

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of November 21, 2017
FACULTY SENATE

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

Approved @ FS on 1/16/2018

Summary of Discussion

Stephanie Sanders, Interim Vice President Enrollment Management: Enrollment Update
Dr. Melissa Gregory, Presidential Fellow: University Tenure and Promotion Guidelines
Don Kamm, Director of Title IX and Compliance: Sexual Assault Prevention Update

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: Amy Thompson called the meeting to order; Executive Secretary, Fred Williams called the roll.

I. Roll Call: 2017-2018 Senators:

Present: Atwood, Barnes, Bjorkman, Bouillon, Brakel, Bruce, Compura, Dinnebeil, Duggan, Edgington, Emonds, Ferris, Giovannucci, Gruden, Hall, Hammersley, Hefzy, Keith, Kennedy (substitute for G. Gilchrist), Kippenhan, Kistner, Krantz, Lecka-Czernik, Lundquist, McLoughlin, Menezes, Modyanov, Monsos, Niamat, Oberlander, Ohlinger, Ortiz, Randolph, Relue, Rouillard, Said, Schlageter, Schneider, Sheldon, Steven, A. Thompson, Tucker-Gail (substitute for J. Hoy), Van Hoy, Weck-Schwarz, Weldy, White, Williams, Wittmer, Woolford

Excused absences: Ariss, Frank, Gray, Denyer (substitute for N. Haughton), Humphrys, Jaume, Kovach, Maloney, Nigem

Unexcused absences: Bonnell, Puri, G. Thompson, Schroder, Willey

II. Approval of Minutes: Minutes of October 24, 2017 and November 7, 2017 Faculty Senate meetings are ready for approval.

President Thompson: Our first item of business today is approval of the Minutes. You should've received two versions of the Minutes, one from October 24th and the second from November 7th. Let's begin with the first version of the Minutes, October 24th. You should've been able to review those, do we have a motion to approve? Do we have a *second*? Any discussion, additions or changes to the Minutes? All those in favor of approval of the Minutes, please say "aye." Any opposed? Any abstentions? ***Motion Approved.***

Let's move on to the November 7th Minutes. Is there a motion to accept the Minutes from November 7th? Do we have a *second*? Any discussion, additions, or changes to the Minutes of November 7th? All those in favor of approval of the Minutes, please say "aye." Any opposed? Any abstentions? ***Motion Approved.***

Thank you so much for being here tonight. I know many of you were anxious to probably start your holidays, so I appreciate you spending your evening with us at Faculty Senate. Welcome to our seventh meeting of the Faculty Senate for 2017-2018 academic year. After today's meeting, we only have our December 5th meeting left before Spring semester begins. At this upcoming meeting, December 5th, President Thompson would like to present a summary of all the work of our committees. If you are a chair of a committee, please send any accomplishments to President Thompson by Friday, December 1st, so that it can be compiled for a summary presentation of this semester's activities and progress towards accomplishing our goals. We have a full agenda today for our meeting.

Executive Committee Report: Members of the Faculty Senate Executive Committee recently learned there will be some modifications to the student registration process involving prerequisites. There have also been some questions regarding the Winter Intercession in terms of use of tuition waivers and how credits will be counted towards student's spring registration course loads. We have asked Senior Vice-Provost of Academic Affairs to address these questions at today's meeting.

Enrollment and retention is an important issue on many college campuses including UT. Stephanie Sanders, Interim Vice President of Enrollment Management will present an update on our current projections for our spring enrollment. To further increase our student success, the Faculty Senate Executive Committee recently learned there will be a national search for a position in the Provost Office to focus on this issue. This position is not a new position but is currently held by Dr. Steven Leblanc, who will be retiring. This search will begin in the spring and will be announced soon from the Provost Office.

At our last Faculty Senate Meeting, Dr. Melissa Gregory presented on the new draft version of the University Tenure and Promotion Guidelines. After that presentation, we were contacted by several faculty requesting additional time to provide feedback and language to be incorporated into the document. As a result of the request, the Faculty Senate Executive Committee met with Provost Hsu and he agreed to work together to ensure there was adequate faculty input before our senators are asked to vote to endorse this document. Therefore, Dr. Gregory will be in attendance today to gather more feedback but there will not be a vote until early next semester.

This past summer President Gaber assembled a Sexual Assault and Prevention Taskforce that issued specific recommendations for how UT can continue to address the issue of sexual assault on campus. Faculty Senate Executive Committee has invited Don Kamm to give us an update on some of the progress that has been made. He will also present a new optional Sexual Assault Prevention Syllabus Statement for senators to provide input and suggestions. This syllabus statement, once endorsed, will be available on the Provost's web page.

At several of our Faculty Senate meetings, the issue of campus safety has surfaced. President Thompson highlighted the need for faculty and graduate students in teaching positions to receive

training on how to recognize at risk students, assist students in crisis, and the role of threat assessment on campus. President Thompson and Past President Mary Humphrys met with Dr. Flapp Cockrell, Interim Vice President of Student Affairs and Dr. Mychail Scheramic, Director of the Counselling Center. At the meeting, it was decided that Faculty Senate, in collaboration with the Division of Student Affairs, would develop a series of optional workshops to help faculty and graduate teaching assistants better identify and navigate students who are at risk or are facing current issues of concern.

On another note, it has been brought to the attention of the Faculty Senate Executive Committee that our previous Faculty Senate Resolution on the TOEFL requirements for undergraduate admission may need to be revised. Specifically, there are concerns about the language on what types of test score should be accepted and what are the guidelines for those international students who are transferring to UT. To address these concerns, President Thompson and Past President Humphrys met with Vice Provost for Academic Affairs. As a result of this meeting, there will be a work group assembled to assess any issues and discuss possible ways to clarify our current resolution and procedures regarding the TOEFL.

Finally, as we approach the Thanksgiving Holiday, members of your Faculty Senate Executive Committee would like to thank our senators for all of their advocacy and hard work this semester. We thoroughly appreciate each of you and the time you give on behalf of creating a strong system of shared governance. It's because of your good work and dedication, UT is a better place for all us. Happy Thanksgiving to you and your families.

Are there any questions before we move forward with the agenda? Hearing none.

I would like to next call up Vice Provost Traband, who will address the academic update, as Provost Hsu is not able to join us today. I've met recently with Provost Traband and she knows a lot of questions we've been asked and so hopefully, she can clarify some of those. Thank you for joining us tonight.

Vice Provost Traband: Thank you for having me. Dr. Hsu is where it is warmer. He's in California and so we will give him good thoughts. As President Thompson has indicated, she asked me to speak on three topics this evening and I'll do it, hopefully, to your satisfaction. The three topics are: prerequisites, duplicate course registration, and then intersession. I would like to begin with the prerequisite updates. As you know, this body did a very heavy lifting with regard to the amnesty project in making sure all your prerequisites were actually in place and correct. I am working on the course project for the new catalog system and it's going to become very important that all of those course prerequisites are right. I think we have a pretty good confidence level right now that those prerequisites are correct. Students who are registering for Spring term right now, who don't have a prerequisite, were not able to register for a course. So if they hadn't registered for CALC I, they couldn't take CALC II. But if when they register for CALC II and [if] they were enrolled in CALC I, it would allow them to register for CALC II. If

the day after they register for CALC II, they withdrew from CALC I, the system doesn't do anything--- it will pick your course and snip it in there and you know exactly what I mean. Also, if they don't get the grade necessary in a course, they don't meet the prerequisite. So many of you have worked tirelessly to enforce those prerequisites and end up looking like the Ogre the first day of classes for saying "you out, you out, and you out." We needed to mechanize it. I brought my backup, Julie Quinonez from the Registrar's Office with me today. They wrote the program. It is a Banner job, right?

Julie Quinonez: It is a Banner job.

Vice Provost Traband: We are going to enforce prerequisites accentually for Spring semester. Right now we already know the students who have withdrawn from classes and no longer meet the prerequisite—we identified those students and we'll be working with those. I want to kind of give you the timeframe for the next set of prerequisites. I want to preface this by saying, if you have already put in an exception or an advisor has put in an exception for a course, that is not going to be affected by our action. You still have control and you can still put in an override. What I'm saying is, this is the "bread" and "butter" of what we're doing, not the exceptions. Grades are due Tuesday, December 19th; so Tuesday after the term ends is when grades are due. The first notification to students is going to be in an email on that Friday, December 22nd. So Tuesday, December 19th, the grades are in and on December 22nd, if they didn't have the prerequisites, they are going to get an email notification on the 22nd. Of course, you know the university closes down on the 23rd and we don't open up again till January 2nd. So they have that time that they know they didn't make the prerequisite and they can adjust their schedule. But a few of them may not read their emails during the holiday break, except maybe looking at their grades. On January 2nd, which is a Tuesday, we will send them a second notification and say, "This is your second notification. You will be dropped from this class on Friday, January 5, 2018. Please see your advisor and move your schedule." On January 5th, we will drop them. Then they'll have another whole week before their classes begin to adjust their schedule. Now, the downside of all of this is, if someone falls below fulltime, it can interfere with their financial aid. We are going to give them two notifications. The Success Coaches are also going to be working with us to help notify the students and contact the students. We are going to be putting this out in the coaching newsletter. This is going to be our new culture. Dr. White, in your Math Department where you spend half of your in-between terms trying to get the students into the right math class, will be taking some of that accentually.

Senator White: We're very happy.

Vice Provost Traband: That is the first thing with the prerequisites.

Senator Relue: Can I ask a question about the prerequisites?

Vice Provost Traband: Yes.

Senator Relue: Will you send information to the different colleges or programs about the students that we are sending these notifications to? Can we get that information so we can follow-up with our students in terms of reaching out to them for advising?

Julie Quinonez: Sure. When would you want it? Would you want it the first week?

Senator Relue: Well, have you sent one out already for the students who been approved?

Vice Provost Traband: No, we're just working on that.

Julie Quinonez: But we [do] have the list.

Senator Relue: Are you going to do that before the semester ends?

Julie Quinonez: Yes.

Senator Relue: If we can have those as they get sent out, that would be great.

Julie Quinonez: Just the list?

Senator Relue: Just the list of the students that you're sending that to so we know who they are.

Julie Quinonez: Which office do you think should get it, the Student Service Office or---?

Senator Relue: Well, in Engineering there is an advisor for programs.

Senator Tucker-Gail (substitute for J. Hoy): Are we sending out a general information email to the students this week or next that lets them know this is actually going to happen from a centralized location this year?

Vice Provost Traband: The coaches have a newsletter and they are going to be sending it out.

Senator Tucker-Gail (substitute for J. Hoy): Does that go to every student? I am not familiar with how those emails work.

Vice Provost Traband: Not graduate students; it will go to undergraduate students.

Senator Hammersley: I am assuming that once the student is dropped on January 5th, there will be a mechanism in place if they try to reenroll back in the course.

Vice Provost Traband: They will not be able to. They won't meet the prerequisite just like now.

Julie Quinonez: Right. That is just a baseline. The only reason they got in the first time is because they were registered.

Vice Provost Traband: For the prerequisite.

Julie Quinonez: Right.

Vice Provost Traband: The second thing I wanted to discuss with you is duplicate registration. Our students are really smart in case you haven't figured that out yet. What we have now is we have students signing up for multiple sections of the same course—either they are trying to “shop” for faculty, or they don't know what section their friends are going to be in, or they don't know what time their job is going to require them to be here, but we have students that are signing up for four and five sections of the same course. So then we get panicky because there isn't enough chemistry section seats left open or there aren't enough of math seats, and then when we go in, we find out that students are taking up five seats instead of one. When do they drop? The first week of class and now we have all of these empty seats and our FTE calculation has been skewed. So what we're doing now is, we have turned on a functionality in Banner that is going to prevent this from happening. They are going to be able to recognize when a student tries to sign up for the same experience, same course. It is going to be drawn on the course number and the instructional type. So don't worry about a lecture class and a lab class that have the same because it is not the same instructional type or a lecturer or recitation, it is not the same instructional type. Both the number and instructional type needs to match. Now, where we are going to run into a little problem is when a student is signing up for three sections of 2990, special topics classes. Then we will have to permit them in from the advising office, but that is a whole lot better than a very long list of students who have registered from multiple sections. There are some unique experiences in the College of Medicine where they sign up for multiple experiential learning credit and we will be working through some of that also.

Dr. Diane Cappelletty: We have that as well.

Vice Provost Traband: Right. So we'll be looking at some workarounds. But, for a student who signed up for five sections of Comp I or Comp II, that is what we want to put a..., so we are working on that so students will not be able to register.

Senator White: So if we give an override, I think there are five options, is permit the right option to allow them?

Julie Quinonez: No, REQOVR.

Senator White: For this one too, the duplicate?

Vice Provost Traband: If there are two sections of special topics.

Julie Quinonez: I'm saying it because that is what we have been saying as the message to deliver that. That said, we also have the ability to setup the permit one that you may want to use. We can set that up to be the same thing; we talked about it and haven't done it yet. We don't want it to be a lot of confusion. We are saying use retro prerequisite because that's the way we set it up, but “permit” could work as well. Do you want to use “permit?” I should've introduced that, but it is an easy change.

Senator White: It seems more intuitive and not everybody is here.

Julie Quinonez: That is what we talked about. I will make that happen.

Vice Provost Traband: All right, we can make a note on that. The third topic is the Winter intersession update. We have eleven courses that are running, both undergraduate and graduate courses. We have 23 undergraduate students enrolled into those classes and 28 graduate students enrolled. As you may know, we only report three terms to the higher HEI, Higher Education Institute in the Fall, Spring and Summer. So by the Fall, Winter intersession is part of Spring, so we count it in our Spring numbers. For financial aid purposes it is counted as part of Spring. So when they calculate the expense and scholarship, they will base it off the Spring semester. As you also know, plateau pricing doesn't apply to Winter sessions, so if a student is taking 15 hours in Spring and wants to take three hours in Winter session, that doesn't count. Spring is billed separately and how they wrap the financial aid around that is all in one. Faculty dependent tuition waivers apply for the intersession. Staff dependent waivers will apply if the sum of Winter intersession and Spring semester equals twelve—they will add those together. Dr. Keith, you are my backup for that statement because we went over that.

Senator Keith: Okay, I will back you up on that statement.

Vice Provost Traband: All right, Dr. Gruden is going to back me up on this one. GA tuition waivers, since their graduate courses are being offered this term Winter session, two of them are slash classes, 6000 and 8000. They are really different courses, but five separate courses. For students receiving tuition waivers from COGS, COGS will pay the tuition waiver for the intersession.

Senator Gruden: In addition to their Spring waiver.

Vice Provost Traband: Yes, in addition. So now we got them in; we have the courses, so, how will the courses run? How do we know enrollment? Brenda Grant has the calculations on every course based on the salary and the benefits and had given each one of those courses a number. So we know, in order to run this class, we need "8" students and this class, we need "6" students in it to cover the cost. This is a pilot and we're interested in the outcomes of what data we are going to find when we are running it at cost minimum. I can tell you already, the graduate enrollment is very good and some of those graduate courses far out pace some of the other graduate courses. So we got it in and we know it is running, but what happens if they decide it is too much work, I can't do it in this time? The drop refund in Winter intersession will be manually calculated as it is presently done in any course that is running in part of term "O," so now you have new language to use. Part of term "O" means that it is not a standard stop time. It will be calculated manually. So basically, if they drop out the first day, it is 100%; the second day, 80%, then it continues going down. It is calculated out because some of our courses start December 18th and some of them don't start until January 2nd, so, it is all going to be a manual calculation.

President Thompson: Are there any other questions?

Senator Kippenhan: Thank you very much for the update, it is greatly appreciated. Thank you for supporting us in the quest for the prerequisite enforcement. The multiple section registration, will students get to do that now or it is effective for registration next year?

Vice Provost Traband: They are gone. They already ran it, correct, Julie?

Julie Quinonez: Correct. We manually took them out and then flipped the switch so no more can get in.

Senator Kippenhan: Great. Thank you very much.

Senator Rouillard: You said that these courses are “running at cost.” I’m assuming that the faculty are regular fulltime tenure faculty and lecturer faculty, is that correct?

Vice Provost Traband: Not all of them, but, yes.

Senator Rouillard: So you have some part-time faculty teaching these courses?

Vice Provost Traband: Yes. They were approved by the departments.

Senator Rouillard: My next comment is, if you are running 11 courses with 51 students, that’s a pretty low ratio.

Vice Provost Traband: Some of these courses have no enrollment in it right now. We are not going to be able to run all these courses. Right now there are classes that have no enrollment.

Senator Rouillard: So how many of these classes have no enrollment?

Vice Provost Traband: I actually have it written here. There is one that has zero and one that has one. Then we got 4 and 14; 3 and 8; and a 5, 3, and 9.

Senator Rouillard: I will like to point out that you’re running courses with three students.

Vice Provost Traband: Not at this point. That is the present enrollment. We are not running them yet.

Senator Rouillard: Okay. I would be very interested to see what the cut-off point will be, because if some of these courses are running at cost with these low enrollments, we certainly had classes cut being taught by part-timers with more enrollment than some of these.

Vice Provost Traband: These courses are all being paid at part-time rate. So again, that is part of this pilot project.

Senator Rouillard: Thank you.

Vice Provost Traband: Bills are due for the Winter intersession on December 8th. Right after that we will be making some decisions so the students will have other opportunities if they want to take a different course.

President Thompson: Thank you so much, Vice Provost Traband for being here. It was great information. Next, we have Dr. Diane Cappelletty, Chair of the Undergraduate Curriculum Committee.

Dr. Cappelletty: Thank you. We have three new course proposals. They are all out of Political Science. The first course, 3600 is Fascism and Populism. The course description reads as: These two terms have become interchangeable in modern political discourse; while they share similarities, there are striking differences among them. This course will explore those differences as well as the governments that have used or currently use each of these particular concepts of either fascism or populism.

The second course is Peasant Politics. Titled, Where Have the Rule Drawers Gone: Recent decade of a study of political science has become increasingly urban. This is focusing back more on the rural population as they look at their political views.

The third course, PSC, 4620, Politics of Development and Underdevelopment—why some regions of the world experience political stability and economic growth while others lag behind. They will be focusing on Latin America, Sub Saharan, Africa, and South East Asia as they explore some of those concepts as it relates to the political development.

Are there any questions on the three new courses? All in favor of approving these courses, say, “aye.” Any opposed? Any abstentions? ***Motion Passed.***

Next, we have several course modifications and they were pretty straightforward as well. I think all of these are coming out of the College of Business. We have several accounting courses that had changed the title. The title was to make the courses look a little more in sync with some of the other regional courses that are offered throughout the state and region. They may have changed a prerequisite, raising the gpa from either a 2.5 to 2.75 or a minimum grade of C in some of their prerequisite courses. The only issue that we really had and it is really sort of internal adjustments that they will make is with Accounting 3310, it still showed a 16 week schedule that they will be adjusting to fit the current 15 weeks semester. The same thing with the Internal Reporting, it will also be adjusted to accommodate the 15 week semester. They listed 16 weeks out in with what they had in the course content. But other than that, they were simple changes made to the courses. Are there any questions on the changes? They are all recommended for approval by the committee. All in favor of the modifications, say “aye.” Any opposed? Any abstentions? ***Motion Passed.*** Thank you. As a heads-up to any committee members here and to Senate, Chemistry just put through about 40 course revisions. Most of them were related to minor title prerequisite changes. They promised me no content changes, so stay tuned.

Senator Krantz: Just a question out of curiosity. I think that is the first time I've ever seen a prerequisite as a gpa other than for a capstone course or something. Do many courses come in through your committee?

Dr. Cappelletty: No. Normally it is the grades of prior courses. This is the first one I've seen. I did see it on the amnesty document last year that there were some prerequisites in courses that listed gpa's, it is unusual.

President Thompson: Next, we have the Chair of Core Curriculum, Senator Monsos.

Senator Monsos: You have already approved Management 3700, Best Practices in Diversity Leadership: Leveraging Differences to Drive Success as a new course, but they are also proposing it as a core course in the U.S. Diversity category, so it is back before you again. We had quite a vigorous discussion about this, both an online discussion and in person. We met with the professor, Dr. Griswold who developed the course. The course was developed in response to student request in the Diversity Climate Survey. The students said they wanted more courses on diversity than they currently have the chance to take. The course was developed in response to that. In response to the committee, there were some minor changes in the syllabus. Dr. Griswold met with the committee to map out how it met the outcomes and committee was satisfied and voted unanimously to approve it. Art Journey—you know how much I “love” the curriculum tracking system, it's my “favorite thing.” Several years ago, Art Journey was put forward in the curriculum tracking system as a new course. The submitter did not click the little button that said Gen Ed., and so it never came to the Gen Ed. Committee. They did write in one of the text boxes, we would like this to be considered for the gen ed., however, that didn't send it to the Core Curriculum Committee. So the Core Curriculum Committee never discussed the course. It went forward and it was approved. The department said “oh, good it is approved”, assuming it was also approved as a gen ed. course²² and has been teaching it ever since. Upon my instruction as Associate Dean, they submitted it to the state where it has been accepted into the OTM in Humanities. Now, we have in our core curriculum the proviso that anything in the OTM must be in our core. So when Dr. Scott Molitor discovered this discrepancy this Summer when he was checking our lists for the “hundred millionth time,” we made the call to put it in the core because our rules say it has to be in the core, but we want Faculty Senate to vote on it. If you should decide that it does not belong in the core then we will request that the State remove it from the OTM. However, the committee did look at the course and unanimously by email without any discussion at all, decided that it did fit Arts and Humanities requirements and they are recommending it for your approval. Would you like to vote on them together or separately?

Group of Senators: Together.

Senator Monsos: Are there any questions?

Senator Lundquist: For the OTM, is Arts and Humanities a single category?

Senator Monsos: It is just Humanities.

Senator Lundquist: Why would it be a Humanities course rather than an Arts course?

Senator Monsos: They have no art category, it is just humanities, and humanities include the arts.

Senator Lundquist: What is an Art Journey?

Senator Monsos: It's an online course and it is setup as a road trip. They move from geographic region to geographic region and artist to artist. They look at those artists in the contexts of their commute.

Senator Rouillard: I think I remember looking at a syllabus for this. In fact, it came to our college council. I remember the syllabus seemed to be focused on one region rather than a variety of regions.

Senator Monsos: It is not being put forward for U.S. Diversity; it is not a diversity course.

Senator Rouillard: If the course is not in fact going through different regions, it is really more a course about one artist rather than an art journey, right?

Senator Monsos: It isn't about one artist.

Senator Rouillard: Alright, so that's been changed, right?

Senator Monsos: Yes.

Senator Rouillard: Thank you.

Senator Ohlinger: Can a 3000 level course be core curriculum?

Senator Monsos: It can be a core, but it cannot be gen ed. The core is the gen ed., plus the multicultural courses and this is a multicultural.

Senator Ohlinger: Thank you.

Senator Monsos: Are there any other questions? All those in favor of both of these courses being admitted into the core curriculum, please signify by saying "aye." Any opposed? Any abstentions? *Motion Passed.*

President Thompson: Thank you, Senator Monsos. Next, Senator Keith, Chair of the Academic Regulations Committee. She is presenting the Missed Class Policy.

Senator Keith: Good afternoon. It is not like you've never seen this before. I am really hoping that we can actually vote on it today. Do you know the history of this policy? We brought this policy up in 2016 and after a lengthy discussion there was a "*motion to commit.*" We brought it

up last year and the discussion wasn't as lengthy because we ran out of time, but we also once again, voted to *commit*. So this year's committee looked at all the old Faculty Senate Minutes to try to take into account what the particular issues were about this policy and try to resolve as many of them as we could. Instead of it being a minor technical revision existing policy, we decided that what we have done here is actually a major revision. Friday, the Faculty Senate Office sent out to you on my behalf this policy. This policy wasn't anything that you can see in terms of tracking the changes, and the reason for that is because I think if we had included track changes you wouldn't be able to read it because this policy had been revised so many times that I am not even sure what is in the original version. What I want you to know is that the Academic Regulations Committee for the last couple of years has taken this policy very seriously. There's been lots of debate about what to include and what not to include. There's been lots of research into looking into what other schools do to try to come up with a policy that does seem to be consistent with what other schools are doing. So in my email on Friday, I basically told you that this policy was coming forward and that I really hope we can bring it to a vote. Looking at old Faculty Senate Minutes, it seemed like there were three major concerns, two I mentioned. One was that the old policy had internal inconsistencies in it because it simultaneously told the instructor that the instructor cannot penalize the student for an excused absence, but then also told the instructor that whatever weight they wanted to put on assignments that had been missed because of the excused absence was at the discretion of the instructor. One of the other issues that we just cannot resolve is the fact that we are singling out certain things and saying that these are "excused absences." That is an issue. We are required by NCAA to have something in there that says students who are athletes and have to travel will have an excused absence. These other things that have been added like an illness or medical emergency that requires a doctor's care, death of an immediate family member, religious observations, participation in university disciplinary procedures—all of these other things that we have added happened because as I said, the committee had lots of debate over the years and was trying to come up with a list that seemed to [basically] be the minimum of what you will include as an excused absence. We also tried to make sure that we gave the instructor as much discretion as much as possible, focusing on reasonable accommodations, but not really spelling out what they are because they will differ depending on the assignment that the student has missed and also what kind of course that you teach. One of the things that keeps coming up is if I'm teaching a seminar course where class participation is really required and the student really needs to be there in order to understand exactly what the class is all about, then how do you provide a reasonable accommodation for missing a class when in-class discussion participation is paramount to understanding the material and is at the heart of the course? So we tried to give the instructor as much discretion as possible. We put some responsibility on the instructor to inform students in writing during the first week of the course what the instructor's policies or the college policies are on missed class or related issues, including excused and unexcused. Because anything that is not on this list that you want to make an excused absence, you can do at your discretion. The things on the list are things that we have to provide reasonable accommodations for and again, we can't really specify those.

Maybe sometimes the reasonable accommodation is that you tell the student, it would be best if you withdrew from the course or at this point, the only way you can make up the material because you've missed so much is to take an *Incomplete*. So I don't know if you read the email or if you looked at the policy or if you have any questions. Are there things that we need to discuss?

Senator White: So the last sentence in the top paragraph where it says, "it is the responsibility," what weight should we place those? Help us to interpret that relative to what you just said a few minutes ago.

Senator Keith: I guess you can say in your syllabus, and maybe this is not really the answer, that "this is a seminar class and you can't miss more than three classes; if you are going to miss more than three classes then maybe this isn't the class for you." Now, that is not saying what way to replace the missed classes, but we do that already. I guess I can't answer that question because I don't know, but I think it is the responsibility of each instructor. Again, trying to give people discretion in how they actually do this. We are required to provide reasonable accommodations. What would be a reasonable accommodation in your class?

Senator White: There is one specific one and I had to fight with my faculty about that one before, and so I am glad you have it in about the low grade drop. That is one way you can't waive it, but anything short of that.

Senator Keith: I asked the committee why that was in there because I don't know the entire history of how this policy got written as it currently is. I think there are people in here that can possibly answer that question because they've been on the committee for a couple of years. They said students have a right to basically make up that work, which is why you can't drop the lowest grade.

Senator White: Well, I like that one. It put some (protection – change to information) in that I needed.

Senator Keith: Okay.

Senator White: By the way, with the modern focus on active learning particularly in our new (water heater – change to quantitative) reasoning course for example, this whole issue is driving some of my faculty crazy with too many absences, whether it be excused or not. It is like a seminar course where participation is constantly required. This is very important.

Senator Keith: I think what we thought was, if you put on the syllabus this is an active learning class and if you miss more than "x" number of courses, it is going to be very difficult for you to be successful in this course, so you need to come talk to me. Have a discussion with the student because maybe it is not the class for the student. I mean, it could be a required course, but then the student will have to decide in terms of some of these reasons—maybe now is not the time to

take it. Some of these things you can't predict such as an illness or medical emergency and you can't necessarily predict the death of an immediate family member, but you [maybe] can predict your participation in university sponsored activities. Again, we were trying to focus on what this policy basically says its purpose is, it is for basic protections and reasonable accommodations for students who miss classes with excused absences and then coming up with a minimum list of excused absences. So these are things that the university will recognize as an excused absence and you as an instructor can of course, recognize other things if you want to. But, at the very minimum, you have to provide reasonable accommodations when students miss for these reasons. I don't know what those accommodations are because again, I think they vary from class to class.

Senator Compora: I disagree on the "drop low score" for a couple of reasons. Primarily, if there is a pop quiz, that student who missed now has an unfair advantage over the students who were there, and that bothers me.

Senator Keith: Well, I guess I think there could be a better way to write that. The point of this is basically to say students have the right to make up work that they miss because of an excused absence.

Senator Compora: Or alternate work possibly.

Senator Keith: Right. So maybe there is a way; and not that I want to rewrite this on the floor. I don't know, what does the group think?

Senator Tucker-Gail: I just have a question about OCR rights. I know that we have Don here, so I am just wondering does it meet the requirements that we have for OCR and Title IX.

Don Kamm, Director of Title IX and Compliance: I'm kind of a little concerned because we don't really mention pregnancy carrying rights and the impact of sexual assault or sexual misconduct. You say "illness or medical emergency," but there are types of harassments where it is not an illness or a medical emergency. It doesn't quite fit in these and yet, OCR tells us that reasonable accommodations must be made available.

Senator Keith: For missed classes?

Mr. Kamm: Yes, to students for missed class such as making classes up. Our office works very closely with multiple faculty members every semester trying to arrange reasonable accommodations for those that's been affected by Title IX at the university, and that includes pregnant, parents and students as well. We have people who had premature births and we've worked with faculty to make arrangements for them. I know that might fall under an illness or the medical emergency part of it, but it is not specific and I don't know if OCR will be happy with that.

Senator Keith: I appreciate your comments.

Senator Kippenhan: I know a number of faculty members who have an “absolutely no make-up” for exams policy in their syllabi, which for me does not fit. So are we saying that it no longer a valid statement in the syllabus, they have rights to reasonable accommodations?

Senator Keith: Right. This is what this policy would say. If faculty are not giving reasonable accommodation, then students have the right to grieve.

Senator McLoughlin: That’s the current policy too.

Senator Keith: Right.

Senator Barnes: I am really grateful that you are trying so hard to make this as fair and equitable as you can. I know the intention is to protect students, and I support that intention. As has been my historical concern, only the students who are listed on this policy, unless the syllabus identifies them, have the right to make-up their excused absences. I think this creates a caste system where some students are protected and others are not—and while that is true anyway; some students are covered and some are not depending on the syllabus, I deeply object to the university enshrining a caste system in a policy, even though we have one in a way anyway. My concern about inconsistency is what does “excused” mean because I have an attendance requirement that doesn’t force me to excuse some absences and not others, and that, in my opinion, is more fair to all students. I think concern about student athletes is driving the “bus” here; the NCAA says we must have a policy, but does it mean that an “excused” absence is not an absence, because it is excused? Again, I feel like it creates a caste system where some people’s absences count as absences and other people’s don’t. So what I say is, all absences are excused and if you miss four over the semester, that’s a problem. For me, it is about enshrining a system that treats students differently depending on whether they are in this protected class or not. And that has been the same problem that I have had with previous policies.

Senator Keith: I don’t know how to get around that other than---

Senator Barnes: I understand.

Senators Keith: If instructors are very clear on their syllabus [of] what their policy is regarding excused and unexcused absences then students would then have a choice whether or not to stay in your class.

Senator Barnes: Do you know if I say “four absences, excused or unexcused,” is that legal according to this policy, or do I have to now say, well, if it is excused you can miss twelve?

Senator Keith: I think you could say, if you miss more than four absences in this class for any reason at all, it’s going to be difficult for you to be successful, so please come talk to me.

Senator Barnes: But that is different than saying this is worth 15% of your grade. I use a percentage to document attendance. Under the policy, a student who misses twelve classes, half

my class, could argue that she or he has zero absences and should earn all the points the 15% provides.

Senator Keith: Well, I know we have people in this room that have a better sense of reasonable accommodations than I have, but if they are missing twelve classes than perhaps a reasonable accommodation is they drop the course.

President Thompson: First of all, thank you to your committee because I know this has been a ton of work. I would just like to say I actually support this policy. I think a couple of things. I think this also help protect our students from when you have some faculty that may not be reasonable in terms of things going on in their lives and this actually works in favor of the student. The other piece of this is, and Senator Barnes, I'm going to your point—in some cases I had athletes in my class unfortunately miss four classes because of traveling to the football game or whatever it is, so, I think it is really hard when we are that prescriptive because they are paying for their school, right? So I don't think there's any "perfect" policy. I think this is being very heavily driven by we need to have a policy in place, according to NCAA. I would just like to say I support this and I think it is the best that we have had up to this point and I think we need to move forward with it.

Senator Barnes: Does the policy have to define excused vs. unexcused? Do we have to define that in the policy? Do we have to have a policy? Because if we have to have a policy, I think we can do way better. Look at all the lack of clarity that we have just in our ability to explain it right now. I think we can do better in terms of being clear, particularly around what excused or unexcused means. I think we just should table it.

President Thompson: I think the problem with that, and I'm sorry, I'm not disagreeing.

Senator Barnes: You can disagree.

President Thompson: By being more general in some cases is better because I think when you become so prescriptive, I think you lock yourself into that and not having lee way like Mr. Kamm was saying. For me a medical emergency would be a preterm birth and things like that, so, by having some of these general categories, I think that actually empowers the faculty member to be able to use their judgment in those areas. Does that make sense?

Senator Barnes: Yes. I would support a policy that requires us to make reasonable accommodations for students who miss class.

President Thompson: For any reason?

Senator Barnes: Yes, because I don't want to be in the business of judging someone's tragedy over someone's ball game. That is the part for me that is---

President Thompson: Sure.

Senator Keith: But I think there are things that we are required to excuse.

Senator Barnes: That is what I was trying to tease out. Do we have to have that excused language in there?

Senator Keith: That is my understanding.

Senator Oberlander: What you were explaining earlier was, we can be more general if we choose, but the policy is saying these are things that I have to excuse. If I choose to excuse more, I can, but I cannot let someone's religious observances not be excused. I can choose to do more than that, but I just can't be less.

Senator Keith: Exactly.

Senator Schneider: I have struggled with this policy because I don't think there's any way to write a policy that covers a student who has multiple excused absences in a class where their participation and discussion...impacts writing and it is critical to my evaluation on them and to their demonstration of being competent of the coursework. I have tried to "drive" this home by different ways. I think what we have to do is have a policy in place, but it is always going to be negotiated on a student by student basis in the context of the class. So what my syllabus says, it references the stated policy, "because this class depends critically on your participation. If you find it necessary to miss more than three classes for whatever reason, come talk to me." At that point we'll negotiate what's going on and if I think they can't fulfill the objectives of the class then I will tell them because there are no accommodations that are reasonable for excuses—it says it there.

Senator Lundquist: I am glad Senator Schneider said that because I really agree with that. I think where we run into trouble is with medical emergencies with illness, often mental illness. We often have students who have missed most of the class coming to us at this point of the semester saying, I have these doctor's notes that excuse this. In reality they haven't really been in the class; they haven't really done what the class intended to impart to them. Yeah, I think it looks to the students as though we're violating a policy that excuses them and we're being punitive to them whereas, I don't think that is true. I think we're saying, you need this course and it is fundamental to your success and your attempt this time given all of your difficulties has not been a successful.

Senator Keith: I think in that case though, the reasonable accommodation is to give them an *Incomplete* or get them to drop the course.

Senator Lundquist: I don't think an *Incomplete* is the solution because that seems to mean the instructor has to recreate the course individually for that individual student, even though what is missing from it is the group work, the collaborative work, and the in class work. Often in our department where we have transient faculty, that faculty member may not even be there next

semester. We have an informal policy—a student has to complete about 3/4 of the work in order to be eligible for an *Incomplete*.

Senator Keith: Well, I was just going to say, on your syllabus you can specify these things.

Senator Hall: I don't think there's a problem here.

Senator Hefzy: Can we provide acceptable accommodations to the student who has excused absences and should the instructor provide an explanation?

Senator Keith: I don't know. I think the student could interpret it that way whether or not you will have to do that.

Senator Hefzy: You say it in the policy.

Senator Keith: Well, reasonable accommodations don't mean that you have to recreate the course for the student; it just means that you have to come up with a fair solution.

Senator Hefzy: I am not talking about exams. I am talking about explaining the material and teaching the material a second time for the student. In the committee's mind, what is a fair solution? What if the student comes to me and tells me I have an excused absence, can you teach the material to me a second time?

Senator Keith: Then the student always can file a grievance. If you don't, then we will decide if the student is right. I don't think the student will be right because I don't think we are required to teach the class again for the student who missed as a reasonable accommodation.

Senator Hall: I don't think there is a big of a problem as everybody thinks. The word "reasonable" is a very important reasonable word in this document. It provides all of the protection that everybody is concerned about. All you have to do is argue what "reasonable" means. Now, it always means that a student may come back and try to argue that your "unreasonable" is in fact "reasonable," but all you have to do is stand up to it. The first week of class dependent upon what the class is, you can say, if you miss more than this number of classes regardless of whether it's excused, you can't take this class. At the end, if a student has a serious problem and misses more than 3/4 of the class, the reasonable solution is to withdraw. There are options and trying to specify it and as somebody said, make it general, it has to be general. I don't think any of the problems that are being brought up are real problems. I think this document covers the problem about as much as it could because it covers such a wide range of issues. It is always going to come down to a discussion with a student about the individual absences. As long as we're upfront, which this document demands and as long as we're in fact reasonable then I think it is not a problem.

Senator Keith: Well, there are lots of hands. I saw Senator Atwood's hand.

Senator Atwood: I don't disagree with anything that's been said and I definitely agree with you. I motion to vote on the policy.

President Thompson: Call the Question.

Senator Williams: I call the *Question*.

President Thompson: *Second*.

Senator Tucker-Gail: I haven't heard anything about online. Does it apply to only in class or you don't know?

Senator Keith: I think the implication is a class is a class.

President Thompson: Move to a vote.

Senator Keith: All in favor of calling the *Question*, say, "aye." Any against say, "nay." I think the "ayes" have it. Since we called the *Question*, I will like to ask you now to vote for or against this policy. I think I can do the Motion; do I need a *Second* since it is coming from a committee?

Senator Williams: If it is coming from a committee, it gets no *Second*.

Senator Keith: So all in favor of approving this policy please say "aye." Any opposed or against, please say "nay?" Any abstentions? ***Missed Class Policy Passed.***

Senator Schneider: Alright, since we passed the policy, I just want to say that I'm calling for a second policy. I'm serious about this. If one of the reasonable accommodation is to allow a student to drop, but if it is passed the withdrawal date, you cannot do that. Currently if a student gets really sick---

Senator Williams: There's a medical withdraw.

Senator Schneider: But the medical withdraw currently requires a student to withdraw from all of their classes. So if a student is enrolled in three online classes---

Senator Williams: Then that needs to be looked at by the committee.

Senator Keith: Can I just interrupt? I know what you're talking about, Senator Schneider—there are problems with the medical withdraw policy, in fact, we don't really have one—it's called the Administrative Adjustment for Extenuating Circumstances. There is a medical withdrawal form, but what we refer to as a medical withdraw policy is called the Administrative Adjustment for Extenuating Circumstances. There is a group right now of Faculty Senate and Graduate Council that are trying to look at this to try to come up with a better policy that will address some of these issues where you don't have to drop everything. The policy doesn't say you have to drop all your classes, but that is how it is being applied. The other thing I wanted to say is, this will be posted for 30 days. If you have comments, if there are things you absolutely hate about this, you can

make comments and they will be addressed in some way before the policy is actually signed off on by the president. Thank you very much.

President Thompson: Thank you, Senator Keith. Next on the agenda we have enrollment update with Stephanie Sanders, Internal VP of Enrollment Management.

Senator Relue: I have a question. What is the procedure on policy? Since we passed this, if there are changes that happen after we passed it, does it come back to us or do it keep moving on and we don't get to see those changes?

President Thompson: Well, typically---Senator Keith, do you want to address this question really fast in terms of the policy? About in terms of the policy, once those comments are made online, what would happen?

Senator Keith: It is my understanding that they will get sent to somebody who can actually respond to whoever made the comment. I am not sure who that might be, but it might be [someone from] the Provost Office.

Senator Kippenhan: The question was, if the policy is changed, does it come back [to us] for a revote based on those comments?

Senator Keith: Oh, that is a good question. We could demand that if we wanted to, but I think it would depend on what the comments actually were.

President Thompson: Wouldn't it have to be withdrawn and then actually go through the process again, right?

Senator Williams: Yes.

Senator Thompson: Senator Relue, to you point—if it was something so substantial where you requested us to have the policy pulled down and go back through that process again, we have had to do that in the past, and so that is a vehicle for us.

Senator Relue: Will it come back to us or would we have to go online to look at it? How do we know what's been changed?

President Thompson: There will be red lines online, right? They will redline it.

Senator Williams: You will see all the changes online.

Senator Keith: No, I don't think so. I think what will happen is it will get posted and people will comment and then the appropriate person will respond to the comments. If there are enough substantial comments, it will get pulled back and they will repeat the process.

President Thompson: But you can request to show a markup version of the changes, right?

Senator Keith: We can request to show you a markup version of the changes. We can also request that they forward all of the comments to us without authorship and basically kind of what people are saying about it, if that's what you'd like.

Stephanie Sanders, Vice President of Enrollment: I'm glad I am not here to talk about the Missed Class Policy <laughter>. I am here to give a brief update on enrollment. You may have heard that we have hoped for and planned for an increase of total enrollment this Fall. We were expecting an increase of about 1.7% or 353 students—we did not achieve that. We actually ended up being down .3% or 69 students of last year. We are still analyzing what happened. We were up in undergraduate retention. We were down in new Master students. We were down in new transfer students. We were down in new DHS, direct from high school students or first time freshmen students. We were training up all year long, really, right up until the last three or four weeks before classes started. We had something really unusual happen this year—we had a lot of students who had applied and been admitted confirm their enrollment... They came for orientation, they accepted their financial aid offers and then in those last few weeks and in some cases, the last days right around move-in, they canceled. They just dropped all their classes and didn't enroll. We followed up with as many of those students we could reach and we heard a variety of things. We heard students who said "I don't plan to go anywhere." We had a handful of people who had some kind of family situation. We had a lot of students who said they realized they couldn't afford it. You may know that we have the opportunity to share all of our new Minutes to the National Student Clearing House, and if we do that then we are able to get information back from the Clearing House that tells us where students enrolled at. So students who were admitted here and did not enroll with us, if they enrolled at an institution that shares their data with the Clearing House then we [can] get that information back. We did not see anything unusual in our data. For a number of years our top four overlap schools for students who enrolled here and got admitted someplace else, ultimately enrolled there. Our top institutions are still the same: Bowling Green, Ohio State, University of Cincinnati, and Akron. The fifth and sixth positions move around a little bit. What we did see this year was an increase in the number of students who we don't know for certain that they didn't go anywhere, but [we know] they didn't go to any institution that is reporting. So we can guess a fair number of them didn't go anywhere because most of the four-year and two years public institutions do share their information with the Clearing House. Given I heard a lot of students indicated they couldn't afford to come, we've been digging into that a little bit. Before I talk about that, I will say, when I came here last year I had two primary goals: one, clean-up enrollment and two, begin to address concerns about the discount rate. The discount rate is really associated with university funds that are used to pay for scholarship. We offer scholarships to new students, transfer students, international students at the undergraduate level and then there are a fair number of our graduate students who were also taking some level of funding. The reduction and discount rate was really focused on undergraduate students. We have a very high discount rate relative to other public institutions in the state of Ohio. We were successful at bringing down the discount rate, but there is always a concern for reducing scholarship—if you do that very drastically then you

could have a matching decline in enrollment. We just finished our analysis of the...scholarship changes. We found that for the students who were receiving scholarship in some cases, or a little bit less, that had been offered in the past, we were still successful. So for general scholarships for..., we offered an award of \$6,000 to high achieving students without consideration of anything else such as the major or stuff that might come from the colleges. The next tier down is usually \$5,500 and it went down to \$5,000. We didn't see any difference in the application rate or the yield rate, and enrollment from admission and students who got those awards. We did see a difference in yield which was for lower achieving students, those who were less likely to have any kind of merit base. On the transfer side, we didn't make any changes in the scholarships from 16 to 17, but we did see a pretty dramatic decline in yield. With transfer [students] we know that there are fewer students transferring across the country. There are about a million fewer transfer students this year than last year. It is really attributed to everybody who is working to do a better job of retaining students. For us in particular, our biggest feeder for transfer students is Owens. We have a great partnership with Owens. We get more of their transfer students than anybody else, but there were fewer of them this year. About this "need issue," one of the things that we've learned is dealing with EFC, expected family contribution--when students and families complete their FASFA and it comes back with a figure for how much money the government says the family can contribute to the student's education. That figure is lower, about \$2,000, so those students are going to qualify for maximum need base aid. There's the Pell Grant for students who are residents of Ohio and there's the OCOG, Ohio College Grant, which all of those students will get automatically. The student will also qualify for federal loans including unsubsidized loan. The maximum Pell Grant student will qualify for up to \$5,500 in money. We do offer for some students a need based grant of about \$1,500. If we have a student that is not eligible for any merit aid and they get maximum Pell, if that student lives at home, they will have enough money with all the grants, our need based grant and the loan package to live at home and cover all their university fees and have a little money left over to pay for books and expenses—it is somewhere between \$1,500 with a couple thousand dollars left over. If that same student wants to live on campus, there is a problem—the only way they could fund that if they don't find some money internally is if they take the Plus Loan, which is a loan that parents can take. Unlike the student loans where there is no credit approval process, families have to pass the credit approval process and they have to be willing to take the loan. So think about it, if you are in a situation where you have no money to contribute to your student's education, you may not be able to get approved for an additional \$13,000 that you'll need to live on campus. And even if you are willing to, you may or may not get approved for it. So, we are sorting through that and trying to figure out what we can do. International students, I think many of you know that at the undergraduate level for some time, most of our international students came from one place, Saudi Arabia. They were sponsored by the government and that program is being scaled back and addition to that, some institutions like the University of Toledo have been either restricted or limited in the number of students the Saudi Government will allow to come here to certain programs. Most of the students were in Engineering and Business and they have deemed

that most of our programs are saturated and we can't have anymore. They've also changed the policy to require that student's fund the first year of education themselves, which many of them are not able to do, so we knew that we were expecting a decline in Saudi students. We did have some cover there. We went and met with admissions and shared with them the number of students that were graduating, in particular from the Colleges of Engineering and Business and because of that, they did allow us to take some more students and we will get them this year. We know that we have to replace the Saudi pipeline and so this year the focus has been on expanding it to new territory. You do also know this year there is something going on with the travel ban. There are a lot of things that surround around this; we had a number of students who were admitted to UT, both the graduate and undergraduate level, who wrote to the university and said they were changing their plans about coming because they were feeling uncertain about what was to come and then they found the U.S. less welcoming. With that said, between grad and undergrad we were only 25 students fewer—11 at the undergrad level and 15 at the grad level than last year. It was very different than some of our colleagues. Kent was down several hundred international students and expected it to be even more next year. Are there any questions about that before I go on?

I want to share a couple of things with you that you might be interested in knowing. This year for the first time, any student who is applying for Spring 2018 and beyond, the university has added to both grad and undergrad application discipline history and criminal history question. I am not going to call the exact language, but we were a little of an outlier for not asking those questions like, have you been charged with our convicted as a felony or do you have any felony charges pending? It is how the felony part reads and if the answer is "yes" then students are asked to provide some additional information and then they are subject to a review. It is conducted in enrollment management, but the process is overseen my student conduct. We had some startup issues, but we worked out the process now. Most students cleared that process with no problem. Actually, most students don't even have to submit subliminal information. We have had a handful of students who have been denied admission to the university and also had a handful who had been admitted with some kind of restriction, and so that is just a FYI. We are moving forward with a strategic enrollment plan. Over the last several months, we have mostly been implementing an action plan related to promotion strategies. We are really focusing on the relationship based recruitment strategy—before now, everything was really kind of "here is your next step" and not enough about learning about what student's interests are and getting back to them information that is specific to their interest. With the help of the University Marketing and Communications area, we are working with the local marketing firm to improve all of our messaging. It looks better and there is some consistency in the design. We are getting some positive feedback in the messaging. We are working very closely to the University College. You might know that somewhere around 20-25% of all freshmen who sit for the ACT or SAT indicate that they are undecided and we find that a large percentage of students who apply to the University of Toledo are as well. We have a lower review rate for students who are admitted to the University College and just about any other program. We are working with the University

College to do a better job of helping students and parents understand what we offer—what kind of services that we offer to undecided students. If you have ever gone and looked at the website for University College, there are several programs, a quest is what we call the program for students who declared themselves as undecided. But then we also have exploratory studies where people who request something else, but don't qualify for what they want and then they get placed in exploratory studies. Quest is part of exploratory studies, and none of it says "undecided" when you look at the website. So we want to do a better job with helping families and students understand that if they are undecided, we have folks here who are here to help them with some career expiration and to advise them on what course to take so they could find their way to a major as quickly as possible and still graduate on time. I am on a very tight time schedule, so I am going to stop there and ask if you have any questions.

President Thompson: We have time for only one question because Dr. Gregory has class.

Senator Hammersley: My question is related to the Master's student. As you know, right before this semester started, there was a decision made, part of the Provost Office down the chain that limited the number of grad students in the Master's pool, with an attempt to shift it to the PhD. So we, the Executive Committee had this discussion with Dr. Hsu and we hope that's not going to happen this coming year because our PhD students are largely dependent on the group we have as Master students to go through. It is an unfortunate change, but I think you can account for a large amount of the Master's drop because of that change.

Mrs. Sanders: I agree, and I too hope that it doesn't happen again. Thank you.

President Thompson: Thank you. Let's give Stephanie a hand.

[Applause]

President Thompson cont'd: Thank you for coming. Next, we have Dr. Melissa Gregory here to kind of take some comments about the tenure and promotion guidelines. She has class, so I apologize if she talks really fast, right?

Dr. Melissa Gregory: Excuse me, I am also a little under the weather, so my voice is kind of bad. So the guidelines were all presented at the last meeting, a draft. A couple of colleges need more time. As President Thompson said, we're not voting right away, which will allow people to go through them more carefully to make sure they've articulated any questions that they have. I just wanted to check in today to see if there are any comments that I could file away right now as I continue to work on this assessment, and of course, you are all welcome to email me at any point, especially since we're not going to vote till next Spring.

Senator Giovannucci: Dr. Gregory, thank you for presenting [again] the opportunity to give input. I know colleagues at Medicine appreciate it. What is the process? Do we email you our

comments or group them together and send a document that has track changes? I am not sure what the best way to proceed.

Dr. Gregory: Please feel free to use whatever form you wish. It would be helpful to me if there are concerns that are coming up as a college, if you could maybe send those as a group if possible, that would be great because it is easier to organize them as opposed to a series of individual emails, although I will certainly accept those if we have them. If it's easier for you to redline, that is totally fine. I guess I will also love to know in terms of priority, like what are the most important issues vs. what are some minor word changes, and that would be useful too. So even if they are redlining it, if you want to flag those in the body of the email to let me know "this seems like a deal breaker," that would be useful too.

Senator Hammersley: One of the discussions also is to bump it up a notch in the sense of hierarchy so that it's more generalized (we talked about this with other policies) so it gives more flexibility to the individual schools, particularly Law and Medicine that don't function in the manner as you're describing.

Dr. Gregory: Those are very pretty easy changes. If we get to a point where Law and Medicine are like, we just can't work with this particular policy, it is fairly easy to insert a phrase that says, "colleges outside the CBA will reflect to best practices of their disciplines at a national level," something like that. So I have things in reserve for those moments where we feel like we need exceptions to the rule.

Senator Bruce: I want to thank you as well for giving us the opportunity to offer feedback. I am from Law and we're in the process of collecting our comments at a time where we can all talk. We got a pdf. version of this and we would love to do a redline. If we are able to receive the Word version of it, that would be great.

Dr. Gregory: If you don't mind emailing me and to request it. I sent the pdf. version just for spacing since fonts don't always look the same. I'm sorry, I misstated. If you would like that too, Senator Giovannucci, I would be happy to provide that.

Senator White: This might have been answered two weeks ago and I apologize for having missed it. I would love a clear statement if possible, and this is for the regular academic departments-- looking at the hierarchy from the contract to the university statement, to the college statement, to the department statement---often those are called elaborations. Who is elaborating on what? I guess my question is what is allowed as we go from a contract, to the university, to the college, to the department in terms of deletions, omissions, additions, and specifications? Is there some easy way to state the (principal – change to principle) about how those documents are supposed to nest together? In particular, I am thinking mostly about the young faculty member who really ought to be able to do a one stop-shop and look at one document that says this is what you have to follow and not trying to decide if there are contradictions between the several documents.

Dr. Gregory: Of course, that is a really good question. I would say two things: one, you are never allowed to just look at one document in a sense that you do have department and college elaborations and so there's always that going on, plus there's the CBA. But I will say, and I don't know President Thompson if it is possible, in the document that I submitted there is a statement in Principals and I don't know where it is here---

Senator Williams: It's not there; that's a different document.

Senator Rouillard: Dr. Gregory, I think there is something about not contradicting the CBA.

Dr. Gregory: Right. So I have here the relationship of these guidelines to college and individual unit elaborations. "Colleges, departments, and programs should use these guidelines as a model for the composition of their own elaborations and incorporating relevant descriptions and languages from this document where appropriate. At the same time as individual unit elaborations progress from the college level down to specific departments or programs, they typically become increasingly specific, expanding on the expectations and standards that reflect their disciplinary concerns." In other words, individual unit elaborations should reflect the broad values and norms in these guidelines, but they should also define their own standards in much greater detail. "Individual unit elaborations may establish higher standards than those contained in these guidelines, but they may not set lower standards than those stated here. For instance, college elaborations may require a higher number of external letters in a tenure dossier than the number recommended in these guidelines, but they may not require a lower number. Similarly, if the university set standards lower than the expectation established in a candidate's college or department program elaborations then the candidates must meet the higher standard set by their college program." Does that help?

Senator White: I will study that carefully.

Dr. Gregory: Bless your heart. Thank you. If you have thoughts about that or things that you think are missing, please send them to me.

President Thompson: So basically interfacing with Dr. Gregory, in terms of email or meeting with them; the goal then will be to actually have endorsement in January 2018 when we come back.

Dr. Gregory: That would be great. What I will do when I collect everybody's feedback—I don't know if I will send a redline document because that might be hard to read, so I will flag the major sections such as any changes this big or important that been requested specifically, I will make sure I highlight that so you will know it's coming.

Senator Hammersley: We do want a redline full on legal documents, blind number, the whole business. Please don't send us something that we can't track the changes of.

Dr. Gregory: Yes, you will be able to track the changes; I promise.

Senator Hammersley: Not unless you give us a redline, a legal line number.

Dr. Gregory: You will be able to track the changes, I will make it clear.

David Kennedy (College of Medicine faculty member): Just a question from the College of Medicine perspective. We only meet one more time this year as a council, December 15th. The next meeting will be after January's proposed discussion or vote. I will like to make a request since it might not be in January and I am not sure when our next meeting will be, we as a college would like to present changes. We have an ad hoc committee that kind of gives input would like to have that discussed and voted on by our Medicine Council before. But I don't see that happening practically, unless we can get it all done before December 15th.

Dr. Gregory: Well, maybe we can kind of sync up those dates regarding Faculty Senate and you're your next meeting and we will figure out what is the best---

David Kennedy: Is the January deadline set in stone?

Dr. Gregory: I know Dr. Hsu in particular will like this to happen sooner rather than later, as will I. But I also feel like we have to have people signing on to it—it can't be a strait jacket; it has to be something that is working for everybody. I will just ask if you will try to prioritize it so it is right there at the beginning, and that will be great.

President Thompson: Thank you very much. Last, but not least, Don Kamm with an update on the sexual assault prevention taskforce and also presenting a new optional draft syllabus statement.

Mr. Don Kamm: Thank you, President Thompson. I want to mention where you hear the word sexual harassment at—in the news. One thing that we discovered is the more things change, the more things stay the same unfortunately. We still deal with a higher education culture that we have a lot less reporting that we should have where we know is a serious problem here at UT, actually, every college across the country—in every business, in Hollywood and in politics. I was on a committee with President Thompson this past year on sexual assault, Sexual Assault, Adjudication Prevention Advisory Committee. In that committee, we came up with 27 recommendations for the university in four major areas. Those areas were...university wide efforts, resource availability, prevention and programming, and investigation and adjudication. Among those recommendations we had things like [we] analyzed the Title IX policy to make sure we were in legal compliance and make sure we're following best practices. The policy was put forward August 15th and approved and signed by the president on September 15th or September 16th. September 22nd, Betsy DeVos informed us that there were changes in Title IX. What was fortunate for the university is it wasn't one thing in the proposed changes that wasn't already covered by best practices. So we were already doing everything that we needed to do and our policy was still in compliance with the Department of Education, and so we feel very fortunate about that. Of the 27 recommendations, one of them was to form a committee to

process and get through all 27 recommendations. That committee met in September for the first time; and of the 27 recommendations, we've already worked on 13 of the recommendations with 11 almost actually being in completion already. We are also very fortunate of the fact that we have a grant coordinated community response team and this allows us to work with Toledo Police and with community partners like YWCA, and Hope...Crisis Center. We are working with UTPD and faculty with creating victim resources here on campus. So we are doing everything we can to create a strong community response when we have any type of sexual misconduct issue. We're trying to be as responsive as possible to immediate needs on campus when something occurs as well. There's been an ongoing issue at the university that unfortunately I was not fully aware of and became aware of this year---Dr. Barnes informed us about it, that there were problems in the Student Union. We immediately looked at...programming at the Student Union to try to address the situation, which I believe we've done. Have we done enough? No. We are going to continue to do more programming prevention response teams, trying to make sure we do the best possible for our students, for our faculty, and for our staff. Title IX isn't just about the students here. These resources are here for faculty and staff as well and so if there's any issue that anyone has, we want to make sure that the faculty and staff know what the resources are, know what the responses can be, and how to make the resources available that are here in the community. Among many of the recommendations, some in particular involved faculty—one in particular is a proposed syllabus statement that would be optional. Faculty have been asking for this from when I first arrived. I looked at best practices and I looked at a lot of universities and compared it and tried to tailor it to our needs for something people could use. I don't know if this is the best statement out there and I don't know if this is what faculty wants, but I certainly want faculty input and help in making sure that we're delivering the best possible message to our students and to others here in the UT community. So with that, I want to submit this to you and ask for comments and ask for help and guidance in writing it. I'm working with the committee as well; both Dr. Thompson and Dr. Tucker are on the current committee as well for Title IX. We certainly would love to have as much input as possible and I know Faculty Senate can provide that for us. It sounds like everyone here has strong opinions and so I certainly want to hear those opinions. I want to know what we do is the best possible option for our students.

President Thompson: So the intent of this is one, to introduce this for the first time and see if you have any feedback or discussion with Don. This is not in any way meant to be a required statement. This is something I know, for example Don might even want to talk to Grad Council as well. So this is just the first step in trying to gather feedback to polish this in a way that could be further endorsed and put as a resource on the Provost Webpage. Is there any feedback?

Senator Hammersley: I commend you for putting this forward given what's going on in the news and everything else. We have to come up with a consent policy for interaction for students. Honestly, as a professor, you do not want an interaction with a student; you don't want that with anybody underneath your power structure. But off campus for the students, if they have a couple

of drinks which is another problem on campus, the issue becomes how do you work out whether someone consented to touching or going beyond that? What are your thoughts about this? We are in this conflicted area between things that occurred in the past with a different time and with a different set of morals that we're going in. We are trying to make something that works now, and so I am more concern with what works "now."

Mr. Kamm: I will say I was watching Saturday Night Live a few weeks ago and there was a really funny skit about... somebody in advertising who had made ads in the 80's. They added a tagline like "don't do that; that is so "gay"" and all of a sudden people were like wait a minute, but that was acceptable [then]—and so you do have to look at things. But what we do have is a policy and not just for definition consent and we have to apply that on a case by case basis. We have to look at all the facts and analyze it carefully and make sure we're not "blanket" condemning someone. And looking at timelines for alcohol consumption, what does consent mean and what does incapacitation mean within the definition of consent—we analyze that on every case very carefully. An individualized analysis is kind of like what also do we do for reasonable accommodations to provide for our students who are affected by Title IX. We work very carefully with each professor that has a student with a Title IX case for that individualized accommodation—what can we do to help the student to be successful here at the university? So it is always individualized analysis each and every time. There is no blanket statement. I think we can all say... is back—that's always going to be a true statement. Questions that becomes whether it was consent deals with what was happening at the time and the facts around the case. The standard of evidence that we have-- we're not looking at criminal cases here; we are looking at policy violations for the university. So I say... is bad, but what we have is a policy violation for Title IX and using the definition of sexual assault. Once again, individualized and very careful with what we say and how we analyze it. So our standard recruitment makes it a little difficult as well. Often times we will hear people say, well, we know this person was guilty here and so they must be guilty there, but that was not always the case. It was a case last Spring where an administrator came up to me and the person was cleared at grand jury, and they said, "oh, this is going to make your case really easy, isn't it?" and I was like, "no, it's really not. I still have to do my individual analysis. I can't count on what the DA does." That was a total different case and it's an individualized analysis and it didn't make it any simpler for us. In fact, the fact that the DA was that fast in putting their case to grand jury, actually, it made it harder for me because I am not sure they have all the facts. I know we interviewed more people than the DA did or the prosecutor, but that is its own separate case.

Senator Hammersley: But do we need to make students, faculty, and staff, all understand better what consent is for touching, for anything beyond that or innuendo, or for treatment, and especially for our students, the incapacitated part of that? I just don't think they have a clue of how they are incapacitated after they had a half a bottle of Vodka or the idea of what consent means. It's like... you both have to... simultaneously before... Because it is so out of control, what is your suggestion about those two things—what is consent and what is incapacitation? It

will help other students if someone is deemed “incapacitated.” You don’t want them to be left by the other members at the frat house and fall down the stairs or in the dorm, which is just as bad as the frat houses.

Mr. Kamm: With that we have a couple of things, although I see someone who is really eager to answer this question.

Senator Tucker-Gail (substitute for J. Hoy): I am sorry, but I really want to point out that we have taken an aggressive standpoint on campus to educate and those programs are rolling out from everything from bystander to consent, to campaigns to educate faculty, staff and students about things. We renovated a largely alcohol edu and . . . , and the prevention. There’s been a massive change across that and we are rolling out strong education, not to mention the most recent Title IX training. I think that is happily moving forward. There is funding to support that and we are very aggressive on both campuses with that and you couple that with the proper support services, I think the university is setting a standard of best practices for everybody else in the region to look at.

Senator Hammersley: So you are bringing it to the Medical Campus, right?

Senator Tucker-Gail (substitute for J. Hoy): We are. That is one of our main funded initiatives this year.

Mr. Kamm: We also have a mentoring . . . that is going to start to taking place. Currently, there . . . training for students. We are moving to that rather than after they arrive on campus to receive the training, that will now be before they step foot on campus they will have to complete their haven training for sexual harassment and alcohol education and that will be a change that we will be looking at starting next Summer.

Senator Kippenhan: What are the statistics specifically for our campus and underage between alcohol and sexual assault?

Mr. Kamm: Last year we had, reported to me, eight sexual assaults on or near campus. Every single case involved alcohol for the cases that I worked with. So the tie is unbelievably close. Most of those cases, it was excessive binge drinking that was taking place.

Senator Kippenhan: NPR had a very interesting podcast I think about . . . that was . . . produced and wrapped up before any of this stuff hit the news and they are taking that out on college campuses as part of an educational tool. So that might be something to incorporate into our orientation classes to go along with alcohol.

Mr. Kamm: Was that on the alcohol side or does it also include sexual harassment? I am not familiar with it, so I will look it up.

Senator Kippenhan: It is more of the binge drinking and underage, but it is very easy to roll that over to “once you are now intoxicated, here’s what you are going to do;” I think one goes into the other. Just having to shift our . . . , let’s go tailgating before a football game—I hear so much from our freshmen students about they are already smashed before they even go to the tailgate and then they are getting more.

Mr. Kamm: I can tell you that Homecoming weekend, starting the Tuesday before, we were on high alert because of the previous year. We know that Homecoming, tailgating and non-consensual sex almost seem to go hand-in-hand. It is unfortunate that with one particular sport, we seem to have that connection because the tailgate aspect of it and it doesn’t seem to happen with other sports. It is something that we think about. Atod does have their alcohol free for tailgating and I just hope that continues in the future as Atod is taking over by another department.

President Thompson: One last question.

Senator Barnes: I want to thank you for the work that you’re doing on campus. I want to say about the syllabus policy, indicating that all employees are mandatory reporters. I know we just were talking about this, what is considered best practice? From a perspective of someone who teaches in an area where it is a regular occurrence as part of my job for students to disclose sexual assault regularly, more than 1%. This language in the syllabus will discourage that and it is the same as me having to say to a student “stop right there and don’t say another word; if you want to talk about it, go talk with someone else.” I recognize and we disagree about how this document defines best practice and it is not student friendly. I really object to being perceived as a mandatory reporter because it is, so important to my work as a professor, as teacher and as someone who cares about all students that I will be forced to do this kind of work. I appreciate the concern about the definition of consent, but I sincerely hope that our educational practices will not be trying to figure out what we can get away with before we are legally found to be rapists. That is not the conversation that should be happening. We should be talking about enthusiastic embraced sexual experiences and not what’s going to keep us from being sued and rapists. Finally, the alcohol involvement process, I think we have to be deeply concern with how we articulate that so we are not excusing criminal behavior because of alcohol.

Mr. Kamm: No, alcohol is not an excuse.

Senator Barnes: I know; I was just saying that.

Mr. Kamm: To address the mandatory reporter part- OCR define us responsible employees and it gives us very little flexibility unfortunately. I think there is some flexibility there. One of the ways that we define it in our policy, one recommendation was every year we review the sexual conduct policy and review the student code of conduct and so we are doing that hand-in-hand; and that is what those definitions are that force you to become a responsible employee. I think

we can look at ways to make sure we are following best practice there. Beyond that part, I invite you to help guide us to possible changes in policy.

Senator Barnes: On the numbers issue, research indicates that for a campus of our size, the number of actual sexual assaults per year is probably around 350.

Senator Tucker-Gail (substitute for J. Hoy): Can I just add that his numbers are included in the numbers in my center. Faculty, staff and students can go see a fulltime counselor or an advocate at any time and that is completely confidential; those are not reported as...numbers and that our numbers are very different than Don's because most don't report, but that doesn't mean they are not getting services from my team. I want to make sure that people know they can tell their students that is confidential.

President Thompson: I just want to jump in for a second. Part of this too is to create a culture where sexual assault is not tolerated and that is one of the thought processes behind the syllabus statement is faculty are putting statements right on their syllabus to let students know how very serious we take this at the University of Toledo. In the meantime, I want to thank you, Don for coming. I think this is a first step. Especially, Senator Barnes and anybody else that has feedback, we probably will be seeing this again in a different version, but this is just this is just step one in starting a dialogue. I know that Don will be shopping this around to other groups to get their feedback as well, but we want to make this the best statement.

Mr. Kamm: Absolutely. I welcome as much as possible. You can call, write, or email; I'm here all the time and I will return you calls within 24 hours.

President Thompson: Thank you, Don. Before I adjourn, I just want to remind all committee chairs for Faculty Senate, if you have any process this semester to please send that to me so we can have a final summary of this semester at our last meeting.

Senator Kippenhan: Can I make a request?

President Thompson: Sure.

Senator Kippenhan: Adopt a family time is here. While all of us are out doing Black Friday shopping, an extra hat or an extra pair of gloves or socks that are natural and can go to a boy and a girl, please purchase that and bring them. If you want to send them to me, I will pick them up. My student group is picking up too. There are lots of people in the community that need extra help, so when you are doing your Black Friday shopping, help them out as well.

President Thompson: Thank you. Any other quick announcements before we adjourn? Meeting adjourned at 6:08 p.m.

IV. Meeting adjourned at 6:08 p.m.

Respectfully submitted by:
Lisa Barteck

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative