

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of January 21, 2020
FACULTY SENATE
<http://www.utoledo.edu/facsenate>

Approved @ FS on 02/04/2020

Summary of Discussion

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

President Brakel: Welcome to our first Faculty Senate meeting in the spring semester. At this time I will ask our Secretary, Mark Templin to call the roll.

Present: Anderson, Bailey, Bigioni, Brakel, Case, Chou, Compora, Coulter-Harris, De le Serna, Dinnebeil, Dowd, Edgington, Ferris, Garcia-Mata, Gibbs, Giovannucci, Gregory, Hall, Hammersley, Harmych, Hefzy, Inch, Jayatissa, Kistner, Koch, Lammon, Lee, Longsdorf, Lundquist, Maloney, Molitor, Nigem, Oberlander, Ohlinger, Phillips, Reeves, Rouillard, Sheldon, Steven, Stepkowski, Taylor, Templin, Thompson-Casado, Tiwari, Wedding, Weldy, Zhang

Excused Absence: Barnes, Frank, Gray, Heberle, Lecka-Czernik, Murphy, Niamat, Pakulski, Phillips

Unexcused Absence: Bruce, Duggan, Menezes, Modyanov, Park, Ratnam, Roseman, Schlageter, Schroder, Welsch

President Brakel: Do we have a quorum?

Senator Templin: Yes.

President Brakel: Welcome back everyone, it seems like it's been a long time. To start today's Faculty Senate meeting I would like to congratulate Karen Bjorkman for being named the permanent Provost position.

[Applause]

President Brakel cont'd: Since our last Faculty Senate meeting on December 3rd, either the full Executive Committee or President-Elect Hammersley and myself have had several meetings with Provost Karen Bjorkman. These meetings occurred

Each of these meetings have included discussions about policies that have either been approved by Senate, currently being discussed or that still need to be addressed. I will mention two policies are the administration is still working on a revised workload policy and the Emeritus Faculty policy has been pulled back in order for a more robust discussion related to that policy can occur. I have asked Faculty Affairs Committee chair Martin Ohlinger to have his committee to discuss the various issues related to Emeritus Faculty and to lead a discussion about same in a February Faculty Senate meeting. The proposal regarding the Dean of Students Office clearing students for experiential learning that was discussed in our December 3rd Faculty Senate Executive Committee report is currently on hold.

We also continue to discuss the status of the Constitution with the Provost, President Gaber, the President's Chief of Staff Diane Miller and the Constitution's status was also addressed in my report at the Dec. 13 Board of Trustees meeting. The Constitution continues to be under review by the Office of Legal Affairs. I am pushing for Legal Affairs to be done and a meeting with representatives of the Board of Trustees to be done by February 5.

Also discussed with the Provost was the recent Intersession that I will defer to the Provost to report on in today's meeting. We also discussed issues related to pay for part-time faculty as there is a potential pay differential between part-time faculty teaching face to face courses vs teaching on-line. Also discussed was college revenue budgets appear to not be reflecting recent pay increases for part-time faculty which will potentially have an impact on summer teaching. Regarding summer teaching, the Provost has informed us that they are developing a marketing strategy for increasing summer course enrollment.

Regarding the Provost position, the Executive Committee did discuss the filling of the Provost position and those thoughts were then conveyed to Dr. Gaber in our monthly meeting by President-elect Hammersley and myself. Without getting into the details, the Executive Committee supported the appointment of Dr. Bjorkman to the Provost position.

Another topic of discussion in several meetings that I have been a part of has been the current budget and the potential budget reduction. I have asked Vice-President of Finance Matt Schroeder and Provost Bjorkman to report on the budget in today's meeting so that there can be transparency regarding the budget and to answer questions you may have.

I have attended three meetings regarding the replacement of the Scantron service including webinars on Remark which is a solution that would work with the new multi-function printers being rolled out on campus and another cloud based solution titled Akindi. The committee continues to gather more information concerning a potential Scantron replacement.

I also attended a meeting during finals week regarding the Learning Management System. Since that meeting, there have been recent developments that I don't have complete information about so rather than mis-state something, I will look into it further and present more information at an appropriate time.

That concludes the Faculty Senate Executive Committee report. Do any committee members want to add something to that? Any questions?

Unknown Speaker: Were there any conclusions with respect to the analysis of different options for the replacement of the Scantron?

President Brakel: No conclusions at this time. What has been discussed at this point is that the print shop which currently houses the Scantron machine is being phased out. We are looking at different solutions. One possibility is that the Scantron may move to IT in the basement or somewhere in Carlson library. There is a significant cost to the Scantron aspect and so we are looking at other alternatives. The Remark system that I mentioned and the Akendi system is both cloud based. They interface with several learning management systems. At least Akendi right now appears to be a much lower cost. There's been no decision at this time.

Unknown Speaker: But there is a timeline where we are not going to be left without it?

President Brakel: That is correct. We are making sure there would not be a gap somewhere. Any other questions? Did we adopt today's agenda? I think I skipped that, didn't I?

Past-President Rouillard: Yes.

President Brakel: I apologize. Alright, I need a motion to adopt today's agenda.

President-Elect Hammersley: So moved.

Senator Dowd: Second.

President Brakel: All those in favor say “aye.” Any abstentions? *Adoption of Agenda Passed.*
We have our Minutes from the November 19th meeting which we did not approve. Those were sent out last week. Are there any corrections to the Minutes? Hearing none. I will entertain a motion to approve these Minutes.

Senator Molitor: So moved.

President-Elect Hammersley: Second.

President Brakel: Okay. All in favor say “aye.” Any opposed? Any abstentions? *Motion Passed.*
We also have our Minutes from the December 3rd meeting. They were sent out last week. Are there any corrections? Hearing none.

Senator Hefzy: I move to approve.

Senator Dowd: Second.

President Brakel: Okay. All in favor say “aye.” Any opposed? Any abstentions? *Motion Passed.*
Alright, I am going to give the floor over now to Vice President Matt Schroeder and Provost Karen Bjorkman to talk about the University budget, and be able to answer any questions.

Vice President Matt Schroeder: Thank you, President Brakel. First and foremost, obviously welcome back to campus. Special thanks to Senate and the leadership of Senate for having me back; I may regret that ‘20 minutes’ from now, but thank you for having me back, it is always a pleasure, and I really do appreciate it.

What I wanted to do today and what Tim had asked for is really [inform you] where are we with the budget. Prior to winter break, communication went out from myself to members of the President’s Advisory Council providing some foreshadowing about a potential mid-year reduction based on where we were in the fall as it related to enrollment. At that point in time what we were seeing in some of the... enrollment tracker tool and also other tools that we have in the forecast. Before I do a deep dive into this, I just want to maybe provide Senate with some context. For many of you, you probably already know this; for some of you there may be a value add; but, as we go into every fiscal year and really this kicks off in January ahead of, in this case, fiscal 21 that is on the horizon, we really try to take a fiscally conservative approach to budgeting. We also look at, and you will see this articulated quite nicely in an upcoming slide, but we also look at, and this is all tied to the general fund right now, we look at our revenue streams which I think many of us realize that tuition and fees is the main driver for revenue along with state share of instruction but as other modalities in addition to distance learning and CVE come online. We talk to the provost and we talk to others and we get feedback there. Most importantly, really I try to make a cornerstone. My time in this seat is to not only inform, but to provide data and to really work with all of our leaders, especially the provost to give them the tools to make informed decisions. This is not an initiative driven by the Finance Office, this is truly a partnership with not only the provost, but all of our senior leaders as it relates to budget development. Ultimately the goal is to improve the overall fiscal positioning and health of the University. Those that know me, I’m very transparent. A little bit later I will call out a few of the things that are currently keeping me up at night and welcome a conversation around those.

Budget development for fiscal 21, tuition and fees. There will be two slides that follow this. They give you a breakdown, sort of a pie diagram as it relates to the percentages of each of these and how they

really impact not only the sources but the uses. From a tuition and fees standpoint, how [do] we approach this year? Clearly we've had a little bit of a decline, and that is probably an understatement as it relates to enrollment. I think going back to maybe fall of 2011, [or so] we started to have this slide, a little bit of a rebound. In fall 2016, I think we were up from a head count standpoint by .33%. We have since fall of 2016 continue to experience a decline. So this year what we have done as it relates to tuition and fees for budget development, we went back and looked at the actual revenues that came into the University of Toledo in fiscal 2019 and we used that as our baseline this year. I am giving you this level of detail to underscore the fact that we just didn't do one of these numbers and say, 'okay, where's enrollment going to be? Open enrollment management tells us we are going to be stable or up.' We really try and beat it up behind the scenes and take a, not only a conservative approach but try to build in hedges whenever possible. So we looked at the actuals in fiscal 2019 and we had indications at the time that, even though we didn't publicly say it, but enrollment may be down a little bit - so we discounted that by a percentage point. We also knew that given where we were over the course of the spring that there was a lot of things going on in Columbus. For the first time in a long time [there was] some very favorable language coming out of Columbus as it relates to higher ed. When this went to the Board in June and when we worked with the provost and others, we did not bake any of those assumptions in just because it wasn't until after July 1st when Gov. DeWine actually signed off on the biennium budget. But what we did do is we knew with the second cohort of the tuition guarantee that we can go up by CPI without any doubt and that was about 1.5%. We also knew working with the provost, COGS and others that there were many, not all, of our graduate and professional programs leaders that were comfortable going up about 2 ½% on the tuition side. Student financial aid is really in the form of our institutional aid or otherwise known as our discounting. We looked at the budget from last year. We looked at graduation rates, we looked at retention rates and we also looked at the commitment that we have internally to try and reduce this line by 2% a year. So we took all those factors into consideration with the graduation rates that we experienced in fiscal 2019, and we budgeted flat as it relates to student financial aid. Really, both of these bullets are foreshadowing to future talking points here.

Then state share and instruction: At the time we took into account the dynamics across the state. The fact that it has been a zero sum gain. Meaning, right around \$1.5 billion is available that we [have] along with the other compete four institutions. So, if we win, somebody loses and vice versa. What the historical data tells us and also the trends that we have experienced for a number of years now is that our market share on the SSI front, despite our efforts as it relates to retention, despite our efforts at it relates to graduation and retention and SSI terms FTE completion, we are moving the needle significantly. We knew there was potential for erosion. And to give you a sense of, 'what do you mean, Schroder by 'erosion?'' A few years ago we had a market share of about 7% and so we captured about 7% which is right around, depending on the year, \$108 million. We knew that despite our best efforts we were probably going to still see a little bit of an erosion and essentially to give you a sense of the impact of that, .1% is right around \$1 million. So if we lose .1% of market share it is about \$1 million. So with that subsidy we took all of those trends in mind and then on the expense side we obviously have our contractual obligations. We have the academic affiliation agreement with the College of Medicine that comes in as a source and goes out as a use, not only on compensation but also under operating expenses. Then contingency, given the size of our academic budget, \$407 million-ish, almost 300 of which the provost controls, our contingency is tiny, it is 1%, \$4.5 million, so not very significant and potentially not conservative enough. So this gives you sort of a pie diagram or a pie chart of what we are looking at as it relates to sources and uses. Essentially we have over 80% of the sources or the revenue coming in, either coming from the state of Ohio just under 28% or tuition and fees just over 53%. So we are obviously very heavily reliant on those two sources. So if something plays out at the state you can imagine it has a ripple effect and if something plays out on the enrollment front, it has a ripple effect as well.

On the operating uses, as we've talked about repeatedly, our employees are our greatest asset. You can see with salary and benefits from a U-standpoint, 80% of those revenues that flow in go to our people, our

talent. Then we have operating expenses, occupancy costs which are the utilities associated with the University, our capital spend, meaning how we go and reinvest in the infrastructure and the facilities. I mean, if you really think about it, we are a city within a city; and of a \$407 million budget we are only setting aside 2.7 for capital spend. Now, that doesn't count the biennium capital budget which we are in the middle of that process - we will know more in the spring. So, not counted within this budget there is just south of a \$22 million split over two years that flows in. And then there's that contingency that I talked about. This is the budget for the general fund that was approved by the Board back in the middle of June. You can see at the top our operating revenue, our sources, we have our debt service and then we also have the transfers. The transfers are the movement of funds in between accounts or indexes within the general fund and beyond. So if you can go all the way to the bottom, it's not a lot of cushion, \$247,000 to the good. This is on a cash bases again just looking at the usage and the sources.

Where are we currently? I am going to quantify some of these because we budget on an annual basis. We are through the second quarter. As I said to Finance and Strategy, we closed the books on the second quarter last week [I think] late Tuesday afternoon. So we are preparing those financials to present to the Board.

Let's talk about enrollment and then we will also talk about tuition and fees. I am going to cheat here so I don't misspeak. On the enrollment front: fall we were down 3.2%, 551 students - that is what was recorded on the 15th day of the fall semester. Since that time and over the course of the fall semester there were a number of 'ghost' students that we discovered that were counted on the 15th day, but for a variety of reasons they disappeared on us. So that 551 students did inflate by 20 or 30 or so. Then on the tuition and fees side, as it relates to a down turn of 3.2% on the FTEs, think back to our approach to budgeting, we didn't hedge that much. We thought that we were hedging very appropriately, but given that dramatic downturn in the fall that I think that caught a number of folks by surprise as it relates to tuition and fees. This is now 'I'm transitioning to a forward looking statement for the remainder of the year,' and this feeds into the mid-year budget adjustment and the possibility of that. With being down in the fall, with where we are headed in the spring, which I think the tracker yesterday had us (I'm looking at Provost Bjorkman and I don't mean to) down 233 students as it relates to FTEs. We are going to miss budget on tuition and fees by around \$2.7 million on the tuition and fees side. On the institutional aid and discounting side: this line isn't donor dollars that is coming in from the foundation or outside sources. These are the resources that the University, the provost, the colleges and others have at their disposal. These are the University resources that are applied to offset tuition and fees. This is a budget that is \$63.3 million this year. We are on... right now to outspend that budget by \$3.9 million. Now, I want to just pause on this line because I know so many of us are feeling the pressure to get students here to enroll students and to get students enrolled at all costs. Well, this is one of those lines that really quantifies what does 'all costs' look like. This is also a line where, you know I am going to creep into what keeps me up at night - and Provost, please feel free to chime in here - but at this point of time as we look ahead to the fall I am not seeing a light at the end of the tunnel where enrollment is going to be up. That is what it is. I truly believe, and I am not just saying this, we have a very unique opportunity with this spend because when we look at using IPads data, our spend as it relates on institutional aid, we are number four in the state as it relates to spend- so you got Ohio State, Miami, Cincinnati and then Toledo. When you break that down on a per capita or per student basis, we are number three in the state as it relates to our spend on a per student basis. And then when you take that and you look at when everything is said and done, and this is in state, we are number one as it relates to from a net tuition standpoint. Out of our Carnegie classified peers in Ohio we are number one as it relates to the lowest net tuition. So when we are talking about potentially enrollment may be down fall or who knows when enrollment may tick-up, there is a tremendous amount of opportunity in my humble opinion within this line where if we can look at the inbound cohorts, the inbound transfer students and that aid made tricks at the undergraduate level. If we can start nibbling that away a little bit to increase our net tuition revenue then we will have a ripple effect across the institution, potentially and help alleviate some of the need to really cut elsewhere.

Then there's state support. This is really the one good news item on this slide. As I said, when we were building our budget we saw what was going on in the state; we saw our trend of losing market share. State support, and they just reconciled it in December for the second-half for this year. Our state support is going to be better than budget and that is a good thing. Now, Asterix on that because we still lost market share, but the dollars that we are going to receive from the state is up because in this biennium budget they actually increased the pie as it relates to state share and instruction. So, because of that 2% increase to the pie we benefited in state support which that obviously helps to offset the challenges on the discounting front and the challenges on the tuition and fee front.

Salary recapture: I think some of the folks in this room can tell me probably better than my team, I don't even know when we started that but it seems like we've been in recapture mode, hiring freeze mode for way too long. Our re-capturing – so essentially a position that comes open, unless it has direct student interaction, we hold that position for eight months unless there is a waiver or petition for a waiver. We are slightly behind on the recapture right now that was assumed in the budget. Essentially behind the scenes what the recapture does is it offsets the overall conversation line. Then, cash flow and 'cash is king, you know the timing is great that students are back. It is great that those [payments] were due around the 10th, but not all of our students pay on time. As it relates to the flow of funds in, there's some timing issues there as well. Then also the fact that we had an extra week I think between fall and spring this semester.

Senator Dowd: What percentage of students are having their tuition discounted? What is the targeted goal if you are going to address this issue?

Vice President Matt Schroeder: So I will answer that question from an undergraduate perspective, I am not going to step into the graduate world. I would say 100%, and the reason I say 100% that there is some type of discount in play is because when you go on the enrollment management website they have that aid matrix out there. Merit triggers at I think 20 ACT or so and maybe a little bit lower by a few points and then it goes up through the entire ACT spectrum to 36, and that is one of the triggers and then a high school GPA is another trigger. Then those students that are also here that may fall outside of that matrix, there is also some need base aid that comes into play vs. merit.

Senator Dowd: Let me change the question then. In terms of what the sticker price of tuition and fees are, what is the amount the average student is paying?

Vice President Matt Schroeder: 50% off sticker price. That is IPeds' data. IPeds is 12 to 18 months behind, but iPad data just came out in November for fiscal 18 and it is right at 50%. How does that stack up? In the state of Ohio we are number one - congratulations to us. Then Ohio State is number two at 48% and some change. Our peers, the Bowling Greens, the Kents and others, their number starts with a three.

Senator Dowd: So when you are saying that tuition could go up by 2.5%, you are really talking about only .25% roughly?

Vice President Matt Schroeder: Yes.

Senator Dowd: The other question I had for this slide was regarding the cash flow. What is the number of days of cash on hand that we have?

Vice President Matt Schroeder: So timing is everything depending on the year. Michael Dennis calculated [that by] looking at our working capital between fall and spring and it was just under 30 days. And that is just looking at working capital for 30 days from a working capital standpoint.

Senator Dowd: What is the amount that Moody's would you like to see for a university this size?

Vice President Matt Schroeder: 90 (ninety). Senator Dowd, you are bringing up a fantastic point. I think part of a dilemma that we are in as we sit here today is that over the last 'x' number of years and it started well before Dr. Gaber, was 'it's going to turn around next year.' I remain optimistic but I also remained realistic. I hope it does turn around, but until it turns around and we can demonstrate a pattern or a trend that is indeed turning around, we have some interesting conversations coming up as it relates to our net tuition revenue. I think there is some opportunity there, but is that the sole answer? Absolutely not, but where your thought process is going, we are right there with you, Sir.

Senator Hefzy: I have two questions.

President Brakel: Let me just say one thing. Vice President Schroeder is on a limited amount of time so we want to try to hold the questions down to make sure he gets through everything that he needs.

Vice President Matt Schroeder: President Brakel, hold on. Let me make sure – I think I went through everything, so bring it on<laughter>.

Senator Hefzy: I know that you explained it, but I did not get it. What is salary recapture and what is the difference between occupancy and operating expenses?

Vice President Matt Schroeder: I will start backwards and work forward. So the occupancy is essentially those expenses such as gas, electric, rent (if the University is paying rent), and the utility piece, and they defer to Mike, our Treasurer. The second question as it relates to eight-month hold and the recapture, essentially if I were to leave the University, my position upon it going vacant is recaptured essentially and those dollars are held essentially. Now, Dr. Gaber who I report to would need to make a decision, 'am I going to do a peer one-on-one replacement with Matt or am I going re-or.' Until she makes a decision we are holding those dollars essentially to really protect them and to avoid a scenario where a department then immediately goes out and uses those dollars either on a personnel line or something else. It is to really instill some discipline and also not only discipline, but to have a general understanding. A lot of this plays out in the provost world of what is going on in making sure there is a thought process around it. So the recapture, we know, and I just got this data from HR, is that there are times of the year, and you can probably all guess when we have a lot of attrition play out - July and August - two months where attrition or vacancies is at the high point of the year. Then we also have a little bit that plays out in January as well. So we know that and we build into the budget with the assumption that we are not going to, however many lines are open and funded, we are not going to have to pay on those lines throughout the year; we know that some of those lines will be unfilled. So it is about \$10 million that we bake into the budget.

Senator Hall: So my question is about the discount rate. I've actually been on Senate for a long time and there's been a discussion about a very high discount rate for a long time. To be honest, I came from some place outside of Ohio before coming here about five years ago. So, just to begin, Toledo is a pretty good deal even without the discount rates.

Vice President Matt Schroeder: Absolutely.

Senator Hall: Particularly for graduate school. My question is this. I had been under the impression that we were trying to lower the discount rate over the last few years. Have we done that or is there a goal set for doing that?

Vice President Matt Schroeder: So based on my talking points around that bullet point, not so much this year, being over budget by almost \$4 million and some change. There is a target to reduce it by 2% every year. Now, a couple of things that go against that is retention. If students are staying and matriculating through then you know you are not going to have some burn-off or attrition there - the goal is to reduce by 2%.

To your other comment about affordability and value, we have been a value leader in this state and in the region for a long time. Somebody at some point in time, and I don't know when but I am going to guess, maybe 08 or 09, decided that we were in a price war against ourselves and we started to throw money at it. We have the data where we can see enrollment discounting. There is like no correlation. Enrollment kept continuing to plummet and discounting kept going up and so now we are at the tipping point where we need to work with the 'Jim Andersons' of the world along with folks on the graduate side as well to try and come up with a new model.

Senator Wedding: There is a chart that you've shown that shows that reverse effect as we took the discount and went up to 50% where we are today, and the enrollment plummeted. So here we are, the highest discount rate in the state and our enrollment dropped as we made those discounts.

Vice President Matt Schroeder: Yes.

Senator Wedding: It is actually a little bit scary.

Vice President Matt Schroeder: It is. Well said.

Senator Molitor: Just to follow up on what Senator Hall was asking. We had worked with a consulting firm as part of our strategic enrollment planning group. We had face to face meetings with these consultants annually and virtually once or twice per month. As a result, we were stepping down our net discount rate and increasing our net tuition revenue. It had been exceeding the 2% per year goal, but at some point, this process was ended.

Vice President Matt Schroeder: Absolutely correct.

Senator Molitor: I thought it was a worthwhile exercise. It provided some very interesting data showing how slight reductions in scholarship awards would increase overall tuition revenue even if these award reductions resulted in a reduction in headcount. This process seems to have stopped for some reason.

The other comment I would like to make is that we are still using a global scholarship matrix. I would argue that for some programs we are awarding merit scholarships to students that nobody else is awarding, and for other programs we are not awarding enough merit scholarships. I think this is something that needs to be reviewed.

Vice President Matt Schroeder: I would take that one step further as well. It is beyond than what we are doing on just the need base front as well. Dr. Molitor, you articulated it really well. Something has happened. I've struggled to put my finger on it as well. I think the University of Toledo and the conversation around net tuition revenue, we are not the only ones hanging out there. Everybody right now in higher ed. for the most part, unless you are an outlier is talking about net tuition revenue. Moodys' and SMP have gone on record. SMP just within the last few weeks or so downgraded their Outlook for higher ed. as it relates to challenges and as it relates to net tuition revenue. This is why I go back in my mind, and I am sorry I took you down this path, but with our retail price being so affordable and our discounting being really at the level of a private, not a public but private, we have an opportunity there to really start looking at that net tuition revenue and potentially taking an aggressive look at that and doing it in a way

where hopefully at the end of the day we can do a price sensitivity analysis or something to figure out what that mix is so that we are not losing students. But [we need to] start massaging that net tuition revenue before we start massaging other things on the expense side of the house. Because I really believe, back to Senator Hall's point, the value that we have here, not only in the form of a degree but the affordability piece, if somebody is coming to the University of Toledo as it relates to price, they simply have to take a calculator out. If we trim off \$500 on a merit award we are still going to be less than Bowling Green and we are still going to be less than Kent State etc.

President Brakel: This has to be the last question because Vice President Schroder has to leave here for another meeting.

Vice President Matt Schroeder: And that is true; I actually do have to be at another meeting <laughter>.

Senator Stepkowski: Can you provide the information about the Medical Center because those numbers are a little different?

Vice President Matt Schroeder: I am glad you brought that up. I am going to wrap it up, but I will answer that question. Can I call upon the senator in the back with maybe a red scarf or magenta scarf?

President Brakel: Sure.

Senator Maloney: It's fuschia.

Vice President Matt Schroeder: Okay.

Senator Maloney: I just have a question about the tax on the lab fees. Where does that fit into this income? Is that institutional? Do you know what I mean?

Vice President Matt Schroeder: Are you referring to that 26%?

Senator Maloney: Yes.

Vice President Matt Schroeder: Do you want to jump in? So the 26% does not go into – you haven't said anything yet<laughter> - I said to Provost Bjorkman that I am almost certain most of these questions are going to focus on decisions within the Provost's Office. So there was – and Senator Dowd, you can jump in here as well – because the University, there's been a tax out there for quite some time. It was 11% and it moved up to 26%. Under Larry Kelly's tenure and leadership here he said I would like to get to a point where we are not even taxing you, period. But, given where we are going with enrollment and trying to find solutions as it relates to trying to generate revenue.

Senator Maloney: Is it being tallied in underneath tuition and fees or is it in this other category?

Vice President Matt Schroder: Where does it roll in on the budget?

Unknown Speaker: So lab fees are actually a credit to your expense line, so it does not show up as a revenue because typically lab fees are going to cover supplies that you buy for the lab---

Senator Maloney: But where does the 26% go?

Unknown Speaker: The same place and so it is counted as an expense in there.

Vice President Matt Schroder: So the 26% come back essentially as an overhead.

Senator Maloney: That is where I am confused at.

Vice President Matt Schroder: In the long run I support what Larry Kelly went on record to Senator Dowd and others. I would love to do away with it. It was put in play for a reason. If we can address a number of things, that would be something that I would be open to having a conversation on. Senator Dowd, can I table yours? I can talk to you off line, but I do want to talk real quick about UTMC.

Senator Dowd: I will talk with you as you run to your next meeting.

Vice President Matt Schroder: Alright. A little 'birdie' told me you might follow me out.

So, UTMC - now that we are shifting away from the academic side, it is one of the items that is keeping me up at night. And I don't mean to exaggerate, that is truly an issue right now that Dr. Gaber, myself, and others on the hospital leadership team are trying to tackle. The reality is we have talked about for some time, that it is transitioning a community hospital. The reality is we sit here today through the second quarter and that transition is having some material impact on the overall financials as it relates to UTMC. If I did not say that then I would be withholding information from this group. I mean, it is having impact on the UTMC financials. So as it relates to that impact, and this isn't the first year for it, last year there was an impact on UTMC's financials and the year before that as well. In both of those cases and will be the case this year, what we've done is look to the UTMC physician group along with the UTMC medical malpractice group, which are separate entities to step in to help fund the offset of a loss from a cash position. But, I would tell you there is a whole team looking at and working on right now UTMC and trying to get that entity to a point of stabilization right now. I will leave it at that. I would anticipate knowing Dr. Gaber that our communications as we note things we will get those communications out. Do that help answer your question, Sir?

Senator Stepkowski: As far as I know the enrollment of students in the Medical programs are going up. Secondly, the...number to the medical school actually doubled from the perspective of the number of students that is increasing right now.

Vice President Matt Schroder: Yes, absolutely. I think the College of Medicine has been 175 for cohort for a while, up from 135 a few years ago. Because of having 135 students in a cohort that puts them in sort of a unique mix as it relates to a total number of students over that four-year journey. That was one of the reasons I'm told why the academic affiliation came to be, is to have placement or opportunities for those students because they do a residency match and move on into the graduate medical education world. But what is going on within the College of Medicine is absolutely fantastic for the University as a whole. UTMC is obviously separate from the College of Medicine, so what we are focusing on and working through there is really the evolution of becoming a community hospital vs. an academic medical center.

President Brakel: And I am going to stop you there.

Vice President Matt Schroder: Thank you.

Senator Wedding: Why can't you bring him back or have him here longer? We sit here and hear some of the most boring stuff you've ever heard. This man comes and he got some stuff that is very soberly and important to the faculty - we should be hearing him longer and more often. We are not here to criticize him or anybody, but there is information here that people ought to know about, for example the business about the enrollment going down even as we increase the discount. There is a lot of information that this faculty hasn't yet absorbed and we need to have it.

President Brakel: Senator Wedding, I will say that I did not place a limit on Vice President Schroder---

Senator Wedding: No, I got that.

President Brakel: We will discuss what we might need to do in the future.

Senator Wedding: Okay.

Vice President Matt Schroder: I will defer to Senate leadership just as I defer to the provost and deans – I will come back at any time. Thank you.

[Applause]

President Brakel: Thank you. So hopefully that answers at least a few questions about the budget. We will continue to monitor and convey information and see what opportunities arise. Provost Bjorkman, your report please.

Provost Bjorkman: On that ‘cheery’ note, I just wanted to say that Matt has been terrific to work with. He is very transparent. He and I, I think are developing a great working relationship. There are a lot of things that we are dealing with right now and I would say from my point of view and I’ve been here for a long time, I think we as a university made some decisions in the past that are haunting us today. We are trying to figure out how to get out of that. The piece that Matt did not mention that I want to make you aware of and probably many of you are aware of this, but our demographics in this part of the country are also working against us. The number of direct from high school age students is declining in the Midwest, across the Midwest and in fact, much of the country is seeing the same sort of thing. So we are fighting against some currents that are not of our making and we have to try and figure out how to get ourselves past that. I will say that I think we have some things we can stress. Matt told you how we are incredibly affordable and we offer a fantastic value. What we have to do is do a better job of getting that message out to our community, to our prospective students, and figure out the best ways to do that. We are truly trying. It is an uphill battle, but I think we are going to make some headway – I am eternally optimistic. It is really all of you who make that possible and it is helping us get the word out about the University of Toledo and all the good things we have going on here. There are good things going on here despite the budgetary challenges. The trick is to figure out how do we get through this rough period without damaging what we are trying to do. I will tell you that it is my goal that whatever comes with all of these budget challenges, our number one job is that we are about education and changing lives. So whatever we do about budget, we have to do it in a way that we don’t damage what we are trying to do.

So that said, welcome back to the spring semester! It was really quiet around here the last couple of weeks. It is great to have everybody back on campus. I will just say, I want to thank you for the warm welcome. I think I am happy to have that bandaid ripped off the title, but at the same time I realize there are a lot of challenges and I am going to need all of the help from all our great faculty to get through them and our great staff as well. We have a terrific team. I think we can do it, but it is not going to be easy and it is not going to be quick, so I will just tell you that right up front.

Just a couple of brief positives - no stress. I had the opportunity to provide the Board of Trustees in December with sort of an update on progress related to our strategic plan and what we are trying to do. I am only going to give a couple of highlights, but they are very relevant to what we were just talking about. The first one, you know that student success is kind of job one, right? That is really what we are here for. I was pleased to report to the Board we are really doing pretty well on the things that we are counting. Our first and second year retention rate from last fall to this fall was the highest retention rate

on record for the University over the last 20 years - we had it at 76.4%. We are still going to try to go up with that. But I will remind you that retention is just as important as original enrollment. We can bring in all the students, but if we don't keep them here and help them to be successful we are still treading water. So the second piece is we have increased our six-year graduation rate to 51.2%, which is the highest six-year graduation rate on record over the last 15 years. So again, we are doing the right things. We are moving in the right direction. We are just not there yet and we just have to keep doing them. We are making good progress, we just have to sustain that momentum and continue to do that. We know that one of the biggest keys to student retention, engagement, and success is the faculty, how the students work with and engage with the faculty and staff in their time here. That is really what changes lives. I just want you to know that I recognize that. I had an opportunity at the end of the fall semester, they did the undergraduate research exhibition over at the library. It was really impressive to see all the amazing kinds of research and scholarship that our students are doing working with their faculty mentors. The undergraduate research program here is a gem. It is something that we should be very proud of. We engage students across all the disciplines, it is not just in a few. I think that is really important to tell that story. I know that lots of you are actively engaged with students throughout their careers, both undergraduate and graduate, and I just applaud those efforts and encourage you to continue them; they do make a significant difference in the lives of our students.

This semester we are going to have the University Teaching Center host a number of workshops that are going to focus on engaging students in active learning. As you know we converted a number of classrooms across campus into active learning classrooms. We want to help provide faculty with the tools and the background to know how to effectively use those active learning techniques and in those classrooms. I encourage you to visit the University Teaching Center website and look at those forums that we are going to be having. I encourage you all to participate and learn more about. It is really fun if you ever taught an active learning classroom because it is really not like standing up in front and talking to people; it's a very engaging kind of thing and the students are part of the class which is a lot of fun.

We also going to continue our monthly future of higher education forums this semester and a list of those are on our webpage – I hope you'll plan to attend. But I also invite you, if you have ideas or topics you would like to hear about in these future of higher education forums, would you please let me or Amy Thompson know and we will be happy to try and arrange something like that. I don't want to be offering workshops that people don't find valuable, so, if there are topics that we are not addressing let us know and we will work on that to try to make it more useful to all of you.

One more piece of good news. I want to report that Frank Calzonetti recently was able to give us an update on the 2nd quarter of fiscal year 20 on our research outcomes. They have recorded that we've increased the number of research proposal submissions and the amount of awards compared to this time last year. I want to congratulate to our faculty who continue to secure external funding for research, also their scholarship and creative activities which are getting noticed. One of the nice things about that is that our research funding is up through quarter two which is good news. But also because of that, because of the work we all do, we are making a difference in our community, in our nation and hopefully in the world.

I also want to let you know about our expanded hours we now have at the University Counseling Center for our students. It is now open on Mondays and Tuesdays until 7 PM to offer increased access to our students who may need mental health counseling or somebody to talk to. I want to thank the division of Student Affairs and Flapp Cockrell, the Vice President for his leadership on expanding those hours. I think that was an important thing to do. We would like to expand them even further, but at least we are making some progress on that.

I just want to remind you of a few deadlines that are coming up this week: This Friday, January 24th, is the deadline for those of you who want to apply for the Kohler International Grants for travel for spring of 2020. Applications are available on the website of the Center for International Programs. Then Friday, January 24th is also the deadline for the new MAC Outstanding Faculty Award for Student Success, and so I want to remind you about that. If you want to nominate someone or nominate yourself, please do that. That information is available on the Provost's website also. Lastly, I wanted to remind everybody that nominations for our Distinguished University Lecturer Awards are due a week from Friday, on Friday, January 31st. I just want to comment that we have amazing lecturers at this institution, and I want to be sure that we are recognizing them. Please nominate your great lecturers [so we can] make sure we are recognizing and just valuing what contributions that they've made.

I was asked to say something about winter intersession so I will give you a brief update about that. So this past winter intersession which actually just ended last Friday, we had 12 courses and 109 students enrolled in those courses. About a half of them were core courses and all of them with one exception were offered online, which obviously was appealing to students. We are trying to move more in that direction. For comparison, last year we had nine courses and 99 students enrolled and the year before that, the first time we did it we had only seven courses and 38 students. So again, we are making progress but I am rethinking a little bit; we are going to be looking closely at the intersession, what we are trying to do with it and what is it. We want to make it valuable for our students and how do we make it work best for them. So we are taking a look at that. We will be asking probably for intersession courses a little earlier this year because we want to be thinking intentionally about what we offer and how it can help our students either get ahead or get caught up. So those are some of the things going on in the office. Lastly, thank you all very much for your support and I look forward to continuing to work with you. Thank you.

[Applause]

President Brakel: I know next on our agenda is---

Senator Bigioni: Excuse me, President Brakel.

President Brakel: Yes?

Senator Bigioni: Can we switch?

President Brakel: Yes. Senator Bigioni has a childcare situation and so we are going to move to Programs.

Senator Bigioni: I have six, actually five program proposals for you today. Well, potentially six. Two are program modifications and four are new programs, so we will start here. The first two are name changes and they are pretty straight forward. The first one is changing the name of the BA and BS in Individualized Program to University Studies. So I will just read the **Summary:** This proposal requests a name change only, from the current "Individualized Program" to the new title "University Studies". The **Rationale:** states: This title better describes the nature of the program and the students' ability to incorporate course work into their program of study from throughout the University. This name change is part of a larger effort in University College to increase enrollment of adult and non-traditional students. Any discussion on this?

Senator Gregory: So I support anything that will obviously increase enrollment of adult and nontraditional students. If I were a nontraditional student I think the ideal of an individualized degree program where you have a unique plan of study that you can kind of create your own major, to me that is

a concrete tangible set of words that I understand whereas University Studies I guess seems a little vaguer to me. I'm also wondering about the potential for confusion with liberal studies and adult liberal studies which is also coming out of University College. So you got University College and you have Adult Liberal Studies and I don't see how those are automatically different whereas if I read adult liberal studies and if I read individualize major, I am like 'okay, I think I understand that. So I was just wondering if there's been any conversation about why this is the word that seems better.

Provost Bjorkman: There have been lots of conversations around that. One of the things that we were doing was looking at focus groups and talking to adult learners or stop-out students who might want to come back and complete a degree. What they are looking for is something around degree completion and what we were finding was when they saw something that was IVP, they had no idea what that meant. And so it is a little more straight forward to essentially market this as a degree completion option for adult students and that is really the goal.

Assistant Dean Pollauf: And if I could add, that is apparently the new 'flavor of the month.' Looking at other schools that are similar to ours, that is the most common new title if there is a newer title. I would also add that IVP has not changed its name in 41 years and that we have been losing enrollment of adult nontraditional students. I don't believe it is simply due to name, but we are definitely taking a hit there. We are just trying to try something different.

Senator Gregory: Do you think this will impact the adult liberal studies?

Assistant Dean Pollauf: Not really because their structure is so differently. They both are programs that quite honestly if I had a better thesaurus brain and could think of what is the one word that would make people most identify with all these program roles, we probably all would be better off. But nobody in our college have really come up with what is the exact title. The biggest difference is liberal studies runs on seminars with electives vs. the individualized university studies if approved. It is a recombination of existing course at UT where students are limited to give a number to any department and they are fashioning it because of their specific professional or academic interests to best reflect the needs that they have.

Senator Gregory: Thank you.

Senator Wedding: I think I agree that this is confusing with other programs. University Studies is an ambiguous title. I don't see how using that, because it is pretty broad, will help. I oppose this type of name change without knowing what it is going to mean. She is right, Individualize Programs has been around for many years, and I know people who have taken them on campus, but, University Studies, what does it mean? Everything we do on this campus is a university study.

Senator Bigioni: Any other questions?

President-Elect Hammersley: Just for clarification, does it mean that the program code will change to UCUS BA?

Senator Bigioni: My understanding, no.

President-Elect Hammersley: Because the individual---

Assistant Dean Pollauf: We don't know what the code will change to, that is actually up to the registrar.

Senator Bigioni: Are there any other questions or Comments? Hearing none. Okay then I think we should put it to a vote. All those in favor say, “aye.” Any opposed? [3] Any abstentions? [2] ***Motion Passed.***

The next one turns out it appeared in our cue for a technical reason. It actually been cleared through here before. It is only a name change. I’m happy to entertain any discussion as a matter of formality, but I don’t know if it is necessary since it’s already been passed through this body already. Is that alright with everyone? Let’s move on?

Group of Senators: Yes.

Senator Bigioni cont’d: The next four are new programs. They are all coming out of Communications. They are all certificates, either 15 or 16 hours. They are all built off of existing courses grouped together to give our students some edge in the market place. For the most this is all market place driven. We will go through them. The first one is a certificate in Organizational Communication. The **Rationale states:** This certificate is intended to document organizational Communication competency on student transcripts. This is a skill set that is in high demand in organizations. According to the National Association of Colleges and Employer 2019 Survey,* Communication skills and the ability to work in teams are among some of the most sought after attributes that employers look for in college students. Hopefully no surprise. So is intended for not just COM income students, but any non-Communications majors as well that are interested in this concentration and organizational Communication. So this is the set of courses that it is built from: Again, they are all on the books already, totaling 15 hours. Let’s open the floor for questions.

Senator Molitor: I think this sounds great for students who are not Communication majors. My question is if you are a Communication major, how many of these courses are you already completing as part of your degree program?

Senator Bigioni: That is a good question and I think this sort of thing has come up before. If there’s too much of an overlap then it qualifies you from having the certificate on your transcript, but the details of which are unclear to me.

Senator Insch: I think that is a pretty cogent question to just pass over, right? I mean, if you graduate in COM and you just happen to stack them together, these classes are a part of your degree, right? Are we okay with saying we have these three certificates? I’m not sure if we are not, but I’m just curious if that is the intent or if we are okay with that, [say] by virtue of graduating in COM you also get these three certificates by virtue of how you organize your degree.

Senator Bigioni: Didn’t this come up with the Mechatronics last year? I don’t remember the details of how that was resolved. Do you recall?

Senator Molitor: I thought it was a worthwhile exercise. It provided some very interesting data showing how slight reductions in scholarship awards would increase overall tuition revenue even if these award reductions resulted in a reduction in headcount. This process seems to have stopped for some reason.

The other comment I would like to make is that we are still using a global scholarship matrix. I would argue that for some programs we are awarding merit scholarships to students that nobody else is awarding, and for other programs we are not awarding enough merit scholarships. I think this is something that needs to be reviewed.

Senator Bigioni: So that is a fair point. Any other questions or comments on that specific point?

Senator Hall: Can I comment on that because I have here the requirements for a Communications degree?

Senator Bigioni: Yes, please.

Senator Hall: Only one of those is listed as a required course.

Senator Bigioni: Which one?

Senator Hall: Group Communication. A bunch of them are listed as electives though.

Senator Molitor: So you can complete a Communications degree by taking some of these as electives, and then you will automatically receive the certificate in addition to the Communication degree without having to take additional courses for the certificate.

Unknown Speaker: Is that too much overlap if there are electives for that major?

Senator Molitor: Yes.

Senator Coulter-Harris: The English Department offers professional and business writing which is a very popular course and most Business students takes this course. I'm wondering how different it is going to be from COM 3880, Professional Business Communication. Now, is this Professional Business Communication a writing intensive course? I mean, exactly what kind of communication skills are you going to be teaching? Ours is a writing intensive course and we do teamwork and things of that nature. So, I am just wondering if this is overlapping.

Senator Bigioni: That course is already on the books being taught and so it is not really the point. It is just how these courses are collected into a certificate to appear on a transcript. Does that answer your question?

Senator Coulter-Harris: Well, kind of I suppose. It just seems redundant.

Senator Bigioni: It happens. I think you were next, Senator Case.

Senator Case: I think I can actually answer that about the Professional Business Communication. It focuses on public speaking and putting together presentations.

Senator Insch: I would just like to propose a conversation. There is a movement that degrees be stack certificates. Like these are the skill sets and you get certificates in 'A, B, C, and D' and that equals 'A' for your degree in a certain concentrated area. This could be actually innovative, or a thought for doing those, or actually doing it saying if you stack four of these together you get a degree in COM also. So, why wouldn't you, right? So I guess the conversation is with respect with semantics, concentration vs. minor vs. certificate and what that means then whether or not if we are comfortable with someone doing a regular degree of study. You are getting those skill sets as part of the certificate and also saying... As I was going through that you also got a certificate that state I have these specific skill sets. I am not sure where I stand on all of that, but I think that is a driving part of Senator Molitor's conversation, which is, if I get two certificates in COM as part of my regular workload to get my degree, can I get that on my transcript? If I suspect Senator Molitor considers that to be problematic, there are other places that is not – you are just identifying I have the skill set. I don't know the answer to that, but maybe that is something one of our committee could look at. I am just throwing that out for the future potential conversation or discussion.

Senator Bigioni: Thank you.

Senator Molitor: Just to follow-up on Senator Insch's comments. It is not just us; the state actually has minimum requirements for things like minors, degrees and I believe concentrations. I don't know if they have something for certificates, but I can look in the state academic programs handbook and see if there is a number of credit hours you have to have that is unique from the degree program requirements in order to call an add-on credential a certificate or minor.

Past-President Rouillard: I don't think so.

Senator Molitor: You don't think certificates fall under that?

Past-President Rouillard: No. We don't have to go to the state to get approval for a certificate.

Senator Molitor: I know, but it may appear in the handbook under a definition for certificate programs.

Senator Bigioni: Thank you for that clarification.

President-Elect Hammersley: If we were to try and sell to more senior individuals that come back to school, it would seem that a discussion of a stacked program would be perfect. I would turn it back to the Committee so that discussion and interface with what you need for a degree is necessary.

President Brakel: Senator Bigioni, I am going to recommend, based on this conversation that we are having right now, that we return these four certificates back to your committee.

Senator Bigioni: May I suggest something different?

President Brakel: Go-head.

Senator Bigioni: In analogy in what we did with mechatronics, it seems like the major issue is the fact that COM and MCOM students could double-dip essentially, right? If there's a will, we could just strike those from the proposal if that is acceptable.

Past-President Rouillard: We should send it back to the department.

Senator Bigioni: Send it back to the department?

Past-President Rouillard: Yes. They would have to agree with that.

President Brakel: Senator Gregory wants to speak - it is her college.

Senator Gregory: Very quickly. The certificates are primarily for non-majors so that it gives them kind of micro-credential, right? Were majors, my understanding is that thought of like a micro-credential on its way toward a degree, which is actually the key to most of our graduate certificates in the University. Graduate certificates tend to be modeled on this principal and so that is another place we might look for examples. So yes, you could have a lot of these classes in your major but as someone else said, it represents kind of a specific skill set that is contained within the major, the major is broader.

Senator Bigioni: Something like a concentration.

Senator Gregory: It is not really like a minor.

Vice Provost Ayres: I just want to speak to a point of information. There is no definition of the term 'certificate' in the Ohio Department of Higher Education Academic Program Review Guidelines nor is there any particular minimum number of credit hours. There are specific definitions of major, minor, and concentrations, but there is no definition of certificate.

President Brakel: Thank you.

Senator Bigioni: So we will take these back to the department. All four proposals are structured the same way so the same issue will arise with all four. We can bring them back at the next meeting along with someone from Communications to address these questions in detail.

Senator Insch: I just have one quick comment. On the Media Production Communication, because it has a prerequisite, as a non-communications student I would actually have to take 18 credit hours, not 15. I think that's a little bit disingenuous to say it is 15 credit hours when it is really an 18 credit hour certificate. So if you could go back to them and ask them about that because the option would be is to say it is 18 hours or cut out one of those two...classes.

Senator Bigioni: Okay. Thank you.

President-Elect Hammersley: I would just task the committee to try to broaden their thoughts of this over all colleges because it has already come up in two. Most likely some general thoughts need to be set up across the board.

Senator Bigioni: Okay.

Senator Ferris: I just wanted to note that each of these certificates in communication is structured consistent with national norm. There are a number of programs that are built in similar fashion around the country.

President Brakel: Thank you. So we are moving now to curriculum proposals.

Senator Edgington: So the Curriculum Committee has two new course proposals and 24 course modifications to bring to you today. The two new course proposals, the first one is HIST 4300, which is LGBTQ History in America. The course description is: This course explores the history of same sex relationships in the United States with a focus on the processes of individual and group interactions, construction of cultural identities, and societal perceptions and their consequences.

One note, a question came out of the committee about whether or not this course is in conflict with Women and Gender Studies. So we did discuss that and we have been told this course is cross-listed; it was a special topics course. It was originally cross-listed with Women and Gender Studies and will continue to be cross-listed. Sharon Barnes who is the Chair of Women and Gender Studies has said that there is no conflict with other courses right now.

The other course is in **English**. It is ENGL 4550, Literature of the British Empire, Beginnings to 1850. The course description: Study of the development of race, empire, and colonialism through literary texts written in (or translated into) English from the late-thirteenth century to the abolition of the British slave trade in the early-nineteenth. The course will be detected with another course that is the second level, 1850 to present. Right, Senator Lundquist?

Senator Lundquist: Yes.

Senator Edgington cont'd: So that is the need for this course, to go with that course as well.

Course Modification: I'm still briefly trying to figure out the best way to talk to you about course modifications with the new CIM because the new CIM asks for a lot of information that is not always changes. So what I've done here is I've made two columns now. The first column here are modifications that we can recognize in then proposal. In may mean that there is a red line in the proposal showing what's been taken out and put in. The additional information, the green information has been put in. If you see green text with no red line with it, it could be new information to the course and it could be pre-

existing information that the new system is asking for. I am going to focus on the modifications request in that column, but I'm happy to talk about anything in the final column if you would like to. But for time sake I think we are just going to focus on the changes that are being asked for.

The first one is PSC 4950, Capstone in Political Science. And the change here is only PSC majors with at least 84 earned credits (in order to simply registration process) can only register for the course. This is to simplify the registration process.

The second one is PHPR 3930, Introductory Pharmacy Practice Experience 2. It is a new prereq. being added which is PHPR 3920.

NURSING – there will be the same change for a number of these courses.

The third one is NURS 4610, NURS. And the change is Prereq change: NURS 4100 may be taken concurrently. MATH 2600 added. CIP Code Updated. I've talked to them about it and it is mainly for scheduling purposes. It makes it easier for students to schedule their classes.

NURS 4520, Pathopharmacology for the Practicing RN. Again, it is going to be that prereq. change 4100, plus CIP Code Update.

NURS 4500, Leadership and Professional Development. Again, same thing, prereq. change to 4100, plus CIP Code Update.

NURS 4400, Quality and Safety in Nursing. The prereq (not listed) being removed from course.

NURS 4370, Health Promotion and Wellness Across the Lifespan. It is the same thing, the prereq (NURS 4100) can be taken at same time as the course.

NURS 4340, Population Focused Care. The prereq (NURS 4350 or 4100) can be taken at same time as the course.

NURS 4300, Informatics for Nursing. The prereq (not listed) being removed from course. CIP Code updated.

NURS 4110, Applied Health Assessment Across the Lifespan. They would like to add a Summer term. Pre req (NURS 4100) can be taken at the same time.

NURS 4100, Transition to BSN Practice. Summer term added.

MBC 4960, Honors Thesis in Medicinal and Biological Chemistry. The big change here is change to credit hours (from 2-5 to 1-5). Change from lecture hours to lab hours. Students need to be able to register for 1 credit to complete their requirements within the existing curriculum.

MATH 2640, Statistics for Applied Science. The prereq is being removed (not listed). Have contacted EEES to inform that department. Course is being submitted for Core Mathematics designation. ("MATH 2640 is the same as MATH 2600, which is a CORE math course, however it adds statistical procedures used in applied science literature. MATH 2640 is required for our EEES students but is not currently identified as CORE.")

GEPL 4490, Remote Sensing of the Environment. Change to credit hours (from 3 to 4) in order to align courses with other 4/5000 classes in program. Course is not repeatable for credit. Change to CIP code.

FRENCH – four changes.

FREN 4020, French Syntax and Stylistics II. The change here is the course title (new title "Advanced Study of French Language II"). Change to short title. Change in credit hours from 4 to 3. Change to catalog description. Course is not repeatable for credit. Change to prereqs (FREN 3010 and 3020 added; FREN 4010 removed). Being done in preparation for program revision.

FREN 4010, French Syntax and Stylistics I. Again, change to course title (new title "Advanced Study of French Language I"). Change to short title. Change to catalog description. Course is not repeatable for credit. Prereq change (minimum grade of D- removed).

FREN 3220, Survey of French Literature II. Change to course title (new title: "Selected French and Francophone Prose and Poetry, Readings II"). Change to short title. Change to catalog description. Course is not repeatable for credit. Pre req change (Minimum grade of D- removed).

FREN 3210, Survey of French Literature II. Change to course title (new title: "Selected French and Francophone Readings I"). Change to short title. Change to catalog description. Course is not repeatable for credit. Pre req change (Minimum grade of D- removed).

ENGLISH –three changes for English.

ENGL 4660, African American Literature in the 20th Century. Change to course title (new title: "African American Literature in the 20th and 21st Century"). Change to short title. Course not repeatable for credit.

ENGL 4540, British Literature: The 20th Century. Change to course title (new title: "British Literature: The 20th and 21st Centuries"). Change to short title. Course not repeatable for credit. Change to catalog description.

ENGL 4280, American Fiction: 20th Century. Change to course title (new title: "American Fiction: 20th and 21st Century"). Change to short title. Course not repeatable for credit. Change to catalog description.

COMMUNICATION –two changes.

COMM 3290, Content Management. Change to course number (COMM 3800). Change from lecture to seminar. Course not repeatable for credit. Prereq changes (Adding COMM 3500, removing COMM 2000 and COMM 2500). Change to CIP Code. "This course is the next progress course following COMM 2500 Social Media 1 and COMM 3500 Social Media 2 and we'd like a course number that will then follow."

COMM 3260, Live Sports Production. Change in grading from Standard to Pass/No Credit. Change to CIP Code. "Due to the field experience nature of the course there is no subjective means to grade and pass/no credit is more fair to the students."

The final one is ART 1060, Fundamentals of Form. Change to course title ("Foundations of 3D Design") for clarity purposes. Change to short title. Course will not be repeatable for credit.

So those are all of our modifications and new course proposals. Are there any questions about any of the submissions?

Senator Molitor: On those French courses where it said the prerequisite removed the D- as a minimum grade, are these courses still a prerequisite?

Past-President Rouillard: The prerequisite for 4020 instead of being 4010 is 3010 and 3020. The reason being is that we sometimes allow a strong enough student to take 3020 before 3010 and 4020 before 4010 if there is a scheduling problem.

Senator Molitor: But they still need passing credit?

Past-President Rouillard: Absolutely. It is just that we do not want, I think we've had this discussion before, the idea that you are announcing now that you require a D- or better -- well, you still need to pass the course.

Senator Molitor: Well, I think that is a Banner coding because certain prerequisites have a C or higher on the prerequisite course. So I think is the D- or higher language needs to be entered into Banner to indicate passing credit. You could leave it off the catalog description but I think it must be coded into Banner.

Senator Edgington: Do you have to have a C or higher in the prerequisite course in order to advance?

Past-President Rouillard: No, I think we just want the 3010 and 3020 as the prerequisite.

Senator Molitor: I think by default it would say 3010 or 3020, D- or higher.

Past-President Rouillard: Okay.

Senator Molitor: And then related to that, on the Nursing courses, the 4000 level ones where they removed the prerequisite, are there any prerequisites on those courses?

Senator Edgington: I would have to go back and check to see for sure. I know some are listed here as pretty much as being added on. I think 4100 is already a prerequisite for most of those course.

Senator Molitor: There were a few that said the prerequisite was removed.

Senator Edgington: I don't know if that is something with the new system or not. I will have to look back at the catalog and see.

Senator Molitor: You want to make sure there is some sort of a prerequisite or anybody can register.

Senator Edgington: I will check and see for those before it go through. Is there anybody here from Nursing?

Senator Oberlander: So a lot of these are part of the new RN BSN CVE curriculum that we are doing, so there are no prerequisites other than being admitted into the program.

Senator Edgington: So you have to be a nursing student.

Senator Molitor: That is perfect. I just have one more. On the EEES course that went from 3 to 4 credit hours, did they specify what activities, contact time would be included in that extra credit hour?

Senator Edgington: One went down from 4 to 3.

Senator Molitor: I know one went down, but I thought one went up. Perhaps it was a GEPL course?

Senator Edgington: I will check for you and see because I am not positive if they have it in there or not.

Senator Longsdorf: Just from my knowledge and some consistency. Is it appropriate to use a course modification to change a course number?

Past-President Rouillard: Yes.

Senator Longsdorf: Because I've had very different things come and go and be kind-of a kick back in my years in our college where the change of number needs to be a new course. For instance, you can have two different numbers that end up with the same title. It is just the feedback that I've got, and I've always been told 'change the number.' I'm just asking.

Senator Edgington: That is a good question. I've been told anything that is going to change that is listed for the course in the course catalog should go through our committee. Obviously, a course number change will be a change in the course catalog. Your question whether that should be a new course proposal, I know I went through this last year with our English 1010 co-requisite course because we were originally going to use the old English 1100 number we had. I was going to do a modification, but they did say do a new course proposal then. I don't know if there is anything written that if you are going to do a course number change [if] it has to be a new course proposal or not. I can research that and see, but I don't know if there is anything we have written down that requires to go that way. I could talk to Kathy Zimmer about that to see how that work.

Past-President Rouillard: This is just an informational question, it is not about approving or disapproving these courses. But my own information, can somebody explain why Nursing and Communications would be doing a CIP Code change? What is the need behind changing the CIP Code? Maybe Bill Ayres can answer.

Senator Edgington: Is that with the program modification that went through that program change? That is the first time that has ever come up.

Senator Gregory: It might be, although I can't say for sure that with communication that content management course is basically a social media analytics class that now fits with the new COM major rather than the regular COM major. My understanding is when the new media COM major was developed, that course number no longer really fit. So changing the course allows it to fall in line with the other social media analytics classes. But basically it is them being affiliated with the media communication major.

Past-President Rouillard: Is there a similar reason for Nursing?

Senator Oberlander: With that program we are running two simultaneous classes, so I don't know if it got a CVE curriculum or their speed their pace. So I don't know if running those results will be needing separate codes for those.

Past-President Rouillard: Vice Provost Ayres is saying no.

Vice Provost Ayres: I can't speak to either of these particular versions because I haven't looked into them, but we do have an ongoing effort to try to clean up the CIP Codes and make them as accurate as possible. The CIP Code system as you know is a system for classifying content areas. But every once in a while we run across one that has been misclassified and so we try and classify it properly.

Past-President Rouillard: Okay.

President Brakel: Any other questions?

Senator Edgington: So I would like to do a vote on these. I would like to take out the GEPL. I will look back at their proposal to see if they do list information there and how that additional credit hour will be reflected in the course, and then I will get more information about that. I think the other ones are all okay

to go. So if there is no more discussions, all those in favor in accepting the two course proposals and the 23 course modifications, taking out GEPL, signify by saying “aye.” Any opposed? Any abstentions?
Motion Passed. Thank you all very much.

President Brakel: Thank you, Senator Edgington. I think that brings us to items from the floor. Any announcements?

Senator Ohlinger: I am Chair of the Faculty Affairs Committee this year. As was mentioned in the beginning of the meeting, we will be looking at the emeritus policy standard criteria, everything. I just wanted to mention that. I will be contacting the members of the Faculty Affairs Committee fairly soon for a meeting so we can report back to Senate. Thank you.

President Brakel: Any other announcements? Hearing none. Thank you all. May I entertain a motion to adjourn? Meeting adjourned at 5:46 p.m.

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

Respectfully submitted,
Mark Templin
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Administrative Secretary