

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of February 01, 2022**  
**FACULTY SENATE**

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

Approved @ FS on 03/01/2022

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**Summary of Discussion**

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

**President Bigioni:** It is 4 o'clock, so I will call this February 1<sup>st</sup> meeting of the Faculty Senate to order and ask Secretary Nigem to call the roll.

**Present:** Anderson, Baki, Bamber, Barnes, Bigioni, Bornak, Brakel, Case, Chaffee, Chou, Compora, Coulter-Harris, Day, De la Serna, Duggan, Duhon, Edgington, Elgafy, El-Zawahry, Garcia-Mata (Fayoumi- sub), Gilstrap, Green, Gregory, Guardiola, Hall, Hanrahan, Harmych, Hefzy, Huntley, Insch, Jayatissa, Kistner, Koch, Krantz, Lammon, Lawrence, Lecka-Czernik, Lee, Lipscomb, Milz, J. Murphy, Niamat, Nigem, Pattin, Reeves (Natal- sub), Rouillard, Shan, Smith, Stepkowski, Steven, Teclehaimanot, Topp, Van Hoy, Vesely, Wedding, Welsch

**Excused Absence:** Kujawa, Pakulski, Reynolds

**Unexcused Absence:** Ali, Chaudhuri, Metz, Modyanov, Ratnam, Perry

**Senator Nigem:** President Bigioni, we have a quorum.

**President Bigioni:** Thank you very much, Secretary Nigem. Our next item of business is the adoption of the agenda. You see the agenda here. There are two things to point out. One is that normally we would also approve the Minutes, but since the last meeting had to do with a formal vote to approve our Constitution before we send it on for ratification, we want to take some extra time to make sure those Minutes are particularly accurate. We just want to be particularly careful about that. So that will be left for the next meeting.

The other point that I should make is, unfortunately, our Vice Provost, Dr. LaFleur Small won't be able to join us. She let us know that she was ill, so we will have to postpone that for the next meeting as well. So our apologies there. Otherwise, we can adopt this agenda unless there are any objections.

Okay, hearing none, we will adopt this agenda. ***Agenda Adopted***

Our next item of business is the ***Executive Committee report:*** There isn't a great long list of things to report so hopefully I can keep this short. The first thing is we, the Executive Committee, spoke with the Cancer Biology Department, or at least their representatives. They plan to change their name from "Cancer Biology" to "Cell and Cancer Biology". As part of that process, they want to consult with the Faculty Senate. We had a discussion, stated some concerns, including that they ought to talk with the Biology Department. They did so and everyone was happy. But they would also like to, similar to the College of Health and Human Services coming to Faculty Senate, they would like to come and talk to the Faculty Senate just to keep everyone informed as to what they're doing and why. And so they'll join us at a later date, perhaps the next meeting.

Next, there was a preliminary meeting to do with pipeline programs, which is an undergraduate to graduate pipeline program. The benefit there to our students is that they can use up to nine credit hours at

the undergraduate level for the graduate level degree, the master's degree. So those nine credit hours are master's level courses that they can use to also fulfill part of their undergraduate degree and pay undergraduate tuition for that, which I understand is cheaper. So there are two advantages there. The double dipping aspect, but also the financial savings; the double dipping provides a time savings, but also the lower tuition provides a financial savings. As part of that process, we'll talk with the Executive Committee and look at the draft that the Provost Office has provided us and then bring it to the Senate for feedback. It is a nice program and there's an effort to streamline it and take care of some issues that could potentially cause problems for our students. So I look forward to that.

Next, in our Executive Committee meeting we also talked to the Provost about some budget issues, a constant recurring theme. There are really two things that keep coming up with the Executive Committee that we continue to push for, or advocate for. One is, college level budget advisory committees. Currently there are some issues with them, some of which I talked about in my last report. In particular, the Faculty Senate having a seat on those committees and being able to come back and report and connect the faculty to the budgeting process as is mandated in our Constitution. There's general support for that, and we continue to have very positive discussions about that, but we haven't arrived at a final solution or structure.

The other is a little more challenging. There's been an effort to gain access to the results of inputting historical data into the budget model as the model is developed. As the year goes on, the current data may not yet be available. But of course, looking back in time there are many, many years of historical data that one can put into the model to test the model and see how it works as the model is developed. And so, there's been an ongoing interest in seeing the results of those historical data using the model. We are currently working out a meeting with Matt Schroeder's office to talk about some of these issues. That will likely be on February 17<sup>th</sup>, but the details of that are not yet finalized. There's a Board of Trustees meeting next week, which gets in the way of some of these things, but after that, we hope to have some productive discussions with Matt and his team.

Finally, I just want to make a brief comment about the strategic planning process. There was a town hall style meeting, actually a couple of them, on each campus for faculty. I attended the one on the Main Campus and it was a great process. It was very well done. It generated a lot of good discussions about who we are, who we need to be, where we're going, and how to best serve our students. So once again, I encourage you all to provide your input and be as much a part of that process as you can. It is important to determine where we're going as an institution, so it's important to get this right. So again, I encourage you all to be as big a part of that process as you can be.

And that concludes my Executive Committee report. Are there any questions or comments?

**Senator Vesely:** Mr. President. Question. What specifically are you going to talk with Matt Schroeder about?

**President Bigioni:** So, there are two major topics. One is the College Level Budget Advisory Committees, and there's a number of different issues that we're concerned about. One, of course, is representation of the Faculty Senate, but also the general representation of the faculty on those committees. Right now there's a lot of flux in these things as people are trying to invent these new structures. And of course, there's a lot of heterogeneity across the University as well. What we've seen so far is that they're being populated by deans, and the deans are going to have a great deal of power in that process. If they get to hand pick who is on those committees, it may not be in the best interest of the college. It might be better to have a more organic bottom-up approach to populating those committees,

not unlike how we populate, say, CCAP, or UCAP, and so on, by voting faculty members onto those committees. So that's one topic, and there are a few other issues related to that.

And the other is, there's been an ongoing interest in seeing the outcome of the use of historical data in our budget models. That's something that we continue to be interested in, and we have been discussing that with various people, the President, the Provost, and the Finance Office too, Matt Schroeder's office. We continue to be interested in seeing the outcome of that because we really don't have any kind of data on that. We've talked to people a lot about the process and these sorts of things on consulting presentations, how things have gone at other institutions but, we have not yet seen data output from the models. That's a significant point of interest for us and continues to be.

**Senator Vesely:** So does the Executive Committee have any interest in how the University is going to cost back to the colleges and how they're going to provide clarity in that, and how they're going to explain why they're cutting budgets in colleges when we're actually making money and yet, everybody's budget is getting cut? Apparently, 'nobody' is making any money, but that's not what the financials I'm looking at tell me. So, I'm kind of curious how they're going to give deans this authority to do what they want to do in their colleges when they have no money to do so. So that would be something that I would hope the Executive Committee would address. At least to the point of clarity as to what we're being charged back and why we're being charged back. Thank you.

**President Bigioni:** That is absolutely what we're interested in as well. That has something to do with our desire to see the data because in the absence of numbers, or in the absence of information - I'll say it a little more generally - one can fill in the gaps anyway one wants and get any picture, any result, one wants. That is not useful for us to really understand the process and where we are as an institution.

Part of the motivation for this new budget model is transparency. Well, you can't have transparency without seeing the data. We understand the process reasonably well having seen many of these presentations, but we still don't really understand the data. So that's an important part of answering many of the questions that you brought up, and really having confidence in what we're doing, and that we're all pulling in the same direction, and so on. Hopefully that answers your question, or addresses your question at least.

**Senator Vesely:** Thank you.

**President Bigioni:** Are there any other questions or comments? Okay.

I appreciate you bringing that up because we hear this a little more privately from many people and it's good to hear it a little more publicly too so that everyone understands just how important it is to the faculty. So I appreciate the question.

Okay, are there any other questions or comments? If there are none, then that concludes the Executive Committee report.

Next is the Provost report. Provost Bjorkman, the floor is yours.

**Provost Bjorkman:** Thank you, President Bigioni. Good afternoon, everybody. I hope this semester is going well for your classes and scholarly activities and that you are managing to stay warm as we're now preparing for more cold and snowy weather, I guess it's going to be arriving in the next day or so. I want to start with that. With the possibility of a major snowstorm tomorrow and Thursday, I just want to remind you all of the University's "inclement weather" communication plan. If the weather impacts campus operations, any campus closings or delays or any class cancellations will be announced before 6

a.m. There will be updates on the University's website and through the UTAlert text messages and on local media channels. We already have a snow call scheduled for 5:30 a.m., tomorrow morning to make a decision based on the latest and best possible information that we have from the weather forecast, our public safety officials, and campus police and facility personnel. They will give us some advice about how the campus is faring. We will review that again several times during each day ahead because we know this is going to be a rapidly changing situation. So, I encourage you to please stay tuned to UT alerts and the other information sources. We will continue to update those as needed. I will tell you that as of now, it looks like the path has shifted slightly south. We are thinking, although we will not make a final call until tomorrow morning, that morning classes will probably be held tomorrow. But again, that final call will be tomorrow morning by 6 a.m. Depending on how things develop as the morning goes on when the heavier snow is starting to come in, we will make later determinations about afternoon classes and Thursday classes, about the campus being open or closed etc. I want to just remind you that if a decision is made that classes are to be canceled for any time period, that means all classes in that time period are canceled, regardless of modality. And that's just to avoid confusion for students and faculty alike. So just stay tuned because we're going to be watching this over the night and into tomorrow morning. Just as a reminder, the Weather Alert website will always be kept updated, [www.utoledo.edu/weather](http://www.utoledo.edu/weather). So all the things will be there. And as always, UTMC will remain open for our patients. So, it will not close.

I mentioned at the last Faculty Senate meeting that the University of Toledo is now a member of the National Center for Faculty Development and Diversity, which is a great resource for our faculty, our grad students and post-docs. I hope you have activated your own individual membership so that you can take advantage of the many programs and resources that the NCFDD offers for professional development at every stage of your academic career. Unfortunately, as Dr. Bigioni mentioned earlier, Dr. Small's presentation on the NCFDD this afternoon had to be postponed until a future meeting this semester. She was not feeling well today. Until then, I encourage you, though, to go and activate your account and explore the Center's programs and resources. That is what they are there for, for people to use. Please let your graduate students and your post-docs know to do that as well. Don't hesitate to contact Dr. Small if you have any questions about this. We had our kick-off webinar on January 21<sup>st</sup>. It was really well attended. We had over 100 faculty, graduate students and post-docs who participated in the webinar. So, I think we're off to a good start.

Last week, the Office of the Provost and the Faculty Senate together offered a virtual Promotion and Tenure workshop to help faculty better understand the promotion and tenure process, and to develop their dossiers, to answer questions that they might have about the process, and just to give them some general advice. I really want to thank the panelists, and the faculty who participated in the workshop, and the Faculty Senate for co-sponsoring the event. We anticipate continuing to have some more workshops at least once a year. I also want to mention something new. The Office of Human Resources is going to start offering a series of Retirement Planning Workshops for faculty (they will also do this for staff, by the way) who may be considering retirement within the next few years. I was approached a number of times by faculty who have asked whether the University could offer workshops for information on retirement planning, not only on financial issues but also on issues related to making that transition into retirement. In response to those requests, we've partnered with our Office of Human Resources, and I am pleased that they will be offering these workshops starting this Spring semester, and then regularly we will do this once a semester going forward for those who may be interested in taking advantage of that. The one offered this Spring is planned for Thursday, February 17<sup>th</sup> from 3 pm to 4:30 pm; and a Fall semester workshop will be held on Tuesday, September 27<sup>th</sup> from 11 am to 12:30 pm. We will, of course, remind you about these as we get closer to those dates and include that in our newsletter just as a reminder. There

will be a link to register for those workshops on the Provost Office website. And, if you need any additional information, please don't hesitate to contact Vice Provost Small.

So this is the time of year when I get the opportunity to learn more about the teaching and the research, the scholarship, and creative activities of our faculty as well as their service activities when I start reading through the dossiers of faculty who have submitted their dossiers for tenure and/or promotion. And every year, I continue to be impressed by the quality of the work of our faculty.

I also want to give a couple of shout outs today. First, congratulations to the College of Law. The University of Toledo's College of Law was again recognized by the Princeton Review as one of the best law schools in the country for women. It remains number four on the national list of the top 10 law schools with the 'greatest resources for women.' We are very proud of that.

I also want to recognize Dr. Jian-Ting Zhang, Professor and Chair of the Department of Cancer Biology in the College of Medicine and Life Sciences. Dr. Zhang was recently elected as a Fellow of the American Association for the Advancement of Science for his scientific and distinguished achievements in the area of cancer research. Becoming a Fellow in the AAAS is one of the highest honors in the field of science. We are very proud of Dr. Zhang and his achievements.

On another note, I also want to thank the many faculty who are voluntarily participating in the University's Inclusive Access program which uses digital course materials instead of traditional textbooks. That initiative continues to offer significant savings to our students. Last semester, in Fall 2021, over 8,000 students collectively saved over \$1.4 million with the average savings of approximately \$177 per student. I mentioned that just to remind you that the deadline for faculty to submit requests to participate in this program next year is Friday, February 25<sup>th</sup>. So, I just wanted to put that on your radar. That is the deadline for courses offered in both Fall 2022 and Spring 2023. Because we are implementing the year-long registration option for that academic year with early registration starting on March 16<sup>th</sup>, we need to have the information for both semesters for the academic year by the February 25<sup>th</sup> deadline. If you want more information on that program, you can contact the Barnes and Noble bookstore or you can contact Jamie Fager who is coordinating that for the University [[JamieFager@utoledo.edu](mailto:JamieFager@utoledo.edu)]. If you need that email, let me know.

I just want to make a comment. I know the Incentive Based Budget model continues to be a subject of massive discussion. I want to put your mind at ease that we're still working through a lot of things, and I understand the need for transparency. We haven't finished yet setting up everything we need to. We are working very hard to get that done. We will do our very best to make sure that people are 'in the loop' on these things. There's still a lot of things yet to be put together and so there's more to come on all of that.

Before concluding my remarks today, I just want to remind you of a few other upcoming deadlines. It's the time of year when we're asking for nominations and applications for many of the University of Toledo's faculty awards. Just a few of them: Nominations for the Edith Rathbun Outreach and Engagement Excellence award are due by Monday, February 21<sup>st</sup>. Nominations for Faculty Mentoring award, Outstanding Teacher awards, and Outstanding Advisor awards are all due on Monday, February 28<sup>th</sup>. For information on those nominations and applications, please go to the Faculty Awards link on the Provost website. Nominations are also due on Monday, February 28<sup>th</sup> for Outstanding Faculty Research and Scholarship awards. Information on that award is available on the Office of Research and Sponsored Programs website. For additional information about that, you can contact Dr. Rick Francis in the Office of Research and Sponsored Programs. We look forward to receiving this year's nominations and applications. And that concludes my remarks today. Thank you, and I'm happy to answer any questions you may have.

**President Bigioni:** Thank you. I appreciate your marks on the IBB, so thank you for that. I see Senator Hefzy had a question early on in the Chat, so we should give him preference. Senator Hefzy, would you like to unmute and ask your question?

**Senator Hefzy:** Dr. Bjorkman, how are you doing today?

**Provost Bjorkman:** I've had better days, but I am hanging in there. Thank you for asking.

**Senator Hefzy:** I have a question regarding the funding of graduate students. Is there any hope that the funding of the graduate students would increase?

**Provost Bjorkman:** Well, we are aware that there were significant funding issues, the problem is, with the budget that we have to work with, the commitments that have been made to existing grants, we didn't have as much funding as we would have liked to give out to additional students. I know Amy Thompson, who is the acting Dean of the College of COGS, is on the call. But let me just say, we are working on a few possibilities for at least getting a little bit more funding. I can't promise you yet that we're able to do that. We're trying to get back from the Deans information about what they need and we're trying to see what we might have in the way of 'pennies' we can scrape up from 'under the couch' to try to get out to people. But, yes, we are working on the problem and we're aware that it's a concern. I want to reiterate that I am a very strong supporter of our graduate programs. They are incredibly important to our research mission, to our teaching mission, and to everything else we do here. So we are trying to find ways that we might be able to help. I doubt we'll be able to solve all the issues, but at least we are going to try to resolve some of them. Amy, do you want to add anything to that?

**Vice Provost Thompson:** The Provost has been incredibly supportive as she has mentioned. I know we're diligently trying to find some extra funding to address some of the teaching needs and support needs that the TA's filled. So I guess stay tuned, we're working on it.

**Senator Hefzy:** Thank you, Provost Bjorkman and thank you, Dean Thompson. Thank you.

**President Bigioni:** Dr. Colleen Quinlan also had a question in the Chat so she should get the next priority question. Dr. Quinlan, would you like to ---?

**Dr. Quinlan:** Dr. Bjorkman, I just wanted to ask if the tenure and promotion workshop was recorded?

**Provost Bjorkman:** I believe it was, but I will have to check with Vice Provost Small to be sure about that. So, I will check with her and I'll get back to you on that and let you know for sure.

**Dr. Quinlan:** Okay. If it wasn't ---

**Provost Bjorkman:** I'll let you know where it is located.

**Dr. Quinlan:** And if it wasn't, it's been really helpful in the past when that has been recorded for people who weren't able to attend that day.

**Provost Bjorkman:** I appreciate that. I think it was, but I want to double-check to make sure.

**Dr. Quinlan:** Okay. I appreciate that.

**President Bigioni:** Senator Jayatissa is next. I think maybe he's had microphone problems in the past. I'll read the question in the Chat.

**President Bjorkman:** I can see his question in the Chat. He was asking about enrollment updates. So, what I can tell you is that it's early, yet I will say that our admission numbers are up, which is very good

news. But as you know, they don't count until we get the students enrolled and until they actually come here. So, that is our current focus. I will tell you that Vice President Dave Meredith has just been doing an amazing job in enrollment management of pulling out all the stops and trying to do so many new creative things. It clearly is helping us to generate a lot more interest in the institution. So, our inquiries are way up. Our admissions are way up. But what we have to do now is begin to translate those - we have to work on the "yields" as he calls it - which is to convert those admitted students into enrolled students. That's what we're focusing on right now. We're already beginning some initiatives, or he is and his team, to reach out and begin the process of recruiting for the following year. I think there are a lot of good things happening. This is not going to be something that we turn around overnight. We will absolutely need the help of all of you to help be ambassadors for the institution, and help prospective students see what a great place we are, and how many wonderful things we have to offer, what great faculty we have for the students to work with. I think we will turn it around, but it's not going to be overnight. I do think the signs are hopeful. So, that's the update I can give you at this point as to where we are with that.

**President Bigioni:** Senator Lecka-Czernik is next on the list.

**Senator Lecka-Czernik:** I have a question. You know, I probably missed this from your announcement. So the lectures which are given through Blackboard will also be canceled if there's cancellation of the other lectures. Is that correct?

**Provost Bjorkman:** Yes. And the reason for that is because we don't want students to be confused about whether their course is canceled or not. I know there were some faculty who were saying, well, we could move our in-person class online and do it that way. But we feel like we need to be consistent if we're going to cancel classes for a particular period of time, we're going to cancel all the classes. That way, there's no concern with some classes getting out of sync with other sections of the same course, things like that. It is just cleaner to do it that way and so that is the way we're asking people to do it.

**Senator Lecka-Czernik:** Thank you very much.

**Provost Bjorkman:** You're welcome.

**President Bigioni:** Okay, another question from Senator Gilstrap.

**Senator Gilstrap:** Hi Dr. Bjorkman. We have five faculty going up for tenure and promotion in the College of Business. I believe that none of them have received letters from UCAP, even though the personnel calendar had the letters due last Friday. I just wasn't sure about that T/P process.

**Provost Bjorkman:** Thanks for the question. Vice Provost Small runs that process within the Provost Office as Faculty Affairs. I do know that she let me know that UCAP had requested a small extension, because they still had a few more to get done. So, I know they're working on them. They should be coming. I believe she set a deadline for them. I don't remember what the date was. It wasn't a very long extension, so they should be expecting them soon.

**Senator Gilstrap:** Perfect. Thank you.

**President Bigioni:** Are there any other questions or comments for the Provost?

**Past-President Brakel:** Yes, President Bigioni. Past-President Brakel here. Provost Bjorkman, you were talking about the budget and that there are still a lot of moving pieces of that. And I understand that to a large extent. But, I also know that February 21<sup>st</sup> starts the window when the colleges' budgets are supposed to be reviewed by the Academic Budget Review. So, how far are you truly down the line on the right budget situation right now?

**Provost Bjorkman:** Well, here is what I can tell you. We had an initial round with each college, just talking through generalities and what they were thinking. This second round we will be looking much harder at what they're actually starting to think about and propose. It won't be the final word by any means. I fully expect that after these meetings we will circle around again, and we're still going to have some questions and some concerns, whatever they may be. We're also starting to look at the questions around efficiencies. We're going to be asking each Dean to bring some discussions about what things they are thinking about. So, yes, we're not at the final point by any stretch much as we would like to be.

**Past-President Brakel:** Even after that, on the current timeline to the Executive leadership, it looks like March 7<sup>th</sup> is when things are supposed to be to the Executive leadership. So, I am still having difficulty figuring out exactly where you are at in this process.

**Provost Bjorkman:** Yes, and I understand because I have difficulty with that too. We have some dates and we have a timeline laid out. We have to have everything done in time to take it to the Board at the June meeting, right? But, we have a lot of work to do between now and then. I'm not sure that the March 7<sup>th</sup> date is going to hold, but I'm not the one who determines that. We will do our best. We just still have a lot of questions and there's a lot of work still to be done.

**Past-President Brakel:** Thank you.

**President Bigioni:** Senator Rouillard.

**Senator Rouillard:** Provost Bjorkman, you mentioned that you're going to be looking at college budgets to identify efficiencies. What's the timeline in the process for identifying efficiencies in administration and auxiliary services?

**Provost Bjorkman:** That is ongoing over on the other side of the house, and I'm not privy to that. I just deal with the academic side. But I know they are working on it.

**Senator Rouillard:** Okay, thank you.

**President Bigioni:** Are there any other questions or comments for the Provost?

**Senator Guardiola:** Mr. President, I just had a question because I don't have the Minutes from last time. In the College of Graduate Studies, were there two new administrators hired there? Or was that one and something? Were there some new hires from last meeting? Did COGS get some new administrators up there? I'm just curious because I don't have the Minutes in front of me. Thank you.

**Vice Provost Thompson:** I'll address that. So, actually, we are doing some shared positions between the College of Graduate Studies and Enrollment Management. A couple of things are happening. First of all, we're replacing a position that is vacant and our Director of Enrollment Management, Adam Bohland. So, that's a position that's being refilled. And then we took a position and repurposed it, and actually took that money and spread it across a position of communications and marketing to help the colleges with marketing of their graduate programs. We cost shared the position across COGS and Enrollment Management, and so we did that. Then we also are hiring a position again from repurposing a position, same position, into a director of Graduate Student Success. So they're not really new positions; we had repurposed some funding that we had.

**Senator Guardiola:** Thank you.

**Vice Provost Thompson:** Sure.



**Senator Rouillard:** Are you also not hiring two success coaches for grad students?

**Vice Provost Thompson:** Yes. So, what had happened is we actually are moving some of the positions around. We have a number of graduate assistantships, so we're again, switching those positions to focus on student success. Thank you for asking that.

**Senator Rouillard:** Okay.

**Vice Provost Thompson:** So there will be three positions that will focus on graduate student success. We're really excited about that. We will have a coordinator position and then two PhD level graduate assistants that will be able to do that.

**President Bigioni:** Are there any other questions or comments?

**Senator Vesely:** What does that person do? I mean, I don't understand. I have doctoral students. Isn't that my job to be kind of a success coach? Out of curiosity, I'm not familiar with what these people do.

**Vice Provost Thompson:** It's a new innovation that we're doing out of the College of Graduate Studies. There's a number of things that we have gotten and put on from our student survey that, you know, just don't assume that graduate students don't have needs like our undergraduate students. In fact, we've from heard Julie Fisher-Kenny that a number of the graduate students would actually show up to their success coaches asking for similar services. And so, you know, things like academic support services, things around time management studying - we're going to be looking at how to provide services for studying for GRE, things around mindfulness, stress management, and coaching. They are actually going to go through the same training as the success coaches do, so Julie Fischer-Kinney is going to help train them. So, just because they are graduate students doesn't mean that they have some same stressors or challenges.

**Senator Vesely:** Thank you.

**President Bigioni:** I suppose a natural follow-up question to that would be, why initially two, and why not one, see how it goes? Is it clear that the demand for two is there?

**Vice Provost Thompson:** So again, we're starting this out as a staffing for two coaches and a coordinator for that position. I mean, when you look at ratios and what they're trying to do at the undergraduate level, I mean, they're just mobbed. Right? So we want to make sure that we've got the support to do this if we find over time. I mean, they rotate off, assistants, right? So if we find, to you point, that they're not needed, I mean we can absolutely. But there's other work that they could also be doing in the College of Graduate Studies. I mean, if we find that they just don't need to be coaching. We can absolutely find many other things that they could be doing to support the College of Graduate Studies if needed or necessary.

**Senator Rouillard:** Amy, are these GA positions? Where are they coming from? You said that you are redirecting these positions, or you're taking these GA positions from something else. Where are they coming from?

**Vice Provost Thompson:** College of Graduate Studies has several graduate assistantships and they do all kinds of different things in our area. For example, we have some that help with thesis and dissertation work. They help with some administrative work. I mean, the College of Graduate Studies has been very thin on some of our staffing. So, I mean, we have support like many other units do. This has been a new initiative and discussing with the Provost of trying to help support our graduate student success, right?

We've been able to get permission to try to do something innovative and shift some of their time to do this work.

**Senator Rouillard:** Well, the problem is that there are colleges whose GA and TA budgets have been severely cut and there wasn't enough funding for them. It seems like we would also want to support our graduate programs as much as we could and these positions might be better used there.

**Vice Provost Thompson:** We also received a cut too; in our budget cut, we also cut down as well.

**Senator Rouillard:** Okay, thank you.

**Vice Provost Thompson:** Sure.

**President Bigioni:** Okay. Other questions or comments? I see a couple of comments in the Chat. Senator Jayatissa just reiterating again that graduate students have advisors, essentially, and so a certain amount of that should be covered. Senator Gilstrap, would you like to ask your question?

**Senator Gilstrap:** Oh, no, I was just reiterating. It just seems like that responsibility falls on the advisor to get graduate students through graduate school. I mean, the whole fear is not having your advisor sign your dissertation or your thesis, right? I mean, that relationship seems to be managed at the advisor/advisory level.

**President Bigioni:** Right. Although admittedly there are certain things that we're not good at. The more emotional support sort of things might be better left to a trained professional. But it seems like a great deal of that work should automatically be covered by us.

And Senator Hefzy said he acknowledges Dr. Thompson for being very transparent. So thank you for that.

Senator Rouillard agrees that graduate faculty should be advising and mentoring students, not success coaches. Okay, fair enough.

Any other questions or comments? That was a lot of good discussion there.

I think we should thank the Provost again and move on to our next item of business. So, thank you.

Our next item of business is an Undergraduate Curriculum Committee report from Senator Edgington. Senator Edgington, take it away.

**Senator Edgington:** Thank you very much, President Bigioni. So, today we have two new course proposals and 11 course modifications for you to review. Since we have a smaller number here, I'm going to go through all of them at one time and then ask for questions or any concerns afterwards. The first one out of the two new course proposals, we have **NSCI 4020**. That is Neuropharmacology. "This course covers the neuropharmacotherapy of the movement disorders, epilepsy and anticonvulsant drugs, migraine and anti-migraine drugs, sleep disorders, anxiety disorders, depression, bipolar disorders, stimulants, schizophrenia and antipsychotics."

Our second course is **NSCI 4050**, Cognitive Neuroscience. "This course will examine the core cognitive processes underlying human behavior and relate them to underlying cellular, physiological and anatomical substrates. The methods, techniques and approaches used to study these processes in humans, as well as in model organisms, will be explored." So those are two new course proposals and again, 11 course modifications.

Our first is **Nursing 1000**, Professional Nursing Orientation. “The course will no longer be repeatable for credit. Instructional method changed to face-to-face. NOTE: Course needs to be taught with less than 50 students face to face.”

The second one is **Chemistry 4880**, Advanced Laboratory III. “Course is not repeatable for credit. Modified prerequisites (CHEM 3860 or CHEM 4560 and CHEM 4300). NOTE: The BS Biochemistry degree program allows the usage of the BS Chemistry Advanced lab III as an alternative to CHEM 3/4910 Undergraduate Research. The prerequisite, as written, is for the BS Chem majors only.”

The next course is **EEES 2760**, Field Method Lab. “Modified Prerequisites (change from D- to C- for minimum grade and addition of EEES 2100 as an option). NOTE: We have to introductory courses that prepare students for this course.”

**ACCT 3100**, Financial Accounting and Analysis. “Course name change: Data Analytics in Accounting. Change to long and short titles. Change to catalog description. Course is not repeatable for credit. Updated prerequisites (see next column). Updated syllabus and learning outcomes. NOTE: The changes to the content of this class are intended to improve the preparation of our students for careers in accounting and for successful completion of the Certified Public Accounting (CPA) exam.”

Next up is **ACCT 3110**, Intermediate Financial I. “Course is not repeatable for credit. Modified prerequisites (see prerequisites). Updated syllabus and learning outcomes. NOTE: The prerequisite change resulted from changes to Acct 3100.”

Moving on, we have **ACCT 3210**, Individual Taxation. “Course not repeatable for credit. Modified prerequisites (ACCT 3110 Intermediate Financial I with a minimum grade of C.). Updated syllabus and learning outcomes. NOTE: Other changes to our undergraduate sequencing intended to better prepare our majors for professional careers and the certified public accounting (CPA) exam.”

**ACCT 3320**, Cost Accounting. “Course is not repeatable for credit. Updated prerequisites (ACCT 3110 Intermediate Financial I with a minimum grade of C.). Updated syllabus and learning outcomes. NOTE: Other changes to our undergraduate sequencing intended to better prepare our majors for professional careers and the certified public accounting (CPA) exam.”

**ACCT 4420**, Auditing. “Course is not repeatable for credit. Updated prerequisites (ACCT 3110 Intermediate I and ACCT 3310 Accounting Information Systems (with grade “C” or higher in each class)). Updated syllabus and learning outcomes. NOTE: We are making several changes to our undergraduate sequencing intended to better prepare our majors for professional careers and the certified public accounting (CPA) exam.”

**RCRT 3710**, Outdoor Program Delivery in Recreational Therapy Practice. “Course name change: Outdoor and Adaptive Sports Program Delivery in Recreational Therapy Practice. Course will be cross-listed at the graduate level. Change to long and short title. Change in credit hour dispersement. Course no longer offered in Fall. Change to catalog description. Prerequisite added (see next column). Updated syllabus and Student Learning Outcomes. NOTE: This change has occurred to strengthen student knowledge of adaptive sport as it is an essential component of RT programming.”

**RCRT 4730**, Physical and Neurological Diagnosis and Conditions in Recreational Therapy Practice Medical and Clinical Aspects of Therapeutic Recreation. “Change to course title (deleting "Medical and Clinical Aspects of Therapeutic Recreation"). Change to long and short titles. Course is not repeatable. Change to course description. Prerequisite added (see next column). Updated syllabus and Student Learning Outcomes. NOTE: Course title change to more accurately reflect content taught.”

**RCRT 4790**, Psychological Diagnosis and Conditions in Recreational Therapy Practice Medical and Clinical Aspects in Therapeutic Recreation II. “Change to course title (deleting "Medical and Clinical Aspects of Therapeutic Recreation II"). Change to long and short titles. Course not repeatable for credit. Change to course description. Modified prerequisites (see next column). Updated syllabus and student learning outcomes. NOTE: Title change to more accurately reflect content.”

**Senator Edgington cont’d:** Those are our two brand new course proposals and our 11 course modifications. Are there any questions, concerns or comments on these courses?

**Senator Rouillard:** Senator Edgington, I answered my own question for the first NSCI course that will be housed in the College of Pharmacy. Where is the second NSCI course, the 4050 going to be housed? I’m looking at the approval pages and it looks like there was some confusion about whether this was in Pharmacy, whether this was in Medicine, whether this was in Natural Science or Math. Who is the faculty who will be responsible for this course, do you know?

**Senator Edgington:** I don't know. I know Professor Giovannucci who submitted the course proposal, I am not sure if he's on the call or not, or if there's someone else who could answer that question.

**Senator Chaffee:** Yes, I can address that. It’s going to be held in the College of Pharmacy, Department of Pharmacology. There was a little confusion just getting it together. If you give me a minute, I can pull up the faculty person. But I think now it is all straightened out that this is a College of Pharmacy offering.

**Senator Rouillard:** Okay, thank you very much.

**Senator Chaffee:** You’re welcome.

**Senator Edgington:** I can address that to Professor Giovannucci as well, to make sure that is cleaned up before we move forward.

**Senator Rouillard:** Okay, thanks.

**Senator Edgington:** Any other questions, comments or concerns? Okay, hearing none. I believe we can come to a vote then. We're going to vote on both the two new course proposals and the course modifications. If you approve these, please put ‘yes’ in the Chat; ‘no,’ if you do not approve, and ‘a’ if you abstain.

**President Bigioni:** That looks unanimous. There are still a few votes trickling in, but I think the ‘yesses’ have it. *Motion Approved.*

**Senator Edgington:** Wonderful. Just one other thing. I had asked President Bigioni if I could have a few minutes to address a concern that we’re seeing on the Curriculum Committee that I thought to be brought to Faculty Senate. This is really just more of a reminder that something is coming up more and more with the proposals. That is, that when you submit a course proposal, especially for a course modification, but also in some cases for new course proposals, to please make sure the syllabus you are attaching to the course proposal represents the changes you are asking for in the modifications. A lot of what we're seeing are syllabi that are not matching what's on the actual proposal form. An example of this is happening quite often is the student learning outcomes. We've had a list of student learning outcomes now on the proposal form, and often the list of outcomes is completely different than what's on the syllabus. My guess is that frequently the person submitting the proposal form may be someone who is not actually teaching the courses. So, perhaps a chair or a program director submitting the proposal that is not actually teaching the course and gets the syllabus from the teacher. Those things, I believe, need to be updated. So, Provost Bjorkman or Vice Provost Thompson, if that's incorrect, let me know. But my understanding is

that the syllabi should match what you're asking on the proposal form as well. I just seen it come up quite often. We've had to do a lot of, kind of, back-channel emails to people to get that cleaned up before we could do any kind of approvals. But, just if you can pass that along to your curriculum counsels, your chairs, and your deans as they're doing their checks on these courses to make sure the syllabus has been updated to match the modifications that you're asking for on your form. That's all.

**Provost Bjorkman:** Thank you, Senator Edgington, we will definitely do that. I appreciate that feedback.

**President Bigioni:** Before you go, Senator Jayatissa asked a question that perhaps somebody else could address. I don't know the answer to it. "How do students know if a course is not repeatable for credit?"

**Provost Bjorkman:** I believe that's in the description, but is there somebody else on the call who knows the answer to that question? I'm not sure, I'd have to check.

**Vice Provost Thompson:** I believe so too, but we can double check that.

**Senator Edgington:** I believe in Banner there's a line that states the course can be repeated or not. Usually when it tends to be repeated, it tends to be seminar courses where the content title changes from time to time.

**Vice Provost Thompson:** In CIM, when you're inputting it, you actually check whether it's repeatable or not.

**Senator Edgington:** Correct. I believe that's a line item that comes up in Banner as well, so students should see it that way.

**President Bigioni:** Okay, great. Thanks for that. And thanks for your report. If there are no other questions, we can move on to the next item of business, which is an Academic Programs Committee report from Senator Patrick Lawrence. Senator Lawrence, you can take it away.

**Senator Lawrence:** Do you see my report there okay?

**President Bigioni:** Yes.

**Senator Lawrence:** Thank you very much. Our committee is bringing forth essentially two groups of proposal. I would prefer to break them down, it just makes logical sense. We have a large set of program modifications out of the College of Business. They are all essentially the same changes. Let me just run through them very quickly, starting off with the Finance BBA, which adds Math 1320 as a requirement. It replaces 1730. There are also some other courses that can be substituting for 1320, but I didn't list all of those here. These are the same changes you're going to see as I work through this list. It's the same changes for the BBA Information Systems, for BBA in Management, for Organizational Leadership Management, Operations and Supply Chain Management, Professional Sales, and Human Resource Management. One note there with the BBA Human Management, there is an additional change to add an existing course, MGMT 3630, Conflict Management. The feedback was that in consultation with students, advisors and faculty, this is a course that many students would like to take, will take it. So, it made sense to build it into the program as a requirement. Then Financial Services, the other BBA, again, the change there is Math 3220. One of these has a slight name change to the program. It is a cleanup of the title of the actual degree. We have several more of these coming. They've actually been reviewed by the committee. But some of them have additional course changes to the program, and those courses have not yet been approved by Faculty Senate. So, we're holding off on another set of these business requirements that have Math 1320 as well as some others. I should say, all of these have updated plans of study. They all have updated reviewed learning objectives. And, they all have a current curriculum map

of learning outcomes for the programs. All of those requirements have been met. Are there any questions on these before we proceed to vote?

**Senator Harmych:** Sorry, Senator Lawrence, did you cover the Nursing BS, or did I [miss it]?

**Senator Lawrence:** No, we're going to do all the Business ones first.

**Senator Harmych:** Oh. Sorry. Go ahead.

**Senator Lawrence:** It will be on the next set.

**Senator Harmych:** All right.

**Unknown Speaker:** Senator Lawrence, accounting is part of the program, so accounting will be next time or was that discussed?

**Senator Lawrence:** One second. Yes, we've got a few more that will be in the next batch at our next meeting.

**Unknown Speaker:** Okay.

**Senator Lawrence:** Hearing no other questions. This comes as a motion from a committee, [so] it does not require a second. All in favor vote 'yes,' 'no,' or 'abstain' in the Chat. President Bigioni, you can kind of let me know when we've got that finished.

**President Bigioni:** So far it is unanimous. The numbers are slowing down, but it is certainly enough to be an affirmative vote. *Motion Passed.*

**Senator Lawrence:** Thank you. The next set we have here are some kind of minor changes and the one new concentration. The Cosmetic Science, minor, they are removing an existing course. PHCL 4760, it's been discontinued and being replaced by an existing course. PHCL 4160, the justification there, again, is that course makes a good fit for the curriculum, the training education of the students in that major. Likewise, the BS in Nursing is deleting a current requirement, EEES 2150 and adding Biology 2020. Both of these again do have an updated plan of studies, learning objectives and the mapping of the curriculum to the objectives. The last proposal we have is to add a concentration to an existing program. This is the BS Information Technology, to add a concentration in Cyber Security. Just kind of give you the quick overview, there's a link that require courses for this. It does meet 36-42 credit hours of core. It has a breakdown of a plan of study, has learning objectives, again, as well as the mapping of the curriculum map to the program. Again, any questions on any of these before we move to vote?

**Senator Harmych:** I just wanted to double check the course number on the Biology 2020 for the Nursing program change. That course number should be Biology 2010 and not 2020.

**Senator Lawrence:** Sorry. You're right. That is a typo on my part on the report. But you are correct, the actual proposal is 2010. I apologize.

**Senator Harmych:** Thank you.

**Senator Lawrence:** Any other questions? Okay, it comes from a committee so it does not require a second. Please enter 'yes, no, or abstain in the Chat to vote on these three. While we're doing that, President Bigioni, we have not set a deadline. I know we're trying to get as many new course proposals as well as any of the program proposals in early since we're moving the year-round registration that will be effective in March. But for any other proposals, we haven't yet set a deadline. We probably need to

discuss that to inform our colleges so they can set deadlines. I'm thinking in reference to when Faculty Senate will conclude our timeline this semester for any approvals that would be built into the calendar for the fall. Again, I understand we're trying to do as much of that as soon as we can, which is mid-February, I believe, so that we would meet. The Provost Office is committed to moving those through quickly for approval so that students can see, particularly the course and the course modifications when we begin the year-round registration in March. But we do probably need to set our own date just for the rest of the semester.

**President Bigioni:** Agreed. Perhaps the two of us and Senator Edgington can get together and pick a date that we can report in the next meeting, or perhaps earlier if necessary.

**Senator Lawrence:** Thank you.

**President Bigioni:** Great. Thank you very much for your report. Barring any other questions or comments, we can move on to our next item of business, which is a Student Affairs Committee report by Senator Deborah Coulter-Harris.

**Senator Coulter-Harris:** Thank you, President Bigioni. We would like to update Faculty Senate and administration regarding our recent activities and plans, and then we also have some questions. Our subcommittee on underserved student communities at UT met with the Muslim Student Association, MSA, on December 10, 2021. Although members of the MSA stated they had not experienced racism, or conscious or unconscious bias against them, the most critical issue for the Muslim Student Association is that Eid, the most important holiday after Ramadan for Muslims, falls on May 2<sup>nd</sup> and 3<sup>rd</sup>, the very dates of spring semester's 2022 final exams. They stated [as] Eid is as important as Christmas is to Christians. They want to be able to take their exams that are scheduled for these dates on an alternative day of exam week. This will require communicating to all faculty regarding this issue to ensure Muslim students are accommodated without prejudice on this issue.

The second thing I want to say, I attended the recent panel discussion on anti-Semitism that was held via WebEx on Thursday, 27 January. Student panelists included members of University of Toledo Hillel. One member stated that faculty who asked [her] about providing comments and opinions regarding the Holocaust made her uncomfortable. But Hillel members also expressed that some faculty are not always agreeable to Jewish students' absence from class during Jewish holidays. These holidays sometimes fall on assignment due dates and exams. As there are two disparate religious groups with the same questions, Dr. Sherry Milz suggested that these holidays be added to the academic calendar, and also request faculty to add them to their faculty syllabi. So, Provost Bjorkman, would it be possible to send out something like this and to add these holidays on the academic calendars and perhaps send emails to faculty requesting that Muslim students be allowed to take these exams on alternative days?

**Provost Bjorkman:** Senator Coulter-Harris, thank you for bringing that up. It's a very important question and we do need to be respectful. I don't know if any of you saw it; I will send it out again if you didn't. But the Office of Diversity Equity and Inclusion put together a really nice calendar of all kinds of religious holidays and it is posted on their website. We have cross-linked it on the Provost website, but I will send out another reminder to people that we do need to be cognizant to that and we do need to be respectful and accommodating to our students who need to celebrate these holidays. Thank you for bringing that up. It's very important. Thank you.

**Senator Coulter-Harris:** Yes, thank you, Provost. And also, I really want to commend that office for sending that out. That was sent out at the very beginning of fall semester. But, you know, these are two

groups that – you know, especially the MSA requests alternative days this year for final exams. So, we need to remind everybody of that.

We have some upcoming committee plans also. We mentioned planning a meet and greet with members of the UT Student Government if COVID rules relax. UTSG elections are held in April, I found out, so we will have to nix a meet and greet with both current and future Student Government leaders because we want to have this soon after our spring break. We would still like to have a pizza party a week or two after spring break. We agreed to invite current student government leaders as well as the leaders of the groups listed in the charts below that I'll go over in just a moment. I will ask President Bigioni, President Bigioni, does the Faculty Senate have funds for such an event?

**President Bigioni:** That is a very good question that no one has asked me before, so I don't know the answer. We certainly do have funds, but to directly answer that question, I don't know. We would have to talk, and talk to Quinetta, and circle back and get an answer.

**Senator Coulter-Harris:** Okay, thanks.

**President Bigioni:** We can certainly follow up with you on that.

**Senator Coulter-Harris:** Right, because that will really be a great event. It'll just be a pizza party. Just a meet and greet and sit down and talk. So, at our committee meeting - we just held our committee meeting on the 28<sup>th</sup> of January - we discussed the need to check on the progress of upcoming reports to Faculty Senate and to the administration. That will also be sent to UT Student Government leaders. We had two reports already completed in the fall and that was the COVID and also Sally Harmych' s and Sarah Aldrich's wonderful report on the Office of Accessibility and Disability Services where that office agreed to some actionable items that Sally and Sarah had proposed. I want to publicly give them kudos for that. They did a fabulous, fabulous job.

Our next two reports: One is regarding the mental health issues on campus; Carolyn Lee and Lucy Duhon, is already in progress and they are working hard on this report. Their date of delivery will probably be right before spring break, I imagine. And then at the very end of the semester, because this is going to be probably the lengthiest report, Mohammed Samir Hefzy, Shery Milz and Berhane Teclehaimanot, the subcommittee on underserved communities and racism are going to plan either WebEx, or Zoom, or face-to-face meetings with the following communities: Black Student Union (BSU), Sexuality and Gender Alliance, Latino Student Union (LSU), and the University of Toledo Hillel. If there are any other organizations on campus for underserved communities, I'm asking then for the senators to tell me whom else we should interview. Senator Barnes, can you think of any other?

**Senator Barnes:** Well, I'm thinking about international students perhaps. I think if you look at the student organization list, you'll probably find a lot of interest groups. It might be worthwhile to investigate a bunch of different communities using that as a guide.

**Senator Coulter-Harris:** Thank you. Thank you so much for suggesting that.

**Senator Barnes:** You're welcome.

**Senator Coulter-Harris:** So that completes my report and I, thank you very much. If there are any questions, I'm happy to answer them.

**President Bigioni:** Thank you. Are there any questions or comments for Senator Coulter-Harris?



**Senator Day:** I have a quick question. It's for whoever might be able to answer this. Do we have anywhere located presently where students can, sort of, like a 'know your rights' sort of place where students who are concerned about having to take an exam or go to a class that is conflicting with a holiday? They like, can know and know where to go to advocate for themselves. Do we have that anywhere?

**Senator Coulter-Harris:** I think the Student Government has a handbook on that, don't they? I'm pretty sure I had read that, but not 100% sure, Senator Day.

**Senator Day:** It is just that our college committee, DI, was actually just thinking about creating some sort of 'know your rights' link or something for our students. I'm just sort of interested if, like, any of this is out there already. I'll explore more. Thank you.

**Senator Coulter-Harris:** Thank you.

**President Bigioni:** Any other questions or comments?

**Senator Steven:** I do have a question as well. Is there any policy with respect to, if a student is going to say, yes, I'd like to take this holiday? Does that mean every student in the class then is eligible to take that also as a holiday like we observe Christmas, even though not everybody in the class observes Christmas, it's a holiday? So, are we now saying that a Muslim holiday or a Jewish holiday is now okay for everybody in the class to take that holiday as well?

**Senator Coulter-Harris:** Well, no. Because not everybody in that class would be Muslim or Jewish. All these students are asking for, if these holidays, particularly Eid, let's say, which is scheduled to fall on the final exam day on June 2nd and 3rd, that faculty would work with them to allow them to take it on a different day. So, I don't see what the connection is between, let's say, two or three Muslim students wanting to change their exam day and the entire class.

**Senator Steven:** Well, for example, Christmas, where not everybody in the class is observing that holiday, yet everybody in the class gets that holiday. So to be fair, the other way around, especially if we have a large Muslim contingent in the class, with half the class taking that exam off and the other half has to write it, is that necessarily fair? I'm just wondering if there is consideration for that.

**Senator Coulter-Harris:** I think there is a fairness because Christmas is celebrated by more people, by a greater population than Eid would be here at the University of Toledo.

**Senator El-Zawahry:** If I jump in, I would say, maybe the faculty who is arranging for the exam, just change the day of the exam to one day before or after, and this way it meets everybody and so we are fair in that situation.

**Senator Coulter-Harris:** Exactly.

**Senator Steven:** I agree. I think being fair to all is the best way to go. But I was wondering if there was any consideration in terms of this being written as a policy, if that's the way to go? I'm definitely happy that we're trying to be as fair as possible to everybody on an individual basis, but I'm wondering if an overall policy can be written.

**Senator Coulter-Harris:** I agree with Senator El-Zawahry who just spoke. Yes, that would be the best way to do that for Eid, and it would probably be the best way to do that for, let's say, the High Holy days on the Jewish calendar. But I don't know if there's a specific policy written.

**President Bigioni:** There are a number of comments in the Chat, to do with this particular point. Dr. Pocotte says, there is mention of religious holidays in the Missed Class Policy.

**Senator Coulter-Harris:** Yes, that's right.

**President Bigioni:** That's important. Let me make just another comment. Some of these things are perhaps a little bit complex and should be thought through carefully. But also, there's a different aspect of this that I wanted to point out. Sending out an email to remind people of this is always nice, but what we really need to do is get to the point where it's just part of our thinking and sort of a culture change, no pun intended, so it becomes a little more automatic. But anyway, that is just a quick little comment.

There are other comments to do with earlier topics on advocacy. Provost Bjorkman said that we have a student advocate in the Office of Student Affairs. Dr. Lee followed-up and said, perhaps the Office of Student Advocacy could be a source for information on accommodations for religious faith, holidays, and events. Okay. Senator Hefzy said he had a follow-up comment. Do you want to make it, or has it been covered?

**Senator Hefzy:** Yes, two things. First, I would like to acknowledge and thank Senator Coulter-Harris for her leadership on this topic. I really appreciate that. The next thing is to follow-up on what Dr. Pocotte mentioned. Dr. Pocotte mentioned that there is a University policy regarding holidays, a Missed Class Policy. If I read the policy, "*Religious observances that prevent the student from attending class,*" however many Muslim students tell me that this is not accommodated by the instructors in the final exams. The students really fear to talk because they don't want to get hurt. And not only that, the issue is bigger than that. There are Muslim instructors when it comes to a holiday, what do they do? Can they get an excused absence from doing the class? So I think the issue, in my mind, is much bigger than that and it requires really a kind of, I hear you saying, we must think about it if we are talking about inclusion and being included. If you think about it, we rightfully so accommodate students with disabilities with no questions asked. So, what is the issue with Muslim and Jewish holidays? They are holidays and they really observe the holidays with their parents at the Mosques and Synagogues. So, I think it is a frame of mind that really need to be addressed in a much bigger picture in the sense of being inclusive. Thank you for allowing me to share my thoughts.

**Senator Teclehaimanot:** I have some comments on that as well. Christmas is not only on December 25<sup>th</sup>. For example, Christmas for Orthodox Christians is January 7<sup>th</sup>. However, on the University Calendar, it's listed as Eastern Orthodox churches. Some of those countries who celebrate Christmas on January 7<sup>th</sup> are Russia, Ukraine, Hungary, Greece, Egypt (Coptic), Ethiopia, Eritrea etc. I suggest that we eliminate the examples, just state only "January 7<sup>th</sup> Christmas for Orthodox Christians" on the Calendar.

**Senator El-Zawahry:** I think the issue is we need to recognize that there are other religious kind of observative days for different religion. We need to be considerate of that, and ask the faculty to have it in our calendars so we avoid having the exams on these days. It's going to be fitting for everything. We need to recognize there are Buddhists, there are going to be Hindus. We are going to have respect for everybody. It's just we don't need to have the exams or something that is crucial in the days of the year that is going to hold these guys from celebrating their holidays.

**Senator Coulter-Harris:** Those should be put, as Shery Milz says, literally on our academic calendar that's posted to remind us, and then perhaps because we all have a schedule/calendar of events on our syllabi to actually post those dates on our syllabi to remind us of what's coming up. I think those would be two practical things to do.

**President Bigioni:** So, I think it's important to add a comment from the Chat. Senator Hiba Fayoumi made an important point that kind of addresses some earlier questions, that Christmas is recognized as a national holiday, as are some others, Easter perhaps. There is sort of a systemic difference that is why our calendar is setup as it is. But of course, everyone's point with regard to that we need to respect everyone's religious observances' is also quite important to include here.

Okay, I see a number of other points in the Chat. Some again to do with the religious holidays and Missed Class Policy that Dr. Bjorkman added. But Senators Lawrence and Lee have made comments. If you want to unmute your mic and say them, please do. Senator Lawrence, would you like to make your comment?

**Senator Lawrence:** Yes. I was just pointing out, it's a complex issue. In regards to the conflict that would fall, for example during Spring term final exam week, we would need to have a universal policy about how to address that particular situation. If a group of students request a different exam, you can't move them to another day of the same exam week because that could create conflicts for them that they have other exams scheduled. That exam schedule is set by the University. So I am just saying that, for that particular conflict we would probably need to think universally across campus at what our approach of policy is going to be because it could in fact be very disruptive to those individual students and create other conflicts with their exam schedule.

**Senator Coulter-Harris:** Right. Looking at the Missed Class Policy, there was only one line in that policy about students missing from class because of religious observances. That policy says nothing at all about any type of switching the dates of exams or for them to have an alternative exam date. Perhaps that policy should be looked at and may be added to. We might want to rewrite that policy somehow, get the committee to rewrite that policy so that it's more accommodative to the religious members of our communities.

**President Bigioni:** Senator Lee also made a comment. Senator Lee, you are welcome to say it or I can read it.

**Senator Lee:** Thank you. Just a point that this is just one more way that we can kind of 'put our money where our mouth is' and respecting the diversity of our student group. And also being mindful of our colleagues and the different religious traditions that they might have. So, if it means expanding the policy at an institutional level, that's important. But it is also important at the relational level that we have with the students that we personally encounter.

**Senator Coulter-Harris:** Yes. Because on the policy as it is written, "*Religious observance that prevent the student from attending class.*" That is all it says. It doesn't say anything about exams. We are trying the best we can to accommodate everyone, and to include everyone, and to sit with everyone, and all of these different groups that I have listed, and to see what their issues are and then try to resolve any issues that they have. We're doing our very best to do that. And of course, there are going to be conflicts and a bit of confusion. But now looking at that Missed Class Policy, I think we're going to have to add to that. Just a suggestion. But anyway, I'm done. Thank you so much for listening.

**President Bigioni:** You and your committee have done a lot of good work and identified some important issues and generated a lot of good discussion today.

**Senator Coulter-Harris:** Thank you.

**President Bigioni:** Thank you very much for that. It looks like there are no other questions or comments and so maybe we can move on to the next item of business, which is the Ohio Faculty Council report from Senator Rouillard.

**Senator Rouillard:** Thanks, President Bigioni. The Ohio Faculty Council met on January 14<sup>th</sup>. The items included the following: The need for our Board of Trustees at our institutions across Ohio to affirm or decline their support of Textbook Auto Adoption Policy. This is supposed to be done in consultation with faculty no later than August 15, 2022. This requires us to develop a policy that says that if faculty don't indicate their textbook choices by a certain date that there would simply be an auto adopt of the previous textbooks that were used for that course. There was also discussion of the Tech. Commercialization Award and adding some criteria. The deadline for applying for this Tech Commercialization Award for 2022 hasn't been announced, but in previous years it typically been in August. So, you'll want to watch for that. We also had a visit from Mike Duffy, who is the Senior Vice Chancellor of the Ohio Department of Higher Ed., and he spoke about student debt and about some of the consequences for students about that debt when it comes to transcripts. First of all, Ohio is one of five states that forward student debt to the State Attorney General for collection. One of the tools that colleges will use to pressure students to not rack up debt, is to threaten the withholding of transcript. Although colleges nationwide are increasingly ending this practice, the OFC is considering collecting information on this practice of transcript with holding in our state. So, when this topic came up, I wanted to be a little bit more informed about what our UT policies are. I forwarded some text that Quinetta is sharing on screen now. And I think we've had a little bit of discussion about this in Faculty Senate earlier this year. So I asked the Treasurer's Office for more information about UT's practices: When does the debt go forward? How much debt triggers the going forward to the state Attorney General's Office for collection? What I was told is that UT typically allows for two semesters of that outstanding debt before forwarding it to the Attorney General. But only if the student does not agree to a repayment plan, at which time the University says it is not required to forward the debt. I think I left a typo in that document. Correction: At which point if the student agrees to the payment plan, it is not required to forward the debt. But it says it is required to forward the debt if the student makes no arrangement within two semesters to a payment plan. And that students do receive initial demands and final demands, notifying them about certification to the state. They also receive calls, and texts, and emails that they are in danger of having this debt forwarded for collection. I asked what the amount of debt was that pulled the trigger on this and I was told that it's \$10 dollars (ten). That's a little disturbing. Now when it comes to UT's practices for withholding transcripts, the Treasurer's Office told me that UToledo observes the Ohio Revised Code Rule, which is on this shared document that forbids a state institution from withholding a student's transcript from a potential employer. So, if the student is applying for grad school and needs a transcript, that transcript could be withheld. But, if a student is applying for a job, UT cannot, or any institution in Ohio cannot withhold a transcript from a potential employer. But, the student has to authorize that the transcripts be sent to the employer and the employer has to affirm to the institution that the transcripts are prerequisite of employment. I think the Ohio Faculty Council is going to do a survey and a white paper on this topic. There was also at our last meeting discussion of collaboration between the Ohio Faculty Council, which represents the state institutions, the universities, collaborating with the Ohio Faculty Senate, which is the corresponding group that represents community colleges in Ohio. That we would collaborate on a resolution opposing House Bill 327, the Introduction of Teaching Divisive Concepts. I'm on a subgroup that is working on that resolution document, and we've been looking at some other resolutions that have been ratified by institutions, such as Ohio State and Miami University. We're working on our draft. Some of the things that we are highlighting in our draft include faculty responsibility for curriculum, the Ohio Department of Higher Ed's new transfer 36 gen ed. requirements, which now include diversity, equity and inclusion courses as electives. We are highlighting accreditation requirements, such as that for the HLC that we offer our students opportunities to learn about diversity and how to live and work in a multicultural world. ABET, the accreditation for programs in engineering has similar requirements that they show they are producing graduates who are equipped to deal with engineering problems on a global

scale and to be able to take into account diverse and inclusive environments. The CAEP standards for education programs also require that students give proof of a knowledge and appreciation of diversity, equity and inclusion. And so, we're trying in this resolution is to highlight that if we can't teach these courses, if we can't talk about diversity in our courses, we could endanger accreditation, we could endanger then students' financial eligibility. I've also submitted in this document that Quinetta is sharing our draft at the Ohio Faculty Council, the draft of our resolution as it stands, in the hopes that we could use this as a starting point for our own resolution should Faculty Senate desire to do this. I forwarded this draft to the Faculty Senate Executive Committee and that's why President Bigioni scheduled it for today's meeting because we're getting short on time. I'm not going to read it, but it is here for your information to think about while we, Faculty Senate Exec, prepare a draft that's more closely aligned to our particular situation at UT and bring to you for further discussion. That's all that I have in my report and I'm happy to answer questions.

**President Bigioni:** Okay, great. Are there questions or comments? Are there any thoughts on this idea of us drafting our own resolution? In principle, the Executive Committee can take this as the starting point, modify it and then bring it to the next Senate meeting if there is an interest in doing so.

Everyone is pretty quiet.

**Senator Rouillard:** You probably saw Diane Miller's legislative update that came through yesterday. She pointed out that HB 327 is once again stalled. But one of the things we're trying to do, is just to have our resolutions ready so that if they open up the discussion again, we're ready to just submit our testimony.

**Senator Barnes:** I have a question, Senator Rouillard, about the language about diversity in this program. Does it really get at the issue that the Senate bill is attacking, which I thought was more about talking about "divisive concepts." To me, diversity may be divisive to some people, but I think what they're targeting is specifically talking about racism, especially, but sexism, homophobia and things like that. I can see the relationship between those topics and diversity, but I wonder about the language not translating.

**Senator Rouillard:** That's a good point. And I think that what we're trying to do is to sort of give them a way to sort of back out of this bill and, you know, so-called safe face. Which I understand more and more as I have been on Ohio Faculty Council that when dealing with the legislature, sometimes that has to be the goal. I think that in their mind, critical race theory is the same thing as teaching diversity. I think that the other thing we have to do is to find a way to hook their language to the serious consequences that happen to our institutions of higher learning and to our students if we can't talk about race. And one of the places that we do that is when we work in these areas of diversity, equity and inclusion. I think that anything that in their mind, the only expression that come to mind is, in their mind, anything that levels racial concepts, anything that puts everybody on a fair playing field is divisive.

**Senator Barnes:** I think this is really worthy. It looks like there's already been quite a bit of work on it already. There's no reason for us to not pursue having it ready in case we need it. It doesn't seem like there's a boatload of more work to do here. Or, maybe if there is, I would be happy to help have it ready in case we need it.

**Senator Rouillard:** I appreciate that. That is great, Senator Barnes. I think that with some of these legislators, the button you have to always push is the one about the financial consequences.

**Senator Barnes:** And I think the point about accreditation and things like that, those are also powerful arguments. So, thank you for all the hard work.

**Senator Rouillard:** You're welcome. And thanks for your offer to help; we'll take you up on it.

**President Bigioni:** And Senator Day has also voiced her---

**Senator Rouillard:** Oh, I see it in the Chat Box. Thank you, Senator Day. We will come a calling.

**Senator Quinlan:** I have a question for you, Senator Rouillard. I think embedded somewhere in this Bill or another one that refers to academic is a proposal that community colleges be allowed to grant baccalaureate degrees in nursing. Does that come up at the council meetings in discussion?

**Senator Rouillard:** The idea of community college is awarding four-year degrees, that has come up. And of course, there are some four-year degrees that that have been developed at community colleges. I don't know specifically about nursing.

**Senator Quinlan:** Well, I think there is a movement to allow community colleges to grant a BSN, which for them would be perhaps, you know, an add-on to their associates degree and would wipe out our RN to BSN that we have at the University.

**Senator Rouillard:** Right. I think that typically will come up in a separate conversation. But as we are talking to the Ohio Faculty Senate, which represents those community colleges, that perhaps is another conversation that can be brought up again.

**Senator Quinlan:** Well, perhaps you could relate to them if you see them, Senator Rouillard, that we're very happy to expand our partnerships with our community colleges in the regions of which we have many right now. [We're] trying to help them bridge that gap and give those students the opportunity to complete their BSN while they are working RNs online. I know I read with interest, the one community college president saying that they don't want their students to leave their community, and they didn't have enough choices. But, there are a plethora of online BSN completion programs and we would be happy to talk to any of them about what opportunities are available for those students so they wouldn't have to leave their communities.

**Senator Rouillard:** And so you're saying doing that instead of allowing community colleges to offer that four-year?

**Senator Quinlan:** Absolutely, because I am not sure they would develop the four-year degree, but they would certainly develop the two-year completion. And, you know, that right now is a critical pathway for us for our program.

**Senator Rouillard:** Okay, I can certainly relay that in a separate conversation. Thank you.

**Senator Quinlan:** Thank you, Senator Rouillard.

**President Bigioni:** Great. Any other questions or comments? I think what we can do then is take this to the Executive Committee, work on it, and then distribute it to the senators well in advance of our next meeting. Then we can have a detailed discussion on that particular resolution and presumably take it to a vote.

**Senator Rouillard:** Thank you.

**President Bigioni:** Well, thank you very much, and thank you for your work, and thanks for your report.

**Senator Rouillard:** You're welcome.

**President Bigioni:** Our next and last report and that is the Constitution and Rules Committee report by Senator Rob Steven.

**Senator Steven:** Thank you, President Bigioni. Do you see the document now?

**President Bigioni:** Yes.

**Senator Steven:** Okay, great.

**Senator Steven:** My apologies that you don't get to see your favorite constitutional expert, Mark Templin. I'm just taking his place today to give him a little break. We've been reviewing and trying to finalize the Rules for the Faculty Senate, this document, and it was recognized as we went through it a final time here that there are some typos and minor changes that we'd like to make. They should be able to be passed on to the Board of Trustees for confirmation or approval without any voting or anything like that because I believe these are just what we'd call, 'friendly amendments.' So I just want to show you these for transparency so that the Senate is aware of these minor changes that are being made, and being passed on for approval. Even though they are just minor, we just want to make sure everybody's aware. So when we made arrangements or changes, different sections went to different regions of the document. So here, for example, Section IV, below, is now II above. So very straightforward. It was just not recognized originally, and there's some issues with capitalization as well. Can you guys see my cursor as well as I'm moving it across here?

**President Bigioni:** Yes, but you can make the text bigger and broader.

**Senator Steven:** Okay. Does that look any better?

**President Bigioni:** Certainly better. That's good.

**Senator Steven:** All right. So this one in red here was already discussed last time. This was at the very end of the meeting. The adjustment was made and not the paragraph. The change was voted on, it was accidentally deleted and now it's back. So that's fine. In the final document we still have to change the order of the points here in terms of letters, so that will be fixed. And just some underlining that was admitted just to make it consistent with every bullet here. Again, underlining here and a rearrangement of where the sections are in the documents, fixing that reference. Here, and what we're talking about is now actual Article II, so it's not appropriate to reference article II when you're already in Article II. So just the rules in this Article instead. Throughout the document, University faculty was the original way we referred to faculty, but it was converted to faculty and we missed this one spot here. Just cleaning it up in terms of making it clearer and "that" converted to "who," and "or" instead of "and." In this day and age, all caps is equivalent to the yelling, so we don't want any yelling in our documents so we're just going to put that in lower case here. There's two instances of that. One last point, and I just noticed this while I was making this correction here, is this issue here. I would like to ask the members that are involved in the actual elections of people to the University Committee on Sabbaticals, UCAP, for sabbaticals, it's saying here that it is members of the Faculty Senate that are going to constitute the electorate. Meaning, they are the ones that are going to vet the people that are going to get sabbaticals. Is that actually correct? Does anybody know that? That just doesn't sound right to me. That is, just Faculty Senate members that are electing those that are going to be on sabbatical.

**Senator Compora:** That is true.

**Senator Steven:** Okay. Then we can just get rid of that. So that was it. I just wanted to make sure that everybody saw these minor changes before this document is passed on to the Board of Trustees.

**President Bigioni:** Are there any questions or concerns?

**Senator Steven:** All right, I guess it's all yours, President Bigioni.

**President Bigioni:** Okay. I'll just add that we can distribute that to the senators as well just so that you have a copy. And the goal here is to get as clean a version of this Constitution, Rules, and Bylaws, those three documents. We want to get those out to senators as soon as possible before we bring them to the faculty for ratification. Just a little bit of tidying up, making it professional, and so on. And it turns out the other two documents, the Constitution and the Bylaws documents, were already quite well tidied-up. So that is the goal. That's what we are doing. Again, just a little bit of tidying up.

Any other questions or comments about that? Okay, then. That concludes that item of business.

Since we are short one Vice Provost today, sadly, we have no other business and we can go directly to items from the floor. Does anyone have any items from the floor?

Everybody is anxious to go tune up their snow blowers. Last call for items from the floor. Okay, then, hearing none, we can adjourn this meeting.

Thank you very much everyone, and good luck with the snow over the next couple of days. We'll see you in the next couple of weeks. Thanks everyone. Have a good night. Meeting adjourned at 6:00 p.m.

**IV. Meeting adjourned at 6:00 p.m.**

Respectfully submitted: Kimberly Nigem  
Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Executive Secretary