

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of October 23, 2018**  
**FACULTY SENATE**

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

Approved @ FS on 11/06/2018

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**Summary of Discussion**

Dr. Andrew Hsu, Provost of The University of Toledo  
Anthony Edgington, Chair, FS Undergraduate Curriculum Committee  
Dr. Terry Bigion, Chair FS Academic Programs Committee  
Drs. Denise and Barbara Schneider, Student Success  
Dr. Anne Balazs, Dean of COBI

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**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 Rouillard:** Good afternoon. I would like to call the Executive Secretary, Mark Templin to call the roll.

**I. Roll Call: 2018-2019**

**Present:** Andreana, Ariss, Bailey, Bigioni, Bouillon, Brakel, Chattopadhyay, Dowd, Edgington, Ferris, Free (proxy for D. Compora), Gibbons, Gibbs, Gilchrist, Giovannucci, Gray, Hammersley, Heberle, Hefzy, Keith, Jayatissa, Kistner, Kovach, Krantz, Lee, Longsdorf, Lundquist, Modyanov, Molitor, Niamat, Oberlander, Ohlinger, Ortiz, Reeves, Rouillard, Sabharwal, Said, Schroeder, Sheldon, Steven, Taylor, Templin, Van Hoy, Weck-Schwarz, Wedding, Weldy, Woolford, Xie

**Excused:** Dinnebeil, Dugan, Emonds, Kippenhan, Lecka-Czernik, Maloney, Monsos, Relue, Tiwari, Tucker-Gail,

**Unexcused:** Frank, Hall, Jaume, Menezes, Murphy, Park, Schlageter, Thompson-Casado

**II. Approval of Minutes:** Minutes from the Faculty Senate meetings held on September 25, 2018

**President Rouillard:** Good afternoon and welcome. First, let us congratulate Dr. Gaber and the Development Office for such a successful Day of Giving, resulting in donations of 717k from over 3000 donors. I personally am grateful to work with such generous faculty, staff, and students who cherish this institution and its mission.

Executive Committee: On 10/17, I attended a Finance and Strategy Meeting at which Larry Kelley shared the following information from the year end financial report:

An overall change in net position for the combined entities of +5.7 million at the end of FY 2018, as compared to 762k last year. The Voluntary Separation Program resulted in a 1.7 million reduction in compensation expenses. At that same meeting Matt Schroeder gave an update on state statistics, including the fact that Ohio high graduations numbers are predicted to be stagnant until 2023. UT's SSI now constitutes 25% of our operating funds. We also received an update on the 26% tax on designated funds, specifically tech and lab fees. Mr. Kelley said that the only tech and lab fees that were exempted from this tax were ones which would have reduced personnel.

FSEC met with President Gaber on 10/12. She highlighted UT's recent collaboration with the Toledo Museum of Art on a Visual Literacy Initiative. FSEC also met with Provost Hsu and Vice Provost Bill Ayres to discuss a schedule for reviewing policies.

Senator Mark Templin has indicated that the Constitution and Rules Committee is meeting again this next week to consider revisions in light of the first reading of the constitution. The goal is to bring this back to FS on Nov. 6 for the second reading.

The Provost Office has announced another round of socializing on Friday, Oct. 26, 4:30-6:30 in Libbey Hall, open to all faculty and staff.

**Senator Lundquist:** There are two things about the budget and the money. I know when we are in a deficit really difficult decisions have to be made. About the 26% tax, does that come right out of the lab fees and tech fees that are paid by students?

**President Rouillard:** That is my understanding.

**Senator Lundquist:** Was it all justified why our students should be taxed that way? They need the services and materials to succeed in their lab courses.

**President Rouillard:** No, it was not.

**Senator Dowd:** I would like to follow-up on Senator's Lundquist point. They must have specified exactly what that money is going to be used for because the tech fee monies have to be approved by the Board of Trustees. They are designated monies. They raise money from students to be used for technology in the classroom. Is that money being used to improve infrastructure? Is it across the university? That is separate from monies that are used for technology in the classrooms. The justification for 11.5%-up-to-26%, was there justification given there?

**President Rouillard:** I merely asked for an update because it was unclear to me if it was just lab fees or tech fees. It was clarified for me that it was both and perhaps I didn't ask the right question.

**Senator Dowd:** These are designated monies. A tax on designated monies doesn't exactly make sense. If they are being taxed for the direct benefit of students, that is one thing. But if the money is being taxed for any other purpose, that is a completely different matter, and it flies in the face of what the Board of Trustees actually approved.

**President Rouillard:** Given the questions here today, I will ask for further specification as to what that increase tax will be spent on. Are there any other questions?

**Senator Lundquist:** I have a question about the volunteer separation program. It sounds like that was good for our bottom-line. A lot of colleges and departments were hit pretty hard by the voluntary separation, especially with the proviso about those separations—the people who voluntarily separated from the university will not be replaced. Was it at all communicated at what point the turn from separating people and retiring people to having an action for multi-year hiring plans so we can sort-of stop bleeding human hours from our work?

**President Rouillard:** This was sort of a general summary that was given, but we can certainly ask that question. I am sure the Provost is working on a hiring plan that he will share with us at some point. Are there any other questions?

Then the next order of business is to approve the October 9 Minutes, which were circulated by Quinetta. Are there any questions about the Minutes? Hearing none. Is there a motion to approve the Minutes? Are those in favor of approving the Minutes of October 9, please signify by saying, “aye” Any opposed? Any abstentions? *Motion Passed.* All right, that brings us to the report from Dr. Hsu.

**Provost Hsu:** Thank you, Linda. I have a couple of things to report to this body. Linda has already mentioned some of them. The first thing I want to talk about is something that we need all of your help with, and that is our student registration for spring is open as well as registration for winter intersession. If you could help by talking to your students and faculty, that would be a tremendous help. We need to let our students know that they need to start thinking early and if they have any holds, whether it is financial or academic holds, they need to start talking to their success coaches so we can support them. If they wait until the start of the spring semester then sometimes it will be too late and we might actually lose the student. For winter intersession, we are offering 11 courses. These are all proposals from faculty members. There are three graduate course and 188 undergraduate courses, including a gateway math course and a study abroad to Italy that focuses on photography, offered by the Art Department. Please encourage your students to enroll in these courses.

The next item I want to report to you is we had an ALT (Academic Leadership Team) meeting on October 18. For those of you who do not know what ALT is, it is an Academic Leadership Team, basically of all the department chairs, assistant and associate deans, deans and the Office of the Provost staff. At this particular meeting we also invited guests from other divisions. The topic was developing a student centered culture. I understand when I talk about student centeredness, faculty would tell me that this campus has been discussing student centeredness for probably 15 years. We looked at our campus and we feel there are still a lot of things we can improve on to help to improve student success, retention, and graduation and so forth. So, we actually had a presentation from our associate vice provost for student success and then following her presentation, we had a one-hour small group discussion session where department chairs, associate deans, and assistant deans discussed student success and what we might do this academic year to improve student success. We received a lot of feedback and good suggestions. One important thing is that we invited staff from other divisions to come and participate and discuss with us. Our hope is that we’re going to develop a campus-wide initiative to work on student centeredness to help focus on our students and focus on our students’ success. We all know it is not just what we teach them in the classroom, but it is also what we do with them outside of the classroom. It is how we help them navigate the university system and navigate the financial aid system and so forth. So our hope is that there is going to be a campus-wide initiative that is going to help all the staff and faculty focus on student centeredness. The department chairs in the room today, I am interested in knowing how you feel about that, if it is helpful or not. We are certainly going to report back what we have learned to the chairs. In fact, later in today’s meeting, we are also going to have Dr. Denise Bartell and Dr. Barbara Schneider talk to you about some of the materials they have discussed with the chairs.

Two announcements. The first announcement is that next Wednesday, October 31, the Provost’s Office will host the second Future of Higher Education Forum. The topic is the online and blended learning. Our first forum was two weeks ago on Friday. It started at 8 o’clock on a Friday morning and I was pleasantly surprised walking into a full room. I totally expected to walk into a room that had four or five people there at 8 o’clock, but we had 60 people attending and 40 plus people actually watched the live-streaming video. I would encourage you all to come, especially those of you who have an interest in online learning and using technology for future education. Please talk to your colleagues about coming. Secondly, Dr. Rouillard already mentioned the Faculty and Staff Social event. It is scheduled for this coming Friday at 4:30-6:30 pm. The cash bar will open at 5:00 pm. We hope to see you all there because this was

something we brought back by popular demand. A lot of faculty members told me that it brought back good memories, so I hope to see you all there. Thank you.

**President Rouillard:** Thank you very much. That brings us next to some Academic Committee work on curriculum. Dr. Anthony Edgington, who is the Chair of the Undergraduate Curriculum Committee has a list of new courses and course modifications.

**Senator Edgington:** Good afternoon, everybody. First of all, I just want to say thank you to the committee for all the work you did with this. We had a number of new course proposals and modifications that came in. This is just a few of them. We have a few other ones we had to send back for clarification, and so thank you very much for that help. It probably didn't help having a new chair come in and muck the thing up here-and-there as well, so thank you to Diane Cappelletty for all the help she gave [me] at this first go-round. What I want to do is go through the new course proposals first and give you a brief summary of those and then hear the discussion we have about them.

[\[View New Courses and Course Modifications\]](#)

We have one course coming to us from the College of Business. This is HURM 4800, Human Resource Information Systems. The course description is: This is a course that covers issues and techniques related to human resource information systems, human resource analytics, performance metrics, and the integration of technology to create and sustain effective HRM practices that contribute to the effectiveness of organizations.

We have two courses coming to us from the College of Education. The first is CI 4110, Developing Instruction for Middle Graders Four and Five Literacy and Social Studies. The course description is: This is a course pedagogy and content for pre-service teachers currently working on Ohio's Early Childhood PK-3 LAMP licensure program and are seeking to extend their license to be eligible to teach all content in grades 4 and 5. This course will focus on language, arts and social sciences and outlining Ohio's standards for teaching in grades four and five.

The other course is CI 4120, Developing Instruction in Mathematics and Science for Grades 4-5. It is basically the same exact course description as the previous one, instead the focus here is on mathematics and science.

We have three courses from the College of Engineering. The first is EECS 4720, Fundamentals of Cyber Security. The course description is: This course introduces the concept of cyber security, its interdisciplinary nature and its relation to nation, businesses, society, and people. Participating students would gain knowledge of various cyber security terminologies, technologies, protocols, data analysis, security principals, security mechanisms, policies, forensics, instant response and mechanism practices to secure systems.

The second Engineering course is EECS 4640, Inside Cryptography. The course description is: The most powerful single tool available to Computer Security practitioners is encryption. Despite this claim, encryption is not a "silver bullet solution that solves all security problems." It can be poorly implemented, overused, or misused to a false sense of security. This course provides insight into the inner workings of several cryptographic algorithms, including the discrete math behind them. Symmetric algorithms include DES and AES; Asymmetric algorithms include Merkle-Hellman and RSA. Block and stream modes are explored, as are cryptographic hash functions, and ECB and Chained modes of encryption.

We have one for the MIME program, MIME 4240, Experimental Methods in Orthopedic. The course description is: Experimental techniques used in orthopedics and in the study of the musculoskeletal

system including mechanical testing, experimental and analytical methods for stress analysis, strain gauges, methods used in human motion to include motion capture, force plates and EMG.

Finally, we have three courses from Health and Human Services. The first is EXSC 3580, Human Pathophysiology. The course description is: A discovery of the pathophysiology of organ systems, concentrating on metabolic, cardiovascular, respiratory, endocrine, muscle, and gastrointestinal systems with exercise as a guiding element of discussion.

We have two courses from the Human Trafficking Social Justice Institute, HTSJ 4000, Thowin Shade Oppression of Poor Communities. The course description is: This course focuses heavily on the criminal justice system and its disproportionate effect on the poor and minorities. It is designed to provide students with the opportunity to develop a professional knowledge base that expands beyond the recognized skills required for a degree. The course will provide the knowledge base that allow professionals to practice more humanly with increased awareness, and work to effectively address and remove barriers that serve to oppress.

Lastly, HTSJ 4100, Human Trafficking and Law. The course description is: This is an intermediate level study of laws governing the anti-trafficking movement in the United States, with a focus on understanding and analyzing international, federal, state, and local laws that regulate human trafficking at all levels. This course uses reflection, discussion and analyses to increase understanding to the effect of current laws and future policies on human trafficking survivors. The materials will...a multidisciplinary lens with emphasis on the criminal justice system role under the human trafficking network.

So these are the nine courses that we as a committee are bringing forth to you for approval. Is there any discussion?

**Senator Ferris:** I have a question about the two curriculum instruction classes. They are both 4000 level classes, but I thought the LAMP program was a graduate program.

**Senator Edgington:** I am not aware. Is there somebody that can speak to Senator Ferris' question?

**Senator Molitor:** It is a graduate program, so this could be a dual level course.

**Senator Edgington:** I am not sure, but it may be already existing. We can research 5110 or 5120 to make sure.

**Unknown Speaker:** I believe the Health and Human Services courses came through and Social Justice have three. There was another one, Trump's America.

**Senator Edgington:** Yes, Trump's America is one we are sending back because we had some questions about that. It is in the system and we have it, but we just need to get clarification on some things. There are about three courses I meant to send back last week, but I plan to do it tomorrow. You should get an email [from me] tomorrow.

**Senator Heberle:** Could you go back down to the HH courses?

**Senator Edgington:** Are we good?

**Senator Heberle:** Yes. I just wanted to see something.

**Senator Ohlinger:** I was just wondering if there is anybody here that can talk to how the physiology course differs from the kinesiology 2560 and 2570 sequence course, which is also a kinesiology course at a 2000 level.

**Senator Edgington:** Is there someone here who can speak to that course?

**Senator Lee:** It is also in the book, Exercise Science 2580, Human...Physiology for Healthcare. I'm sorry, I was going to ask, what is the relationship between 2580 and 3580? Is it one replacing the other or is one a prerequisite for the other?

**President Rouillard:** Well, actually, Senator Lee, I think if we go to the actual page on the curriculum tracking system, I think the difference in level is explained there. I think that maybe one was for majors and one was not.

**Senator Edgington:** In the rationale?

**President Rouillard:** Right.

**Senator Edgington:** This 2580 course is being taught by primarily stem focus. It is more advance than a 2000 introduction course and is tailored to specific educational needs to exercise science majors. Does that help answer the question at all?

**Senator Lee:** Yes. Thank you.

**Senator Dowd:** I would like to go back to the Education course regarding the LAMP program. Are 4000 level classes actually described as part of a LAMP program?

**Senator Edgington:** This is the description they have; it is on the syllabus. I can bring up the modification form if folks want to see it.

**Senator Dowd:** The LAMP program was explicitly approved by Graduate Council. My understanding is this is a graduate program. The cross schools may have a slash class, but I don't know how a 4000 level class can be affiliated with a graduate program.

**Senator Van Hoy:** Unless they intend for it to be a prerequisite.

**Senator Dowd:** Is that an admissions issue to the graduate program?

**Senator Van Hoy:** I would think so.

**Unknown Speaker:** You can have a prerequisite as a slash.

**Senator Dowd:** Right.

**Senator Edgington:** Senator Dowd, this is what they have listed here. Basically, this is just copied word-for-word of what they submitted to us. Here are the first few pages of the syllabus.

**Senator Ferris:** So this doesn't specify LAMP?

**Senator Van Hoy:** No, there's nothing here about LAMP.

**Senator Edgington:** On their course description they have it there and so I will go back to make sure that change is there.

**Senator Dowd:** Senator Edgington, I withdraw my concern.

**Senator Edgington:** They had it in the description, but it is not in the syllabus. Thanks, Senator Dowd. Are there any other questions?

**President Rouillard:** Just one quick question for the MIME. It may be that it is just a typo. An answer to the question, is it allowed for enrollment in more than one section—it says, “yes.” I was wondering is that a typo? If the answer is yes, why would [you] do that?

**Senator Edgington:** Senator Molitor or anybody from Engineering, can you speak to that?

**Senator Molitor:** What was that again, I am sorry?

**President Rouillard:** You might have to pull up the syllabus page. An answer to the question, is a student allowed to enroll for more than one section?

**Senator Hefzy:** It is a typo.

**President Rouillard:** Oh, it’s a typo. I thought it might be, but I just wanted to make sure.

**Senator Edgington:** Did you say it was a typo? Are we okay?

**Senator Molitor:** Yes, absolutely.

**Senator Edgington:** We will get that cleaned up then too. Are there any other questions or discussion on core proposals?

**Senator Heberle:** It just seems to me that even if the CI classes are just 4000 in the syllabus, to misrepresent it to say it is something that would fulfill the LAMP licensure program, I just---

**Senator Edgington:** I can go back and have Kathy Zimmer take it out the course description. That is in the box on the modification of proposal page, but it is not in the syllabus though. It was a typo and we can have it cleaned up.

**Senator Heberle:** I am just concerned because it is some document that students will see and may think they are going to be taking the class to fulfill a graduate degree.

**Senator Edgington:** I will definitely have that changed, it is not a problem. Are there other questions?

**Senator Lundquist:** My question is about HTSJ 4100, Thowin Shade Oppression of Poor Communities. I love the phrase “Thowin Shade.” I think it has all kinds of applicability in our world. Is that too much of an informal indication for a course title that is going to be there for a while?

**Senator Edgington:** My understanding is that with undergraduate curriculum, we don’t title decide at the department and college level. I can raise that issue and send an email directly to Cecelia and let her know that is a concern we have.

**Senator Lundquist:** I am not even sure if it is a concern. I actually like that expression.

**Senator Ferris:** She is just “throwin shade” [laughter].

**President Rouillard:** Exactly [laughter].

**Senator Edgington:** Is there any other questions or concerns? Is there a motion to approve these proposals? All those in favor say, “aye.” Any opposed? Any abstentions? *Motion Passed.*

All right, we have 19 modifications that are grouped together for us here. We can go through them quickly. The first eight all come from the MSL program. These are all name changes to the course. My understanding, I don’t know if Kim is here or not to speak to it or not, is these are all based upon accreditation and national standards. These courses are changed about every four to six years. These are

all name changes for the modifications. We have three courses from Engineering, MIME. All of these are prerequisite changes. One is a change in the prerequisite from a D- to C- for a required course. The other two are removing prerequisites from the courses. Some are based upon justification that they are no longer needed for the hire of the course. Some courses are no longer being offered in the program so the prerequisite can't be fulfilled that way. We have one in the Business College for Accounting, and the modification here is to change the credit hours from four credit hours to three. We have one from the College of Education, CIEC3350, and the modification is to delete the upper level status due to a recent program change. The program change is now that course is part of a pre-professional sequence so they no longer need the upper level status for it. We have one in the College of Pharmacy, PHPR4730. The modification here, well actually, there's one part they didn't include. They want to delete the three prerequisites that are listed, 3010, 3020, and 3030. The justification is the information in those courses are no longer needed, but they do want to add 3040 as a prerequisite. So 3040 will be the prerequisite and the other three will be removed from the course. Then the last five here are all from Science and Mathematics. Most of these are from Biology and they are prerequisite changes. The first two are changes from a D- to C- required grade for the prerequisites. Well, the very first one is actually a title change as well and a course description change along with a prerequisite change. There are two prerequisite changes there and the last two are changing a prerequisite from a course to an instructor approval. Are there any discussion, questions or comments on any of the course modifications?

**Senator Molitor:** The Business course that went down from four to three credit hours, did they mention any content change?

**Senator Edgington:** I believe the issue we had was originally the course actually had two modifications. One is, they also wanted to cross it at the graduate level course, but the graduate level course had not been approved yet. We actually have to go back in and change it, and so we are just approving this modification and taking the previous one out. Unfortunately, when they took it out, they took out all the information as well. It was there, but unfortunately it is no longer there on the form. I am going to get a hold of Kathy Zimmer and see if we can get that replaced. I think part of it is a concept justification and part of it is the contact hours that are no longer needed.

**Senator Ohlinger:** My question is regarding the same course. I am wondering if that is a required course for a major or...that change the number of required hours for that major?

**Senator Edgington:** If someone can speak to that.

**Senator Said:** For the Accounting class we added another course in, so we should be fine.

**Senator Edgington:** Okay. So there was another course added to the major that would fulfill those credit hours. Are there any other questions or comments?

**Senator Ferris:** The Education class which is deleting its upper division status, what does that mean?

**Senator Edgington:** I don't know. If someone can speak to that. They explained it is now the pre-professional sequence.

**Senator Molitor:** I am guessing here, but some courses have a prerequisite that is a junior/senior standing only, and I am assuming that they have removed this prerequisite.

**Senator Edgington:** Oh, so student status?

**Senator Molitor:** Yes.



**Senator Edgington:** It is just an upper level.

**Senator Krantz:** I have a comment regarding Med Tech down towards the bottom. Many of the changes for prerequisites [are] from a D- to C-. If the intent truly is a C, it does make sense in the content of Med Tech---

**Senator Edgington:** My apologies. That was also a typo. I didn't put the minus there for you all, however it is on the form though.

**Senator Hall:** So that should say C-[minus]?

**Senator Edgington:** Yes. Down from here to here, those should all be C-[minus] grades. My apologies again. Are there any other comments, questions, or discussions? To accept the modifications as sent to you, all in favor please say, "aye." Any opposed? Any abstentions? *Motion Passed.* Thank you all very much.

**President Rouillard:** Thank you, Senator Edgington. Next we have Dr. Terry Bigioni who is the Chair of the Academic Programs Committee. He has a new program and a program modification.

**Senator Bigioni:** First, I want to thank my committee for powering through some technical difficulties and getting to the point where we can actually make some progress on this. We have two programs to review today. One is a program modification of a Nursing program. It is intended for RN's who may already be working in the workforce to come to UT and get a Bachelor's of Science in nursing. It changes in the prerequisites to be admitted to the program. The current prerequisites are listed here on the left and the proposed prerequisites are on the right so you can see which courses are retained. The rest are proposed to go away. These are additional core courses that would also be part of the new set of proposed prerequisites for the program. So, that is the summary of it. Dr. Marilyn Wood from the College of Nursing is here to answer any questions about this program.

[\[View Program Modification\]](#)

**Nursing Director, Marilyn Woods:** I am the Director of the program as of January 2018. The prerequisites have been in existence for a long time. It seems like our students stumble over chemistry and there are not choices for the natural sciences, political sciences, and social sciences and so we lose a lot of students. We want to provide them with choices so they can fill the prerequisites. They are already nurses and they have already gone to Owens, OSU and other nursing programs. They are out in the workforce and want to become a bachelor's prepared nurse, but this has been a stumbling block for them for many years. So what we have done is created a more student friendly alternatives where they can go take statistics and the two English courses. They also have choices for social sciences and the natural sciences and with diversity. They have to meet a C before they can enter into the major, which is 9 courses.

**Senator Hefzy:** I am assuming they take physiology somewhere in the program.

**Nursing Director, Marilyn Woods:** I'm sorry.

**Senator Hefzy:** Do they take physiology?

**Nursing Director, Marilyn Woods:** Yes, and they will take that in the core courses; in fact, they have already taken it [before] coming to us. So in order to become an RN, they have already taken physiology and microbiology etc.

**Senator Heberle:** I am just confused as to why we are calling these prerequisites when their core classes require for a bachelor's degree at the University of Toledo.

**Nursing Director, Marilynn Woods:** They are not core.

**Senator Heberle:** Oh, they are not?

**Nursing Director, Marilynn Woods:** No. They need these to get into the core courses. They need to achieve these courses, the prerequisites, to get into the RNBSN major.

**Senator Heberle:** Oh, I see.

**Senator Gibbons:** I am a little bit confused here. It sounds like, for somebody who actually uses these services, these are courses students should have completed in their two-year process of receiving the RN degree. So they've already accomplished them, why is it difficult for them to...prerequisites? Shouldn't TAGS or one of the other processes simply allow them to move the anatomy 101 from Owens to the UT anatomy 101 without causing problems?

**Nursing Director, Marilynn Woods:** Some of that is happening, but yet they need so many courses as far as the nursing certification license. They already have their license, but they need to meet these courses to enter into this program in Nursing.

**Senator Gray:** I can speak to this. I am a diploma graduate, and the things that require for me to originally get my nursing license were not the same as what are required for the UT program. So some of those sciences and math things that are in there weren't required, but they are required for a bachelors' program.

**Senator Heberle:** I know a student who dropped out of the program because of this.

**Nursing Director, Marilynn Woods:** Yes, we are losing students to OSU because of this stumbling block. [*Indecipherable*].

**Senator Molitor:** Just a follow-up on Senator Gibbon's point. So what you are saying is they are no longer required to have completed these courses as part of their RN program to gain admission to your BSN program, but if they haven't had these courses as a prerequisite then they will take it part as part of the BSN program?

**Nursing Director, Marilynn Woods:** Yes.

**Senator Bigioni:** Are there any other questions for Dr. Wood? May I have a motion to put it to a vote?

**Unknown Senator:** *So moved.*

**Senator Dowd:** *Second.*

**Senator Bigioni:** All those in favor say "aye." Any opposed? Any abstentions? ***Motion Passed.*** Thank you.

#### Program Modification – RN/BSN program (College of Nursing)

**Current Pre-requisites:**

CHEM 112 – Chemistry for Health Sciences (4)  
[Prereq: CHEM 1110 or placement Test]  
KINE 2570 – Anatomy & Physiology (3)  
EEEC 2150 – Biodiversity (4)  
KINE 2470 – Anatomy & Physiology

**[Prereq: MATH 1200 or Placement Test]**  
HEAL 2800 – Principal of Nutrition (3)  
PHIL 3370 – Medical Ethics (3)  
KINE 2560 – Anatomy & Physiology (3)  
PSY 1010 – Principal of Psychology (3)

ENGL 1110 - College Composition (3)  
KINE 2590 - Microbiology (3)  
ENGL 2590 - Scientific & Technical Report Writing (3)  
MATH 2600 - Statistics (3)

KINE 2460 - Anatomy & Physiology I Lab (1)  
PSY 2510 - Lifespan Psychology (3)

[Proposed Pre req's]  
ENGL 1110 - College Composition (3)  
ENGL 2950 - Scientific & Technical Report Writing (3)  
MATH 2600 - Statistics (3)  
[Prereq: MATH 1200 or Placement Test]

**+ Core Courses**

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Diversity of U.S. Culture Core (3)  
Non-Western Diversity Core (3)  
Social Science Core (6)  
Humanities Core (6)  
Natural Sciences Core (6)  
Lab (1)

Total credit hours = 34

**Senator Bigioni cont'd:** The next program is a new program in the College of Arts and Letters, in analytics. Is Dr. Campbell here? Great. Dr. Campbell is here to answer questions. The gist of this is it is a new minor. A lot of data analytics focus has been on the IT side and this is on the user side. The minor consists of choices here: *“In the first three courses, choose one of the second three courses and choose one of these as a required course and then complete each of the final three courses for a total of 18 credit hours of instruction.”* Are there any questions?

[\[View Program Modification\]](#)

**Senator Hefzy:** I am just curious, what is the difference between research methods here and the research methods offered in the College of Education?

**Senator Bigioni:** I am going to hand that to Dr. Campbell. I forgot to note, these minors exist of all the existing courses so there are no new courses.

**Dr. Campbell:** I am sorry, the question was the difference between research methods and new classes and the ones in---

**Senator Hefzy:** College of Education.

**Dr. Campbell:** To the extent that the research methods classes and Education would use some social science basis that is going to be... The focus here in terms of statistics is essentially a statistics requirement and research method requirement. The focus on a lot of those research method classes is going to be on the intersection of meeting and data. In other words, what do your numbers mean in a particular social context, whether it be economics, sociology, political science, or psychology. One of the issues raised with a lot of analytics is we think we are measuring things that we are not really measuring. The focus on the social science research methods class is on attempting to measure what you actually want to measure and not measure something else. I think we do that in an education class, but in a very different context. I don't know that much about the education research method class.

**Senator Dowd:** Samir, if you also look at the list of courses within the research methods, you are getting quite a wide thread of methods. For example, in economics it is going to be primarily quantitative, however in sociology, you may also get qualitative analysis. I can't speak for what goes on in political science, but you are getting quite different approaches for perhaps the same or related questions, and that

is one of the strengths of the program. The students are going to be exposed to not just one method to answer all possible questions, but they are being exposed to how different groups of scientists would actually approach a particular question. Do you think that is fair?

**Senator Niamat:** What are the prerequisites for these courses? [*Indecipherable*]

**Senator Dowd:** I can speak for the economics class. Senator Keith, can you view the screen?

**Senator Keith:** Well, I don't know what classes are up there, but our introductory statistics course the students are required to have a course in statistics from the Math Department.

**Unknown Speaker:** In ECON 2810, they are required to have MATH 2600.

**Senator Van Hoy:** I think that is the same for the sociology statistics class.

**Senator Bigioni:** Are there any more questions? Would somebody like to make a motion for the vote?

**Senator Dowd:** *So moved.*

**Senator Kistner:** *Second.*

**Senator Bigioni:** Thank you. All those in favor, say "aye." Any opposed? Any abstentions? ***Motion Passed.*** Thank you very much.

**New Program Proposal - Data Analytics Minor In Social Sciences (College of Arts & Letters)**

Each Proposed course is already offered as part of the social science majors in the college. There is no need for new positions or new courses.

**Proposed Course Plan**

Choose One:

Soc 3290	Social Statistics	(3)
Psych 2100	Statistics	(3)
GEPL 4420	Quantitative	(3)

Choose One:

Soc 3270	Research Methods	(3)
Psych 3100	Research Methods	(3)
PSC 3150	Research & Writing in Political Science	(3)

Choose one additional elective from either Sociology, Psychology, Political Science, Geography and Planning or Economics.

**Complete each of the following:**

GEPL 4110 Geographic Information Systems	(3)
Econ 2810 Introduction to Econometrics	(3)
Econ 3300 Benefit- Analysis	(3)

Total credits for minor - 18

**President Rouillard:** Thank you again to both committees and to their chairs. We appreciate your efforts. We do have one piece of business with the Chair of the Core Curriculum Committee. Oh, I am sorry, Senator Ohlinger.

**Senator Ohlinger:** Back to that accounting course that we asked about previously. Will we be seeing a program modification then regarding the decreased hours and another course added in for that major?

**President Rouillard:** I am sorry, but which---

**Senator Ohlinger:** The Accounting course, I believe it was 3110, the decrease hours from four to three. One of the senators said that was accompanied with the addition of another course of a major.

**President Rouillard:** Is there somebody who can answer that from the College of Business?

**Senator Said:** I thought that was approved last year.

**President Rouillard:** Is there anything else?

**Senator Keith:** I just had a quick question. We just had two committee reports and we are about to have a third and obviously the committees have been at work. These were two very fine presentations, but I don't know who are on the committees.

**President Rouillard:** Well, we will update the list of the committees on the website.

**Senator Keith:** Well, okay. I also had a question. Are there any non-senators who have been appointed as chair that is not a senator?

**President Rouillard:** That is correct, and that is what we need to talk about for the Core Curriculum Committee. I asked Susan Batten to serve as chair for the Core Curriculum Committee and she has agreed. This is part of an effort to get more faculty more conversant with processes of reviewing curriculum. Susan Batten is not currently a senator and therefore, Faculty Senate would need to vote on her being appointed as chair of that committee. If you don't know Susan Batten, she is a long-time faculty member in the College of Nursing. She has often been involved in Faculty Senate standing curricular matters. If there's any questions about that, please ask, otherwise, I will ask for a motion to vote.

**Senator Dowd:** I *move* to appoint Susan Batten chair of the Core Curriculum Committee.

**Senator Kistner:** *Second.*

**President Rouillard:** All those in favor for approving Susan Batten as chair to the Core Curriculum Committee, please signify by saying, "aye." Any opposed? Any abstentions? ***Motion Passed.***

That brings us to our next report from Dr. Denise Bartell and Dr. Schneider. I will ask them to come down. Dr. Schneider, you are all set with the clicker.

**Dr. Schneider:** Good afternoon. Thank you very much for inviting us here. We are going to tag-team this, so we will be walking back and forth across each other during the slide show. Most of you already know me, I am Barbara Schneider. I was formally in the College of Arts and Letters. Once upon a time, I was the Director of the Department of Composition. With me is Dr. Denise Bartell, who is new relatively to our university. She is the Associate Vice Provost for Student Success, and I am the "Associate Vice Provost for everything else." I am just kidding. I am the Vice Provost for assessment, accreditation, program review, the University Teaching Center, and class services. What we are going to talk to you about today is something that both of us have been long invested in, and that is about student success in the classroom. We understand that you wanted us to show you how we compare to other universities and discuss ways we can improve our response to students. Denise is going to talk to you about our comparative data.

**Dr. Bartell:** My understanding is these first two slides you have already saw at the last Faculty Senate meeting, right? The Provost shared this information with you. So you had an opportunity to look at sort of our disaggregated retention and graduation rates. This is the retention chart again. One of the things that you can see when you look at the rates: The blue line down here is for students of color and underrepresented minority students. The orange line represents low-income students. The rates for our underrepresented students are significantly lower than our rates for white students and for non-low-income students. You see this trend is also reflected in our six-year graduation rates. It looks a little bit more stark here, mainly because of the scale. But certainly, when you look at the differences here, you can see that in some cases we're running 20% to 30% points gaps in six-year graduation rates for students of color or low-income students compared to white or non-low-income students. Now, very quickly we have some comparative data. This is just looking at six-year graduation rates for Ohio peers. If you want to find the University of Toledo, it is one of the bluish blurry lines. Because of the six-year graduation rates, the most recent cohort we could have at this point is 2012. The data is not in here, however we saw a fairly significant uptick in six-year graduation rates for the 2012 cohort. We are now about 47%. We went up five percentage points in one cohort year, which is quite significant. When you see the next generation of this chart, the data will look a little bit better. However, the general trend suggests that we are on the low end of our peer campuses overall in terms of six-year graduation rates. I think even when you look outside of Ohio, you will see that to be the case.

[\[View PowerPoint\]](#)

**Senator Molitor:** Do you have data that shows for all campuses? That includes the satellite campuses for each institution on the list? We are essentially both a main campus and a satellite campus at the University of Toledo, whereas other institutions have separate main and satellite campuses.

**Dr. Bartell:** My institution is yes, those data are available. This is something that was prepared by Institutional Research that we kind of put in here quickly. But that data does exist and we certainly can drill down more into looking at our peer campuses. I certainly have had done this work before and I have some understanding of the different types of campuses and the populations that we serve—our rates are relatively low. Any way that you kind of slice peer institutions, our rates are relatively low, retention and graduation and our equity gaps are higher.

**Senator Hefzy:** I am unable to see the 83% school.

**Dr. Bartell:** That would be the Ohio State Main Campus. I think to Dr. Molitor's point, we are comparing "apples to oranges here, right?" Because when you look at Ohio State's population of students, it looks quite different from ours.

**Senator Hefzy:** Do you have the right campus?

**Dr. Bartell:** This is just the main campus only.

**Dr. Schneider:** The only data that we got was for the main campuses. We don't have any data between their branch campuses at hand.

**Senator Hefzy:** We don't have the University of Cincinnati?

**Dr. Bartell:** The University of Cincinnati is in here.

**Dr. Schneider:** I believe it is the one that is 68%.

**Senator Giovannucci:** When you say main campuses, in other words, does it include the Medical School graduation rates?

**Dr. Bartell:** No, this is undergraduate only.

**Senator Giovannucci:** But medical students are considered undergraduates.

**Dr. Schneider:** Well, medical school students are separate.

**Senator Giovannucci:** Oh, are they separate?

**Dr. Schneider:** Yes.

**Senator Molitor:** These data are based on what we refer to as first-year, full-time baccalaureate, or FYFT. The data only counts students enrolled in a bachelors' degree program for the first time, and have not had any college work coursework after their high school graduation. So these students are either coming directly from high school, or they are adults that have never been to college. They only include students enrolled full-time in their first semester in college to exclude those working part-time toward their degrees, which would take longer. Students that have taken post-secondary work in high school can be included as long as they do not take additional post-secondary courses after their high school graduation.

**Senator Giovannucci:** Thank you.

**Dr. Schneider:** Are there any more questions on that data? Okay. Our purpose this year, we are pursuing a strategy of trying to close the equity gaps between the persistence and completion. We really want to reduce the gaps that you saw on that first chart between underrepresented minorities and students who come from low-income families, and these are the equity gaps that we see with this group of students. We were asked to talk about strategies for changing that. We thought maybe the first thing to do is understand Pell-eligibility.

**Senator Schroeder:** I am really sorry to ask you to back-up. I work in the Medical School. I am a surgeon. I didn't go to school here, but I met a lot of students here and some of them are graduates. Why do we feel like our students are so much different than the other colleges in the state of Ohio? Someone said "our students are different." Why are our students different? Is it because some of them drive here and are from Northwest Ohio?

**Dr. Bartell:** No.

**Senator Schroeder:** I am just asking.

**Senator Schneider:** Our data is different because we don't have a branch campus. So when we look at our completion and graduation rates, we are looking at everybody.

**Senator Schroeder:** I am not trying to be mean, but I got to tell you, I am kind of disappointed that every college in Ohio has an 80% or less graduation rate.

**Dr. Bartell:** I was the person who made that statement that "our students are different," and I was talking about some of the Ohio State Main Campus. If you look at the population of students that they serve, because their entrance rates are so much higher than ours---

**Senator Schroeder:** Their entrance standards or their entrance rates?

**Dr. Bartell:** Their entrance standards are so much higher, they end up with a relatively low proportion of low-income students. For the underrepresented minority students that they do have, they tend to have higher ACT scores and they tend to be from better performing high schools, all of the factors that sort of go into being a greater risk of not persisting and not graduating, if that makes sense.

**Senator Schroeder:** Is OSU the only school in the state of Ohio that has a substantially different entrance requirement than us?

**Dr. Schneider:** No.

**Dr. Bartell:** If you go back to the slide---

**Senator Schroeder:** I'm sorry. I didn't mean to back you up, but I am trying to understand.

**Dr. Bartell:** No, no, no—it's a good question. That is why we are here because we really want to engage in a conversation about this data. I've been here in Ohio for 2 ½ months and I am certainly not an expert in all of the institutions in Ohio. But I do know if you look at the universities that are clustered down here, we tend to have more similar population of students. And the groups that are clustered up here tend to have similar populations of students, which are Ohio State and Miami University (the top two).

**Dr. Schneider:** They have more selective admission standards.

**Senator Schroeder:** That is what I was going to point out. I think at the bottom four, other than Wright State, they have a fairly open admission, but selective admission.

**Dr. Bartell:** Right.

**Senator Weldy:** Wouldn't it therefore be a better comparison to compare our graduation rates vs. entrance ACT scores, or entrance qualifications because we are comparing "apples to oranges?"

**Dr. Bartell:** I would argue, no. Here is why. I believe really strongly that the only way to address the equity gaps is to recognize that even the metrics that we're using to decide who is college ready or who isn't are biased. If you look, for example at ACT, there is significant differences based upon the racial and ethnic composition of the students who take the exam as well as the social economics status. If you look at high school gpa, there is a significant correlation between that and the resources available in the high school that you attended—such as how many AP courses you had the opportunity to take. So if you are really looking to level the playing field and eliminating the equity gap, you need to look at this data kind of as they are, as sort of the raw percentages where we would consider to be taking a control based approach where you would control all these other variables and just look at similarly situated students. If we are trying to eliminate the equity gap, we want to compare the completion rates for every student. If you want to go that route and we have done these analyses, you will still see differences such as students of color. So if you compare students of color who had a 21 ACT with white students who had 21 ACT, the students of color are much less likely to graduate at the institution than the white students. So it exist any way you slice it. But it is a really good question. There was a question in the back.

**Senator Dowd:** I was going to say, perhaps you would like to clarify the significance of having a branch campus vs. not having a branch campus in terms of who gets admitted and where they are put if their ACT scores or other criteria of entrance for enrollment is low. In other words, the branch campus is where a lot of students are shuffled and academic preparedness is not what you want for the main campus. Dr. Schneider, all I am saying is the context of what having a branch campus actually mean.



**Dr. Schneider:** Well, I think you've covered it fairly well. It is true of Ohio State in our state. Bowling Green has a branch campus and a number of universities have branch campuses because first of all, it diversify geographically so they can search students in other places, right? For example, the students who may not be able to afford to live on campus and so they can commute to the Lima Campus because they can't afford to live in Columbus. So there's that consideration. Then it allows them also to create portals of entrance and some students move between the main campus and the branch campus. It happens up in Michigan too. It does skew the data when we look at it because it doesn't include all of the students that attend that university. But when we look at our data, at least we are counting every single student.

**Senator Gibbons:** Since their branch campuses are more useful to us than their main campus, why don't we start using their branch campuses as a point of data to get a comparison?

**Dr. Schneider:** Well, first of all, they don't report much of their branch campus data to I-Heads the same as other schools do, so, it is not readily available. I think the point is that we can compare ourselves endlessly and we can find people to look more like our students, but it doesn't change the way we approach our students, right? We need to learn to play with the team that we got. We teach the students that come to us, regardless of what their characteristics are and regardless of how we compare to other people or to other institutions, right?

**Senator Hefzy:** I heard you say low-income students and I heard you saying nonperforming students. Are these two classifications the same?

**Dr. Bartell:** No, absolutely not. When we talk about historically underrepresented or underserved students, what we are talking about are populations whose percentage in college completion is less than the percentage in the overall population. The three main categories is what Barbara had put up in the previous slide. These tend to be first-year generation college students, underrepresented minority students, and lower-income students. Now, those factors are very interconnected with a lot of the kinds of metrics that we use to assess who is college-going-material like ACT and the number of AP classes etc. I think that is probably what you heard me talk about there, which is not the same thing as those three groups.

**Dr. Schneider:** Although, the intersessions of those three groups are very often collapsed, people look at a student from an underrepresented minority and they automatically think, "oh, well, they must be from a low-income family or they are probably getting federal aid." That is always a mistake because that is an assumption, right? There are intersessions, but they don't hold up at an individual level. You can't make those assumptions when you are looking at the students in your room that those intersessions hold. But to the other point Denise was making was the reason money makes a difference. It is because the students who come from more economically stabled families and more economically endowed high schools have more material access to the kinds of resources that help, that support, and that boost their educational attainment. Students who don't have that kind of financial backing from both the communities of which they live and the families of which they come, don't have the same kind of resources available.

**Dr. Bartell:** I would actually argue that it has a lot more to do with the former than the latter. The best single predictor whether a student is going to earn a college degree is the zip code that they grow up in.

**Senator Schroeder:** Is that because it is linked up to their public high school?

**Dr. Bartell:** Yes. It basically has to do with the resources that are available in their K-12 setting.

**Senator Ferris:** My question is whether students with disabilities are tracked for retention in the six-year graduation rate?

**Dr. Schneider:** I think that is a category that is emerging for us to track. I don't think we have tracked it.

**Senator Ferris:** Do others track it that you know of?

**Dr. Schneider:** Not that I know of. One of the problems with tracking disability is our definition of it and who would we qualify. Would we qualify just those students who go and seek accommodations? It is a self-reporting category that makes it difficult to track, but racial categories are also self-reported and we are seeing movement in who categorizes themselves as what, which lets you know it is a construct, right?

**Dr. Bartell:** And it is certainly an opportunity to add questions on our admissions application that would allow us to gather better data on this. But the problem is what Barbara said, most institutions rely on disability services. It is the students who seek a documented disability, which we know is a minority of students who actually have a documented disability. It becomes very difficult to identify the entire population when what you are really trying to do is learn about your retention rates. I know that this is what Kim Nielson is doing her provost-fellows project on. Kim is trying to understand how we can identify this population so we will know how well we are doing.

**Senator Ohlinger:** Do we even know what our entering class looks like at UT compared to the other institutions in relation to those categories you've mentioned, low-income, first generation and underrepresented minority?

**Dr. Bartell:** Yes. Some of it is available in I-Pads, except first generation and that is a little bit more complicated because we are relying on FASFA to tell us because it is self-reported.

**Dr. Schneider:** It is also defined differently by the state.

**Dr. Bartell:** So we have some of that data; ODHE has that data. But again, it varies widely depending upon the campus of the institution, but there are certainly campuses that look quite similar to ours. There are some campuses that have significantly higher rates of underrepresented, and low-income students, or first generation students, so we are not at the high end at any of those markers.

**Senator Ohlinger:** Really?

**Dr. Bartell:** Not necessarily.

**Senator Gibbons:** You told us about the past, and I assume you have a slide that will tell us about the future. What is next for us?

**Dr. Schneider:** I don't have another data slide, but I have some strategies which is what we will get to now.

**Senator Gibbons:** Thank you.

**Dr. Schneider:** Quickly, I wanted people to understand what makes a student Pell-eligible. Usually, it is a family income below \$30,000 a year. The student must meet several requirements in order to receive Pell money. The current maximum grant for Pell is \$6,092 this year, which is an increase from last year, which was \$5,980, and that is the maximum Pell-grant available to the student for the fall and spring term. It was another new addition made to Pell just this year and Financial Aid is still rolling it out. They now can receive Pell money for the fall, spring, and summer. They can get an annual grant of almost \$10,000 per year. The summer money depends upon fulltime enrollment which they define as 12 credit hours in the summer time. If they are only enrolled for six hours then they can only get half of that. Now, students who are Pell-eligible usually are also eligible for Title IV money, which is federal opportunity

money and state opportunity money. But as you can see the amount of money available to students from low-income families, they are not getting rich off their Pell-grant and there is also a number of requirements. This is the report on graduation based on family...in the economy. Students whose family has the most money has the higher graduation rates; our graduation rates are tightly tied to economic resources.

**Senator Molitor:** Is this only for students who enter college, or is this for all individuals in this age group?

**Dr. Bartell:** Anyone by age 24.

**Dr. Schneider:** So here is the Pell coverage and this is based on last year's data. What it does is it compare what Pell covers compared to what it cost to go to college. On our campus, because our first-year students live on campus, that figure is more than \$9,000. The actual cost for students to attend a whole year living on campus and get the fine dining services here at University of Toledo is actually higher than that \$23,000. So what that means for students who come here on federal grants is that they are always under financial stress because there is always a gap between what they need and what they have available to them. We also have students who are from underrepresented minority. People ask why we chose those groups. Well, we chose the groups that are identified by the National Science Foundation and the National Institutes of Health, which are the categories that are used by our office of Diversity and Inclusion. One thing that is interesting is that the number of students on our campus and the number of students from underrepresented populations on our campus is below that number of people in our local community. About 50% of our students come from our regional campus, so we are still not drawing in all of the students from our region. We are not representative yet of the students in our region. Again, you see nationally the percentage of students age 25 and over who have obtained a degree broken down by racial categories. This is national data and you can think about our own data in comparison to national data.

**Senator Hefzy:** Please go back to the previous slide. What is the percentage in our local community?

**Dr. Schneider:** I don't have that right on the top of my head. I looked at it earlier this year, but I think our local community is about 19% African-American, about 7% Latino or Hispanic, and I don't know the other percentages. The Lucas County website has the demographics for Lucas County and that is what I was drawing on.

Teaching strategies: Everybody in here can read, right? Can everybody see this? Because reading and seeing are sometimes different things. If I am in the back I can't always see this. One of the things that we encourage as an activity that draws students into their own learning experience are gateway activities. These are opportunities at the moment you are introducing a new topic for students to talk about their familiarity of the topic. The reason this is important is because it allows them to connect their personal experience, their own life which may be very different from yours, to what you are introducing them to. It is also an opportunity for them to call out things they may already know about that topic which helps make the bridge between old knowledge and new knowledge. It also allows them to surface any misconceptions they may have so they can correct them at that moment. Dr. Krantz has a wonderful example talking about the difference between the depletion of the ozone layer and what causes that and global warming, because students often think it is all the same thing and there are different factors that play there. So it is an opportunity if you engage in gateway activities. It lets all students in your classroom, particularly those who may feel kind of left out, an opportunity to bring their own experiences to bear on their own educational activity.

Transparency: Schooling is really the result of middle class values, beliefs, opinion, and culture. So our schools are built to inculcate those things to our students. If students have a different home community than a white middle class community, they may not fit as tightly with the expectations we have in our classroom. What we think is clearly obvious, may not be obvious. So you need to surface your own assumptions about a classroom and be very transparent in your communication with your students about what your expectations are, what processes they should be using, and what their outcomes should look like so it is clearly communicated to them so they know from the get-go what you want from them. Lisa put that in her book, *Other People's Children*, talk about the communication patterns between different communities. She says if a teacher says to a student, would you like to take a seat? Every white student in the class knows that is actually a command, sit down. However, a student from another community, she was talking teaching in Alaska at the time, may regard that as an honest question—"no, thank you; I'd rather stand." So there's a miscommunication there based on assumptions and cultural expectations. Evaluating criteria should always be in writing. If you evaluate students they should know; it should not be a secret how you are going to evaluate them—"give me a 10 page essay on such and such topic" and then you mark them down because they didn't pick the topic that you like and you told them they have free choice. So the more transparent you are, the better you are to the students in your classroom.

Formative Assessment: I heard today that we have very few people who've entered midterm grades for students. I know having been a writing teacher that used portfolios for years, I often resisted doing the term grading. But, I would like to think every students in every class I taught had a very clear understanding where they were in my classroom. Frequent early assessment is important to everybody so they can get a sense of where they stand. Some kind of feedback early in the term is helpful so they can take corrective action if they need to so they know they are going in the right direction. This is critical for students and it is also critical for faculty. We always think about formative assessment as something we do for students, but as a teacher, you should be listening in on peer review discussion; you should be listening on small groups because as you do that, you should be assessing what your students know and what you need to teach better. So, all of that classroom activity should be formative for you.

**Dr. Bartell:** I just have a couple of other suggestions. One thing that research has found could particularly be helpful in supporting historic underrepresented students deal with the kind of feedback we provide to students, and it many of us have an opportunity to do this, is give helpful feedback. Anytime we are just giving them four out of five on a quiz, we have an opportunity to give feedback. Here are the components for feedback that supports the success of all students: First, you need to honestly provide them with feedback. So you can't sugarcoat it and you can't tell them something that is mediocre is the "best thing you've ever read. Because here is what happens, if you tell a female student in a math class that mediocre performance is great, one of the things that student may internalize is the idea that you don't think they are capable of better. They kind of know that wasn't great and you are telling them it is great, so that must means you didn't think "I could do more." You have to give them honest criticism and honest feedback, but it has to be coupled with number one, a statement about the fact that we have high standards. For example, "yes, this is a C- and yes, I have high standards which is why I am giving you a C-." Then the third thing is that, "I'm giving you this feedback and it is great because I know that you are capable of more and my job is to help you in whatever way I can to do that, so we will work together so you can achieve the grade that you want." What we've found is when you give this kind of feedback to students, even students who are underrepresented students who are underperforming in the class are resilient and are motivated and will achieve more just on the basis of doing this will have a higher grades at the end of your class. Another thing you can do, and this is a very different kind of thing and very simple, but incredibly powerful, is to include a basic need statement in your syllabi. So we have an increasingly number of students in colleges across the country of every kind of college. So from Ohio

State to the University of Toledo to community college, we have more students who have poverty insecurity and food insecurity. So one of the things we can do is put on our syllabi a statement that “if you are facing these kinds of needs, there are places you can go on campus to get help.” Make it as easy as possible for them to find that. If you are comfortable in doing so, also put a statement in there that they can come to you and you can connect them to additional resources. Some faculty also included information about access to textbook lending programs, campus food pantries, or just linking to campus websites that lists all of these resources. Doing this does a couple of things: Number one, it normalizes these needs so students won’t feel they are the only one on campus doing it. The other thing it does is say, we are a place that cares about you and we want to support all of your needs so you can be successful.

**Senator Molitor:** I believe they have these syllabus development resources, including syllabus templates, under the University Teaching Center website.

**Dr. Schneider:** So yes, a standard feature on our page is a standard syllabus template. I am going to convene an ad hoc committee to review the syllabus template to see if we need to be including these kinds of things. They are also going to look at what we are including on the webpage so we can direct students to.

**Dr. Bartell:** A few quick other things. One of the things we know is really helpful and supportive to the success of underrepresented students, due to the types of things Barbara just talked about, they often don’t necessarily feel that college is a place for them because there are a lot of things they don’t necessarily know how to do such as how to navigate and understand, they don’t necessarily have the same amount of resources. So anything we can do to make them feel like as if they belong here is time well-spent. You can do this very simply by bringing a panel of students who have been in your class back in the first week or two of the semester and talk about their experience in the class, the challenges that they faced, and what they did to address them. And in particular, ask those students to talk about their own identities and the ways of which those identities played into their experiences. For example, I was a first generation low-income student and here are the challenges that I faced and here are the people or resources that I found to support me etc. What research has found is when you do this, you can see a significant bump in gpa over a year later from one intervention like this. This is incredibly powerful potentially. The other thing you can do is utilize peer mentors and PAs. Don’t just put them, PAs, in your class and tell them I just want you to pass out handouts and monitor attendance. Actually, provide them with some information and encouragement to form relations with students and mentor them—help them to be successful and connect them to resources.

**Dr. Schneider:** There is one thing I want to say about peer mentoring. It is very powerful for students to benefit from peer mentoring because they believe students way quicker than they believe us. It is also very powerful for the students who serve as peer mentors. If any of you have worked with tutors or peer mentors and you’ve worked with them over a span of years, you can see their growth is expediential compared to their peers as they serve as a mentor. Tony and I used to work closely with groups of student writing tutors over in the Writing Center and the achievements of the students who worked for us as tutors still “warm me on a cold day” because a lot of those kids went on to do really spectacular things.

This is our last slide. Dr. Molitor was asking about the university Teaching Center. We are just building the resources that we have on there. We have a syllabus template on there and a number of other resources. We have added a new sheet that is called, “Student Centered Teaching Strategies.” It includes multiple entries under each of the topics. I added another thing today. I will continue to add resources to it as find them. I would like to invite any of you in this room who come across something from your discipline that “pop your eyes” and say, wow, I wish I was doing that in my classroom, if you’ll send it to

me because I am starting to archive that page so it would be a one stop-shop. If you want to address an issue in your classroom we should have the resources to help you do so. We have another question in the back.

**Senator Kovach:** It is really not a question. I would like to suggest that we put flexibility up there. There was a mass study done and I think over 300,000 students ended up dropping out of school were surveyed. They spoke a great deal of inflexible instructors because of the demand they [the students] have in terms of their work schedule. Some are working two jobs and some can't find childcare. We adhere to very strict attendance and late polices and we are losing them [students]. We are interviewing the students themselves, not just asking experts what we think—it is what are you dealing with and why did you leave. I was very glad to see the food, shelter and etc., but I do think we need to talk a little bit about our own situation.

**Dr. Schneider:** I think it is so timely. I have often been surprised. I think people are thinking they are lowering their standards if they allow a student who was in a car accident the night before to submit work late. That has to do with the fallout of not having transportation who may be injured, who may be facing huge financial... all kinds of things go on if you are in a car wreck. But because they don't want to encourage having to make an individual decision for every single student that states they need an extension on their paper and so they kind of get rigid about it. I think also exhausting in a certain way too. But, that kind of flexibility can accommodate students, can encourage them, and is sensitive to their own life circumstances. Of course, I am kind of easy that way, but don't tell my students.

**Senator Bigioni:** The one thing that I haven't heard about is accountability. What I mean by that is I end up encountering an awful amount of underprepared students. I've noticed over the years that there seems to be a disconnect in terms of accountability between the high school and the college. That occurs in two ways, financial—who is paying the bill—and also the educational accountability. In high school the teachers are held accountable how well the students learn, but once in college, that accountability falls essentially solely on the student. And there seems to be some cultural issues with them realizing this and really taking ownership of their education. I've noticed the significance difference of performance from students who really care about what they are learning and those who are just apathetic and just going through the system because it is what they are expected to do. This is a very difficult thing to measure and if you can measure it, it is hard to solve the problem.

**Dr. Bartell:** So as you are talking, I think there are two really important pieces of what you are talking about. The first when you are talking about who is accountable for the students learning and that shift from K-12 to college. I think that is part of why we are up here. Last week we did a session with the ALT on sort of becoming student centered and that was based on a book called, *The Coming a Student Ready University*. It is about sort of increasing some of the accountability for students learning at higher education. We do need to take more responsibility for our students learning. But, the other thing I think you are talking more about is students being accountable for their own learning. Now, when you sort of look at K-12, there is very little there that encourages accountability taking; it is dependent upon how you are defining it. It may be relatively low in motivating students to learn. One of the most effective ways to deal with that in a college setting is to spend some intentional time for students to actually start thinking about why they are here and what they hope to accomplish, then connecting that to the things they are doing, and the classes they are in, and the behaviors they engaged in. Because without motivation, it is much less likely that a student will succeed, even if they get through college, they may not get much from it, right? It is four years and a piece of paper as opposed to something that is really something that is going to set them on a path to a meaningful life.

**Dr. Schneider:** I think too, I think sometimes students do look apathetic. They sit in the back of the room and they kick their chair back, but if you get into a conversation with that student, you may find out (they are not going to admit this in front of other students) they are very often scared. They don't know how to participate in class. They are missing prior information, and not having it while sitting in your classrooms, they don't know how to get it. Sometimes it is worth engaging other students in a conversation about why did they choose to go to college and what are they thinking about. If you can build a relationship and trust with that student, you very often uncover what is underneath that apathy. Sometimes it is apathy and sometimes they are here for the wrong reasons. But there are enough students that display apathy because it is "cool" than to say, I absolutely have no idea what is going on in here. It is easier for them to admit that they are just too cool for school.

**Dr. Bartell:** I am just going to request in the interest of time that maybe we will kind of hang-out here and if anyone have any additional questions, they can come and ask us. I know we have gone way over time.

**President Rouillard:** Yes, we have one more speaker. We can invite you again. I think the questions and answers demonstrate that people are very interested in what you say, and we greatly appreciate your expertise. We thank you again for coming. Now, it is my pleasure to introduce you to one of our new deans this year, and that is Dr. Anne Balazs who is the dean at the College of Business and Innovation. She comes to us most recently from the Eastern Michigan, correct?

**Dean Balazs, College of Business and Innovation:** Correct.

**President Rouillard:** Welcome.

**Dean Balazs, College of Business and Innovation:** Thank you very much. So I was told this is my opportunity to introduce myself to the Faculty Senate and tell you a little bit about me and what is going on in the College of Business and Innovation. I have some colleagues here and I know some people in the room who I have met through either a committee or through leadership meetings in the two months that I've been here. I was here, you might not know, in 2014 as an ACE-Follow, American Council on Education Fellow. I have met some people in this room actually at that time and I became familiar with UT and enjoyed it very much. It was in the winter and I was pretty much stuck in U-Hall, but I did get to interact with a lot of people. But a lot has changed since then and you know that better than me.

A little about myself. I was raised on the East coast. I grew up mostly in Massachusetts. I went to Smith College. I was an economic major. I went to BU and I did more graduate work in economics. I worked at Fidelity Investments in Boston as a broker and a legal product manager. Then I went to Umass Amherst for my PhD in business. From there I went to the University of Oklahoma. I was just telling somebody today that you could not have a greater culture shock than going from North Hampton Mass. to Norman Oklahoma. It was pretty shocking, but it was an excellent business school and excellent colleagues. I happened to meet my husband there who was from also the East coast as it turns out. My husband is Dr. Peter Wood and he is a criminologist at Eastern University. He got an opportunity to head-up the criminology program at Mississippi State, so we moved there to Starkville, which was another great experience and culture shock. We were there for 12 years. I was at University of Mississippi for Women, which you might know is where Flapp Cockrell went to school. Flapp was a student there when I was there and so that is kind of fun. The university happens to be co-ed and public, so it is a funny little school, mostly female students. It has a very interesting history and a very interesting time, we made the Chronicle while I was for some mass discontent on the part of the faculty—that was not really a fun time. My husband and I had three kids while we were there. They are now 19, 16, and 16. I have twins who are high school juniors in Saline, Michigan and I still live there because it is hard to move high school

juniors, you might know. I commute from Saline and my husband, Pete is still at EMU. We both got positions as department-heads at Eastern Michigan University ten years ago. So I was there for ten years and I was hired in as department-head of marketing. I did the ACE fellowship and the first semester was at Bowling Green. So I worked with Mary Ellen Mazey in Bowling Green and then I came here for a semester when Lloyd Jacobs was president. Then I went back to Eastern Michigan and I was special assistant to the dean and then I became interim director of the graduate school and then I was interim dean. This position came open and having had that experience here years ago, I was really excited about trying, hoping I would be chosen and so I was. I started in August. I guess I should tell you, I do research as well and my interests are in elderly consumer behavior and also sales management. The sales program in particular here was really attractive to me. It has a national reputation and it is a really strong program. As a marketing professor, because my background is in marketing and sales, I knew it was a good opportunity to also be associated with that program as well as the other programs in the college. I had experiences as interim dean at Mississippi University for Women, EMU, and now here, so the job is not a mystery to me. The good news is I like, and very much enjoy working with the faculty helping to build programs, helping to increase student success so that this previous presentation is very valuable if everybody sort of wraps their minds around it and understand where our students are from. I only worked in public institutions and so I've seen students and very diverse students in the various places I've been and so I understand the challenges. The road ahead in the College of Business and Innovation is the capital campaign that is coming up and our accreditation, which is coming up in 16 months. The rollover dean, and fundraising, and shepherding program development, and reserving the integrity of the programs and, hiring faculty and promoting student success, all those things I am very interested in doing and very excited to do. I am very proud to be part of UT. If you have any questions, anything specific or in general, I am happy to answer those questions. I know I am standing between you and the rest of your evening [laughter]. But you are welcome to come see me in the college and I look forward in working with you in any way I can.

[Applause]

**President Rouillard:** This is the end of the schedule part of the agenda. Are there any items from the floor? Are there any announcements from the floor? May I have a motion to adjourn? Meeting adjourned at 5:53 pm.

IV. Meeting adjourned at 5:55 p.m.

Respectfully submitted by:  
Mark Templin  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Office Administrative



