

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of November 23, 2021
FACULTY SENATE

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

Approved @ FS on December 7, 2021

Summary of Discussion

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

President-Elect Insch: Good afternoon, everyone. [I'll] give another minute or so to let some latecomers get on and then we will start. I hope you all are enjoying a very sunny Tuesday afternoon. There's the bell; it must be 4 o'clock. Okay, then I think we might as well get started. We have a lot on the agenda today, so we'll start off with Secretary Nigem on calling the roll. Are you ready, Secretary Nigem?

Present: Anderson, Baki, Bamber, Barnes, Bornak, Brakel, Case, Chaffee, Chou, Compora, Coulter-Harris, Day, de le Serna, Duggan, Duhon, Edgington, Elgafy, El-Zawahry, Garcia-Mata (W. Crawley-sub), Gilstrap, Green (Steve Wallace-sub), Gregory, Guardiola, Hall, Hanrahan, Harmych, Hefzy, Insch, Jayatissa, Koch, Krantz, Lammon, Lawrence, Lecka-Czernik, Lee, Lipscomb, Metz, Modyanov, J. Murphy, Niamat, Nigem, Pakulski, Pattin, Perry, Reeves, Reynolds, Rouillard, Shan, Smith, Stepkowski, Steven, Teclehaimanot, Topp, Van Hoy, Vesely, Wedding, Welsch

Excused Absence: Bigioni, Kistner

Unexcused Absence: Ali, Chaudhuri, Huntley, Kujawa, Milz, Ratnam

Senator Nigem: Yes, I am. Thank you very much. We have a quorum.

President-Elect Insch: Thank you very much, Senator Nigem. I must start off by thanking you all for being here. We had some conversation with President Bigioni about whether to cancel the meeting, but we do have a number of informational items that were kind of gathered and we wanted to make sure that they got out to the Senate. President Bigioni and his family are enjoying a much deserved and much earned getaway somewhere. So, I wish him well and I'm sure he is enjoying his time wherever he is.

We'll try to go through fairly quickly on the various items of the agenda. We do have quite a few today. First is to adopt the agenda. So, I would be open to a motion to adopt the agenda.

Senator Hefzy: I move to adopt the agenda.

President-Elect Insch: Thank you. Is there a second?

Senator Smith: I second.

President-Elect Insch: Thank you very much. Is there any discussion? Hearing no discussion. Are there any objections? Hearing none, then we adopt the agenda by acclamation. I hope you all had a chance to review the Minutes of November 9th, and I'm open to a motion to adopt the Minutes of November 9, 2021.

Senator Hefzy: I move to adopt the Minutes.

President-Elect Insch: Thank you, Sir. Do I hear a second?

Senator Hall: Second.

President-Elect Insch: Thank you, Senator Hall. Is there any discussion? Is there anyone who does not approve or has a concern? Hearing none, the Minutes are adopted by acclamation. *Motion Approved.*

Executive Committee Report: The last couple of weeks has actually been pretty busy for President Bigioni and I, and the Executive Committee. I will give you a very brief overview. If you have additional questions or the Executive Committee would like to add, they can do that. President Bigioni and I met with President Postel. We had a quick conversation about strategic planning, and that the committee is established now, and kind of reviewed some of the goals. And he has come to Senate and talked about that as well. We had a conversation about the Constitution. He actually would like to see that we have a conversation with the Board. This committee that oversees the Constitution for us schedules are pretty crazy. He has taken the role to schedule it for us. We're going to probably keep it a little smaller than originally intended just to try to get it done as soon as possible. We have basically two questions and we're just looking for clarification. As you remember, one was on the ability of the Senate to have biannual reviews of administrators. President Postel felt that, that was reasonable. And the other one was just basically some language about when there's some discrepancy, and I think that one was just clarifying what paragraphs to include, and which not. He felt and both President Bigioni and I feel that just having a face-to-face conversation we can at least get some resolution on that fairly quickly and then we can move forward, hopefully by the 7th to start moving forward and getting the first reading and then the second reading, and then get the Constitution out to the faculty for a full faculty vote. President Bigioni and I also had the opportunity to meet with Diane Miller, who is the Chief of Staff to President Postel and also the Government Relations' person. We had a quick conversation with her about the Constitution as well, in a sense that she's helping follow-up and getting those meetings set up. Most of the conversation was related to the federal COVID vaccine mandate that just came out. President Postel has just recently, I believe today or yesterday sent out UT's response to that. I suspect that if you have any questions, Provost Bjorkman will probably be willing to answer some of those, although there really isn't much we can do about it; it is a federal mandate that has fairly significant fines associated with it. So that is something that's coming down the pipe. And so, we had quite a conversation and obviously expressed some concern. And, you know, it is what it is.

And then, we also then had an opportunity, the Executive Committee to meet with Provost Bjorkman and Provost La Fleur Small. Most of that conversation were similar kind of topics. But most of that conversation was basically around the revenue, the revenue model that's coming out and some concerns that faculty would like to have a little more access to some of the information and be able to understand what's going on that they're in full disclosure. No one is really sure. It's still kind of a work in progress and as the work in progress gets refined, Provost Bjorkman said, the intent is that the Faculty Senate and faculty in general have plenty of access and opportunity to be involved in the process. Just right now it is so messy, there's nothing really to be involved in. But that is obviously evolving very quickly. Once they get the year-end number so that quarter-two is done, they will have a better picture on how the model works under current parameters, given our current situation. From there, they can start making some adjustments and probably have some more conversations about it. I know that recently, just today, a workshop was set up to have some conversations about that to help kind of inform faculty and others about what that model looks like, and how it works, and some general conversation. So that is moving down the pipe. We are very interested in helping make sure that faculty voices are heard and that faculty have full information about that. So that was [most of] our conversation with the Provost. And frankly, the administration is open to us being part of the process. Just right now they're not sure exactly how the process looks until they get more data\ given our current situation. That's pretty much what happened in those meetings. I'm not quite as eloquent as President Bigioni.

And, just one other comment that Provost La Fleur wanted us to mention is that, as you might have noticed in the Provost Newsletter today and if you haven't seen it, you should, there's some great information for all of us there – and I thank you Provost for doing that for us. There is also going to be, and this is something they want you to take back to faculty who might have a tendency to delete stuff quickly out of their emails, that there is going to be a tenure promotion workshop in January, January 28th. That is something that you probably want to make sure that your junior faculty are aware of and anybody that's thinking of going up for full, that the Provost Office is providing that as an additional opportunity for people who are thinking about going up for promotional and tenure to get tabbed interface and get some conversation and some more information about the process here at UT.

With that said, I believe that is my report. If anybody has any questions or if the Executive Committee has something to add, please let me know. Hearing none, then I will now have the pleasure of hearing from our Provost, Provost Bjorkman.

Provost Bjorkman: Good afternoon. Thank you, President-Elect Inch. I want to begin today by wishing each of you a very happy Thanksgiving break this week. I hope that you will be able to take some much-needed downtime. I know I'm planning to do that and spend some quality time with family and friends.

But as you know, as we've said before, the past two years have been challenging and demanding, to say the least. I'm extremely grateful for your hard work and your commitment to our students, in spite of all the personal and professional challenges that everyone has faced. Later this afternoon, you will hear from Dean Linda Lewandowski on the topic of mental health issues, and the University resources that are available to support our faculty, staff and students and the work that's underway on campus to address those issues. Thank you, President-Elect Inch for pointing out the information that was in the newsletter. We had been asked to send that out. It went out through the University Teaching Center email earlier, but not everybody gets that, and maybe weren't paying attention. So, we sent it out again. There are also a couple of things that will get posted on the website early next week when our Web person comes back to work. So, we'll let you know about that in next week's newsletter. You'll also hear today from Dr. Denise Bartell, Associate Vice Provost for Student Success. Dr. Bartell has recently done a study of the student attrition at the University. I think it's extremely interesting material and I wanted you to hear about it. She will be presenting the results of her analysis. You know, over the last five years we've made really steady progress on student retention. In fall of 2019, just before the pandemic and fall of 2020, we have the highest first and second year retention rates in over 20 years. But, then came the pandemic. And due to that impact in the fall of 2021, for the first time in five years, our student retention rate declined and that was especially true for underrepresented minority students. So, obviously this is a concern. I look forward to Dr. Bartell's analysis, and a discussion of some of the things we are doing and can do to help reverse this trajectory, which is particularly important among our URM students.

We recently announced the appointment of an Interim Director for the University Teaching Center, Dr. Jeanne Kusina. The Teaching Center is a really important resource as we try to address student success on our campus. Plans are underway to offer innovative programs that are based on best practices and teaching excellence related to student success. We've had a work group operating and thinking about the Teaching Center and how we could do it better, and how we could make it more accessible, and more useful for people. That group has now transitioned into essentially an advisory board for the Teaching Center. Dr. Kusina, who will serve as Interim Director, is a Distinguished University Lecturer in Women's and Gender Studies. So, I look forward to her leadership of the Center, as we move forward with those kinds of professional development opportunities for our faculty in the spring semester. I wanted to mention to you a reminder that next month at our December commencement ceremonies, we actually expect to be graduating 1,977 students. The undergraduate commencement will consist of two ceremonies on Saturday, December 18th in Savage Arena. One will be at 9 a.m. and one at 1 p.m. with

different cohorts of colleges at each ceremony. And also, on Friday, December 17th at 6 p.m. in Savage Arena, we will hold a doctoral hooding ceremony and commencement for our graduate students. So, I encourage all of you who can to attend as we join together with our graduates, their families, and friends to celebrate those achievements. We'll be sending out more information about those and reminders about that as we get closer.

I did want to let you know, our in-person commencement speaker for the undergraduate commencement ceremonies will be Dr. Tony Bova, who is the Co-founder and CEO of Mobius, a startup company that focuses on converting industrial waste into renewable materials. Dr. Bova is a UToledo alumnus who graduated in 2013 with a bachelor of science degree in chemistry. He then went on to earn his PhD, at the University of Tennessee, in Energy Science in Engineering. And while he was a student here at UToledo, he was a founding member of the University's Student Green Fund program, which is a student funded program that promotes sustainability, renewable energy, and waste reduction. This program has been responsible for a lot of nice developments on campus that have helped us to reduce our use of energy and help with sustainability. For our graduate commencement, we will have a virtual speaker, Dr. Kelli Brown, who is the Chancellor of Western Carolina University. Chancellor Brown is also a graduate at UToledo. She earned both her master's and bachelor's degrees in public health from the University of Toledo. So, we look forward to hearing from both of those speakers, and I have no doubt they will have inspiring messages for our graduates, and for the University community.

I'm trying to keep it short because I know you have a big agenda today, but before closing my remarks, I do want to make a few remarks about the rising COVID-19 cases in many states across the country including here in Ohio. We're one of the 19 states that are experiencing a significant increase in cases. I will say, here on campus we've increased our weekly testing since the mandate went into effect on November 15th, and unvaccinated students and employees who don't have approved exemptions are now required to undergo weekly testing. According to our Vaccine Registry as of yesterday, I believe, the University has a 74.4% overall vaccination rate. In the last week, UToledo is reporting 58 cases, that's posted on our dashboard, which is a slight increase in COVID cases. But if you actually look, we are testing much more frequently and many more people right now. And so, it turns out our overall positivity rate on campus actually remains quite low and significantly lower than the community at large. Recently we have been noticing on campus, there seems to be, and I know everybody's tired of wearing a mask, but there seems to be more examples of people who are not following the indoor mask requirement. I just want to remind everyone that this is really not the time to let down our guard, especially with the COVID cases on the rise. So, I do encourage faculty to remind students of the mask requirement. Let's remind each other of that. We'll be working with the division of Student Affairs to increase that messaging when the students return from Thanksgiving break.

So, with that said, that concludes my remarks today. In the spirit of the upcoming holiday, I want to say that one of the things that I am most thankful for is the commitment that our faculty show to providing a great educational experience for our students. So again, I wish you a happy Thanksgiving. Enjoy the break. Let's hope we get some good weather. And thank you. I would be happy to answer any questions. you may have.

President-Elect Insch: Are there any questions for Provost Bjorkman? All right, hearing none. Thank you so much, Provost Bjorkman. Best wishes to you and your family. [We] appreciate you being here.

Provost Bjorkman: Thanks.

President-Elect Insch: So, we're now going to move into some of our reports then. We'll start with Senator Linda Rouillard. She's our representative to the Ohio Faculty Council. Take it away, Senator Rouillard.

Senator Rouillard: Thanks, President-Elect Insch. Quinetta, are you able to share your screen because there's a lot of text that I wanted to site? I just sent you an email to make it easier.

Quinetta Hubbard: Let's see.

Senator Rouillard: While she is doing that, I'll get started. One of the common threads of discussion at the Sept. 10, Oct. 15, and Nov. 12 meetings was of course HB 327 or the divisive concepts bill. Should this pass, Ohio would join 27 other states with similar legislation. At the Oct. 15 meeting, Mike Suver, Vice President of Government Relations for the IUC updated us on some revisions of the bill, changing language that forbids the "teaching" of divisive comments to forbidding the "promotion" of divisive concepts:

"(1) Seeking to advance or encourage support of a partisan philosophy or religion by indoctrination, coercion, or furthering divisive concepts by teaching an individual or group of individuals to accept a set of beliefs in a one-sided, biased, and uncritical manner; or (2) Seeking to advance or encourage support of a partisan philosophy or religion by indoctrination, coercion, or furthering divisive concepts by teaching an individual or group of individuals to accept a set of beliefs in a one-sided, biased, and uncritical manner."

Originally, the bill called for complete loss of SSI for violations. Revisions include: *"Restores withheld funds according to the following schedule: (1) A school that corrects a violation within ten days – 100% refund; (2) A school that corrects a violation in 11- 30 days – 50% refund; (3) A school that does not correct within 30 days – no refund."*

What constitutes a violation in the revised bill?

"(1) A confirmed report regarding a single classroom shall be considered one offense of knowing and reckless promotion of divisive concepts (regardless of the number of reports submitted regarding that classroom); and (2) If confirmed reports have been submitted in multiple classes or multiple buildings for the same teacher, each is considered a separate offense."

"Restore 100% of funds withheld to any institution that complies within 30 days; however, an institution that does not comply within that time frame forfeits those moneys and the Chancellor must credit them to the GRF"

The OFC recently received a copy of the Ohio State University Faculty Resolution to Support Educators' Rights to Teach Truth about Racism, dated Nov. 2021, scheduled for a Dec. 2 vote. Available at <file:///Users/lrouill/Downloads/Teaching%20Truth%20About%20Racism%20Resolution.pdf>

Excerpt: "Not only does this legislation undermine the core values of OSU, but it also puts faculty members, graduate students, contingent instructors, and K-12 educators at risk. For faculty in higher education, these amorphous mandates against "divisive teaching" (Ohio House Bill 322; Ohio House Bill 327) are antithetical to and contradict the dual principles of academic freedom and academic responsibility. Current movements across the country related to these issues are alarming. In Texas, educators were directed to teach "both sides" of the Holocaust, in compliance with a bill curbing the teaching of history. In Georgia, the university system enacted new moves to remove the protections of tenure. In Ohio, the state board of education repealed its earlier anti-racism resolution. For K-12 educators, these mandates can have a chilling effect, and may lead to harassment from the misinformed or antisocial elements, and questionable loss of employment. We stand in strong support of these teachers, who are preparing our future students with the breadth of knowledge to succeed at our university. In short, given the national focus on these issues, clarity from this faculty is critical."

In a 10/29 report from University of Toledo Government Relations, it was reported that UT had collected statements from campus members and that those were collated with statements from other institutions and shared with legislators. Could GR share that opponent testimony with us since I have not been able to find

it online? I think it would be useful to the campus at large to see those statements and to see how our institution is in fact, pushing back against that legislation. I can try to remember to send an email to Diane Miller, but if she or perhaps the Provost could also make that request, that would be helpful.

At the Nov. 12 meeting, Bill Couch, Assistant Vice President for Federal Relations of OSU spoke with us about higher ed priorities at the federal level. The bipartisan infrastructure legislation has some funding for higher ed, including university transportation centers. The Build Back Better policy has money to invest in education and social justice issues., including an increase to Pell grants by \$500, an increase not allowed to students at for-profits. but he reminded us that the federal gov. will shortly run out of money again, with the attendant consequences on higher ed. until more money is allocated.

Couch also indicated that the Ohio House Oversight committee is taking up the issue of universities withholding transcripts for students who owe the institution money. And I think this came up in response to some California legislation that has outlawed this practice. Mike Duffy, Senior Vice Chancellor of ODHE, opposes this practice, but apparently the IUC appears to favor continuing this practice. There was discussion about distinguishing the kinds and amounts of outstanding bills that should or should not be included in this practice. So, you know, if a student owes \$500 dollars on a tuition bill for credits that have already been taken, can you really, ethically withhold that person's transcript? Or can you ethically withhold a student's transcript if their outstanding bill is hundreds of dollars in parking tickets when they have, in fact, paid for the credits that appear on their transcript? So, stay tuned.

At the Nov. 12 meeting, Dr. Shahid Nimjee of OSU was awarded the 2021 Ohio Faculty Council Technology Commercialization Award for his research and treatment innovations on ischemic stroke, treatment that could be applied to COVID patients with pulmonary blood clots. This award recognizes faculty from the Ohio state university system who have commercialized an invention, or a research discovery. I note that in 2018, Dr. Vijay Goel of the University of Toledo won this award for the commercialization of the Libra pre-sterilized pedicle screw system, used in spinal surgery. Details about this award are available at <https://www.ohiofacultycouncil.org/technology-commercialization-award>. Each institution in the Ohio system is eligible to nominate two faculty members for this award; one from the Provost Office and one from the Faculty Senate President. If you want more details about eligibility and process, and dates, and deadlines, you can consult the link that is on the screen right now.

And that is the end of my report. I'm happy to answer any questions if there are any.

President-Elect Insch: Thank you very much, Senator Rouillard. Are there any questions for Dr. Rouillard? Important information. Appreciate that. Well presented, Senator Rouillard. Thank you.

Senator Rouillard: You're welcome.

President-Elect Insch: Now moving on to some of the business of the Senate. Next, we will hear from Senator Lawrence and the Programs Committee.

Senator Lawrence: I just need a second to share my screen.

President-Elect Insch: Awesome. Thank you.

Senator Lawrence: Okay, [a] really quick report this week. The committee is bringing forth with their approval three undergraduate program modifications. These are all from the College of Arts and Letters, all from the same department, Geography and Planning. These are all changes to the minor. They are actually [a] very simple sort of housekeeping.

In the case of the **Minor in Human and Environmental Geography**, they're removing a course that they don't deem as necessarily required, and then adjusting the corrected total hours to 18. The next one is **GIS and Technology Minor**. It is a correction to total hours to 18, that reflects one of courses that was changed from 4 to 3. And then finally, the **Urban and Regional Planning Minors**. Same as the other one earlier. They are removing a course that is no longer required and correcting the total hours to 18. I'll entertain any questions on these before we move for approval. Hearing none. The committee moves these for approval and it does not require a second coming from a committee. People could just use the chat, yes, no, or abstain. Thank you. That is my report.

President-Elect Insch: Thank you, Dr. Lawrence. Well, it looks like the vast majority, if not all were in favor of that, so that motion passes. *Motion Passed.* We will now move on to Senator Edgington and the Curriculum Committee.

Senator Edgington: Thank you very much, President-Elect Insch. Let me bring up our courses for today. Hopefully, you all can see this. We have today, seven new course proposals and seven course modifications to bring to you. To start with the new course proposal, our first one is **PSC 2770, Great Decisions: American Foreign Policy**. This will be a (1 hour) one credit course. "An examination of key U.S. foreign policy issues as decided by the Foreign Policy Association, which takes place both in a classroom setting and through a speaker series with public discussions."

We then have **PSC2780, Political Science and Pop Culture**. "This course critically examines the role that politics and pop culture play in creating and shaping each other and the roles that each play in our lives. This course also acts as an overview of some of the major issues in political science such as democratization, war, and human rights."

Next is **PHPR 3600, the Science of Color in Cosmetics**. "An in-depth course, which gives students a full overview and understanding of color vision, dimensions of color description and measurement scales. The chemistry and structure of color additives used in cosmetics and personal care products will be covered along with a comprehensive review of regulations and their history in the US. The course will also introduce formulating and manufacturing concepts that students need to consider when working with colors. A group project will be required and will be presented to the entire class."

Our last four courses here are all going to be part of a new interdisciplinary program coming. It will be an interdisciplinary major in neuroscience. **NSCI 2050, Fundamentals of Neuroscience I**. "Introduction to the structure and function of the nervous system at cellular and anatomical levels, with an emphasis on neuronal communication, information flow, and integration among major nervous system components."

NSCI 3050, Fundamentals of Neuroscience II. "Exploration of the major neural mechanisms that generate, transform, integrate, and store information, drive behavior, maintain physiological homeostasis, and cause neurological disease when compromised."

NSCI 3060, Neuroscience Laboratory. "A practical course providing training in foundational laboratory techniques in the neurosciences."

NSCI 4030, Cell Biology of Neurons and Glia. "An advanced course examining the cell biology of neurons and glia in normal nervous system function and disease."

Senator Edgington cont'd: Those are seven new course proposals. Are there any questions or comments on the new course proposals? So, hearing none, I feel we can go directly to a vote. This is coming out of committee, so in the chat room, you can put, yes, if you are in favor of new course proposals, no, if you're not in favor and 'a,' if you abstain. It appears those have passed. Am I correct?

President-Elect Inch: Yes. *Motion Passed.*

Senator Lawrence: Okay. Here are our seven course modifications. We will start with **MSL 1020, Foundations of Agile and Adaptive Leadership.** “Title Change: Foundations of Leadership. Course is not repeatable for credit. Addition of prerequisite (MSL 1010). Updated learning outcomes.”

MSL 2010, Leadership and Decision Making. “Title change: Leadership and Ethics. Course is not repeatable for credit. SLOs updated. No experiential experience.”

MSL 2020, Army Doctrine and Team Development. “Title Change: Army Doctrine and Decision Making. Clinical eliminated as schedule type. Course will not be repeatable for credit.”

COMM 3260, Live Sports Production. “Change to Grading (from Pass/Fail to Standard Grading). Updated Course Description. No Prerequisite for course. Updated SLOs. NOTE: Previously participation in production events only prompted the P/NP grading requirement. Since then online exams, online quizzes and lab equipment exams have been added to be able to assign a letter grade. The previous pre-requisite was prohibitive in allowing students early access to the course, especially transfer students and non-majors.”

PHPR 4940, Skin Care Science. Change to credit hours (from 1 to 2 credits). Updated syllabus. Updated SLOs. NOTE: Student Survey indicated that they valued this course but wanted the topics delivered in more depth.

EEES 3100, Surficial Processes. “Course is not repeatable for credit. Modified prerequisites (see next column). Updated SLOs. Addition of experiential experience. NOTE: According to Dr. Fisher, currently EEES-1020 Physical Geology Lab is not a prerequisite for EEES-3100. Map reading and other map skills are taught in EEES-1020, which is usually, but as it turns out, not always taken by the students by the time they enroll in EEES-3100. Thus, he is requesting that EEES-1020 is included as a prerequisite for EEES-3100, because he is finding out that many of the 3100 students without the 1020 course are unable to read or work with topographic maps, which is having a deleterious effect on their performance in 3100.”

EEES 4540, Microbial Ecology. “Change to credit hours (from 3 to 2; 1 in lecture and 1 in Lab). Course is not repeatable for credit. Change to catalog description. NOTE: Our department was faced with a limited selection of advanced labs, while at the same time requiring as many as three advanced labs in fulfillment of degree requirements. Therefore, I have streamlined the course from three credit hours to two, comprising one hour of lecture and one hour of laboratory education. In addition to better facilitating student course scheduling, the course modification includes a more contemporary list of topics, including disease modeling, epidemiology, epidemic/pandemic examples, as well as a term project that engages the students together on a single topic of their choice throughout the semester.”

Senator Edgington cont’d: Those are our seven modifications. Are there any questions or comments with the course modifications? Once again, hearing none. So, we can move then for a vote. Please in the chat put yes, if you approve, no, if you do not approve and ‘a’ for abstain. It appears once again those have been approved if I’m correct. And if so, that is the end of my report. Thank you very much.

President-Elect Inch: Those are approved. *Motion Passed.* Thank you very much. Let’s move on to Dr. Bill Ayres. He chairs the Academic Regulations Committee and he has an item for the Senate to discuss.

Dr. Ayres: Thank you very much, President-Elect Insch. I am attempting to share my content. I am not sure I am going to be able to do that off the system I am currently working off of. Quinetta, can you share the draft? I've run into this issue before. I apologize.

Just as a bit of introduction, speaking on behalf of the Academic Regulations Committee. The Provost Office sent to the committee earlier this fall a particular policy on Graduation with Honors Distinction. It also covers Dean's list and President's list. This is a policy that is actually well overdue for being reviewed, so [I] appreciate the Provost Office taking the lead in getting this one going. The drafts that we receive from the Office of the Provost contain some minor changes to the policy. The primary change being, to include the summer semester in eligibility for the President's list and the Dean's list. In the existing policy as written, only full-time students in the College of Engineering were eligible for President's list or Dean's lists during the summer because of the co-op program. The changes that they have recommended would extend that to all students in the summer, provided that they're full-time students taking 12 or more credit hours. The committee supports those recommendations. We think that is a great idea. We then took a look at the main body of the policy and are recommending an additional change. I'm sorry, I can't put this up on the screen, but I can describe it fairly succinctly in any case. The existing policy has a particular GPA calculation in it called the overall higher education GPA that includes all coursework taken at any institution of higher education at any time, in any time frame, unadjusted by any GPA recalculation policies, or academic forgiveness policies. After a fairly extensive discussion, the committee came to the conclusion that we are concerned about the equity impact of that policy. Essentially, our concern is that it rewards students who do excellent academic work on the very first try and disadvantages students for a wide variety of circumstances- [those] who may have some challenges, but overcome those challenges and succeed in doing excellent academic work in their career. And so, what we have done with the draft essentially is replace the language on overall higher education GPA, simply with the language on using the UT GPA, which is the standard calculation that the Registrar's Office uses that includes all courses [which] were taken at the University of Toledo. There, it is. Thank you so much, Quinetta. I really appreciate it. You could just keep it right there. We are looking at the first page. So, the UT GPA includes all course work taken at the University of Toledo, adjusted by the GPA Recalculation policy and/or the Academic Forgiveness policy as appropriate to the particular student. So, we are recommending that additional set of changes. As you can see here, it's not a lot of changes in terms of the language. It's really just in that first paragraph.

So, that is our package recommendation to the Senate to accept the changes from the Provost Office and those we're adding as additional changes. And we submit that as a committee to the Senate for your consideration and ultimately, for a vote.

President-Elect Insch: Are you looking for a vote on whether or not we agree to these changes as recommended by the committee? Is that correct?

Dr. Ayres: Yes. This is a motion coming from a Senate committee. As usual, it does not require a second.

President-Elect Insch: Absolutely. So, is there any discussion of the changes? I guess there aren't any. Go ahead and put 'yes' in the chat if you are in favor of the changes. If you oppose, put 'no.' And if you wish to abstain, you can do that also. It appears like it has been approved. Do you agree, Dr. Ayres?

Dr. Ayres: I would agree. I see one abstention and no 'no' votes.

President-Elect Insch: Right. So, motion is approved. *Motion Approved.* Anything else, Dr. Ayres?

Dr. Ayres: Nothing else from the committee at this time.

President-Elect Insch: Okay. Thank you, Sir. Moving on now, we will hear from Senator Coulter-Harris Dr. Sally Harmych, and Dr. Sarah Smith. They are from the Student Affairs Committee. And they have been working really hard so we really appreciate all of their hard work in trying to connect us again with our students, which is kind of an important connection. So, Dr. Coulter-Harris, please take it away.

Senator Coulter-Harris: Thank you, President-Elect Insch. I had sent out an after action report, but today it's going to be more of a progress and status report on our committee's activities. So, we met as a committee last Friday on the 19th of November. Now, the first item I have had to edit a bit because there have been a lot of changes. Dr. Green and I are going to continue to monitor OSHA's COVID vaccine plans after the Fifth Circuit Court of Appeals affirmed its temporary block of the emergency temporary standard, the ETS issued by OSHA. OSHA agreed to comply with the order and take no further action to implement **or** force the vaccine mandate. Now, in light of President Postel's email yesterday, on Monday, the OSHA issue seems to be a moot point as the original OSHA mandate does not apply to UT. So I'm going to ask you all to please read President Postel's email regarding the two federal rules that do apply to UT. My subcommittee will continue to monitor this issue via contacts with Diane Miller in the Office of Government Relations and Dr. Jennifer Hanrahan at UTMC. At our meeting, Dr. Shery Milz also provided our committee with a briefing on the OSHA changes. Drs. Sally Harmych and Sarah Aldrich briefed our committee on the key analytic points of their research project, which proactively addressed Student Government concerns regarding proactivity in accommodations and support for disabled students. The Memorandum for record 7, which they have created ends with an agreement by the Office of Accessibility and Disability Services to actionable items presented by the subcommittee. And they are going to brief the Faculty Senate right after my report. Drs. Carolyn Lee and Lucy Duhon provided a briefing on their plans for the mental health support issue for which they have already collected a vast amount of information. Carrie brought up discussion of including student mental health days as equivalent to sick days. Carrie and Lucy also suggested having a statement on mental health support services on our syllabus. They plan to have their report to the UT Student Government and Faculty Senate in February 2022, as planned and agreed to at our first meeting on the first ~~first~~ of October this fall. Dr. Samir Mohammed Hefzy and Dr. Shery Milz with Dr. Berhane Teclehaimanot are continuing to investigate and research racism and equitable treatment of underserved communities at UT. And there are question(s) whether there exist conscious and unconscious biases in the classroom during extracurricular activities, and in other spaces on the campus. Shery, Samir, and Berhane plan to meet with the Black Student Union and with the Muslim Student Union, MSA, and other organizations on campus for input on this issue. They plan to have their report ready for the UT Student Government and Faculty Senate by the end of spring semester 2022, as planned and agreed to at our first meeting on 1 October, 2021.

This is very new. The committee also discussed having meet and greet functions with the UT Student Government and other student leaders on Main Campus and on UTMC Campus the week after spring break, or around that time period. We are considering a pizza party. We need to firm up dates and book rooms in the Student Union and at UTMC. During this event, we plan to elicit other student issues. Dr. Karen Green suggested that we plan these events just after the UT Student Government elections so that we can invite the old and the new offices to these events.

So, that is my report and now Dr. Sally Harmych and Dr. Aldrich are going to present their report, Student Government concerns regarding productivity, and accommodations, and support for disabled students. Thank you all very, very much. And, happy Thanksgiving to everyone.

Senator Harmych: Thank you, Dr. Coulter-Harris. So, as she said, Dr. Aldrich and I were challenged with addressing a concern brought to our attention by Student Government in which they identified a lack of consistency in faculty responses to accommodations and follow up. Students have reported concerns

about effective communication with faculty to ensure accommodations where met. So, we began by requesting a meeting with the Director, Enjie Hall and Assistant Director, Lisa Yoast of the Office of Accessibility and Disability Resources to discuss the current processes for students seeking accommodations and trying to figure out where the miscommunication might be. We reviewed the student process for seeking accommodations and what occurs after accommodations are provided from a student and faculty perspective. It was identified in our conversation that there could be some miscommunication in the roles of students and faculty after accommodations are sent. Essentially, students are concerned, because even though faculty receive the accommodation memos at the beginning of class, sometimes a week or a couple of days before an exam, they're not sure how the faculty member is addressing their accommodations. To highlight the key areas of the timeline and how students go through the process: When they seek accommodations, they are referred to the Office of Accessibility and Disability Resources. They can go to the office at any point throughout the academic year. They then complete online documentation and meetings to determine and accept or decline accommodations. And students and faculty are notified of accommodations via email. Students are then instructed to communicate with the faculty member. In addition to that, faculty members are expected to communicate with students to ensure accommodations are met, even if a student chooses not to utilize them. We followed up after our meeting with the Office of Accessibility and Disability through email and proposed a couple of actionable items, and came to an agreement to work on improvement. The following actionable items were agreed upon. So, the spring memos and student conversations will include faculty next steps as well as links to the online system and the faculty handbook. That will be added to the spring 2022 advocacy memos. Semester emails, highlighting faculty information and additional language to student appointments and follow up emails to ensure expectations for students are also going to be outlined. And the memos and emails should be updated for spring semester to improve communication between students and faculty regarding a combination of communications, and expectations. And we believe that this increased communication and the agreed upon expectations should help to improve the student experience.

One of the things that came out of our conversation was the fact that even if a student does not communicate with us, the communication and the receipt of the email that we receive as faculty members is their communication. So, we are expected to provide the accommodations whether they communicate directly with us or not. That was just one of the things that came out of this. So, that is the end of our report. I'm happy to answer any questions.

Senator Smith: I do have a comment on the last thing reported. In that memo it mentions, I haven't had one in a while and so I have to remember, that it asks the faculty member to schedule a consultation of some kind to discuss the changes. And I hope that remains because very often when I see those memos, they have things in them that don't necessarily apply to my class and I need to know what that student needs for our class. So, I think that is a very important part of this. So, was there a plan to take that out? I mean, you mentioned that we're expected to accommodate even if there's no communication from the student. I think that could be a problem.

Senator Harmych: No, that is going to be staying in the memo. It is expected that we will make some communication. But there are those cases where we all get busy at the beginning of the semester, and maybe don't get around to communicating with the student, or they're sometimes afraid to communicate with us and so we are expected to do that. But if we have questions as to how it applies to our course, absolutely, we should set up a consultation, and that will stay in the memo.

Senator Smith: Okay.

Senator Day: I'm wondering if there is a process by which faculty who are not abiding by these accommodations are reported and the Chairs know about that, like, the Chairs know if their faculty are following through with the accommodations.

Senator Harmych: I do not believe that there's a report to the Chairs from the office. I know that if students are having issues, they are instructed to and will communicate with the office in the office will then usually communicate with the faculty member directly – and usually it gets resolved. But I do not believe there's any reporting to Chairs or anybody about that.

President-Elect Insch: Are there any more questions? All right. [It's an] important topic. Thank you so much for all your hard work. I know you guys did a lot of it. So really appreciate all the hard work you've done, Senator Coulter-Harris and also your committee. So thank you very, very much. If you have any questions or concerns about any, go ahead and reach out to Senator Deborah Coulter-Harris and she can help you and direct you in the right way. Thank you.

Senator Coulter-Harris: Thank you, President-Elect Insch.

President-Elect Insch: I get all of the backroom stuff that they're doing. It is amazing. They are doing a lot of hard work.

Senator Coulter-Harris: Sorry to inundate you.

President-Elect Insch: Oh, no, no, it's good stuff. Appreciate it. Dr. Bartell, thank you so much for being with us. We're kind of jealous of that [screen] background, although I suspect it's not real. We'll pretend we're there with you, shall we?

Dr. Bartell: Yes. I keep it in my background so that I think I'm there too. But, no, I am sitting in my office.

President-Elect Insch: I'm actually sorry to hear that, but we're glad you are with us.

Dr. Bartell: Well, thank you very much for the invitation. I'm glad to be here. As Provost Bjorkman mentioned, first thing that I'm going to talk about this afternoon is to do a brief overview of some of what we found in the attrition analysis that she mentioned. So, I'm going to try to share my screen. I hope that, that goes well. Let's see here. Let's try this again. Alright, here we go. I do believe that a PDF of this slide deck was shared with you earlier today so that you can follow along. It's the same information. I'm going to walk through this pretty quickly, but if you have any questions, you can both put them in the chat as well as message me offline. I'm happy to go into more detail for those of you who want to know more about the way that we did these analyses. So, this analysis was a result of a conversation that I had with our MVP for Enrollment Management, Dave Meredith. We were talking about what we know about the students who we have lost over the course of the pandemic. So, in order to try to understand who we have lost and to try to get some understanding of why we may have lost them, both for the purposes of trying to recruit back some of these students, but also for the purpose of trying to forestall future enrollment losses, what I did was, we did an analysis of a single population of students. We looked at all fulltime undergraduate students who were enrolled at the University Toledo in fall of 2019. There are about 14,400 of those students. Then we did nutrition analysis, following them over time to see what happened. And so, what we know from that analysis is that 41% of them are still enrolled at the University haven't yet graduated, 39 have graduated, and just over 20 of those students left the University of Toledo prior to earning a degree with us. Now, when you break that down to number of students, that results in looking at 2,890 students who we have lost from that cohort of 14,000. Approximately 2/3rds of those [that] we lost have not enrolled elsewhere as far as we can tell by looking at the National Student Clearing House,

which allows us to look at other accredited institutions that a student might enroll at. So about 2/3rds of them have not enrolled elsewhere as far as we can tell and about 1/3rd did enroll elsewhere. Now, when you disaggregate these data to try to understand who left, what you find is that we lost disproportionate numbers of our URM students, or minorities students of color, disproportionate numbers of our Pell awarded, or lower income students. So, of that population of fall 2019 students, we lost 30% of all of our students from that population, compared to 17.7% of our non-URM students. We lost 27.4% of our lower income students compared to 17% of our non-lower income students. This is consistent with what many institutions across the country have found. There's been a disproportionate impact of COVID on our marginalized and underserved student populations, and we certainly saw that here. We also saw when we looked at the percentages of these students who enrolled elsewhere vs. not, that those percentages roughly mirror the total loss. Right? So, the patterns are somewhat consistent. Now, one of the questions about this is when we lost these students. Did we lose them all after the first semester of the pandemic or has it been kind of a sustained loss? What you can see is that although we did lose a fair number of those students after fall 2019 - that means that they completed fall 2019, but they did not complete spring of 2020 - they may have withdrawn, or we lost them along the way at the start of the pandemic. There's been a fairly consistent pattern of enrollment lost since that time. We lost a sizable number after spring 2020. We lost a sizable number after fall 2020. And interestingly, we lost slightly more students after spring of 2021, than we lost after fall of 2020. I think that, that pattern is consistent with what we have seen in terms of our overall enrollment decreases over the course of the last year. Right? So, I think it's important for us to understand that the impacts of the pandemic are persistent. We didn't just lose students after the first semester.

We also got questions about whether the students that we lost, we lost, because they become academically ineligible. They lose financial aid. As far as we can tell, it is a relative minority of students who left the University from this cohort with GPA's that put them in academic probation or a suspension. Most students left the University when they were, at least in good academic standing with the University, and a sizable number of our students left with GPA's of 3.0 or above, which would have allowed them to graduate from pretty much any program undergraduate program at the University. We also got questions about the number of earned credits. Who we were losing? Were we losing all of the first-year students, for example? This was really interesting to us. What we found when we looked at these data is that we lost students at every undergraduate level, first-year, second-year, third-year, and fourth year. But if you look at the number of students who we lost at 90 or more credits completed, particularly those who left the University and did not enroll elsewhere. We have 591 students who are 90 or more credits to the degree that did not transfer elsewhere. So, a lot of these students left after one-year, two-year or more of college of earned credit. They weren't all first-year students who bailed out at the start of the pandemic, which I think is really important for us to understand.

The next thing we looked at was whether many of these students left, partly because they had financial holds on their registration. When we look at this, it's important to keep in mind that the financial hold information is not retrospective. We don't have historical records of financial holds. That said, we've lost about 655 students who have financial holds currently with the institution. That's a relatively small number of that 2,890 entire population of students who we've lost. Now, certainly, some of these students probably had financial registration holds at the time that they left the institution. Perhaps they've paid off those on paid balances. But at least as far as we can tell, registration holds for unpaid financial balances are not seeming to be a primary driver for why students are leaving the institution from this cohort.

The next thing that I want to share with you, I think is really interesting. We were able to do some perspective, predictive analysis, doing a very simple regression model using the student needs assessment

surveys that my office conducted during the pandemic in spring of 2020 and in fall of 2020. And so, these surveys were conducted to try to get a sense of what the situation was with our students, what their needs were, what their challenges were at the point in time during the semesters, the early semesters of the pandemic. We had enough students who completed those surveys that could actually look at just that fall 2019 cohort of students who completed the survey, either spring 2020 or fall 2020. And a good enough number of them had left the University that we could actually identify some statistically significant predictors. What we found when we did that, is that stress or anxiety about lack of access to affordable and reliable transportation emerged as a significant predictor in both of these surveys. My guess is that this is a proxy for financial, especially when you consider that in the spring 2020 survey, we're also seeing predictors on access to the internet and familiarity with Blackboard and technology. The other thing that we found that was interesting in both spring and fall, was that the other significant predictor, where a student eventually left the University or not prior to degree were a couple of questions about their experiences in the classroom. The first being how helpful and supportive instructors had been since the move to remote learning. The second being, how engaging their courses were in that time period. I think that this does provide us with some potentially actionable areas for, you know, how we might, where we put energies to be able to try to prevent future enrollment losses, but also to understand the situation facing our students who did leave.

Now, finally, after I did this initial presentation at SLT, there were some questions about where are the students who left, where did they leave, and to try to understand a little bit more about those 90 credit [hour] or more students. So, when we look at where our students left to go to, there is a clear pattern that emerges. 25% of all of the students who transfer to another institution of this cohort went to Owens Community College. It was by far the single greatest destination for students who left and transferred elsewhere. When you look at how this breaks down just into the type of school, what you see it is that just over half of those students went to a two-year community college and just under half went to another four-year college or university. Most of them in the region. Most of them in the state of Ohio or in Michigan. And then finally, looking at those students who earned 90 or more credits. Again, trying to answer the question about whether they're leaving because they're in poor academic standing and can't get a degree here. Overwhelmingly, these students have GPA's that put them in good academic standing. Over 243 of them of the 591 had GPA's at 3.0 or higher. When you look at their financial hold status of those 591 students at 90 or more credits, only 140 of them have financial holds. Now, that's still a significant number. Right? Those students aren't going to be able to come back here, unless they pay off those balances, but it's not the majority of the group. Right? So, there are probably other factors that are playing the role here.

I know that was a lot of information that I just shared very, very quickly. So, I'm going to pause there and see whether there are any questions. I'm going to try to look in the chat to see if there are any questions. I don't see any. But if there are questions about any of this, I would be happy to answer them at this time.

Senator Gilstrap: Do we have the breakdown of the colleges of where these folks left?

Dr. Bartell: We do not yet. I have that data and so I need to run those analyses. The colleges have asked for that information and so that's forthcoming in the next couple of weeks. What I will say, just from my very kind of cursory glance at the data, that the losses per college breakdown, [was] roughly by sort of the percentage of our students in each college. It was distributed across the academic colleges and by the sort of relative risk level of students in each of the colleges. So, for example, University Colleges serves a very different population than the College of Engineering. Other questions?

Senator Barnes: Thanks, Dr. Bartell. My question is maybe still ‘coming down the road.’ I met two students this week, who both stepped out to other institutions and are planning to come back. So, I'm wondering if you have capacity to continue to study this group, or is the data done now?

Dr. Bartell: No, the data is definitely not done. I think that we want to continue to look at this group to see what happens. We know that we are actively trying to recruit back many of these students. We've been engaging in that Recruit Back campaign since spring of 2021. We're going to continue to do so. We want to know, you know, our capacity to do that. But also, what happens to the students who do come back and how they may look similar or different from the students who don't come back. And again, that's not just to recruit back the students that we've lost, but to try to develop some information that we can use in a proactive way to prevent us from using those students to begin with, right? There are things that we can do.

Senator Barnes: Thank you so much. Very interesting report.

Senator Rouillard: Dr. Bartell, what kind of information do we have about the students who transfer here and where they're coming from?

Dr. Bartell: That's a very good question. That was not the scope of my analysis at all. So, none of that. Really, it was a one way. Right? The attrition analysis is just the loss analysis, but enrollment management is definitely doing that work. And I know that one of our opportunities for enrollment growth is transfer students. Right? Which is why we have set up the new transfer center initiative that we're working on there. And so, you know, I know that we know that is an opportunity for us to recruit students in, by transfer pathways. But I don't have any data that I can share with you on that.

Senator Rouillard: All of this begs the question about the formula that the state uses to calculate the state share of instruction because transfer students will only count for us as course completions and not as degree completions. So, at some point, the institutions are just sort of doing a round robin of students and we're all being penalized for, you know, student's life decisions for whatever reason they transfer. And at some point, is there any way that this information, given the direction that you researched can be used to convince the state to change that formula? *[Note from Senator Rouillard: I erroneously conflated degree completion with graduation rates in this comment. Transfer students are not included in an institution's graduation rate, but they are included in degree completion rate, and thus are included in the SSI formula. My apologies for any confusion.]*

Dr. Bartell: Yeah, that's a very good question. I don't know whether Angela Brock is able to unmute and talk a little bit about, you know, what is going on with sort of transfer work on our campus. From my perspective, I do think that there are opportunities at the state level to have a conversation about if our goal is to get as many graduates as possible in this state, then how do we incentivize vs. *[Indecipherable]*... that they need. I'm just not involved in those conversations at the state level so I don't want to misspeak about anything that might be going on.

Senator Rouillard: Thank you. This is extremely important analysis that you've done. Thank you.

Angela Brock: Hi. As far as the state share of instruction, that really is something that Matt's side of the house functions with. I think that that's a really delicate difficult conversation. We're actually having conversations right now with them about different cost structures to help our transfer students. So, I wouldn't rule it out necessarily Senator Rouillard, but there are a lot of things that play into that. It really is something that our finance group is talking to. It really deals with every school in this system, so it's a little more complicated than just we're all kind of melding from the same pot. But those things that Denise

is working towards, are always great data points that when we go to that table that we can take to them and have that conversation with.

Senator Rouillard: Thank you.

Senator Gregory: Dr. Bartell, may I ask a question?

Dr. Bartell: Yes.

Senator Gregory: So that was really, really helpful. Thank you. I was trying to take notes and I just want to make sure I understand. Wait, let me look. The issue with accessing financial holds, I'm asking about that only because I know anecdotally that is often the loudest voice that rises to the dean's office. It's like, 'oh, it's a student that needs money.' I know from my own experience it is sometimes extraordinarily difficult to get the student the money. I just spent over an hour today kind of coordinating with the Foundation and with Financial Aid. Everyone wants to help, but it was still really difficult to create a process for helping a student who had a bill from, like, a previous fiscal year. So, anyway, I guess I totally hear what you're saying about this seeming like it is a small number, but are we missing some students in the data? I don't know. Just explain that to me if you don't mind.

Dr. Bartell: Well, yeah. One of the things that I said, probably a little too quickly was that we don't keep historical records of financial registration holds. So, it's a snapshot, right? When IR did the data pull for me, it was whoever had a financial registration hold at the point that they pulled that data on October 23rd. We don't know whether the student had a financial hold in spring of 2020 when they dropped out, if they have already paid it off. Right? Which many of our students would have and not end up in collections. Right?

Senator Gregory: Right. Okay, that is helpful. Do you think there's a way to get that? I mean, cause like I said, it's hard to.

Dr. Bartell: Yes. But what we would have to do is change our data architecture so that we're actually keeping historical records of these kinds of data. I think those conversations are in process, you know. I know I'm having those conversations because it's not specific to registration holds. Like, we have these issues with things like, I can't tell you what a student's cumulative GPA was two semesters ago because there is no historical record of that. So, yes, we are aware that that's something that needs to get worked on. And yes, I do believe that this is the data that I shared is under reporting the number of students who had financial registration holds at the point of last enrollment.

Senator Gregory: At the same time, I think it is always useful. I mean, looking at those data invites you to question the assumption that it always is a financial issue, which I think is really important. I just want to make sure that I'm doing that, but I also would love to know if there's a way to see if we could get that because, like I said, the stories that I hear would suggest that it is often financial, but ---

Dr. Bartell: Yes. So, the other thing that I was going to say is that the kinds of issues that sometimes present to us in the positions that we're in are not necessarily representative of all of the issues facing students. So, this student.

Senator Gregory: Absolutely.

Dr. Bartell: So the student that is completely overwhelmed, there doesn't appear to be a remedy that they can work with you on, and so you're less likely to hear that and more likely to hear about thing like, you know, problems in a course, or financial problems. And so, we have to be careful about drawing conclusions that way too. I think the reason that I presented it the way that I did, is sometimes there's an

assumption that this is the only reason why students drop out, and the data that we have suggests that is just much more complicated than that.

Senator Gregory: Yes, that makes a lot of sense. Thank you.

Dr. Bartell: I want to make sure that I give you enough time to talk about the other things that are on your agenda. So, am I okay to spend a couple of minutes on the next item before I log off for the afternoon?

President-Elect Insch: I'll be really generous. You have '150' seconds.

Dr. Bartell: I can talk really fast. I don't know if that's fine <laughter>. I'm going to now turn to talking with you, giving my little elevator pitch on the equity champions. You should have a PDF of this summary report as well as a PDF of the application flyer for the equity champions. We are now recruiting for the spring 2022 cohort of equity champions. Those of you who are not familiar with this, this is a community of practice that is open to anyone who teaches at the institution from graduate instructors to tenure full professors, and everyone in between. These instructors work together as I said, in a community of practice over the course of this semester to implement some easy lift, high return, change ideas in their courses that are researched based, based on these six constructs. This is part of our work with the National Student Experience Project, which is a consortium of some of the leading practitioners working in social psychology to improve student outcomes based out of Stanford University. We're one of six national research universities that are participating in the first phase of this project. What we have seen over the first three semesters of this work is that over the course of this semester, and from semester to semester, we have seen a significant improvement in the experience that students are reporting in classes that are participating in equity champions. You can see here some of the semester over semester outcomes in some of these key constructs. What you can also see in some of these data is that we have had over 90 instructors participate so far in the first three semesters from almost every academic college in the University. We are hoping to get to every academic college for spring of 2022. We have impacted over 6,500 students so far. Probably what is most exciting for me about this, is that this work is reducing DFW rates in key gateway courses across the campus. So, if you look at these data, what you can see is that when the student experience is in what we call target range, our DFW rates are as low as 6.8% in these courses. That is compared to over 17% in courses that do not have a student experience in what we're considering this target range. And so we are recruiting faculty to participate. Can you now see the flyer? Are you seeing, 'Calling All Instructors?' Okay. Great. This is our application. I will put a link to the application in the chat. You can learn more by clicking on the hyperlinks here about what the student experience project is and about our outcomes. What the equity champions are going to do is to work together in this community of practice to implement these research based change ideas. They have the opportunity to use this very innovative tool that provides them with real time feedback - it's called the Ascend Tool – on how students are experiencing their classes that you can then use to translate into improving the experience for them and improving outcomes. We are encouraging this semester for the first time, not just instructors from all academic colleges, but we are also looking to recruit some instructors who are teaching graduate level courses to see whether this is something that we can implement with fidelity in graduate courses. Our equity champions have reported almost universally that this is one of the most impactful experiences that they have had while at the institution. We could really use your help with recruiting faculty. I would love to see some of you considering participating yourselves. But also please share with your colleagues, with your programs, with anyone who you think might be interested, might benefit from participation. And if you have any questions about the program, I would be very happy to answer those offline or in the chat. I will stay on and you can ask me questions in

the chat. I will put a direct link to the application. It is a very direct web form for anyone who might be interested in taking a look at the application. So, I'm not sure if I got that all in '150 seconds.'

President-Elect Insch: You're a little long, but we love you anyway. Sooo important. A very important program too, so certainly worth the time spent. Thank you so much and we appreciate it very much. I just don't want to run too long here. So next is Dean Lewandowski from the College of Nursing. Also, a very important topic that was brought to our attention by some connection with the students, and also conversations at other levels. So, Dean, take it away, please.

Dean Lewandowski: Hi. Thank you very much for inviting me. I'm actually talking from my Vice Provost and Interim Executive Director of the University Health Services roles this evening. So, we'll kind of share with you what's going on. I wanted to just give you an overview and then I want to zero in and talk more about mental health. But, for those of you who don't know, we've been doing kind of a recreation of university health services over the past [almost] year now. And [we] have brought desperate parts of health all under one umbrella, which we rebranded creatively as Rocket Health. Student who've had some not great maybe experiences in the University Health Center in the past will be pleasantly surprised. We have done a major revamp of our health services and we now are partnering with the UTP group that is very customer service oriented. We also have expanded the services, not only to students, but faculty and staff can also use the services in the Health Center. So, if you've got an acute issue and you want to come over at lunchtime, need your flu shot, we are available and we have clinicians there. The actual appointment time is 10 to 4. And then also they are open from 12 to 3 on Saturday. The other component that has moved into Rocket Health is the student counseling, the University Health Service Center. Oh, I'm sorry. The Student Health and Wellness Center, also we have a clinic on the Health Science Campus. So, the Main Campus is at the University Health Center, kind of adjacent to the Law School. Then we also have a clinic on the Health Science Campus. The Counseling Center used to be located in Student Affairs. It's now under the umbrella of Rock Health. We have counseling available just for students through the Counseling Center, and I'll talk about services for faculty and staff in a minute. We also have an after-hours line. So, there's 24/7 coverage if a student calls and has an emergency. They are seen definitely the same day. We're doing virtual and live appointments. In after hours, they get a service that we contract with. And so, their needs are able to be met around the clock. We also have, as part of Rocket Health, the Main Campus Pharmacy, which apparently many people didn't know existed. But, it is part of Rocket Health. The Health Science Campus Pharmacy is not under Rocket Health, but it is definitely an available resource. The other part of Rocket Health that you don't see here is the health wellness, and prevention services. That used to be located in kind of an obscure corner of HR and now we have two wellness health counselors, Vicki Riddick and Andrea Masters, who are working with us fulltime. Although Vicki's doing a lot of testing, we also are available to do a lot of wellness programs. So, you will be seeing more and more wellness programs. They used to only be available to the Paramount people, but now all of our programs are available to all faculty, staff, and students. So that was kind of my plague to say, we're interested, not only in student health, but also faculty, and staff health.

So, let's focus a little bit more in mental health. I really applaud the Faculty Senate for having a subcommittee. I was able to meet with Dr. Lee and we talked about some of the activities going on because we definitely know from national surveys -- and I know this was a part of Denise's survey per se -- but the number one reason found of why students do not continue in college, do not succeed in college is not financial. It is mental health issues. And that's found repeatedly in every survey that's happening. I'm sure many of you are seeing this in action in some of your classes. In meetings with students, we have a lot of descriptions. In fact, even with the Student Government President describing how burned-out students are feeling, difficulty focusing, difficulty concentrating, difficulty kind of getting themselves

together to organize and motivate themselves and to do all of the work that they need to do. Making a transition from online back to in-person, although it was desired, many students are having a real hard time with that transition. For some students, it's just sort of a 'hard to get it together,' but for more vulnerable students, we're seeing higher levels of anxiety, depression, and post-traumatic stress associated with a lot of the losses and traumas experienced. So, there's a lot of mental health issues going around, not only in our students, but also in our faculty and staff. We are really appreciative of your focus, because this is really one of those issues that takes the 'village' to really try to address the many aspects of what's going on right now in our society. I have a list. Quinetta, are you able to share the handout that I sent to you? That is probably going to be faster. I put together a list of resources and I just want to kind of run through some of them with you, and then I am happy to take some questions or have some other discussion.

One of the things that is important is that some of our students want to come in for services. Some are very happy with virtual services, and we're providing counseling in that way. It fits into their life. They don't have to travel. You know, they're kind of comfortable doing that. But also, there's an increase of focus in online kind of self-help services. We have that available on our University Counseling Center website. We have a number of service of self-help kinds of apps and websites. One of the things if some of you are kind of getting bored and you need to do something to wake yourself up [a little bit] here at this time of the meeting, you might want to go on your phone and download the Stress Buster's Wellness App. It's Google Play and it is in Apple. It's a free app. I recommend that you do that, and that you recommend this also to your students. It's a multifaceted kind of app that has relaxation, and a lot of different resources on it. You might find it useful yourself. Apps are important. Online resources are important. I sent this to Quinetta so this resource can be in your Minutes. So, all of these links will be operational for you if you want to kind of explore some of the aspects of what we have available. So also, of course, we have the UTM Department of Psychology. They are available. They usually see more complex cases, situations where medication is necessary; although, we also have the ability through the University Health Service, our clinicians there can prescribe anxiety meds, anti-depressants, and ADHD meds. They can also do some of the medication management. But the Department of Psychology is a great resource. They also have behavioral medicine. They have neuropsychology testing. They have recovery services for substance abuse. We're really blessed to have this kind of additional specialty treatment close by us. Also, maybe not widely known resource is the University of Toledo Psychology Clinic run out of the Department of Clinical Psychology. They are accepting new clients. They're actually available to take some of our overload right now in our Counseling Center. So, we're appreciative of that. They do have a sliding scale fee, but right now we're kind of working a deal that our students do not pay for our counseling services at the Counseling Center. That's part of the student fee assessment that they pay. We're trying to work a deal with the Psychology Clinic that our students won't have to pay. They will kind of subsidize that through the Counseling Center right now. So that's another resource. We have a lot of mental health programming. We have a very active social media campaign going on right now, in terms of, it's okay not to be okay. You might have seen some of our social media really plugging our website, the Counseling Center, the Suicide Prevention Line. The Cares Team is a really important resource. I'm sure many of you are familiar with it. But, if you're not, this is through the center, Campus, Advocacy Response Evaluation and Service Team. That is what Care stands for, it is through the Office of Student, Advocacy and Support in Student Affairs.

So, if you do have concerns about a student, you can go on and fill out a Rocket Care form. Some of you probably have done that. If not, you can just look up Rocket Care form. You fill out your concerns about a student, and someone from the Cares team will check in on that student and just kind of see how they're doing, and see if there's some resources that we can bring to bear. We also have mental health for state

training. This is through a... grant that we have right now. So, there's no cost for this training. We've been implementing it with our Student Affairs, our success coaches, our advisors and our resident advisors throughout the campus. It used to be, many of you'll recall that the big push in public health was to get CPR training. We wanted as many people in the public as possible to know how to do CPR. We still want that, but now the current push is to really have as many people as possible in our public and in our University community really be aware of how to recognize mental health issues. How to talk to someone about getting help. And how to make referrals. And how to really get somebody the help that they need. So, we have the availability of mental health for state training. We're also willing to do it on a college level, or in your department. You know, if there's a particular group that you would like a course in that, our group will come to you and do that.

Mental health assistance for faculty and staff is available through our employee assistance program. We contract with a group called Impact Solutions. This is a great resource that many people do not know about, because not only do they provide services through our contract to faculty and staff. They also provide services to your family, anyone in your household, and they actually don't have to live with you. So this is another great resource. They provide crisis counseling. They provide ongoing counseling. They have group assistant. They've done specialized groups for us that we've requested. So, this is probably one of the underused resources that we have at the University, but it is a great resource for faculty, staff, families, and dependents. And they can also really customize activities in whatever way we ask them to. So if you have some ideas that you'll really like them to do, such as a particular focused activity for your department or your area, just look through Rocket Wellness and Andrea and Vicki can really help set up that kind of customized program through Impact Solutions.

Suicide is up, unfortunately. We've had a completed suicide. Unfortunately, one of our students who had dropped out completed suicide. We've also had a number of students hospitalized this semester for suicidal ideation or behavior. So, it's important that we really try to keep tabs on that. Fill out a Rocket ...form if you really have a student that you're concerned about. You know, reach out and get some assistance. Or, if you notice a colleague, or a friend, or family member, or yourself if you're feeling that way, the suicide prevention hotline is important and any of our crisis services.

I just want to talk for a couple of minutes about the JED Campus Initiative. The JED Foundation is a nonprofit organization. Everybody wants to know what JED stands for. It actually doesn't stand for. It's not an acronym, oddly enough. Jed was the name of the son who committed suicide of the donors' benefactors, who started the foundation. Though this is in memory of their son, it's now grown to huge proportions. The JED Foundation, and JED Campus Initiative is on 350 college campuses right now across the country. We started this year. We wanted to do it for a while and we were actually able to bring this to us this year. We have a four-year partnership with the JED Foundation. They come in and help a campus do a very comprehensive assessment. Some of you may be on our steering committee, and if you are, thank you so much. If you've been participating, the baseline assessment looks at the services we have or not. They look at policies. They look at procedures. They look at communication patterns. It's a very, very comprehensive assessment. We're just finishing up that part of the activity. We then give all this information to JED, and they evaluate it all. They're coming to do a site visit after the first of the year. And then the other thing that they'll be doing, in February is what they call the healthy mind study. The JED foundation contracts to the University of Michigan, who conducts this study on JED campuses. So, they'll be conducting this study with our students in February and they'll be giving us more in-depth information about what students are saying about their mental health and wellbeing. So that combined with the comprehensive campus assessment, they will meet with us during the site visit with our steering committee that has quite a few people on it from every walk of life of the campus. They actually

prescribed to all you should have on your steering committee and I really appreciate the faculty and other people on this call who might be on it. They will give us a strategic plan for the next four-years. Then they also have a lot of resources. They have online resources. We have access to their consultants. It's a really exciting step forward for us in terms of what we're able to do with mental health at the University of Toledo. So we're excited to enter into this jump campus initiative. Those are a lot of resources that we have going on.

I also just want to say we met this week with the President and Vice President of the Graduate Student Association. They had a lot to say about graduate student's mental health and international student's mental health. So we're going to be partnering with them to do more focus groups and a look at what else we can do for graduate students. The Counseling Center does provide services to about 20%, I think they said. Dr. Sullivan, who is the Director of ECT, thinks that about 20% of their services are to graduate students. We can always increase that. The groups that they have are available for graduate students too. But there are some specific needs that are different from undergrad. So ideas that you have that you'd like to share about what else we can do to address these needs are welcome. And we will be partnering with the GSA. Dean Thompson is also a part of that to really look at that population. That's kind of an overview of some of the things that we're doing. I did want to mention also, because we did a great partnership with Denise and the Teaching Center, and the Counseling Center. Hopefully, you recall that not too long ago, we just sent out a resource for all faculty, asking you to talk about mental health with a slide about it's okay not to be okay Campaign and some talking points. We really appreciate all of you who followed through on that. We've got reports of some really meaningful discussions in your classes. We know that sometimes for students, just starting a class with how are you doing and having that focus on how they're doing, just means a great deal to our students and [it] really helps them feel connected and supported. So we're interested in other resources that might be helpful. One suggestion, if you think this idea, Denise, we haven't talked about this yet, but is how to kind of really address some of the burnout that students say that their feeling. You know, there are some teaching strategies that have been identified. For example, if you have students who are really having a hard time focusing and concentrating, maybe high stakes objective tab timed tests may not be your best evaluation strategy. Not that we shouldn't evaluate and expect high standards, of course, we should. But maybe we can look at how are we evaluating. What are some of our evaluation strategies that could really help students who are having a hard time with that fast recall kind of information retrieval right now given that trauma and stress and everything that they're feeling. And so, those are just some suggestions. Some of you are experts. I know in teaching strategies could probably have a lot to add in terms of how we can really provide the best instruction and evaluation of our students, given the fact that COVID is not going away right now. The cases are increasing significantly in our area. Please remind everybody to wear a mask even if you're vaccinated, cause the numbers are going up. But we know that the mental health aspects are not going to go away. So, how can we best support student success, students doing well in your class given they've got all this stuff going on in their heads, and they're feeling burned out and tired? And so are we, actually. We all have to kind of work together to support our students and each other.

So any questions or thoughts on any of that? I know that was a lot. I was trying to run through it really fast.

President-Elect Insch: Thank you. Are there any questions? One thing I just like to add is, is that part of the responsibility of being a faculty Senator is also to take some of the information that we receive here and get it back out to our faculty. I think sometimes that information kind of stops with us. And we kind of forget that this information is being presented to us so that we can then go and make sure that our faculty are aware of all these things that came out today. So, I sincerely hope that as you go, I mean, no

one is around for like four days, but next week when you get back and you are kind of running into people, shoot an email to your faculty or whatever to remind them of the great stuff going on that so many people are unaware of. That's the biggest challenge. It's just communication. And we're one part of that communication system here at the University of Toledo. So I hope you take that upon yourselves and have conversations with your colleagues, and share this with them as well.

We're kind of at the end of the agenda. Are there any new items that we need to bring from the floor? All right. Again, we do have a quick comment from Denise that all this stuff was in the handout from the newsletter from the Provost, which is a great newsletter. Thanks again, Provost Bjorkman for that. That being said, then my friends, thank you. Have a happy Thanksgiving and I hope you get a little bit of break. Then we will sprint to the finish at the end of the semester here, getting towards graduation and commencement. Can I have a motion to adjourn?

Senator Hefzy: So move.

Senator Hall: Second.

President-Elect Insch: Meeting adjourned at 5:46 p.m.

IV. Meeting adjourned at 5:17 p.m.

Respectfully submitted: Kimberly Nigem
Tape summary: Quinetta Hubbard

Faculty Senate Office Administrative Secretary
Faculty Senate Executive Secretary