

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of February 24, 2026
FACULTY SENATE

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

Approved @ FS on 3/10/2026

Summary of Discussion

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

FS President Avidor-Reiss: It is 4 o'clock and we are ready to start. The first item, like always is Secretary Khanna with roll call.

Senator Khanna: Thank you, Tomer. Good afternoon, Senators.

Roll Call 2025-2026

Present: Allred, Avidor-Reiss, Balthus, Barnes, Bellizzi, Benton, Bigioni, Bornak, Cheng, Cochrane, Dwyer, Eichner, Ekwenna, Elgafy, Fresenko, Gilstrap, Giovannucci, Glassman, Haller, Hamer, Harmych (proxy for. B. Bamber), Heberle, Javaid, Kalinowski, Kaw, Khanna, Kistner, Krantz, Krishnamurthy (proxy for. W. Taylor), Lapitsky, Lawrence, Lee-Smith, Martin, McLoughlin, Mungo, Nazzal, Osman, Padilla, Pryor, Reinert, Sahloff, Semaan, Sheng, Song-Tao (proxy for M. Diakonova) Steven, Stoltz, Van Hoy, Wedding, Willey, Yonker

Excused Absence: Brakel, Cooper, Green, Machalow, Miner,

Unexcused Absence: Assaly, Duggan, Gibbon, Hamouda, Kumar, Moussa, Smith,

Senator Khanna: Let me just do a quick calculation, President Avidor-Reiss. I think we have a quorum; let me double check. Yes, we have a quorum. Thank you.

President Avidor-Reiss: So, we are moving to our next item. You could see here the agenda. We are going to do a voting by general consent. Are there any motions to change the agenda? Okay, since there is no motion, the agenda stand approved. *Agenda Approved.*

Next item is the Minutes. Again, we're going to vote by general consent. Are there any corrections to the Minutes? Hearing none. Online? Okay, so since there are no corrections, the Minutes then stand approved. *Motion Passed.*

Executive Committee Report: On February 13, members of the Faculty Senate Executive Committee held a biweekly executive meeting, and on February 17, I met with Provost McKinney. Over the past two weeks, members of the Faculty Senate Executive Committee also communicated with various Faculty Senate Committees. The Faculty Senate Executive Committee discussed the following:

- a. We ask that the faculty help place Lourdes University students on a program of their choice at UToledo. Helping members of the Toledo academic community is a critical mission of the university.
- b. The nomination period for Faculty Senate membership was open last week from Monday, 2/16, to Sunday, 2/22. The election of faculty senators will commence on Monday, March 9, in accordance with the Faculty Senate Rules, which specify that the election begins no more than

two weeks after the nomination period ends. Because the two-week period concludes on a Sunday, the election will begin on the next business day.

- c. We ask that nominations to the Faculty Senate president and the Faculty Senate Executive Committee for the next academic year be sent to the Faculty Senate office and the next president, Renee Heberle. Please consider taking up this position seriously. You will play an important role in the continued tradition of shared governance and in the continued success of UToledo.
- d. We remind all tenured and tenure-track faculty that their workload plans are based on a 12/12 credit teaching load. These faculty must provide evidence of the equivalent credit value of research or service responsibilities to justify any reduction in that number (for example, to a 6/6 credit teaching load). They must also demonstrate equivalent duties in professional and service activities that total a full 30-hour workload.
- e. We discussed the need for all Faculty Senate committees to submit final reports for the 2025/26 academic year. We ask that this report be presented at either March 10 or March 24 Faculty Senate meeting.
- f. We are committed to maintaining a current and accurate Faculty Senate website. If you notice anything on the website that needs updating, please contact the Faculty Senate office at FacultySenate@UToledo.Edu.
- g. We would like to remind senators that, according to our bylaws, an elected member of the Faculty Senate who accumulates four unexcused absences from regular or special meetings of the Faculty Senate in one academic year shall be deemed to have vacated his or her office therein.

Regarding the meeting with the provost:

- h. I thank the provost for adopting a new policy that waives tuition for grants up to \$150,000 per year. The Faculty Senate and the Graduate Council have advocated for this change for the past year to enhance the university's research mission. We hope the president will adopt this change and make it official.
- i. We discussed the importance of the faculty committees that approve changes to courses and programs, which face an avalanche of proposals. These changes are driven by increasing state regulation and, most importantly, by faculty developing new courses and programs that are critical to the university's recruitment and retention.
- j. We discussed that the Simple Syllabus program will be ready before the end of the Spring semester, allowing faculty to submit their syllabi so they do not need to do so during the summer. The provost clarified that not all courses need to be submitted and that the focus is on courses with scheduled class times. Independent study courses are exempt from this requirement. Importantly, faculty should note that by law, 100% of required courses must have syllabi submitted by the first day of class in fall 2026.

Regarding conversation with Faculty Senate committee chairs:

We note that the Faculty Senate Committees on Undergraduate Curriculum and Academic Programs have many courses and program items to examine due to state changes and faculty initiatives to introduce new courses. These items undergo four levels of evaluation after the initiator submits them and before the FS committee receives them: the Program Director, the Department Chair, the College Curriculum Committee, and the Dean's office. We ask that each level do its best to review each application and make the necessary corrections before they arrive at the Faculty Senate committees – this is critical to the timely approval of all items.

As in the past, to enhance communication with faculty, the Executive Committee will email reports and PowerPoint slides from our meetings to all faculty following Senate meetings.

President Avidor-Reiss cont'd: Next, are there any corrections or statements from the Faculty Senate Executive Committee? Any other member on Faculty Senate? Since there are no questions or comments, we are going to start with our first report, Provost McKinney.

Provost McKinney: Thanks, Tomer. First, I'm going to start with Lourdes University's teaching-out and/or transfer of Lourdes students. We've been working very closely over the past several days, a week or two. Angela has taken a leading role in this and has been in touch with deans, with unit heads, working with their counterparts at Lourdes. A number of exchanges, back and forth meetings on the Lourdes campus, and some folks coming here to work out the program-to-program degree transfers. Also, a number of our deans are working on accreditation requirements and standards. So, all that work, you know, again, much of it is behind the scenes but let me assure you, it is a lot of attention that is being paid to the students of Lourdes who wish to come here. So, that is in process. I think as I touched base with Angela this morning, she has communicated out and asked each of the programs and deans to share with her what form of visit day and activities we would like to put in place for Lourdes' students to come here and visit. I don't have a date for those activities at this point, but I know it is in the works.

Tomer, you also mentioned the Simple Syllabus project. As I shared with the group that I met with late last week, be ready. As soon as you're back from spring break, which is after next week, we have a communication plan to roll out and complete with trainings that the Center for Excellence and Teaching and Learning will be sponsoring on how to access the template and how to populate the information that you need from your courses in the template. And as Tomer said, our goal is to have that happening in March and April, so by the time faculty leaves at the end of April, you'll have what you need to input for your syllabus that you'll use in the fall. I think the last time we had discussions on this was at the Academic Leadership Team meeting, and we assured Tomer who you raised the issue of, wait a minute, you know, nine months faculty are not here in the summer. We will not be requesting that that work happen in the summer on the syllabus. So, get ready and be on the lookout for information that'll be hitting your inbox as soon as we're back after spring break.

A few other upcoming announcements and activities that I would encourage you to participate in if you can. This week happening at Carlson Library through Friday is our Undergraduate Research and Creative Activity Exhibition. I got the report earlier this morning, 42 undergraduate posters and displays from all across the colleges and disciplines are on display now. On Friday, from 9:00-10:15 am, the students whose posters are on display will be there to discuss their work if you'd like to visit them. Again, it is on Friday from 9:00-10:15 am. Then that will be followed by at 10:30 am, the closing of the award ceremony

in Carlson Library, room 1005. So, that is happening this week with our undergraduate research and creative activities.

Thursday, you are invited by the Center for International Studies and programs at Student Union auditorium to celebrate with them Spring Festival. This is a celebration of those cultures that observe Spring festival. And they will feed you; lunch is provided. So, that's on Thursday from 1130 to 1:30 pm. in Student Union auditorium.

Also, you have until next Monday to nominate colleagues or yourself for the Outstanding Faculty Research and Scholarship awards. We'll put the link in the Chat function. So, again, it says by next Monday, March 2nd, but also, I noted by 8:00 am, next Monday. So, you'll be up early during spring break week, and you'll want to nominate a colleague or yourself for that award.

Here in the Health Education building, next Tuesday at 04:00 pm., we will launch the Northwest Ohio Cancer Research Institute with an inauguration ceremony. Again, next Tuesday at 4:00 pm, room 1110, Health Science Campus, Health Education building. So, looking forward to that. A lot of administrators dignitaries, I think I read that even public officials will participate in this inauguration.

And then finally, I would encourage you, and this is open until the middle of March, but let's go ahead and complete midterm grading. Of course, 1000 and 2000 level courses are required to submit midterm grades, and then if you could also submit those for 3000 4000. This is very helpful as we work with students who need support and assistance in terms of where they are at this point in the semester. But we need the information for you to submit, midterm grades information, so we have access to that. So, again, a lot of stuff happening the rest of this week, some next week, and then as soon as you're back, you will be hearing and reading about simple syllabus and be ready to complete that activity. Thank you.

Senator Semaan: Can I ask a question?

President Avidor-Reiss: Yes.

Provost McKinney: Oh, yes.

Senator Semaan: I know the 'buzzword' that has been in the past couple of weeks is the workload. Some faculty and some chairs are not too clear on the classes that we are teaching out, the low-enrolled classes. If it's a teaching out, we do have the legal obligation, the...obligation, and ethical obligation to teach it. Some of the low-enrolled classes are not being considered workload if they are not teach-out. The teach-out classes, shouldn't they be considered part of the workload that the faculty are having even if they have one student in that class?

Provost McKinney: So, workload – Scott, for the fall, those are due?

Dr. Scott Molitor, Vice Provost: They're due mid-March.

Provost McKinney: Right. And, and so then I think this question would relate to courses that will be scheduled for the fall. You know, in my discussions about what's our policy and how do we apply it, what I walked away from that discussion agreeing that yes, there are a number of exemptions of 'okay, this low

enrolled course must continue our shall continue.’ And in terms of a teach out, that would be for a, I would say, defined period as to why we would have a low enrolled course continuing to make. as opposed to those courses that are regularly offered a semester after semester, year after year, those would be then the courses that we would point to and say, okay, we've got to do something about the enrollment size here, but for a teach out, I don't think that would be the case.

President Avidor-Reiss: Can you define a teach out?

Provost McKinney: This is when---

Senator Semaan: You're talking about whenever you have a major that has been suspended and you need to continue the student through graduation, right?

Provost McKinney: Yes.

Senator Semaan: So what you're saying is that these should be considered as part of those?

Provost McKinney: We will consider, right? But there may be other ways in in terms of the teach-out requirements. You know, when they say, well, hey, this is a required course, we can't combine it or there are no other alternatives or substitutes. Again, as we exhaust all the possible reasons why that course must continue, so, certainly, yes, we will consider those.

President Avidor-Reiss: Okay, I don't see any questions online. We're going to move next to our Faculty Senate Undergraduate Curriculum Committee.

Senator Padilla: I did not make this PowerPoint because it's a little 'artsy' and very visual. This is the committee <picture showed>. It's probably eleven in the morning on a Thursday. All right, Lynne made it and so I'll go through sort of her cautions. She wanted to remind everybody about deadlines for getting everything done. We're trying our darnest to finish all the proposals by March 10th. Right now, in our queue as of 3:35 pm today, we had 98 proposals in the queue. In the last three weeks we have gotten one hundred and twenty-some-odd proposals. We've been averaging [processing] 30 to 35 proposals each week and we're barely keeping up with it. On Thursday and Friday, we'll meet for an hour-and-a-half to two hours to try to hit about 40 proposals a day. We anticipate Thursday and Friday probably getting another 30 proposals. We have been told by Education that we can expect a hundred proposals in the next two weeks. We're going to meet at least once, maybe twice, maybe three times over the break so that we can present everything that's in the queue. And that's what Lynne has put here that March 10th is kind of our deadline. We will continue to process after March 10th, but March 10th is sort of the date, the last opportunity for the courses to be appearing in the catalog.

President-Elect Heberle: So, this is different? You were chairing last year too, was it about the same?

Senator Padilla: Last year was rough.

President-Elect Heberle: Was it because of the changes in the colleges?

Senator Padilla: I think it's SB 1. I think it's the changes to programs and the colleges, right?

President-Elect Heberle: Okay.

Senator Padilla: Yes.

Past-President Van Hoy: And the numbers of proposals and modifications have been ramping up over the last several years, right?

Senator Padilla: Yes, they have been. And it's workable if they all come in as a steady stream throughout the semester. We really get hit sort of the last six to eight weeks of the semester and that seems to be the rhythm.

Past-President Van Hoy: Yes, I think Programs seems to have a similar experience.

Senator Padilla: Yes. So, I don't want to spend too much time on this---

President-Elect Heberle: So, it wasn't a huge difference last year to this year?

Senator Padilla: No. But I do want to let everyone know that we're going to do what we can to make sure that if it's in the queue by March 3rd, we'll process it for March 10th, which is our meeting.

Past-President Van Hoy: We appreciate the hard work that everyone on the Curriculum Committee is doing.

Senator Padilla: Oh, it's not hard - no, it's easy.

President-Elect Heberle: Just say it.

Senator Padilla: Okay, I'm going to say this. Lynne and I can work through [we've been doing this for a while] proposals rather fast. I can do about 12 to 15 an hour. But we have some new people on the committee that it is their first time and they'll take an hour to do one or two. So, I think it is a real hardship for them. So, for Lynne and I, it is not that much work; it is just too much work for us to do [by ourselves]. Yes, we are used to it, but it is still more than what we can possibly do and we ask our colleagues to help-out. So, I'm just going to read off the course numbers and titles. We have 31 courses for you to approve. They've all been vetted. And then at the end, we have a CLT course that we're not asking for you to approve it, but we'll show you what it is.

- PSC 1210 American National Government and Civics
- GNEN 1100 Math Foundations for Engineering
- RCBS 4510 Respiratory Care in Alternate Sites
- RCBS 4800 Issues in Professional Practice
- RCBS 4810 Preparation for Professional Practice
- EXSC 4640 Neurological and Pathological Foundations of Rehabilitation
- EXSC 4830 Principles of Endurance Conditioning
- EXSC 4850 Clinical Exercise Testing
- SLP 3200 Articulation/Phonological Disorders
- HHS 3600 Foundations of Evidence-Based Practice in Health Science
- HHS 4100 Foundation of Health Care Delivery

- Hist 3100 European Middle Ages 1
- INFS 3150 Fundamental of Python in Business
- INFS 3160 Business Process Automation and Integration
- HHS 1010 Introduction to Health Sciences I with Orientation
- HHS 1020 Introduction to Health Sciences II
- ENGL 3670 Literature of Marginalized Communities
- ENGL 4610 Nineteenth Century Latino Literature
- EDU 1010 Leadership and Best Practices in Child and Youth Programming
- EDU 1020 Studies in Child and Youth Learning and Development
- EDU 1030 Practicum in Child Development Centers/ Youth Services Forums
- EECS 4840 Generative AI and Large Language Models
- EXSC 3680 Sport and Exercise Pharmacology
- EXCS 4140 Fitness Internship
- EXCS 4210 Exercise Facility Management
- SOCW 3070 Child Welfare I
- INFS 4100 Discovering Business Insights with Machine Learning
- OCCT 2550 Purposeful Living: The Role of Occupational Therapy
- PPHR 4740 Cosmetic Science Laboratory I
- PSC 3570 European Law and Governance
- PSC 3580 Terrorism and National Security

Senator Padilla cont'd: All of these proposals met the standards for the committee. Some of them were rolled back and had to come back a couple of times, but they are all fine. I would ask that Faculty Senate approve it. Tomer, how are we doing it?

President Avidor-Reiss: Just call a vote.

Past-President Van Hoy: Just a quick question, Rob.

Senator Padilla: Go ahead.

Past-President Van Hoy: Were those all modifications or were some new?

Senator Padilla: I would say about 1/3 were new. So, our order for business is we do the new proposals first because they are not in the catalog and we want to get them into the catalog, and if there's prerequisite and co-requisite changes, they are the second tier. The third tier are the changes.

Past-President Van Hoy: Okay.

Senator Padilla: Online, if you agree, write yes in the Chat box. In the room?

Group of Senators: Aye.

Senator Padilla cont'd: Okay. Any nays?

President Avidor-Reiss: Okay, all yeses online. *Motion Passed.*

Senator Padilla: Great. I will let Lynne know, and she will forward them to the provost.

President Avidor-Reiss: So, is this it for the day?

Senator Padilla: I have one more. So, the last screen is CLT 3031 Model US Senate Extension. We are just letting you know that we have vetted it and it is fine, but as the Faculty Senate, we are not able to approve it.

- CLT 3031 Model US Senate Extension

Past-President Van Hoy: You're just forwarding it to the provost?

Senator Padilla: Yes. Thank you, guys.

Past-President Van Hoy: Then you're fine.

President Avidor-Reiss: Thank you.

Senator Padilla: And thank you for listening to me read.

President Avidor-Reiss: We appreciate all this hard work. Just remember there are others that have worked very hard to bring this to the Faculty Senate. This is really great. The next is the Academic Program Committee. They are after because many of their approvals required the approval of the courses. That would be the order hopefully for the next Faculty Senate meetings. Daryl, are you online?

Senator Dwyer: Yes, I am.

President Avidor-Reiss: Are you able to share your presentation?

Quinetta Hubbard, Faculty Senate Administrative Secretary: I have it.

Senator Dwyer: Quinetta is doing it very nicely; I can see it here. So, are we all good?

Quinetta Hubbard, Faculty Senate Administrative Secretary: You can go.

Senator Dwyer: All right, thank you. First off, I'm really 'jealous' of the UGCC, both for the beautiful PowerPoint they had but also ten to 15 proposals per hour. I do about one when going through these. I think I need to take classes or some kind of lesson from you guys to see how I can speed up this process.

But what we have today are about 15 proposals. Most of these are older ones that came in last semester or have been requested by the Provost Office for us to act on them, so I think we've covered all of those. In the last few weeks, I will say two rather important things happened. First off, we got five different committee members, which we did not have before, and I'd like to thank Bob Yonker, Jerry Van Hoy, Jerry Natal, Holly Eichner and our newest member, Amad Javaid for actually volunteering to help out with this. You guys have no idea how much I appreciate your efforts here; it's so nice not to be the only person sitting on a committee. So, thank you all for joining. This is fantastic. The other thing that

happened is we did get a lot of proposals coming in over the last couple weeks. So, although I have 15 here for today, March 10th, I'm hoping that we're going to bring about 50 in, most of which have just come in fairly recently. I'm going to try to get through all those things, which is why I want to know how to do ten to 15 per hour.

Anyway, so if we're ready, I wouldn't mind just starting at the top of this report and working our way down through these. You'll see that I said first that I grouped them - I thought maybe we could vote sort of like in blocks primarily each college. But, I think maybe I can just go through all of these and if it's alright with everybody, we can just vote on the entire number that is present here. I put as the first one, the proposal that came through the **Institute for Constitutional Thought and Leadership**: We did, well, at least I do feel like I spent some time looking through this. I know that, how should I say this? We don't really have a say as to whether or not this is going to go through, but what we try to do is to make some useful, helpful suggestions to the proposal and I will write those in. What you're seeing here is a lot of my notes, I take a lot of notes on these things. This is one that we didn't vote on, but one that we did look at and made some suggestions: CLT 2500 and CLT 4900. If we continue our way down, we have a couple proposals that are for accelerated programs.

The first one came through **Health and Human Services**. This is a 90-credit program which is based on existing 120 credit programs, so there's pretty much just a removal of some courses. In the process they created five different concentrations which I have listed here. Now, there were new courses here that needed to be approved, so I was happy to see the list that came today of those courses which had been approved: HHS 1010, HHS 1020, HHS 3600, HHS 4100. I believe HHS 3100 was not on that list, but it already exists in the course catalog. I called over and they said that it should be okay, we can work with that even though it hasn't been approved yet for the modifications. So, we have five concentrations:

- Community Health Promotion
- Environmental Health
- Epidemiology
- Health Coaching
- Health Informatics

Senator Dwyer cont'd: I know I could just run through these, but I'm going to say I thought all five of these were really good. My degree is actually Public Health and Microbiology, and I thought, man, if I could go back and take these right now, I probably would. So, I was happy with the concentrations and the courses that they had here. So, that number one that I have listed there actually has five different proposals in there, one for each of the concentrations. Each of those going from the 120-credit program that existed previously to the 90-credit program that is new, the accelerated one.

And then if we go down to number two, we have also from **HHS, Respiratory Care, BS**. So, this was a modification of an existing program. They adjusted courses and content to reflect the accreditation comments. So, they went through accreditation and they had some comments. They changed a few things, nothing drastic, nothing much with respect to the program.

The next one is from **University College**. This is also one of the **Accelerated, BA** programs we looked at. It's a reduction from 120 credits to 90 credits. The program is 100% online. They did not have an assessment plan yet, but they're working on it. So, basically the program itself looked rather good. In

terms of content and purpose they sort of tried to change the program to meet the needs of employers and people on the outside. So, we voted in positive for this one as well. That's the first at the University College. In fact, that's the only one, the other one we took away.

Then we have three from **CASE**, the **Women's and Gender Studies**. This is a minor; it's only a reduction from 21 to 18 credits. I'm just going to go through quickly. **Anthropology and Sociology** are also basically just a reduction in the number of credits in the minor to be more in line with the other minors throughout the college. So, those were rather easy to look at.

COBI, we have a **Sports Management Concentration, BBA**. I thought it was interesting, the purpose of this was to more or less try to avoid creating a new major just by creating a concentration as part of a pipeline program. And honestly, this one had greatest SLOs, that's something I'm always looking at. I thought they did a very nice job on this particular concentration here. Then we have **Business Analytics and Artificial Intelligence, BBA**. This is a new program. Again, the purpose is what I look for right away, is to provide students with the skills and modern analytics and basically AI. There were some modified courses or new courses here. Four of these, the INFS, 3150, 3400, 4100, 4300 and OSCM 4250-- Wait a minute, did I get that right? Nope. So, 3150 was the only one I think was in today's queue, but all the other courses, sorry, are in the catalog. And so I was told that because these are just some minor modifications, we could probably vote on this if we wanted to and allow it to go through as they're working on modifications.

Then we have Financial Technology, BBA, which is a new program. There's a pipeline associated with it. This one here, I believe we cannot vote on today, even though I had it listed here because the FINA 4500 is a new course and it was not in the queue of courses that had been approved by Senate today. So, this is one that we're going to have to withdraw the table until next time.

And then I think finally here we have a modification of a program in **Engineering**. It's **Computer Science and Engineering, Modification**. They're just basically updating prerequisites and some changes that were made by the ABET accreditors. This one came out to be 131 credits because I checked on that one and I guess it's allowed as long as the accreditors are suggesting that this change be made. We're allowed to go over the 120 credits to hit 131. And that's the whole list.

President Avidor-Reiss: Okay, any questions, discussion? I see something online. Do you see the online comments?

Senator Dwyer: Not yet, sorry. Can you read them? I think the first one is the likely a question.

President Avidor-Reiss: This is from Patrick Lawrence. "Likely a question for Scott Molitor, once running, will the BA program hosted by Institute for Constitutional Thought and Leadership be subject to SB1 provision for graduation of five majors per year over a three-year period (once they start graduating students)?"

Dr. Scott Molitor, Vice Provost: We are not aware of any carve-outs or any programs under the SB 1 threshold of graduating five students per year over a three-year period. However, the legislation that created the Institute does specify that they're allowed to have degree programs. So ultimately, that will be a question for the chancellor as to whether they would want to continue programs if for some reason they fell under the threshold.

President Avidor-Reiss: Thank you.

Past-President Van Hoy: So, below the threshold, under the law that created the Institute, they could just recreate eliminated programs as new programs?

Dr. Scott Molitor, Vice Provost: Well, there's also the waiver process. When programs are below the threshold, we can submit a waiver to request an exception, and the chancellor can decide whether to approve the waiver and allow us to continue those programs.

President-Elect Heberle: Can everyone hear his answer?

President Avidor-Reiss: Did you hear it online? Did you hear the answer from Scott?

Senator Dwyer: From Scott, yes.

President Avidor-Reiss: Okay, so now we have the next question from Daryl. "I would say Rob is an optimist."

Senator Steven: I think that is maybe not so much a question as to a comment for me, which I appreciate.

Senator Barnes: I do have a question.

President Avidor-Reiss: Just a second.

Senator Barnes: I'm just wondering if you will say something or say a little bit more about the accelerated 90 credit hour degree programs.

Dr. Scott Molitor, Vice Provost: The Higher Learning Commission (HLC) has allowed for the provision of reduced credit hours bachelor's degrees. So, in response to the HLC, the ODHE allowed for the possibility of submitting a bachelor's degree program that is less than 120 hours in the updated academic programs manual released last Spring. The rationale for this is reducing the cost of education and decreasing the amount of time it takes to get graduates into the workforce. The ODHE was also responding to proposed legislation that requires all public four-year institutions in Ohio to have a reduced credit hour, or 'accelerated bachelor's degree program' in our catalog by the fall of 2027 semester.

The legislation was signed into law last Summer, and every public university in Ohio must have at least one of these accelerated degree programs in our catalog Fall 2027. However, there is an extended approval process associated with these accelerated degrees, which is the reason that we had asked Faculty Senate to approve these at this meeting and get them in front of the Board for approval at their March

Extended approval timeline is required anytime an institution offers a new type of degree program. So, let's say we were an undergraduate only institution, and we decided to offer a master's degree, that requires a site visit from the HLC. To complete the approval of an accelerated bachelor's degree program, we have to have a site visit from HLC because it's a new type of program for our institution. We need HLC approval and then it can go to the state for approval. So, we want to make sure we get all this done in time so that we can have these two programs in our catalog for the start of the fall 2027 semester and comply with the legislation.

Senator Barnes: Are these programs, also, do they include the general education core?

Dr. Scott Molitor: Yes. If you look at the academic program's manual, a minimum for a major is 30 credit hours and the minimum for gen ed. is 36 credit hours. If you add those two together, you get 66 credit hours. So, the state is not relenting on general education requirements or major requirements in accelerated degree programs because you still have 24 credit hours to spare.

Senator Barnes: Thank you.

Past-President Van Hoy: So, I noticed in the Professional Studies accelerated program proposal that it has a disclaimer about eligibility for graduate programs. I'm wondering if that wouldn't be a wise idea for all the accelerated programs.

Dr. Scott Molitor, Vice Provost: That's a great point. In fact, you will allow programs the option of maintaining 120 hours of our degree program for that purpose. So, the Professional Studies, this is a new program; we still have the existing 120 credit hour program. I don't know if they're going to continue maintaining that because I don't know what the students completing this program do in terms of graduate enrollment. But the Public Health program that you just approved, it turns out that there's no requirement for admission into the Master of Public Health to have a 120 hour Bachelor's in Public Health. And so, this program [also I believe] is specifying that they will allow admission into the UToledo Master's of Public Health program with the 90 hour baccalaureate degree program in public health.

This is something graduate deans have been discussing at the statewide level. From what we can tell, there are no rules prohibiting graduate programs from admitting students directly from accelerated bachelor's degree programs. At this point it appears it will be up to individual programs to determine whether they want to accept students from accelerated bachelor's programs. At the undergraduate level, we are advising our programs like Public Health and Professional Studies to maintain 120 hour versions of their programs for students that do want to go to graduate programs that may not accept students from accelerated bachelor's degree programs. This is something I will discuss with graduate faculty at our Graduate Faculty meeting on Thursday.

Past-President Van Hoy: Good. So, we will have clear language in the catalog helping students navigate the 90 versus 120 hours, whether it takes them to a graduate degree or not.

Dr. Scott Molitor, Vice Provost: I think that's an excellent suggestion and we should consider including language like this not only in the catalog but also in the materials we use for marketing these programs. Thank you for providing this suggestion.

President Avidor-Reiss: So, one more unintended question. What happens if 120 don't have enough students for them...90?

Dr. Scott Molitor: Yes, then these programs would be subject to the provisions of SB 1.

Past-President Van Hoy: And that will happen.

Senator Dwyer: And yes, so if you guys don't mind, I'm going to say Scott, thank you because you explained that much better than I could at the time. And Jerry, thank you because I forgot to mention the disclaimer that you wanted. I will say that the program at University College, they told me that that was going to replace the 120 credits because of the number of students that they have. And so that's probably not going to have both at that location. But if you guys don't mind, I'll also say that I started asking around all over the place about these accelerated programs because at first, I was kind of like dead set

against it. I don't know, it just didn't seem right to cut from 120 to 90 credits. But when you look at the programs, they actually still provide, at least in the case we have here, everything that students need. I was also told by people at the University that around the state everybody is trying to create these programs, and we need to do it to be competitive. It is not just to get students out there, but it is to kind of like, be competitive to ourselves so they aren't going somewhere else to take these accelerated programs.

Dr. Scott Molitor, Vice Provost: And just to add to that, Daryl. This is one of the reasons for the HLC site visit. One of their requirements for a reduced credit hour baccalaureate degree is that it still has to have learning outcomes appropriate for baccalaureate level coursework and degree programs.

Senator Dwyer: I did not know that there was a HLC visit, so that was something I learned just like a day ago. Yes, good point.

Senator Semaan: It is... [Indecipherable]... programs or would it be intended later for all programs or make exceptions and then all majors may consider reducing to 90 hours?

Dr. Scott Molitor, Vice Provost: Thank you. So, I believe the question is what other program?

Senator Semaan: It could be professional programs, or would that be extended to any program, for example Women and Gender Studies?

Dr. Scott Molitor, Vice Provost: So, we are not—at the provost level—dictating to any programs that they must or they can't. Submit if you feel like you have a program that would be appropriate for a reduced credit hour degree program; you're certainly able to consider and send it through the curricular approval process. Again, we must demonstrate to HLC that it does meet the requirements for a baccalaureate level degree, and we must meet other requirements in the academic programs manual for the ODHE. But at this point, if we have at least one 90 credit-hour baccalaureate degree in our catalog by fall 2027, we are complying with the legislation, and we're not going out there and trying to actively encourage or discourage other 90 credit hour degree programs.

Senator Semaan: And that would require colleges to change some of their requirements, correct?

Dr. Scott Molitor: Maybe or maybe not, I don't know. That would be up to the individual colleges. We don't dictate those requirements at the provost level.

President Avidor-Reiss: Okay. Well---

Past-President Van Hoy: We still need to vote on this.

President Avidor-Reiss: We need to vote. Daryl, can you call a vote, please.

Senator Dwyer: Yes, can we have a vote on all of these, I guess, except for the one I had to remove (Financial Technology, BBA)?

President Avidor-Reiss: Yes, can you call a vote for those in the room?

Senator Semaan: Are we voting in block?

President Avidor-Reiss: Yes, in block. We are going to vote in the room, all those in favor say 'aye.'

Group of Senators: Aye.

President Avidor-Reiss: Any nos? Any abstentions? Hearing or seeing none. *Motion Passed.* Thank you. Daryl, I think this made your day.

Senator Dwyer: Thank you. This will make a lot of people happy. They can stop emailing me now<laughter>.

President Avidor-Reiss: Yes, thank you very much. We had a lot of discussions over the past week to make sure everything went well. Thank you very much for all of the hard work. Those two committees, I don't know, I need to find a way to recognize their outstanding contribution. So, the next agenda item is the American Disability, Maria and Amber. Are they here? Do you have their presentation? They do not have a presentation. All right, very good. Okay, okay, just go for it.

Kurt Soltman, ADA Compliance Officer: Hello. First of all, I am not Maria Morrison. In fact, Maria Morrison isn't even Maria Morrison. She's actually Hunter Morrison, but that's okay because Maria is her middle name. My name in reality is actually Kurt Soltman. I am our ADA Compliance Officer for the University. I'm here to talk about something we do not get to vote on because the attorney general in the Department of Justice has already taken care of that for us, and that is an update to Title II of the American with Disabilities Act. It's regarding the electronic accessibility of course material and local, and state, and federal governments. That includes universities. The main changes really involve three things. One is electronic accessibility has always existed within the American with Disabilities Act, however, there was no criteria for it. It was just kind of, hey, you need to have things accessible. However, within these new regulations they have established a criteria. There has been for a long time, an organization called the Worldwide Web Consortium, that put out what's called website content accessibility guidelines. Those were kind of best practices. The Department of Justice has adopted the 2.1 version of those as the standard for what is considered accessible.

The second big change and where this really affects faculty is, in the past, things that were behind passwords or firewalls did not have to be accessible unless somebody needed them. So basically, unless we had a student in the course that needed material in that course accessible, we were not regulated to have everything accessible. Now, with the new regulations, everything has to be accessible. All course contents, everything from HR, everything from the hospital, anything whether it's behind a password or anything. So, that's the second big piece.

And the third piece is they did lay down a little bit more what that constitutes for mobile accessibility on mobile devices as well. So that's what's kind of been laid down on us. I figured I'd end the presentation here and say any questions should go to Scott <laughter>. But luckily, we have been trying to put some resources in place to help faculty because we know there are some big changes that have come through. That's where Amber comes into place and UToledo Online, so I kind of monopolized the overall conversation initially. I'll let Amber take it away. We are both like, no, you talk/no, you talk. So, we weren't sure if you wanted to have this kind of like questions that you all may have vs. just us kind of speaking and babbling on. But I did want to give some context of what's been going on at the federal level. Amber, did you want to share anything or question?

President Avidor-Reiss: If you never got an email saying, hey, your student has an accessibility problem, do we still need to do all those things or only if you get a warning, like, hey, you have a student that has a disability?

Kurt Soltman, ADA Compliance Officer: No, with the new regulations everything has to be accessible whether you have a student in your course or not. In the past it was, if you only had a student in that course and now it is everything including everything on the websites, any course content, anything that is sent by way of email. Anything that is electronic is now required to be accessible.

Senator Barnes: Thank you. Can you repeat number three again, please?

Kurt Soltman, ADA Compliance Officer: Number three was speaking more specifically to mobile content, things on phones, iPads, tablets. So, things like that were never really addressed because back in 2012 when the latest regulations had come through, mobile wasn't quite as big of a deal, so it wasn't even really mentioned. This time they're saying, hey, mobile content has to be accessible as well, not just desktop content.

Past-President Van Hoy: So, can you give us some examples of the kinds of issues that faculty are likely to have in their classes and the best solutions?

Amber Sherick, UT Online Instructional Designer: Great question. Thank you, Jerry. Again, I'm Amber. Thank you for allowing us to come and communicate with you about this because we in the Accessibility Office, as well as UToledo Online, really want to make sure that every faculty and staff member are supported through this because we know it is a heavy lift, and it also appears as if we're the person pushing the stone uphill. So again, it may appear as if it is something that is immediate. Let me just first of all preface this by saying that 'let's just take small bites of the bear. Not, let's devour the whole thing all at once.' So working on what we need to do in order to make things accessible and where we are finding the issues that we may need to work on is a conversation that Hunter and I were hoping to have here with faculty, especially with Senate, because we know this is where we need to go if we need to talk to faculty as a unit and in general for issues and concerns that you have. So that is actually a question that I came here with. I know where I see things as UToledo Online and in my area of working as an instructional designer. But as a coordinator for accessibility and working strongly with Kurt's office to help make sure everybody here is supported, where are some concerns and issues that you may see within your course content, your digital content, your files? What are concerns that you may have with the information that you're providing to the class and how it's being provided? Are there any questions about that or things that immediately come to you as 'oh my gosh, I have to address this right away?' Scott?

Dr. Scott Molitor, Vice Provost: So, I think of materials typically uploaded—and others can add to this if I'm missing something—are things like PDF files, Word documents, PowerPoint slides, videos, audio recordings. I also upload PDF snapshots of my scribbles made using touch screens monitors. I don't think these are accessible to anybody because my handwriting is awful! But this is the question we are getting from faculty - what needs to be done before we upload those materials to our Blackboard sites?

Amber Sherick, UT Online Instructional Designer: Well, thank you, Scott. that is actually a great question. I was hoping someone else would answer it. What kind of files do I use in my course? Now this is the one thing I would like to ask everyone to take a moment to consider. What type of files do you use to convey the content that you're providing to your students? Not policing what's in them, what type of file? Basically, we're looking for structure. Structure, making sure that those guidelines are upheld such as high color contrast. Making sure that a document, much like when you're building a house, has a foundational structure that is easy to be followed like a blueprint when you're building. Making sure the information is something that is transferable to an alternative or accessible device such as the text to

speech. We have it on our phones. I use it quite regularly and Google doesn't like to listen to me very often because I get wrong answers from what I was telling it. We know accessibility is not something that is not easy to overcome when we're not used to doing it in our workflow or considering it with our file types. So, thankfully, we have tools. We have Microsoft's Accessibility Checker for Word, PowerPoint, Excel, and OneNote. They are baked into the actual software that we have, whether you're using the downloaded version that's installed on your computer or whether you're using the O365 version if you logged in through your browser. You can use that tool no matter what; it is there. One of the caveats to that is it doesn't catch everything, accessibility –wise, according to the guidance. So, what are some other tools? PDFs. How many here know that they have access to Adobe Acrobat Pro?

Kurt Soltman, ADA Compliance Officer: Don't feel bad if you didn't, most of us, I didn't even know until a month ago. Yes? Go ahead.

President Avidor-Reiss: Every faculty?

Kurt Soltman, ADA Compliance Officer: You want to answer?

Amber Sherick, UT Online Instructional Designer: Go ahead.

Kurt Soltman, ADA Compliance Officer: Yes, we just checked; you put a help desk ticket with UToledo online. Oh, I'm sorry, I meant IT Help Desk, and you can have access to that. And where that becomes important is, that is what you need in order to manipulate a PDF.

President Avidor-Reiss: What about Pas? Do they have access also?

Kurt Soltman, ADA Compliance Officer: I don't believe so.

Amber Sherick, UT Online Instructional Designer: Not TAs.

President Avidor-Reiss: If TAs lead a lab course for example, are they required to do this kind of thing?

Kurt Soltman, ADA Compliance Officer: Yes, they are required because it is a course and it is electronic. I have not been asked the TA question, so I will check with that because TAs are always in their weird nebulous— they're an employee, but they're also a student. So, I will check with IT Help Desk on that one because they did say faculty, but I did not think to ask [about] TAs.

Past-President Van Hoy: They are like instructors.

Kurt Soltman, ADA Compliance Officer: I would...that, but if the 'world was run by me.' So yeah. Examples really quick too, just because it was asked and some people are like, what should I bring up? PDFs are probably the biggest issues. People think, okay, hey, I scanned this in and it's good. What happens a lot of times though when we scan something, the scanner sees the words just as a bunch of squiggles, they see it as an image, not as words. And so, if we have somebody with a print disability that cannot read that, it just comes back, hey, [there's] no speakable content on the page. We're like, well, there's a bunch of words there, and it's going no, I just see that as a bunch of squiggly lines. There are ways to what's called optical character recognition where it (clarification – it = the computer can be set up to recognize the individual letters) and then understand those words. Other things that we run into, as Amber mentioned, color contracts. Upwards of 12 % (If you wish to change this, I was off. It is 1 in 12 so approx. 8%), specifically males are what are called blue, green, color blind. And so, if you have something that says, hey, click the blue link, it's not usable. So, things like contrast issues. With as bad as

my vision is, there's some things I can't see unless it's that way as well as screen readers that will read things for students. All those kinds of things are all stuff that we're talking about from that standpoint. Yes?

President Avidor-Reiss: Does this apply to both undergrad and graduate or undergraduate classes?

Kurt Soltman, ADA Compliance Officer: Not just classes; anything electronic, period.

President Avidor-Reiss: Graduate and even undergraduate sometimes do, depending on research, require very strange things with very strange colors and things. What do we do in this case?

Kurt Soltman, ADA Compliance Officer: Well, it depends on what it is. Like, Ohio Link is working on the same issue because in theory, everything in Ohio Link falls under this as well. And can you imagine the volume of text that they're dealing with? So it is not just us. There are things in place. Hopefully, if they're doing research, Ohio Link will link that through those kinds of things. If you're running into a very specific issue, please reach out to our office, UToledo Online, and we can try and help with some of that maybe in a quicker process. But there also are a lot of, we actually just had training with Blackboard today as a matter of fact and there's even more tools than I even realized within Blackboard that can help with some things. There's optical character recognition actually built into Blackboard, which I didn't realize---

Amber Sherick, UT Online Instructional Designer: Coming soon.

Kurt Soltman, ADA Compliance Officer: Or coming soon, sorry. So, things of that nature. Our goal is two things, one to get word out, but two, be a resource for all of you. This is a university project. This is not a faculty project. It's not just coursework, it's everything, but we also know the load that you're already lifting and all the things that's already going on. So, we want to be as much of a resource as possible to all of you.

Senator Lapitsky: Thank you. I'm coming from the quantitative side of the house of what a lot of faculty in my department (Chemical Engineering) are concerned about is the fact that all of the solution keys that we prepare after every quiz, after every exam, all the homework that was accumulated over the years, that all contains a lot of mathematical derivations. If you ever used the Microsoft Equation Editor, it's not like typing an equation. You have to take every component and drag it and drop it one at a time. So, it's many nights that you have to stay up to convert this all into an accessible format. But there are some software out there. I know there's a subscription service that one of my colleagues brought to my attention where you can just highlight the stuff and it will automatically convert it into a Microsoft equation manager. So, the question is, does the University have plans to buy such subscriptions so faculty of Engineering, the College of Math and Natural Sciences etc. will have access to these tools and can use their time on other things, rather than converting everything to the compliant format by hand?

Amber Sherick, UT Online Instructional Designer: That is not a question for me because --- Is there somebody in the house that can answer that question potentially for providing---

Kurt Soltman, ADA Compliance Officer: Well, I would say, I mean the short answer is, we don't know which specific ones would work, like what engineering needs vs. math needs. So those are definitely discussions that are being had, but no, we don't have a list of hey, we're going to purchase this software because we don't know what all of you need and what's going to work best for you. We know a lot of

different resources, but I do not know what works best for the specific program you're talking about. I don't know that one vs. Latex, which is a program that works very well, but I don't know which one works best kind of thing. So, those are discussions that need to have to figure out what are the specifics that are going to work best. So, I'm so I'm not going to tell you we have a list right now that's going to take care of it all because there's so much diversity among the programs.

Past-President Van Hoy: If I hear you correctly, you're looking into it and we should assume that decisions will get made and that these resources will become available, not that ignorance will keep them from becoming available.

Kurt Soltman, ADA Compliance Officer: So, we're working on where it's going to come through and how it's going to come. Is it going to come from the bottom up from all of you from the department through your department chairs? Sorry if there's any department chairs here, I didn't mean to throw that in. But again, the departments know what works best within your department, not us. Even as wonderful as UToledo Online, they don't know what works best for an English department or what works best for the Chemical Engineering vs. Mechanical Engineering. So, we need to hear those kinds of things.

Past-President Van Hoy: We need a process, maybe a process where UToledo Online can investigate and share.

Kurt Soltman, ADA Compliance Officer: And please, if you have any thoughts feel free to share them with me so I can share them as well. Because again, my job is to know accommodation, but I don't know content. Yes?

Amber Sherick, UT Online Instructional Designer: Can I address the questions in the Chat?

Kurt Soltman, ADA Compliance Officer: Yes.

Amber Sherick, UT Online Instructional Designer: I just want to make sure that we're addressing them, so sorry if you're getting my back side. But we have a couple of questions, actually several in the Chat. The first question is from Wendy Cochran. "How does one know which of our materials are accessible and which are not?" That is a fantastic question. So, thank you, Wendy, I appreciate that. Number one, if you do decide to use your Blackboard site, even if you're teaching a face-to-face course, thankfully there is a tool that is baked-in, well not really baked-in, but it's added into Blackboard and it's called Ally. I'm sorry, I'm so used to calling it Blackboard because Blackboard was a company that had it. But it also is used in other learning management systems, so others are using Ally, as well as part of their system and accessibility checking process. It's an evaluation tool which has been revised and created by someone who has really got accessibility at heart. It does actually go over and above the 2.1 standards; it uses the most latest and greatest, which is the 2.2, which is fantastic for us because then if something happens to the content and/or the Department of Justice decides to upgrade their revised 2.1 to 2.2, then you're all set. Also, Wendy, if you do decide to use that, you can plug your files into your Blackboard course, even if you don't make them available to your students and then Ally can evaluate that content and give you some feedback on the accessibility issues that you potentially may have with that file. And then also it provides guidance too, in addition to just telling you what those issues are, but how to fix them and what you can do to address them. Plus, you have your 'lovely' YouTube.

Senator Semaan: Does it support languages other than English?

Amber Sherick, UT Online Instructional Designer: Does it support languages other than English? I believe so. So, the next question is from Jillian Bornak. “When you say we have access to Acrobat Pro, do you mean we’ll get an access code to install it, or we have to log in to a desktop with it installed?” This is something that when I first accepted the coordinator of accessibility position, I was under the impression that faculty did not have access and it was something that we had to pay for, including myself. But I’m in a different category, but faculty, yes. Faculty or instructors, I would hope, would all have access. At least I know faculty or employees should have access according to the IT department. And all you have to do to get your Adobe Pro is to complete and put in an IT help desk ticket. So, I don’t want to be those folks today<laughter>. Just getting the word out there. But yes, if you put in an IT help desk request indicating that you would like Adobe Pro or Acrobat Pro, excuse me, on your computer, they will put it in there or however it is that they’re going to do it. And Tom, thank you for asking that question. That’s a good one. The next question is from Thomas Zych. “Does software used in our courses fall under this regulation?” Kurt, I’m going to give you that one because it’s talking about SPSS and some GIS systems.

Kurt Soltman, ADA Compliance Officer: Yes, all software. They even put within the regulations any third-party software that is used, we are responsible for it. So, if you link to a website that is not accessible technically, that falls on us. If we use software that is not accessible, technically that falls on us. And they specifically mentioned organizations in the third-party software that they use need to be accessible.

Amber Sherick, UT Online Instructional Designer: The next question is video transcripts and captions.

Kurt Soltman, ADA Compliance Officer: Video transcripts and captions, those as well need to be. Anything electronic, anything that is you are using a screen to use, access, and manipulate. And I know those do take time. Again, there are resources. I might hand this back to Amber of things that can help or at least begin.

Amber Sherick, UT Online Instructional Designer: I feel like, what is it?

Kurt Soltman, ADA Compliance Officer: At least we’re not juggling it.

Amber Sherick, UT Online Instructional Designer: That is true because I would fail <laughter>. When it comes to the next question, which is “what about online textbooks?” This is a bit of a loaded question that I definitely want to make sure that we are all aware of here because I did speak a little bit with Jerry about this. Some of the resources we have been using are our PDFs that we’ve gotten from other reputable sources and/or publishers themselves - here is a copy. We can hold them accountable. We do not have to do the ‘heavy lifting’. If we say your stuff needs to be accountable and accessible for us to use it because we’re required to, so therefore, if you want us to use it, here you go. You’ll find most publishers, at least from my experience, will be more than happy to trip over themselves to make things work for you and to get you to do what they want, so to speak-- get you to adopt their content. But in addition to that as well, if there’s new software tools that somebody’s jingling your doorbell and saying, “hey, this is the latest and greatest stuff to put in your course and yes, this tool is fantastic.”? Again, the University has a vetting software policy and procedure that does include acceptability, so there are additional pieces to that too.

Kurt Soltman, ADA Compliance Officer: But one last question before we get into the – sorry, we will get back to you on that. One thing we do within the University purchasing policy, we have for years had

where software needs to be reviewed to make sure that it's accessible. So that's been in place for years, but that is only under the purchasing policy, not open source for use, things of that nature. If you are planning on using some open source or things of that nature and are questioning that, feel free to send it to me. I'm the one that actually reviews most of the stuff for accessibility as it is. So, if you do have something curious about this, feel free to do that because it is only if it's going through the purchasing process, not through the open-source process at this point.

Amber Sherick, UT Online Instructional Designer: Okay. One other question on the board is, does this work with Excel? Yes, Dan [Wedding], it works with Excel. You can reach out to me. That's not a problem.

I like Lynne Hamer's comments, one of which is going to be directed back at you, Kurt. I'm not going to throw this mic over there; you can just give a nod. But one of the questions was, "Does the Office of Accessibility have a dedicated workspace for faculty or an open space where folks can come in and work on their content or get things addressed?" And in general, I believe that's the gist, so bear with me, I apologize Lynne, if that's misinterpreted, but it's important and it is very overwhelming. I agree with the comment that I'm seeing here, and I don't know if that's Lynn's comment or not. Could you scroll back up, please? Thank you. Yes, it was Lynne. "It's important work." I agree. That's why we're here. Hopefully, instead of talking at you, we wanted to talk with you, and it seems like we're not doing that. But when it comes right down to it, we want to make sure that you have the resources. So, if it isn't there and you're bringing it up and saying this is something we need, then that can be, that's an idea that perhaps may not have already been brought to the table, and/or it also gives weight to things, content, and ideas that are already out there. So, if faculty are saying we need this, that helps us to know what you need so we can help you in making a solution to that issue of what your needs are and filling that gap. So, great answer, Lynne. Thank you.

Next question, "Timeline for determining tools needed." It is a lot of work, yes, and we're not expecting everything to be done overnight. And even when I was finally aware of this, I said 'Holy Moses' and all the other people out there. That's a lot. That's a lot because, for the longest time, I've been working on fixing content in courses when we have new course projects. My student worker that's been working with both of the areas that we are a part of. It takes a long time. It can really be a long time, and every document seems to have its unique issues. It's like a person almost. So how you address it and learning those tips and tricks and tools; Lynne's got a great point. It's not going to be easy and done overnight. Resources, that's why we're here. We want to hear from you. What kinds of resources do you need if you're using Microsoft Office documents? What are you using, such as software, specialized math programs, and handwritten equations? What are the content pieces that we need to know about that are some of those critical or high priority items that we can address in our support systems for you? So, turning the table back in, and Holly, I'll get back to you, but Jerry?

Past-President Van Hoy: I just wondered, if you're using videos in your courses whether they're videos that you make or other people's videos that you link to, are there accessible captioning methods vs. captioning methods that are not accessible?

Amber Sherick, UT Online Instructional Designer: I can answer that. That is a good question. Thank you, Jerry. Thankfully, we have a bunch of tools. Well, we use and generally train folks with our online UToledo Online pathway programs. The accessibility course that does speak to using the tools that

UT Toledo provides such as Echo360 for creating videos, which Renee and I both know, it comes with its own little set of challenges depending on the technology that we're using. And again, doing those captions accessibly. But if that is true, yes, we do have tools in place for that. Even in Microsoft 365, we have access to Clipchamp. That's part of our O365 software subscription for University of Toledo. That allows you to create automatic transcripts which then can be edited by you, the author of the video. Then, you can provide those new accurate captions and transcripts which should be synchronized, grammatically correct, proper nouns, all that lovely 'jazz' that my English department loves to promote (and I completely agree with and always try to remember to follow, but fail miserably at times). So yes, there are tools. We have Echo360. Some folks do choose to use their own YouTube. Unfortunately, we don't as a college or university support that with our help. But it's definitely out there and they are pretty robust, too. And most machine-generated captions—what did you tell me a long time ago? They're usually, certain percentage accurate.

Kurt Soltman, ADA Compliance Officer: They're about 85 to 90.

Amber Sherick, UT Online Instructional Designer: Okay. So, they are about 85 to 90, so you've already done the heavy lifting of providing those by running it through a machine, but you still need that human oversight. And again, we're talking about an AI dawn - we're in the midst here. We need human oversight, which part of accessibility will be human oversight. Just because it gets thrown through an automatic-alternative text for your images doesn't necessarily mean that it's accessible. It just means we've checked a box. And that's not the measure that we need to provide. Somebody said a phrase here earlier, which I loved, "moral and ethical." Those kinds of things are very important as educators. We need to lead by example, and it's not easy. It isn't. And we have a really tough position that we're in.

Kurt Soltman, ADA Compliance Officer: One other thing. We are in a good period where there is a lot of AI that can help with a lot of these things, but it is important not just to rely on that because AI doesn't know what you want to focus on. Things like with the auto captioning yes, it makes me like geez, I just ran it through AI, why do I have to look at this or even alt text for images. It allows you as the educator to highlight what you want to highlight. It's like the clock over here for those that aren't behind a pillar and can see it. What is your focus? Is it the minute hand? Is it second hand? Is it the color difference between the hands and the face? If you're an art teacher, maybe it's the contrast between black and white. If you're more of a math person, maybe it's second hand. What seems pretty innocuous, that's where it becomes important that we do take a look and auto generate. Let's let AI do the heavy lifting but then make sure we go through when we're highlighting what of the content we find important. Amber, can you read another one here?

Amber Sherick, UT Online Instructional Designer: I'm trying to make sure I caught it. Tomer, can you tell me, did I catch all these? Did we catch everything?

Senator Benton: I have a question online, a follow-up.

Amber Sherick, UT Online Instructional Designer: Sure.

Senator Benton: So, you mentioned transcripts and closed captioning. Do you have to have one or the other? So, if I have only a transcript, is that adequate or must I have closed captioning also?

Amber Sherick, UT Online Instructional Designer: Well, it depends on the way you're presenting the information. I would say that at least at the bare minimum, transcripts would be a requirement. But closed

captions or captions because there's a difference; you have live captions, which somebody actually types them for you or the closed ones that are auto generated and fixed by you which appear magically on the screen for us. But generally, I try to tell folks that if in doubt, provide both as long as they're accurate. And again, transcripts are great, but am I correct in my assumption that at least a transcript would be required? So, does that help you, Sherri?

Senator Benton: It does. It's just that I had shared a video for students that I had to create the transcript for because it didn't come with any. It was a BBC reel and I used ClipChamp with it which worked well and I just had to edit a little bit. But I didn't know if I should going forward also, because I didn't show it in class. It was something that they did on their own. For a DL class, should I also include captions. I just want to clarify. One or both?

Amber Sherick, UT Online Instructional Designer: Again, closed captions are great. Captions are great, depending on the types of use and people with their particular issues that they need. But, at the bare minimum, you definitely want the transcripts. But when in doubt, go with both if you can. And if it's a lot of heavy lifting for you to create those transcripts and/or captions, I highly recommend reaching out to the support folks like me and the folks in the Accessibility offices.

Kurt Soltman, ADA Compliance Officer: A couple places like Echo 360, if it's doing the captioning, you also can pull transcripts out. And to kind of answer your question, from an accessibility standpoint, just think about yourself. If you have a transcript and it's on your desk here, but then the video is up on a screen, yes, you can follow along, but that's a lot more difficult than if it's just right there on the screen as a caption. So yes, as Amber said, technically we're doing that, but best practice would be to have both. And again, if you have the captioning with most programs, and I know for sure with Echo 360, you can pull a transcript out. If you have the one, basically have the other one.

Senator Benton: All right, thank you.

Amber Sherick, UT Online Instructional Designer: Anything else from our hybrid audience, so to speak? Feel free to ask/comment. What about here in person?

Past-President Van Hoy: Well, Renee has a question she wants me to ask. The question Renee asked is if you tell students that it is available on YouTube, but you don't link to it on Blackboard, does it still have to be accessible?

President-Elect Heberle: Well, I was also asking if that matters in terms of getting the notifications that we get about students who have accessibility registrations. But if you don't have any of those, does it have to be accessible or should we just assume this goes for every single thing we put on our syllabus, no matter what? I'm not trying to---

Kurt Soltman, ADA Compliance Officer: No, it's a good question. I mean, spirit of the law, yes, everything should be accessible. Theoretically, how is, and I'm trying and be real blunt even given my position, if we don't have a student in class that needs it and a web crawler or whatever runs an accessibility check and it's not there, how would it ever be caught kind of thing as not being there? So the short answer is, yes we should but there's nothing there for that if you just say, hey, you need to watch this and it's not in your course, of course it's not going to catch that and if we don't have a student in there that needs it, how is it going to know? But best practice, yes, it should be.

President Avidor-Reiss: Okay.

President-Elect Heberle: David, do you want to repeat the question?

Senator Giovannucci: I can just repeat it. What are the consequences of non-compliance?

Kurt Soltman, ADA Compliance Officer: Of course, got to get there. So, you get a feeling great. No, I'm kidding, that's for our students. Well, the potential consequences would be okay, yes, and that would be the Department of Justice through the Office of Civil Rights of the Department of Justice. And that could be anywhere from an administrative action of, hey, you need to fix this, write up a report of how your university is going to fix this. They'll come back in six months, nine months, and you must prove to them that it's fixed. It can involve remediation if a student misses a course or fails a course because it wasn't accessible, we have to pay to have them remediated or somewhere else. Through ADA, there really isn't a provision for money damage to an individual. However, there are potential fines to an organization. So, and again, remediation of costs and things of that nature. So probably the biggest, the main one that we run into is administrative action through the Department of Justice Office Civil Rights.

Senator Hamer: Hi, this is Lynne Hammer. Thank you. I just feel moved to make the observation that while it's wonderful that we are all very enthused about doing this correctly, it's deeply ironic that we're doing this in the context of Senate Bill 1, which is outlawed diversity, equity, and inclusion efforts. And disability is one of the main diversity, equity and inclusion efforts that we have. So, I find it deeply frustrating that we are being told to marginalize so many students to the point of discouraging them from finishing their degrees and we're also doing this wonderful work, and I am not against the work in any way.

Amber Sherick, UT Online Instructional Designer: Well said. I think you're definitely owed that. And Holly, I see that Barb did make a comment in regard to your question about Blackboard issues. Again, if anyone has an issue or concern about the way Blackboard is behaving, we do encourage you to reach out to the UToledo Online Help Desk because we want to make sure that your questions are answered and your issues are fixed as best as we possibly can unless we have to reach out to Blackboard to fix things for us which we cannot fix ourselves. And that, again, as Lynne was mentioning, yes, we're all deeply enthused about making all of these adjustments and changes to our course. And yes, that's a lot of sarcasm.

President Avidor-Reiss: One more question I see.

Amber Sherick, UT Online Instructional Designer: Yes, Suzanne?

Past-President Van Hoy: It seems like she is having a problem with her system.

Amber Sherick, UT Online Instructional Designer: I can identify. It seems like technical issues. There she is. Yes?

Prof. Suzanne Smith: I was trying to clap my hands, not raise a hand.

Amber Sherick, UT Online Instructional Designer: Any other questions or issues? We're not going to be the overlord, the task master here. It is something as a public entity that we're required to do because it's part of our job. And it not necessarily hasn't been part of our job, but now it's become one of those front-seat things that need to be addressed in light of SB 1.

President Avidor-Reiss: Well, thank you. Thank you. So, the last item on the agenda is items from the floor. Do we have any items from the floor before we leave? Anything online? Any questions?

President-Elect Heberle: I just wanted to follow-up—I was late getting here—on the simple syllabus thing. We had a very productive meeting as an advisory group of faculty with Provost McKinney on Friday. I just wanted to reiterate that this is SB1 driving this, and as an advisory group and Academic Affairs, we're trying to make it as clear as possible that what you put into that site is not written in stone. Just be practical about it. We are trying to get the minimal template out to everybody so everybody can see very clearly what it is that you're going to have to put in there.

President Avidor-Reiss: Okay, any other comments? In the room or online? Okay, so if we don't have anything then we are going to adjourn. Meeting adjourned.

IV. Meeting adjourned at 5:43 p.m.

Respectfully submitted,
Dr. Raghav Khanna
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative Secretary