

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of January 17, 2023
FACULTY SENATE

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

Approved @ FS on 1/31/2023

Summary of Discussion

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

[Experiencing Technical Difficulties]

President Insch: Good afternoon, everyone. We'll go ahead and get started. It's a little bit late, a couple of technical issues. I appreciate the help we received here over at Health Sciences. So welcome back, everyone. It is the start a new semester. Very excited, a lot of great things are happening. I'll officially call our January 17, 2023, University of Faculty Senate meeting to order, and the first order of business is our roll call with Dr. Coulter-Harris.

Senator Coulter-Harris: Good evening, Senators and happy New Year.

Present: Ammon Allred, Peter Andreanna, Tomer Avidor-Reiss, Gabriella Baki, Sheri Benton, Terry Bigioni, Jillian Bornak, Eric Chaff, Carmen Cioc, Daniel Compora, Deborah Coulter-Harris, Lucy Duhon, Anthony Edgington, Hossein Elgafy, Ahmed El-Zawahry, Collin Gilstrap, Karen Green, Sally Harmych, Samir Hefzy, Cindy Herrera, Mitchell Howard, Jason Huntley, Gary Insch, Catherine Johnson, Michael Kistner, Lauren Koch, David Krantz, David Kujawa, Patrick Lawrence, Glenn Lipscomb, Kimberly McBride, Alexia Metz, Mohamad Moussa, Julie Murphy, Amanda Murray, Kimberly Nigem, Mohamed Osman, Carla Pattin, Elaine Reeves, Jennifer Reynolds, Linda Rouillard, Paul Schaefer, Barry Scheuermann, Suzanne Smith, Robert Steven, Lee Strang, Stan Stepkowski, Steven Sucheck, Weiqing Sun, Jami Taylor, Berhane Teclehaimanot, Robert Topp, Jerry Van Hoy, Randall Vesely, Donald Wedding.

Excused Absences: Alap Jayatissa, Vicki Dagostino-Kalniz, James Van Hook.

Unexcused Absent: Elissar Andari, Bruce Bamber, Prabir Chaudhuri, Grant Norte, Yvette Perry, Kathy Shan, Puneet Sindwani.

Senator Coulter-Harris cont'd: President Insch, we have a quorum.

President Insch: Thanks, Secretary Coulter-Harris, I appreciate it. The next item of business is the approval of Minutes from December 13, 2022. Do I have a motion to approve?

Senator Moussa: So moved.

Senator Avidor-Reiss: Second.

President Insch: Are there any discussion of the Minutes? I'm not hearing any. We're not seeing the Chat in the room here, so in case you need to chat, just speak up. All right, all in favor say, 'aye.' Any opposed say, 'nay.' You can put your vote in the Chat and we will monitor that. We have a computer running over here. Thank you very much, I appreciate that, those were passed. **Motion Passed.**

Again, if you're if you're not talking to us, please make sure that you mute. We have a lot of people online and we're going over the major speakers in here. So, I appreciate that.

The Executive Committee Report: We had a couple of meetings set up over the break that were canceled, so there's not a whole lot to report on, other than tell you that our committees are continuing to work very hard doing a lot of great stuff. So, we're looking forward to hear the reports as the semester progresses. We're in the last phases of vetting the eligible Faculty Senate list. President-Elect Rouillard and our Election Chair has done a great job of vetting the rosters for us. We're going to be loading those into the Election system, and also into the Dean's evaluation survey email list. So that'll be going out soon. Our target is to send the Dean's survey out the first part of February and get the surveys out and collected prior to spring break. That's pretty much all we have for now. Lots of meetings and things going on. We will have more to report the next time we meet in a couple of weeks.

Next on the agenda is our provost report from Provost Dickson.

Provost Dickson: Hello everybody. Good afternoon, President Insch, I believe President-Elect Rouillard may not be here, Executive Committee and Faculty Senate members. I hope that you all enjoyed your winter break and got some well-deserved time away. It's great to welcome you and the students back to campus. Very exciting to be back for the spring term, and I look forward to continuing our work together through the spring semester. With everyone returning, and the fact that we've been on break, I just have a few brief updates to share

First faculty highlight, I would like to recognize the exceptional work of Dr. Tomer Avidor-Reiss. He successfully designed a groundbreaking educational experience in which all 12 of the students enrolled in his spring 2022 research project biology lab course successfully became the first class to co-author and publish the results of the research in a journal, *Micropublication Biology*. So, congratulations to Tomer and his students. Well done.

There was a special Board of Trustees meeting on January 9th. It was held to share an update on the five-year strategic plan and to review the five-year financial plan. The Board will spend a couple of weeks reviewing these plans. There's been a lot of interaction at the executive level with the Board members at this point. Then we'll reconvene to discuss at the February 8th Board of Trustees regularly scheduled meeting. We're hopeful that the plans will be accepted at this meeting, better off, prepared for the process to go on a bit longer if necessary. The Board is being very specific in asking for a financial and strategic plan that are very tightly knitted together with clear metrics that we're actively tracking so we can tell how we're doing. They've also asked us to make our assumptions really clear, and essentially to show our work. So, it's been a lot of work. A lot of people have been involved. A special thank you to all of you who've been involved with developing either one or both the plans or have reviewed, provided feedback on the proposed strategic plan

Next, I have a leadership announcement. As many of you have heard, Dean Heidi Appel, who is the Dean of the Jesup Scott Honors College recently accepted a new position as dean of the University of Houston's Honors College, which she'll begin this summer. She served as the Dean of the Jesup Scott Honors College and Professor of Environmental Sciences since joining UToledo in 2016. So, please, join me in wishing her continued success in her new role. We will be spending the next few months working with her, and the leadership over there to come up with a transition plan.

Then finally, I'd like to announce something that's very exciting for me. We are getting ready to post the AVP for student lifecycle success position. Hopefully, it'll get posted this week. This is the position currently held in an interim position by Dr. Brian Ashburner and was previously held by Denise Bartell. It

will be a 12-month administrative position. It's open to all internal candidates. We, specifically, I encourage anyone interested in data and students' success to apply. I'm particularly looking for someone who has strong understanding of how to track and use data, who understands how to then use that data to create institutional level initiatives and who can also work with colleagues to create college and program level initiatives around student success. This position will link into so many different areas of the institution, from institutional initiatives to the work that you all are doing with some of your initiatives around admissions. It'll work very collaboratively with admissions, also in other areas of the institution. So if you have any questions, please feel free to reach out to me or Angela Paprocki. If you know anybody you think would be good, please let them know about it, or even nominate them and we will follow up. Right now that's all I have for you today. Thank you. Happy to answer any questions from the floor.

President Insch: Thank you, Provost Dickson. Do we have any questions for the Provost? Wow. You are going to get out of here clean today. You must be doing everything right. It is a positive. Thank you very much, Provost. As always, we appreciate all that you do for us.

Now we will move on to the Faculty Senate Academic Programs Committee. I don't think we have anything from the Curriculum Committee. Do we, Senator Edgington?

Senator Edgington: We do not this time. I will have a report for our next meeting.

President Insch: Awesome. Thank you, sir. I appreciate it. So, we will be moving on then to Dr. Lawrence and the Academic Programs Committee.

Senator Lawrence: Well, Happy New Year, everyone. Give me a second here and I will share my report. I just want to first of all, thank my committee. With December being busy, exams, and end of semester, and the holiday break, and us just transitioning back at the beginning of spring, I want to extend my thanks to my committee for working through some of these. We have a series of new program proposals. You know, these need to be moved on a timely manner. That's why I want to express my appreciation of the committee because they will then have to go to other approvals, including the State so we need to keep these moving ahead.

There are two batches today. The first grouping all come from Health Sciences. They are a set of new majors and a new minor. I will give you sort of the quick overview and a general justification. We have representatives on the call today. If there are any specific questions, as sometimes are on some details, or justification, or resources etc., I'll have those individuals speak up if there's any questions from Faculty Senate members.

So what we are looking at here are a series of six new undergraduate majors. Some of these are BS and some of these are BA degrees. Again, I won't get into the distinction on the differences there, but if that's some of your questions, the proponents can kind of go through that detail.

We have a new online major, Health Sciences. These are all concentrations. We have a **Concentration in Human Performance and Fitness**. As you see, it's 120 hours, 33 hours in the major, and 29 hours concentration. We have the plan of study, learning objectives, and curriculum map. There are five new courses for this major. I should point out, for each of these are our new courses that Faculty Senate had previously approved at our last meeting on December 13th, just to make sure that's clear. Then there's a **Pre-Medical Profession Concentration**. Very similar there. Again, 33 hours in the major, hours of

concentration, and five new courses. Then there's a **Pre-Occupational Therapy Concentration**, which is a BA. Thirty-two hours in the major, 25 hours concentration, and seven new courses already approved. Then there's a **Pre-Physician Assistant Concentration, BS**. We have a **Social Determinants of Health Concentration, BS**. Then **Pre-Athletic Training and Pre-Physical Therapy Concentration**. Again, these all have the requirements listed.

Then we might as well group these together and add in a new minor of 18 hours in Health Sciences. This is a new minor of 18 total hours, consisting of 15 required hours, plus three hours selected from a predetermined list. And again, plan of study, and these do include four new courses of the set that were approved on December 13th.

These are all new degrees. I'll pause now and open the floor for any questions. If anybody can keep an eye on the Chat in case something is posted there and let me know what those are. We will open the floor, if there are any questions, before I move on to our final one and then the vote.

President-Elect Rouillard: What's the difference between Pre-Med Concentration vs. Pre-Med?

President Insch: Why don't you step up to the desk? The mic is on and the camera is there.

Shari Norte: Hi everyone. So the question was, what's the distinction between the NSM Pre-Med Track vs. our Pre-Med Track? So the concentration in each of our tracks are the courses that they need to get into medicine or into PA. So they're going to be very similar courses in the actual concentrations, but our core classes are what are going to be distinct. So our core classes are going to be what makes Health and Human Services distinct, because we are very interdisciplinary, we're very inter-professional education. So our core classes are going to be Social Determinants of Health, evidence-based practice, Health Care Delivery. We have our anatomy and physiology I and II incorporated in that as well. Then we have Cultural Competence in Healthcare. Medical in Law, Medical Ethics, and I believe I'm missing one. But basically, these are our courses that have a lot of human contact. That is a little bit different than a lot of the biology's, the chemistry's, and the calculus, and high level math is involved in NSM. There'll be some.

President-Elect Rouillard: [Indecipherable]... Still Pre-Med courses from NSM?

Shari Norte: Yes. So, we will still include all of the science classes that are required to apply to those programs. So, all of their bio I and II, their chemistry is there. Some, depending on the track is microbiology - all of those are the same. We have been in contact with all of our programs, our professional programs at the University to make sure that we're in line with those.

Unknown Speaker: [Indecipherable]

Shari Norte: Yes.

President-Elect Rouillard: Do you anticipate any any confusion between the terms "major" and "concentration"? Because that's come up in my department. We have considered a global "major" in "World Languages" with concentrations in specific languages, but there is concern that this will be perceived as less rigorous than a specific Spanish or French major.

Shari Norte: So, the way we explain it to our students, we haven't seen any confusion yet, as our major is going to be Health Science and then our concentration is just the track that you're trying to get into. So it's

making sure that you are prepared to be able to successfully apply to that program. And there are no surprises.

President Insch: There's a question on the Chat. Is the Social Determinants program a BA or BS?

Shari Norte: Yes, it is a BA. There was a little bit of confusion because it was put into CIM accidentally. I think it was a BS, but we have since corrected it. It is in CIM as a BA. So the Bachelors of Arts will have two concentrations of Social Determinants of Health and then the Occupational Therapy Track.

Vice Provost Molitor: President Insch, this is Scott Molitor. I have a quick comment.

President Insch: Sure.

Vice Provost Molitor: Just a comment that Pre-Med actually does not just belong to Natural Sciences and Mathematics. We have pre-med students all across the University, including Pharmacy, currently in HHS, Engineering, Arts and Letters, and I may even be missing a college or two. So, I just wanted to clarify that.

President Insch: Thank you, Vice Provost Molitor. Are there any other questions? Okay, Dr. Lawrence, back to you.

Senator Lawrence: I move to the last one we have, which is a different entity itself. This is a proposal for a new degree in Engineering and Cybersecurity. It is 128 total hours. Forty-eight core hours. We have a plan of study, learning objectives, curriculum map. There are seven new courses in here that had previously been approved by Faculty Senate. Let me just give you the brief sort of justification. Again, if there are any questions, we have proponents on the call that can deal with specifics. But in terms of the justification, the existing Computer Science and Engineering Technology program prepares our students for entry level jobs in the core areas of computing. There's a market demand for highly specialized graduates specifically in cybersecurity. This program's curriculum has been designed to meet market demands with employment opportunities and cybersecurity, cyber law and compliance, software assurance, managing security projects, software engineering, and human interfacing etc. So this is relatively a new degree, but it is something in which there's clearly a market demand. We have peer institutions offering similar courses. So this would be a new degree offering an undergraduate degree in cybersecurity. If there are any questions, please---

Senator Coulter-Harris: Yes, I have one. I know that we approved those seven courses for a certificate. I mean, that was back in December. Correct? And, of course, I'm assuming that students who receive that certificate for those courses will easily be able to transfer into the major. Correct?

Senator Lawrence: So, just as a point of clarification. When we approve courses, we just approve the courses. The question you're asking about is, if students are taking different courses towards a certificate. Yes, they then could move those courses and also build that in...a... major of those courses and also included in the major.

Senator Coulter-Harris: Okay, thank you so much.

Senator Avidor-Reiss: Yes, I have a question. I just want to be educated a little bit about this issue. How come 128 hours and 48 in the course? Is it because it's engineering? What is different that this is allowed?

Dr. Jared Oluoch: This is Jared, the person who proposed it with my colleagues. So when we made the curriculum for this major, we kind of made it towards, well, we borrowed some classes from some of our existing programs. Usually in the Department of ET, our curriculum is at 128 hours. So it followed it naturally; we strike it the same was like we strike our current curriculum courses.

Senator Avidor-Reiss: Thank you for this expression. I'm just wondering, I thought there is a law that said that the degree should be 120, or something like that. I just wonder how this can be overcome.

Senator Lawrence: My understanding is there is a recommendation or directive to 120. We have programs, for example, that go through accreditation in which, to requirements end up adding more than 120 hours. So that is a lot. I not think there is a law, or requirement, or written policy of the University that we can only offer degrees at 120 hours. We certainly have degrees exist above that and accreditation is usually the reason why. If I'm misinformed, someone else can clarify, but that's my understanding of that particular issue of 120 credit hours.

Vice Provost Molitor: Senator Lawrence, you generally have it right. Actually, the state allows a range for bachelor's degrees from 120 to 126 credit hours and anything above 126 hours requires justification. So, when we submit this proposal to the ODHE, they're going to ask us to explain why we are going above the allowed maximum of 126. And again, in the College of Engineering --Senator Lawrence, as you suggested --the reason is to meet requirements for ABET accreditation.

President Insch: So, Vice Provost Molitor, does that go across all engineering programs?

Vice Provost Molitor: Almost all engineering programs that are either accredited by the Engineering Accreditation Commission or the Engineering Technology Accreditation Commission of ABET, are at 128 hours in order to meet the specific requirements for ABET accreditation. The new computer science program that was just approved, that came in under, that was actually I believe 121 hours, because that is actually approved by the Computing Accreditation Commission of ABET, which does not have the same requirements that the Engineering and Engineering Technology Accreditation Commissions have.

President Insch: So where is cyber-security in that, in your accreditation?

Vice Provost Molitor: Well, that's a great question. Jared, you will have to answer that one. From which commission are you pursuing accreditation?

Dr. Jared Oluoch: We probably will pursue dual accreditation from ABET Engineering Technology Accreditation (ETAC) and Computing Accreditation Commission (CAC). ABET ETAC may have posted some guidelines for cybersecurity accreditation. So, we are waiting to see the complete guidelines. So, either we will go with ABET ETAC or dual accreditation with ABET ETAC and CAC.

Vice Provost Molitor: So then if they pursue dual accreditation they will almost certainly need 128 hours to meet the requirements of both accreditation commissions at the same time.

President Insch: So let me ask a 'dumb' question. One of the reasons why the State wanted to go 120 credit hours so that students can graduate more easily in four years. For a student that's taking this particular major, does it really matter to them what the accreditation is as long as it's accredited? I mean, if you can do this thing in 120 credit hours and still get the pedagogy through it, you can still save a semester for a student.

Vice Provost Molitor: I think the plan of study, President Insch, will still have them graduating in eight semesters in four years. All the engineering programs are set up like that. You just take 16 hours a semester vs. 15 hours.

President Insch: That's great.

Vice Provost Molitor: Well, President Insch, there is a fundamental point here. The name of the program is determined by the accreditation. So, if you want to say it is an engineering program, then it needs to have a certain commission. If you want to say it is a computing program, it has to have a certain commission. So, it's actually when you advertise the degree itself and how you classify it as engineering, engineering technology, or computer science, you need to have the correct accreditation.

President Insch: Yeah, and I think the funny thing about that is, I think, as academics, we wrap our heads around that stuff, but for a student, they don't care.

Vice Provost Molitor: Employers may care, though.

President Insch: Right. Well, I'm not an expert on that. Cyber security seems like a computer science degree; not an engineering degree, but that would carry more weight. But you guys are the experts. I default to you. I was just curious about the credit hour.

Senator Lawrence: I'm looking at the plan of study now because the question was asked. Yes, it is a plan of study for eight semesters and the credit hour range per semester between 14 at the low, and the high is 18 for the whole semester. Of course, some of these courses are four credit hours. You've got some requirements that are one credit hour. So, excuse the expression, but some of this is just a math of how the courses are structured to get to the 28. But getting back to your earlier comment here, President Insch, yes, this is designed to be finished in eight semesters.

President Insch: Okay. Senator Lawrence, I think you still have floor.

Senator Lawrence: Yes, so if there are no further questions---

Senator Steven: Yes. Sorry, I do have one more question. With respect to our wishes in our department to expand our programs, I had a question. Did this program require any additional faculty hires to meet the expertise required to teach these courses?

Dr. Jared Oluoch: At this point, no; but in the fullness of time as we get more students, yes.

Senator Lawrence: Thank you. Any other questions before we move to vote?

Senator Gilstrap: I do have one question. I'm not sure who serves on your committee from the College of Business, but I do know that our information systems program has, I think, a computer science. I'm sorry, [I meant] a computer security concentration. I'm just curious. I just want to make sure that they got to take a look at this before. I'm not in the program or anything, but I am aware of one existing in the College of Business.

Senator Lawrence: So, the onus, I mean, our committee tries to catch that, and then recommend back to the proponents. They do talk to other colleges. The way the CIM system process is set up, and, of course, these programs as are developed as proposals are also being discussed with the Provost Office. So, there

are several lines of communication to facilitate that kind of conversation. But I'm not privy to the details and specifics of that, but there are avenues certainly for that to have happened.

Dr. Jared Oluoch: Let me also say just in passing, in the past, we have had very good relationships with the College of Business. We ran the IT program together for many, many years and we are not opposed to reaching out to them to get their opinion, and see how our students from other colleges can benefit from this. So we are very much open to discussions. Thank you.

Senator Gilstrap: I just wanted to make sure there was no duplication of effort, you know. Because there's a question on there that says, you know, do you know of any duplicate work? I just happen to think about it.

Senator Lawrence: No, it's a fair question. Our committee reviewed it and that issue did not come up. You know, it's something that we do watch carefully for. And as I said, sort of the onus is on the originator to make sure, but we are watching it. None of our committee or anyone else raised that as a concern to us.

Senator Gilstrap: Thank you.

Senator Avidor-Reiss: So my question is then, can we move forward if it was not discussed before?

Senator Lawrence: Yes. There is no requirement. Our committee has reviewed it and that concern has not been raised. Our committee has approved this. We are ready to proceed. It does not require a second.

Senator Avidor-Reiss: Maybe I will ask the question again. I think maybe I will ask our president here of the Senate. Is this common? Is not this the purpose of this body to identify these kind of deficiencies and make sure they're treated before we are moving forward?

Senator Lawrence: So I guess I'm not quite --- I mean, our committee has that role responsibility. We review these. We have representation from every college. The concern of any duplication or overlap was not raised by my committee, nor did anybody present it to the committee, so the committee can move forward to approve. We do not have any objections. We're prepared to move this forward for approval. That is our role.

Senator Avidor-Reiss: I understand that your committee have no objection. I want to say somebody here, some faculty mentioned that there is a potential for competition. Is the Senate, the people here in this body that are supposed to vote, do they need to take into consideration the fact that it was not discussed with this other department, this other program, or we should just approve what you're saying now?

President Insch: So, Senator Avidor-Reiss, maybe I can help you. Senator Gilstrap brought it up because he wasn't aware of it, but he doesn't sit on the committee. There is a College of Business representative on the committee whose responsibility is to identify that. So, if there was a concern, that would have happened on the committee already. This went through the committee. Senator Gilstrap is just bringing it up because he doesn't know. Senator Lawrence is telling us, yes, the committee looked at it. The College of Business representative had the opportunity to say this is a problem, and that did not happen in the committee. So, it's bringing forth with the endorsement of the committee and that carries with it, the assumption that there was not a concern raised. If there would have been one, it would have been handled

at committee level before it was brought to the Senate. So, with that, I don't think I'm allowed to call the question, but someone else can.

Senator Johnson: But isn't that what happened with the radiology program as well that the committee had approved it? Then the Senate said, hey, wait a minute and so the Senate was able to kick it back. So, I think Senator Avidor-Reiss is right in the sense that just because the committee, I mean, they also overlooked radiology stuff that we made them re-present on two weeks later. So I'm not saying we need to not vote. I'm just thinking that, you know, that happened just a month ago. Did it not?

President Insch: Yes, but there were actually people, senators from the areas who brought up the concern as opposed that --- I'm indifferent on this. So if the Senate would like to have them go reach out to Business before they re-vote, that's fine. President-Elect Rouillard?

President Elect-Rouillard: I think as a matter of courtesy, there should be a discussion between the College of Business and the College of Engineering. The most it is going to cost us is two weeks. That allows us to be sure that the Faculty Senate has done its due diligence.

President Insch: Okay. So are you making a motion to table?

President-Elect Rouillard: Yes.

President Insch: We have a motion to table. Is there a second?

Senator Avidor-Reiss: Second.

President Insch: Sorry, Senator Lawrence, I kind of took over here. So all in favor of tabling say, 'aye.'

Senator Hefzy: Can I make a comment before voting?

President Insch: Well, technically the vote has started, so Robert's Rules would say no. But because we're not that persnickety, go ahead.

Senator Hefzy: The issue with tabling is that in order to proceed further, we have to have a motion to remove the table.

President Insch: No, by tabling this, it allows us to postpone the vote till the next meeting. So we are accomplishing basically the same thing. So we have a motion on the floor, and I think we're just going to move forward. So all in favor, say, 'aye.' That's for the people in the room. Put 'aye' or 'yes' in the Chat. All opposed, say, 'nay.' We have no nays here. If you have 'no,' please put that in the in the Chat. You guys are going to make this hard on me because now I'm going to have to count.

Senator Coulter-Harris: [counting votes out loud] ... There are 14 'no's' that I counted.

President Insch: How many yeses?

Senator Coulter-Harris: Okay, let me go back. [counting votes out loud] ... There are 21 'yeses.'

President Insch: There are six yeses in here. So, that is 27 'yeses' for tabling and 14 against. *Motion to Table Passed.* Please just reach out to the College of Business with their MIS department, and then we can bring this back our next meeting.

Senator Lawrence: Just a point of order, because I did not hear the original motion. We're only tabling the Cyber Security?

President Insch: Correct for clarity. Thank you, Senator Lawrence. We are only tabling Cyber Security. We do need a vote on the others.

Senator Lawrence: Yes. So I move that we approve the Health Sciences proposals. It does not require a second because it comes from the committee. Let's proceed to that vote if we could please.

President Insch: Yes, go ahead. So all in favor of the remainder of the vote say, 'aye' or put 'yes' in the Chat. Any opposed, 'nay' or 'no.' It looks like we pretty much predominately have yeses. Thank you very much for voting. If you still want to vote, please do to make sure your vote gets counted. ***Motion Passed.***

Dr. Jared Oluoch: A quick question.

President Insch: Sure.

Dr. Jared Oluoch: So, basically you are saying we should reach out to the College of Business and then within a week, we should get back to you having had the discussions and mutual agreement?

President Insch: Yes.

Dr. Jared Oluoch: Okay, thank you.

President Insch: Thank you.

Senator Lawrence: Jared, just coordinate that through me and we'll make that connection and we'll address that issue. Then when we are ready, we'll bring it back on the floor, a motion to move it off the table for a vote in a future meeting.

Dr. Jared Oluoch: Thank you. I appreciate it.

Senator Lawrence: Thanks everyone.

President Insch: Thanks, Senator Lawrence. Great works as always.

All right, so we'll move on to the next part of our agenda. We have two 'celebrities' in the house. Dr. Sammy Spann is with us. I think his latest title, I think it changes 'weekly,' he's currently the Vice President of Student Affairs, the Dean of Students. Did I get that right? And Julie Fischer-Kinney, and she is the Associate Assistant Provost for Student Success and Retention. I know the Faculty Senate had questions about the students' success, and success coaches, and all the mental health issues and the things that we're doing for our students. So, Sammy and Julie are here to present and then answer questions. So, thank you so much.

Dr. Sammy Spann: Thank you so much. Do I need to talk into the mic?

President Insch: Yes. The mic is actually sitting right here on the camera.

Dr. Sammy Spann: We have some gifts, we always come with gifts. We have some stress balls, umbrellas, and Rocky.

President Insch: If you can stand right there.

Dr. Sammy Spann: Okay. Hello, camera world.

President Insch: Okay, thank you.

Dr. Sammy Spann: I'm going to talk a little about the CASE, the Center for Advocacy and Student Experience. It's actually a concept that we started about two years ago. It's actually now a physical location in the Student Union. It houses conduct, advocacy, food pantry, a lot of other resources and services. The purpose of the CASE Center was to find a way of pulling all our services and support together under one umbrella and connect. Although we have a location, it is more of a concept. The people who are garnishing are over those concepts is Dr. Julie Fischer-Kinney, Sarah Clark, LaTasha Sullivan. LaTasha Sullivan is the Director of the Counseling Center. You all know Dr. Julie Fischer-Kinney, who is going to talk in a minutes. Sarah Clark is our new Assistant Dean for Student Experience and Sense of Belonging.

One great thing we've created with the CASE Center is, we have two universities that are looking at us as a test pilot for this project. It is more or less, taking all our resources and centralizing it. Kind of like 9 11. After 9 11, all the different agencies started working more in collaboration together. This is the same concept. Those three people are at the tip of the spear to bring it together. We have what we call, touch points. If a student is to come to the Case Center – you are a student in the classroom -- and they do a report a concern. Let's say Sam dad passes away, and that's something concerning to you. When you submit the report a concern, it doesn't just go in the dark hole. It comes to a small group of people who will look at that student and take it through the case process, and we create touch points. Each student would get no less than five touch points. So let's say Sam father passes away. I'm a professor and I write the report a concern. Our advocacy will reach out to Sam and say, hey, we heard about the loss of your father. As a University, we're sorry for your loss. Are there any resources? We have grievance counseling in the Counseling Center, and other resources will be given to that individual. That's the first touch point. After that, the advocacy person reaches out to someone like the success coach, and the success coach will then reach out [to Sam] after the funeral. We all know, that's when people stop hearing from others is right after the funeral. Then the success coach reaches out to Sam and say, hey, you know, it's midterm and I noticed that you made four A's and a C in math. Here's some resources to the Tutoring Center. Or providing other resources, or even just to check up. The third person could potentially be an advisor or it could be the faculty member themselves. This is when we reach back out to you all, the faculty members, using those letters you get from me, the Dean of Students from the Advocacy Office. It will just simply say, hey, this is what's going on. We give you a little backstory. A lot of the students, we do not tell you their story for FERPA reasons and a need-to-know basis. We're just mainly going off of our relationship that we are building with faculty members now. So, we're going to different colleges, talking to deans and talking to departments about this process. Throughout this entire five step process, the student's going to be engaged over a period of a semester. It may be the end of the semester where we have the faculty member, maybe even the Advocacy Office reach out and say, hey, congratulations on a successful semester. Have you registered for next semester? So any student come through this process is going to have that touch point opportunity through the Case Center. So that was one of the things that we been working on over the last couple of years, and we put some knowledge behind it. We didn't just sit here and say, what can we do to pull everybody together to start talking. But it is that communication and working with those important areas, the Counseling Center, success coaches, because they are very critical with outreach - they reach out to students anyway. So, now we're doing it in a systematic way

where students are having structured layers of communication. So that's the CASA Center that we have. I want to let Julie talk a little bit about success coaches, and we'll answer questions as we go along.

Dr. Julie Fischer-Kinney: Thanks, Sammy. Good afternoon. It is good to see everybody. So I have a slide deck, a PowerPoint that I can send after the fact since I'm unable to access it this afternoon. I just have some talking points, I think are helpful in terms of framing out what Sammy just shared, and the challenges that our students are facing. So first of all, I just want to say, thank you to all of you and everyone on this call for supporting our students. I have a tagline. Our students cannot have enough support. There simply cannot be enough support for students in order to be successful at the University of Toledo.

I want to share with you some national trends, and some of these statistics may or may not be surprising or new to you. These are from 2022. In higher education, we're now talking about a mental health crisis. In 2022, there were some studies conducted. We're seeing long term impacts of the pandemic on student mental health. There was a survey conducted through EAB, and that survey found that 3/4 of degree seeking students considered leaving college due to emotional stress. That's a pretty staggering statistic. Elevated mental health challenges go beyond COVID as we know - economic, sociopolitical etc. As we think about enrollment and retention and our enrollment funnel, we are seeing the long-term impacts of K-12 student experiences continuing on to higher education and impacting us.

Another important national trend, financial and basic needs. National studies show that students' financial wellness corresponds with lower academic performance and graduation rates in addition to negative implications on their health and wellness.

A Hungry and Homeless College report and Hope Survey were conducted last year. Two statistics I want to point out: 50% of all college students experience housing insecurity. Forty percent of college students experience food insecurity. Again, that's what was reported. So quite staggering statistics.

What are we seeing here in terms of challenges of our students at the University of Toledo? I'm speaking really primarily at the undergraduate level due to the nature of my role, but we know this goes beyond that to our graduate and professional students. The top two concerns we're seeing for undergraduate students are mental health, and I'll put stress management into that bucket, and financial concerns. We are not really experiencing differences from what we're seeing at the national level. Other challenges that our students are bringing to us including challenges such as time management, lack of motivation, lack of help seeking behavior, and self-advocacy (this has been quite profound since the pandemic), and career decision making. We're seeing upper class students struggling with career decision making, something that's very different than pre-pandemic levels.

Connections and relationships, this is pretty critical. That's not just with peers, but with our faculty and with staff. The challenge of trying to learn how to communicate with others and build relationships. So how can we as a campus community help support and empower our students? Some basic campus wide strategies to support our students include fostering a campus culture that breaks down stigma and encourages help seeking behavior. The CASE Center is a wonderful example of breaking down the stigma.

Creating a sense of belonging for all of our students. Equipping campus stakeholders with tools to provide basic support for students. As I mentioned, a student cannot have enough support. What are some really

practical strategies that we could utilize with our students? Encouraging our students to build connections and more importantly, relationships with their peers, with faculty, and with staff. When we talk about a sense of belonging, we're talking about the impact on our students and their well-being, and their academic success at the University of Toledo. We know through research that students who feel a sense of belonging have a more fulfilling college experience, experience improved personal and academic success and are more likely to persist. And that is what we all want. So, a question we can practically ask a student that we encounter, "Who was in your support system?" That's a pretty important question -- who is in your support system? Every student at the University of Toledo should be able to site at least three people in that support system. What does that network look like? All of our undergraduate students have assigned institutional supports from day one on this campus. Their success coach is assigned, their academic advisor, and the instructors and faculty they encounter in their classes. So every single student should be able to site at least three supports, but we certainly hope they're able to site more than that.

We want to encourage another practical strategy, our students to engage with the University of Toledo community and use the resources. We have so many resources. I feel like that's a conversation Sammy and I are having with students every day. If you were to ask a student maybe 10 years ago, and I've been part of our campus community for 30 years, who might have stopped out and is now returning, what is different? It's the number of supports on our campus. That's something that can impact our enrollment. That's something that can impact retention, progression and graduation. There are things that exist today, like the CASE Center, like success coaching. We have a financial wellness counselor in our Treasurer's Office and a Case Manager in the Counseling Center. We have so many supports for students, but it's about utilizing those resources to empower them to be successful.

I'll kind of pause for a second. I think maybe seeing, Sammy if you want to piggyback off of anything I said at the national or institutional level. I'm not sure if you do, but---

Dr. Sammy Spann: I would just say, just sitting in this position, and I've shared this a couple of times in a couple of spaces. At the University, we don't historically talk about things that happen that are not academic. We don't typically talk about things that are a little more embarrassing or reserved. But we have had several students with ideations. We have several students with attempts. We have that, and we're no different than any other university. Right?

To piggyback off of what JFK is saying, this is hitting close to home. Having these connections that we're talking about, having this relationship that we need to have with faculty members to be able to reach out and say, hey, this is going on, can you help? It's very important. I will say this, and I'll open the floor for questions. Year 2020, was the pivot year for us as it related to getting students supports and services. Faculty and staff have always supported us. But these last two or three years, faculty have gone above and beyond. I mean, there hasn't been a person I called and asked for either forgiveness for a student or support for a student, and it wasn't given in some fashion or form. So that's a kudos to the faculty for that, because previous years it wasn't as great it is now. It was good. But, it wasn't as great as it is now. I just think that speaks to everyone is fatigue for what's just went on the last couple of years. But also having that sympathy and care to commit for our students.

President Insch: Senator Coulter-Harris would like to ask a question.

Senator Coulter-Harris: Sammy, I have several questions for you. Let me put my video on too. First of all, how many students do each success coach has?

Dr. Julie Fischer-Kinney: I'll take that.

Senator Coulter-Harris: Yes, absolutely.

Dr. Julie Fischer-Kinney: I'll go a little bit more in depth about success coaching. We have---

Senator Coulter-Harris: No, I just want to know how many students each success coach has. And then I have other questions about that. Go ahead.

Dr. Julie Fischer-Kinney: There are 18 full-time success coaches at the undergraduate level, and each success coach has approximately 600 students. So when you're talking about things like case management and follow-up, there are more concerns than there are resources at this time to support our students. At the graduate level, there is a Graduate Success Center. There's a full-time graduate success coach and we have two peer coaches supporting students at the graduate level, and that began in Spring 2022.

Senator Coulter-Harris: Thank you so much for clarifying that. That's an awful lot of students. There have been occasions that I've heard of, Sammy, when success coaches have kind of overstepped their responsibilities. And instead of contacting the faculty member that the student has a concern with, they just go past the faculty member and then go straight to either the program director or chair. So, I'm wondering, are there any written responsibility guidelines for these success coaches?

Dr. Sammy Spann: All right, I will have the default. Julie. That is actually Julie's area. They report directly to Julie.

Senator Coulter-Harris: Okay, Julie, thank you.

Dr. Julie Fischer-Kinney: All the success coaches have, yes, absolutely, a position description. I guess I would need to know more specific examples, or what the situation might be. Is it a faculty on sabbatical and the success coach needed assistance for immediate student support?

Senator Coulter-Harris: It wasn't a faculty on sabbatical. I mean, this was not me. Okay. I'm not talking about myself. These are stories that have been told to me by faculty. Instead of a success coach directly contacting the faculty member, they went ahead and just bypass the faculty member for some reason. And then instead went and complained about the faculty member to the chair or the program director. So, I'm just wondering in their set of written responsibilities, do they have a sense of going up the chain of command? So the chain of command, I would assume, would be faculty and then chair, or program director and then chair. So, I'm just wondering about that.

Dr. Julie Fischer-Kinney: Absolutely. They understand that. So, I guess without specificity for me to investigate and figure out what the situation was you may be referring to, and I'm always happy to do that.

Senator Coulter-Harris: So, okay, well, I can have the people who have told me that, I can have them contact you.

Dr. Julie Fischer-Kinney: Absolutely.

Senator Coulter-Harris: Thank you so much.

Dr. Julie Fischer-Kinney: Thank you.

Dr. Sammy Spann: Deborah, there will be some situations where, just because my office gets a lot of concerns, sometimes it is with the faculty member. Not a lot. But there are some times where the issue is with the faculty member, and there is actually a threat that the students feel with the faculty member. So, what we typically do, we will go to the department chair and ask the department chair to either seek if we should bring the faculty member and the department chair together. If the student has some fear, rather it's Title IX or something, threat, or anything in that sense, we don't typically pull the faculty member into it. It's just like---

Senator Coulter-Harris: Right. I understand. But in these cases, it had nothing to do with a threat or anything like that. It had to do with, some of them, in a timely manner, or the untimely manner in which they answered emails, or something minor, things like that. I will have those faculty members get in touch with Julie just so all that can be clarified. And why I'm asking this? Because people asked me to ask you tonight.

Dr. Sammy Spann: Please, that's what we need. If we're going to sit here and talk on one side about communicating more, we want it to come from the other direction as well.

Senator Coulter-Harris: Exactly. Thank you, Sammy for all the great work you do.

Dr. Sammy Spann: Thank you so much, Deborah.

President Insch: Senator Avidor-Reiss, you have a question?

Senator Avidor-Reiss: Yes, I do have a question. I really want to follow up on what Senator Coulter-Harris has said, because this issue also came up in our committee, the Retention and Recruitment Committee. The issue of the number of success coaches. So you just mentioned that they are assigned 600 students, which mean, if they are so many students with issues, they actually cannot provide an adequate response. So, I also know independently that there are situations when the responses are really not great. So, my question is, what is your strategy? How do you prioritize the issue of the student? How do you make sure that the students that did apply to you, and are in the middle of a process, really get a complete and full response, and not get a partial response?

Dr. Sammy Spann: I'm going to let Julie answer that one. But I will say, the reason for the CASE concept is because at one point, we said the same thing about Rocket Solution Central. 'There's no way they can solve all the problems that come.' And then we said that about the Advocacy Office. We're saying it about success coaches. Creating this system and a structure where you put people into throughout this process, it helps out a lot more. But also we found out that it helps even more for us to track the students, because all this information goes into the system and you can pick up a student a year from now by going into the system, which is Starfish and see that the student actually had something going on a year prior. So that's how we kept [up with] some of those through the cracks. But we will not be able to get to the point where we have that one-on-one counseling, advising.

Dr. Julie Fischer-Kinney: So, with respect to the question, I was just asked about success coaching. What I cited was an average of 600, right? Some coaches might have little over 600. Some might have little under 600, any given moment in time depending on the semester. The needs of a student are not always there. So, coaching is based on a relationship and not every student is going to forge that relationship. We wish they would, but they may not. We're trying with the CASE center, prioritizing students of concern with high concerns. So, if an issue is presented, a coach is immediately going to start

to outreach. Does that mean the student will engage? Not necessarily, but we're going to do everything we can to engage that student. We're going to text them. We're going to call them. We're going to email them. I think a challenge becomes if the student is not living on campus. What do you do when they're not responsive to you? But we do to your question, we prioritize. So if it's an immediate need, we're immediately outreaching to the student. We're going to prioritize. Is it a high course concern or low course concern? When faculty do early alert reports, actually, I prioritize that every week for my staff, these students are the students that need immediate outreach. These are the ones that are less are concerned, and they're continue to be cycled through. But, you're right, there aren't enough resources. Eighteen people is not enough to support this campus. I will be very transparent about that. It is not enough. When you look at academic advising, our advisors have cases that are more like 250, not 600.

My staff was getting texts the entire weekend, well, 'my advisor and so and so, and so and so, and so and so isn't responding because the campus is closed. Can you help me?' To be quite frank, I feel like we never have downtime. I tell my staff, you got to put on your oxygen and mask in order to help others. You got to take care of yourself first. So, yeah, I think this case concept is always going to really help us prioritize the students most at risk of harm, most at risk of attrition, most at risk for just overall wellness. It's a positive thing. It's a lot to be worked on, but we're very ambitious and excited to do that.

Dr. Sammy Spann: Also, if a success coach is running across a student that they think is of high concern, they too will fill out a report a concern. Then it goes to our Cares Team. Our Cares Team is our University behavior intervention team. It has some very unique people around the table. It has the chief of police. It has Julie Fischer-Kinney. It has someone from the Provost Office. It has key people, the Counseling Center. And that student's name is brought to this table and we sit down and we dissect that student and what's going on with them. We dissect what he/she is going through and we try to triage in any way we can. The Office Accessibility sits around the table. Title IX sits around the table. So, you have all these resources that come together to focus on one person at a time. I think we meet every two weeks and we have a list of probably 20 students that we go down. We generate that list from faculty, staff or success coaches who see these students at high need. So the high need students, I want to say and I may be biased, we are getting to them. Then we wrap that service of those touch points around them so they are getting continuous connections.

Senator Coulter-Harris: Sammy and Julie, I just have one more statement. Don't you feel that faculty are the direct and first line success coaches? We really have to have that kind of mentality. Don't we?

Dr. Sammy Spann: Yes.

Senator Coulter-Harris: As faculty?

Dr. Sammy Spann: Yes.

Senator Coulter-Harris: And we should never be made out to be the 'bad' guys, unless we're threatening to kill somebody.

Dr. Sammy Spann: A matter of fact, a lot of times when situations come to us, we actually loop the faculty members in. The success coaches are in that as well. So the situation that you mentioned earlier, I'm hoping that it's just one offer. A lot of times we have sat down in the Cares Team and we have brought faculty members to the table to talk about a particular student. Research shows, the first line of defense for all students, and the one they connect the most to, are faculty members. So we're not oblivious

to that. What I will tell you, is that that's key that we have the relationship that we have to bring faculty into the situation. Majority of the problems that we deal with, if it's not the dean or the associate dean giving us extra funding if it's a financial issue, most of the problems we solve with the help of faculty.

Senator Coulter-Harris: Right. Thank you.

Dr. Sammy Spann: Any more questions?

Senator Avidor-Reiss: Just one more question just to finish what I started. You said that you are reaching for the faculty. But each student has multiple faculty, because they take multiple classes, and I wonder, are you reaching to all of them? How do you determine which faculty are reaching to for the students?

Dr. Sammy Spann: In the sense of behavior or academics?

Senator Avidor-Reiss: There is an issue, a student of concern. You said that there are five multiple points and one of the points are the faculty. Now every student has multiple faculty, not only one. Maybe you don't mean the classes, you mean somebody else. So, who is this faculty that you are speaking about that are reaching out?

Dr. Sammy Spann: So the example I gave earlier is if a student's parent passed away. But let's say there's a student that is in the back of the class, and we've had this happen, drawing pictures of guns. The faculty member put that in, 'I'm nervous. I'm scared.' And so we take them through the UBIT process and we elevate it. We bring all the people together to talk about it and if it is something that we deem that is [maybe] not serious when we do the threat assessment, we loop the faculty member back in. So it's almost on an individual basis. It is actually, mainly the faculty member who bring it to us. If it is a student that is struggling in a particular class, you may be reached out to, but it may not be from the success coach. It may not be from the CASE Center. It may be through a resource that we gave the student to branch out and help get those services provided.

Senator Avidor-Reiss: So if I understand you correctly, then if a student, let's say have some close-up parent that died or is [in] an emotional crisis, you will not reach to all faculty, only specific faculty?

Dr. Sammy Spann: Let me tell you why we do that. We had a young lady die by suicide, and a faculty member wanted to run out and 'let's do a visual.' It was a lot going on and we kind of went against doing that. It's mainly because of previous, right? This happened about seven years ago, a student died and the faculty wanted to put a visual together. They invited the parents and only four students showed up and nine faculty members. That could do more harm than good. So a lot of times these things are, we can't talk about them. Right? I can't tell you the exact number of how many students committed suicide, right? One student that died by suicide, we believe, mother came and said they died from COVID. So, a lot of times us not reaching out to faculty members is not a lack of wanting to, it's that whole, it's not just FERPA and HIPPA. It's more so just making sure, you know, how are they going to interpret this and what's going to be the outcome if we reach out to all the faculty members and tell them this. So, the goal is to loop faculty members in as much as possible, but sometimes that is going to be almost impossible to do in some situations.

Senator Avidor-Reiss: I completely agree with you, but I think, you know, I am just looking over my class and I think maybe sometimes the student be detached and you don't know why. If you don't have

the background, you cannot really do anything. And yeah, I'm sure that there are. And I understand that you also need to protect the faculty from overwhelming number of cases that they cannot deal with. I just wonder how to deal with it.

Dr. Sammy Spann: No worries. But we will always default to trying to do a community approach, the village approach. That's what our coordinated effort, right? We really want to do that more so than anything, because as you can tell, our success coaches are overwhelmed. They have a lot. The CASE Center itself is overwhelmed. The concept is broad. It's between multiple units. I call it our '9 11' because it's the Rocket Solution Central, it's the success coaches, it's the Counseling Center, it's the Office of Accessibility. All these areas are now coming together to communicate on the same student. We're trying to get everyone to use the same software. As, you know, we're the 'university of many softwares.' So once we get that to a point to, I feel so comfortable and confident that no matter what happens, I can get on the system and pinpoint any student that is going through a particular situation. And faculty as well, because they go on to Starfish as well. Right?

Dr. Julie Fischer-Kinney: Right.

Senator Avidor-Reiss: Thank you.

Dr. Sammy Spann: You're welcome.

President Insch: Senator Johnson has a comment [in the Chat]. I don't know if you want to respond to it or not.

Dr. Julie Fischer-Kinney: So, the question is an example of a student who reached out and said my success coach recommended.... The truth is always in the middle. A success coach would not say that. The truth is always in the middle. You know, I've had this happen to me. "Student, please to go talk to so and so to clarify your concern." Then I'm copied on an email, well, Dr. Fischer-Kinney said that you could.... No, that's not what Dr. Fischer-Kinney said. So I'm not sure of the example you're speaking of, but I can guarantee that a success coach would never tell a student to go ask a professor if they can raise a grade, etc. That would be completely inappropriate.

Dr. Sammy Spann: Well, what we have in the Advocacy Office is students will reach out into the Advocacy Office and say, I told my professor I had COVID and he said I had to come here and get a letter from you. That's getting to be overwhelming. I think that's another one of those 'in the middle,' and so we're having to redirect students. We don't mind. We don't mind doing that, but it gets to be overwhelming. Now it feels like we're just making 'hall passes.' So what we want to try to do is get away from that. If a student knows they're going to be out or they know something's going on, we're going to ask that they write the faculty member to say, this is what's going on. I don't want that relationship to be separated. We don't want the faculty and student relationship to be robotic. It needs to be more personable. To the point that you all made earlier, you are the front line. You are who the students fall in love with first, right? We're here to give that support and that structure. Those are the things that we're getting a lot more in the office. A lot of, can you write this for me? Or I had this. Or the faculty member told me that you can write the letter for me to come back to class etc. So, we want to get away from that. You're going to see more of the students coming to you, because that's where we're going to kind of encourage them to do that on their own.

President Insch: So Sammy, I have a question. As a faculty member, I try to figure out what I can do. I'm participating in Equity Champions Program this semester, so I got that perspective. My concern is, is that I don't think a lot of us really recognize, and I know there's a form out there for faculty to report concerns about students and it's really obvious. We always look right past it, like, where's my course evaluation? And it's right in the right hand corner or whatever<laughter>. It seems like it behooves me to be a little more engaged in student's lives, (I mean, you don't want to be intrusive) and then be more proactive in letting your team know. Right? Because sometimes when you reach out to a student directly, it's not handled as well as if it comes --- When I see a student struggling, I'll talk to them sometimes. Sometimes they're too embarrassed. They know me as a professor. I really worry about it. And you know, I'm personable, but they don't want to leave a bad impression on the professor. That's when I should probably say, hey, let me fill out the form and write your team, I have worries about this student. I teach freshmen and so they have success coaches. I mean, is that what faculty is more proactive about? About getting your office possibly more engaged so they are on your radar?

Dr. Sammy Spann: I think so. I mean, having explained it to them that at the bottom of every website is report a concern, if they have concern. But also for faculty members. I mean, honestly, a lot of the situations that we deal with right now, dealt with faculty. Really quick example, we had one student who had suicide ideation. The faculty member was the one that reached out to the student and started the conversation to get them into our Counseling Center, and they did a nice soft hand off and we kind of communicated back and forth. So, we have more stories like that. Of course, we don't talk about them because it is that family 'secret.' But, we have more stories like that. So that is what I would love for every faculty member to have, because it helps us out a lot. Because the concept is not a center. It is not success coaches. It's not the CASE office. It's a concept that we all embrace and bring in together and to pull these students in this, in this process, it helps out a lot. I mean, it helps out the success coaches that has 600 plus students. It helps out the Advocacy Office that are getting parents calling because their student is missing or something like that. It helps triage a lot of potential issues that comes up. So that would be wonderful for us, for faculty to do that.

President Insch: Are there any more questions for Sammy and Julie?

Senator Avidor-Reiss: Yes, I have another question. Sammy, I know that you are coming here on a very specific subject. My question to you is, are you going to speak to us on other terms regarding other aspects of student fail related to other experiences? Such as the reason why they are not so happy necessarily in the University of Toledo. Is this something in the future that will happen, or is this the only time we are meeting you this semester?

Dr. Sammy Spann: No, I will be more than welcome to tell you about the other experiences related. You're talking about as far as what? Our numbers?

Senator Avidor-Reiss: Well, you know, in the Committee of Retention and Recruitment, there are a lot of issues that came regarding concerns, like the point that was raised regarding retention. For example, I'm not sure this is falling under your priority or your supervision, but issues like students cannot park and cannot come to classes and students not having great experiences in their house where they live. Is this something that is under your supervision and how are you going to discuss them in the future?

Dr. Sammy Spann: I definitely can talk about a little bit now. Also, I can definitely talk about it in the future. As you know, the University of Toledo is like a strip mall. Everyone has their own little shops, and

we're trying to figure out how to sell our own products in a way. We're trying to figure out how do we make that more of a unified effort. And it's not pointing fingers and not saying someone is better than the next. It's just that we're moving so fast with enrollment issues that we sometimes don't realize the impact. Right? Intent vs. impact. We don't really know what the impact is when we intend to do something. As far as Student Affairs, our role is the student experience. That has been a charge that we just gotten recently within the new strategic plan, that our goal is to build a student experience. It's to work with the different areas. Housing, ResLife belongs to us. Although housing is under another contract, we're going to work with that company to build out. So they're going to let us lead the strategic plan on that relationship. So, there are a couple of issues that we are trying to work through right now, but this is the University of Toledo, and we're getting there.

Senator Avidor-Reiss: I know. But I do want to really insist on one aspect. For example, is the parking also something that you are dealing with?

Dr. Sammy Spann: No, parking is a third party vendor that we have. We have the same parking vendor that Ohio State, the other universities are using. They have come in because we have so much deferred maintenance. So now, instead of parking being free after 5 o'clock, it's 24 hours. So they are checking 24 hours a day, seven days a week.

Senator Avidor-Reiss: So what do you do in a situation, let me give you a specific example that just came to our committee last semester.

Dr. Sammy Spann: Okay.

Senator Avidor-Reiss: There were some events, some sport events, and many of the parking areas were closed to students. They were not able to go to class. They were basically unable to go do the basic job in the University, which is attend in class. Right? They don't care that it's a company. They don't care there is an event. They care that they pay for the University of Toledo to go to class and they want to go to class, and the teacher requires them to be in in certain classes if there is an exam or something like that. So, how this kind of situation can be managed so we don't have it in the future? That there are some events that are affecting the quality of the student's experience. How can we overcome that?

Dr. Sammy Spann: Right now, two things. One, and this is not me advocating for the parking because we've been going back and forth on a couple of things. But, there is a tracker to show you how many parking spots are on a university campus. Even when we have events, there is parking. It just further away. So the Student Government, and a lot of times this is when Student Government comes to us, they pull a forum together. We pull all the people in the room and they voice their concerns. The football games and the basketball games, when they close those parking lots, that is going to continue. That happens at just about any university in the United States. It is going to push students on the outer parts of the campus. That is where we can work with the Student Government to get buses to move more often through the campus, but it's going to come from those communications that we have with the students and also our partners in Parking. That is something that will always happen as far as those games, and those parking lots closing.

Senator Avidor-Reiss: So why don't you then develop some system that can guide students to those spots? If you have this situation, somebody needs to tell the students here they are parking in this area. And the system needs to be an effective system so students do not feel that they cannot come to classes.

Dr. Sammy Spann: Right. So far what they planned on doing is doing better marketing. Right? You've seen the signs for the signage. More marketing as far as telling the students when games are coming and alternate locations that they can park. Also, we've talked about potentially getting more bus routes for students if they do have to park maybe further out during game days to do that as well. Those are the conversations that are being had. Students and Student Government, when they pull all the administration together, those are the things that they bring up all the time. From those conversations, potential solutions are created.

Senator Avidor-Reiss: I don't know who are those people that you are speaking about. I have students in my class that constantly, all the time complaining about that. So, maybe instead of speaking to Student Government, you need to speak with the student. Then you are going to have the student there extremely frustrated with this situation. Something must happen. I'm sure there are some mechanisms that can be done; it just needs to be done.

Dr. Sammy Spann: It's easier than done. I know Deborah, you wanted to say something.

Senator Coulter-Harris: Yes, absolutely. I also want to say something to Senator Avidor-Reiss. You know, Senator Avidor-Reiss, I've been giving reports from my Faculty Senate Committee on Student Affairs. So, I wish that you would kind of work with me too. If there are any issues that we're bringing up that you'd like to question me about, I'd really like you to do that. So, let's open communications between us.

Sammy, what I wanted to say is, this is the second year that I'm Chair of the Faculty Senate Committee on Student Affairs. Last year we worked directly with the Student Government. We had them identify four major issues of concern, we addressed all of them, and then had a pizza party at the end of the year for them. So, it was great. Now, this year we're doing the same. We are working with the Student Government, and they identified two issues. One was faculty email. So that goes back to the idea of communications between faculty and students that you were talking about. Also, at the 13 December meeting, we presented our research that we did on dorms, which was particularly Parks Towers. I think you know about that, because I think that you met with Senator Green. I wasn't able to attend that meeting with you because I was meeting with the International Student Association at the same time. So this year what we've done is ask the Student Government to identify two issues. But then also, we're meeting with the International Student Association because as more international students are coming to our campus, we want to also be aware of the issues that they have. So, we're going to be presenting. Matter of fact, I have a meeting next Wednesday with my committee, and my committee has 12 people on it. They have been just fabulous, doing very, very hard work on all of the issues. So, what I want to say to you, Sammy, is that I'd like to meet with you sometime and have a chat about all of this.

Dr. Sammy Spann: I'll close with saying, I would love that. I think when I meet with Student Government bi-weekly, the president and the vice president, and they tell me the work that you've done, that you all helped them with the Parks Tower situation, or even getting paid. So, thank you for that. The second thing I would just say is, if you do have those meetings, even if I can't come, if you invite me, I will either come or I'll have a proxy come in my place. Because having those conversations all at one place helps out a lot. What we have right now, we have several different groups of Students talking to several groups of people. Auxiliary has a group of students talking to them about the same problems that you're talking to Student Government about and I'm talking to students about. A lot of times, we bypass

each other like ‘ships in a night’ on finding solutions. So yes, I would love to be invited to any of those if possible.

Senator Coulter-Harris: Yes, I will. We're going to meet with the ISA again in February. We met with them last semester for about an hour and-a-half, and we took very good notes and we're going to be presenting those issues. I'll make sure that you get a copy of that report so that you're in the know.

Dr. Sammy Spann: Please, just let me know.

Senator Coulter-Harris: One of the big things that they complained about, Sammy, just so that you know. I don't know if this is under your purview, I believe it is, is their orientation. They didn't feel that their orientation was particularly great.

Dr. Sammy Spann: International students?

Senator Coulter-Harris: We can get into that later.

Dr. Sammy Spann: Please. We will setup a meeting as well.

Senator Coulter-Harris: I'd love to talk to you, communicate with you.

Dr. Sammy Spann: Yes. The International Center reports to me now so I would love to have that information so I can take it back and we can modify.

Senator Coulter-Harris: Fantastic.

Dr. Sammy Spann: I got the ‘king coming towards my neck,’ and so I'm going to move out the way.

Senator Coulter-Harris: Thank you.

President Insch: Are there any more questions for Sammy and Julie while we got them here?

Senator Gilstrap: President Insch, I do have a question.

President Insch: Sure.

Senator Gilstrap: Sammy, could you just give me a high level view of how student life is positioning to attract students in the area to UT, given that we are trying to figure out the enrollment issue? You know, we have BG down the road as competition. Where does student life sit in sort of the strategic plan of the University?

Dr. Sammy Spann: It sits in the core of it. I mean, I think the main reason students come to this University is for education. But the way we make it different than online universities is about the experiences that they have. It starts in the classroom. The wonderful relationships they have with faculty, the relationships that they build. But outside the classroom is when we kind of step in to help facilitate and that's something that we're putting more emphasis in that. We have a committee - Julie's a part of this as well - to sit down and think about, how do we improve the student experience here on campus? There's a lot of things, right? We have to bleed into enrollment. We have to look at the Rec Center. We have to look at Parks Towers. We're dealing with a lot of these, I would say small things. But we're dealing with a lot of variables to try to make one big impact on the student experience. So, that's one of the things that we would do. On a side note, and this is what I'm kind of excited about, we just received

\$11.5 M to create a program called Rocket Kids. Those of you who remember Camp Adventure, this is similar to that program, but the University of Toledo owns it and your credit hours students go through are here at the University of Toledo. Right now the military is looking for over 400 students to do this program. That's a small tap, but it's taking us in the direction of creating many more opportunities, experiential learning, opportunities for students to get those experiences. So, we're making small strides. We have more work to do. We're definitely going to be working with faculty to kind of see all we can do to improve the student experience.

Senator Gilstrap: Thank you.

Dr. Sammy Spann: You're welcome.

President Insch: Anybody else? Sammy's talking is good here. Sammy and Julie, thank you very much. We appreciate all you're doing. So, we're at the end of the agenda now. Is there anybody who has any items they would like to us to discuss? Not seeing any. I believe we're at the end of the agenda and if someone like to make a motion to adjourn.

Senator Huntley: So moved.

President-Elect Rouillard: Second.

President Insch: We have a motion and second in the room. Thank you all very much. We'll see you in a couple of weeks. If you have any questions or concerns, please let us know. Thanks. We are adjourned. Meeting adjourned.

IV. Meeting adjourned at 5:27 p.m.

Respectfully submitted: Deborah Coulter-Harris
Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Executive Secretary