

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of August 28, 2018
FACULTY SENATE

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

Approved @ FS on September 11, 2018

Summary of Discussion

Dr. Sharon Gaber, President of The University of Toledo
Dr. Phillip “Flapp” Cockrell, Vice President for Student Affairs
Dr. Bill Ayres, Senior Vice Provost for Academic Affairs
Dr. Denise Bartell, Associate Vice Provost for Student Success

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

President: Dr. Linda Rouillard called the meeting to order; Executive Secretary, Mark Templin called the roll.

I. Roll Call: 2018--2019 Senators:

Present: Ainsworth, Bigioni, Bouillon, Brakel, Compora, Duggan, Edgington, Emonds, Ferris, Fitzgerald (substitute for B. Schneider), Frank, Gibbons, Gibbs, Gilchrist, Giovannucci, Gray, Hall, Hammersley, Hefzy, Jaume, Keith, Kistner, Krantz, Lecka-Czernik, Lee, Lundquist, Maloney, Menezes, Molitor, Monsos, Niamat, Oberlander, Ohlinger, Ortiz, Reeves, Relue, Rouillard, Said, Schlageter, Sheldon, Steven, Taylor, Templin, Thompson-Casado, Tiwari, Van Hoy, Weck-Schwarz, Wedding, Weldy, Woolford.

Excused absence: Ariss, Chattopadhyay, Dinnebeil, Heberle, Modyanov

Unexcused: Andreana, Hoy, Kippenhan, Longsdorf, Murphy, Park, Xie

II. Approval of Minutes: Minutes from the Faculty Senate meeting held on April 24, 2018.

President Rouillard: Good afternoon. I am going to ask your indulgence to shift our normal agenda order so that we can hear from President, Dr. Sharon Gaber on a university update. Welcome Dr. Gaber.

[Applause]

Dr. Gaber, University of Toledo President: Thank you very much. Let me start with “welcome back.” I hope everyone is enjoying the heat. I think Don and I are the only ones dressed for the weather. I saw that you looked comfortable, as I would not usually be without a jacket. I appreciate the indulgence you’ve just mentioned. Hopefully, everybody got a good start to the semester. I am going to mention a couple of things: enrollment remains an important topic. We still have through September 10, which is the 15th class day. It is critically important that you think about every student, particular our grad students because it looks like we are down about 5% in our graduate student enrollment rate. We need every student registered. Right now the enrollment tracker has us down about 200 students. It is my understanding from enrollment services that we may have some graduate students and some international students who are not yet registered. If you have students in your classes that might not be registered yet, get them registered right away. You all know, we have talked about the importance of this before, I certainly don’t want us to be in the position of thinking about some sort of budget cuts. We have budgeted for flat enrollment

because I didn't want to be in the situation of saying, okay, we have to go back due to miscalculation. We have to make sure we are pretty darn close to flat enrollment—and we are not there yet. Again, if anybody has students out there, I would like us prospectively to be thinking about what we can be doing to get our students to register more proactively. If you all have suggestions, things we should be thinking about, I encourage you to shoot the provost or myself an email because I think going forward we have to start early. I've learned now, it's been a couple of years, that we do this mad scramble at the end to get every last student registered. But our lives would be better if we could do this a little earlier and then we can sort of be thinking about the other extra things we could be doing. Some people have told me, "well, that is the way we've always done it here." I would suggest that saying, "that is the way we've always done it," doesn't make it necessarily the best way to do it, and a lot of other institutions don't wait till the last minute and say now we got to mad scramble. Again, we are in this together. If you have suggestions or thoughts, the provost and I would be interested in hearing what your suggestion(s) might be because we have to continue to pay attention to our enrollment. If we are flat, ideally we would be up. If we are flat, that is okay. You have probably seen the news and looked at what is going on at the University of Akron. They have made a lot of noise with their suggestion of eliminating programs and adding e-sports and doing all sorts of interesting things. I would hope with some time that students who might have thought, that was where they wanted to go might see we have a strong focus on some of those academic programs that they might have been looking into at Akron. Again, I will continue, we ought to be reaching out and making sure that we're attracting students because certainly, we have many of the programs they have talked about eliminating.

I sent out a "back to school welcome" to everybody. I don't know if you saw the video, it's why we are here. If you haven't taken a look, it is actually posted on my webpage, UT President. It has a lot of your colleagues in it. We have individuals from the College of Medicine, from the College of Business, and from the College of Natural Sciences and Mathematics. The faculty and staff are kind of talking about why they are here, what excites them about being a part of the university. We continue to talk about how we are here to help our students. We want to bring students in; we want to retain them; and we want to graduate them. It is the same with our patients in the hospital, we want to make sure they have an outstanding experience. You all are a critical part of that. I try to let you know, we are very much appreciated. I think the video does a nice job with some of our faculty and staff talking about why they are here and what gets them excited about being a part of The University of Toledo. We have a couple new deans on campus. Hopefully, you know we have a new dean in the College of Business, Anne Balazs and a new dean in the College of Education, Raymond Witte. If you haven't had a chance to meet them, I hope you will, maybe they will come here at some point. Certainly, we have had several new deans over the couple of years. It is kind of exciting. I think they are very interested in working with the faculty, the staff and continuing to move the university forward.

I wanted to also mention comprehensive campaign. We have talked previously that we are going into campaign mode. If you do a fundraising campaign there is a silent phase and then there is a public phase. As we go into this, we would be in the silent phase. We are not going to be out saying campaign—give, give, give. We are trying to line up who our top prospects and who are our donors—these are individuals who have given before or individuals who have capacity that may be interested. Again, I would say there is an opportunity for all of you. As you know, over the years if you had a student in 1982 that you know is now the CEO—well, you might not <laughter>—of a company, make sure that your dean or somebody

knows that this might be an individual we should be talking to. Certainly, there are people that we have been talking to and cultivating over a number of years. I have told people I was at the University of Arkansas before coming here. The example there was Jerry Jones, the owner of the Dallas Cowboys. Jerry actually played football at The University of Arkansas. They cultivated him for actually 10 years before he gave. Somebody was like, wow, that is too long; how could we do that? But they just kept going and finally he gave a very large gift. That is what we need to do. If you have somebody, the fact that we haven't talked to them doesn't mean it is too late, it really means we really ought to be starting to have those conversations. There is no way somebody that has been here for just over three years or some of the other people are going to know all of the people that you might know. We have information on alums, but having the information that you might have will be very helpful. I encourage you to share that information and make sure that we are making those connections. If it is your connection, we certainly can work with you so you can be part of that conversation. There is no intent to take somebody from you, you can have a part of that conversation. For this university though, the largest campaign we have done previously was \$110M. For an institution this size, that is small, particularly when you look at the merger with the Medical University. We are talking a \$250M campaign. We will not go public till we are half-way there. We will go back a year or two so the large Welltower gift will count into that campaign, which is a positive because that is a very large gift. Then we need to think about what are we going to do and how are we going to bridge the gap to be able to have success. It is really a matter of hands on deck; we really do have to think about every individual. What is interesting about philanthropy is there is a science and an art. Obviously, there is a pyramid, so we have to think who is at the top, what are the large gifts and then think about who are all the individuals who are filling in along the way. We are looking into all of that, but you might have information that could be helpful.

I also want to mention, we are in a midst of a branding study. This is something that Communications and Marketing started last year. They've talked to a number of people. I think one time I was here before and I said if we all went around and said who or what is the University of Toledo, it will be 20 or 30 different answers. The concept is that we should be able to speak with a little more unified voice, not that we would all focus on the exact same thing, but we have the parameters that are defined. When you go into the Detroit Airport and you're walking through the sort of bridge where you see the Michigan State ads that are up on the wall that says, "Spartans Will"—the company that did that ad campaign is the company that we retained to work with us to talk a little about who or what is the University of Toledo. It was interesting because they have talked to current students, they have talked to faculty, they have talked to alums, and they have talked to staff members. Here are some of the words: They talked about caring, helping our students overcome barriers to achieve their goals, provide opportunity in academics, and also student's experience. The one I keep hearing is we are "gritty," but I am not sure if that should be used for an ad. We are "gritty" is the word used to describe how we overcome obstacles to succeed against the odds. I don't know how that is conveyed. A part of it is we're in this large market, particularly in Ohio with 14 public institutions and we [must] continue to think how we position ourselves. I mentioned enrollment a minute ago—I am pleased that our direct from high school population in terms of enrollment, even though right now we are down, is actually up. That means we are sort of getting a larger share of the straight out of high school group. In some ways that is often a word of mouth or a reputational piece and so that is a positive sign. We just have to keep working on our messaging and be able to attract students.

You might have seen we have electric scooters around campus. If you haven't tried them out, I encourage you to do that. They are kind of fun. I think we have 125 that have been assigned to the campus. If we have higher demand, we might get more, and if they don't work, they will take them away. Right now they are talking about having them on campus between the time after spring break and Thanksgiving then they will remove them. I've had people say to me, why would we spend money on this? For you all to know, we did not spend any money. We basically said, why don't you come and bring them here. Part of it is our location. We have had students talk to us say they would like enhanced mobility options. We have the TARTA connection that opened up mobility options, but we also looked for what other things for students to do. We don't have a lot of local area restaurants or activities, so the scooters is one more thing. What I will tell you is be aware as you are walking on campus. We don't want any collisions or injuries. At the previous institution I had a faculty member and a bicyclist crash, which did not go well for the faculty member. What I will tell you is we have to be aware. We know there are bicycles and scooters, just try to walk and not be on your cellphone. I am probably the worst individual with walking and texting at the same time. Please pay attention because there are multiple transit modes all at once.

It is Rocket Week—hopefully, you have seen that. We worked well with the mayor to try to increase sort of the conversation about the university in this community. We are Toledo's university. We want to continue to be respected and be recognized. We spent some time encouraging people to put flags up. If you have a flagpole and you want to put a flag up, let my office know and we will get one to you. We want to have people recognize the University of Toledo, instead of looking past us, either down to Ohio State or up to Michigan. What we've said is we realize that some people might cheer additionally for other teams, but [they'll] also cheer for the home team first. I think the more we do to tell our story and have the community say it is an important asset, the value we will be in the region and the state. So with that, I will stop and see if there are any questions for me.

Senator Ferris: With the construction that is going on particularly on Bancroft, the Main Campus is down a number of assessment spaces. So what I am wondering is if we might rectify this problem by designating some other spaces as assessable spaces for temporary parking?

Dr. Gaber, University of Toledo President: You are saying parking on Bancroft was part of the university's assessable spaces? They shouldn't be because it is actually the city of Toledo's.

Senator Ferris: No. The parking spaces, in particular just north of the Honors Academic Village—there are several spaces there that are not usable.

Dr. Gaber, University of Toledo President: Oh, well, we can look into that. I am not sure how many that was, but certainly we don't want to be down. We have to look and make sure we maintain appropriate numbers. I think you all know that parking is an issue everywhere. It is an issue here and it is an issue at every university that I've ever been a part of. I think certainly for assessable spaces we absolutely have to pay attention. What I would say, whether you want to share with your students or others—I've had students who would email me and say, I circled in this parking lot for 30 minutes. I said, "well, you know, you could've driven a little further out and parked and walked for 10 minutes, it would've been a little quicker." Now, a hot day like this and obviously if they are not able to walk that distance, I understand. But I think we all have to think about there are going to be parking spots nearby

and there are going to be days when it is a lot further, and it might be easier rather than students circling for 30 minutes, to tell them maybe go to the next spot a little further out and you will get there. What I saw even here outside of Rocket Hall is there are a few spots and students can park here and walk in. We can figure out how to get scooters here and make sure they connect so they can ride those in. Absolutely, Jim for assessable spots. We will look at that and make sure that is available.

Senator Ferris: There is one other thing I want to suggest. Whether this is connected with the capital campaign when it's rolled out, it seems like it might be really useful to do some of that relationship developing with our students while they are still here to help them to understand the role that philanthropy plays in the work we are able to accomplish here.

Dr. Gaber, University of Toledo President: Right. I agree. A lot of institutions do that and you all probably know that by thinking of your alma maters. We will have the day of giving again, which is a terrific opportunity. We had pretty good students, staff, and faculty participation in that last year. We did over \$400,000. I think that is an area where they started with students, but I think we can continue to talk about what is a student, whether it is giving or whether they are seniors participating, that sort of thing. But you are absolutely right, starting students generally turn into individuals that will give back.

Senator Weldy: Shortly after the scooters were announced there was a letter to the editor of the Blade asking how does this fit in with our environment to make students physically fit.

Dr. Gaber, University of Toledo President: Did you write that?

Senator Weldy: No, I did not, but I thought about it.

Dr. Gaber, University of Toledo President: You know what? There are people walking and there are still people scooting. The intention is not, if there are 125 scooters on campus there is certainly not enough for everybody to be scooting—it is one more opportunity. Somebody who doesn't feel like parking outside Rocket Hall and walking to Schneider Memorial can hop on a scooter, but the other 20,000 and some odd students will not have that opportunity. The reality is when I was looking at it and thinking about the concept of scooters, it is one more affordable entertainment opportunity for our students. So rather than hitting a bar, [they can] hop on a scooter and ride around, that sort of thing. That is really what the intent is; it is one more piece of "this is your college life, and there are lots of things going on." Part of the idea behind it is I had the opportunity this summer, I was in DC and I was out in San Francisco, the major metropolitan areas have the scooters. In fact, there is a backlash against scooters because some areas have way too many. There are images of them piled up. There was somebody who was knocking them off a pier into the ocean and others were set on fire. I am hoping not to have these issues here. It really was just one more thing. I was on campus on Sunday and people were riding them around having fun. For our students on campus it is just one more option to entertain them and maybe to get from their car to their class on time. I think for Engineering it is really a nice option for a student who has 10 minutes between classes to just hop on the scooter. I saw there was a nice group of scooters sitting over at the Engineering campus. The students were already realizing the scooters were an easy way to get from Engineering over to English or whatever it is. Anything else? All right, I hope everybody have a great semester. Thank you all very much.

President Rouillard: All right, next on the agenda will be the approval of the Minutes from our meeting on April 24, 2018. Quinetta sent out those Minutes. Is there a motion to approve those Minutes?

Senator Molitor: *So moved.*

President Rouillard: All right, is there a second?

Senator Van Hoy: *Second.*

President Rouillard: Any discussion? All those in favor of approving the Aril 24 Minutes, please signify by saying, “aye.” Any opposed? Any abstentions? ***Motion Passed.*** Thank you. The Minutes are passed.

All right, the executive report. Our goal at today’s meeting is to give you as much information as possible to get the year off to a smooth and efficient start. I am going to give you some information about academic issues and student resources, as you can see from the list of speakers that we have. I would like to also bring you up-to-date on the work that the Faculty Senate Exec. did over the summer and also to reintroduce you to our Faculty Senate Executive Committee.

First, I would like to re-introduce you to your Faculty Senate Executive Committee:

Time Brakel, CAL, President-Elect

Mark Templin, JHCOE, Secretary

Wade Lee, Library, Representative to Ohio Faculty Council

Friedereke Emonds, CAL, Main Campus

Jerry Van Hoy, CAL, Main Campus

David Giovannucci, COMLA, Health Science Campus

Temeaka Gray, CON, Health Science Campus

Due to her promotion as Interim Associate Vice Provost, Amy Thompson has resigned her position as Past President. We thank her for her service and wish her well in her new position.

Next, we would like to bring you up to date on FSEC’s work over the summer. Over the past few months, FSEC has been asked to nominate individuals to numerous committees, Athletics Board, and Research Council. We made the following nominations:

Enrollment Management search committee: Tim Brakel, College of Arts and Letters

Institutional Research search committee: Christine Fox, Judith Herb College of Education

Mar/Com VP search committee: Ainsworth Bailey, COBI

AVP Finance: Randy Veseley, Judith Herb College of Education

Athletics Board: Mark Gleim and Kim Nigem, COBI

Research Council: Robert Topp, College of Nursing

Jane Bradley, Humanities

Mohammad Elahinia, Engineering

We have one remaining RC nomination for the Sciences which we will announce shortly.

The program for Academic Excellence Request for proposal has a deadline of September 17, 2018. Awards of up to \$25,000 will be made for proposals that support initiatives that contribute to achieving the University of Toledo Strategic Plan Outcomes for student success. These proposals must be submitted by Deans, VP's, AVPs.

We have several projects targeted for Faculty Senate this year. First, FS will complete its work on the new constitution and bylaws. We hope to have a first reading of the Constitution at our September 25 FS meeting, a second reading at the October 9 meeting, at which FS will vote on the constitution, followed by the full faculty vote between October 9 through October 23, 2018.

We will continue to work with the provost office on the transition to a new curriculum tracking system, CourseLeaf, which is scheduled to go live in spring semester 2019. Obviously this means we continue with our current CTS, but to avoid glitches during the process, we advise you to keep hard copy records and screen shots of your submissions to the curriculum tracking system. We also ask that all curriculum and program reports be forwarded electronically to Quinetta for inclusion in the Minutes. The new system is a promising one that will efficiently notify signatories and move items through all the levels of governance promptly.

Of course we have surveys that are part of the dean evaluations process. We will discuss this further with you most likely after we have completed the constitution process.

Reshaping the First Year Experience is another project on our FS agenda. We are in the process of forming a Faculty Senate Task Force to address this. Our new Associate Vice Provost for Student Success, Dr. Denise Bartell and I will co-chair this Committee. We will seek a wide representation on this committee to include, faculty, Administration, staff, success coaches, advisors, and students.

That concludes this executive report. Are there any questions or comments? Okay, we will move on.

Next, we will move to the announced resolution listed on the agenda: The merger of the Physician Assistant into the Department of Family Medicine. We have some people here who can answer any questions that you might have about that. Dean Cooper supplied me with evidence that he brought this question to the Physician Assistant Department Program. This was also discussed at a College of Medicine and Life Science Council meeting. Since this has been posted on the agenda that went out yesterday, there have been some questions about the merger that I am hoping will be able to be answered. Some of the questions are coming from students in that program who have voiced concern that Family Medicine may not have resources to devote to some of their rotations—this is question coming to me second hand. Is this something you could address for us?

Dr. Speer, Department Chair of Family Medicine: Sure. I've been the Chair of Family Medicine for just about 12 years. I will give you a little preamble. My department has supplied the medical director for the program at least from before I started here, 12 years ago. The prior medical director stepped out of that role about this time last year taking on an associate dean position. In the process of appointing a new medical director, I realized that the person was relatively inexperienced and the current department chair in the PA program had voiced an intention to transition into another role at the end of the calendar year last year. I actually approached the dean and suggested to him that if it made sense for the institution, I was aware that in many universities the PA program is within the department of family medicine. Some examples of that is North Western, Utah, Iowa, Wisconsin—really big name universities where it has

been quite successful. It was fairly shortly after that, we got notice the program would have the accreditation withdrawn. At that point, Dr. Cooper asked me if I had the bandwidth to take on that department in addition to Family Medicine with the idea that we would go forward with the proposal to merge the two departments. What I've been able to bring from the Department of Physician Assistant Studies is it was kind of adrift, not very well integrated into the College of Medicine. We were without access to allow the resources that the medical students have, that they should have, and very often just being told, no, that is only for the medical students. I would say in contrast of the concern, what I've observed since last October when I stepped into this role is that I had actually been able to facilitate greatly getting better resources for the physician assistant students, including access to rotations. Through my relationship with other department chairs etc., it has been a very big win for the Department of Physician Assistant Studies. Maybe, it was a little bit more questionable that it is a win for the Department of Family Medicine, but it has been vetted at that level as well twice—first, before we went to the council of the College of Medicine and now again, before coming to this meeting. There was good support at the department level as well. So as far as I can see, I don't see any down side. As far as enriching resources for the PA students, I will say it is pretty much exactly the opposite.

President Rouillard: Thank you for addressing that. Are there any other concerns, questions, or comments about this merger?

Senator Molitor: I assume that the Physician Assistant Program is the only academic program in that department.

Dr. Speer, Department Chair of Family Medicine: Actually, that is not true. There is a second program in that department which is the Human Donation Science Program, which is a very small graduate program that I've also taken under my wing. It is a pretty small program; I think it just has 11 students. It is a very niche kind of thing. It is the only or one of just a couple programs in the country that prepares folks to be coordinators for organ donation.

Senator Molitor: Is the intention to move both of those programs into the Department of Family of Medicine?

Dr. Speer, Department Chair of Family Medicine: Yes. So even so it is a small department, there are only currently seven faculty in the department for both programs.

Senator Ortiz: Can I ask a question? Why would the human donation organization be under transplant or urology?

Dr. Speer, Department Chair of Family Medicine: That is a very good question. I think it was because of the former department chair was particularly supportive of the development of that program. I kind of asked the same question too.

Senator Ortiz: Well, I am available when this comes out.

Dr. Speer, Department Chair of Family Medicine: If that program has a better home, I would not have objection to kind of assessing that.

Senator Ortiz: You know I am involved with surgical PAs, they are rotating with me now.

Senator Hammersley: Dr. Speer, can you just speak to the current accreditation status?

Dr. Speer, Department Chair of Family Medicine: Yes. Actually, I think that is a very good question. I am really glad you asked that. This has been really a yeoman's effort. I think we are like 95% there. First, I want to give credit to Dr. Cooper. If Dr. Cooper had not done his best and moved heaven and earth and gave it his heart and soul, we would not have had a prayer. He treated the appeal of the withdrawal accreditation claim similar to writing a NIH grant. He got all of his resources in place and was relentless until it was as nearly perfect as we could possibly get it. We were told that the chances of success were 3%, and we did get our probationary status restored. We are completing next to the last report that is due. We will have a site visit at the end of November and then we will be giving an answer of our status in March 2019. I am like 99% sure that we are going to make it. There has been no efforts spared to salvage this program.

Senator Hefzy: I am assuming the obvious question. Have you been given additional resources in your department?

Dr. Speer, Department Chair of Family Medicine: Yes, the current Department of Family Medicine has not been given additional resources. The departments are separate. The Department of Physician Assistant Studies has received considerable additional resources in this process where truly needed. For example, one of the chronic problems was that we were unable to attract sufficient qualified faculty and we did have to make a market adjustment in the compensation that was offered. We now have five of our six core faculty positions filled, plus the program director. We have excellent support staff who also got a merit increase because they were below market. We also got other budget enhancements like faculty development, which I think is very much deserved. Another thing this gives the Department of Physician Studies is a clinical home for the department because the PA faculty are clinicians and they need to practice. So we've been able to now get them into contractual relationships where they are similar to the medical school faculty and they have a clinical practice opportunity within the institution. Previously, they were going out here, there, and everywhere, but now it is at the institution.

Senator Gibbons: Has this been considered by Grad Council or does this need to be run through Grad Council?

Dr. Williams, Associate Dean of Graduate Council on HSC: It should be run through Grad Council as well for their approval, but I don't see any issues.

Dr. Celia Regimbal, Retired Faculty Member: I know a number of the students in the PA Program. They have a concern. Their impression was that, I don't know if it was you that had a meeting with them or not, but when asked about working with the PA students, their impression is they are not allowed to do their rotations at the Glendale Medical facility and that they are not hired there---

Dr. Speer, Department Chair of Family Medicine: Did you say they are not hired there?

Dr. Celia Regimbal, Retired Faculty Member: Right. You do not hire PA's at the Glendale Medical Facility.

Dr. Speer, Department Chair of Family Medicine: That is actually not true. I have actually just hired a second PA. We had our one PA working in that office recently until last February. We have another coming aboard who is actually starting on September 27. As soon as...get through credentialing, he will be taking a PA student with him for 40 weeks out of the year, which is all their active rotation time. So at all times he will have a PA student with him.

Dr. Celia Regimbal, Retired Faculty Member: When asked about why she—and I don't know who "she" is—"she" would not take PA students because she has too many medical students to get through

rotation. Their sense is they are not well-supported in this move. If you feel that is not true, I think students really need to know you will support them. They are worried about their success in the program. I think they need help with understanding that there is support there because my impression is they don't feel that way. Thank you.

Dr. Speer, Department Chair of Family Medicine: Another example is our medical director who is not at Glendale, she is at the regency site, she is also taking a PA student with her for all of the 40 weeks of their active rotation time, including in particular, selective students that are having difficulties. We also made accommodations for additional students who are struggling, for example needing to repeat rotations in family medical to do it with our employee family doctors. If the students are not aware of this then certainly, I need to clarify that.

Senator Ortiz: This is kind of a tangent, but this do have to do with PA students and their security. I was told by somebody that NP are much cheaper than PAs, hence we are hiring NPs and not PAs. If I was a PA then I would want to know what my chances are for being hired here.

Dr. Speer, Department Chair of Family Medicine: My experience as department chair having hired both NPs and PAs is if the salaries are similar, around \$100,000.

Senator Ortiz: Well, in Surgery we potentially only interview NPs. I brought up PAs and I was told it is too expensive.

Dr. Speer, Department Chair of Family Medicine: You might want to check the market on that.

Provost Hsu: I just want to clarify the question about graduate council. We actually have a process for organization and we are following the steps. This is the step of faculty consultation and faculty consultation is through the Faculty Senate and not through Graduate Council. There is no approval by the Graduate Council because this is not about a new graduate program, this is about a change in location of a program.

President Rouillard: Thank you. Anything else? Thank you for answering those questions for us. I'm sorry that I don't have the resolution up here on the screen. I didn't think to forward that soon enough to Quinetta, but it is quite short:

Resolution to Endorse Physician Assistant Studies Program move to Department of Family Medicine

Whereas on Jan. 17, 2018 Dean Chris Cooper discussed with the Department of Physician Assistant Studies the possibility of moving to the Department of Family Medicine;

Whereas the College of Medicine Faculty Council Meeting of April 20, 2018 considered this same matter;

Therefore be it resolved that on Aug. 28, 2018, The University of Toledo's Faculty Senate supports the decision to move the Physician Assistant Studies program into the Department of Family Medicine.

President Rouillard: So since this is coming from the Faculty Senate Executive Committee, it does not need a *second* so we can proceed to a vote. All those in favor of this resolution of endorsement, please signify by saying, "aye." Any opposed? Any abstentions? **Resolution Passed.** Thank you very much. Thank you, Dr. Speer for answering our questions.

So that brings us to our reports. We scheduled Dr. Flapp Cockrell, who just arrived with excellent timing. Thank you for coming. Dr. Cockrell is going to talk to us about some of the student resources that are available on campus. He has lots of handouts, which I will help him pass out. There are a few extras. If you want to take some back to your department members, feel free.

Dr. Flapp Cockrell, VP for Student Affairs: Good afternoon. I hope everybody is doing okay. Thank you all so much. Thank you, Dr. Rouillard for inviting me. I am Dr. Cockrell, Vice President for Student Affairs. I just want to provide you all with a couple of updates regarding some things that are happening in Student Affairs. Our students are back and they are very active. We have a number of programs and activities for them over the next couple of days to engage them outside of the classroom. A lot of the work that we do within the division of Student Affairs, we are here to support the academic enterprise and provide those students with a co-curricular experience. So if you refer to this one-pager here, I just want to go through a couple of things that we're doing within the division of Student Affairs. The first thing I would like to share with you is our counseling center most recently moved from Rocket Hall over to the Main Campus Medical Center. Some people term it as MIC-MIC. We now have counseling within the Main Campus Medical Center along with our student health services. We are in the process of hiring two additional full-time counselors as well as two part-time counselors to assist our students who may be experiencing some form of mental wellness. We want to make sure we are protecting our students while they are here at the university. So in any event that you need to refer students over for some mental wellness challenges, by all means, feel free to call over to our counseling center which is now located in the Main Campus Medical Center. You will see an email probably coming out in the next week or so, we are going to do a ribbon cutting ceremony, an official welcome. I know some individuals attended our soft opening which was last Friday between the hours of 12-5pm. People are very happy with that space. It is going to be able to accommodate our students. We have some relaxation rooms in there, opportunities for students just to relax. We have some critical areas, just in the event students may be dealing with some challenge that they may have to go to the hospital, and so those resources are available there within the Counseling Center. The second thing I will like to talk about is our portal concern website. This is a website that came out a couple of months ago where we put all of our information up on the PowerPoint report regarding sexual misconduct, discrimination, and harassment. You are more than welcome to go to the Main Campus website and scroll down to the bottom of the page and the link is there. I also want to share this website and this handout with Linda as well so she can share it with you electronically and you can distribute it to your respected divisions. We want to make sure that in any event that individuals may need to report a concern, we have all of the reporting areas on one main webpage instead of people having to click several websites.

Student Affairs expansion of services: Within the next couple of weeks we will be expanding our services to the Health Science Campus, one of which we have a food pantry currently on the Main Campus that we will be expanding along with student advocacy, as well as counseling. One of our counselors that we are hiring within the counseling center will be dedicated to the Health Science Campus and that person will be housed over at the Health Science Campus. Some of our associate VPs will have office hours over there as well so we can start making sure we're meeting the needs of our students who are located on the Health Science Campus. The UT Faculty and Staff Behavioral Response Guide: We want to look at this guide here. This guide was developed by the former senior vice president of Student Affairs, Dr. Kaye Patten-Wallace. Last year we updated and we also made some additional updates. In the event that you need some of these brochures, these handouts, and/or these folders for your respective colleagues and departments, by all means, feel free to email my executive assistant, Charlene Mullin and we will get these delivered directly to your office for you. One of the numbers that I want to share with you, if you go to the blue side here towards the bottom of the page, I am going to read this paragraph here. It says, "Any

faculty or staff member can refer students to U-BIT, University Behavior Intervention Team or by calling the office of the Dean of Student, Dr. Sammy Spann.” You are more than welcome to call his office. In the even that you need to call and consult with us, you can call Dr. Sammy Spann’s office to report any type of concern you just need to consult. We do have a 24 hour call phone and this number rolls over to the call phone if you need to consult any part of the day.

Title IX is the next one listed here. We are in the process of hiring another Title IX investigator as well. We are expanding our services. Currently, our office staff is a Title IX investigator, a Title IX coordinator, and a program manager. We are in the process of hiring another full-time investigator to assist us with our Title IX investigation with faculty, staff, and students that we have on campus. Freedom of Speech and expression is on these little cards here. We created these cards last year. We passed these cards out to all of our students, reminding them about freedom of expression and also freedom of speech. We expect the issue is going to be very busy as it relates to bringing controversial speakers on campus. We want to make sure we are protecting our students. We do have a policy here at the university with freedom of expression that we do share with our students. We would not penalize students for their freedom of expression or freedom of speech, but we do address the behavior. This is something that we just passed out to all of our students. We gave students the cards by putting them in their welcome package last weekend.

The Rocket Recovery Grant is this little one pager half sheet. We have a lot of students who are experiencing some type of financial hardship, so they can receive up to \$1,000. Last year we received this grant from the Great Lakes Association. We received \$220,000 last year and we’ve received another \$220,000 this year. Please, if you know students who are experiencing some type of financial difficulty or financial insecurity, by all means, feel free to let us know.

Senator Hefzy: I noticed this is only for undergraduate students. I posed this question last year—what about graduate students?

Dr. Cockrell, VP for Student Affairs: For right now this grant is only for our undergraduate students. One of the things that I am working on right now with our alumni office and our advancement office is to develop a fund by asking parents and family members to give. I am developing this fund so we can have money and resources for our graduate students. So for right now, I’ve been referring students back to their colleges and their deans to seek out resources because right now this program is only for undergraduate students.

Senator Hefzy: Is it any plan to work with the College of Graduate Studies to have some funds like this for graduate students?

Dr. Cockrell, VP for Student Affairs: Yes. Dr. Amanda Bryant-Friedrich and I’ve talked as well as Dr. Cindy Gouillon about some opportunities to possibly develop funding for graduate students. But for right now, this funding is designated specifically for undergraduate students. The way the grant is written, it can only be used for undergraduate students.

Senator Hefzy: Thank you.

Dr. Cockrell, VP for Student Affairs: Welcome week initiatives: We are in full swing. Over the course of the first six weeks we’ve probably have 150-plus activities for our students. We had some students to join us from my division, Student Affairs Retreat. One of the things...mentioned to us is they would like to see faculty and staff members in the event they want to meet up, they want to touch us, or talk to us, what have you. So what I am asking is if you have an opportunity to come to any of our events, you are

more than welcome to come. We have free food at a lot of our events. You are more than welcome to bring your family members tomorrow night. We have a late night breakfast in one of our dining halls and you are more than welcome to come help us serve food. All of these events are open to all faculty and staff. Our students really want to talk to faculty and staff members. Dr. Gaber and I once a month we meet with a group of students, whether it may be veterans or Greek Students or first generation students just to have conversation, and our students is really enjoying that. The feedback that we're getting is that they very rarely see faculty members and staff members at events. So please know that you are all welcome to attend any of our events. This is the link. I am going to send this to Dr. Rouillard so she can send it to you for you to have access to it. The last thing I'd like to share is pretty much our family weekend. We just most recently started parent family association last year and so we are working with our family members because we know family members play a huge role in the success of their students while they are here at the university. We appreciate what our family members are doing this weekend. This year we're hosting a parent and family recession, specifically for our parents. We want to encourage them to give money to our student fund so we can continue to support students who may be experiencing some form of financial insecurity. In the event that you would like to ever give physical resources to any of our departments or any of our funds to assist students, by all means, you are more than welcome to contact us. We have about four or five different funds that we've most recently created within the division of Student Affairs to assist students. If your respected...is interested in doing a food-drive, by all means, feel free to let us know. We do appreciate those resources. We've worked with athletics, we've worked with some colleges as well that said they wanted to collect food. We most recently started looking at the data—a number of students who are between first and second year, students of color and also international students are the ones who experience food insecurities the most. So we are collecting their GPA(s) and majors and we want to be able to share this information with our deans so we can make sure we're protecting our students while they are here at the university.

President Rouillard: Thank you. Are there any questions or comments?

Senator Ferris: Dr. Cockrell, do you have data on the Rocket Recovery Grant usage from last year? I remember when we were getting reports during the last academic year, it seemed like the funds weren't going to last. I am a little concerned about whether the funds are going to last this academic year.

Dr. Cockrell, VP for Student Affairs: We do have data and I can share that with Dr. Rouillard to give to you all. We have their ethnicity, their major, and I want to say their classification. A lot of our students do utilize those resources as you can see there, either for transportation to get to and from the university or for housing. Dr. Michelle Soliz, Associate VP for Student Success and Inclusion, is managing that grant, and so I will make sure I get that data to you so you all can take a look at it.

Senator Ferris: Thank you.

President Rouillard: It is one of the saddest things about higher education today that our students can't afford to eat. But I am very proud of our university and of our campus for trying to help those students. Dr. Cockrell, thank you very much and thank you for all that you do for our students.

Dr. Cockrell, VP for Student Affairs: Thank you. Have a good day.

President Rouillard: Next, on our agenda we have Dr. Bill Ayres with an update on intersession and deadlines for intersession. Thank you, Dr. Ayres.

Dr. Bill Ayres, Vice Provost: I will try to keep this relatively straight and to the point, although I am happy to answer any questions about the program. Many of you remember last year we piloted a winter

intersession period for accelerated courses. There were a variety of different kinds. There were some study abroad courses in there. There were some graduate courses and undergraduate courses. Last spring I believe Connie Schriener came before the Faculty Senate and gave a presentation on the results of that pilot. As a result of that presentation, you all and your predecessors endorsed us doing this again. We have sent out a call, and hopefully you all have received it. We sent it out a couple of times and we made sure that some of those calls went out after faculty returned to campus for proposals for courses in the winter intersession. The intersession itself runs from December 17 through January 11. Faculty can use some or all of that period of time depending on what modality you're working in. In general, we're trying to discourage faculty from expecting students to do a lot of work over the holiday itself, but certainly, students can get started, especially if you're working in distance learning kind of modality. We did have a couple of faculty ask about having some face-to-face meetings in that December period when the campus is still open before we shut down for the holidays. We looked at that and said, sure if that makes sense in the context of your class, and so that is open and available. The winter intersession course proposal applications are being accepted through September 17. You can deliver those to our office in University Hall or you can email them to provost@utoledo.edu. All of that information can be found on the Provost Office homepage. We also posted frequently asked questions sheets on the Provost Office website, one is for faculty and the other for students. We're trying to anticipate how many questions faculty would ask. We have a faculty steering committee that is really kind of guiding this. Thanks to President Rouillard for serving on that group, much appreciated. The steering committee will be reviewing those proposals from September 18, once they've been received, through the end of the month, through September 30. As soon as we can thereafter, we will notify the instructors and say, yes, we have received your proposals and it's been approved, so you can start to work on a plan for intersession. Students will be able to register for the winter intersession courses and we will get this built into the schedule. We are going to hold an information session, particularly for faculty interested in leading study abroad trips. That kind of intersession period can be a great time for faculty who wants a study abroad trip—that session will be on September 7 in the Carlson Library here on the Main Campus at 1:30 p.m. Finally, we are looking at an early December (maybe by December 3rd) kind of a go or no go date. Once registration is open, once students have a chance to register for these classes, at some point we need to figure out does the course have enough enrollment to actually go or not and so we are looking at early December for making that determination. So those are major dates. Applications are due by December 17. Faculty would be informed around or about the end of September or early October—students will be able to register by October 7. This is a lot of words in a very short period of time. So, what questions can I answer?

Senator Wedding: How much is the pay for these?

Dr. Bill Ayres, Vice Provost: I've received that question a number of times myself. So compensation for an intersession course is calculated very much the same that any other fall or spring course would be. If a faculty member with the consent of their department chair and their dean wishes to make this course a part of their load, that is fine, otherwise, a faculty member teaches this course as an overload course and it is compensated at the same rate as before a fall or spring overload course, which is whatever the rate is for your college and your area. I can't give a number on that because I know it varies from college to college.

President Rouillard: Bill, basically what you're talking about is part-time rate. So in the College of Arts and Letters that is \$750.00 an hour. I think in the College of Business it tends to be a little higher, and in the College of Engineering it tends to be a little higher than that.

Dr. Bill Ayres, Vice Provost: It is no different compensation wise than teaching an extra course in the fall or the spring.

Senator Gibbons: How are you handling the expenses of taking groups of students abroad in terms of faculty members' personal expenses as part as those trips?

Dr. Bill Ayres, Vice Provost: I know you worked with Sarah a lot over the years, but any faculty concerned with that, I strongly encourage the September 7 session. Working with the folks in SIPP, generally what will happen is students will pay a course fee and all of that is budgeted out to cover the faculty members' expenses. In that sense, a winter intersession, a study abroad trip, and a faculty led trip is no different from a faculty led study abroad trip at any other time during the year. I know that Michael Kistner takes students abroad periodically and I'm sure a number of you do as well. Is there anything else I can answer?

Senator Maloney: I was just curious, I heard we may extend the intersession from May through the Summer?

Dr. Bill Ayres, Vice Provost: That idea has been suggested that we might open up a second intersession between the spring and the summer. That is under consideration, but we are not there yet.

President Rouillard: Thank you very much. We are actually a little bit ahead of schedule. Next on the schedule we have a team who are going to talk to us about Blackboard Ally. Justin Ballord, Enjie Hall and Dave Cutri are here to talk to us about the resources attached to Blackboard to help with accessibility issues. I would like to welcome them here today. I invite them to educate us about the in which we can help students who have accessibility issues in our Blackboard courses. Welcome.

Mr. Dave Cutri, Executive Director of Internal Audit and Chief Compliance Officer: Thank you, Dr. Rouillard.

Ms. Enjie Hall, Director of Campus Accessibility and Student Disability Services, ADA Compliance Officer: Hello everybody. First of all, I want to thank you. Today I am wearing by student disability services hat. I want to thank you for helping us implement accommodations, speaking with our students with disabilities, and by making sure they have an equal opportunity to participate in the educational experience. Part of being a participant in that educational experience includes Blackboard Ally. In the three years that I have been here, a major concern that faculty have had is how to make their course materials accessible. Due to time constraints, lack of equipment and lack of knowledge on the technical side, it really is difficult. We heard the feedback and Blackboard Ally was born from the idea that this is a tool that helped our faculty to be able to present information in Blackboard that is going to be accessible to not only to our students with disabilities, but to all of our students to support that learning process. In April of this year we talked to Blackboard and saw the demos for Blackboard Ally. We then decided that it was a good purchase for the university. This is a collaboration between IT, the provost office, UT online, and Student Disability Services/ ADA Compliance Internal Audit and Compliance. Part of what we do as an institution is we want to make sure that we are compliant. But more so more importantly, we want our students to have the learning experience and provide them with the resources just like what faculty want, which is to be provided with the resources necessary to be able to make that happen. In summer of this year we ran a pilot with a small number of classes and got some feedback and then last week Blackboard Ally was turned on for the rest of the university. What it does is when a document such as a Word document, pdf, or PowerPoint gets uploaded by you, the instructor to Blackboard, it gives you an indicator of how accessible it is. I would say don't worry too much about what that rating says. This is meant to be a learning tool. Yes, we would like that number to go up when you're improving accessibility for those documents, but more importantly, we want an easy way for faculty to be able to learn how to do it. When you upload the document it gives you that indicator and then it also gives ideas on how to improve accessibility. First and foremost, the most important part is if you load a document, is it

something where the text is discernable? So, can the characters be recognized by any assistive technology? Basically, you've probably heard this many times, we don't want pictures of text being posted. But because this tool have the ability to take the picture of the text and convert it into actual text that is searchable, I think it is strength for us. Then on the students' side and also the faculty are able to use this, once you upload the documents, it is able to convert that document into an alternative format. What that means is you can save it as a different file—a parallel would be, you can save a Word document as a pdf. In this case for disability it may be saving it as HTML web format for browsers so they can use it on their mobile phone, or saving it as a braille file so they are able to interact when they're using a braille devise, or saving it as an mp3, as long as the text is recognized it can generate the mp3 so the student can listen and be able to have that audible feedback while they are looking at the screen and reading the documents. The third piece of this tool offers the institution the opportunity to take a look at what our documents look like and what suggestions we can give to the faculty to make this process better. So our goal is that we increase the experience for everybody.

Mr. Dave Cutri, Executive Director of Internal Audit and Chief Compliance Officer: I think you summarized the points very well. We have some handouts.

Ms. Enjie Hall, Director of Campus Accessibility and Student Disability Services, ADA Compliance Officer: If you call Student Disability Services, I would be happy to consult with you about what makes an accessible document. I will be honest, we don't have the technical knowledge that UT online has, so please contact the help desk at UT online.

Mr. Dave Cutri, Executive Director of Internal Audit and Chief Compliance Officer: One other point I would make is, UT is really blessed with promoting a culture that maximizes accessibility, not all universities have that. We are pleased to introduce Blackboard to make your job easier, the student's job easier, and our staff's job easier to make digital cont.

Ms. Enjie Hall, Director of Campus Accessibility and Student Disability Services, ADA Compliance Officer: It is.

Senator Molitor: First, I want to applaud you on your efforts. I think this is a wonderful tool. I also appreciate the student accommodation process; I believe it is working smoothly. I hope students are beginning to understand their responsibilities in this process as well. I actually have a question that may not be relevant to either of you. It is regarding the student advocacy memos, is that under your shop, David?

Enjie Hall, Director of Campus Accessibility and Student Disability Services, ADA Compliance Officer: Yeah, so accommodations memos begin to go out a week before classes start and we are sending them throughout the semester. So what happens is our students go into our case management system and they ask that these memos be generated to the instructors. Once those requests come in and we take a look at them and make sure the accommodations are applicable to the class, we send that notification to you and the students and then it would be up to the student and faculty to talk about implementation and the students can tell you what their plans are for utilizing those accommodations. They are by semester and so they shouldn't generate after finals week. If they do, it should be for the following semester. It follows Banner because our system talks to Banner and so we pull all of that information from Banner. We pull the instructors' information, when the class meets, the name of the course, and the professors' name and then that gets generated with the students' accommodations and explanation about the accommodations in the memos.

Senator Molitor: Just to clarify, I am not referring to disability accommodation memos. I am referring to student advocacy memos. These are memos that arise, not because of disabilities that students have, but because of emergencies or special situations.

Enjie Hall, Director of Campus Accessibility and Student Disability Services, ADA Compliance Officer: Oh, you are talking about accommodations that are outside of Student Disability Services?

Senator Molitor: Yes.

Enjie Hall, Director of Campus Accessibility and Student Disability Services, ADA Compliance Officer: I wish you would have asked that question when Dr. Flapp was here since Student Advocacy office is part of Student Affairs. I see what you are saying. For Those I would suggest connecting directly with Dan Boyle and ask the questions that you have about those.

Senator Molitor: Thank you.

Senator Krantz: If I understood your explanation of Blackboard Ally correctly, it is focusing on text, which is relatively straight forward. Does it deal with images, graphs, or other types of figures?

Ms. Enjie Hall, Director of Campus Accessibility and Student Disability Services, ADA Compliance Officer: That is a great question. If you do include an image, what it is going to say is please give a short description of that image. With images we want the professor, the content matter expert, to be the one who labels that image because you don't want Disability Services doing it because we don't know what is important, but, you as a content matter expert can determine that. So it just needs to be labeled with whatever is relevant.

Senator Krantz: So as a follow-up related to this. Probably six or seven years ago I had an extended discussion with Disability Services over a course of a semester and it was related to accessibility of the textbook itself. The question which I am updating to you two now is, nationally, have the publishers step forward? It is far more efficient for the publishers to make a textbook accessible than to put the burden on the faculty.

Ms. Enjie Hall, Director of Campus Accessibility and Student Disability Services, ADA Compliance Officer: It has gotten better. We are able to pull from a database called Access Texts and also a secondary database called Bookshare, and those resources have grown exponentially. We also have a list of publishers that are friendlier to accessibility than others, but once in a while we do see some requests that are more difficult to process. What is really helpful for us is if faculty let us know right away what those books are or put that information into the bookstore so we are able to pull it and get started on converting those textbooks for our students.

Mr. Dave Cutri, Executive Director of Internal Audit and Chief Compliance Officer: If I can add to that? The publishers have come a long way toward improving their accessibility problem. It is probably fair to say they still have a good ways to go.

Unknown Speaker: It probably worth mentioning the VPAT that you can actually use prior to adoption. Do you want to address that, Enjie?

Ms. Enjie Hall, Director of Campus Accessibility and Student Disability Services, ADA Compliance Officer: Certainly. The VPAT is the Voluntary Product Accessibility Template. It is a template that the federal government put together in an attempt to make sure we support section 508 of the Rehabilitation Act, which deals with technical standards. If you have course materials that are in a third party learning module system, we want to make sure that what we're purchasing is going to be as accessible as possible.

So if we have three different product choices, we would want to make sure that we purchase the most accessible product for people with disabilities. So when we're looking at different products, an easy question to ask is, tell us about 508 compliance, do you have a VPAT? If they say, no and they refuse to give one, it is probably a strong indicator they are not going to be friendly to accessibility. When I started a few years ago, they said, you are the first institution to ask us about VPAT, but now I am not hearing that anymore. I say, we might be the first, but I guarantee, we won't be the last because it is the standard across the nation that are looking at it because technology accessibility is the hot button topic that every university is talking about.

Mr. Dave Cutri, Executive Director of Internal Audit and Chief Compliance Officer: If I can add to that, Enjie? If you are going through the normal software process, there are controls in place that will check and make sure the software that is being required is as accessible as it can be.

Senator Molitor: What if you do not have an alternative for software that is required for the course, and the software you have is not accessible for students with disabilities?

Ms. Enjie Hall, Director of Campus Accessibility and Student Disability Services, ADA Compliance Officer: I will take a look at the case-by-case piece. I will take into consideration if it is the only product, and I did that for one of the products in Engineering where it was an industry standard product and it was the only product. They refused to give us accessibility information and so we asked all of the questions that we could. We have an internal process that we can do some testing to see how accessible it is and the next step to develop a work around. So I will tell you it is tricky if it is 24/7 online access, but if it is lab access for a student that is required to report to that class as part of a lab session, that is going to be easily accommodated vs. something that is a system that a person has access to 24/7. Those online assignments are going to be high risk because we are not necessarily going to be able to support them if that is the only software that they're using. Another way to look at it is are there other ways for them to complete that assignment? So even though, that software is not the standard, are they able to get the assignment done some other way using other technology, but still accomplish that goal?

President Rouillard: Anything else? Well, thank you very much, Enjie. We appreciate you coming. Thank you, Dave. I am particular interested to see what braille accessibility looks like because that is quite fascinating. Thank you very much.

Mr. Dave Cutri, Executive Director of Internal Audit and Chief Compliance Officer: We look forward to the invite back. It really is a great tool. Hopefully, we will be able to take advantage of it and see the benefits yourself.

Ms. Enjie Hall, Director of Campus Accessibility and Student Disability Services, ADA Compliance Officer: Justin was not able to join us because he had family obligations. He will be the best to show [you] the technology side. Thank you.

President Rouillard: Thank you very much. So that brings us to our final speaker, a new member to our community, Dr. Denise Bartell who is responsible for directing students' success. We wanted you to have the opportunity to introduce yourself to Faculty Senate and talk a little bit about your past experience with student success and maybe what you see here as possibilities for some of our initiatives.

Dr. Denise Bartell, Associate Vice Provost for Student Success: Well, thank you everyone for giving me the opportunity to introduce myself. I am the new Associate Vice Provost for Student Success here at the institution. I've been here a little over three-and-a-half weeks now, and so I am just starting to make my way around campus and trying to learn everything that I can. I will do in terms of what Linda just

mentioned, give you a little information about myself and my position. I would also like to use this as an opportunity to ask you some questions about what you see as student success needs on campus. This is my first opportunity to get a captive audience of faculty in a room to ask that question and so I am going to take advantage of that.

My primary responsibility here on campus is to coordinate and to collaborate initiatives and to promote enrollment, retention and graduation, otherwise known as student success. That involves direct supervision of the center for success coaching. It also involves supervision of academic support services. Then it also involves a lot of collaborative work and overseeing initiatives like the summer scholar early start program that's been growing over the last couple of years. I really see my primary role to be an advocate and an ally for this work with whoever wants to engage in that work. My previous role, I came up through the faculty ranks. I was a tenured professor of human development before I moved into this work. My area of specialization was adolescence and emerging adulthood and actually, personal relationships which you wouldn't think it is necessarily relevant to this quality of work, but ends up being quite implacable to many of the things that I am doing. Over the last decade I was at the University of Wisconsin Green Bay. I worked on that campus to develop the first-year seminar program, peer mentor programs, sophomore learning communities and intensive first-year experience for at-risk students that we call GPS. I also worked collaboratively to bring an emergency grant to campus that was actually funded by the same grant that Flapp talked about, as well as revise our advising protocol to promote student success. So when I look at those experiences, I think that hopefully many of them would be very relevant to the work that I am being asked to do here, because although I do come up through academic affairs, I have had a lot of experience working in these more collaborative endeavors—working with student affairs as well as working with enrollment services and advising wherever that may be. I have been called to improve retention and graduation. My personal passion is also to focus on those issues for students who have been historically underserved in higher education. I am looking specifically at issues with first generation students, low income students, students of color, and other students who have been marginalized via students who have disabilities, and/or students who have mental health challenges etc. I hope that if I missed something I will have the opportunity to support on this campus. So that was a really quick overview like Bill, I just talked very quickly because I did want to get to the opportunity to ask you that question. So from your advantage points, what do you see as some of the primary needs to better support student success at the University of Toledo? I am going to take notes, so I apologize—I am looking and listening.

Senator Maloney: One of the areas that I've worked with in the past with students is single mother students. I know that daycare provision has quite a complicated piece about background checks, when it will occur, and a bunch of other things. But maybe somewhere to start is to provide at least some other support to the moms. The one study that I did, that was one of the big things that they talked about. The best case scenario is to have childcare on campus, but otherwise it might be good if they can have space where they can get together for emotional support.

Dr. Denise Bartell, Associate Provost for Student Success: Thank you. I agree, that is increasingly important. As we are looking at our college student population, that doesn't fit our traditional student of 18-year-olds, straight out of high school who doesn't have any responsibilities beyond going to college.

Senator Lundquist: I would just like to support that motion. Since we lost the Apple Tree Daycare Center there hasn't been anything here at all for our students who are parents, which is an inconvenience. I keep getting requests from faculty members who have had students ask them if they can bring their children to class which is not a good idea I think.

Dr. Denise Bartell, Associate Provost for Student Success: I understand it becomes a difficult thing to say “no” to under those circumstances.

President Rouillard: I’ve shared with several people in this room an anecdote of an experience that I had with a graduate student who was a single mother and who in desperation to get her work done would sometimes go to Kroger, buy something at Krogers so she would be entitled to two hours of free childcare and then go out into the parking lot and do her homework—which is very creative thinking, but very exhaustive thinking as well.

Senator Ohlinger: I think one of the biggest challenges academically that is facing some of our students would be those students entering as freshmen that maybe are underprepared or unprepared. I think once they are here we can see that, but, is there a way to identify that earlier whether that is through something like Rocket Launch or some other means? I know there are some things in place already, but maybe just continue that so we are not catching these students at midterms and then by then it is a little late. I am not sure what the answer is, but clearly we do have a lot of underprepared students and I don’t know how we can identify them earlier.

Dr. Denise Bartell, Associate Provost for Student Success: You are right. There are a variety of different initiatives that’s being developed and have been developed on campus to address these things early on like the early start programs and the summer bridge programs. There’s also efforts underway to harness the existing institutional data that we have to maybe develop some capacity to identify even before the students step foot in the classroom, who might be in need of some additional support. So that is definitely something that is on our radar screen that we will be working on over the next year to see whether we can develop things that are reliable and are valid. We want to make sure that we are providing the support that a student actually needs and not capitalizing on stereotypes about capacity to make judgements about who needs what service.

Senator Hefzy: This is maybe thinking out of the box.

Dr. Denise Bartell, Associate Provost for Student Success: Okay, that is good.

Senator Hefzy: Undergraduate students when they come here they usually take student loans scholarship or their parents foots the bill. In my personal opinion, student success is can they get a job after they graduate. So the question is how can we help our students, if we can help them get a job after they graduate?

Dr. Denise Bartell, Associate Provost for Student Success: That is a very good question. I would agree with you, when I define student success, for me it is not just “do you get to the finish line with the diploma,” but can you do something with that and can you do what you want to do with this, right? So I will be very open to any outside of the box thinking about how we can expand the definition of student success to accomplish making sure that students are ready, not just for the careers, but frankly for their lives, for specific engagement and personal engagement they want to have once they leave here. Is there anything else, I know we are sensitive to time?

Senator Menezes: Do you know what the stats are here for migrant or refugee students?

Dr. Denise Bartell, Associate Provost for Student Success: That is a very good question. I don’t off the top of my head any statistics specifically about migrant or refugee students. I also don’t believe that there are any programs that are specifically targeted to address that population. I am going look at Bill—Is there anything? Have I missed anything?

Dr. Bill Ayres, Vice Provost: I am not aware of anything at this time. That sounds like an important conversation.

Dr. Denise Bartell, Associate Provost for Student Success: It is. You know, as I am thinking about it, I am not we would even know how to identify those students because it doesn't exist in our institutional measures, but it is a very good question to examine that. Do you have any data or information about it?

Senator Menezes: No, I don't have any data, but I was the president of the... [*Indecipherable*] ..., which is a program for the empowerment of women, and there was a speaker from Toledo who had come from Syria. Part of her issues of displacement was her own education. She was an English teacher back in Syria and her children had some difficulty to adjust to the English language. I know that her son just got accepted to one of the universities and I just was thinking what scope would be for her son to succeed.

Dr. Denise Bartell, Associate Provost for Student Success: That is a very good question. I am going to see if I can find any data on that.

President Rouillard: Well, actually I was going to ask you a question as well.

Dr. Denise Bartell, Associate Provost for Student Success: Sure.

President Rouillard: One of the things that the First Year Experience Taskforce will look at is reformatting our orientation courses. I know that some of the professional colleges have three hour orientation courses if I am not mistaken and you probably have highly developed curriculum for that. I have to admit that I don't know what my own college is doing these days in terms of orientation courses. Could you tell us a little bit about some of the first-year experience courses that you were a part of developing at Green Bay?

Dr. Denise Bartell, Associate Provost for Student Success: Sure. We took the approach at Green Bay to create a three credit course that was content based, but that infused sort of the student success skills and the orientation to college and the co-curricular engagement into that content bearing class. We did that for a couple of reasons, number 1.) we knew that we didn't have a chance of getting it through faculty governance if we tried to purpose an intro to college course that didn't have content. The culture on our campus was just that it would not support that. But we also wanted faculty to want to teach these classes. So what we did is we said here is your opportunity to teach a class about something that you can't typically teach about, but that is a passion or an interest of yours. You can create a class, it can be whatever you want. Originally, it just had to fit into one of our general education categories. So when I was teaching these courses I had an opportunity to teach a course called, Love and Lust America that was on the history of romantic love and sexuality in the U.S. I had a friend who taught a course that was called, "The Science and History of Monsters," which was basically a course on emergency management. He used the zombie apocalypse as sort of the metaphor for creating an emergency management plan. So it allowed us to get a lot of buy-in from across campus among faculty who teach these classes. So what we did is we infused how do you take notes, how do you read, and how do you write into an actual class. The other thing that we did is we embedded peer mentors in these classes that were supervised by a separate person. The faculty didn't have to do any of the work to identify and train and supervise those peer mentors, I did that work. But they had a benefit of a peer mentor that was trained in support of student transition who could talk about how to take notes and how you write—really, how you go to the learning center and get good tutoring. Frankly, the students saw that as more valid information anyway because it wasn't coming from us because they think we have to say this because we are getting paid to. When a student stands up and say, no, you should really go talk to a tutor, the students are more likely to do that. The peer mentor was also the person in charge for facilitating that co-curricular engagement, which

helped because a lot of our faculty just didn't necessarily feel as though they had the skills and the knowledge to be able to do that well. So over the course of about eight or nine years we slowly grew this program in a very grassroots way and we eventually were able to get it as a part of our general education curriculum on its own. So now all of our first-year students are required to take the three credit first year seminar course as their own general requirement as opposed to it just meeting the social sciences or natural sciences requirement.

Senator Said: To follow-up on Senator Menezes's comment. I know that there is a student organization on campus and it does provide some help to local area refugees. I am not sure if the members are mostly refugees or just assisting refugees.

Dr. Denise Bartell, Associate Provost for Student Success: And you said that is a student organization?

Senator Said: Yes, the name of the student organization is "Students Organize for Syria." Another thing that comes to my mind about how we can help our students succeed is the Learning Enhancement Center. I think it needs a little bit of enhancing. Maybe think expanding the Center to the summer since we do provide many summer classes. The last thing I want to follow-up on is Dr. Hefzy's point. In the College of Business and Innovation, we take pride in providing career services and programming to prepare our students for interviews, CV critique, and etiquette dinner and similar career development initiatives. Some other colleges do not provide that to their students, so I do not know if that is something you want to take on as a service for our students to help them succeed in the future.

Dr. Denise Bartell, Associate Provost for Student Success: I think that is a very good idea. I have had some experience working on this. An intensive program as I've mentioned, the gps program, one of the things that we did is we infused information about career and vocation and what we call intentional high impact practices from the first semester where we had students actually thinking in an intentional way about what their interests were, how that align with the course they were taking, and exploring high impact practices like internships and undergraduate research and service learning from their first semester as a vehicle to both explore as well as to build a resume. So that certainly could be something that we work on with the First Year Experience Taskforce because it would be a nice way to sort of bookend that because a lot of times students are getting it primarily in their last two years, once they are in their major curriculum, but to start that conversation earlier tends to be more helpful for students.

Senator Woolford: I am not sure how many tutors are available, but I do know that some students have said, I go to get help and I cannot get into the tutoring and then they close. So I don't know if it's the students themselves or if they need to set up appointments or what they need to do as far as how to get that help.

Dr. Denise Bartell, Associate Provost for Student Success: They can do either. They can walk in, but just like with anything else, if they walk in they are in line. They also can make appointments. Perhaps for those students who are trying to come in at high demand times, then an appointment might be a better option if they are limited in when they can see a tutor. I can certainly talk to Tia about that to see whether she's heard the same things from students.

Senator Weck-Schwarz: It depends on the subject. The Writing Center makes appointments, but the other areas don't

Senator Woodford: I think it was math; mostly I hear about is math.

Senator Weck-Schwarz: I am in mathematics. With mathematics, very often students come in at the last minute right before exams and of course, if exams are going on, all the other students are trying to come too. We can't really staff the tutoring for just the high demand times. We try to sometimes look ahead and schedule additional tutors before exams, but it doesn't always work out.

Senator Molitor: I just had a comment related to services we provide such as the Learning Enhancement Center. I think these resources have been very successful. I know Engineering students benefit from math tutoring. I have made arrangements with the director of the Learning Enhancement Center to identify students that can tutor Engineering courses that that have high DFW rates. Instructors in these courses advertise specific times to visit the Learning Enhancement Center to meet with these tutors.

We provide a number of high impact services such as the Learning Enhancement Center for our students. I find our biggest struggle is to get students to take advantage of these services, and I do not have any answers for this issue. We have many students that need help. The ones that ask for help, generally we can provide them with the help they need. Unfortunately, a large number of our students do not ask for help, and therefore are not taking advantage of these services.

Dr. Denise Bartell, Associate Provost for Student Success: If any of you do have questions about how you might incentivize students or increase their access of the resources, there are some things you can do, some very simple like: bring some of the tutors into your class to introduce themselves, walk the students down there so they can see where it physically is, or provide some extra credit for them to go for the first time, so they will have an incentive to go and now they see the value of it. But you are right, often times these are underutilized services and we need to figure out ways to increase access because we know they work. They are very effective when they are utilized.

Unknown Speaker: To that point, I've started telling my students that they are paying for all of these things, so you might as well use them. For example, you are paying for me to sit alone during my office hours [laughter], and it has some effect. If we can make that connection it seems to resonate better for them.

Dr. Denise Bartell, Associate Provost for Student Success: One of the most effective things that I did was to have a student panel right at the beginning of a semester of students who talked about their transition experiences and who said, "I really struggled with this math class, with this bio class and I went to the tutoring center and it was extremely helpful. So, the students are sharing the message that it is good to access resources and it isn't an indication that you are not capable of being successful." Frankly, a lot of our students come in with that mindset, because our culture sort creates that mindset.

President Rouillard: Anything else? Thank you very much. We look forward in working with you. Are there any items from the floor? Any announcements? If not, is there a motion to adjourn? Meeting adjourned at 5:49 p.m.

Respectfully submitted,
Mark Templin
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Administrative Secretary

