

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of December 13, 2022
FACULTY SENATE

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

Approved @ FS on 1/17/2023

Summary of Discussion

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

[Experiencing Issues]

President Insch: Secretary Coulter-Harris, are you ready to start?

Secretary Coulter-Harris: Yes, I am. Good afternoon, Senators. I will now call the roll.

Present: Ammon Allred, Peter Andreanna, Tomer Avidor-Reiss, Sheri Benton, Terry Bigioni, Jillian Bornak, Carmen Cioc, Daniel Compora, Deborah Coulter-Harris, Vicki Dagostino-Kalniz, Lucy Duhon, Anthony Edgington, Hossein Elgafy, Ahmed El-Zawahry, Greg Gilchrist (for Eric Chaffe), Collin Gilstrap, Karen Green, Sally Harmych, , Mitchell Howard, 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, Grant Norte, Carla Pattin, Elaine Reeves, Jennifer Reynolds, Paul Schaefer, Barry Scheuermann, Kathy Shan, Puneet Sindwani, Suzanne Smith, Robert Steven, Lee Strang, Stan Stepkowski, Steven Suheck , Weiqing Sun, Jami Taylor, Berhane Teclehaimanot, Robert Topp, Jerry Van Hoy, Randall Vesely, Donald Wedding.

Excused Absences: Jason Huntley, Mohamed Osman

Absent: Elissar Andari, Gabriella Baki, Bruce Bamber, Prabir Chaudhuri, Cindy Herrera, Alap Jayatissa, Yvette Perry, James Van hook

Senator Coulter-Harris: President Insch, we do have a quorum.

President Insch: The next item on the agenda is to adopt the agenda. I would like to propose a small change to the agenda. We do have a speaker that has a hard deadline at 5:15 pm. So, I would propose amending the agenda to putting the Faculty on Student Affairs Committee report after our speakers and moving Anne Fulkerson ahead of Valerie Simmons-Walston. So just a couple of moving pieces there to try to make sure we can get our speakers in on time. If that's all right, I would like a motion to approve the agenda as amended.

Senator Coulter-Harris: So moved.

Senator Green: Second.

President Insch: All in favor say, 'aye' or put 'yes' in the Chat.

Group of Senators: 'Aye.'

President Insch: All right, I'm assuming that went through. We now will move on to the approval of the Minutes. You have received the Minutes for November 15th and November 29th. A motion to approve those Minutes?

Senator Van Hoy: So moved.

Senator Gilstrap: Second.

President Insch: Are there any changes or amendments to the Minutes? Hearing or seeing none. All in favor of approving the Minutes say, ‘aye’ or put ‘yes’ in the Chat.

Senator Taylor: I did request that you spell my name correctly.

President Insch: I would be happy to. I’m sorry, I don’t know who responded. Oh, Jami Taylor. I’m sorry about that, Jami. Thank you. Okay, any opposed? All right, moving on. I hope to be brief, but actually we were involved in a lot of meetings so I will not speak too quickly.

Executive Committee Report: Good afternoon. We have a very full agenda today. So I will try to keep my remarks brief. The Faculty Senate Executive Committee met with President Postel, Provost Dickson, and Vice Provost Small on December 1st. During the meeting we discussed a wide variety of topics.

President Postel told us of a meeting with the Governor and other university presidents. A couple of interesting points from that meeting included the discussion of raising tuition to match inflation. This idea was not met favorably by the Governor. President Postel also indicate that the State legislators were not “Bullish on Higher Ed”, and that there was a push towards Universities, particularly STEM areas, partnering more with industry for lab and research support and taking over previous State support.

President Postel repeated the Board of Trustees’ request that the University prepare a five-year budget. The most likely model has with basically flat tuition and increasing inflation-driven costs across the board. This is a departure from historic practice.

The Provost discussed the Retention and Recruitment Committee’s preliminary recommendation to have one person take full responsibility for all aspects of the recruitment process. She mentioned that creating another Vice Provost position was not the best way forward at this time. She reiterated that the better way forward was improved and enhanced collaboration and coordination across the University.

We discussed the budget challenges and the responsibility of the Deans to work with their faculty in identifying growth areas for their programs. Moreover, online programs were identified as a potential area for growth and that the University has not marketed our online programs.

Last Wednesday, I was able to speak briefly at the Board of Trustees meeting. I pointed out the work of the Retention and Recruitment committee and all of their hard work. After I finished speaking, the Board Chairperson asked for a copy of the report which was emailed to the full Board of Trustees last Thursday. So, the Board is aware of what the faculty are doing in this area.

I also indicated that the Faculty Senate Budget committee presented its initial findings at the November 15th Faculty Senate meeting. The findings were that there was a significant variance in how the various Deans have structured their committees, when the committees meet, and how members are selected. A preliminary recommendation was for the Provost’s Office to develop some guidelines for the structure and operation of these committees to create consistency across colleges.

The committee is now tasked with gathering information regarding the membership of each of the colleges’ respective budget committees and the process by which members were selected. One of the goals of the committee is to gather the budget data from each college and review how the budget process is being handled in the various colleges. With a better understanding of the different colleges’ budgets and unique needs, the committee will focus on recommendations for the budget process.

My report the Board of Trustees also mentioned the Faculty Senate’s preliminary efforts to gather information regarding the various technology issues facing faculty, including researching technology that

would allow for an enhanced student experience when running hybrid classes with synchronous online student participation.

My report ended with advising the Board that the Faculty Senate Deans' Evaluation process was moving forward. A quick update to this process, is that the Deans who will be evaluated received a copy of the survey instrument for their review and comment. Also, the Faculty Senate Elections committee is presently vetting the faculty roster to finalize eligibility to participate in the survey. This process should conclude shortly. With this roster, the Elections Committee and Faculty Senate Executive Committee will be able to review the apportionment of college senators and also populate the Deans' Evaluation Survey sample. We are on track to launch the survey the first week of February.

Lastly, our first meeting of the new year will be held on January 17th. I hope you all have a wonderful and joyful Holiday break and a Prosperous and Happy New Year

That concludes our report. Are there any questions? Are there any additions from members of the Faculty Senate Executive Committee?

Senator Rouillard: During our meeting with President Postel, he discussed online programs. He was very clear that we might contract an outside company to market the programs. But, he was very clear that we would not engage in any kind of agreement where we would hand over wads of the tuition revenue that program development, curricular development, delivery of courses would stay inside UT. I think it's very important that he made that distinction.

President Insch: Thank you, Senator Rouillard. Are there any questions, or members of the committee who would like to update, correct me?

Senator Rouillard: No, I wasn't correcting you.

President Insch: No, no, I know. That is not what I meant by that though. Thank you very for that, Senator Rouillard. Now moving on, we have the provost report from Provost Dickson. I hope she's here; maybe not, I didn't see her.

Provost Dickson: I'm here.

President Insch: Oh, there she is.

Provost Dickson: Thank you. Good afternoon, President Insch, President-Elect Rouillard, Executive Committee and Faculty Senate members. I'd like to begin today with a great big thank you to all of you for the work you're doing with our students, particularly this past semester as we've tried to find some normalcy after COVID. Finals week is always a stressful time as we wrap up and get ready for commencement at the end of the week. So, thank you. Thank you very much for your work. I am quite aware of how hard you are all working at this moment. As far as the Provost Office is concerned, we continue to make meaningful progress on a large number of fairly large initiatives. So here are a few things since the last update: As President Insch mentioned, last Wednesday, we had a Board meeting of specific interest to the academic affairs area. It was an update on program prioritization that we've been working on with the Huron data. There was a high level of review of the plan that your deans provided that was presented in terms of how those plans relate to the five-year financial plan that Finance is developing. The estimated revenue generating or savings from the colleges combined, ranges from a total of \$8.8 to \$14million dollars over the next five years. So, that's what we're going to be pushing towards. That's both revenue generation and structural savings based on program prioritization and other changes that your deans have been discussing.

The colleges have done a lot of work, even in the time that I've been here at UToledo, and I'm very, very proud. I'm very proud of all the colleges and of the deans. That said, this is continuous work; as many of you know, it's the work of the future. It's important to remember that we are literally creating the future of UToledo and the future of higher education in the region. In some of your colleges, it's the future of your disciplines. So, while it's often daunting, it's also very important work and we appreciate the work that you're doing in the colleges.

One of the other things that was a moment of pride in the Board meeting was a presentation by Dr. Anne Fulkerson who you'll be hearing from today, the Associate Vice Provost for Institutional Research. She presented a lunch and learn for the Board of Trustees on the U.S. News & World Report rankings. I'm just going to share a few of the highlights from her presentation. As you know, U.S. World & News is the most widely known and influential ranking system in the United States. Although it is not readily accepted by all of us, it is still very influential. Their best colleges ranking is based on 17 metrics; metrics, such as peer surveys, graduation rates, retention rate, class sizes. We improved on 14 of the 17 metrics this year. Those 14 metrics made-up 95% of the ranking. So, that's what pushed us forward. Consequently, we achieved a published rank for the first time since the rankings began in 1988, and we achieved a published rank of 285 at 440 national universities, putting us in 35th percentile. This is actually particularly a very, very big accomplishment, because there were more institutions who were part of it this year. The numbers change from year to year. We were also ranked as a top university and an A+ school for B students, which was a really exciting place to be. And also a top performer for social mobility, given the large percentage of our students who receive Pell grants. We hold 30 U.S. News rankings and separate graduate, undergraduate, and online degree programs. We were also notified this year that we were identified as only one of 289 U.S. institutions ranked as a U.S. News. Best Global University, ranking 1,002 out of about 2,000 schools across 95 countries in terms of research productivity and reputation, particularly in chemistry, clinical medicine, psychology and material sciences. Three other ranking systems that are widely used outside the U.S. have recognized us as well. Those include the Times Higher Education rankings, the Capitol Rally Simmons rankings, which is used widely internationally, and the Academic Rankings of World Universities. The Academic Rankings of World Universities actually highlighted two of our faculty members in terms of their work. Those faculty members are John Elhai, professor of psychology on cyber psychology and internet addiction, and Yanfa Yan, professor of physics and Ohio research scholar chair, for his research on thin-film solar cells and clear clean energy. So, that was very exciting stuff about the rankings.

Another project we're currently engaged in, and many of you have also been consulted around this, is the Art and Science group. The Art and Science group is here to help us better understand where UToledo is positioned in the higher education landscape, specifically their focus is on attention around, what do prospective students know about UToledo? What are their opinions and impressions of UToledo? How do these perceptions compare to other institutions, perceptions about other institutions? What messages resonate with this population? And then it's compared to how we see the institution. The information learned from this research will help us better understand how to position ourselves better to attract the attention of more students, leading to hopefully increased new student enrollment.

Another big thing we've been working on is the strategic plan. I'm at the point where I don't even want to say it anymore. I am so happy to share that the final meeting of the Strategic Planning Committee was held on Tuesday, December 6. The plan is set to go to the Board in the January 9th meeting. This newly developed plan outlines the priorities for the next five years and includes metrics to measure our progress. I would like to thank all the committee members for your tremendous efforts in this, and particularly thankful to Jason Huntley and Anne Fulkerson for their steadfast leadership in this very large project. As you all know (I hope), graduation is this weekend on the 17th. We will hold both morning and afternoon ceremonies to honor both summer and fall graduates. Approximately 1,852 degrees will be awarded

across all the colleges, including a mixture of associate, undergraduate, and graduate degrees. I hope you're able to join us. Again, thank you all for your dedication to our students and for all your hard work in getting them to this remarkably important milestone in their lives.

So that's my report for today. Thank you. I'm happy to answer any questions from the floor.

President Insch: Thank you very much, Provost. Are there any questions for the Provost?

Senator Avidor-Reiss: Can you explain [to me] what does it mean for being a top B grade? What was the meaning of that?

Provost Dickson: So being an A institution for B plus students, based on the students we register, our students tend to have slightly lower GPAs, and we do well with them. So we are a good school for the next tier level students. So, Senator Avidor-Reiss, this is a remarkably important question actually, and I'm so happy to hear it from you because this gets at the question I'm continually asking, which is, what is the composite of our students? Who do we do the best with? And who should we be recruiting? So, the students we should be recruiting are the social mobility students -- I think this is where we're ranked -- and the students who get the attention and time from faculty members in an institution like ours who thrive in an institution like ours who would probably flounder in the school that was the next level up in terms of kind of exclusivity or the level of students they take. So that's what it says, that students who are B plus students do really, really well here.

Senator Avidor-Reiss: So does this mean that this concept will be incorporated now to the strategic plan, for example, or for other things that how we advertise ourselves?

Provost Dickson: So, it's also a good question. This is something we were ranked on. So this is an external validation that we do this well. I would love to see us do this. So I think it's important to understand who we are. Not so much in terms of the strategic plan at this point. But where I think it gets with the strategic plan is understanding the place of this in our enrollment management and our retention and student success planning. Understanding that this is one of our strengths and we need to build on this strength. It's a very, very powerful thing from my perspective to be an urban institution that moves people to the next level who does very, very well with students who are kind of in a B plus, particularly students who don't want to leave the region. It's a huge accomplishment. It's a good thing, I think to be known for. We should own it. We should be proud of it.

Senator Avidor-Reiss: Thank you.

Provost Dickson: You're welcome.

President Insch: Are there any other questions for the Provost? I guess that's it. Thank you so much, Provost Dickson. We appreciate your time as always.

Provost Dickson: Thank you guys so much. Again, thanks so much for the work you're doing.

President Insch: All right, we will now move on to the Undergraduate Curriculum Committee and Dr. Edgington.

Senator Edgington: Thank you, President Insch. Thank you, Senators. I'm going to take a few minutes to bring up the agenda here for the proposals. Okay, I hope everyone can see the list. So, we have 14 new course proposals and six course modifications to bring to you today. I'll go through the 14 course proposals first. These come from two different programs.

The first is **HHS**. We have **HHS 1010, Industrial Health Sciences I with Orientation**. This is the first of a two-part introduction of Health Sciences course sequence for students interested in health science professions. The course will help support new students with their transition to college life. Content will include navigating online learning platforms, finding student resources, learning effective study strategies, and learning about potential careers in health science.

Our second course is **HHS 1020, Introduction to Health Sciences II**. This is the second of a two-part Introduction to Health Science course sequence for students interested in health science professions. This course is designed to do a focused exploration of professions within the concentrations of the health science major, while connecting students to professionals within their field of interest.

The third course is **HHS 3100, Introduction to Social Determinants of Health**. This is an introductory course on social determinants of health in the United States. Social determinants of health (SDOH) are the systems, factors, and conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks. We will examine the multiple levels of influence through which these factors contribute to health inequalities and explore innovative solutions in which health professionals may address and reduce health disparities when working towards health equity.

HHS 3600, Foundations of Evidence-Based Practice in Health Science. Introduction to the principles of evidence-based practice. Course content will include how to locate, appraise, and use contemporary evidence to optimize health outcomes and clinical care.

HHS 4100, Foundations of Healthcare Delivery. This course will discuss the evolution of healthcare and teach foundational knowledge and skills to prepare students interested in graduate healthcare programs for patient, client, and healthcare team interactions. Content covered will include an introduction to healthcare delivery systems, frameworks that currently guide healthcare providers, regulatory processes in healthcare, and communication skills to effectively work with patients, clients and other healthcare team members.

HHS 4800, Health Sciences Capstone I. This course is the first of a two-part capstone project for students graduating with a Bachelor's in Health Sciences. This course is designed to prepare students to assess social determinants of health, and to then plan, promote, implement, and evaluate a program aimed at achieving health equity.

Then the final course in HHS is **HHS 4810, Health Sciences Capstone II**. This cumulative Capstone course will provide students with an opportunity to apply the various competencies developed as part of the Health Science Bachelor's degree curriculum. Students will be assigned to a small group and will demonstrate these skills through the development of a program plan focusing on an assigned health inequity need in the community. Students will work with their small group throughout the semester to develop various deliverables critical in the delivery of health promotion programs.

Then we have courses from Engineering Technology. The first one is **CYBR 1400, Ethical Behavior in Computing**. This course will teach the ethical dilemmas for computer use, the software engineering code of ethics and professional practice, and basic rules for computer ethics. The course will focus on the commitment software engineers have to the public, client and employer, product, judgement, management, profession, colleagues, and self.

CYBR 2000, Cyber Law & Compliance, Intro to Crypto-analysis & Generic Attacks. An in-depth examination of the law dealing with computers and the Internet, including such issues as intellectual

property, electronic commerce, information privacy, freedom of expression, cyber-crime and jurisdiction. Included are detailed analyses of significant legal case studies plus review of applicable federal and state legislation. The course addresses key concepts in building and breaking ciphers by making, testing, securing and cracking programs that encrypt text with classical ciphers like the transposition cipher, Vigenère cipher, etc. Students will learn about major topics in crypt analysis. Also, students will study and analyze attack methods and algorithms in crypt analysis.

CYBR 2410, Digital Forensics. This course trains students on the procedures and techniques used to identify, extract, validate, document and preserve electronic evidence. Students completing this course will be familiar with the core computer science theory and practical skills necessary to perform basic computer forensic investigations, understand the role of technology in investigating computer-based crime, and be prepared to deal with investigative bodies at a basic level.

CYBR 3200, Client-Server Security Models. This course trains students to systematically identify vulnerabilities, analyzing their occurrence, make corrective action options, evaluate from the aspect of the client/server model, and discuss and implement prescriptive software security designs.

CYBR 3350, Managing Security Projects. This course trains students on best practices on how institutions and organizations manage information risk through risk assessment practices and procedures

CYBR 4200, Software Assurance. Practices for ensuring quality through the software process. Topics include requirements elicitation, analysis and documentation, testing, and quality assurance management.

The final new course proposal is **CYBR 4500, Risk Vulnerability Analysis.** This course teaches risk vulnerabilities in an information network. Topics include administrating Linux and Microsoft servers together to provide infrastructure services to mixed clients. Topics covered are DNS; DHCP; file, web, mail, and directory security of these services; and best practices for combining and mixing server platforms in an enterprise environment.

Senator Edgington cont'd: So those are our 14 course proposals. Since we have a high number of course proposals today, I'm going to do these separately. So, are there any questions or concerns about any of these new course proposals? Yes?

Senator Van Hoy: I have a question about HHS 3100, Introduction to Social Determinants of Health. Has the proposing department talked to the chair of Sociology and Anthropology about this course? The content seems to overlap with some of their courses. I am concerned that the courses might not be different enough.

Senator Edgington: I can ask. There are individuals here and they could probably talk to that.

<<Experiencing Technical Difficulties>>

Unknown Speaker: So really...specifically... [*Indecipherable*]

Senator Edgington: I think it's 3100, yes.

Senator Van Hoy: I'm just going to ... [*Indecipherable*]... I think the Sociology courses are at the 4000-level. I'm just going to hope that even if the courses overlap, the different levels will help student distinguish between them.

Senator Edgington: You might want to come up and talk. The only microphone is what is at the computer.

<<The following segment is to recapture the above discussion, which was indecipherable>>

Senator Van Hoy: This is at a 3000 level, right?

Dr. Joseph Dake: This is a 3000 level course.

Senator Van Hoy: I think the sociology courses are at 4000.

Senator Edgington: Just to summarize. The question was whether there may be some overlap between the 3100 course and a course in sociology. But because they are taught at different levels, I believe we are okay with those two courses. Are there any other questions or concerns about any of the current new course proposals? I don't believe we have any other questions, so what I'm going to do here is actually put a little line of separation. So, at this point if you are in favor of the new proposals, please put yes in the Chat, no or abstain. I'm sorry, it just came up. Hold on with the votes. So the question is, how does the 3100 course compare with 3960? Justin, do you want to come up here and address that? Jami, would you be okay to explain what HIL 4960 is, and then somebody here can address that question?

Dr. Joseph Dake: Jami, the political determinants of health is really focused just on that, the political side of it. I know that you've worked with Erica on that piece of it. The social determinants is a much more broad and all-encompassing piece. So certainly the political is not addressed strongly in the social determinants side.

Senator Edgington: Jami, does that help answer your question?

Senator Taylor: Yes.

Senator Edgington: Okay. We're good. Okay, so once again, are there any other questions or concerns?

Natalie Unknown Last Name: My name is Natalie... I am calling to ask about the cellular and mastery programs at the University of Toledo. I really want to ask about when the actual applications are due and what part of the application---

Senator Edgington: I'm sorry, we're getting a really bad echo with your question. We're having a hard time hearing it in the room. Is it the application for the HHS program or the cyber program? I'm sorry, the speaker with the previous question, could you repeat the question again? We had a hard time hearing it here in the room. Or, put your question in the Chat. Are there any other questions or concerns about any of the new course proposals being brought to you today? So we'll vote for all 14 courses here at the same time. If you approve the courses, put yes in the Chat, no or abstain. In the room the same thing, yes, no, or abstain. Any nays? [none] Any abstentions? [2]. So, we have all yeses, and two abstentions. *Motion Passed.* Okay, let me share again. We'll do our courses modifications next.

Course Modifications:

So we have six course modifications, all again, coming from the same program, EMS. So we'll start with **EMS 1220, Emergency Medical Technician-Basic 1.** Updated catalog description. Updated prereqs (UT registered student, AHA certification and completion of entrance exam). Addition to registration restriction (Student must submit completed 10 panel drug screen). Updated syllabus.

EMS 1230, Emergency Medical Technician Basic 2. Change to credit hours (to 4 hours). Addition of Field Experience as a Schedule Type. Updated catalog description. Updated syllabus.

EMS 1250, Emergency Medical Technician-Basic. Course no longer offered in the Fall. Updated catalog description. Addition of prereq (AHA certification and completion of entrance exam). Addition to registration restriction (Student must submit completed 10 panel drug screen). Updated syllabus. Updated learning outcomes.

EMS 1310, Paramedic I. Addition of Clinical to Schedule Type. Added prereq (State of Ohio Basic EMT license in good standing; Anatomy & Physiology for EMS). Updated registration restriction (Successful completion of a 10 panel drug screen). Updated syllabus.

EMS 1320, Paramedic II. Addition of Clinical to Schedule Type. Updated syllabus.

EMS 1330, Paramedic III. Updated catalog description. Updated syllabus.

Senator Edgington cont'd: Hold on a second. I sent you the wrong one. There's a change in this. I apologize. So first of all, EMS 1310 is Paramedic I. The other thing that's being added, though, is they are adding to asking to change the course number from 1310 to 2310 for Paramedic I, as well as all the additions that are listed here. For EMS 1320, Paramedic II, they are adding clinical to schedule, updating the syllabus. They are also asking to change the course number from 1320 to 3320. And for EMS 1330, Paramedic III, they are updating the syllabus and they are also asking to change the course number for this course from 1330 to 3330. I do believe I have a note in here to address why they are changing those questions or concerns about the course modifications? Linda and then Terry.

Senator Rouillard: Is Jeremy on the line?

Senator Edgington: I believe so. So I've been asked if Jeremy is on the line, the proposer. The question is, what kind of previous degree do students in this program have coming in to it?

Jeff Schneidermann: Thanks for that question, Dr. Rouillard. I can answer that. There was no required previous degree to come into this program. These are certificate programs, only. They're open, as you could take these as credit courses, add on credit courses. There are quite a few pre-med students that are taking these courses as electives, and this is also open to the public as a certificate program. So, there are no degree requirements for coming into this program. The reason for this level change: as I came into the position as a program director, January 2021, we were contracted specifically prior to me being in the position. We were contracted with Toledo Fire and Rescue to provide this education for the previous seven years. I essentially had six months to get this program spun up to be an open public program, missing the fact initially that these courses were at this level. It was brought to my attention by a student out of our last cohort that compared to other universities that offer the same program that are guided by three different accredited agencies, our levels were completely off regarding this education. So, that's the reason that we're looking to increase this to be at least on par with other universities that offer the same level of education, broken down by paramedic 1, 2 and 3.

Senator Edgington: Also, a question from Past-President Bigioni.

Past-President Bigioni: *[Indecipherable]*

Senator Edgington: Yes, I copied and pasted it from the one, but I confirmed with him. The elevation here would be just to go through one more time: 1310 would become 2310; 1320 would become 3320; and 1330 would become 4330.

Past-President Bigioni: Thank you.

Senator Edgington: That's clarification. Okay, I'm going to stop and see what we have in the Chat. I think I also saw a hand up. So one question is, is this a two-year degree? Jeff, could you address that?

Dr. Jeff Schneidermann: Yes, absolutely. This is not a two-year degree. At this point, we are building or degree programs. This is specifically a certificate program. Basic EMT is only two semesters in its current state right now. Basic EMT, you start with that, and then you'll be going on to paramedics. So the prerequisites for paramedic is basically EMT. Paramedic itself is a 10 credit our program over three semesters in its current state right now.

Senator Edgington: Vice Provost Molitor, do you have a hand up to ask a question?

Vice Provost Molitor: Yes. I just wanted to comment on this. I did connect with some of my colleagues in the Provost Office and the Registrar to discuss this further. I think a better solution to create a new course with the new course number and inactivate the old ones instead of renumbering existing courses. It poses some complications when you change course numbers and don't leave the old ones behind. I will contact Tony and Jeff to figure out how to proceed. I assume the Senate would be okay with us handling this administratively if it turns out to be the best solution is just to create the new course with the updated number vs. renumbering the old course.

Senator Edgington: Yes, I can I can include that with the vote when we do it.

Vice Provost Molitor: Okay.

Senator Edgington: So, Vice President Molitor, I'm assuming when the new courses are created, wouldn't we have to bring them back to Senate as new courses?

Vice Provost Molitor: I would leave it up to the Senate to determine if we need to bring these back to Senate since we are using these new courses as a method of renumbering the existing courses. I will defer to you as to how you want to proceed on that.

Senator Edgington: Okay. So the suggestion is to work with the course modifications that do not involve those three course number changes, get that figured out and then bring it back, and then at that point we will vote on those courses. So, I think that's the plan we will go with, and I will do my best to work on it as quickly as possible. Any other questions or concerns? I'm going to bring the sheet back up here in a second so we can show it to everybody. Let me do my line here real quick. So, I'm going to share one more time and go over it again, what we're voting on today. So, what we will do is we will be voting on the changes for EMS 1220, 1230, 1250. That is it, it's just those three. We're going to table 1310, 1320, and 1330 until we can get the numbering system corrected and then I will bring those back to Senate, hopefully the very first meeting in January. So at this time for the vote, we're just voting on those first three course modifications, the three listed right here. So again, if there are no other questions, [vote] in the Chat, 'yes, no, or abstain. In the room, [vote] yes to approve the courses, no, or abstain [1]. So far I'm only seeing yeses. So we have one abstention and all yeses. And that's it for me, thank you all very much.

President Insch: Thank you, Senator Edgington. You earn every penny that we 'pay' you. Moving on now, we have the Academic Programs Committee and Dr. Lawrence.

Senator Lawrence: Give me a second here. Okay, quickly, before I give my report, I just wanted to remind folks that we have upcoming deadlines for proposal submission of new modified course and new

modified program proposals in CIM. These are early in the new year to make sure we go through committee and Faculty Senate review and approvals in time for inclusion in the fall 2023 catalog. Please note, check your college curriculum committee, they may have earlier deadlines for their reviews and approvals. So, we went through this before, but we're quickly reaching this deadline, new course modifications that change credit hours, grading system etc. They must be in CIM and be at our committee levels before February 10th. All other course modifications and proposals must be submitted in CIM and be with our committees before March 17th. Those same deadlines, by the way, apply for graduate. So, just a reminder for folks who are here.

Give me a second and I will share my report, which is a brief one. So, we have two proposals that have been reviewed and are coming with approval from [our] committee. We have a program modification in Natural Science and Math. In the Math Department, their BS Math degree, their Pure Mathematics Concentration is a modification to reduce total hours from 124 to 120 by reducing electives and the way in which the four credit hour labs are now counted originally. Part of the related fields are now part of the Science College science requirements. Excuse me. We have done several of these changes, including others I believe in Natural Science and Math in the last couple of years. There's nothing really different or unique about that particular proposal.

The next one is a new program from the College of Arts and Letters. This is for a new associate degree in Liberal Arts. It is a 60-hour requirement that includes the gen ed. and electives. We have a plan of study and student learning objectives. Again, if you can bear with me for a second, I want to switch screens and show you a bit of an overview of this, just to kind of walk you through.

Interim Dean Gregory: Senator Lawrence, just so you know, I am also here with cc'd Kristen Keith and Director of Student Services, Michelle Sullivan from CAL, if you want us to frame or answer any questions about this program. Thanks.

Senator Lawrence: So, basically, this is an award, Associate of Arts degree for students who are in the College of Arts and Letters. They are degree-seeking students already in the college. The students who would opt into the program would have completed the requirements of the 60 hours and would be eligible to receive the associate of degree. To qualify, forewarning, the student must opt into the program and meet the requirements, 60 hours. The rationale behind that is, you know, we have a significant portion of students who will finish 60 or more hours, but are not graduating. This is an opportunity for those students who have completed 60 hours, and the basic distributor requirements for the degree. I'll show you those in just one second. Going down, it talks a little about some of the data nationally in terms of the value of an associate degree vs. a student, obviously, who is taking course work and then not continuing. And, of course, associated with the cost of tuition and student loans they incur without actually having earned a degree. This meets many of the sort of objectives...of our college, our university in higher ed. in Ohio, and across the country to provide this opportunity to students. This is just a quick little overview of how the program lays-out. I'll just refer to my notes because I haven't been around. I'll kind of walk you through this. It's a minimum of 60 credit hours. Twenty-five hours in the general ed. requirements. That course covers oral communication, mathematics, arts and humanities, social sciences, behavioral science and natural science and a natural science lab. Then 12 hours of arts and letters foundation courses, choosing from distributive areas. Again, crossing written communication, history, arts and letters skill courses to be selected, including diversity humanities, arts, social science, religion and culture, 12-hours. And then 24 hours of general electives. I'm going to stop sharing that and open it up for questions on either of these. We do have folks on the call here to take any questions for folks. Not hearing anything – everyone's like, 'let's just keep moving along.'

Senator Smith: I do. So this is essentially a two-year degree?

Interim Dean Gregory: It's a two-year degree that we would confer behind the scenes in collaboration with the Registrar's Office. It is not a degree that we would recruit for essentially. It's a program that students would opt into when they register. They could opt into it, actually, at any time. But we would ask them, especially when they are enrolling if this is a program that we would like them to opt into. Then it would be conferred at the 60-hour mark, when they get it.

Senator Smith: All right. Then if they elect to go on and do a four-year degree, is that an easy transition?

Interim Dean Gregory: They are brought in, Suzanne, in their four-year degree. We do not bring them in as associate of arts students. So, as you know, Suzanne, because I know you get these students a lot in your class, the College of Arts and Letters has the highest percentage of all of the academic colleges of PELL eligible students. That means we are working with a particularly vulnerable student demographic. We are working extremely hard to do what we can to retain those students, but we are also concerned with what happens to them when they leave as sometimes they do, or when they stop out. So, this degree is essentially an attempt to let them leave with something if they've hit that 60-hour mark. Hopefully, it's also something that will kind of help them to come back. And certainly, if they have that degree, it will help them get more on the dollar. But they are being brought in as for your students. It's like, getting a masters on the way to a PhD, maybe that's a kind of analogy. We are not bringing them in as AA students. They would not be switching from AA degree to the 4-year degree ---

Senator Smith: I see. The pervious screen may have showed this and maybe I didn't see it. But, do we have statistics on when students leave UT? These students that we're concerned with here, do they generally come close to that 60-hour mark?

Interim Dean Gregory: Yes, that's something that we've been trying to drill into, thanks to Anne Fulkerson's new persistence dashboard, which is the best start that we've had. So what we do know, we still can't just run a report automatically. Actually, wait, let me start again. What we do know is that between year two and three, over the past, I think seven or eight years, we have lost anywhere from eight to, and then during the COVID years, 14 percent of that cohort left around two years, which means they likely have that 60-hour mark hit. However, I want to remind people that we have a lot of students coming in these days with CCP credit, which means that there are some students who may leave after their first year, which is when most colleges lose the majority of their students. This means that they might actually, some of them, be at that 60-hour mark. We also have students who are leaving at the 90-hour mark, who would have easily met this, and none of them are going away with any kind of degree in hand. So this would be intended to meet that need.

Senator Smith: Good. Thank you.

Assistant Dean Pollauf: I also have a question, or a couple of questions. I know at one point Kent State actually got in trouble for just handing out associate degrees to people who did not ask for them. So, I'm assuming that nobody is just coded this way without their knowledge or consent?

Interim Dean Gregory: No, not at all, Kim. I appreciate you bringing that up because this project has been a long time in the making. I started it as an associate dean, and when I first started doing the legwork on it, I thought, well, yeah, Kent State is doing this automatically. Why can't we? And I think you're right, they did get in trouble. So, one of the things that Arts and Letters did well before even putting this degree into CIM was we met once as a group with several members. Nobody gets in this program, unless they check the box that allows them; you know, they said, yes, I want in on this. So we won't put anybody in it automatically.

Assistant Dean Pollauf: I'm also curious because we have an associate of arts in general studies that's somewhat similar, but not identical to that course. A lot of students who attend early college high school are actually completing that by the time that they finish high school. So, as with a baccalaureate where you have a minimum hour requirement for a second degree, is there a 15-hour requirement for a second associates for a student who, for whatever reason may wish to acquire a second one?

Interim Dean Gregory: So that's a really good question. I would say, I guess just to the larger issue, this is definitely a different degree. It does have a different CIP code than U-College general studies AA. As to the question of whether or not you would get to a second one if you come in with a full associates degree, I actually have not explored that. I assume that it is possible. I would need to look into the regulations. I don't know what your ROI would be on having two associate degrees. I mean, it seems potentially not that useful to me, but I will certainly explore that if this gets implemented as I hope it does.

Assistant Dean Pollauf: I doubt people would either, but then a lot of things I've doubted [would happen] actually occurred in the time I have been here. Residency is not spoken to in the catalog in the context of associate degrees, so I wasn't sure if that was something that was thought about for a second associate [degree], especially if one is more different, like, an associate [degree] in a technology area or something like that, for whatever reason.

Interim Dean Gregory: Absolutely, and I assume that they would be eligible for it. I just don't know exactly what the state regulations are for associate degree number two. So, I want to make sure that I check that out.

Senator Smith: Dean Gregory, I'm sorry, this is Senator Smith again. I have another question. Regarding CCP students, could you go over that with me again? You know, I mean, I have a couple of eighth graders. So by the time they graduate, they may have 60 hours--so they just by default have this. I mean, I know they have to agree to it. I'm just trying to figure out how CCP students figure in here, because we know that by the time they graduate high school, as they like to tell us, they have every intention of leaving UT. So, I'm kind of curious about their eligibility for this degree.

Interim Dean Gregory: I think they would need to be enrolled in UT to receive the degree, so I think that's a slightly different issue. But, yes, they would have to be enrolled here. And I will say again, my interest in CCP is primarily if you have students coming in and leaving in their first year, then I want to know if they've hit the 60-hour mark. But the target audience here are the students who stop halfway through as we do have some. So we're trying to lessen that, but we have them and making sure they go away with something that I hope one day makes them want to come back. But in the meantime, we'll certainly increase their earning power significantly. I believe it's as much as \$154 or \$164 per week for students with an AA degree, and then \$64, I think per week for students who have a little bit of college, but still no final degree. Somebody can correct me on the stats if I'm misquoting them, but they're in that vicinity.

Senator Smith: So they need to matriculate it as four-year degree students? [Do] they need to come in at four-year degree students?

Interim Dean Gregory: Yes, they would all come in as four-year degree students. We are not bringing any students in to enroll in an AA degree. That's not our goal.

Senator Johnson: This is just a fast question. So, you all mentioned that they had to opt-in when they register. Is this something that they can opt-in at year-two when they've decided they're not going to continue? We might want to, if you haven't already done it, make sure there's an option for them to say,

oops, I'm quitting school, but I want to get this degree instead of as a freshman when they matriculate. That was my only comment.

Interim Dean Gregory: Absolutely. They absolutely can opt-in at any time. I think in terms of our own initial process, we would certainly be asking them that when they first enroll. The goal here would be to create an infrastructure within the college that allows students to opt-in if they were eligible when they wanted to. We would just be asking that question of our cohort because that just makes it easier if we know they want to be part of it from the beginning.

Senator Avidor-Reiss: I have a question, just curiosity. Why they cannot come just for an associate degree? Why this is such a bad idea?

Interim Dean Gregory: Well, Senator Avidor-Reiss, I just think that's not what our college is set up to do essentially. We are a bachelor and graduate degree college; I think we are a four-year institution and that's part of our mission. So, I don't have any interest in becoming a community college or redirecting us along those lines. This is again, a kind of marker degree on the way to the BA.

Senator Avidor-Reiss: Okay, thank you.

Senator Lawrence: Okay, are there any questions before we move to vote? Hearing none. Those in the room, [vote] yes, no, or abstain. Those online, please enter your vote.

President Insch: We are all yeses, and one abstain here. *Motion Passed.*

Senator Lawrence: All right, thank you for my report.

President Insch: Thank you very much, Senator Lawrence. Dr. Fulkerson, I've got a question for you. Would you rather, maybe, postpone to another time so you don't have to rush? I know you've got a hard exit soon.

Dr. Fulkerson: Right, well, I can probably condense down to 15 minutes, so if we're able to start now, I'm happy to go ahead. I just got to get over to King Road by 5:45 pm.

President Insch: Right. If we have any questions, we can take them after, and make sure we process them.

Dr. Fulkerson: Thank you. I really appreciate the invitation to share with all of you some of the work we're doing in Institutional Research and explore how this work can inform and support your efforts as faculty to enhance student learning and success. So, for those of you who may be unfamiliar with our office, we report up through Academic Affairs and we are the official clearing house of University information. So, in this role, we work to identify information needs. We then gather, analyze, interpret and report the data, both internally and externally. And more and more, beyond reporting, we're also working to support decision making by helping all of our University constituents to have a better understanding of the institution and of our students to enhance our performance and effectiveness.

I'm going to try and share my screen here. One of the goals that we incorporated into our office strategic plan this year is to work to expand the availability of insightful and user friendly information to the whole University community. We want to be very transparent about information. We want to empower folks in their roles and really try to cultivate an atmosphere of inquiry analysis and understanding. So that's our vision for our work. Last year we redesigned our website in advance of the HLC meeting, and we have a variety of static reports and interactive data dashboards available here. But the one I want to focus on

today, which Dean Gregory mentioned - so I appreciate the segue there - is our new power of the eye undergraduate student success dashboard. This dashboard, I think will be particularly helpful to the subcommittee that you have devoted to enrollment and retention, but it's actually open to all active University employees. You can access it here on our website on the student's success page. So, if you have your computer with you, or on your computer, you're welcome to click along. Go about halfway down; here is the link. The first time you open it up, there's a lot of underlying data. It can take a moment or two to refresh and load. But once you open it, it will look like this. I do want to mention also that you do need to be connected to the utad network in order to open and operate this dashboard. So either on campus, or through a VPN. And actually, this is not a single dashboard. It's a whole suite of dashboards. There are four different dashboards that you can access from the tabs down here at the bottom. I'll just quickly give you an overview of each. I'll demonstrate a little bit how to use them, and maybe we can even look at a couple of trends and discuss how your programs, departments, and colleges might be able to use this tool to identify a potential opportunity to intervene with students, or see where you're doing really well, or where students might need a little extra help. All of these dashboards along the bottom here are set by default to our first time, full time bachelor degree seeking students who start in the fall term. However, you can adjust the cohort filters here at the top to either cast a wider or a narrower net. You can actually look at students who start in the spring. You can look at part time students. You can turn off these filters for first time and degree seeking students. Then you would be able to look at how transfer in students perform, re-admit students perform, and even the College Credit Plus students that you're mentioning. And if you lose your way and you forget what you have clicked, there is a reset button here that will take you back to the default standard cohort.

So this first dashboard here displays re-enrollment, and this is re-enrollment to any college or program at the University. So if a student changes majors, but they still re-enroll and they're registered for at least one class, they would show as 're-enroll' here. You'll notice, though, that these re-enrollment rates that are displayed decline over time. That's in part due to the fact that students graduate and within the first year, so this can be used as a retention dashboard. But beyond that, beyond the first year as students are graduating, this also can be really helpful for enrollment planning and projection purposes. So you can anticipate the proportion of students who are enrolled at one point in time, who will still be enrolled 'x' years later, all the way out to eight years. For that purpose, you can actually use this dropdown here. You can toggle from rates to headcounts as well. Also, there are a variety of additional student characteristic filters here that you can use. You can focus in and look at the data for your particular college; nested within colleges are departments, so you can look at the department level. You can look by major, concentration, and a variety of student demographic and academic characteristics.

The graduation dashboard looks very similar, but this is showing graduation rates that occur from within one-year of students' entry, all the way out to eight years. Consistent with the federal reporting standards, these graduation rates would only reflect students who complete a bachelor's degree. So, unfortunately, those associate of art students who are auto awarded a degree would not show as a graduate here, unless they do continue to enroll and eventually go on and finish their bachelor's degree within eight years. You have the same cohort and student filters here. We actually do have, believe it or not, because those college credit plus students, we do have a small number of students who complete a bachelor's degree within one-year. I am lobbying IPEDS right now to be able to include these students in our federal retention rate. But because the numbers are still fairly small at this point to protect students' privacy, any numbers that are based on fewer than three students are masked out, and those are marked with an asterisk. You can see that our current six-year graduation rate for students entering in 2016 is 56.5%, and that is our highest rate on record. My two favorite dashboards, though are the persistence dashboard and the group comparison dashboard. Persistence actually includes re-enrollment or graduation, so it's a more complete measure of student success over time than just re-enrollment or graduation. This dashboard includes three separate tables. The first one here includes cumulative persistence over time. So if you're looking at six-year persistence rates, you can see these are just slightly higher than our graduation rates,

and that's because we do still have some students who are still enrolled and working towards that degree after six-years. The second table is just a reciprocal of this, so it's showing the cumulative loss rate of our students, depending on how you want to look at it. And the bottom table, I think is really useful because it shows when we lose our students. So, as you can see, we lose the greatest percentage of our students within the first year. We lose on average about 10 to 11% after their first term. So, again, by default, these are all students who start in the fall term and so this would reflect the proportion of students who leave after that first fall term and don't reenroll then in the spring. We actually lose slightly more students after the spring term, on average about 14% of students. Then another 10% of students after the second year, to Dean Gregory's point. At that point, if students are still enrolled beyond the second year, we have a really good chance of keeping them all the way through completion. Obviously, though, this can vary by different programs and different populations, so this is something you might want to explore in your area. Just as one example here that I was looking at earlier, if we go up and look at our nursing students, because I heard somebody say, well, in nursing, we tend to lose students going into the third year. And, that seems to truly be the case. Nursing overall persistence rates at six years are slightly higher than the University average. But the timing of when students drop out is a little bit different. They lose fewer students after that first term, but then they lose slightly more after the second term and after the second year. It's also interesting that there are some positive loss rates here showing that there are some students who have dropped out and then come back; may not be a nursing, but actually are coming back to the University later. So, that's just one example of the different kinds of exploration that you can do with the dashboard.

Then this last one here, the group comparison dashboard, there is a lot of information here so this one tends to operate a little bit slower. This is really useful for identifying trends over time as well as for differences between groups. So you can select the metric that you are interested in. You can display either re-enrollment, persistence or graduation rates. You can also look at cohort sizes. And you can look at the data, one, two, or all the way out to eight years. So right now I have this set to one-year persistence rates, and you can see differences and persistence rates by gender, by ethnicity. You can see that we have some pretty large gaps in our persistence rates for underrepresented minority students, for PELL recipients, and for first generation students. However, you've got ten-year trend here, so one of the things you'll notice is that while we still have large gaps and a lot of work to do, those gaps are much smaller than they were ten years ago. We really made a lot of progress in the last five to six years on those. You can see the data by college. Again, you can go up to the top and you can use the filters to go in and pull a portrait of your particular program or your department, but there is also a table here showing the data by college. One way that could be really helpful, perhaps would be to see how students from different high school GPA bands might perform in different colleges or in different programs--there's one example. Now, all these students, as I mentioned are full time students right now by default. But it's interesting if you look here and you can see the variance in the persistence rates between these different groups of full-time students. Students who are attempting fewer than 15 credit hours in their first semester have much lower persistence rates than students who attempt 15 or higher. You might wonder, well, how many students does that include? We can go up and toggle cohort sizes, and if it doesn't hang up, then there we go. So, 642 students out of more than 2100. About 30% of our incoming undergraduate bachelor's degrees seeking class, even though they're full time, are taking fewer than the recommended 15 credit hours, and therefore are achieving lower persistence rates. You might think, well, if they're on a merit scholarship, they're going to be taking more credit hours, 15 hours. Or, if they are a PELL student, they only have to take 12 in order to get the full PELL award. So, just to show you an example of how you can use this dashboard to drill in and address those kinds of questions, we could then go in and say, all right, well, what does the data look like for non-PELL students in just those upper high school GPA bands? I'm just selecting those. I'm holding down the control key and by doing that, you can select more than one characteristic in the same filter. It's spinning. You might have to trust me if it hangs up, but you'll see the same general pattern. That's just an example of how this can be used and might have implications for advising as well as how you can use the dashboard to answer different questions.

So just scrolling down a few more trends here, we can see that persistence rates for our international students do tend to be much higher than our other first time students, with the exception of this last year when we had a large group of students all transfer to a college in Texas. But in general, our international students have very high persistence rates, very high graduation rates followed by our first time direct from high school students, and then lastly by adult students. So this could have implications for your programs depending on the type of student population that your programs are likely to attract, or even different populations of students that you particularly want to recruit. Into that point, you can look at the data by residency. There's not really a rule of thumb with in state and out of state students here. The rates kind of flip flop over time. But one trend that really is consistent is our Monroe County residents. So, those students right up over the line, and we tend to have about 200 new first time students from Monroe County each fall. They consistently have higher persistence rates than even our in state residents and out of state residents. So, very good population to recruit. We have data by on and off campus, by resident's hall, by sport, by rank. As you were mentioning, more and more of our students are coming in with credits under their belt. So not too surprisingly, you'll see here that students who are coming in as sophomores have much higher persistence rates than those coming in as freshmen. That accounts now for over 10% of our incoming class due to the proliferation of college credit plus. That's not just start to... early college, but that is students participating in college credit plus online and on campus as well

You can look at the data by modality: students who are taking all of their courses online, or face-to-face, or a mix of the two high school GPA bands and so forth. So, lots of opportunities here to explore the data, either university wide or drill into your own programs. This by all means does not have all the answers. This is really just a starting point for us and we do intend to develop additional dashboard over the coming months. They will take some time. But as we put those out, we're be informing you. We are very open to your feedback and suggestions. So please let us know if particular things have been very helpful in these dashboards. We do have definitions and instructions here on a tab, but if you ever have questions, please don't hesitate to reach out to me or any member of my staff. So, I'm right at 5:30 pm. I think I can make it to King Road, but if there are one or two questions, I have time for those as well.

President Insch: Well, thank you so much. I really appreciate your patience with us today. And again, the dashboard is open. So I would recommend that if you're interested, go play around in it, and if you have any questions, Anne is very receptive to answer those questions very quickly. She's awesome. So, thank you very much, Anne. Good luck. Drive safely. Happy holidays.

Dr. Fulkerson: Thank you so much. I really appreciate the opportunity. Have a good evening.

President Insch: We now have the pleasure to hear from Valerie Simmons-Watson. She's a special assistant to the president for community engagement and strategic partnerships. She's here basically to kind of give us an update on what her office is doing and she has a quick slide presentation.

Ms. Simmons-Walston: Good evening. I am mindful that the hour is late, so thank you for the invitation President Insch. I will be co-presenting, but we are going to fly through these slides, particularly because of the time. Certainly if you want to get additional information, you can send emails, or come visit us at the office. I'm Valerie Simmons-Walston, Special Advisor to the President for Community Engagement and Strategic Partnerships. Part of the reason why I have this role -- I'm glad she went running off to a meeting -- Anne Fulkerson and Jason Huntley, they did a wonderful job on that strategic plan, and this role really was birthed out of the strategic plan. So, she has been just wonderful, and a great help, and partner to our office. So, of course, anything and all that we do is based on our University mission. We also came up with some community engagement pillars, and the pillars definitely are based on the mission that you will see here and some of our UT core values. Of course, information about our community is listed in our vision statement and anything that we do, we want to relate back to some of our overarching goals

and a vision statement of our president. This just kind of shows you the pathway to how the office was birthed. And certainly community engagement has been going on for many, many years at the University, but, this is the first time that we have a focused effort. So, some of the faculty who are here, we have been in contact with some people in your colleges because this is truly a collaboration and a partnership. Sometimes here at the University we can be a little siloed, so just know if myself or somebody from my team reaches out to you, we are merely trying to gather information so that what we are reporting in community engagement and strategic partnership should be collaborative information from across the University.

So this is kind of where we are today. One of the things that we are doing in the office is we have to maintain our Carnegie foundation classification. So, one of the largest data collection efforts is trying to gather the information campus-wide about the wonderful work that's going on, on campus. Two classifications, the IEP, Innovation and Economic Prosperity classification along with Carnegie. So, although there are thousands of efforts going on campus-wide related to community engagement or maybe even community service, we are particularly interested in where there is reciprocal benefit. Right? So there's benefit from the community and there's also benefit to the University. So, one just really quick example. In a conversation with Professor Karen Hoblet, we had a conversation just yesterday about a project that her nursing students are doing with TPS. She and her nursing clinical students did a study with TPS, and what they learned is, at certain high schools there's a high level of pregnancy and sometimes students aren't as comfortable approaching the school nurse or just asking information regarding their particular health situation. So, our nursing students did some research about the number of students who were pregnant, what type of health care they were receiving, prenatal, and how it was even affecting their academic record. So the nursing students presented a very subtle way for the high school students to ask questions of different offices within the school system, including the nurse's office and even our community health agencies within the city of Toledo. So, I'm pleased to report that Toledo public schools have decided that they're going to implement the program out of Professor Hoblet's class for every TPS high school. We need that type of information. That is the type of information that we need for our Carnegie report.

Next, of course, was just a presidential charge for the Office of Community Engagement & Strategic Partnerships. So I see that Dr. Ralph Fitzpatrick is on the line. He is our community engagement expert out of the University of Louisville. He has worked with us kind of lockstep to build the foundation for the office. Dr. Postel and he have done some work in the past; we worked together to really create our mission statement and the work we're going to be doing moving forward.

Next we're going to quickly go over some of our pillars of community engagement and strategic partnership. So, first, it's just important --and we kind of talked about this --that we do engage in a scholarship scholarly work that also impacts our community. We talked about the mutual benefit. So there's community engagement, there is community service, and there's also just basic work in the community. We are looking for a Carnegie definition of community engagement, which means there is some scholarly work and there is reciprocal benefit.

Curricular engagement: this is information that some of our service learning opportunities, some of our students are working in different courses and then, of course, taking that work to the community. In our Honors College, Dean Appel's students did some research on food and security for the city of Toledo. They did this presentation for United Way. United Way is now going to use this information, birthed by our students and the Honors College, to help change the state of food insecurity in the city of Toledo. So, you know, this is an example of that curricular engagement.

Data collection is one of our major goals here in the Office of Community Engagement and Strategic Partnerships. One of the things that we work to do is to create a repository to collect data. And when I

say, “collect the data,” we need to know what you are doing, not just in a particular email, but there is a format that Dr. Monica Goodman has worked on with her group to gather the information once we’re ready to report out on that information. So I’m going to ask Dr. Monica to come up so she can talk to you a little bit about the rest of the presentation.

Dr. Holiday-Goodman: Hello everybody. Thank you so much for allowing us to come today. For those who don't know me, I'm Monica Holiday-Goodman. I am [a] faculty in the College of Pharmacy and Pharmaceutical Sciences, actually Associate Dean for Student Affairs and Diversity and Inclusion. I've been here at the university for well-over 30 years. Community engagement is just part of what I do primarily in regard to health professions, access to care, health profession education and things of that nature. So, I am just so pleased to be a part of this community engagement effort. I was appointed as the faculty liaison to this office by former provost Bjorkman. My goal, or my role in this office basically is to work with the colleges. I have put together a group of representatives from each college and together, we will be collecting data on all of the amazing work that the colleges are doing in regards to community engagement. So whether that be related to pipeline programs, or whether that be related to service projects, or whether that be in regard to various other types of community engagement or community outreach that you know, or just in one of those kind of other categories, we’re going to work within the colleges to put all of that information together. Because what I want to do is, is to provide an opportunity to highlight the amazing things that I know that are going on. I know in my college we're doing some amazing things in regard to community outreach and engagement. I know on the Health Science Campus we're doing some great things and I know of some amazing things that we're doing on Main Campus. So, I am just under the impression that there's so much to be said about the University of Toledo on how we impact the community that I am just looking forward to the opportunity to bring that information to the forefront in some way, shape or form. So in that regard, we'll be putting together a beautiful website. I love looking at Anne Fulkerson’ slides. I could just go on there and just ‘play with it’ all day. I would love to create something very similar for this office where we can go and click on a college, or click on a summer camp, or click on a pipeline program and just learn all kinds of great things about it. So, working with the colleges to create something that's informative, user friendly, attractive that will hopefully drive folks to say, hey, maybe that University of Toledo is the place for me. You know, allowing people to know about the opportunities that exist within this University. So, that is primarily my role.

So with regard to looking at the various types of things, we will be talking about primarily pipeline programs in particular, that's where we're going to start right now. So we are in the process right now on working to collect informational pipeline programs. But other types of things, mentoring, tutoring programs, and even supplemental educational programs that I know are out there, and that I know the colleges are doing a great job on, we definitely want to include all of that type of information in our plan. So in regard to strategic partnerships, I am so excited about this. I, in the College of Pharmacy have worked on the enrollment piece with some of my time as Associate Dean. It is so amazing to me that sitting right here in Toledo we have so few students in our college from TPS. It's like, when I find one, when I'm doing interviews and somebody says, well, I'm from Bowsher or Rogers or something. I go, ‘Oh, really? Come with me, let’s talk. You guys are too few and far between.’ So we will be working with our community stakeholders to make sure they are all aware of the opportunities within the University. We’ve even initiated conversations with many other types of major Toledo organizations. There’s so many people that want to know more about what we’re doing. We're so excited about a couple of meetings we've had with the Girl Scouts of Western Ohio. We've met with folks from SSOE, Jeep, Boys & Girls Club, all kinds of organizations that we've already started to interact with, and we look forward to the types of partnerships that we can enter into with these groups.

So, in regard to outreach, we also want to make sure that the different things we’re doing to provide information to the community is recognized. I have had a number of opportunities to go out and speak

about certain diseases in states or provide information in health fairs and things of that nature. We want to make sure that all of that information is housed in a particular place so people can see what we're doing.

So in regard to healthcare initiatives, we're very excited about this. We are looking at opportunities to expand services from UTMC into the community. We actually have a person that works for UTMC who is part of our group. We'll be looking at how we can make sure services that UTMC are providing, that information is getting out into the communities. And I'll show you her name in just a second when I get to that slide. The committee that I'm working with -- and I'm sorry, we call it the CCC, the College Community Connection group -- one of primary things that we'll be doing is working on the Carnegie and IEP classifications as well through all of that information that we gather. So as we move forward in this group, there are a number of things that we want to do, that we must do in order to make sure that all of the wonderful things that we plan, actually come to fruition. First and foremost, is to make sure that we remain true to our mission and goals that we set forth. And I'd like to bring your attention primarily also to number four. You know, we're short of time and everybody's tired, and I'm sure everybody wants to go home. But we have to make sure that you, the faculty are involved. If we don't have the faculty at the forefront of this, we are missing the ball. We are just wasting our time because you are the people that create all of the good work that we do here within the University. So securing buy in from you, that's one of the reasons that we're here at Faculty Senate today, and making sure that you know how we appreciate the things that you do in the community and everybody is aware of the relevance of the University's contribution to the community. So we will be looking at ways to reward our faculty and staff for what they do in regard to community engagement. And, of course, include you as part of that discussion.

So, I just wanted to show you a slide of the representatives from the various colleges. Each college has a representative that has already met with me. We've had two meetings so far, and we are continuing to meet probably monthly to gather the information that we would like to highlight from the colleges. So, if you have any questions about what we're doing in the CESP Office, please make sure to contact your community engagement representative and then we'd be happy to answer any questions that you might have. Lastly, contact information for those of us that are working along with Ms. Simmons-Walston. I'm just so happy to be a part of this program and this initiative. Along with myself, we have Dean Appel who is a major part of this. In regard to the UTMC effort, we have Ms. Jennifer Archer, who actually was a previous employee of United Way. So, she knows a lot about community engagement. With that being said, if there are any questions that we can answer for you. Thank you. Thank you so much for your time.

President Insch: Thank you very much. All right, the last part that we have is a report from the Student Affairs Committee and Deborah Coulter-Harris.

Senator Coulter-Harris: Thank you, President Insch. This will take about 10 minutes; I'm not the only one who is presenting. Thank you Senators, those of you who have stayed. Thank you. Let me bring up the PowerPoint. Here we go. You all have the memorandum that details our work on student dorms. I'm going to try to go through this very, very quickly for you.

As you all know, we work with the Student Government and they had written to us. Their second primary issue were student dorms; particularly they highlighted Parks Towers. They talked about heating, and cooling, and bathrooms, and toilets and all these kind of issues. This work was done also by myself, Dr. Karen Green, and Dr. Sally Harmych who you will be hearing from. We took action. This is a photograph of Parks Towers. I like to affectionately rename this particular presentation "As the Tower Turns." [Laughter]. Karen Green, Sally Harmych, and Deborah Coulter-Harris toured Parks Towers on Friday, 21 of October, from 11 am to noon. We wrote an extensive checklist, which you all have. Matter of fact, we filled out the checklist. We were going to go over that today in our presentation, but we won't have time. So, you can all read it. That's on Appendix II and that was utilized with our conversation with our conversation with ACC, American Campus Communities. We met with Luis Stagg, Santo Galalino and

Jamie Mazzari from American Campus Community. We also met with ResLife directors Kate Abu Absi, Ali Moore, and Graduate Student RA Menyada Anderson. I want to make it clear that we got permission from ResLife to do this tour. One of the first issues we wanted to check was dorm security. We checked facilities and security to make sure that they had cameras and monitors. There was a monitor at the front desk includes surveillance of the front door and all 16 floor hallways at Parks Towers. ACC assured us that the front desk was manned 24 hours a day, seven days a week. We were concerned that there were no real written sign-in sheets or SOP, standard operating procedures, for visitors to sign into Parks Towers. Also, this is a good security measure. Students cannot swipe their entry cards on side doors between midnight and 6 am. They can only enter front doors at that time. Although one of my students said that they can enter this restaurant that's there, so I don't know. Anyway, Luis Stagg stated that he's working on a new chiller system for Parks that would be operational in spring 2023. Luis Stagg described the number of his custodial supervisors. There are 20 on staff throughout Main Campus, five on staff at Parks Towers and four overnight staff at Parks. There are 46 residents per floor with two RAs per floor on the 16 floor at Parks. RAs meet every Tuesday to discuss happenings on campus, problems, etc. ResLife meets RAs on Thursdays, and expect students to fill out ResLife issue complaint forms on the housing portal at MyUT. Now we will hear from Senator Karen Green about an investigation.

Senator Green: So after we did our tour, Dr. Deborah Coulter-Harris suggested that we create a committee of the RAs. So I sent out a survey of the RAs from the ACC. We had four responses and two showed up, and that's pretty good. So the two students raised a couple of issues, some of the front desk issues. Mostly there's communication issues and something else that popped up was a gift card issue. And so, me with the accounting background as a CPA, this really piqued my interest. The RAs said, well, there were flyers up for RAs to make \$20 dollars an hour to work the front desk because ACC was having some difficulty manning the front desk. So they want to get students back in. But, instead of getting cash, they got paid in gift cards. We investigated this. I met with a student who is an RA, who got paid in gift cards and he also provided written testimony regarding this. They, ACC, said, well, RAs were told that the ACC wasn't prepared to pay, had payroll prepared and so they paid in gift cards. However, this lasted quite longer than was anticipated or was led on to. They were a significant amount. They were above \$600 dollars, and this is an important number because when you file your taxes, this means you have to pay taxes on it; it's no longer a gift. So, there is a problem with that with the students. I did talk to UT Legal and UT Legal said, because ACC is not under their purview, they're not part of UT, there's not much that they can step in. So they recommended that the students contact the US Department of Labor and Wages in our division to report this issue. I shared that with the RAs to report that because, as a middle person, I can't report that. The RA that I talked with said that the ACC is now paying students in cash. That was resolved on that front, so they are no longer getting gift cards. But it is pretty significant. We're still investigating. Well, I'm still investigating that from an accounting perspective. But the other issue that was brought up with RAs with this committee was a communication issue. Sally will talk more about that.

Senator Harmych: Can everybody hear me?

Senator Coulter-Harris: Yes.

Senator Harmych: I might need your help advancing the slides. So, the other topics that was brought up at the meeting was the discussion about the communication between ACC and students. Students are concerned that the benefit models were not clear in a lot of cases. So there have been adjustments and improvements regarding communications over the past six months, making it clear to students that there is a portal for them to report issues on the floors for maintenance, things like that. ACC has repeatedly sent out emails to clarify where/whom these students can contact on that information.

The next thing we discussed were some concern over the status of the front desk staff and hours of operation. So, students were complaining or voiced concerns about the fact that front desks in most residence halls were not open 24/7. They were not staffed. It was our understanding initially going through this meeting that that has been a standard in the past. But it was clarified to us that over the past few years, desk hours had been shortened. In Parks Tower it is staffed 24/7, which is important because that dorm is a first-year or freshman residence hall. The hours had been short over the past years and even though the hours may only be 8 to 5 where somebody has staff there, there's always somebody on call 24/7. So, an RA or another staff member that they can get in touch with if there's an issue. So, that is also true at Parks Towers, if for some reason the person at the desk steps away. So we were happy to know, and it was good for the clarification. And based on the contact with ACC, only one desk is required to have 24/7 staffing and they decided that Parks Towers would be the one because they are freshmen.

Senator Coulter-Harris: Thank you, Senator Harmych. American Campus Community is doing a good job. We have to remember that they've only been working here since July 1, 2022, and ACC inherited maintenance problems that were neglected over many years. I'm happy to report that the week after we toured the Towers, there were new washers and dryers put in there and the students were very happy. General maintenance issues are being accomplished. So, I do remind you, please look at Appendix I and Appendix II of the report. Particularly, one of the issues, one of my students brought this up who's in my classroom and lives there. Her room was at 60 degrees, and she was freezing and she did report the issue, and they kept coming to a room saying oh, everything's fine. And it wasn't fine. So I told her to keep informing me on this issue. But, anyway, thank you for listening, and it's 5:59 pm. Thank you and happy holidays everyone.

President Insch: Thank you, Senator Coulter-Harris. I appreciate all the hard work that your committee is doing. Does anybody have any other issues that need to come to the committee at this time? All right, well, thank you all for all that you do. Have a happiest of holidays. Good luck getting all your final work done. I hope you all have a great break, and we will get together again on January 17th. With that, do I hear a motion to adjourn?

Senator Coulter-Harris: So moved.

Senator Hefzy: Second.

President Insch: I think there were 64 of those. Thank you very much. Meeting adjourned. Happy holidays!

IV. Meeting adjourned at 6:01 p.m.

Respectfully submitted: Deborah Coulter-Harris

Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Executive Secretary