

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of September 14, 2021
FACULTY SENATE

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

Approved @ FS on 9/28/2021

Summary of Discussion

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

President Bigioni: Welcome to our second Faculty Senate meeting in the Fall semester. At this time, I will ask Executive Secretary Kim Nigem to call the roll.

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

Excused Absence: Reeves

Unexcused Absence: Ali, Chaudhuri, Kujawa, Perry, Ratnam

Senator Nigem: We have a quorum, President Bigioni.

President Bigioni: Thank you, Senator Nigem. The agenda was sent out two days ago. May I have a motion to adopt the agenda?

Senator Huntley: So moved.

Senator Hefzy: Second.

President Bigioni: Thank you. So the agenda is adopted. *Adoption of Agenda Passed.*

The next order of business today is the approval of August 31, 2021 Faculty Senate Minutes. Is there any discussion?

Senator Duhon: I thought Senator Barnes introduced “anti-Asian” in regards to the Racism and Equity resolution.

President Bigioni: It’s not in there?

Senator Duhon: I didn’t see it, and I looked twice.

President Bigioni: Okay. We will make that correction. Any other discussion? Hearing none. May I have a motion to approve the Minutes from the August 31, 2021 Faculty Senate meeting?

Senator Hefzy: So moved.

Senator Niamat: Second.

President Bigioni: Thank you. The Minutes are approved. *Minutes Approved.*

Next, is the **Executive Committee report:** The Faculty Senate Executive Committee continued the discussion with President Postel on matters surrounding several issues of race. President-elect Gary Insch

and I met with President Postel last week, and talked at length with him about them. In fact, the President talked quite passionately and at length about all of these issues. In part, because he's been unable to freely discuss the HR issues, because they're personnel related and there's pending litigation. Certainly, he has something to say, but he can only say so much. He did emphasize to us that he looked into the matter himself and found no patterns or other issues of concern. In fact, he stated that there were two other arrests made for similar laptop issues as has been discussed, and charges in those two cases were not dropped, which is in contrast to the current case. That's an interesting piece of information that we were not previously aware of. Further, he assured us that had he found any issues related to racism or retaliation, then those individuals would no longer be here.

We also discussed the departures of high profile people of color, including Dr. William McKether and Dr. Flapp Cockrell, noting that they've gone on to do 'bigger and better' things, which is indicative of having a good environment to grow professionally here at UT. In fact, Dr. Postel noted that the door was open for them to return and there was some relationship that could continue between UT and both of those people going forward. It was made very clear to Dr. Postel during these discussions that the faculty are paying very close attention to all of these issues. And it was noted that going forward, replacing these key high profile people, as long as it was done in such a way to reflect the diversity of the UT community, then it would be difficult to find fault with that. Certainly, that is the most appropriate approach. There was a general agreement on that. So, it is quite clear to him that people are paying attention to all of these issues. These issues were discussed in the Executive Committee meeting too, and reflected that same general nature of those discussions.

Okay. So another topic of particular interest with Dr. Postel was on finance. There's been a history of a lack of transparency around financial issues between faculty and the administration, where the faculty are told one thing and the Board of Trustees, for example, are told a very different thing. That undermines trust and doesn't create for a very good working environment when one can't trust the administration. It would be very good to address some of these issues and create more transparency and create more trust so that we can all work better together. And further, it was noted in the Faculty Senate Constitution, the Board of Trustees upon the merger and the formation of the new Faculty Senate made it a point to put in the Faculty Senate Constitution a jurisdictional item that gives Faculty Senate involvement in long term financial and budgetary planning matters. There's clearly an intent to have us involved in these matters, and it is currently not really happening. For example, the Finance and Strategy meeting that we're involved in, there isn't much in the way of decision making there. It's mostly informational and it doesn't really fulfill that Constitutional charge. So something needs to be done for all of those different reasons. We discussed this at length in the Executive Committee meeting and it's clear that there are two possible answers. One, is to work with the Finance and Strategy Committee in that meeting and turn it into something more useful, or to create some new committee, perhaps owned by the Faculty Senate as a standing committee which would require a constitutional amendment. But certainly those things can be done, particularly if the Board of Trustees is committed to the jurisdictional lines in our constitution. Discussing this with Dr. Postel, he was supportive of the idea, but the question is, how does one go about doing this, in particularly in the context of RCM budgeting? That becomes a more distributed sort of budgeting problem and it makes it a little more difficult for the Faculty Senate to be involved. So, it's not clear exactly what to do. We may create an ad hoc committee to look at this and figure out what to do. But, one of the steps that we decided to do was invite Dr. JD Smith to speak to us today about his

experiences on the budget modernization task force, which looked at RCM and how it might be used here at UT. I look forward to hearing from Dr. Smith later today in today's meeting.

And a not entirely unrelated point, President Postal also committed to the Faculty Senate that we would have representation on the new strategic planning committees. The old strategic plan is winding down so a new strategic plan is going to be needed soon, and that will be populated soon. Again, President Postal committed to the Faculty Senate that we would have representation.

We also discussed communications, both with Dr. Postal and with our Executive Committee, particularly between Faculty Senate and the faculty in both directions. We talked about this toward the end of our Faculty Senate meeting last week as well, in an effort to find how to publicize and get our message out about our two resolutions from last week. A number of things were discussed. Certainly one is that it's easier to push out information from the Faculty Senate to the faculty than to pull information in. And I'll touch on that point in a moment. But in terms of pushing out information, we have begun to make better use of the website and direct email to the faculty, such as the email I sent out about our two resolutions last week. In a separate email I notified Dr. Postal of our successful passage of our COVID resolution for the purposes of supporting the vaccination requirement. There may be other strategies that we may come up with in order to get more information to our faculty and also to help you, senators, better communicate what we're doing to our faculty and better engage with the faculty. And of course, that is going to help get ideas flowing in this direction, faculty concerns and faculty interests and opportunities. This will be a continuing effort that we'll hear more about through the semester.

We also met with the Provost Office about yearlong registration, which is a topic of discussion for later in the meeting. I'll just say that we're in full support of the idea of allowing students to register not just for the Fall semester but also the spring semester, all in one shot. There's some potential problems with that that need to be sorted out, so we don't unintentionally cause problems for our students. For example, if there's a change to a course that hits the books after the registration date in March, that might result in the de-registration of a student and so we'll have to think about that more carefully. And again, we'll talk about that toward the end of the meeting.

Finally, I would be remiss if I didn't make some comments about the financial aid problems from yesterday and even today. I'm sure that the Provost Office has received numerous communications expressing displeasure about what happened, including from me. So, it is not my goal here to pile on. But, it is my responsibility to make comments in support of the students' and faculty interests. There's no doubt that these issues caused harm to many students and faculty, and therefore need to be swiftly and decisively corrected. But it is also a repeat of a very similar problem that happened from this past summer. So this increases the level of concern, of course. To their credit, however, one of the main issues that caused the summer problems has been corrected. But clearly, there are other significant flaws in the process that need to be addressed. In particular, communication on this issue still seems to be lacking. Many faculty feel like they've been 'thrown under the bus.' And we've yet to see any communications intended to address that particular issue. I'm unaware of the details of any communications with students, but I hope that they are made to feel valued - not just for their pocketbook - but for being an important part of our Rocket nation.

This concludes my report. Are there any questions, Executive Committee members that would like to add anything to my report? Okay. Any questions from anyone? Hearing none, we can move on to the Provost report. Dr. Bjorkman, the floor is yours.

Provost Bjorkman: Thank you, President Bigioni and good afternoon everybody. And, just so you know, I will address some of those comments at the end. I hope everybody is having a good start to the Fall semester, that you're enjoying the good weather in our last week of summer. I know that many of you are concerned about the COVID-19 Delta Variant. I want to assure you, we are continuing to monitor that situation very closely and follow the CDC and local health department guidelines. I am very encouraged by the vaccine mandate that will be “fully implemented” at UToledo by November 15th. I encourage all members of the campus community to go to the vaccine registry website and register as soon as you're vaccinated as that will help us to determine where we are with our vaccination rate on campus. I want to especially thank the Faculty Senate for passing the resolution in support of this. I think that was extremely helpful and I do appreciate that support.

So as we move forward with the new academic year, we have a long list of goals and a lot of work to do; much to accomplish, I hope. As I mentioned at the last Faculty Senate meeting, I do look forward to continuing to work collaboratively with the Senate on a number of initiatives, some which you'll hear about today.

First and foremost, I want to remind you, we're working toward our final preparations for our reaccreditation visit by the Higher Learning Commission. That will happen on November 8th and 9th, we'll be hearing a lot more about that. In October, we will be submitting our documentation online to the HLC. Drafts are already well underway and actually have been revised multiple times. There'll be an executive summary, which will be shared with the campus in advance of the site visit and all the materials will be available online for people to review. This year is also the final year as President Bigioni alluded to, of the University's five year strategic plan. And although we've made a lot of good progress in student success, there's still a lot of work to be done in that area. You know, over the last four years, we've implemented a number of initiatives to increase student retention and six year graduation rates. We've made significant progress in that. So, as you'll be hearing later, I've asked Amy Thompson to share with Faculty Senate, another initiative that we are exploring that contributes to student's success, and that's the proposal to implement yearlong registration for our students. Many of you who've been here a while, as I have will remember that faculty used to do this. Amy will describe the proposal later this afternoon. I just want to say that we know from evidence that yearlong registration can contribute to improvements in student retention and persistence rates. So, you will hear more about that later on.

On another note, I'm pleased to announce that this year we're going to resume the Associate to Professor Mentoring program for our faculty. To remind you, that is a program designed to help associate professors prepare for promotion to the rank of full professor. Participation in that program is open to all associate professors who are interested in going up for promotion in the Fall of 2022. The deadline for applications for that is Friday September 24th. The program will begin in October. Information about the application process is available on the Provost website. If you have questions about that, please do contact Dr. Amy Thompson, or after next week, it will be Dr. La Fleur Small who will be begin her new position as Vice Provost for Faculty Affairs. So, we really look forward to welcoming her here. I will bring her, by the way, to the next Faculty Senate meeting as soon as she's here on campus and you can welcome her yourselves.

I also want to remind you that there will only be one reporting window for the Starfish Early Alert for the Fall semester. The report will be open for two weeks. We'll start on Wednesday, that is tomorrow, September 15th and close in two weeks, that's Wednesday, September 29th just before midnight. An email has already been sent out to faculty and instructors for all the undergraduate courses. That was sent on September 8th from Dr. Julie Fisher-Kinney in the Office of the Provost with information and guidelines on how to submit those early alert reports. So, if you have any questions about those, please feel free to contact Julie or you can email starfish@utoledo.edu with any questions you may have.

There's also a training video for that and instructions on how to complete Starfish reports on the Provost website, if you haven't done that in a while. And just as a reminder, it also allows you to provide feedback for students on their progress and allow students to take corrective action as needed. But it also allows people to give kudos to students, which many students comment on, that is really impactful to them to realize that someone notices that they are doing good work in the class. It also allows our success coaches and academic advisors to identify at-risk students early on and help to intervene if necessary. We had a record faculty reporting rate of 78% during the spring of 2021 for all the undergraduate sections and the student feedback was very positive on that. The students' report that this really helps to keep them on track toward graduation.

So, finally, I want to give a couple of shout outs to several of our faculty in the College of Arts and Letters. Congratulations to Dr. Matt Foss, Associate Professor in the Department of Theater and Film. He co-wrote and produced the film "Sons of Toledo" along with over a dozen of students in the College of Arts and Letters. It's a new short film, which will make its debut this week on Thursday at 7:30 at the Imagination Station in downtown Toledo. The film was inspired by Black owned barbershops in the city of Toledo. It tells the story of how important those are to the community. Dr. Foss and his students will debut their new film at the Momentum Festival, Music and Art in downtown Toledo as part of that. And so, additional information is available on the city of Toledo's Arts Commission website, at artscommission.org, if you're interested in finding out more about that.

Also, I want to congratulate Professor Holly Hey, Professor of Film at UToledo, for her documentary film that will be broadcast on WGTE this weekend. That documentary is called "Reentry Realities -Hope Deferred." It tells the remarkable story of a relationship between an Ohio inmate and his reentry mentor and their journey, as they work together to create a reentry curriculum that helps released inmates stay out of prison. So, Professor Hey directed and edited the film, working with six UToledo students who were majoring in film and video. It is going to air on Sunday, September 19th at 4 p.m., followed by a Facebook live discussion with UToledo faculty, which will include Professor Rob Salem, Clinical Professor of Law and Dr. Renee Heberle, Professor of Political Science and Public Administration. More information about that is available at www.reentryrealities.com.

So one other note, I want to just clear up and clarify recent issues with the mandatory attendance and participation tracking requirement. So, let me set the stage by saying here are the facts, and you hopefully know these things. We were audited regarding our financial aid process a year or so ago on our mandatory attendance and participation tracking. This was done by the US Department of Education that provides us our approval to offer financial aid. As a result of the findings of that audit, we're required to put in place a process by which faculty would certify participation in classes within the first two weeks, (i.e. through the census date) for all students registered in their classes. The issues, as you may recall last year, the first time we tried to roll this out, we had 855 students who had their financial aid loans removed

from their accounts which then had to be reinstated for 850 of them. That was all an enormous amount of work for Financial Aid. And so we knew we had to do a better job of figuring out how to help with this process and help this to work better. So, we worked on a process to help facilitate that, including a messaging process. In fact, this Fall several emails had been sent prior to any student hearing anything about this, to faculty, reminding them about if they were teaching courses that required this participation and engagement tracking - they were reminded of that several times. Then an email was sent to deans with a due date reminder and a list of faculty that had outstanding requirements and instructions on how to view that report and the response rate so that they can follow-up on that. As you've heard by now, email was sent to 935 students with one or more courses that were listed as unreported. However, programming issues, because of the way this was set up, a glitch - and yes, people make mistakes and that happened - a programming error resulted in a listing of all enrolled courses, rather than only courses that had not yet been reported. So when those emails started rolling out, Financial Aid immediately initiated a process with IT. IT thought it was only sent to enrolled students with financial aid. They thought it was a lot more than 935, but it turned out that it was 935, that's been confirmed. Obviously, as President Bigioni alluded to, this caused great consternation. First of all, those weren't supposed to be sent until the end of the day when the time reporting period had closed, but they were sent first thing in the morning.

So, at this point, we have done a couple of things. The student communication has been removed from this process for now while we think about whether that's an appropriate thing to do. Secondly, Financial Aid has sent, in fact two communications out to students. One of them was sent to students who should not have received the email yesterday, clarifying that this was an error, and it was erroneous. Financial Aid apologized to the students for that error. They can confirm that those students are now done. Sorry, that is a draft email, they are about to send out. Then there's a second email that will be sent to students who should have received the email to clarify the need. But it now specifies which specific courses are a problem, and so we can follow up. Now, we have pulled that out of the process for now. But we do need to communicate with these students and let them know what's going on. So anyway, I just wanted to clarify. We're trying to get this process to work right. There were glitches in a few places, and it shouldn't have happened that all those students received those emails. And so we are trying as best we can to get this resolved and we are looking at the process carefully to try and make it work better going forward.

So that concludes my report. I just did want to clarify though, that we were not asking students to confront their faculty members. This communication will not happen in the future. I just wanted to clarify the process and what has happened and what we're doing to try to fix it and to resolve the issue. So that concludes my report for today. I'm happy to answer any questions you may have. Thank you.

Provost Bjorkman: We have a draft of the communication, it's waiting to go out. We have to communicate back with them.

President Bigioni: Okay, and so they have not received any communications yet?

Provost Bjorkman: Not at this point. They will go out soon.

President Bigioni: Great. Thank you for the clarification. Okay, so questions for the Provost.

Senator Stepkowski: I have a question related to the vaccination. Can you inform us, what is the University plan to follow up on the mandate for vaccination?

Provost Bjorkman: I know that Amy Thompson is on the call, and since she's been heading up lots of the COVID activities, I'm going to ask her to follow-up on that. Amy.

Vice President Thompson: Sure, thank you. So right now we're waiting to get any guidance from the Department of Labor that President Biden actually issued the federal mandate. We're waiting to get any additional guidance from the Department of Labor on what that actually means and how employers are supposed to be implementing that. Obviously, we have already adopted that here at UToledo, in terms of requiring the vaccine requirement. And, in fact, our requirement is actually very close to what the President has mandated employers of 100 or more, that either you be vaccinated or you'd be tested on a regular basis. So that's very close to, you know, what those guidelines are, but we will be watching very closely when that guidance actually comes out.

Senator Stepkowski: Thank you.

Vice Provost Thompson: Sure.

President Bigioni: Any other questions?

Senator Smith: President Bigioni, this is Suzanne Smith. Can I go back to the email issue, the financial aid issue for just a second? I just want to clarify. Well, it's more of a question. I think you have answered it. When I got the email from my student that I had not reported, which indeed I had, she had a long string of instructors to contact. I think what surprised me about that is, is that usually on the backs of students to have to email their instructors and ask if they have done this?

Provost Bjorkman: No, and that was a mistake, and that's going to be rectified. The other piece of the problem was that in putting that together, they didn't take into account courses that had already been reported. I think I said that. So, that's why there was a long string of courses. It shouldn't have been that way. Even if we were sending it out, it should have only been courses where there was an issue. So all of that has to be rethought and reworked.

Senator Smith: And good because she was very upset.

Provost Bjorkman: I assure you that I am not happy when things like that happen to our students, and I don't want to have that happen again. We will get it fixed.

Senator Rouillard: I also had a question. Would it be possible in this process to leave those courses open so that a faculty member could make a change? Because the reporting period opened during add/drop period and students were still coming and going. And, if you want to go in and adjust that report accurately, there is no way to do it, because it appears to close as soon as you submit your report.

Provost Bjorkman: Yes, unfortunately the deadline is set by the Department of Education and we don't have any say in that. So we actually have to set that deadline within that drop/add period. I do recognize that that's a problem because students may be adding or dropping. But unfortunately, that's a guideline that is not set by us. So, we have to send a report to the Department of Education based on that deadline.

Senator Rouillard: But one of the initial emails suggested to the students that faculty had been given extra time, extended time to make the report.

Provost Bjorkman: Well, we can actually amend the report. We have to send an initial report at the end of that period.

Senator Rouillard: Okay.

Provost Bjorkman: We can open it up for amendments if they need to be made to adjust for that, and then we can follow up with that.

Senator Rouillard: So if instructors do need to change their report, who do they send that information to?

Provost Bjorkman: I will have to check on that and find out.

Senator Rouillard: Okay.

Provost Bjorkman: Oh, Financial Aid, apparently.

Senator Rouillard: Oh, okay. Thank you.

Provost Bjorkman: You're welcome.

President Bigioni: Okay. Other questions for the Provost?

Senator Anderson: There's a faculty member in my department that contacted me today, indicating that a student had approached him, I don't know whether it was by email or in person that she had received a letter from Financial Aid saying that if he didn't fill out this report that was due on Monday that it would affect her financial aid. Do you know if letters were sent out by Financial Aid?

Provost Bjorkman: Those messages were sent out by email.

Senator Anderson: Okay.

President Bigioni: Any other questions for the Provost? Okay, well, I just would like to make one more comment. I think taking the student communication out of that process is a very wise move. So I appreciate you doing that. That will eliminate a lot of grief for our students, unnecessary grief. So I appreciate that. Thank you.

Okay, so let's move on to our next report from Dr. Jason Huntley, who is the Chair of the Committee on Faculty Affairs. Dr. Huntley, do you want to share the report, or should we?

Senator Huntley: It's up to you, President Bigioni.

President Bigioni: Quinetta, do you have it ready to go?

Ms. Hubbard, Faculty Senate Executive Secretary: Yes.

President Bigioni: Great.

Senator Huntley: So while she brings it up, fellow senators and faculty, I would like to remind you that the Committee on Faculty Affairs is tasked with serving as a liaison between the administration and the faculty on faculty responsibilities, rights, and welfare. So, the faculty on this committee reviewed four different policies that are currently posted for comment. That was sent out to you, so I won't go through it. But we did suggest changes to the equity and diversity policy. Those changes were sent to Mr. Matt Schroeder, who's the CFO, as well as to the Policy Office. Specifically, this creates mechanisms where the purchasing department can suggest diverse suppliers. So, we suggested that lists of materials,

supplies, computers, et cetera, be provided to the purchasers. And that the reporting mechanism be online, so that faculty aren't tasked with extra work. And again, all of that was submitted to you ahead of time. I would be happy to take any questions if people have questions about policies that were reviewed.

Senator Rouillard: I have some questions.

Senator Huntley: Okay.

Senator Rouillard: I'm still puzzled, even as a member of the Faculty Senate Executive Committee, as to why this committee is reviewing policies posted for comment for that 30-day period for comment. That, to me is the period for campus public at large to respond to these committees. If this committee is actually a liaison with the Provost Office, it seems to me that the Provost Office should be forwarding you policies that are currently under revision so that your committee can consider some changes. Your committee can bring it to Faculty Senate that can suggest some changes before this goes out to the Policy website with comments for 30-days. This time you had only a few policies posted and you discovered that they really were not in your purview. 30-days will not be enough to review other policies that come a lot more quickly and in greater number. And so, I'm very puzzled by this. My past experience with policy reviews and Faculty Senate input in these policies, was that the Provost Office would forward to us those policies up for revision for our consideration, for our input, for our suggestion. This, to me, seems like the Provost Office is looking to very severely limit the amount of input on these policies.

Senator Huntley: So I appreciate those comments. I have been in contact with the Provost Office. I see that Angela Paprocki is on. I don't know, I don't want to put her on the spot.

Angela Paprocki: Yes. Hi.

Senator Huntley: But, we have been communications about changing this process.

Angela Paprocki: Well, just first of all, only academic policies go to the faculty for review and comment before---

Senator Rouillard: No, no, no. Faculty Affairs is charged with reviewing policies that affect the work life of non-union faculty.

Angela Paprocki: Those don't funnel through our office, so we would not have those ahead of time.

Senator Rouillard: It seems to me that there needs to be an adjustment in that process if we are really serious about shared governance. It seems to me that there's need to be a change over that. The Faculty Affairs Committee shouldn't be spending its time reviewing policies about hourly employees. I realize that you looked at this policy and you concluded that it wasn't in your purview, but you shouldn't even have to do that. The Provost Office should find a way to get that information from Human Resources or Human Resources should forward it. But if this campus is really serious about shared governance, I think we need to find some slightly more efficient procedures for doing this.

President Bigioni: So, I will say that is what we are doing right now. We are trying to work together, the Faculty Affairs, Student Affairs, and a committee whose name I always forget, and the Provost Office. Pardon me?

Senator Rouillard: Academic Regulations.

President Bigioni: Thank you. I need to write it across the top of my computer <laughter>. We're working with the Provost Office to do exactly what you suggested, and based upon the historical information that you brought forward to us last week. This is a work in progress. This is a first pass at starting to get the wheels turning. I suspect that the next round will look significantly different as we work toward a more robust process.

Senator Rouillard: I just don't want the Faculty Affairs Committee to spend its time in places where it's not needed while the opportunity to provide input on other policies is being overlooked because they are not ---

Provost Bjorkman: Can I make a comment in response to that?

Senator Rouillard: Yes.

Provost Bjorkman: Policies that are coming from other areas, for example that relate to HR, or that relate to finance, or that relate to research – research goes to Research Council, of course - those get sent to SLT, the senior leadership team. Typically, we do policies once a month. And typically, we receive those policies to review with our teams about maybe, at most, a week beforehand. I do send them out to our whole Provost staff to look at to tell me whether they think there are any concerns there and if there are none, then we report back at SLT at the next policy meeting that we're okay with letting it move forward. If you want me to send it to the Policy Committee so they can get inundated with those policies, I'm happy to do that, but you will have about five days to respond.

Senator Rouillard: I think even that is preferable to the window that is currently open on the policies for comment.

Provost Bjorkman: Well, once they go forward from SLT, when SLT approves them and they get signed off on, then they get posted for the 30-day comment.

Senator Rouillard: I'm just thinking about the year that we had the policy on research misconduct, and that came to Faculty Senate and we spent a long time discussing that policy and it merited a long discussion.

Provost Bjorkman: I completely agree with you, Dr. Rouillard. In fact, that is considered at some level, an academic affairs policy. So that would have to go through Faculty Senate, no question about it. Right?

Senator Rouillard: Right. But what I am saying is that right now the procedure that is in place is not going to really solicit a lot of input on policies that are in the purview of Faculty Affairs and that are in the purview of Academic Regulations.

Provost Bjorkman: But we sent those policies to you for review, actually, all of them.

Senator Rouillard: I thought that these were reviewed by the committee from the website where things were posted for comment.

Provost Bjorkman: Dr. Huntley, please correct me if I'm misunderstanding, but I believe these are policies that were placed for the 30-day comment. They did not come through the Academic Affairs pipeline so they didn't get sent to Faculty Senate. But, I believe, Dr. Huntley, your committee is looking at these ones that are posted for comments just to make sure there are no concerns. Is that correct?

Senator Huntley: Yes, Dr. Bjorkman, that is correct. We are working with your office to set up a pipeline so that we can pre-review policies before they go up for 30-day comment.

Provost Bjorkman: Perfect.

Senator Rouillard: My experience with this in the past was that the Provost Office was able to send us policies that were due for revision and we have the time to send them to the appropriate committees and have them review, bring it to Faculty Senate for a quick discussion, and then we would forward our comments to the Provost Office. That is all I am saying.

President Bigioni: Okay. Any other questions? Shall we move on to Student Affairs? Okay. Thank you, Dr. Huntley.

Senator Day: President Bigioni, I have a question. This is Senator Day speaking.

President Bigioni: Go ahead, Senator Day.

Senator Day: I just have a question about the second policy, the time stamping policy for all employees that are non-bargaining. I was just wondering if that applied to adjunct faculty or not?

Senator Huntley: From our committee's review, it seemed to apply to actual hourly employees. Again, we had this reviewed by the committee, and they did not feel that it impacted faculty.

Senator Day: Okay, thank you.

President Bigioni: Okay. Thank you. So our next report is from Dr. Deborah Coulter-Harris, who is the Chair of the Committee on Student Affairs.

Senator Coulter-Harris: Quinetta, could we pull up my report, please? While that's being pulled up, I'll just give you a slight introduction. This particular committee I've been told, doesn't have much history to it. So, it's kind of up to all of us on the committee to create what we're going to be doing. Quinetta, can you pull it up to Memorandum 1, please?

So this committee is tasked with being a conduit between the Faculty Senate and UT Student Government. We will then work with the Student Government to get an idea on what type of issues students are having on our campus. Then we are to propose solutions and ideas and bring those to the appropriate administrative entities, so that we can come up with resolutions. But these issues, of course, have to be under the auspices of the Faculty Senate. Now, what I've done here in this very short report, and I'll try to do this in less than four minutes, once I had my committee formed, now there are now eight people on my committee, which is great, we're being very, very active in our communications and setting up an original agenda to begin our work with the Student Government. So, the first memorandum of August 22 was to provide members of the Faculty Committee on Student Affairs to be aware of the forthcoming mandated flu vaccination policy. Of course, that was later amended in the next memorandum, as you will see, to change our focus to the COVID vaccine. And then, by said members of the committee for presentation at the next Faculty Senate, which didn't happen, but it's happening today. All of these memorandums are very detailed. We have all coordinated with one another on these memorandums and I received lots of feedback from the committee members. One of the things I thought also was important to make all of us aware of are any violations of the COVID vaccine policy that could be used against students under the Student Code of Conduct. So, I went in and quickly read the Student

Code of Conduct and found a couple of areas that I wanted to make you all aware of. And of course, this does not apply to anyone who has a medical issue, or a religious issue. It probably will apply to people who refuse the vaccine and also refuse to get tested weekly. Under the student conduct section, D, Jurisdiction and Scope of the University of Student Conduct 1: *“The student code of conduct applies to the conduct of all students, student groups, and student organizations on University premises. The code also applies to the off-campus conduct of students, student groups and student organizations in direct connection with”* “e.” Now we have 1e: *“Any activity that causes harm to the health or safety of the members of the University community.”* Then we have E, Violations of the Student Conduct: *“Any of the following actions, or attempts at the following actions constitute conduct for which a student, student group, or student organization may be subject to conduct action.”* E1, Physical or Other Harm and b: *“Behavior that endangers the physical and/or mental health or safety of a reasonable person.”* Then 10, Disruptive Conduct, 10f: *“Failure to comply with a directive of a university official or law enforcement officer, acting within the scope of their duties.”* Then we have 20, which is an all-kind of encompassing section. Violation of University policy: *“Violation of any University policy, rule, regulation, requirement, directive or contract where the published and hard copy of available electronically on the University policy website.”* I wanted to make my committee aware of all of that also.

I received a lot of feedback from my committee members, providing potential arguments for or against the flu vaccine, which could be applied to the COVID vaccine. So we had great coordination. So, Memorandum 2. was sent out two days later on the 24th of August, and it was to thank them all for their response to the first memorandum, and to provide a working dateline and agenda to accomplish our charge, being the conduit between our students and Faculty Senate. We will also have the charge of providing the administration with student concerns and advice on resolution of problems. So, you know, in this one we switched focus. Some of the pros and cons [are] already articulated regarding the mandated flu vaccine. As I said before, it could be applied to a mandatory COVID vaccine. However, we have to also think that there could be unexpected repercussions that we need to forecast and analyze. So our initial working agenda - the initial meeting with the Student Government, I wanted to take place by September 10th. I wanted to meet with the Student Government reps, either virtually or via email. So we did this via email this time. I hope in the future that we will have a meet and greet and I'll be able to attend Student Government meetings also with my committee. Our purpose in sending this particular memorandum was to ask student leadership to list four important issues of concern, particularly related to academics or health and safety. Why I'm asking for four right now is, because in order to get things done, if you have 20 issues to deal with, you'll never get anything accomplished. So, I want to deal with two of these issues in the Fall and create some kind of resolution to them and then two in the spring. I have asked students to respond by Friday, 17, September. Now, for the Committee on Student Affairs, our first meeting, which would be on Webex will be on 1, October. Our committee is going to meet to discuss the student issues that they have provided for us. It will be a one hour meeting or more. We will discuss and divide the two issues among committee senators for resolution in the Fall. I would like the resolution of two issues by 7, November and write a short report.

This is the exciting Memorandum that was sent to the Student Government on September 7th. You're going to see in a minute that they responded in two days – a very, very wonderful response. The purpose of this was to create a new engagement with the University of Toledo Student Government leadership to request that this leadership identify four major issues of concern among the larger student body and to fill

out and return the grid provided that outlines student issues and comments. This is going to be very useful to our committee in providing guidance and strategic resolution of problems. We requested that President Anna Walker and her team of student government leaders identify four major issues. We immediately recognized that the mandated COVID vaccine will likely be an issue. I asked them to please consider and list that among the four concerns and provide comments on pros and cons. We also asked that they respond to our request, if possible, by Friday, 17, September, or by latest, Friday, 24 September. So we have plenty of time before our 1 October meeting to consider all of what they have sent us. We will then strategize on how to resolve two of these issues during Fall semester and two during spring. On this Memorandum, we attached the Faculty Senate resolutions on COVID 19 vaccination, and on racism and equity as PDF attachments. And now, two days later, we all we all received an email from the Student Government President, Anna Miller to the Faculty Senate Student Affairs Committee. She wrote, they “will return the completed memorandum grid by the specified dated.” Now, this is exciting. The UToledo Student Government passed their own resolution by unanimous vote in support of the COVID 19 vaccine mandate on their first meeting of the semester on 7, September 21. I don't know if you want me to read this or not, but it's been sent out. I don't want to take up too much time, but it is a very thoughtful and very, very articulate resolution. I am thrilled that the University of Toledo Student Government has aligned with the Faculty Senate in this regards. Thank you very much.

President Bigioni: Thank you, Dr. Coulter-Harris for your report. Are there any questions for Senator Coulter-Harris?

Senator Hefzy: Yes, I have one for Dr. Thompson.

President Bigioni: We can get to questions for Dr. Thompson a little later.

Senator Hefzy: It is related to that.

President Bigioni: Okay.

Senator Hefzy: Dr. Thompson, I don't remember, but do we have a resolution from the Graduate Student Association similar to that resolution?

Vice Provost Thompson: No, not that I am aware of.

President Bigioni: Okay, thank you for your question. Other questions for Senator Coulter-Harris?

Senator Huntley: I have a quick question. I don't quite understand, and perhaps she could clarify. What are the discussions about the flu vaccine?

Senator Coulter-Harris: Well, okay, this is what the timeline was. When President Bigioni originally contacted me and asked me to be chair, he said, you might want to think about the flu vaccine policy being the first issue. And of course, that was rapidly taken over by the COVID policy that went out from the President. So that flu vaccine is now kind of on the back burner. Although, you know, my committee and I discussed the fact that you can have pros and cons for both, a mandated flu vaccine and for a mandated COVID vaccine. Does that answer your question?

Senator Huntley: Well, similar to what we discussed with the COVID vaccine, I don't quite understand medically or scientifically what any cons would be. We had the 2009 H1N1 pandemic so it makes sense to me that there should be absolutely no contention about a mandated flu vaccine.

President Bigioni: So I think the issue, if I might interject, is not one of medicine, but one of policy.

Senator Coulter-Harris: Right, policy.

President Bigioni: And [we're] just doing our due diligence for the students and making sure that someone's looking out for them.

Senator Coulter-Harris: Right. Because some students might be opposed to taking a flu vaccine even though it's mandated. And, of course, there are ways, I mean, they can get a medical excuse. They can have a religious excuse. It's the same with COVID. So we're trying to do the best we can for our students. That's not going to be the only issue, I'm sure. I look forward to hearing what issues and comments our student government is going to send us in the very near future. I'll be very happy to share those with you when I receive them, when we all receive them, when my committee receives them. And by the way, I want to thank my committee. They have been terrific in the responding. Thank you. Any other questions?

President Bigioni: Thank you again for your report.

Senator Coulter-Harris: You are very welcome. It was my pleasure.

President Bigioni: Okay. So we will move on to our next item of business. It is my pleasure to welcome Dr. David Meredith, who is our Interim VP for Enrollment Management. Of course, that's a very important topic to all of us. And so, I very much look forward to hearing from Dr. Meredith.

Dr. Meredith: Well, good evening at this point. Thank you for having me. It's always good to get out and talk with different groups on campus about the new direction we're taking to try to solve the 10 year enrollment decline that we've had.

By way of introduction, I've been on the job, tomorrow will be seven months. I am an alum of the University of Toledo. I got my master's degree in history back a few years ago, and we will leave it at that. So, good to be back in town. I just want to kind of walk through some of the things that we've encountered.

The enrollment declines have really been across almost every student population, grad, undergrad, in state, out of state, in state local, which we would break up into two groups, 25 miles away from campus and 50 miles. A sizable decline in Pell eligible and underrepresented students of color. If you look at the decline of the overall enrollment and the decline in Pell eligible and underrepresented students of color, they track very closely. So that's a huge concern for us. On the international side, the Saudi pipeline dried up rather abruptly, which for sure caused [the College of] Engineering some issues. But on the plus side, up until this year, we had, I would say, fairly impressive retention gains. So that is a good sign. Some of the enrollment challenges that I'll spend a little bit of time discussing with you, and unfortunately, I did not translate some of the admissions' speak in this, so I will do my level best to catch that and translate it into standard English as we go through. If I miss one, please call me on that.

Up until this year, well, next year, really, we've had an overreliance, I would say on the direct from high school population. To the detriment of our focus on other populations, namely transfer, adult, and online, we've seen that dwindling top of funnel numbers, and I'll explain what that means here in the next slide.

But the shorthand version of that is, we're just getting fewer and fewer people to look at the University of Toledo, which that decline carries on all the way through this funnel. We've also not done a very good job of building a pipeline stretching back into high school. We tend to start talking to prospective students when they enter their senior year. By that point, it's often too late. The ATM, adult transfer and military, I can't say that we ignored that population - we have staff members who are devoted to it - but we have not given it the same level of attention that we have to the direct from high school. On the enrollment management side, our area includes undergraduate admissions, financial aid, scholarships, new student orientation, and international admission. The groups get along just fine, but we have not done a very good job in the past of coordinating our efforts. I'm very happy to tell you that that has changed. We now meet on a very regular basis. We share ideas. We share our resources. So, I can almost check that off the list of problems.

Then retention challenges. If you look at, if you ~~payed~~ paid attention to today's tracker information, the decline in our overall enrollment comes from declines in returning students. New students were basically flat. The issues [are], we're not retaining students. The number one reason when they were asked, when we get a chance to ask them, is financial. Financial can mean a lot of different things. It can mean their financial aid didn't come through the way they expected; they lost their job; mom or dad lost his/her job; and/or they 'just' made a decision that the University of Toledo degree is too expensive. It could be anything.

Academic challenges, and of course COVID is an ever present issue for us. Here's a little bit about this funnel. I'm going to give you a second to kind of orient your eyes to the different parts of this. The top of the funnel is what we would consider to be people who raise their hand and do something overt to say they're interested. You can see the decline starting in Fall 2016, and frankly, we could take this chart back even further, it's just sort of 'beating a dead horse' at that point. But you can see the significant decline we've had in [just] people interested. From 65,000 to 35,000, this is five years. Of course, if there's that many fewer people interested at the top, it's going to trickle its way all the way through the funnel. It just can't but do that. And so then you see the decline in applicants. You see the decline in admits. What it does is it puts an extraordinary amount of pressure for you to enroll a class out of a much smaller pool. So if there's fewer people listed at the top, and that trickle all the way through, you can see for years 2016, 2017, 2018 and 2019, our yield rate was remarkably static - 31 and almost 32 to 32%. And frankly, a school like the University of Toledo, 32% yield rates is not that bad. A lot of places would be happy to have that yield rate. But if you're yielding out of a smaller pot, your overall numbers are going to shrink. So that has been a huge issue. It just leads to again, extraordinary amount of pressure at the tail end of the funnel to try to recapture student attention. Some issues on the financial aid side, our awards have not kept pace with tuition. Basically, our top merit award has been the same amount for probably the last 5 years, even though tuition has gone up. There is a staggering imbalance between merit aid and need based aid. Just to put it in perspective, these are nice round numbers: last year's total awards, both need and merit, [was] about \$39M from merit, and about \$5.5M for need based aid. The criteria that we put into place for students to keep their awards are really not geared towards retaining students. I'll give you one example since we are talking to faculty. To qualify for need based aid, you get need based on what the FAFSA, the free application, the federal student aid says you're eligible for. For some reason we had a retention criteria to keep your need based aid, that you keep at least a 2.75 GPA. So even though we gave you that award which had nothing to do with your academics, we expected you to keep a 2.75 GPA to keep that aid. And so, if you didn't, but you had a 2.5 GPA, which means you're still eligible to come back

to this University [and] you are building good academic standing, you [would] lose your need based aid. That is just one example. We also have an overall lack of donor funded scholarships. Then the final thing is, we just had basically an addiction to scholarships as a way to solve the enrollment challenge. It seems to me that the solution to enrollment challenges was throw more scholarships at students. That has got us into a little bit of a bind on the financial side.

So, I think you probably are curious on the financial side. I think you probably are curious about the plan. What are we going to do about this? How are we going to get out of this decline? Some of these things are really easy to identify and they're relatively easy to change. First, diversify the pool of applicants. We've got to look at other pools of students. Transfer being the biggest and probably has the quickest upside. Adult populations can be huge in this area - the number of folks with started degrees, but not completed degrees. So you have a pretty fertile ground here to work with. We also have regional recruiters in all the three "C's" in Ohio. So, Cleveland, Columbus, Cincinnati, and also Chicago and D.C. Those recruiters live in those areas and they recruit in those areas and they have been tasked with not only focusing on the direct from high school population, but also transfer and graduate. Luckily, international, through a lot of hard work this year, we've actually grown our international population, which given the challenges with COVID is frankly stunning that we were able to pull that off. The second thing we're doing is we're building a multi-year communication plan. We are going to start talking to high school sophomores about the University of Toledo. We're going to include information going out to parents and school counselors. We're also going to include both direct from high school, and the adult transfer and military population. There's research out there that will tell you that many high school juniors, by the time they get to the end of their junior year, they already have their list of the schools that they will apply to. And if you're not on that list, by that point, it's almost impossible to get on it. So we're going to preempt that by starting to talk to them when they are sophomores. We're also going to talk to them about why the University of Toledo is such an amazing place. The kind of work that I do, I've been lucky to work in a lot of different kinds of schools. The thing that is intriguing to me about the University, and not just because I have a master's degree from here, is that our academics are really good. We have not done a very good job telling people about that. I had an interview this morning with the Blade about enrollment and I said, "The phrase, "best kept secret" works really, really well if you're a bed and breakfast. It does not work really well when you are a university" So we are focused on fixing that. We do not want to be the "best kept secret." We want to be in front of students, in front of parents with very specific messages. If the student raises their hand and says, I am interested in, I'll pick on history because that's where I'm from, and then we need to tell that student why coming to the University of Toledo to major in history is the right choice. And we already have that in place. We're already communicating with approximately 190,000 prospects for the Fall 22 year. We've been communicating with them for well over a month at this point. Some of the financial aid things we are going to work on, we are going to adjust the merit grid to shift some of our merit aid to need based aid. We can't do that as quickly as I would like or as quickly as you might like, simply because of a whiplash effect that would have on the high school population. If one year a student with a certain GPA gets a merit scholarship and then the very next year, that student population does not, we have to sort of ease our way into that transition. We're also going to modify the retention criteria. Again, these are all self-imposed decisions. Nobody is forcing us to make these retention criteria. So we're going to work on changing those effective Fall 2022. And actually, we've got a group of people looking, can we go backwards. Can we take folks who are currently on campus and modify their retention criteria so that we're actually working to retain the student at the University? There is a very dedicated group of people on campus working to address the retention issue from all different angles. From adding

supplemental instruction, we're able to secure a sizable pot of money from the Cares Act to beef up a supplemental instruction. There's also talk about creating emergency funds for students who, for example the car breaks down and that's the sole means of transportation to campus. And that means the student might have to drop out. We don't want that to happen. We want to make sure [whether] if it's getting a new radiator installed in the car, that's not what keeps the student from being successful. Then the thing that I think will resonate with this group most is we're going to have to partner with you better than we have in the past. I guess the good news is, that's all I'm used to. I am not used to a situation where the admissions and the enrollment management folks go in it alone. I have always partnered with the academic side at any of the schools that I've worked at. We can be a better partner for you. We have ideas, and we have data that we can share with you about what kinds of students you're most likely to yield. Yield is the ratio of 'offers' to 'accepts.' So, if you admit 100 students and 30 of them accept and come, your yield rate is 30%. Not all students are equal. Some students, you have a much better chance of yielding with a little bit of effort. Other groups of students, no matter what you do, you're not going to yield them. So, we'll help you figure out ways to identify those populations so that you can direct your time and energy where it's going to have the most payoff. And then the other thing, we will continue to have our large scale programs because they certainly play a role. We already started this, in fact we piloted it this past Spring with Business and Engineering, smaller more academics focused programs. So think a day built around the healthcare professions [such as], nursing, PTOT, those kinds of majors, and/or programs around business, and programs around the helping career. So, education, social work, those sort of things. If you can get a student on campus and get them to talk to professors and current students, that's the best way to increase your outcomes and so we're going to work with you on that.

Then the last one. It's the easy one for me, the reasons for optimism. I know that I come into this sort of midstream and many of you have been suffering through this for perhaps multiple years, but as an outsider, when I come in, these are the things that I see that they give me strong reason to believe we will get out of this. First, we have great academics. I have worked with a number of schools that the folks there would 'cut off a limb' to have the academics that we have here. And, we have a very desirable program around. We have the majors that people want. It is now year two for our regional recruiters, and as usual, year two, we start to see the benefit of that. They've invested themselves in the local community. They learned the schools. Then year two is when you start to see the real payoff. Again, the revamped prospect search, we have probably 30,000 more prospects in our pool on September 14, 2021, than we did on September 14, 2020. We have a new tool and we, I was very excited when I interviewed and they told me we were getting this new tool because frankly, it is the – take your luxury car - it is the Cadillac, the Ferrari Lamborghini of communication tools, and we are very, very lucky to have it. And it is already starting to pay dividends. The restructured graduate school, I think we are on the enrollment management side. We are very excited to partner with the graduate school on some shared staff positions and also some shared knowledge and experience. I mentioned earlier that our regional recruiters have been tasked with attending graduate fairs in their area, and so I'm excited about the potential that, that shows. The new budget model, like it, love it, hate it. I don't know, but it will incentivize academic units to look out for opportunities for growth. We will definitely be a partner with you in that.

Then I am enthusiastic. I walked into a situation where we have good people in place. They're dedicated, they're smart, and they're looking for ways to improve. So, that's really all you can ask for in my role. And coming, I understand that new leadership and development, so I'm looking forward to more merit aid and more need based aid through donor funded scholarships and need based aid. So that's a very quick

and a very high level overview of sort of where we are, what I've seen and the plans we have put in place to address that. I guess I have a little bit of time. I don't know when you are going to 'yank' me off stage, but I'm happy to answer questions you might have at this point.

Senator Coulter-Harris: Dr. Meredith, I have just a couple of very quick questions. Are we reaching out to potential adult students from local industries like we used to? For example, from Jeep, you know, those kind of students from local industries, trying to recruit them? Then also, do we have any regional recruiters in our southern border states, like Kentucky or Tennessee, or in some of the more southern areas? Or, in California, or in some of the Western states? It seems like we've been kind of putting our location, kind of structuring our location very rigidly and you know, is there room for expansion for recruitment all over the country?

Dr. Meredith: Are those the two?

Senator Coulter-Harris: Well, I have one other little thing. Okay. Do you think that our websites are really beneficially advertising the quality of our programs and are they all up-to-date? I mean, I go through some of these program websites and a lot of them are out of date. So, I mean, if we're going to make a big push to market the University of Toledo, I mean, I think that a lot of work has got to be done. That's all.

Dr. Meredith: So, in order, yes, the President has already mentioned to me that he had a conversation with maybe a UAW president or UAW member who asked, are we coming back to Jeep. Because, apparently, as you mentioned, we used to have a pretty strong presence there. Dean Kopp-Miller and I have had conversations about what that used to be and what we might be able to do to recapture that. So the answer is yes, we're working towards that. The second one, the regional recruiters, we do have someone in Cincinnati, so that covers northern Kentucky. The challenge that we have is the out of state surcharge. If and when and we come up with a better solution than just scholarship-ing that, I think that opens up opportunities to expand our regional recruiter. We do have good relationships with a very, very large community college in Southern California, both Nursing and Business have articulation agreements there. We have kicked around potentially putting a regional recruiter in that area. Now, a couple of us have a trip planned out there, just to make sure that's still something that we want to explore. But, yes. When we can figure out the out of state surcharge part, I think that opens up opportunities for us to expand our regionals. And the last one you mentioned, we just finished an entire overhaul of the Financial Aid website. We're very excited about that. We're in the process of overhauling the transfer admissions website. With the great partnerships with Marketing and Communications, we've been able to pull those off, frankly, much quicker than I would have thought. Individual department websites, I don't know. I can't really speak to that with any sort of a direct knowledge or authority. But I would encourage anybody on the call who has oversight of your websites, students are going to them.

Senator Krantz: Dr. Meredith, how many recruiters does UT have?

Dr. Meredith: Overall, well, that's a good question. If you count the adult, transfer and military along with the regionals, along with the staff that we have here on campus, four---

Senator Krantz: Don't count the marketing folks, but people that are actually out in the field recruiting and meeting people.

Dr. Meredith: Let's say 12 to 15, depends on how you count.

Senator Krantz: Wow.

Dr. Meredith: Because all populations.

Senator Krantz: That's it?

President Bigioni: We have a bunch of people queued up in the chat so I'll work through them. Senator Steven, do you want to unmute? I can read the question in the meantime. I'm not hearing him, so I'll just read the question. "You mentioned that we should take better advantage of transfer students. I thought enrollment at community colleges has been low so the number of students transferring to UT has been low as a result. Won't this issue be difficult to solve?"

Dr. Meredith: You're exactly right, but if you look at our number of new transfer students for this Fall, it's actually up. And, yes, the overall population of community colleges has been in decline, or at least since COVID. It's going to come back. I bet you anything you want to bet, it will come back. So, if we can put our infrastructure in place, meaning, articulation agreements, partnership programs, and pipeline programs like we have with Owens - I don't know why we don't have that program with seven, or eight, or 15 other community colleges. If I am here long enough, we will. Because they are relatively easy to get going and they guarantee a student admission to the university as long as they meet some pretty basic threshold. So, yes, currently Owen's enrollment is down, many community colleges' enrollments are down. That's not going to be a long term thing. And if we can get our act together, now we'll be ready to capture those students when they do come back to the community.

President Bigioni: Great. So next in the queue is Senator Rouillard.

Senator Rouillard: Thank you very much. I like very much these initiatives that you're talking about, they seem very promising, particularly the idea of spending more money on need based financial aid. I think that's really important, both in terms of social justice and giving people a leg up in our society as well as increasing enrollment. Here's my question and it may be a little bit out of your field, but I suspect that it would help your efforts. I've been watching a lot of the higher ed. news, and I see lots of promotion of universities declaring, you know, 'we wiped out millions of dollars of student debt.' 'We gave students all this money.' 'We got this Care's money and we awarded it to students.' Why is not promoting the fact that it received \$6.5Million to help students? Why are we not promoting that fact now? It seems to me that would build a lot of goodwill, both with our current students who have benefited and with future students who would look to us and say, my God, the University of Toledo cares about students.

Dr. Meredith: Especially if you look at where that money went to, because it went primarily to lower income or lower middle income students. I will certainly bring it up in my next meeting with Marketing Communication because we're ready to do another round of that. We have a substantial amount of money in the Cares Free, or Earth Free, or whatever you want to call it. We do, we help a lot of students directly.

Senator Rouillard: Thank you.

Dr. Meredith: No, thank you.

President Bigioni: Thanks. Next is the queue is Senator Garcia-Mata.

Senator Garcia-Mata: Thank you very much for providing the information. I just have a couple of comments. One, is I heard you and Dr. Postel saying, there's some very easy things that we can do. I'm

sort of like a little skeptical about that. If it was that easy, why didn't we do these before? And related to that, some of the measures that you mentioned, they seem to be the same things that I've been hearing during the almost 10 years I've been here, increasing the exposure of the 'best kept secret.' I'm a little bit confused about the fact that if something is that easy, [why] we haven't done it before.

Dr. Meredith: That's a good question. It is a valid question for sure. I don't know. I will say this, the University of Toledo has a lot of company when it comes to not reacting to the changing landscape and recruitment. A lot of schools just kept doing what they've always done. Even though that you can witness the decline, they never reckoned with this. COVID laid those trends open even more. The University of Toledo is not alone in that. It doesn't give you any comfort to know that a lot of people are going down in a 'sinking ship' if you're in the sinking ship with them. I will say, I would probably disagree with you a little bit on some of the easy things. They really are easy and we're doing them. We used to promote the University of Toledo as an entity. We are the University of Toledo. We're a really good school. We have good academics. But we weren't specific, which is a huge issue and we are fixing that. I met with most of the Deans at this point and I've asked them to put me in touch with the right people to learn, what are the four or five reasons why you would want to come to the University of Toledo to study history? Everybody has a history department. Everybody has one. Why is the History Department at the University Toledo so special? Give me those talking points and I will get them out for you using that 'Cadillac' tool that we talked about. We have not done that. When we would market out to students, it was this sort of shapeless University of Toledo and the students were raising their hands saying, I want to know about history, tell me about history. And we just weren't making that connection. Again, I'm not used to not working with faculty and the academic side. I'm also not used to really bragging a lot about whatever our academics are. Sometimes I've been at schools where you know you are bragging and you kind of have to [be] like, oh, I'm holding my breath on this one because we're kind of stretching things here a little bit. The good news is, we don't have to do that here. We're lucky. We're very lucky.

Senator Garcia-Mata: Thank you for your answer. I just want to mention one more thing. I hope everything works out and we increase enrollment. But, I also consider as you mentioned, working with the departments and the colleges, because we as faculty are willing to also help in whatever way we can in increasing enrollment. Before, I think that is something that did not happen, at least we haven't seen communication between enrollment and the different department. So, hopefully we can help you increase the enrollment.

Dr. Meredith: Yeah, well, you're going to have to help me because we're in this together and you're the experts in your field. And to be honest with you, once we get students' attention, and they start looking at the University, they're done with us. They want to know from us where they park their car. Where's their meal pass? And what time does the program start? When they get the campus, that's it. We're strictly logistics. They want to hear from you, they want to hear from your students, and they want to see why they should spend the next four years of their life [here], and their parents even more. So, it's a humbling moment for people on the enrollment side when we realize that we're no longer all that important. But if we have good partnerships, it is an easy hand-off.

President Bigioni: That was a great point. So our next person in the queue is Dr. Hefzy. Go ahead, Senator Hefzy.

Senator Hefzy: Thank you, David for your presentation. I have a question. You indicated that you have a search recruiter. Have you considered assigning a specific recruiter for a specific college, given the new budget model kind of makes the college accountable?

Dr. Meredith: We do have liaison, so every college has a liaison in the admissions office. They're still our employee, but they work with your folks, your assistant, associate deans, your key communicators. They meet regularly to talk about strategies and about ways to beef up programming, where to direct energies for yield. So that currently exists.

Senator Hefzy: Thank you.

Senator Bigioni: So, it's getting late and we have other people that need to talk too, and I don't want to turn any of them into 'Matt Damon.' So, I think I will just read one comment to you from Catherine Johnson. I don't know if it needs a response. She said that they emailed admission in June to the email address listed on their website and [they] still haven't gotten a reply. So, there's a, perhaps a hole to be addressed there.

Dr. Meredith: Whoever that person is, if they are willing to email me. It's David.Meredith@utoledo.edu and we can try to track down where that email went. I'd be happy to work with you on that.

President Bigioni: Okay, great. Well, thank you very much for spending the time with us.

Dr. Meredith: Thank you for the opportunity.

President Bigioni: Thank you. Okay. So next on our agenda is Dr. Amy Thompson who's going to talk to us about yearlong registration.

Vice President Thompson: I appreciate the opportunity, as always, to talk to Faculty Senate. I think this is a very timely topic given that we just came off a presentation on enrollment management and the need for us to stabilize our enrollment. One of the, I guess we'll say best practices in this is yearlong registration. I know some of you have heard me talk about this at our associate dean and chair meetings. We've talked a little bit about it today with some of our members of Graduate Council Executive Committee. But yearlong registration, for those of you that have been around for some time, we used to do this at UToledo, but we stopped doing this prior to the implementation of Banner. Yearlong registration is a process where students would basically sign up for Fall and Spring semesters, register at the same time. This is a common practice in a number of universities. For example, Cleveland State does this. I talked to my colleague last night at CMU, [and] they actually sign up for three semesters at a time at CMU. There's a lot of benefits to this. As you know, it allows our students to plan their lives to work, family Co-op, and internship. From a retention standpoint, as students' kind of lock in their classes, it really gives them the opportunity to see themselves here for the next year. That's something that, you know, this isn't just me saying this, this is actually a best practice. There's a lot of research on this. In fact, PAB actually talks about this. It allows for a more integrated student experience and really get students committed for that long-haul. We convened a group that has been working for some time on this. We had actually asked President Bigioni for Faculty Senate representation, Grad Counsel for representation. Advisors, success coaches, Financial Aid - a whole group of folks have been working on this - the Registrar and Provost Office. So we put together a proposal that we will be moving forward with in terms of how this will play out. First of all, I want to say, this is optional. Students do not have to partake in yearlong registration. It will only effect or impact continuing students. So first year students will not be a

part of this. That was actually at the advice of the advisors. The advisors were actually very excited about this because they think that this will help with their advising practices of the students. As you look at what needs to be, the bullets here says what happens to make this successful. Our tentative timeline here is to have the Fall 2022 schedule available on January 28th and the spring 2023 course schedule due February 11th. Then priority registration as per policy, we have to have priority registration on March 16th. And then tentative, this is just a tentative date for right now, with workload agreements being due on March 4th. So what would happen is this would start this Spring for the following Fall and Spring. This does not any way affect financial aid, billing, scholarshiping. Nothing would change as it pertains. And again, it's completely optional. If students don't want to do it, they don't have to. Keep in mind, if they don't do it they can potentially get closed out of a class.

First of all, I wanted to bring this to Faculty Senate. We're also talking with Graduate Council Executive Committee this week and then presenting to Graduate Council next week, similarly. This has some potential implications for curricular approvals and specifically course modifications. So courses that would have course modifications that would have changes to credit hours, grading systems, pre-reqs, co-reqs, or any registration restrictions - those key areas - if those were modified in any way and then were approved after registration begins on March 16th, and students were to register for those courses after those were approved, we would have to actually de-register students and then re-register them, which is not ideal. We do not want to do that because we could potentially lose students in the registration process. So, the Provost Office and team met with Faculty Senate Executive Committee and talked to them about the fact, as a Faculty Senate, you would consider pushing an early deadline for course modifications that met those specific criteria, to being approved up through the Faculty Senate by February 15th. That would allow them, and we were making a similar ask from Graduate Council. So that way they could be approved up through the Provost Office so that students would not have to be de-registered. That would become a permanent change that any course modifications would have to be basically processed probably at least three weeks or so prior to registration opening each year so that we could make sure that those students are not de-registered. If that didn't happen, then the course would have to potentially wait an entire year for those course modifications to go into effect. So if it's not an urgent rush, it's not a big deal. But, if that was something that you wanted to go into effect for the next academic year, obviously we would want that to be able to happen without having to de-register the students. So, I've actually asked the Registrar, Julie Quinonez to join me also on the call. Julie, is there anything that I'm missing with this?

Julie Quinonez: No. I kept thinking of things I wanted to add, but you haven't missed anything. I'm thinking of questions that might come up, but I don't want to 'jump the gun.'

Vice Provost Thompson: All right. So I'll stop there and see if you have any questions. But again, this is student centered. It's about retention. It's really about trying to help with the registration process of our students.

President Bigioni: Thank you. Are there any questions? I see a question in the chat box. "What is the financial commitment on the part of the students?"

Vice Provost Thompson: So, nothing would change; nothing financially would change for students, scholarshiping and billing etc. It would continue as it always has.

President Bigioni: So if they register for a spring course of the following year, they wouldn't be billed for it until that cycle comes up. Correct?

Vice Provost Thompson: Correct. Nothing would change.

President Bigioni: Great. Thank you. Other questions?

Assistant Dean Pollauf: Vice Provost Thompson, I apologize if I missed it. What about students who are under academic review and something happens in terms of their academic status, like they unfortunately get suspended before the second semester? What happens in that case with the registration?

Julie Quinonez: We would need to drop them. It is just like a student who is already registered for Fall, but they have a bad spring and they get suspended, we have to drop their Fall classes. It's part of the process.

Assistant Dean Pollauf: I feel relieved to know that you guys have a process in place. That is all I was really concerned about. Like, clearly, I thought that would happen, but how is that going to happen? So, thank you.

Vice Provost Thompson: No worries.

President Bigioni: Other questions?

Vice Provost Thompson: Just to take this a step further and we're going to obviously make the same ask as I mentioned of Grad Council. So, our intent is that we also have a chairs and associate dean meeting this week. We'll be making sure that people are aware that, you know, to try to get these course modifications in sooner if that's amendable to this group. Then obviously, we can also send out a larger communication to make sure that everybody would be aware, to try and get any of those specific type of course modifications done early so that it wouldn't affect us in terms of having to de-register students. I really would ask, and thank you for your help and support on this because it really is something that we're trying to do to help retain our students.

Julie Quinonez: So, just to make that point again. It's the modification to existing courses. New courses, we can handle. We just can't make modifications once students start selecting that course and registering for it.

Senator Lawrence: Amy, I just have a quick question. Is there any concern by having students register that far in advance for the following Spring? I know situations where a course might enroll, and yet, for whatever reason when we get into the late Fall, there's a problem in terms of filling in an instructor for that course, having to cancel it. Currently, if we get into October, we build a schedule and students are registering, we can kind of adapt quicker to that. But the longer timeframe, I'm just wondering, are we worried about a situation where a course gets filled and a lot of students have taken it and yet, for unforeseen reasons, a month, or two months, or three months before that spring semester, the course has to be canceled.

Vice Provost Thompson: Senator Lawrence, that is a very excellent question. Thank you. You know, the good news is ideally our workloads are obviously due in early Spring. So theoretically, and Patrick, I know you're smiling at me, but theoretically, the workloads should be built for the year and we got those signed for early Spring, March 4th. So we should have ideally those instructors in place, but things happen and the Provost and I have talked about this that moving forward we're going to have to really work on a case by case basis with situations like this.

President Bigioni: Okay. Thanks for that. One question from me. We talked about numbers at some point and I'm sorry if I missed it, but do we have a sense for what fraction of the course modifications might result in a de-registration, or perhaps not just a fraction, but real numbers?

Julie Quinonez: We didn't look at that. What we really tried to pinpoint was what types of changes would require us to kind of get everybody out of the section so that it could be changed, rather than how many of them come in like that to be frank.

President Bigioni: Okay. So at least we can use those criteria to give people a heads up if they need to fast track?

Julie Quinonez: Yeah, I mean, I think it's a fair number, right? I mean, pre-reqs change and departments have the need to occasionally change credit hours and things like that. It's a fair number. It's not very accurate. There's plenty - let's say that.

President Bigioni: Senator Edgington, I don't know if you want to make a comment on that since those changes go through your committee.

Senator Edgington: Yes. Our committee can handle that. That's not a problem. I think you said, Provost Thompson, that it is February 15th, is that the date you were saying? And that's the day you want it in the system, the modification already approved through all the channels and in the system?

Vice Provost Thompson: So, February 15th at your Senate meeting, if you could have those approved through your committee, approved through Senate so that those could come to the Office of the Provost so that I can then approve them through our level. Because they have to then go all the way up the chain. We were going to suggest sooner with Faculty Senate Exec, but we even tried to give more time, the most time so that we can give you guys some extra time to be able to do that.

Senator Edgington: Right. The other issue is that it will take my committee at least two weeks to review them, so really, the day for us is probably going to be the end of January, when those have to come in to us. So it gives us at least two weeks to review everything for that February 15th meeting. So I am fine with that as long as that communication gets out to faculty, probably somewhere around January 30th, that those will need to be put into the system. And really, even earlier than that because they got to get through other stages. They got to get through their department and their college committees etc. There are a number of stages there. So people probably need to start working on modifications now so it can get through all the committees and get to us by January 30th.

Vice Provost Thompson: And so once we leave today, assuming this is amendable to the group, we can absolutely help with communication on this. As I mentioned before, we can try to start getting the word out on it because again, we got a good several months to kind of get people moving on this. That is why we wanted to come to you right away and get to you early on this.

Senator Lawrence: I have to think this through, but it may have a similar implication for program modifications that come through Faculty Senate. I have to think through, but there may be situations where program modifications might have an impact on students' selection of their schedule and courses. I have to think it through. It is probably not as problematic as the course modifications, but that also may be something we need to think about in terms of a timeline and looking at program modifications that might have an impact to [students] selecting years ahead of courses.

Julie Quinonez: If you were to do a program modification, more than likely, wouldn't that just be for the students who are coming in that next Fall? So it would need to be in the catalog, but wouldn't that be just for new students coming in?

Senator Edgington: Well, it could be for new or existing. I mean, students coming and it's depending on the course itself and where they are in that program of study. My concern is that, having chaired this committee now for five years, probably 70% of the modifications come in Spring. We kind of wait till the very end. So again, we can work with that timeline, I just have a feeling that if some faculty don't get that message, come March or April, they are going to be wondering why their modifications wasn't handled. And that...that they have to wait now till next year before redoing their catalog.

Julie Quinonez: And Sharon made the point that current students could opt in – yeah, that is a great point.

Senator Krantz: This is David Krantz from Natural Science and Math. To support Senator Edgington's idea, we really need to advise all of the college councils right now that this is going to happen. I see that as the more critical bottleneck, particularly trying to get something to Senator Edgington's committee by late January or the very, very beginning of February. Not all the college councils meet twice a month, and that may be a problem with scheduling.

Vice Provost Thompson: I'm happy to help work on a communication to the college council chairs right away, immediately and President Bigioni, share it with you and get input from you on that. I agree, Dr. Krantz. Thank you.

Senator Anderson: You had indicated that we had stopped doing the one-year registration, we were implementing Banner. Was that just to get used to the Banner system, or wasn't able to do one-year registration and we've now modified that? What was the situation there?

Julie Quinonez: Do you want me to take that Amy?

Vice Provost Thompson: Yes, please.

Julie Quinonez: Because I was here then. So when we transitioned to Banner and we were adding all the courses and then creating this first schedule, it was all being done manually. So to open registration the courses had, every single one and every single section, to be hand typed. So it was really not something we could do two at a time. It was never going to happen during this huge transition to Banner. That's the real reason. But as far as like, whether or not Banner can handle this, it's worth mentioning that the College of Medicine Med School has been doing this already for a number of years. I say "a number," it's probably been three or four years the College of Medicine has been doing Fall and Spring at the same time. So the system definitely handles it. It's just we never implemented it after the Banner implementation.

Senator Anderson: Thank you.

President Bigioni: Okay, it is 6 o'clock. Are there any really pressing questions? I don't want to entirely cut things off because of the time because there's been a lot of good discussion, but it is late. And in fact, we have run out of time for Dr. JD Smith. So, he has become the 'Matt Damon' to my 'Jimmy Kimmel,' unfortunately<laughter>.

Vice Provost Thompson: Can I just add that, you know, if there's anything that you see as a blind spot or anything that we're missing, please feel free to reach out to us. And thank you very much for letting us come to Faculty Senate.

President Bigioni: Okay, I appreciate it.

Senator Krantz: Terry and Amy, this is David again. This is something to think about possibly for the next meeting. Amy, is there in place a set of criteria and a mechanism for reviewing sincerely held philosophical reasons why not to get vaccinated?

Vice Provost Thompson: So the review process with that is basically a committee that reviews those. Do you mean for religious, or the personal objection, or both?

Senator Krantz: I can see that my personal libertarian views are a philosophically sincere reason why I do not want to get vaccinated.

Vice Provost Thompson: There is a group of individuals that are reviewing those and determining exemptions. So, I don't know who's on that committee. I can't speak to that but there is a group of individuals that are reviewing those.

Senator Krantz: President Bigioni, if you could, just ask the Executive Committee if there's any further discussion that we should consider.

President Bigioni: Okay. We can do that. Great. So we should close off this item of business because we have one thing left and that is simply, items from the floor. I ask that they be brief. Does anyone have any items from the floor? No? Okay. Great. I should point out point out that I've already arranged with Dr. Smith for him to come to our next meeting, at least arranged in the general sense. So I very much appreciate that flexibility. It's a very important topic. RCM is going to be a very important thing for us to get our hands around and any contribution of information is greatly appreciated. So, I'm very much looking forward to hearing from Dr. Smith at our next meeting. So, if there are no items from the floor, then I will ask for a motion to adjourn.

Senator Niamat: So moved.

President Bigioni: Okay, a second?

Senator Hefzy: Second.

President Bigioni: Okay. Great. Why don't we go ahead and vote in the chat box to adjourn. It looks like we have a positive vote, so thank you very much everyone. I'll see you in two weeks. Thank you.
Meeting adjourned at 6:04 p.m.

IV. Meeting adjourned at 6:04 PM.

Respectfully submitted,
Kimberly Nigem
Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Executive Secretary

