

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of November 19, 2024
FACULTY SENATE
<http://www.utoledo.edu/facsenate>

Approved @ FS on 12/03/2024

Summary of Discussion

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

President Van Hoy: Good afternoon, everyone. I'd like to call the November 19, Faculty Senate meeting to order. Senator Coulter-Harris, please call the roll.

Senator Coulter-Harris: Yes, thank you. Good afternoon, Senators.

Present: Allred, Avidor-Reiss, Barnes, Bellizzi, Benton, Brakel, Chakravarti, Cheng, Cioc, Cochrane, Coulter-Harris, Dagostino-Kalinz, Diakonova, Dwyer, Eichner, Elgafy, Ervin, Gilstrap, Giovannucci, Harmych, Heberle, Herrera, Howard, Javaid, Kalinoski, Kaw, Kistner, Koch, Krantz, Kumar, Lapitsky, Lee, McInnis, McLoughlin, Miner, Moussa, Nigem, O'Connell, Osman, Padilla, Pryor, Reinert, Rouillard, Sahloff, , Schaefer, Semaan, Servick, Sheng, i, T. Smith, Sucheck, Sun, J. Taylor W. Taylor, Van Hook, Van Hoy, Yonker

Excused Absence: Bigioni, Ekwenna, Gilstrap, Johnson, Miner, Scheuermann, Sindhwani, T. Smith, Willey

Unexcused Absence:

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

President Van Hoy: Thank you. All right, everyone. The first order of business is to adopt the agenda. Is there a motion?

Senator Barnes: So moved.

Senator Semaan: Second.

President Van Hoy: Thank you for a motion and a second. All in favor of adopting the agenda, please put yes, no, or abstain in the Chat. In the room, all those in favor say 'aye.'

Group of Senators: Aye.

President Van Hoy: Any nays? Abstentions? Hearing none. ***Adoption of Agenda Passed.***

Okay, we don't have any Minutes for the last meeting, so we will approve or look at approving Minutes from last meeting and this meeting on December 3rd. Which now brings us to the Executive Committee report. I don't have it written down in my report, but before I forget, we still have a couple, like, two or three tickets for tomorrow night's football game.

Senator Padillai: You can't give them away, can you?

President Van Hoy: Well, we can, and we have been. But at the last minute if you think to yourself, oh, wait, I can go to that game, let me know. I'll be happy to get it to you. I can hand it to someone that's in the room tonight if they want them.

Faculty Senate Executive Committee Report: Alright, earlier today you should've received an email asking faculty to volunteer to judge the 2024 Undergraduate Research and Creative Activity Exhibition on

December 2nd. This is an excellent opportunity to encourage our students' aspirations in research activities. Please email Mary Humphrys by November 25th to agree to serve as a judge. Mary told me that she's already gotten some faculty responses volunteering, so please keep it up.

And thank you to those who volunteered to participate on the Provost Office's Bookstore Committee. The Executive Committee have not yet decided who to recommend, but we will do so this week. If you are interested in serving on this committee and did not yet let us know, please send emails to the Faculty Senate Office asap.

The provost's office is launching a search for a new Vice Provost of Research. If you have a history of receiving major research awards and would like to be involved in the search, please send an email to the Faculty Senate Office by Tuesday, November 26.

Update on student travel funds: Sammy Spann, Vice Provost for Student Affairs, has assured president-elect Avidor Reiss and me that student travel funds are available. If you have a student in need of financial support for a study abroad, please have them contact Vice Provost Spann.

At the Academic Leadership Team (ALT) meeting on November 9, Interim Provost Molitor proposed that faculty may be eligible for a course release during the 2025-26 AY to develop new courses or redevelop existing courses to include hands-on or innovative experiences. As I understand it, this is to help implement the Art and Science Group recommendation that we focus on, and further develop, our leadership in providing unique experiences to students. If you are interested in developing or redeveloping a course for this purpose, work with your department chair and dean during the workload process to determine if a course release is appropriate.

Finally, the Executive Committee is looking for the next president-elect of Faculty Senate. If you are interested, please let us know. It is a rewarding experience that gives you access to both the university president and provost, other decision makers, and helps you to network with faculty across the university. We recognize that the role of Senate president is a big commitment, so the EC has been talking with the provost and president about institutionalizing course releases for the Faculty Senate President and both have agreed to do so. Again, please let a member of the Executive Committee know if you are interested in this opportunity to serve the university and develop your leadership skills.

President Van Hoy cont'd: Would any member of the Executive Committee like to add anything to this report? Okay, I'm not hearing anything. Are there any questions about the Executive Committee report? No questions? I'll get out of the way and let Interim Provost Molitor give his report.

Interim Provost Molitor: Thank you, Dr. Van Hoy. I appreciate it. I have had the pleasure of attending a few different events over the past few weeks. Two weeks ago, the College of Law recently hosted former Ohio Governor Richard Celeste. This past week, the Division of Student Affairs and University Libraries co-hosted their annual Human Library event in the Student Union, the College of Pharmacy and Pharmaceutical Sciences hosted a symposium on aging and brain health. This morning, I had the pleasure of visiting the Art and Composition student showcases in Carlson Library.

Coming up this Thursday, the Institute of American Constitutional Thought and Leadership is hosting a moderated discussion on immigration with pre-eminent scholars in this field, and this Thursday through Sunday the Department of Theatre and Film has four additional performances of a Silent Sky. Next Monday November 25th from 11 am – 2 pm is the President's traditional Thanksgiving Lunch in the

Student Union Auditorium. Please consider bringing a new toy or children's book to donate for our annual toy drive if you can do so.

After the Thanksgiving holiday and next Faculty Senate meeting on Tuesday December 3rd at 6 pm, we are hosting in Doermann Theatre the first in a series of events with *The Toledo Blade*. The title of this first event is "Exploring Leadership in Today's World," and includes Andrew Card, former Chief of Staff under President George W. Bush, as one of the panelists. I should also add that our own Dr. Imran Ali, Interim Dean of the College of Medicine and Life Sciences, will provide opening remarks. I would encourage attendance at any of the upcoming events, and thanks to everyone for their efforts to create these engaging experiences for our students and for our community.

Just a reminder that we are currently surveying faculty in Engineering and Law to evaluate the option of permanently appointing their interim deans to the positions they currently hold and would request responses be submitted by the end of the day this Friday, November 22nd. Faculty in the College of Medicine and Life Sciences will receive an opportunity to respond to a survey after we return from the holiday break, at which time their interim dean will have been in his current role for over 6 months.

And as another reminder, please complete the new Ohio fraud-prevention training ASAP if you have not already done so. This brief training is mandated by Ohio Revised Code and completion was due 5 pm on Tuesday October 29th. You may access the training via the email message you received during August 2024, or search for the mandatory compliance training page on our website which provides a link to the training system. Student employees in your areas are also required to complete this training. Emails to non-compliant individuals will be distributed shortly.

On a final note, we are finalizing the process for submission of 2025-2026 workload documents. To address issues with the online submission system, we have developed a PDF version of the workload form that for faculty and chairs. After department posting, these forms will be uploaded to the online submission system, which will automatically retrieve information from Banner on the faculty member's teaching schedule. Any changes that are required will be made to the PDF form, which can be uploaded again to the online submission system under a new entry. Note that instructors must be updated on the 2025-2026 course schedule in Banner before uploading the PDF form.

You may recall previous discussions of regarding a report completed by the Art and Science group. One of their findings was that prospective students are seeking curricular experiences that allow them to develop and express their creativity and innovation, to connect their coursework directly to career opportunities, and to engage with our community.

To encourage the development of engaging curricular experiences, the Provost Office will accept course redevelopment proposals from faculty that provide for course release. Department chairs and deans must approve these proposals. Proposals approved by chairs and deans will be automatically approved if no part-time or overload instruction is required to cover the course release. Otherwise, these proposals will be reviewed and ranked by a committee whose composition is to be determined, and the Provost Office will provide funds to cover part time or overload instruction for accepted proposals. The number of accepted proposals will be determined by available funds. A link to the proposal submission form will be provided along with the workload form on the Provost website.

Thanks again for your time, and I would be happy to answer any questions.

Senator Giovannucci: Can you repeat that last part?

Interim Provost Molitor: The number of accepted proposals or earlier than that?

Senator Giovannucci: The last paragraph just about.

Interim Provost Molitor: To encourage the development, start there?

Senator Giovannucci: No, just the process by which we would submit to that chair.

Interim Provost Molitor: Okay, so yes, the department chairs and deans must approve, and then proposals approved will be automatically approved if no parttime or overload instruction is required to cover the course release. If there is a requirement for parttime, overload instruction to cover the course release, then those proposals will be reviewed by a committee and ranked.

Senator Giovannucci: Got it.

Interim Provost Molitor: So, in other words, if we have enough funding to cover all of this, then all of those proposals will be accepted. If we don't have enough funding to cover it, then we will have to figure out which proposals we can fund.

Senator Barnes: I have a question about the workbook. So we download a PDF, work with our faculty members and then, do the chairs submit the PDF?

Interim Provost Molitor: To the secretary or whoever. It is going to be once you have that PDF in place, all it's going to take is you're going to go to the online submission system, somebody's going to enter a rocket number for the faculty member. All this information is going to automatically appear and then somebody is just going to upload the PDF.

Senator Barnes: So my concern is that if there's a change after that, then it was a problem figuring out who have originally submitted it. And so, I want to get clear about who---.

Interim Provost Molitor: Yes, and after that, if there's a change, you'll go back and forth. Whatever you do, you'll have that PDF revised and somebody will do the exact same thing.

Senator Barnes: Is it the same somebody?

Interim Provost Molitor: No, it can be somebody else.

Senator Barnes: Okay.

Interim Provost Molitor: This was a huge problem, so we settled on the new process. I think Beth is working with some departments right now to test it out and so hopefully we'll have this out very soon.

President Van Hoy: If there aren't any other questions in the Chat, Jamie Taylor has put a comment and a question that relates to the student success plan presented last time.

Interim Provost Molitor: Okay, yes.

President Van Hoy: Can you read it outloud?

Interim Provost Molitor: Sure. [Comment from Chat Box] In follow-up to the last meeting on the topic of right fit majors, we received this definition: Develop meta-major based Freshman Learning

Communities to expose students to broad academic fields while taking courses appropriate to progression. This will help all students make informed decisions about a “right-fit” major in the first year. A “right-fit” major is one a student understands, is committed to, and can succeed in academically...” Would you now explain how different from a controversial K-12 practice known as tracking? This practice is controversial because it is “detrimental to students, especially in the low and middle tracks largely comprising low-income and minority students...” which is a very large portion of our students.

[Interim Provost Molitor’s Response] Well, I am not familiar with the practice known as tracking, but I assume what you’re talking about is trying to get students into specific courses or career ... prep. Is that what you're talking about?

President Van Hoy: Yes, that's what she’s talking about.

Interim Provost Molitor: All right, so don't forget that students come to the University of Toledo saying this is what program I want to enroll in, right? We don't determine that. And so, these meta major communities and groups of courses are going to be based on the selection those students make. So, we're going to assume that initially students want to end up in disciplines related to what they’re applying for. We are not making the decision where to put students in terms of the meta-majors. They are going to be making that decision in terms of their own application process. And hopefully, throughout that process in the revised first-year experience, we will then be able to provide information on other...and majors in case they decide that grouping of majors that they initially selected is not appropriate for them. Dr. Allred?

Senator Allred: Thanks, that is helpful. I just want to make sure I’m understanding that clearly.

Interim Provost Molitor: Right.

Senator Allred: So, because one of the concerns with meta major is that if students selecting a meta major, there's still a lot of ways that tracking can function to perpetuate class inequity it seems. And if folks in the Provost’s Office are not familiar with this, I would really encourage them to reach out to the many, many folks in our university who have expertise in this, faculty who can help advise them on this since it seems not to be something that the Provost’s Office knows much about.

Here's my concern, though: I want to sort of clarify as we talk about that. Is the point that you're grouping meta majors and then you're going to advise on the basis of that, you're going to try to steer people to majors within those meta majors. If so, and this is the tracking question that I think Senator Taylor was bringing up, what are the criteria are you going to use, and in what ways are going to be careful that we're not perpetuating inequities in the course of doing that? We are causing a disservice to our specific students’ population.

Interim Provost Molitor: Yes, even though I think I understand that, but again, ultimately students are going to choose the majors they want to choose, right? We're just trying to get them to make that decision sooner than later because, again, we have the situation when a lot of our students end up in their final desired major after their second, sometimes even after the third year. And that's the situation we're trying to avoid. So, we're not trying to get students to say, ‘oh, no, you know what? I was wrong. I want to choose another major’ based on information we're providing them. We want them to make their final decision sooner. And what we're observing is a lot of students aren't even aware that we have these different kind of majors, and they don't understand the career options and the opportunities associated

with it. So, we're hoping by upfront we can provide that information in a more systematic fashion that's aligned with the initial areas they choose, you know, that they will make those decisions faster. So that's the goal, but I appreciate this concept of what you're talking about. Yes, I think we should certainly reach out to folks to make sure we are not doing what you guys suggest, which I agree with.

Senator Allred: Thank you.

President Van Hoy: And sometimes that happens even though people who are helping students think they're presenting the information in neutral ways.

Interim Provost Molitor: Yeah, no, and I get that.

President Van Hoy: Which is why, you know, expertise is good, right?

Interim Provost Molitor: Yes. And so, I think, you know, when we develop this first year experience content, I would love to have a lot of eyes on it. I think that would be excellent.

President Van Hoy: Is that a new comment or is that Senator Taylor's comment that's still [visible]?

Quinetta Hubbard, Faculty Senate Administrative Secretary: Senator Taylor's comment.

President Van Hoy: Okay.

Interim Provost Molitor: Anything else?

President Van Hoy: I think you got it.

Interim Provost Molitor: Alright. Thank you very much, appreciate it.

President Van Hoy: Thank you, Provost Molitor. Okay, so, last time we tabled two items that I would like to go back to, but I believe we voted to table those items, did we not? So, I believe it requires a vote to bring those items back to the floor.

Senator Semaan: So moved.

President Van Hoy: Senator Semaan has made a motion. Is there a second?

Senators Lapitsky and Avidor-Reiss: Second.

President Van Hoy: As it says on the agenda, this is the classroom scheduling policy and the endorsement of the student 'common hour' proposal, which I believe was now two Senate meetings ago. So, is there any conversation about this? Any questions or comments?

Senator Allred: President Van Hoy, can I ask you this for clarification?

President Van Hoy: Yes.

Senator Allred: There are two separate votes. There is a question whether or not we endorse the classroom scheduling policy and then move it forward, and then there's also the question whether or not we endorse the proposal by the students. Those are separate votes just so I understand correctly. Is that right?

President Van Hoy: Yes, that's correct.

Senator Allred: Can I ask, and this is something I would ask the Executive Committee to maybe just do, but if not, to discuss. To be clear, I think that the proposal is really interesting, and I think it potentially has a lot of merit. But one of the things that a lot of this address with the scheduling policy that the administration put forward was that it wasn't very well thought through and didn't really talk with a lot of stakeholders in the process. As much as I like the plan that the students put forward, I would hope we don't repeat that same mistake. I would recommend, and I hope that other folks might agree also, in asking the Academic Policy Committee, which I think is the committee that most directly relates to this, to examine how it would be implemented and how it would affect the University prior to endorsing or not endorsing that academic part of the discussion. That is my cents. Thanks.

President Van Hoy: Thanks, Senator Allred. We will come back to that when we talk about the student 'common hour' proposal, right, because we can definitely refer it to a committee if that is Senate's preference? But we have to vote on whether or not we are going to bring it to the floor first.

Senator Allred: Oh, I'm sorry, I misunderstood. I apologize. I'm really sorry.

President Van Hoy: So, if there are no comments then please, if you are online, put yes, no or abstain in the Chat. In the room, all in favor say, 'aye.'

Group of Senators: Aye.

President Van Hoy: Any opposed? Any abstentions? Hearing none. *Motion to Take from the Table Passed.* While we are waiting for the vote to come in online, let me talk about the classroom scheduling policy. Yes, Senator Semaan?

Senator Semaan: No, I can speak after you. I just want to remind everybody that we have heard from the students, Student Government regarding how they feel about this. We heard a report about the student survey response as well, and also how students' feel about this. I think it is our duty to listen to the students and help them succeed by helping them at least voice their concerns.

President Van Hoy: Thanks, Senator Semaan. So, let me just say, Dan Compore couldn't be with us today, so he asked me to lead this discussion and vote. Also, he sent us the policy and procedure documents, but they are the same as we looked at before. And I would like to ask Interim Provost Molitor for an update. Where are we at in the policy process?

Interim Provost Molitor: It is still posted for comment.

President Van Hoy: It is still posted for comment?

Interim Provost Molitor: Right, and I don't know when that ends, but I can look that up right now.

President Van Hoy: Okay. We don't know what revisions would end up in the policy, but what faculty had asked before was that we bring the policy as it is presented to us back to Senate for an up or down vote. And that's what Senator Semaan was talking about when he said that Student Government opposes it, right? So, is there any discussion about this policy?

Senator Reuille: This is Dr. Reuille from the College of Nursing. I have a comment.

President Van Hoy: Go ahead.

Dr. Reuille: Hi, I want to make clear what I've understood. The policy in and of itself is not as problematic for the College of Nursing as the procedures are. I also want to say that the problem is that it seems that there is an idea that the College of Nursing does not have general purpose classrooms. There's a lack of understanding of the idea that clinicals and labs in the College of Nursing are nothing like when I took a chemistry class as an undergrad and had a lab on Friday, or I had a session with a GA in my calculus class on the Friday. Nothing of the kind can be said about the way that clinicals and labs function in the College of Nursing. Clinicals are largely held off campus and labs are generally held within the building, but we have a three-hour block of time where we give a class one day a week and we use general purpose classrooms. So, the feedback that I've heard from our senators has been that. The idea that we use general purpose classrooms, that doesn't seem to be clear within the, you know, this is going to affect us greatly. We understand that there's some work arounds with the Provost Office for classes, but I'm concerned mostly because, I believe the Provost Office will work with the College of Nursing, I'm hoping that they will in terms of scheduling classes. But the final exam schedule seems to be very, very rigid procedurally as it's written, and that's to be problematic for the College of Nursing as well. So those are my comments. Thank you.

President Van Hoy: Thank you. Other comments?

Senator Barnes: I understand the reason for wanting to optimization this. My sense is that students are still going to shoot for that sweet spot in the middle, and we're going to kind of end up with the same schedule that we have now.

President Van Hoy: So, for those who might not be able to hear it online, Sharon Barnes was commenting that as hard as we may try to spread out the classrooms and class dates and times, if students really, truly are dedicated in choosing classes in the middle portion of the day, we will see that outcome regardless. Is there another hand up online? I can't see. There is. Unmute and speak, please. Go ahead.

Senator Taylor: Is there any thought about doing this as a pilot study rather than creating an entirely new policy that would be harder to remove in the event that this turns into a disaster?

Interim Provost Molitor: We will certainly revisit if it turns into a 'disaster,' but ultimately, we have a campus master plan that is going to reduce our classrooms, but we have to do something, so.

President Van Hoy: And I think the Provost wants you to remember that it is probably not the policy statement itself that is mostly an issue, but the procedures. The procedures can be changed relatively easily.

President Van Hoy: Are we ready to vote? Alright, all those in favor of endorsing the classroom scheduling policy, please put 'yes' in the Chat. If you are opposed to it, put 'no' in the Chat. You can also put 'abstain' in the Chat.

Interim Provost Molitor: You're going to have to do some counting.

President Van Hoy: In the room, if you are in favor of the classroom policy say 'aye.' If you are opposed to it, say 'nay.'

Group of Senators: Nay.

President Van Hoy: Any abstentions in the room? I see three abstentions.

Interim Provost Molitor: If I could just make a request? I looked and it is no longer posted for comment. The 30-days have expired; however, it hasn't come back to us yet. So, if there are specific comments the Senate would like to gather and submit that's not already been submitted, they can submit them

President Van Hoy: I don't know if you heard what Interim Provost Molitor just said, but the 30-day comment period has ended. If you send the Faculty Senate Office comments that you have not previously either submitted online or commented already here in Senate, we will forward those comments to the Provost. You can, of course send them directly to him, but we thought if you sent them to us, we would package them and send them all at once.

Quinetta Hubbard, Faculty Senate Administrative Secretary: It is majority nos.

President Van Hoy: It probably did not get endorsed. *Motion Rejected.*

Okay, shall we move on? Alright, next is the student 'common hour' proposal. Senator Allred has already suggested that we move this proposal to the committee to be further investigated. Is there a discussion of that?

Senator Avidor-Reiss: What is the alternative for that?

President Van Hoy: The alternative is, is to vote to endorse it or not right now.

Senator Avidor-Reiss: So can you state again what we what we consider doing those?

President Van Hoy: Okay, so, the students, what, three weeks ago, came, Student Government rep?

Interim Provost Molitor: So the students are proposing having a period in the middle of the day, two days a week like, Monday/Wednesday or Tuesday/Thursday that no classes would be scheduled. So, it would be an open time where like, student orgs. could meet, faculty could have meetings, whatever.

President Van Hoy: Could bring in guest speakers.

Interim Provost Molitor: Guest speakers, exactly. That's the proposal.

President Van Hoy: Right. So the proposal that they made is to create a time whether it is one day a week or whether it is several days a week when there are no classes, when other activities on campus can take place.

Senator Avidor-Reiss: So, for example, if there is an activity that the department want to meet, they can meet at that time. So as long as there's not a class, other activities can still happen, correct?

President Van Hoy: Correct.

Senator Avidor-Reiss: And students can help each other during this time.

President Van Hoy: Correct.

Senator Semaan: An important thing they mentioned is that this would allow for more commuters to be able engage with events during the day instead of not having the opportunity.

Senator Avidor-Reiss: I just want to comment. This is also beneficial for activities in the University where we have hard time to coordinate times. So if the University want to take something big, now most

faculty can now be involved in those activities because they don't teach. So, it's one benefiting factor to the students.

President Van Hoy: For those of you who couldn't hear online, Tomer is commenting that this proposal would make it easier to have lots of different activities on campus, including recruitment events where we currently have difficulty finding that time because of teaching schedules.

Senator Coulter-Harris: Renee Heberle says [in the Chat], I think an endorsement of the proposal is just a general appreciation of the idea. Research will be done about how to implement, but our vote would just be if we think it is a good idea in the abstract. Jami Taylor also has something to say.

President Van Hoy: Go ahead, Senator Taylor.

Senator Taylor: Didn't we just take a vote about a proposal to address classroom usage and now we're entertaining a proposal to not use classrooms in the middle of the day? I mean, these things are across purposes.

President Van Hoy: Yes.

Senator Taylor: To some extent.

President Van Hoy: And of course, the students, you know, also said they were against the classroom scheduling policy, and this is probably one reason why.

Senator Taylor: I'll like to second Ammon Allred's idea to send this to [the] committee for further study. I'm not necessarily opposed to it, but I'm really concerned about the logistics of this.

Senator Giovannucci: [Indecipherable]... clinical programs and professional programs...

President Van Hoy: It seems to be coming from Student Government, so they are thinking of it from an undergraduate perspective.

Senator Giovannucci: Absolutely.

President Van Hoy: So, David Giovannucci commented that this would be a failure for accredited and professional programs, especially if it were to be applied at the graduate level as well as at the undergraduate level.

Senator Lapitsky: Related to Senator Giovannucci's comment, also in the College of Engineering and [I believe] Natural Sciences as well, students need large blocks of time, like four hours at a time to be in class for their lab courses, so that could also create difficulties in scheduling.

President Van Hoy: Senator Lapitsky's comment is that Engineering labs are scheduled for four hours at a time and so this would potentially put a cramp in scheduling.

Interim Provost Molitor: In fact, a previous dean of Engineering tried to implement something like this, I don't know if you remember, Wednesdays from 3pm to 5pm. They wanted us to leave it open so that, you know, we could have time for exactly this purpose, and we couldn't do it.

President Van Hoy: You couldn't fit it in.

Interim Provost Molitor: No, we couldn't make it work.

Senator Allred: Sorry to interrupt. Point of order. Senator Taylor seconded my request and so, as a matter of order we should have a vote if we want to refer it to a committee. I think that would take precedence over further discussion. It may not succeed, but it may succeed, but I think that would be the appropriate course of action.

President Van Hoy: Well, let's ask if there's any discussion about sending it to a committee.

Senator Heberle: Second. But I have a discussion about that.

President Van Hoy: Go ahead.

Senator Heberle: I think that sending it to committee is fine. I also want to say that I think in general, they're sending it to a committee with a general sense that supports what the student's impulse is here, and that the Senate Committee be charged with working with students to do this, not just as a Senate committee. And that we empower the students through working with them and yeah, looking at other universities that are more like us. You know, Liberal arts colleges, it's going to be a little easier to have this kind of thing because they are smaller. So, it could just be for undergraduate and not graduates. It could be, you know, whatever it is, but I would like it to be something that we really gives the students their due, and work with them and not just say, well, 'the senate this' and the 'senate will tell you whether or not it's a good idea' is the message I want to send. Thank you.

Senator Allred: I totally agree. I think you send it to committee. The committee is empowered to meet with students and to meet with students' proposal. And like I said, I think it's got a lot of merit, but I just want to see how it would work out before I vote one way or the other.

President Van Hoy: So, then I would like to add a friendly amendment to the motion which is that we would send this to the Student Affairs Committee.

Senator Coulter-Harris: Yes.

Senator Allred: I'm sorry, it's an academic policy so I think that that would be inappropriate.

President Van Hoy: Well, that committee works directly with Student Government and no policies are being proposed at this moment.

Senator Heberle: Yeah, I don't think it's an academic policy.

Senator Allred: Well, scheduling is absolutely an academic policy - that's where we got started. Whether or not endorsing the Student Government, that's a different question. I don't know, I think that would be two separate votes. I'll withdraw mine and we can go with that one.

Interim Provost Molitor: It is a policy that would fall under the purview of Academic Affairs.

Senator Heberle: Does that mean it is a scheduling policy? Or is it just something that, you know, I mean, it does impact the schedule, but does that mean it is a scheduling issue?

Senator Allred: I guess the question is like, to me, part of it for empowering the student. It seems like, yeah, we are going to work with you on questioning the policy, right? I don't think this is a Student Affairs issue. I think it is a Student Government issue that has academic policy ramifications that Student Government has an interest in. So, my proposal was to send it back---

President Van Hoy: Yes, I understand. How about if we tell Academic Regulations to work with Student Affairs?

Senator Allred: That seems reasonable to me, yes.

President Van Hoy: Fair enough. Are we ready to vote?

Senator Avidor-Reiss: Can you clarify the vote?

President Van Hoy: The motion is to send the ‘common hour’ proposal to be studied to the Academic Regulations Committee, which is our policy committee and to the Student Affairs Committee, which is the committee that works directly on issues with students. Senator Heberle, did you have your hand up for anything?

Senator Heberle: No.

President Van Hoy: Okay.

Senator Avidor-Reiss: Just a clarification. There was another suggestion, vote to support it and then send it to the committees. Are these two different votes?

President Van Hoy: These will be two different votes. We will need to vote down the proposal to send it to a committee first. Okay? Are we ready on the proposals to send this issue to Academic Regulations and Student Affairs?

Senator Taylor: So moved.

President Van Hoy: Okay, online, please put yes, no or abstain in the Chat. In the room, if you are in favor of this, please say ‘aye.’

Group of Senators: Aye.

President Van Hoy: Those who are not in favor, say ‘nay.’

Group of Senators: Nay.

President Van Hoy: We have two nays?

Quinetta Hubbard, Faculty Senate Administrative Secretary: Yes.

President Van Hoy: Any abstentions? One abstention.

Quinetta Hubbard, Faculty Senate Administrative Secretary: All yeses so far online.

President Van Hoy: It looks like it passes. *Motion Passed.* Okay, I’ll make sure the committees start working on this issue. All right, we are right on time. So, next is the Committee on Student Affairs. This is a committee report from Dr. Coulter-Harris, Karen Green, and Kate O’Connell.

Senator Coulter-Harris: All right, you have all received a copy of the memorandum record which greatly details our meeting with the Office of Accessibility. So actually, this is the Student Government issue, and is actually the second issue that we’re dealing with. And this is a direct quote from the Student Government. “Many prospective students this summer were posting how they ultimately decided not to go to UT since it is not a disability friendly campus. This is incredibly worrying as we need to ensure that

we can pull as many students as possible. We typically carry out a couple of ADA walks to target some specific buildings and see how they can improve, but it is evident that we need to do more for our campus.”

My committee initially made a first proposed, detailed resolution to the issue, and of course this will be carried out throughout the school year, and to meet with Lisa Yost and Kurt Soltman from the Office of Accessibility and Disability Services.

- We were to email and call the contacts to gather a report on all buildings, restrooms, and athletic venues that assess ADA compliancy locations.
- We ask ourselves, where and how can some locations be improved? Have there been complaints?
- So our first meeting was held on the 24th of October and the attendees were Lisa Yost, Kurt Soltman, Karen Green, Ashley Westgate (the Vice President of Student Government), Lucas Will, (the President of Student Government), Kate O’Connell, Sarah Aldridge Renner, and myself.

The origin of concern: students apparently saw a video and posts online that prospective students loved the university, but felt they wouldn’t be able to get around properly. “I love UT, but I can’t come here.” One video from a student that came for one year and left, it was because that person had difficulty navigating the campus. Now there was no mention of specific buildings or concerns with faculty.

Requirements for restrooms is one of the issues that we talked about at great length at our meeting because the Field House on the second floor does not have that button to push to open for either restroom, the ladies’ rooms and men’s rooms and then father down the hallway on the second floor of the Field House. So certain restrooms only have automatic door openers on the first floor. The Student Government President and Vice President said ‘and the Student Union also would require those.’ But each building has to have a reasonable bathroom nearby with an automatic opener or have the door, you know, less than three pounds to actually pull open. So there has to be a balance between the spirit of the law and the law and reasonability of finances. This is of course for all concerned. The point that we made about the Field House and other restrooms in the Student Union, let’s take the field house, for example. Let’s say someone is in a wheelchair and they’re on the second floor, and so they can’t open the lady’s restroom door, the men’s restroom door. By the time they go around and take the elevator to the first floor and get to the restrooms on the first floor, which have these buttons to push, it’s going to be too late. So Kate, are you ready to take it over?

Senator O’Connell: Thank you, Deborah. Yes, I am here.

Senator Coulter-Harris: Okay, thank you. And just when you’re finished, I do want to mention the appendix that I sent out in the memorandum for record.

Senator O’Connell: Oh, thank you. Continuing with the PowerPoint and the presentation. So, one of the things we asked of the Office of Accessibility and Disability is: how is the compliance actually evaluated? Annually, Kurt Soltman sends a physical and electronic report to the auditor university leadership, Dave Cutry. The Association of Higher Education of Disability, AHEAD, actually completes an external audit and reports back. One of the two things that Kurt Soltman mentioned is that he had been with the university a little over a year, if I’m not mistaken---

Senator Coulter-Harris: That’s correct.

Senator O'Connell cont'd: He has been doing monthly ADA walks with Student Government representatives. So, he goes through one building a month with those Student Government representatives to assess accessibility with a goal to get through every building over two years. Kurt who was really an active participant at the meeting and I think brings a lot of energy to the office, has promised to follow-up on the following:

- He is going to check-up on the second-floor bathroom in Fieldhouse, being ADA accessible, which was one of the one of the concerns that was raised.
- He will discuss the concerns and online comments in more detail with Student Government and try to follow up as appropriately.
- He will reach out to marketing to discuss opportunities to collaborate and share office success stories. So that's where we are with how our compliance is being evaluated.

So, kind of where to go next, what should we do again to try to solve this problem and or perceive the problem? One of the things we thought about is doing a survey or someone creating a survey for campus in general. I don't think we identified exactly who this someone might be. Perhaps the Office of Accessibility and Disability, who currently do send out a yearly student survey to assess satisfaction of students who are currently engaged with the office, could do this survey. The questions they currently are asking are:

- How satisfied are students with the services they receive?
- What can the office do to improve?
- General questions with Likert scale and places for comments are included. But the limitation of the existing survey is that it only goes to students who are currently engaged with the office. So that's something we got to think about for the future.

So, along the lines of continuing with what should we do in the future to work with the ADA, Deborah is going to add Kurt Soltman and Lisa Yost to our Faculty's Senate schedule. She has actually already asked the Faculty Senate to put them on the calendar, and I think [they] may in fact already have a date set for this spring. We're also going to continue to focus on improving the perception and awareness of the Office of Accessibility and Disability services, consider increasing advertising or emails (emailing each quarter although I know a lot of students really don't take the time to read emails that are just generally blanketly sent out), UT news articles on the office could include student success stories if we found willing students who may well be able to share their successes, and social media campaigns with student success stories. Again, assuming some students are willing. Plus, considering adding a question to the office survey: are you willing to provide a quote on the existing ADA office survey, or are you willing to share a success story? If so, email us. Continuing with what we might do down the road or in the future to help solve this problem, might be to encourage representatives of the ADA office to come to certain classes to discuss their role and benefits. And I might add that I know Lisa Yost has come to the College of Law the last few years to our orientation for all incoming first year law students. I think that's a receptive group, so I think considering or thinking about ways maybe to incorporate, I suspect it's already a part of undergrad orientation, but maybe we can focus on that a little more. I think introducing their services early in the semester rather than later in the semester is beneficial to the students. The walks that Kurt Soltman and the Student Government has already will definitely continue. Certainly, when new buildings or building improvements are made, Jason Toth of Facilities and Nicole Baden, the Chief Architect do coordinate and will continue to coordinate with Facilities to sure compliance. Thank you.

Senator Coulter-Harris: Thank you, Senator O'Connell very much.

Senator O'Connell: Okay, thank you.

Senator Coulter-Harris: Yes. And I wanted you to note appendix one in the memorandum for record. I didn't think it was appropriate to put it in the PowerPoint. The office of Disability and Accessibility has assured us that their goals are to increase access for all students, and faculty, and community. So this isn't just a student government issue. It also becomes a faculty and visitor, and---

President Van Hoy: An everyone issue.

Senator Coulter-Harris: Yes, it's an everyone issue. But their goal is to really engage students with the office so that these students will report a lack of ADA compliancy with bathrooms or ramps or anything of that nature. So, I'm not going to go over everything that is in the appendix because that would take too long. But when Lisa Yost and Kurt Soltman do come here, they're going to give a great presentation on all updates that are going on in their office.

So, I did want to bring up changes over time in student numbers. The office right now is working with 1400 students and currently, 95 % of these students have invisible disabilities. They've noticed an increase in learning disabilities, in mental health concerns, and chronic health conditions. But they did say, of course, in all of their meetings with these students are private and confidential, and if the student prefers to meet virtually, yes. Yes, is there a question, please? Someone had their hand up?

Dr. Kristi Reuille: I had my hand up online.

Senator Coulter-Harris: Yes?

Dr. Kristi Reuille: This is Dr. Reuille from the College of Nursing again. I just wanted to say that I appreciate all the work that the committee has done and for the work that you've done so far. I would like to, in the spirit of someone who lives with visible and invisible disabilities, and who had a mom who lost her legs and have been around a scooter for the last ten years of her life, encourage people and by people, I mean all of us, any of us, to either visualize yourself walking around campus, take the yard stick around. You know, 36 inches is an accessible entrance. Look for those open and closed door, you know, automatic door openers, that sort of thing. You know, the Health Science Campus has issues of its own as well.

And another thing to note is that there is sort of this synergy between, as a member of the LGBTQA Advisory Committee, there is also a synergy between accessibility and gender-neutral restrooms. Because gender-neutral restrooms, by their nature have to be accessible. So, that's something to keep in mind. But I just want to, as was said earlier, point out that these sorts of issues apply to everyone and that, you know, when I first heard about this, I was like, okay. Get in the wheelchair and go around Main Campus. You know, have someone push you around Main Campus, whatever it is. Ride in a wheelchair or a scooter, that sort of thing, and anyone who's had to push themselves around on one of those knee scooters can probably say the same sorts of things -- [it's difficult]. It's just really important that we not miss this huge opportunity to serve our community and our students, and I want to say thank you for all the work you've done already. Thank you.

Senator Coulter-Harris: Oh, well thank you Kristi. I really appreciate that. And unfortunately, we didn't talk about the issues at UPMC if there are any. But because you work there, if you could forward any of those issues to us. We greatly appreciate that. Are there any other questions? Yes?

Senator Avidor-Reiss: So just to clarify, I assume there are laws that say what you need to have in here.

Senator Coulter-Harris: Oh yes, oh yes.

Senator Avidor-Reiss: Are we breaking the law?

Senator Coulter-Harris: Well, you know, as we said, there is the law and then the spirit of the law. But, you know, this is a big campus, and we have a lot of restrooms, and a lot of ramps, and a lot of places to cover. So, you know, this office is doing the best that they can. Yes?

Interim Provost Molitor: I was going to say, we are in compliance with the law.

Senator Coulter-Harris: Yes.

Interim Provost Molitor: The question is, is this the law sufficient?

Senator Coulter-Harris: Exactly.

Senator Avidor-Reiss: [Indecipherable]...

Senator Coulter-Harris: Well, I mean, it is audited and if you look on the memorandum, there's a link to AHEAD, the association on higher education and disability. There is a link to that provides all of the information that you're seeking. Any other questions? Yes:

Senator Barnes: I just want to say thanks and ask a question. As you're devising a plan for where to make progress is it appropriate that we inquire with the community in terms of where folks are and what they actually need so that that's driving the steps that we take next?

Senator Coulter-Harris: Well, that is exactly---

Senator Barnes: At one time, wasn't it like all the handicap accessible parking spots were at Scott Park? We were in compliance with the law, but it wasn't useful to the people who needed the accommodations. Like, I don't know if it's appropriate to single people out, but---

Senator Coulter-Harris: Well, I don't think we're singling---

Senator Barnes: Like when we had a person who regularly used wheelchair whose office was on the 4th floor in UHall, it seems to me it would have been really practical to get the appropriately gendered bathroom on the fourth floor to have an automatic door opener, but we weren't able to do that.

Senator Coulter-Harris: Right. I don't think that the Office of Accessibility and Disability services is really out to single anyone out. What we're really trying to do here is to accommodate as many people as we can and working toward that goal without singling out.

Senator Barnes: My point is not that I'm afraid we're doing that. My question is, can we do that in an efficient and effective way?

Senator Coulter-Harris: Well, that's exactly what we're doing.

Senator Barnes: Okay.

Senator Coulter-Harris: Yes, that's exactly right. Okay, thank you. Well, thank you everyone for listening.

President Van Hoy: Thank you so much for that presentation.

Senator Barnes: Thank you.

President Van Hoy: Alright, next, I am pleased to introduce Tony Bourne, who is the new Vice President for Enrollment Management. Is there more to that title than I have?

Dr. Tony Bourne, Vice President for Enrollment Management: No, it's good enough.

President Van Hoy: He is going to introduce himself and talk to us about the enrollment process.

Dr. Tony Bourne, Vice President for Enrollment Management: Thank you for having me and giving me an opportunity to talk with you. You know, obviously enrollment is a major issue, and it was as frequently during my interview process of how important it is and the emphasis across campus. Did you get the slides? I sent it late.

Quinetta Hubbard, Faculty Senate Administrative Secretary: I didn't.

Dr. Tony Bourne, Vice President for Enrollment Management: We can send it out to everyone later, but I'll speak to some slides I put together. It's actually a compilation of the slides that the Huron group put together for us. It's the enrollment plan. I just wanted to speak to some parts of that. It is a pared down version. It doesn't matter for today's meeting, but it is one that you may want to read through just to get some idea. Main things I wanted to focus on were, not just the plan itself because that is only one component of the whole issue. But in that, the plan actually has basically five parts to it, five focus areas that we felt, or Huron felt were the most important to kind of focus on initially, and then within that covers a lot of ground. There's no specific order with this.

So, the first one is the enrollment mix. And so, when I come in and talk about enrollment, I'm over varying areas of enrollment: direct from high school students, transfer students. adult students etc. So, looking at that mix of how we are focused on our recruitment, one of the things that I've seen since I've been here is we are heavily focused on direct from high school. Why is that necessarily? We know that there's no demographic changes, there's some issues with what students prioritize in terms of whether they're wanting to go to college, those types of things. So, we know that there is some issues we have universally in the state, around the country with that. One of the ways to guard against that issue of being in this volatile market is to look at other groups of students, adult learners, look at transfer students, look at, you know, basically what I call kind of the bond market, and looking at some stability and how we can interact. One of the things we look at with that is how are we creating an environment, not just recruiting with them but creating an environment for them and that kind of leads to one of the other areas which is program links and modalities. So, as you're looking at transfer students who are coming in, are we making sure that we are transfer friendly, we have very clear transfer processes, but then also do we have programs that are attracting them potentially to go on going through a master's degree?

So, a pipeline program. They talked about four plus ones, but there's all kinds of versions of that. I look at community colleges being like a two plus two plus two. Your pragmatic student go and you basically??? – I worked at Rhodes State for a couple years – you can go almost entirely for free at Rhodes State. Then those years are done and now you've got two years for your bachelor's and now your master's degree becomes what your traditional four-year degree would be. So, there's some different ways of looking at it, and that's one of the things that they recommended that we look at those links of modalities. Modalities

being, are we offering enough online especially for adult learners, as they want flexibility, the opportunity to interface. I did my master's through Walden because the company I was working for at the time and ... said, get your master's degree, I'll give you a raise. I said, awesome, let me do it, but I have two kids and they are young, and I don't have a lot of time and I'm working a second job too. So, I did it at night and they, Walden, gave me the flexibility to do that. At the time, it was one or two programs out there. Obviously, it brings students in, gets programs for them.

How are you doing in keeping them? And so, that's the next part which would be retention and degree progression. Looking at some inroads and how we're handling students both academically as well as the environment. There's a lot of things at play. One of the things I just looked at in the last couple days is how we're dealing with financial aids. So as an example, a student that comes in who's a great direct from high school student and that is a student we really want on paper, amazing. They have a 4.0 when they come. Their first semester, they get a 2.6. With scholarships you have to have a 3.0, so now the pressure is on and they don't get there. They lose their scholarship. What happens to them? Do they leave? The last two schools I've been at, we looked at that data and about 10 to 20 % of the students that leave in their freshman year, leave because they lose a scholarship. So there's a lot of things that we can look at within that and figure out are there just kind of low hanging fruit ways that we can make some changes? Both the schools I was at, we changed our scholarship criteria to be satisfactory academic progress. So, the standard that the federal government sets to maintain your federal loans and PELL grants etc., 2.0 and degree progression, 66 % of your classes that you pass. As long as you do that, you maintain your scholarship. They're moving forward, and actually when we've done it, we did the research on it of the students that we would have lost in the past that came back. None of them had a decrease in their GPA. All of them increased their GPA and about, I think it was about 70 % of them were above the threshold after one semester coming back. So there's some opportunities to look at those types of things and make some changes, and there's a lot in those areas. If you look at the document when it goes out, you'll see some of the areas we're looking at.

This one's marketing and outreach. Obviously, you have to talk about that. I did get to see the Arts and Science Group report - I think that the faculty had put together a year ago. A lot of the things that I think are talked about there in terms of innovation, and creativity and those things are really brand identity opportunities. It is what we should be selling ourselves as in the public. And so, we look at marketing. When I look at marketing and outreach, it's not simply, are we asking people to apply? We can do that all day and it's, you know, the whole outage of it's easier to keep a customer than create a new one. Well, it's expensive to go out to these seniors every year or whatever the market is, it's really hard to find adult learners that aren't in a pipeline of some kind because you're just sending it out and saying, do you want to go to college? It's much better in an environment in which if I do a digital pad on Google because they've gone to our website, they have some positive view of the school. That's branding. So how are we doing our branding? How are we interfacing with that? So a lot of the things I saw in that report would be fantastic things to show and not tell as a part of our brand. I say that because if you say we're innovative, people go, are you now? Let me see that. What does that look like? How do you encourage my creativity? What does that look like? How do we tell a story? What are our students' stories? What are the classrooms? The research that you do? What do you do in the classroom? How do those things work? And so those interfaces I think are most important in terms of creating a picture. And then I follow up afterwards and say, do you want to go to a place like that? And it becomes a much better clearer path.

The last one would kind of fit all those together which is enrollment resources and structure. So when I look at, this is the fourth week that I've been here. So in the first four weeks I've gone, what are we doing? How's it going? Getting an understanding of what our processes look like. So all of these pieces may be in place, but if we're not putting them together correctly, if we're not communicating across campus correctly, if we don't have enough resources to do our marketing part correctly, then it's all for not. You may be doing the most amazing job of any school. And I've heard a few times since I've been here, we don't tell our story. You may have a great story and we're not actually delivering it, or they may see it or we're not in front of them asking them to come in the door.

An example of that is we have a great opportunity for students from Monroe County in Michigan to come in at an in-state tuition because we have a scholarship for that. If you go to our website, there's no clear indicator that that happens. It's like an anecdote at the bottom; it's a little notation that says, oh, if you're Monroe County, you are treated as in-state. And there's a report that says that students don't know that until after they're through the process or [stated in] your last presentation. If we have students with disabilities and during the recruitment process, we don't say you should probably get engaged with this office early. They're a selling point for us. So if we get that information, which we usually do in an application somewhere, we should be saying to students, you might be interested. I'm not going to tell you to do it. We may actually just advertise it to all of them because you never know. I mean, what's the visible and non-visible disabilities? The non-visible ones, those students need help too, so we should be offering that as a part of our recruitment process, the onboarding.

Going back to the first presentation that I saw when I came in, talking about tracking students. A part of the onboarding recruitment is we buy names from the ACT, SAT, or whatever. They have a major on there and I'll give a story of my son who is a senior now in college. He wanted to go to political sciences, he is now in English, but his mailings were all business. It's like, why am I getting stuff about finance and accounting, I don't understand? I said, what did you put on the ACTs? He's like, I have no idea. So we're not intending to focus them in some way, but they've already made a decision. So, how do we do that? We have to look at our ourselves as kind of that first triage advisor, counselor, whatever you want to put on the title and say, okay, how am I one bringing you to the school because we're going to help you find the right place? How do we get you connected to the right thing to make that decision? So, if we keep those things in mind, all these pieces will start to fall in place. We have to have a specific viewpoint on how enrollment should go. What our drivers are. What I've said to my staff from the very beginning is, a great example is when I first did recruitment, I was in College of Engineering. I came from workforce development, and I took a job as a recruiter enrollment counselor at Wright State in the department of electrical engineering. So I go in, I remember the question from the interview. The assistant chair asked me, he said, what do you tell a student there with their parents and they're in front of you and the parents are like, Wright State is the place. You've got to go to this school. They are the best school and it's close to home and it's inexpensive, you can live at home, and you can commute, and blah, blah, blah and everything else. And the kid goes, no, I don't want it; I don't want to do that. What do you tell that kid? I said first you just verify they have all the information. They know what they're talking about. They've done their research, they understand. The only statement I have after verifying that is how do I help you get to where you need to go? That's what I've seen personality-wise here. It is not an enrollment at all costs institution, which fits who I am. But it is hard to tell a staff of recruiters who are being kind of under pressure, the microscope, under the thumb of people, whatever you want to call it, who are afraid that they're not going to get a good class to say to a student who walked up to them and says, (which I've

heard) hey, you guys have a welding, and [you] say no, why are you interested? Oh, I just always wanted to do it. I've done, you know, prep and I want to go there or whatever. I heard at a table at a college fair someone saying, no, we have engineering and mechanical. And the kid is like, really, is there's a lot of math in that? Well, you can get through it. And then, like, [you can] talk them into doing it. But we're not doing that.

Senator Coulter-Harris: Right.

Dr. Tony Bourne, Vice President for Enrollment Management cont'd: Because that does not fit anything that was in the report that I saw from you all, that's not innovative, that's not helping, that's none of those things. Say to them, if you're committed to doing welding, you know, Hobart School of Welding in Troy, Ohio, is amazing. Let me walk you over to them and let me show you, and then I'll go back to my table, and I'll talk to the next student. That kid will tell his friends they're going to help you out. They're going to put you in the right place. So that's the mentality that I'm bringing. That's what I want our staff to know. I think that fits the mentality of what I've heard so far from faculty and administration. We do have to... that doing that regularly, consistently, and passionately is going to result in increases in enrollment if we do all the other things too. So that's where I am at right now. And if we start putting things together, obviously, we want to communicate those and send those out and make sure you're aware of them.

Senator Coulter-Harris: Yes, I have a both a comment and a question. I'm so happy that you are also targeting nontraditional students and adult learners. And I'm sure that you're aware that in this area, we have thousands and thousands of employees who work at Dana, Libbey Glass, Jeep, UPS. I remember back in the day, 20 years ago, I used to teach at some of these locations, okay? So I'm wondering how we're getting our message to these corporations. Are we going through the personnel office for example, asking the personnel office to send emails to their employees or are we going to create maybe posters that are going to be, you know, advertised and throughout the plants? I mean, what is the plan for that, because that is a rich, rich resource that we can tap into?

Interim Provost Molitor: We actually have very active effort in this regard. Barb Kopp-Miller who is online also oversees workforce development and has been actively working with area corporations and agencies on basically agreements where the employees get like a 10 % discount at tuition.

Senator Coulter-Harris: Oh, I didn't know this.

Interim Provost Molitor: Yes. So this is a wonderful initiative. More of it is certainly undergraduate programs, is a big part of this.

Senator Coulter-Harris: And also grad programs.

Dr. Tony Bourne, Vice President for Enrollment Management: Yes.

Senator Coulter-Harris: So I'm just wondering. You know, I mean if we can even do more.

Dr. Tony Bourne, Vice President for Enrollment Management: Yes, we do want to do more. I mean, one of the things that we talked about, we had a meeting of kind of the component leaders within the strategic enrollment plan, and my question was how are we breaking down the silos between these areas? So, there are five parts and there's subdivisions within those. They're still a little siloed and some of those things need to crossover. Marc spoke up and said, I'm doing all of this stuff. And it's like, but we all need to know because you never know when I'm talking to a parent. I get examples all the time. I've gone to

college fairs and a parent starts talking to me about their opportunity. If I know that we have that, oh, where do you work? I work at Dana. Oh, we've got a thing with them, and you should get connected to Barbara and here's her email address and here you go. If we're well rounded in that way or at least know where I can find that information, we're going to take advantage of those opportunities a lot more. So yes, we need to do more.

Senator Coulter-Harris: Also, for both of you, Provost Molitor. So you mentioned that this person is doing this to kind of recruit online. But I also would like to see us recruit bodies to actually come to campus.

Interim Provost Molitor: So her workforce development issues are not just exclusive jobs.

Senator Coulter-Harris: Okay. Because back in the day, I mean, I'm talking about maybe ten years ago, 15 years ago, we had evening classes here and they were full. I mean up until 9 o'clock, but now, I mean I think I mentioned this to you in the last meeting, that even in the Field House after 3 o'clock, it's like a 'ghost town.' So, yeah.

Dr. Tony Bourne, Vice President for Enrollment Management: A little bit of the chicken and the egg. I mean we have to figure out how to create that kind of soft landing of that. But that's where I started. I started in workforce development and so, it is definitely something where I look at five years down the road. But right now, I think the graduates are saying, is it worth it for me to go to college? And then you are going, you know what, no, I'm going to go work at Amazon warehouse and they're paying me \$20 now, so I'll go do that. Five years from now, they go, you know what, it would really be good if I go back. And if we have an infrastructure to assist those students because we built it up in lieu of that, that's when we're going to really start to see that tipping point. That's where you start to get the momentum. And so, we definitely want to make sure we are looking.

Senator Coulter-Harris: Well, cyber security; if you have a degree in cybersecurity, right off, you're going to get a six-figure income which is a lot better than \$20 an hour at Amazon.

Dr. Tony Bourne, Vice President for Enrollment Management: Well, yes, work environments also...

Senator Avidor-Reiss: I was wondering regarding the process you mentioned at the end...process. Over the last two years, we are looking on the process of... You notice that there is a lot of problem process by which we interact... [Indecipherable]

Dr. Tony Bourne, Vice President for Enrollment Management: Well, I've been told to ask if we need it. So there is a willingness there on the part of the President to support the programs that we need to do. And so, it's part of the initial analysis, are we doing enough? One of the things I've noticed, though, this is an example. Looking at the events planned or just roughly planned for the spring, we had like eight on, and it's too many. It's too many things. You're spreading yourself very thin and it's almost as if there is an insecurity about, if I don't do all this stuff, then I'm going to miss that one kid. It goes back to what I said before, is you're not going to get every kid, but we are going to get all the ones we're supposed to get. If we're going to do an event, it's going to be, there are going to be fewer of them and there are going to be higher qualities. The quality control you're talking about, that goes into preplanning.

When are we sending? I use the analogy all the time - if you're having a wedding, do you send the date the week before or a year before? And so, we have to communicate clearly to the campus. You have to

know where you would look to see what events are upcoming, so I can get connected. We have to create a process for that. And if we do that continually, then it becomes second nature, that's just a part of how we do things. We're not there yet. Right now, we finish an event, and we go, what do we have next? Oh, next Saturday we've got, oh, we better start inviting students, we better start inviting faculty. Where are we going to have it? And it becomes so urgent, that's where you get frazzled, and you don't plan very well.

So what I've committed to the President is that I don't know if we will ask for more money or less. I do know that we are going to review everything that we spent money on, assess its effectiveness, and determine whether we should do more of that, less of that, and where are we going to invest. So, if I do my budget for next year, it's going to be based on this is the calendar of events of programming, of communications, of marketing, of travel, and this is how much it's going to cost for us to do that and make sure that it aligns with where the resources are and what we have an opportunity. My guess is we could probably save 10 to 15-20 % of what we're spending now by being more effective and efficient, cutting down on more things and doing fewer things better. All of that has to be borne out by facts, but that is something that happen. But I commit that we are going to put the work in.

President Van Hoy: It takes time to get the facts.

Dr. Tony Bourne, Vice President for Enrollment Management: It does.

Senator Coulter-Harris: We should all welcome you.

President Van Hoy: I hope that is what we're doing.

Dr. Tony Bourne, Vice President for Enrollment Management: Coming here to have a conversation I think is that. Because I've been at places where it is... [Indecipherable].

Senator Lapitsky: Thank you for your presentation, it was refreshing to hear a lot of what you said. One question I have to follow up on your comments on events. I know there's a UT Experience Day now scheduled for April. Are there initiatives to plan more events earlier in the admission cycle so we can get more students to the campus before their decision-making process, because April is just too late?

Dr. Tony Bourne, Vice President for Enrollment Management: Yes, there will be three admit a student days throughout the winter, and the calendar is being put together and we'll send this out (so you don't have to remember, and I don't know the dates off hand either). One will be in kind of the late January, early February timeframe. And one is a little further, maybe four weeks after. The key thing with each of them is they have to have a different purpose. The first one is primarily kind of a work product. It's do your FAFSA, complete your application, ask fundamental questions about where do I go, maybe Disability Services can be there, here's what the structure is, here's what we're going to do to make sure that we're shoring up any people that have questions. The next one is more engaging and should be around, you know, specifically colleges, departments, academics, and that's where I think we're going to try to make sure that you get plugged in. The reason why is because a student may look and say, well you've got three events. I'll do it this way. When there are seven, they go, which one do I go to? If there's three and they're clear in what they are, they may choose to go to all three, right? Especially if there's something different in each one and we want to encourage them to do that. So when I do it that way, I'm sure you have been to an event before where either there's no students or very few students in your department. I don't know what department you are in and maybe that's wrong. But, that's horrible. That

that's horrible for you, it's not fun. You know, maybe the one kid's really engaging and that's great, but it's not that likely. Seventeen-year-olds do not talk a lot---

President Van Hoy: To adults, to us.

Dr. Tony Bourne, Vice President for Enrollment Management: Yes, not to adults, but to each other is fine. I want to have five, or six, or seven, or ten, or twelve. You know, I want a quantity, so we have to drive that event. And our process leading up to it is, I'm going to call kids with the purpose of hey,

“I got an event for you, you really got to make sure you come to this; we've got this many people, whatever, they're coming.” – “Yeah, I'll be there.” “Okay, I'm going to look for you to come. If you can make it, that would be great. But you know, just if you have time. You're going to be there, right? I'm going to see you there. Okay, I will look for you, I'm going to be at this spot. You find me.”

Then that way you've got ten kids who are all interested, and they go, oh, these are the people I'm going to be around. And I started to talk about how they will find at least one other person that they like usually, and then that encourages them to be connected and that shows what the environment is really like. If we do too many events, that dissolves, and you get like one kid at each one and it's not fun.

The last one is more just getting them to want to deposit. And we have to think about the theme of that and what we're going to do, but it is right at that time, hey, look, you've been everywhere; you've gone on dates with everybody - who are you going out with? And that's what we want you to decide at that point. So those are the kind of processes we want to put in place. We also want to have an event for students who did not get awarded the presidential scholarship, which is a dinner, we'll have to figure out the structure on that. But there's 320 applicants to the scholarship, twelve students get it. They're still very good students. We want to have them, so we want to kind of roll the red carpet out at the event. That one will be kind of, again, late January or early February, but it'll be kind of at a dinner and a little bit more of an interesting networking time.

So those are the four basics that we have planned. To your main point about the timing: we need to have summer events when people are out with their families, we potentially do. We need to get that information out early. Hey, what's going on, you know, with your summer vacation? Stop by. And then we also need to set them as destination dates too. Not just, hey, can we have visits seven days a week, all day long. You know, on Friday each month we're going to have an event and there's going to be something to that and we might have that be connected to orientation. So current coming students, potential new students interact with each other or overlap in some way, and they see the summer can be kind of boring. But there's all these other things to do on campus, so those are the types of things we need to do and then obviously go into fall. This fall we did a lot of counselor events. We had one today. That's great, but that's not recruitment. That's not going to get students in the door. And so, you know, we're working on our prospect list to get them to be inquiries and then build them into the communication funnel, get them in.

Senator Coulter-Harris: What can we as faculty do to support you?

Dr. Tony Bourne, Vice President for Enrollment Management: It varies, it depends. I would say it depends on what you like to do. Some faculty, they are like, I could really do without events. I don't want to do that. Well, then then don't, don't come. I mean the worst thing is the faculty member sitting in the

corner like, you know. You know, I'm not great at events either. I'm terrible at the networking stuff. So, if they are really great at just texting, they can send messages out and invite students to something. Some are really good at doing a video for admitted students and spend a little bit of time and be excited. We were talking to Joe, our recruiter for international students, and he said: "I don't want to define a whole culture, but in Southeast Asia there's a lot of hierarchical cultures and having a dean send a message saying welcome and you're admitted stood out to a lot of students because that was something that was prestigious to them and they still have that kind of connection." Whereas American students are kind of like whatever, you know. So, it varies.

It will definitely vary by who you are, what you're good at, what you like to do, and then what we have available. The key thing I think across the board is looking at that report that was done by the Arts and Sciences Group and figure out ways that we can show what it is that you do that isn't just different but is distinctive. So in the report it said if we do this we're distinctive, whatever, but it didn't articulate (it had the words in there), but it didn't show a lot. Like give me examples of how we're innovative and how that's distinctive or different in a really amazing way than other schools. And I'll tell you, a lot of times I hear things. I read some of this in the report, it said like, you know, a warm environment. I worked at a small number liberal art school. That's all they ever said. We're a family. We have small class sizes. I sat next to, you know, five or six other small liberal art schools and they're all saying the exact same thing. What is our thing that's different?

I think there's a personality here that says to a student if you're pragmatic, if you're practical, if you want to get an education that's going to separate you, then this is the place that you should go because there's opportunity, there's resources, there's other students who have similar backgrounds and ideas. You know, I bounced around to several other graduate schools trying to find the one that fit me and ended up back at home at Wright state. And it's because I was working five jobs and going to school full time and that school works for them. And if they had said that to me right at high school, I would've been like I got to think about that. You know, just be honest to who we are. Show that. What does that student's day in a life look like? You know, I've done some ads about that before, showing what a student here day looks like. When they go to work, maybe they go to work first, maybe they do need in class, maybe they do an online class. What's that look like? How do we demonstrate that? What does the career path look like? How did we add value to that? Those are things that we have to put together and only you can articulate that marketing to then put in a digestible package.

Senator Avidor-Reiss: [Indecipherable] ... there must be a discussion. How to market?

Dr. Tony Bourne, Vice President for Enrollment Management: So what I want to do as I look to my planning in terms of budget and the annual plan. I was at the council of deans yesterday and a dean said, you know, we used to have all this regular communication, what are we going to do? I don't think we need to meet every month, but it should be process based. So, to your point, along my planning for next year should be communications either at the college or the department level because I love anecdotes. I've used a ton here. It works when you're talking to a student, that's the picture. That's showing not telling. When I was at the Heidelberg University, the, the chair of the educational department said she gives her telephone number at every student. And then she had a follow up and said, and here's an example. This one student I had had a middle school placement. He went, hated it, thought he was going to drop out of education, 'this isn't for me. I can't be a teacher; I can't do this.' She said, wait a minute, let's get you into a different placement. Got him into a high school. He loved it. Now he's the curriculum chair for his math

department at the high school he graduated which is like his dream to do, right? So that is an anecdote that when a parent walks up to me and goes, well, you know, education is really 'education' everywhere you go. This is an example of why it's not. I want to be able to create those conversations. What are you doing that's interesting?

There was something else at that school -- their Psychology Department had a great explorations class their freshman year. When a student comes up and goes, I'm interested in psychology, I don't know what I want to do with it. I've heard that I can be a forensic psychologist. I heard I can do this. We have a great class for that. It's going to help you figure out the path to professional psychology, or counseling, or social work or whatever that is, that is what that they're there for. And so now it's differentiated and it stands out, but we can always do that if we have those conversations, so we have to set those up as a part of the planning process of how we get a repository of communications, where we can point to and say, this is a story that's going to make you feel comfortable and help you kind of understand who we are.

Senator Lapitsky: So another question related to anecdotes, while we're on that subject. There are quite a few anecdotes floating around about how we're not as engaged with our communities as an institution compared to some of our peer institutions. I was wondering if you had a chance to think about how we're going to reach out to our communities to tell our story to a broader range of prospective students earlier in the process.

Dr. Tony Bourne, Vice President for Enrollment Management: Yes, so some of that is how we free up time. So we had a contract with a firm called EAB that's kind of overarching and it was covering a lot of area. We looked at it and said, well, that doesn't make sense. Let's have you focus on sophomores/juniors, right? So it takes away our need to do a lot of type of work that they do that we're not really good at, which is using technology to engage students to kind of give them all the marketing and stuff in that, whatever. What it does is free up time for us to get into the sophomore classroom or to talk to go to a college fair and actually talk at length or it gives us more time to do other things. And so that's what I'm looking to do is how we free up because I could hire 20 more people and we could do all that stuff, or we can just be smarter about how we're doing it.

There are other things we can do too. Junior Achievement is an example. When I was in Memphis, Junior Achievement came to us and said, look, we see 30,000 students this year and we have this program called a Speaker Series where you go out into an elementary school, or middle school, or high school and I go, I'm sold. I already like it. I did that when I was in workforce development when I was in the Chamber of Commerce in Dayton. I went out to the middle school and talked to them about business careers, which is an interesting conversation with the 14-year-old, but I get the point. So what we did is we actually set up speaker series, so four speakers in a row in a certain subject area and they had limitless opportunities to engage. And so different colleges set up different speakers, engineering, business, whatever, and they go out to talk to elementary school kids about that. I remember when I was in fifth grade, one of my friends' dads was working on semiconductors and came and did some experiments and showed us some stuff in the classroom. And it's stuck with me. So that's the type of thing that we can do to create early engagement and it's not recruitment, it's just being who we are. The kid's going to go, you know, that seems really cool over there, I might want to check that out. We used to do that; I think a lot more schools used to do that and then we got so siloed and focused on seniors. I mean to get this class of kids in, forgetting that a lot of that momentum was because they had already engaged with us in some way before. Football on Saturday is not the only way to engage students and we have to lean into those things too.

President Van Hoy: I just wanted to ask, so early on you said you wanted to focus on recruiting more than direct from high school.

Dr. Tony Bourne, Vice President for Enrollment Management: Yes.

President Van Hoy: But all the events I've heard and all the anecdotes I've heard have been focused on direct from high school.

Dr. Tony Bourne, Vice President for Enrollment Management: Yes

President Van Hoy: So what are we going to do?

Dr. Tony Bourne, Vice President for Enrollment Management: So with transfer students, what we need to do is look at them, and this is where it's a little outside of our wheelhouse is the problem. Look at our engagement. Do we need articulation agreements? Not saying we do or don't. When I was a Heidelberg, when you actually removed them, we just said we called up, we had a program called open transfer. I said, look, they were all accredited, right? Now some programs have different accreditations, and you have to have that, and so, ABED??? is a limiter on being able to do that. But when you're talking about specific programs, especially kind of liberal arts where there's a lot of flexibility built in, isn't there a way we can say you've got an associate degree? That's 60 credits. You only have 60 credits left, and you don't need to worry about this articulation stuff, and we don't have to renew all that. I'm curious when I say that it doubled the traffic for our website when we started advertising that around the community colleges and the only thing they Googled or looked on our website was online. They wanted online programs, and we didn't have it, so they weren't willing to go to Tiffin. They may be willing to come to our campus especially if you're talking about Owen's potentially...., things like that. So that's one of the things.

Identifying the programs where there is the easiest opportunity for students, creating relationships with those schools, so that it's not setting a table up in the cafeteria of the community college does not work. It is the counselor at that school that says to a freshman, first semester student, what's your intention? I want to transfer. You should go to Toledo, right?.... We have to create that. I call that when I talk to community colleges in that way, I go back to my experience at a community college and I said, what is it going to take for you to sell my t shirts in your bookstore? That's the relationship I want to have. Adult learners are a little bit more complicated; it depends on modality specific. There's a lot of online, whether, you know, it's entirely or not, we have to look at that. It's hard to pin down. So what I look at is returning students. Our graduates are the best students to market to graduate programs on to get them to come back. Our students' parents are also great opportunities to do that. We can do things like a discount on your tuition if you're coming to school while your child is. There are opportunities to do a lot of those things. We've done them at different schools I've been at, and all of them have very low levels of success based on location. But given the market and you mentioned all the different employers, there's a lot of people that are going, I'm unsure about the path I've taken. I got credential, it allowed me to do programming, but if I want to move up, then I need to get a degree. And if I want a feeling of security because, Amazon Web Services does a great business, and they bring people in right out of high school. But what happens if they downsize? Well, where are you going? You have one skill set. So, we should be looking at that and saying to those people, maybe you should scale up across the board, so whether it's a short course, a certificate or a full degree, let's make sure that if the market turns, you have applicability, you can go some other place.

So there's a lot of things we can do. A lot of in those areas are things that we have to work collaboratively on. It's not one that we can just. Thank you.

President Van Hoy: Other questions?

Dr. Tony Bourne, Vice President for Enrollment Management: Thank you all very much. I really appreciate the time. I'm happy to have a meeting at any time. I'm actually I've met with some of you, I'm meeting with some of you in the.... [Indecipherable].

President Van Hoy: Great. We still have a little bit of time. So next is the Undergraduate Curriculum report from Senator Padillai.

Senator Padillai: Alright, so we only have four proposals that we are considering today. We had a lot of proposals, we had about 25. Most of them were new courses and we couldn't pass them and so we lost them. So, if we could go to the first one, **Exercise 4540**. All right, so here they are updating their prerequisites to align the course offerings and limit the need for overrides. So what they want to do is add Exercise 2560 and 2570 as prerequisites. You have to have one of those pairings of three to get a prerequisite for the course. Not a problem except that with the syllabus—and we didn't pick this up, I caught this last time—they have the old prerequisites, and they didn't put the new one in there. So, I talked to the committee, and they said, we'll just ask Faculty Senate what we should do. Would you guys like us to roll it back or do you want to approve it? The problem is the syllabus doesn't line up with the proposal.

President Van Hoy: What are you going to say Provost Molitor?

Interim Provost Molitor: I was just about saying I wouldn't hold it up. I mean basically there are identical courses. They had a renumbering a few years ago.

President Van Hoy: They can still replace the syllabus, right?

Interim Provost Molitor: Yes.

Senator Padillai: Presumably, yes.

President Van Hoy: So, I mean, I would ask for the new syllabus.

Senator Padillai: To do that, we have to actually roll it back.

Interim Provost Molitor: Yes, so I'm just thinking, you can approve it and then tell them to make sure their syllabus is updated.

Senator Padillai: Okay.

President Van Hoy: Somewhere along the way, someone's going to want it in CIM.

Interim Provost Molitor: Well, what the important thing is, is what is in Banner and what's in the catalog.

President Van Hoy: Right.

Interim Provost Molitor: That's more important than what's in the...

President Van Hoy: I agree.

Interim Provost Molitor: In this regard.

Senator Padillai: Better heads than mine will prevail. Are we okay with that, everybody?

President Van Hoy: I am.

Senator Cheng: [Indecipherable]...

Interim Provost Molitor: Well, you can vote an approval and send it through, but just let them know their syllabus needs to be updated.

Senator Padillai: The rest of the proposal is fine. There were no issues.

Senator Avidor-Reiss: The syllabus is just an example they are giving. It is just an example of things.

Senator Padillai: No, the syllabus is part of the proposal; it should match-up.

Interim Provost Molitor: And once they revise the syllabus, we can upload it into CIM.

President Van Hoy: With existing courses sometimes the syllabi change, right? And so, if we approve the thing, they can always change the syllabi.

Senator Padillai: We have that flexibility?

Interim Provost Molitor: Yes.

Senator Padillai: Se can settle that here, we don't need to go any further?

President Van Hoy: Right.

Senator Padillai: Alright, that was the one I had the most questions about. You can go to the next slide. Okay, so student interest is driving the creation of this course. This is **NSCI 1000, The Neuropsychiatric Patient**. It sounds very interesting. I put in the course catalog description and the course overview because when I was going through these, you know, I wasn't sure that the evidence of student learning or need prompted the curricular change. Usually, this is the creation of a whole new course and it's being driven by the simple fact that students want it. I wasn't sure as Faculty Senate we would need anything beyond that. Like, in terms of curriculum, why is this important?

Interim Provost Molitor: Isn't this course required for the new neuroscience program?

Senator Padillai: It didn't say.

Interim Provost Molitor: Oh, it did not say it?

Senator Padillai: It did not say it. It's an introductory course.

Interim Provost Molitor: I think that is a question you're going to want to ask.

Senator Padillai: Okay, so should we send this back and have them--- ?

Interim Provost Molitor: Is David here?

Senator Giovannucci: Yes, I think that's required.

Interim Provost Molitor: I was thinking it is required, too.

Senator Giovannucci: It is open to the students outside of the program too.

Senator Padillai: So then we should have a---

Interim Provost Molitor: There should be a program mod. if it's not in the program. Let me look it up to double check.

Senator Padillai: Okay. So we can go to the next slide. The next two are clean. Alright, so this is the second half of what we did a few weeks ago. This is **NSM 1000** that we approved a few weeks ago. Initially, NSM 1000 was a two-credit course that was one semester, it's an orientation course for NSM, right? What they want to do is they want to separate it into a one-year program with NSM 1000 and NSM 1500. So each of those would be one credit out. We've already approved NSM 1000. And the committee thought that everything in the proposal was fine and that we [should] fast track it. Do you guys see any problems with it?

Alright, next one. This one also is really simple. We had to send this back really quickly, and they fixed all the problems with the proposal. **This is PHPR, Pharmacy and Practice 2040.** In the CIM system, currently it says that it is offered in the fall and spring, but Pharmacy and Practice now only offers it in the fall. This is from their course syllabus. They have it only being offered in the fall. Apparently, it's only been offered in the fall for quite a number of years. And so, everything with this course is... So I guess what we would have is the second course---

Senator Barnes: NSCI 1000.

Senator Padillai: Yes, NSCI 1000.

Interim Provost Molitor: It is actually an existing course, and it is required by the Neuroscience program.

Senator Padillai: Okay.

Interim Provost Molitor: So are they actually trying to do a course modification?

Senator Padillai: They're not saying. We can take another look at it.

Interim Provost Molitor: It was a new course proposal, not a---

Senator Padillai: They are treating it as though it is a new course proposal because it is student interest that's driving it. That's what they're saying.

Interim Provost Molitor: And that was on..., that's what they said?

Senator Padillai: Yes.

Interim Provost Molitor: I'll take a look at their proposal.

Senator Padillai: Because if it is a new course proposal, student interest isn't sufficient.

Interim Provost Molitor: No.

Senator Giovannucci: Right. It looks like this is a modification that they are requiring publishing, so I think it's a modification.

President Van Hoy: So, it looks like maybe it should be rolled back so that it is corrected.

Senator Giovannucci: Right, so they can explain why they're offering it like that.

President Van Hoy: Well, or that it is a modification as well and not a new course.

Senator Padillai: Okay. Alright, so do we want to vote on that sending this one back and approving the other three?

President Van Hoy: Yes. I don't think we necessarily have to vote on sending it back. I think the committee can do that, but approving the other three, yes.

Senator Padillai: Any issues with the other three? Do you want to do the voting?

President Van Hoy: No.

Senator Padillai: Okay. Online vote yes, no or abstain – or put 'y,' 'n,' or 'a,' please. In the room say, yes and/or 'aye.'

Group of Senators: Aye.

Senator Padillai cont'd: All those who are negative vote no. Any abstentions amongst us 14 or 15? Hearing none. *Motion Passed.*

Interim Provost Molitor: Whoever submitted the neuroscience course proposal, have them contact me.

Senator Padillai: Okay, I'll ask Lynn to ask them to do that.

Interim Provost Molitor: All right, I appreciate it.

Senator Padillai: Okay.

President Van Hoy: All right. Thank you so much, Rob.

Senator Padillai: Sure.

President Van Hoy: All right, next is the Committee on Academic Programs. Senator Taylor, are you ready?

Senator J. Taylor: Alright. Can you all hear me?

Group of Senators: Yes.

Senator J. Taylor: We met on Friday. We are ready to bring forth two new certificate proposals from NSM. These are the certificates in **Clinical Microbiology for Medical Laboratory Science** and the **Pre-Medical Studies** certificate. Both of these had previously been rolled back for some minor issues. These were fixed and the committee has approved these two new certificates. Are there any questions? Hearing no questions, I'd like to call for a vote. All those in favor, put yes in the Chat, please, or say 'aye.' Any opposed? Any abstentions? Hearing none. *Motion Passed.* All right, thank you for that.

I would like to note that the committee has set its dates for the spring semester. These are included in the report that we sent. But we only have four more meetings before the provost's deadline. We are meeting on Wednesday, so the deadline for submission for the meeting's agenda will be 6 pm. the night before. But again, these are in the reports that were submitted in your packet. That's all I have.

President Van Hoy: Thanks, Senator Taylor. All right, the Committee on Core Curriculum is our last report for the night.

Senator Barnes: I will be quick.

President Van Hoy: Thanks, Senator Barnes.

Senator Barnes: We met on Thursday and Alana Malik from the Provost's Office gave us an update on the assessment program. Unfortunately, I was at a conference and logged in remotely and missed half of it, so I can't summarize that. But I'm imagining she might be coming here to give that report at some point about core assessment. So, we reviewed only two courses, **Geography and Planning 1010, People, Places in Society** and **Geography and Planning 1100, Environmental Sustainability**. Both of them are already social science core courses. They have simply updated their student learning outcomes to comply or to better match the OT36. I suspect we'll be seeing a lot more courses doing this down the road that Geography Planning is doing. One person had some questions about the SLOs in terms of the People, Places in Society, how broad their reach was. But other than that, people had no problems, they were already in the core. It seemed pretty much unanimous to support, even the person who had questions. So, any questions? Sorry I didn't make a slide.

President Van Hoy: You are your own slide.

Senator Barnes: I didn't even think of it actually.

President Van Hoy: You're fine.

Senator Barnes: Any questions or comments? Hearing none. The committee voted unanimously to support these courses. So, if you agree that we should approve these courses, please say, 'aye' or put 'yes' in the Chat. Thank you. Any nos or abstentions? Hearing none. ***Motion Passed.*** That's it for me, thank you.

President Van Hoy: Thanks, Senator Barnes.

Senator Coulter-Harris: Thanks, Senator Barnes.

President Van Hoy: Before we close the meeting, are there any items from the floor? Hearing none. Is there a motion to adjourn?

Senator J. Taylor: So moved.

Senator Avidor-Reiss: Second.

President Van Hoy: And everyone else? Okay. Good night, everyone. See you in two weeks.

IV. Meeting adjourned at 6:05 pm.

Respectfully submitted,
Deborah Coulter-Harris
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Administrative Secretary