

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of September 24, 2019**  
**FACULTY SENATE**

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

Approved @ FS on 10/08/2019

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**Summary of Discussion**

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

**President Brakel:** Welcome to our third Faculty Senate meeting in the Fall semester. At this time I will ask our Secretary, Mark Templin to call the roll.

**Present:** Anderson, Bailey, Barnes, Bigioni, Brakel, Bruce, Case, Chou, Compura, Coulter-Harris, Dinnebeil, Dowd, Edgington, Garcia-Mata, Gibbs, Giovannucci, Gregory, Hall, Hammersley, Harmych, Hefzy, Insch, Kistner, Lammon, Lee, Longsdorf, Maloney, Menezes, Molitor, Niamat, Nigem, Oberlander, Ohlinger, Phillips, Ratnam, Reeves, Rouillard, Sheldon, Steven, Stepkowski, Taylor, Templin, Thompson-Casado, Tiwari, Weldy

**Excused Absence:** Duggan, Ferris, Gray, Jayatissa, Modyanov, Pakulski, Wedding, Zhang

**Unexcused Absence:** De le Serna, Frank, Heberle, Koch, Lecka-Czernik, Lundquist, Murphy, Park, Roseman, Schlageter, Schroder, Welsch,

**President Brakel:** Do we have a quorum?

**Senator Templin:** Yes.

**President Brakel:** So, you have before you today's agenda. It is kind of light, so it probably won't be two full hours, and maybe [we will] get lucky with one hour. I will entertain a motion to adopt today's agenda?

**Senator Kistner:** So moved.

**Senator Dowd:** Second.

**President Brakel:** All in favor say, "aye." Any opposed? Any abstentions? *Adoption of Agenda Passed.* Next, there is the Minutes from our August 27<sup>th</sup> meeting. Any corrections to the Minutes? Hearing none.

**Senator Hammersley:** Move to Accept.

**Senator Dowd:** Second.

**President Brakel:** All in favor say, "aye." Any opposed? Any abstentions? *Motion Passed.* Next are the Minutes from our September 10<sup>th</sup> meeting which was held on the Health Science Campus. Are there any corrections to the Minutes? Hearing none.

**Senator Kistner:** Move to Accept.

**Senator Dowd:** Second.

**President Brakel:** All in favor say, "aye." Any opposed? Any abstentions? *Motion Passed.* So that brings us to the Executive Committee report. I apologize, I will have to read it off my phone. I sent the Executive Committee report to Quinetta, and I forgot to print my hardcopy.

***Executive Committee Report:*** At our last Faculty Senate meeting, Vice-President Matthew Schroeder was asked a question regarding the security of print jobs when they would be sent to the printer under the new Com-Docs contract and said he would get back to us on that answer. He responded last week and here is what happens. When the university migrates to the new zone printers, it will keep most of the print servers. All print jobs remain on the University of Toledo side of the university's firewall. When you send a job to a printer, it goes to a server – not a cloud source- that is maintained by the University behind our firewall. It stays on that server until you go to the zone printer and enter your code and then it will retrieve and print your print job.

Also regarding printers, I included in our September 16 report to the University's Board of Trustees that "even though the location of these multi-function devices is being decided to some extent at the College level, faculty would like to see greater flexibility in the implementation of this plan than what there appears to be at this time." Just as a side note, continue working with your department chairs and your deans as to your needs.

**Senator Dowd:** President Brakel.

**President Brakel:** Yes?

**Senator Dowd:** Do you happen to know if this information has been passed to department chairs by their deans?

**President Brakel:** My understanding as of last Faculty Senate meeting, there were some departments that had received the recommendation from the initial past and then some departments were responding to those, but talking to Dr. Schroder last week, at that time not everybody had received that.

**Senator Dowd:** My department chair wasn't aware of anything that was being discussed with regards to this printing.

**Senator Gregory:** It was discussed at Chair's Council.

**Group of Senators:** Yeah.

**Provost Bjorkman:** Can I?

**President Brakel:** Yes.

**Provost Bjorkman:** Not all of the colleges have finished the plan, so as soon as that is done for each college, it is sent to the dean who is supposed to share it with the chairs so that they can respond in that way. So, it is quite possible that yours haven't been rolled out yet.

**President Brakel:** I know there are a couple of departments in Arts and Letters that has.

**Senator Dowd:** Thank you.

**President Brakel:** ***Executive Committee Report cont'd:*** I also indicated at our last meeting that I was meeting with Thomas Atwood the next day to discuss textbook issues. We currently have Library Dean Beau Case scheduled to speak at the October 22 Faculty Senate meeting. Coinciding with Dean Case's visit will be an e-mail sent to all faculty soliciting textbooks to place on course reserves. We are also exploring what potential workshops and other supports regarding open education resources might be beneficial to faculty.

The Executive Committee met with Interim Provost Karen Bjorkman on September 11 and discussed a variety of issues. These included advertising for summer courses, having university recruiters meet with different areas and programs regarding their presentations, the student health insurance issue in which

claims from last fall have not been paid yet, policy issues and parking for community members at Rocket Hall who are using the University Trail system.

With regard to parking, in another meeting (Academic Leadership Team) that I attended, we were informed that there will be a new parking app deployed later this fall. This app will be the same as used in various cities to pay for metered parking in downtown areas. Campus guests would be able to pay for parking through this app. There will also be additional meters installed at select locations around campus. Departments would also be able to purchase guest passes when the new system is deployed.

At the Academic Leadership Team meeting, I did ask the question whether there was an update regarding the Student Organization liability insurance issue. The response was that the contract was being reviewed by legal and others and that I should hear something by Monday (yesterday). As of 11:30 a.m. this morning, we are still waiting on an answer.

Yesterday, President-Elect Jeff Hammersly and I met with President Gaber. We did bring up questions provided to us from a faculty member regarding the UT Foundation as we said we would do in our last Faculty Senate Executive Committee Report. We are gathering more information and will discuss that with the Executive Committee and the Faculty member who brought up this issue once we have more information.

The university is beginning to explore the use of the current Scantron devices moving forward. This is being explored due to the continued development of new technologies that might better serve the university and whether there are any cost benefits in doing so. The Provost's Office has stated that Scantrons cannot be replaced without a viable alternative. A committee is being formed to examine this issue.

**Senator Thompson-Casado:** Is that for evaluations or Scantron for what?

**President Brakel:** There are several faculty that I know that give tests using Scantron machines. Just don't know right now how widespread it is and other factors still.

**Senator Thompson-Casado:** Thank you.

**President Brakel:** *Executive Committee Report cont'd:* Today we will hear from Vice-Presidents Willie Mckether and Denise Bartell regarding retention. I would like to take a moment in this report to ask you to raise your awareness of how the current United Auto Workers strike may potentially impact our students. Given this region's focus on automotive manufacturing, some students might have additional financial pressures or other life stresses that might need some assistance. Please be sure to connect these students with The Office of Student Affairs for things like the food pantry, the Rocket Recovery Emergency Grant, etc., and the various health services, and other campus services to help these students.

This concludes the Faculty Senate Executive Committee Report. Are there any questions?

**Senator Niamat:** On the topic of printing being more secure on centralized printers, I don't see how it will be more secure based on your earlier reply. If I send something confidential to be printed on the printer, for example, a letter evaluating one of the applicants seeking tenure/promotion, that letter can be read by someone standing next to the printer, right?

**President Brakel:** No. It will not be printed till you actually go physically to the printer and put in your code, if you have your code, whatever that happens to be.

**Senator Niamat:** Every printer will have a code?

**President Brakel:** Yes.

**Senator Niamat:** Okay.

**President Brakel:** Every individual will have their own code.

**Senator Dowd:** But to follow-up on that particular point. If I send something to be printed and it goes to this server and then later it is going to be sent to a printer in my department, doesn't that server actually keep a copy of that document or is it destroyed as soon as it is sent to the printer? In other words, is the university going to keep an electronic copy of every document printed?

**President Brakel:** I don't know the answer---

**Senator Dowd:** I am sorry, I should not phrase it like that.

**Senator Molitor:** That is a great question.

**Senator Dowd:** If you have additional conversations about this issue---

**President Brakel:** I am sure I will.

**Senator Dowd:** Would you mind bringing that issue up? That is what I meant. Sorry.

**President Brakel:** Yes, I will. Any other questions? All right, we will hear from Provost Bjorkman next.

**Provost Bjorkman:** Good afternoon, everybody. I heard that it was declared Fall; it doesn't seem like Fall to me. I am hoping that will change sooner or later. I want to first start by reminding you that the mid-term grade reporting will be rolling out starting next week. All faculty that are teaching 1000 and 2000 level courses are going to get an email from the Registrar, just reminding them the window is now open for submitting midterm grades and then there will be a reminder about halfway through, just a reminder that they have one more week. I know we talked about that before, but I just wanted to remind you about that as a heads-up.

Actually, I want to spend my time today giving a couple of shout-outs to some initiatives and some great work that has been done by our faculty and staff. They are really getting us in the news nationwide, which I think is very positive. I want to first congratulate Celia Williamson for success on the 16<sup>th</sup> Annual International Human Trafficking and Social Justice Conference. It was held here last week at the university. We had presenters from 42 states and 30 countries who were here attending. Many of our faculty and students were involved in the conference. This year marks the largest since the conference began in 2004 – and the first time it also features an art exhibit in collaboration with the University of Toledo Department of Arts to raise consciousness about social justice. The art exhibit will actually continue – The Faces of Trafficking – is on display until December 06, 2019, at the University's Center for Visual Arts, which is on the Toledo Museum of Art campus. That exhibit was conceived by Professor Barbara Minor, Chair of the Art Department. There were lots of photographs by Robert Cummerow, a marketing associate with the Toledo Symphony. I hope everybody will take the opportunity to go to the Center for Visual Arts and take a look at that exhibit.

I also want to give a shout-out to our new GEAR SET program in the College of Engineering. GEAR SET stands for Greater Equity Access and Readiness for Success in Engineering and Technology. It is an innovative program that is designed to support underrepresented minority and low-income students who are interested in pursuing an engineering degree. GEAR SET just received a five-year grant from the National Science foundation to support this program with about \$1M. It will begin January 1, 2020, and it is going to support scholarships for about 40 students, as well as help with the development of advising and programming for an estimated 150 students in this program. Dr. Lesley Berhan who is an associate professor for the Department of Mechanical, Industrial and Manufacturing Engineering is leading this. She is also the associate dean for diversity and inclusion and community engagement in that college. I

want to congratulate Dr. Berhan and her colleagues who have really done a tremendous job in securing this grant that will help to increase diversity among our engineering students.

Last week we hosted a site visit by the Ohio Department of Higher Education. They came to review what we are doing around the 'Choose Ohio First' program. This is a state program that has been designed to increase the number of STEM graduates in the state of Ohio. Last year we had 114 STEM students at University of Toledo that had received 'Choose Ohio First' scholarships. This helps both undergraduate and graduate students. The feedback we got after the site visit was extremely positive. They were very happy with the things we have been doing. There are actually lots of faculty who are mentoring these students, and so I want to thank all of them for the work they do to provide mentoring and oversight for those students as well.

If you haven't heard already, five of our faculty this week are being featured on the National Public Radio program Academic Minute, which is a very brief thing every morning on NPR. Beginning on Monday, yesterday, and running through this Friday, one of our faculty will be featured each morning on Academic Minute, and so five of our faculty will be heard on that. About 200 public radio stations throughout the country will be hearing that. Yesterday, Dr. Rupali Chandar, professor of astronomy was featured. This morning they featured the research of Dr. Bina Joe in the Department of Physiology and Pharmacology, and tomorrow it will be Dr. Celia Williamson. On Thursday Dr. Neil Reid will be presenting his research, and on Friday, Dr. Amit Tiwari will be presenting his. I just wanted to say that is really neat. I've already listened to two of them. They are on Podcasts on NPR's website in case you don't listen to the live airing. And you can also check either the Inside Higher Ed. website or the Northeast Public Radio in Albany New York, and their website is wamc.org. They are archived there as well if you want to hear those. They are very brief snippets about the work our faculty are doing. I think it is great that they are getting that kind of exposure to the university, and so I am pretty excited about that.

I wanted to conclude my remarks with a couple of things. Dr. Flapp Cockrell, who is our VP for Student Affairs asked me to share that they do have a student book scholarship. So if you know of students who may be struggling with finances to buy their textbooks, they can go and see the Office of Student Affairs. They actually have a scholarship program and a book scholarship that they can provide to help students with that, and I just wanted to make you aware of that. His office can be contacted directly for that. Also, I did want to comment on the Rocket Recovery fund because I know you asked about that the last time. So, I asked Dr. Cockrell about that and he said that was a foundation grant that we got one year and then it was renewed for a second year. The grant is no longer available, but he is in fact trying to look for other options to raise funds so we can have ongoing Rocket recovery funds to help our students. You will be hearing more about that, probably around the Day of Giving for example we will roll out some of that. Dr. Cockrell will have more information about that later this semester.

Finally, in closing, I just want to make three brief announcements. One, the next workshop for assistant to associate professor is going to be held on Wednesday, October 2<sup>nd</sup>, so let your colleagues know that. The workshop title is 'Tenure and Promotion - Telling Your Story,' and it is about the process of writing your narratives and how to present your best case in those. It is on October 2<sup>nd</sup>, from 3-5 P.M. in HHS room 1711. There's information about it on the Provost website and there is no pre-registration required. The University Teaching Center is putting on some really interesting workshops this semester. They will be hosting a workshop on 'instructional strategies for our active learning classrooms.' As you know, we have been working to convert more classrooms to active learning style. Those who may be interested in finding out how you use these spaces in a most effective way, they will be hosting a workshop on that on October 4<sup>th</sup>, a week from Friday from 12:30-2 P.M. in Memorial Fieldhouse. You do need to pre-register for that one, and so if you are interested, go to the Provost's website and click on the 'University Teaching Center' and you will find the registration form. I also want to thank those folks who turned up for the workshop that they just held on how to help students in crisis. I think that was a really important workshop and they had a huge turnout, no standing room, and so I am very happy we are doing that. I

suspect if they thought it was enough demands for that, they very well may repeat that program or add on to that going forward.

Then finally, just a reminder, and you will hear more [about it] again. National Lab Day will be held on October 10<sup>th</sup> and 11<sup>th</sup> in the Engineering complex. I actually have a telecom after this meeting with all of the national lab directors to work on our agenda. I think it is a very exciting opportunity. I know it is fall break, but that was intentional because we wanted people to be able to actually come to campus and park. So, we are hoping that it will be a big turnout for that, and it is a really exciting opportunity for the University. With that, I will stop and take any questions you may have. Wow! You are letting me off easy today<laughter>.

Thanks.

**President Brakel:** Today we are going to hear from Vice Provost Dr. Willie Mckether. I invite him to come forward. He is going to talk about retention.

**Dr. Willie Mckether, Vice President for Diversity and Inclusion:** Good afternoon. Thank you for having me today. I am here really just to provide an update and a brief overview of an intention initiative that was initiated through my office and went through the Provost Office as well. I am working in collaboration with Dr. Denise Bartell who is the associate vice provost for student success. Part of my role all along has been to help to close the equity gap between URM students and majority white students. So for the first year before Dr. Bartell arrived, I was kind of doing it somewhat solo, but in collaboration with the Provost Office. But when Dr. Bartell arrived over a year ago, she began to develop strategies and I was doing some strategies; we were doing some similar things, but yet parallel, but not necessary in collaboration. We finally got smart last year and said, let's just work together on this initiative with the goal: one, increasing our retention rate by 80% by 2022 and closing the equity gap and retention by 2022. Our baseline for example of the gap was initially 17% between URM students and white students in 2015.

Last Spring she and I began to collaborate and think about what things can we do to help increase retention and of course, ultimately, graduation rates as well. We came up with a plan that includes five different components. I am going to talk more specifically about one of those components, and that is the creation of college level retention committees and to establish a university-wide committee – something that would be sustainable. So we picked the plan and we then first of all, took the work to President Gaber to sort of get her 'blessings' and to see if she saw any problems with it. President Gaber did not have any big problems with it, so we then went to the Provost to see if there were any issues from their perspective. Having done that, we recognized the importance of going to the deans to get the deans' buy-in and the deans' support. So over the Summer, Dr. Bartell and I met with each of the deans individually and presented them with some high level data regarding their colleges regarding both retention as well as graduation. We made sure we looked at by-ethnicity, by-Pell etc. and [we] asked for the deans' input. Overwhelmingly, one thing we heard from all of the deans was they needed more data. They recognized that there was a retention issue across the university, but not all deans had access to data. So in response to that, we went back and created lots of data for each of the deans. We mostly asked each dean to go back and identify individuals from their colleges to create a college level retention committee. Once they committed to that, then to bring you up-to-date, last Thursday we had our first 'All College Retention' retreat which all of the committees came together for the first time. Some of you in this room were there and so if you hear this again, pretend it is your first time hearing it. At that retreat we did what is called a 'data push' and made sure all deans had access to whatever data related to retention—segregated by ethnicity, Pell status, etc.—to make sure they were well equipped to make a difference. All of this really is making sure we decentralize retention to make sure that everyone has an idea, or at least have an opportunity to make a difference. So in the 'data push' we included for example a pivot table which includes all of the students in that particular college and showed which ones may be at risk. DFW was a pivot table which showed DFW rates by the institution or deans. The committee was then able to drill down deeper and look at DFW rates of their particular college. Then they went even deeper and looked at

DFW rates by section and by course. We are hoping that if retention committees and colleges can identify those courses, perhaps even instructors can identify they have a higher DFW rate, then maybe it is an opportunity to intervene at some level.

So in addition to the pivot table and the DFW rates, the other data was the ‘at risk’ table. Once we looked at all the students in colleges, we used eight different variables to indicate whether or not a student might be at risk or not. That was also pushed out to all of the colleges as well. And again, we were hoping that between associate deans, success coaches, advisors, and other members in the college that they are able to now intervene a bit earlier.

We had the first retreat and the second retreat is scheduled for later in October. As a part of that, Dr. Bartell and I both agreed to serve on each of the retention committees—well, actually we divided them up—I will serve on some and she will serve on some to provide additional support from the Provost Office and from my office.

So again, I think we are making progress. If you look at the latest data with respect to retention, we picked up last year from 75.6% to I think 76.5% overall. We did see increase in retention rates among URM students, but in particular, when we drilled down further, African-American and Latino students, we saw an increase in their first to second year retention, which means again, we closed the gap from 2015 to 17% and now we are at 12%. The goal is by 2020, not to have any gap and to have everybody to at least be at 80%. It is a heavy lift. The point is that it is going to require everybody’s input. We know the important role of faculty in student success efforts, so we just wanted to make sure that you all were aware of it, and that we are really working really hard across the campus working with faculty, with the deans, with the chairs, and with the retention committees to develop best practices that will increase the retention gap and close the equity gap, and that is the real goal. I thank you for allowing me to come to provide this update, and at this point I am happy to answer any questions.

**Senator Niamat:** You talked about data, is it possible to get retention data from other universities also?

**Dr. Mckether, Vice President for Diversity and Inclusion:** The answer is, yes, we can always get retention data. Are you thinking from peer institutions or just---

**Past President Rouillard:** I-Pads data?

**Dr. Mckether, Vice President for Diversity and Inclusion:** I am thinking through I-Pads, that is what I am thinking, yes. Are you thinking to have that as a comparison?

**Senator Niamat:** Yes.

**Dr. Mckether, Vice President for Diversity and Inclusion:** Okay.

**Senator Niamat:** We can use that data for comparison and analysis. We can also use machine learning algorithms to predict various patterns.

**Senator Hammersley:** Vice Provost, we didn’t have enough of these. We are going to scan it and send it out to every senator. If you have some data that you can provide us with, provide it to Quinetta and we will have that also sent out with a copy of this to everybody.

**Dr. Mckether, Vice President for Diversity and Inclusion:** I do apologize for not making enough copies, but yes, I will go back and I will get a list; I will provide both this document as well as [the] data that we have pushed out to the colleges.

**Senator Hammersley:** Right. Maybe you can send it to President Brakel, myself and Quinetta, so Quinetta can send out. We appreciate it.

[\[View Handout\]](#)

**Dr. Mckether, Vice President for Diversity and Inclusion:** Absolutely. I am not sure who is first. I think Senator Dowd, I saw your hand first.

**Senator Dowd:** Could you elaborate just a little briefly? The deans are requesting data, could you describe for us what kind of data are they looking for, and more importantly, what are they trying to achieve with the data? I know the bare picture you just described, but to make it operational, how is the data actually going to be used in an operational way to improve retention?

**Dr. Mckether, Vice President for Diversity and Inclusion:** The kind of data that they are requesting overall for the college is data by program because some programs seem to do a better job retaining students than others- and again, by-ethnicity and by-Pell status. So that is the real type of data that they are asking for, for them to better understand how they can really help. To operationalize this, the idea creating these retention committees and to arm them with best practices is for the committees themselves, whether it means they now know what students are at risk- they have success coaches and they have advisors- they can now make a real difference in their retention rates. To give you an example, there is only one college with what is called a 'Retention Committee,' with that label, that was functioning really last year. Other colleges had something that did retention kind of work, but not that label. So Arts and Letters is the one college that we identified early on that really has a retention committee. They meet on a monthly basis and they bring a list of students, and their advisors and their success coaches based on what they see, they are now reaching out, whether it is to URM students or to students at risk to figure out what is the problem and how can we help these students. They are now reporting that there is no equity gap between URM students and majority white students. Their retention rates are amongst the best of all the colleges, and so it is operationalized by them getting data. In some cases, students' names and students' ID's are given so they can then go back and do a real kind of follow-up.

**Senator Dowd:** Just a follow-up. As the committee discussions go on, is there anything that you consider a role that you can see Faculty Senate taking in trying to help this out, an explicit active role? Does anything come to mind? If not now, when the discussion takes place and getting back to us on it.

**Dr. Mckether, Vice President for Diversity and Inclusion:** Sure. You know, I will say this as indicated, we know that the real success in the classroom occurs when faculty are engaged. They already are, but we recognize that we have an increasingly diverse student population. So, if we can get senators to work with the Provost Office, myself, and Dr. Bartell as we roll these initiatives out, and to take a greater role in going back to your colleges and saying to your dean and to your colleagues, 'look, we have an important role to play in student retention,' that would be what we need. Some things happens outside the classroom and we are working on those things, but there are a lot of things that occurs inside the classroom. So, that is my initial high-level response, Senator Dowd. As we drill down and begin to look into more best practices that involve faculty directly, you know, we will come back and say, 'look, here are some things we think faculty can do directly in addition to the excellent instruction that is currently going on.'

**Senator Dowd:** Thank you.

**Senator Gregory:** I truly appreciate all of this. I think it is great. I am excited about this data. It is clearly a really important initiative. I am seeing a lot of emphasis on faculty and courses, and of course grades such as DFW grades, grade reporting, FYE courses, and faculty engagement and development. I am wondering if there will be a kind of equal emphasis on the other offices that students come into contact with across campus that also have a significant impact on their experience. For example, the practices of the Treasurer's Office, how students get billed and what those bills look like or the practices of the Financial Aid Office, what kind of experience do they have when they go there, that kind of thing? Because it seems at least when I sit on my college retention committee, we have a lot of antidotal evidence that suggests that those things are also really important too.



**Dr. Mckether, Vice President for Diversity and Inclusion:** The answer is yes, yes, and yes. Again, we know the activities that are inside the classroom, but outside the classroom as well. I can tell you there are at least three different committees that you have mentioned that has financial literacy and financial challenges that students face. There are at least three different committees that are having those conversations about what we can do to help ensure students have enough money, whether it is pre-education before they get here and also looking at policies that in an odd kind of way, not ‘student friendly.’ So those conversations are happening. Student Affairs is a great partner and they are doing a number of initiatives as well. Again, we fully recognize that this is a holistic approach. Thank you. Good question.

**Senator Barnes:** I want to suggest that one of the things we could also do is analyze what are the remediation efforts when things are not going the way we want them to go. I am particularly distressed by stories I hear from students about faculty members mocking, for example transgender issues in their classrooms and then be asked by their chairs to, for example, go through the safe place program and then disrespecting the safe place trainer in that process as well. I think that faculty members, staff, other students and administrators need to be held more accountable for those kinds of behaviors that are just no longer appropriate. I think it is a hard thing to study, but I feel like based on what I am hearing, and of course, I am hearing worst case scenarios, but those are the kinds of things that are just really alienating to students. It chills not just the student they are mocking or disrespecting, but other students in the room as well.

**Dr. Mckether, Vice President for Diversity and Inclusion:** Yes. I mean, we recognize that things are happening in the classroom. This is a holistic approach. We go back to the importance of making sure that everybody is doing their part. I can tell you though, I have heard those types of stories also and because we recognize sometimes, those things don’t rise to the level of Title IX, but they are always investigated. So, my office is now putting together a different type of bias reporting system which will allow people to report those types of occurrences, will then allow my team to do a different type of investigation to reach out directly to deans and to chairs. We don’t have the answer yet. I will be honest with you, we are looking at what other universities are doing, [since] they figured it out. I have always said, in some ways we are catching up in a lot of things that we do here at UT, and that is one of them. But, it is certainly on our radar because again, it turns my stomach when I hear students being disrespected and not feeling like they are included in the classroom.

**Senator Barnes:** If I could then? My follow-up would be, I think an approach that is reactive to a problem that is being manifest is not going to change our cultural way of looking at things. It is like doing a rape crisis intervention by saying, how much can you legally get away with before you are actually raping a person? I think a better approach is to say, what can we all do to create better, more open, more welcoming, and more accepting environments? Then the person who is really doing those offensive things will be an outlier and that person will be really forced to change because the culture has changed. So I get the ‘new reporting structure,’ but I think coming around before the problem is probably going to be also important.

**Dr. Mckether, Vice President for Diversity and Inclusion:** So look. I am an anthropologist and we talk about how difficult as a culture to change and how complex culture is. People come to the University and they bring their cultural habits, their ways, and their ways of thinking and now with all of those different ways of seeing the world, we are trying to develop a university culture. Getting people to conform some kind of way is a heavy lift. I mean, I will be honest with you, some weeks I will feel like ‘man, we are making good progress and this is great here at UT’ and other days are like ‘it suck, what happened?’ But, that is just the reality of living in a complexed world where everybody is different and have different ways of thinking and they need to be respected. You are absolutely right, Senator Barnes. I will just say to any of the senators, if you have suggestions, if you have models, or if you have seen things other

universities have done that may work, we will take a look at it for sure, but until then, we will just keep fighting the ‘good fight.’.

**Past-President Rouillard:** Dr. Mckether, two things. First, if you are going to establish another kind of reporting system, you need to make that very clear and very public because otherwise, it is going to start to feel like espionage. So I will encourage you, if you are going to try to do that, make it clear, let there be a policy, and let it be very transparent.

**Dr. Mckether, Vice President for Diversity and Inclusion:** Right.

**Past-President Rouillard:** My next comment is a suggestion of one place to look at for some research. If you know about the Kalamazoo Promise in Michigan, a philanthropist promised money to all high school graduates in Michigan to go to a Michigan college. They recently looked at some of the consequences of that Kalamazoo Promise, anticipating that everything would be positive. In fact, it hasn’t moved the needle on graduation in quite the dramatic ways they were expecting. Certainly, it is a good thing and certainly, it had positive effects, but they are discovering that it cannot touch those problems that are off campus, which are transportation problems, childcare problems, first in the family kind of culture problems, these kind of things and others that point to the fact that yes, helping students pay for college is important but there are a whole bunch of other things, and those other things may very well be out of our purview. But, if we can demonstrate that our students in this region are suffering from those kinds of factors, that becomes important information to convey to Columbus as a reminder of what has happened when our state disinvested in higher public education.

**Dr. Mckether, Vice President for Diversity and Inclusion:** Sure. It goes back in some ways to data. We continue trying to collect as much data as quickly as we can and then execute it. But you are right, so many things that happens outside the classroom such as mental health issues and inside the classroom, we can’t always fix that. It requires the student’s holistic wrap around approach, making sure that all of these issues are being met across the campus.

**Dr. Kimberly Pollauf, Assistant Dean for University College:** I will say as you are looking at policies that do not, in many cases, further our objectives and goals as an institution, the first one to look at in my mind is what happens three weeks before any semester starts when we are slightly down in terms of enrollment. The ‘flood gates’ come open and we admit students that would never be admitted at another time. I know there are folks at the university that believe no one is ever admitted to UT with anything below a 2.0 GPA. This is absolutely untrue. Our transfer policy allows any student, with any GPA, and with any number of hours to be admitted to the University of Toledo. So, where are the programs and services to serve those students? Students can also be admitted by an overturned admission decision, either with enrollment management or through a committee. There are students that we currently work with in the University College with [a] 13 ACT [score] and 1.5 high school GPA. So what is the path to success for those students at a university that teaches no remedial classes and is not allowed to teach remedial classes, unless we self-fund them and has no services to teach people how to read when they are unable to do so and yet, are admitted to the University of Toledo?

**Dr. Mckether, Vice President for Diversity and Inclusion:** I will take that one back to our VP for Enrollment Management. I don’t have an answer for that one, but thank you for it.

**Dr. Pollauf, Assistant Dean for University College:** It hasn’t happened in 30 years, and so I wouldn’t expect one tomorrow <laughter>.

**President Brakel:** Can we kind of wrap this up with one or two more questions?

**Dr. Mckether, Vice President for Diversity and Inclusion:** Absolutely.

**Senator Anderson:** I understand if a student leaves the university a survey is sent out to them. What percentage of returns come back for that so we can get the useful data?

**Dr. Mckether, Vice President for Diversity and Inclusion:** Sure. I don't have the answer to that. One of the things that I have discovered is that we say we do a lot of things, but I am not always sure that we actually do them. So how the data gets actually coded and what we do with it, I don't have an answer for that one, but that is a really good question.

**Senator Anderson:** And just one other question. If a student leaves here to go to another university, are we penalized for that? I mean, because to some extent we lose them here, but they haven't been lost in the educational process.

**Dr. Mckether, Vice President for Diversity and Inclusion:** Penalized financially you mean?

**Senator Anderson:** Well, in terms of the retention rates and our funding.

**Past-President Rouillard:** They don't count for our graduation rating. In fact, they drop out of the report entirely when a student transfers because when graduation rates are reported, it is graduation from the first time, fulltime institution. So as soon as that student transfers, say [they] drop off the radar.

**Dr. Mckether, Vice President for Diversity and Inclusion:** But to your point though, one of the things we are trying to better understand is if a student does leave or transfer from UT, why? I mean, that is really important to know. If they didn't leave for academic reasons or financial reasons, why would they leave the University? I don't know if we have the best system to catch that data just yet, but that is part of an ongoing conversation to learn about why a student would want to leave this great institution.

**President Brakel:** Thank you, Vice President Mckether.

**Dr. Mckether, Vice President for Diversity and Inclusion:** Thank you. I appreciate it.

[Applause]

**President Brakel:** Going to Senator Dowd's point with regard to retention and Faculty Senate's involvement in that, I personally am open to any ideas that you may have. I have been obviously trying to nibble around it with the textbook issue and bringing up the UAW strike and how that might impact students, so, any other ideas that you may have, I welcome them.

So you received a notice here about a week ago, I think it was about this visual literacy workshop that is coming up here in the next week or so. Dean Heidi Appel has been working with the Toledo Museum of Art and others and so she is going to tell us a little bit more about that today.

**Dr. Heidi Appel, Dean of the Jesup Scott Honors College:** I have a three-to-five minute conversational version or a dozen slides. But, I am getting the sense that a three-to-five minute conversational is the best. Yes?

**Group of Senators:** Yes!

**Dr. Appel, Dean of the Jesup Scott Honors College:** Okay. There are many reasons to collaborate with a major cultural institution in town, so that is just a given and I am not going to talk about that. As an urban institution I think those relationships we can leverage where they are useful to us are really important to do. The Toledo Museum of Art has been internationally known for almost a decade for its work in visual literacy. It has been a leader in using the principals of visual literacy in art appreciation within the museum context. But they also realized that the ability to observe closely—think about what you are observing and then talk about it—is actually a very important professional skill. They have monetized this with the Center for Visual Education where they do trainings for the safety industry. They reached out to the University and said, "Is there something we can do together?"

Of course, aspects of visual literacy have been an integral part of this campus for a long time. We have an excellent art department; in the communications department there are courses that focus on medial literacy, communicating effectively through images and there are components of that in Business School etc. Geography and planning have components of it—so there are many pockets of this across campus. When we recognize that these are really core professional skills that students from any major could benefit from, we decided to think deeply about it and figure out if and how we might best introduce this to campus. A group of TMA staff and University of Toledo faculty started meeting two years ago. I know there is one up there, Kelly Phillips in Nursing, but I don't think anyone else specifically is here from that group. They came to the conclusion that this is a really useful thing for all of our students. During this time, there were pockets of visual literacy activities that started to pop-up and happen across campus. The Medical School started offering an elective in visual literacy where they go to the museum and observe art, sometimes focusing on medical images, but not entirely. The classes from the Honors College, which is why I became involved in this effort, often went to the Toledo Museum of Art as part of their intro humanity courses and many other classes on campus have done that kind of thing too. But these are one-offs, right? So the question became, is there some way that we can provide access to this for our all of our students without requiring another class or trips to the museum? Can we design it so that faculty could use these resources in flexible ways they thought most appropriate? So, this group of faculty has put together a set of modules which are really just chunks of curriculum that you can use in the classroom on a variety of topics that the group thought was most useful to students. The modules are hosted on Blackboard. I will tell you in a minute how to get access to them. The things we focused on first were how to find images; understand their copyright status; how to know whether they've been doctored; how to use them ethically; how to visualize data from very basic graphics all the way up to distorting conclusions based from data. There are modules for cultural integration of what we see, the cultural filters that we have when we look at things because we all have them, right? The point is to be aware of it and know how that influence our interpretation. There's a module on infographics—how to use them and how to make them more effective.

We've kicked off the initiative campus-wide this fall and the modules are available on Blackboard, but you need to sign into the Visual Literacy Initiative. Go to Blackboard and up in the right hand corner there is a 'Faculty support' tab. You click on that and it takes you to another page and it has 'Information Literacy,' which is a package of useful things that the library provides. And then below that, you will see 'Visual Literacy.' If you click on that then there is an 'Enroll' tab and that gives you access to the Blackboard site. Now, when you go back to your main Blackboard page, you have to go down to the bottom where they list organizations and you will see then you are now a member of the organization, Visual Literacy. So click on that and there is access to the full site. It also includes a set of activities. There are some very simple activities that you can do in the classroom that foster these skills, and also foster student engagement with the material, and student engagement with each other in the classroom. So there are some elements in this that we think are likely to be very helpful pedagogically for student success in the classroom.

We are offering a Visual Literacy workshop this Friday for three hours with lunch on the Museum Campus where the Department of Art and the Toledo Museum of Art are located. Then we will have a series of open houses. You can also email us with questions. Please encourage, make your faculty aware of this initiative. It is not prescriptive. It is meant to be very flexible. You can swap in-and-out examples from your field to make the points. There are suggestions for points where you can do that in the Instructor version of every exercise. Then there is no point in doing something like this without knowing whether it is working or not. So, there's an assessment piece for each of these and it is built into the beginning and end of the student version of each module. Right now they are very general and then we will be developing them more specifically going forward. These assessments will allow us to know whether the student learning objectives for this whole initiative are actually being met, rather than just something interesting to do. The way faculty have been telling us they have been using it, they can be

used for an in-class activity or assigned as homework. We have had faculty, when they were sick, assign them to students in lieu of class. If you are teaching an honors section of a course and you want something in addition to challenge the students, this is something you can select from too. But it is not just about honors. It is about faculty using this to infuse useful visual skills throughout the curriculum. I am going to stop there. Do you have any questions?

**Senator Niamat:** Are these modules or tools ADA compliant?

**Dr. Appel, Dean of the Jesup Scott Honors College:** Yes, they have all been ADA tagged; that is important. Anything else?

**Senator Maloney:** I just wonder are you worried about duplication. If all my faculty say they would use it and we all are doing the same module, can it be individual?

**Dr. Appel, Dean of the Jesup Scott Honors College:** Very much so, and they exists as word docs. So, play as you wish<laughter>.

**Senator Maloney:** So maybe we just need to organize how to deploy these within our program.

**Dr. Appel, Dean of the Jesup Scott Honors College:** Right. We really welcome anybody else joining the group that is interested in this. I know Geography and Planning said, ‘do you have a module yet on maps and mapping?’ No, that would be great. So if you have ideas for things, even if you can’t be the one that takes the initiative on it, we can help you.

**Senator Hammersley:** Did you indicate that there was some event on Friday?

**Dr. Appel, Dean of the Jesup Scott Honors College:** Yes. It is a workshop offered through the University Teaching Center, so you register at that site and it is 12:00-3:00 P.M. It starts out at the TMA and ends up in the Art Department computer lab. It is an introduction to, and then discussion of, concepts of visual literacy plus there is lunch. An hour in the middle will be visual literacy activities, showing you some of the kinds of things you can do. It is really fun too. I say that as plant biologist with a STEM background. And students find it fun and useful too. So if you see a way to use it to meet your own learning objectives, we encourage you to explore it. And of course, we are really happy to talk with you about it too. There will be an open house in October and November for an hour on a Friday and you can come and ask questions and play around with it too. Was there one more question up there or did it get answered?

**President Brakel:** So that is what we have prepared for today. Is there any items from the floor?

**Senator Gregory:** President Brakel, I was wondering when the committees for Faculty Senate will be populated and the chairs appointed so we can set up our schedule for the year.

**President Brakel:** Senator Hammersley and I met yesterday.

**Senator Hammersley:** We have asked everybody to indicate what they were willing to serve on. There are several committees like Constitution and Rules that are trying to maintain intact. There will be a letter going out to those who are on the Committees on Committees to make their suggestions. It is difficult when you have say, the Honors School that should populate and have a representative in several different curriculum committees and others when you have a limited amount of representation, a senator two. So we are reaching out in some cases and that should go out this week.

**Senator Gregory:** So just a follow-up. When will we hear about it? I am just anxious to get started with our work and to also make sure the schedule has been set up.

**President Brakel:** That is fine. We are definitely trying to get these finalized ASAP. There have been several volunteers that have stepped forward with different committees. We will send that information to

each college Committee on Committees representative to finalize any vacant slots; today is Tuesday, I am hoping by the end of the week. Is there anything else from the floor?

**Senator Barnes:** I have fliers for 'Toledo's Take Back.'...

**Senator Menezes:** I am not certain if this is true. I think I read this morning on my phone; is Scott Park being sold?

**President Brakel:** Okay, what is happening with Scott Park right now is it going through a process. The University can't just say, 'hey, we are going to sell Scott Park.' So what they have to do is they have to get basically clearance from the state that they eventually want to dispose of that property, but that is much further down the road. There are still some things that are in Scott Park that need to be brought over to this campus, so it is going to be a while.

**Senator Hall:** But that is their intention?

**President Brakel:** That is their long-range plan, yes.

**Senator Anderson:** Isn't Scott Park where students have to take their cars when there are football games?

**President Brakel:** There are some issues there.

**Dr. Pollauf, Assistant Dean for University College:** I guess I was always told when I started working here that Scott Park Campus was the original land grant of the University by Jesup Scott. So how does one divest themselves with a land grant?

**President Brakel:** I am not sure.

**Senator Insch:** It becomes the property of the state.

**President Brakel:** Right.

**Senator Insch cont'd:** So, the process is that the University has to apply to the State to put the property on the list of properties that the State is willing to sell. Right now that is what the University wants. Presently, the State owns the property. The list has to go to the House and the Senate. They vote on it, and then it goes to the Governor for his signature. At this point, the University is allowed to find someone to sell the property to.

**Dr. Pollauf, Assistant Dean for University College:** So it probably won't be before I retire at all<laughter>.

**President Brakel:** It probably won't be.

**Dr. Pollauf, Assistant Dean for University College:** Or any of us <laughter>.

**President Brakel:** That is why I said it is not anything on our fast radar right now. It will take a long time to go through that process.

**Unknown Speaker:** Can I ask, and very well you may not know. What is driving this? Is this a financial decision or is it just a matter of consolidation. I mean, my father would say you never give up property, never. So, I am just a little bit surprised.

**President Brakel:** I think that it is not really necessary; it is not being used.

**Senator Molitor:** There is capital cost for the upkeep.

**Unknown Speaker:** So part of it is financial, but it is savings from the upkeep?

**Senator Molitor:** Yes.

**Unknown Speaker:** They are paying utility bills and things like that.

**Senator Dowd:** The upkeep of that, if we wanted to change the classrooms to be at the level that they need to be, it probably would be very expensive. We can't put students in...Scott Park was a great campus, but financially I think it would be too expensive to bring it up to snuff.

**President Brakel:** It is just part of the long-range tenure plan right now--this is where they are going and it is going to take a while. There's still college credit plus, there's baseball and softball, and some other odds and ends over there right now that we still have to bring to the Main Campus. So it is going to be a while. Other issues? Hearing none. May I have a motion to adjourn? Meeting adjourned at 5:06 p.m.

IV. Meeting adjourned at 5:06 p.m.

Respectfully submitted,  
Mark Templin  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Administrative Secretary