee. So we are changing requirements in a degree or major. We are not

changing specific courses. So, the change here is to the program by changing by replacing one course with another, it changes the program requirements.

President Brakel: I believe these were the courses we were talking about last meeting and so those were already taken care of within that program.

Senator Lawrence: Hearing no other questions, I ask you to please vote yay, nay, or abstain. *Motion Passed.* I just want to thank everyone and also our committee. This committee was not active in the fall, and so we've been able to get ourselves back on track and we are currently working through these. These are all program modifications that's been on the docket for us since last September. At our next meeting we will be bringing forth a handful of programs. And of course, this is the time of the year, February and March where we anticipate seeing more of these, and so the committee is working hard to get caught up on our work. Thank you, President Brakel.

President Brakel: Thank you, and for your work.

Senator Molitor: President Brakel, this is Senator Molitor from Engineering. I have a question related to the new CIM system, and maybe the Provost can answer. We are updating learning outcomes for undergraduate programs per accreditation requirements. I don't ever recall submitting a program modification before to do this, but when we were submitting a program modification, I noticed that you had to enter learning outcomes for the program. Does this mean changes to the learning outcomes of a program are now required to go through the CIM system and the Faculty Senate approval process?

President Brakel: Is Provost Bjorkman still with us?

Senator Lawrence: Senator Molitor, I don't know if this answers your question, but I will give it a shot. In my conversations with the Provost Office, CIM is the only way to track any of these changes, whether it is curricular matter or even for the catalog. So, they are encouraging anyone who is changing any requirements, including things that you are mentioning, student learning objectives, that they go through CIM because that is the only way those changes can be tracked for approval and tracked to make sure they actually get put in the catalog or become official. That is sort of the explanation I've been getting from the Provost Office. For things like 100% online course – it is how they track, if basically what you are asking.

Provost Bjorkman: Thanks, Senator Lawrence. That is right. And really CIM is our tracking mechanism now for all these kinds of changes and that is why it goes through this. Actually, modality doesn't require a modality change like moving a program completely online. It doesn't require approval. It is just we have to notify the state if we do that. So that means that we have to track it.

Senator Molitor: So anything we enter through the CIM system is still coming through this process, regardless of whether or not we have to internally approve it?

Provost Bjorkman: I believe that is correct. We need to think about just because it came through CIM, it has to come through here -- I don't know.

Senator Edgington: This is Senator Edgington. I Chair the Undergraduate Committee. We have not really reviewed SOOs with our committee thus far. We didn't do it in the past because it wasn't part of the old system, so I wasn't doing that. So if they want SOOs to go through this body as well, that is something I need to know.

Senator Molitor: SOOs are not required. Is there a different entry box for SOOs, and just submit a course modification in CIM?

Senator Barnes: Yes, there is.

President Brakel: Other questions? Just as a reminder, we announced this early last fall, but we are requesting that all curriculum issues and programs get to the respective Faculty Senate committees by March 16th so they can wrap up their work by the end of the year. It is not to say that we won't review things after the 16th, but we are guaranteeing by March 16th, we will review those and take action upon those. So I just wanted to make that clear. So that concludes our agenda today. Are there items from the floor that we need to address?

Senator Anderson: My parents, because of their age, were able to get their vaccine shot two weeks ago at the Medical Center. I just want to applaud the workers there. Their setup is just really efficient, but one concern that I have is going to where they give the shots there is two-way traffic where you are elbow to elbow with people so you don't have the six-foot separation. The stations that they have, you have to pass by people again in those quarters elbow to elbow, and I was just wondering is there a way the Medical College can do one-way traffic, because that is the only problem I saw in what was going on. I'm not even sure if it comes to this body of Faculty Senate or not, but that is a concern I have.

Vice Provost Thompson: I am actually on the vaccination committee, and I am happy to take those concerns and share them with them, so thanks for bringing that up.

Senator Anderson: Because I was really impressed, it is just so efficient, but the only thing was, was the two-way traffic.

Senator Murphy: The vaccines at the University, you are spending less than 15 minutes, at least that is what they all propose for the community. You are spending less than 15 minutes in that time, much less, and so that is why they were doing it that way. The end mask portion is mostly done, and now you are getting it by appointment with the general public through, I believe, the Health Department. So, we are just a site for them and so now it is the Health Department that is actually distributing. As far as I know, the employees are not doing the actual vaccinations.

Vice Provost Thompson: We are doing the actual vaccination process, but the Health Department is doing all of the registration process.

Senator Murphy: Okay. But I can tell you from what I've see over there, being over there myself, it is not nearly as busy and it doesn't look like to me anybody is spending less than 6 feet apart anywhere near over three or four minutes, what I say anyway.

President Brakel: Senator Barnes, I see you have something.

Senator Barnes: I have a question for folks and I am asking here because I am not sure where it belongs. For a while now I've been noticing that our process of processing grade changes involves, what I think, is not an effective order. After the student takes the class, I receive a question about whether the student was awarded their original grade in the course because of academic dishonesty. This is after they've already retaken the course. If they've already retaken the course and then I say, well, yes, as a matter of fact, that was because of academic dishonesty –that has never happened in my department, but it could– then the student has already spent the money and spent an entire semester retaking a course, for which they cannot get a new grade. That just seems like inefficient and really not ethical for us to make them go through that process. So, I don't know who is the person who could make a change, so, for example if we input a grade, we input an 'F' perhaps we can identify then, 'academic dishonesty – the student will be prohibited from reregistering for the course.' I'm not sure where this goes, but I hope someone can take it up

because I just don't think it is fair for the students, even though, obviously they are not too concerned with fairness, but still, we want to do our part.

President Brakel: I'll let the Provost speak to that one.

Provost Bjorkman: Senator Barnes, thanks for bringing that to my attention. I wasn't aware of that, so let me go talk to the Registrar and see if we can figure out a better order to do that in. Thank you.

Vice Provost Thompson: Can I just add, is that something too that is being discussed with the academic dishonesty policy that is being circulated? Is that part of that conversation?

Senator Barnes: Not from my end, Dr. Thompson. It is just something that has 'bugged' me for a while.

Vice Provost Thompson: Right. I know we have a committee Mike Dowd is working on that and I think with Mary Humphrys as a Senate charge committee. I know they have been working on that for some time. I am just wondering if that is actually a piece of that. They had talked about putting something on the transcript, so I am wondering if that is actually—President Brakel, I am not sure where they are with that process.

President Brakel: First off, that committee is still working and my understanding, it was a provost appointed committee - not a Senate committee.

Senator El-Zawary: Can I chime in here? This is just a quick note about this. Do we have any 'hotline' for some questions like this that come to someone who is able to direct the question to the right committee? It seems to me that some questions come up to faculty and they don't know where to direct it and we need to find a solution for that.

President Brakel: There are a couple ways those can be communicated. Obviously, you can send that to the Faculty Senate Office and we will try to address that issue specifically – that is probably one of the easiest ways.

Provost Bjorkman: You can always send it to Provost.utoledo.edu and we will figure out who needs to address that.

President Brakel: Okay.

Senator Krantz: This is David Krantz from the College of Natural Science and Math. Just for a bit of clarity here, Senator Barnes, are you talking specifically about grade change or the GPA recalculation? The latter is the only one that I am aware of that ask that question about academic dishonesty. Then that actually changes the interpretation of the intent of the policy.

Senator Barnes: That is a good question. I'm trying to remember the last time I had one of these. I thought it was a grade change, but I would have to look just to be sure.

Senator Krantz: The point that I am emphasizing here is that if a student fails a course the first time through because of academic dishonesty, they should be allowed to retake the course for credit, but the failing grade should not be expunged from their transcript.

Senator Molitor: If I may clarify? No grades are ever removed from a transcript. They are only removed from the UT GPA calculation, so the grade always remains on the transcript.

Senator Krantz: Thank you, Senator Molitor. That is the correct clarification.

President Brakel: Any other issues that need to come before us today? Well, thank you everyone. Have a good evening and hopefully the rest of your week will be good as well. I need a motion to adjourn.

Senator Molitor: Motion to adjourn.

Senator Krantz: Second.

President Brakel: Please put yes in the chat box. That motion passed easily. Thanks, everyone. Meeting adjourned at 5:46 P.M.

IV. Meeting adjourned at 5:46 p.m.

Respectfully submitted: Kimberly Nigem

Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Executive Secretary