

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of February 18, 2020
FACULTY SENATE

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

Approved @ FS on 4/27/2021

Summary of Discussion

Tim: I know it's a minute early. But in recognition of...of our guest today and her time, I would like to go ahead and get started. But before we start the role, I want to say, uh...make one announcement that, uh, Quinetta Hubbard, if you have not heard, had a child last Friday.

[Crowd]

Tim: And so she's not here.

[Applause]

Tim: There is a card that's back here. Uh, congratulations. If you'd like to sign that. And if you'd like to make a...a monetary contribution, uh, you can stuff that in the envelope.

Female: Boy...boy or girl?

Tim: I'm sorry, it was a girl. Uh, right under five pounds. I can't remember.

Female: Okay.

[Background noise]

Tim: Sorry.

Male: [Inaudible 00:00:44]

Tim: To my knowledge, yes, is what she said in the email. But I...we haven't had direct contact.

[Background chatter]

Tim: Okay.

[Laughter]

Tim: I did try to reach her. Okay? And as a result of that we also don't have the placards and our role book, so we're taking role a little differently today. And so Mark.

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Mark: Alright, so I'm reading names directly off the website. It may be, uh, a little different than what the book has. So, if you don't hear your name, I'll...I'll say anybody else at the end, and...and tell me if...if you're here, and I haven't actually called your name. Uh, this is gonna be by college. So, College of Arts and Letters. Melissa Gregory.

Melissa: Here.

Mark: Sharon Barnes. Patricia Case.

Patricia: Here.

Mark: Deborah Coulter-Harris.

Deborah: Here.

Mark: Timothy Brakel.

Timothy: Here.

Mark: Renee Heberle. Uh, Kati Thompson-Casadol

Kati: Here.

Mark: Daniel Capora [Phonetic 00:01:41].

Daniel: Here.

Mark: Anthony Edgington.

Anthony: Here.

Mark: James Ferris.

James: Here.

Mark: Michael Kistner.

Michael: Here.

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Mark: Sarah Lindquist. Michael Dowd [Phonetic 00:01:50].

Michael: Here.

Mark: Uh, College of Business and Innovation, Kimberly Nigem. Amal Said [Phonetic 00:01:59]. Ainsworth Bailey.

Ainsworth: Here.

Mark: Don Wedding. College of engineering, uh, Muhammad Nima [Phonetic 00:02:07].

Muhammad: Here.

Mark: Eddie Chou.

Eddie: Here.

Mark: Uh, Ahalapitiya Jayatissa.

Ahalapitiya: Here.

Mark: Scott Molitor.

Scott: Here.

Mark: Muhammad Niamat. College of Health and Human Services, Lori Pakulski [Phonetic 00:02:22].

Lori: Here.

Mark: Christopher Roadland [Phonetic 00:02:26]. Eric Longsdorf. Susan Maloney. Sorry, Meg Maloney. Uh, Caroline Menses [Phonetic 00:02:35]. Don Schluder [Phonetic 00:02:38]. Uh, honors...Jefferson Scott Honors College [Phonetic 00:02:39]. Glenn Sheldon. Uh, [Inaudible 00:02:44] college of education. Richard Walsh. Mark Teplan [Phonetic 00:02:48], here. Lori Dinavel [Phonetic 00:02:49].

Lori: Here.

Mark: College of Law, Brian Lennon [Phonetic 00:02:53].

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Brian: Here.

Mark: Kara Bruce.

Kara: Here.

Mark: College of medicine, Shaba Ratinum [Phonetic 00:03:00].

Shaba: Here.

Mark: Nicoli Muldenoff [Phonetic 00:03:02].

Nicoli: Here.

Mark: Ivana Delacerna [Phonetic 00:03:06].

Ivana: Here.

Mark: Vida Likechurnik [Phonetic 00:03:07].

Vida: Here.

Mark: Uh, Lauren Koch.

Lauren: Here.

Mark: Joan Dugen [Phonetic 00:03:12].

Joan: Here.

Mark: David Fisnewchi [Phonetic 00:03:15].

David: Here.

Mark: Jeffrey Hemersley [Phonetic 00:03:17].

Jeffrey: Here.

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Mark: Laura Murphy.

Laura: Here.

Mark: Joshua Parke. Jason Schroder [Phonetic 00:03:24].

Jason: Here.

Mark: David Wellby [Phonetic 00:03:26].

David: Here.

Mark: Dan Scapowski. Patrick Frank. Uh, college of natural science and mathematics, James Anderson.

James: Here.

Mark: Raphael Garcia-Mata [Phonetic 00:03:38].

Raphael: Here.

Mark: Sally Homich [Phonetic 00:03:41].

Sally: Here.

Mark: Harry Bajone [Phonetic 00:03:43]. [Inaudible 00:03:45] Gibbs.

Male: Here.

Mark: William Taylor. Robert Stevens.

Robert: Just here.

Mark: [Inaudible 00:03:53]

Robert: [Inaudible 00:03:53]

Mark: College of Nursing, Kelly Phillips. James Oberlander. Tameka Gray.

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Tameka: Here.

Mark: College of Pharmacy and Pharmaceutical Sciences. Uh, Frank Hall. Amit Tiwari.

Amit: Here.

Mark: Martin Olinger [Phonetic 00:04:18]. From the college libraries, Elaine Reeves.

Elaine: Here.

Mark: And Wade Lee.

Wade: Here.

Mark: Anybody else I didn't call?

Male: Gary Ange [Phonetic 00:04:26], College of Business.

Male: Alexander Oser [Phonetic 00:04:31], public medicine.

Mark: Okay. Anyone else?

Male: Pradeep Sanvari [Phonetic 00:04:36], college of medicine.

Mark: Okay. An...anybody else? Alright.

[Crosstalk 00:04:48]

Tim: Alright, thank you. Alright. Um, because we don't have the placards today, any time that you speak please state your name, okay? And, uh, that will help us to identify you on the recording. As we announced at our last faculty senate meeting, we are honored today to have board of trustees chair Maryann...

[Crosstalk 00:05:11]

Mary Ellen: Mary...Mary Ellen.

Tim: Mary Ellen, sorry.

Summary of Discussion

Mary Ellen: No problem.

Tim: And, uh, it's the first time that we've had, uh, board of trustees, uh, represented here since the...probably a couple terms ago. And so we are honored to have you present. [Inaudible 00:05:28] talk about a few things and have...we'll have an opportunity for Q and A.

Mary Ellen: Perfect. Thank you, Tim. So, it's a real pleasure to be here. Um, so my name is Mary Ellen Pisanelli. And I also, um, love the idea of being able to chat with you if you have any particular questions. And...and talking to Tim ahead of time about what you might find interesting and what I kind of thought might be a little bit helpful since it's been a while since we've had a...a trustee chair here is to talk a little bit about our board and how we're looking at things, and our governance structure. So, some of you may know this already, and I apologize in advance if you are like, "Mary Ellen, we can read your website, and we know what this is all about."

But you know, we're a board that is appointed by the governor. Um, I can only speak about my personal experience, but when I was asked by the governor to join the board I wasn't quizzed on anything except did I...what did I think about governance and did I think that it was important for a university, especially a public university, to have a good, strong governance structure. And of course I said, "Yes," because that was, uh, one of my specializations in private practice. And I'll tell you, it's been great. It's been a...it's been a great opportunity to see how, uh, good governance in a public setting works. So, I thought I would just chat for a few minutes about that.

Um, we are...there are nine of us. We don't all have the same term, although technically a term for a board member is nine years. And I understand, Diane, you can correct me if I'm wrong, but I think the legislative history on that is they wanted a board member to have one year more than the governor, who might have appointed the person. So, then again that would kind of be a little bit of independence that would be in there. Um, so unfortunately some board members, uh, have to step off for one reason or another moving out of the state, and so we've had unexpired terms. So, right now if you were to look on our website you would see that some of our trustees have three-year terms, four-year terms, eight-year terms.

Or some of us who are very lucky nine-year terms. Um, and that's...that's very good because it allows for, you know, the influence of different people to come in from time to time and different expertise. One thing that we did with Dr. Gaber, and she strongly encouraged us to do this... And we were one of the first, uh, public universities in the

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state to do it was to add the ability to have three, um, uh...three national trustees. So, this was an opportunity to go outside of our area, to go outside the state of Ohio, and to bring in people... Usually an alum, someone who would have a tight affiliation. So, in addition to our very esteemed board that you can see if you were to look at the website, you would also see our national trustees.

Christine Brennen, who was a national, um, uh, communications sportswriter and just an overall great columnist for USA Today. Uh, and of course she grew up in Toledo in the shadow of University Hall, so that's been a great add. Roy Armes, who's an alum. Uh, big supporter of the College of Engineering and also the former chair and CEO of Cooper Tire. So, he brings a lot of expertise. And Berdel [Phonetic 00:08:48]. Uh, Berdel is actually an alum of the College of...of Engineering. And he's in Georgia right now, and he actually brings a good kind of view from, um, our alums in that area. So, that's who we are. What do we do? We're...

Female: I just wanna point out they don't have voting rights.

Mary Ellen: Yes, they do not have voting rights. Yes. Yeah, which is kind of an interesting thing given the whole state of Ohio and all of our interesting rules and regulations along that. Um, but in terms of our governance structure, how do we operate? So, I have probably weekly luncheons...almost every week with Dr. Gaber. Usually with my vice chair, Al Baker. Um, and there's probably a phone call, or two, or three that occurs during the week. And just a lot of really good communications like as to what is going on. Um, so we are kept informed, and we give her our...our ideas as well. We have a very robust, uh, committee structure, and so we have a trusteeship in governance structure, which is us to obey our own rules, and how do we select, um, or make recommendations for trustees in the future. But also what are the things that we do to keep us within the guidelines of the state of Ohio and...and education, and all of that.

Academic and student affairs, which of course is near and dear to your heart. We have a very strong committee on that. And we are in touch with, um, different faculty members at different points in time, and I think, um, that's something that we probably could talk about doing a little bit more together on in conjunction with Dr. Gaber. Uh, we have our finance committee, which is to keep us all healthy financially. And of course the clinical affairs because of, um, statutory requirements that we get involved on certain things that involve the College of Medicine. And so that's also a very important committee. I don't think I've forgotten any, have I?

Female: You got them.

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Mary Ellen: Got them all. Um, so that's kind of who we are, how we operate. Um, there is a huge commitment of time. Um, we are delighted to...to put that time in. Uh, 100% unpaid. And in fact there is probably more on the other side of the ledger because obviously if we're in this position, um, alumni and advancement definitely expects us to make it one of our top priorities. And so we try to encourage all of our trustees to give until it hurts. And to also be boosters. Um, so I think you've got a good group there. Um, also I think Tim, we talked about maybe some of the initiatives that we're thinking about. And, again, these are in...in alignment with Dr. Gaber's goals. Uh, we think about the mission. We think about the vision.

We think about, you know, if you were to look for example at the dashboards that come out about where are we in terms of research dollars, enrollment, academic excellence, awards, and things like that. Those are the things that we are always focused on, and we're really happy to get information on that and very proud of everything that all of you do. And ob...obviously by being a member of the senate, these are the kinds of things that...that you folks hold near and dear to your heart. So, we wanna take the opportunity to thank you for everything that you do. Um, let's see. UT finances. Um... So, as you know, being a public institution, our finances are open.

Um, they are on our website. Uh, they are there for everybody to look at and...and digest, and, you know, we want that to always be the case. And so that's...that's what's going on there. And so obviously I am not, um, an expert on all the issues that involve our finance, but we have a wonderful CFO, Matt Schroder. We're very, very fortunate to have Matt. And the way that he is looking at things, um, and being very transparent about all of that. And, again, this is all under the leadership of Dr. Gaber. So, uh, you know, we...we want that to be the case, and we continue to talk to Matt and Dr. Gaber about that. Um, what else? In terms of any... Oh, I think, uh, you did tell me that there was a question about, um, cash on hand.

Tim: Cash on hand.

Mary Ellen: And am I supposed to be waiting for a question on that or just to address that?

Tim: No.

[Laughter]

Tim: Go ahead and...and address the...

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Mary Ellen: I don't wanna take away anybody's firepower here.

Tim: Well, there...there...when Vice President Schroder came and spoke two meetings ago, he mentioned that we have roughly a 30-day cash balance on hand. And I was asked to do a follow up and, um...on that. And I just wondered your perspective on that.

Mary Ellen: Sure. Sure.

Tim: Because we believe that historically in years previous administrations that that might have been higher.

Mary Ellen: So, that's good...it's...it's an excellent question, and it's one that I think is, uh, somewhat interesting and unique to, uh, nonprofits for two reasons. Um, number one because money seems to come in periodically and not all the time. So, the cash on hand is going to vary what your balance is. For example, uh, when do we get paid, the university. We get our tuition payments and the state share instruction twice a year. So, you're gonna find peaks and valleys, okay? So, on... Some of the statistics are gonna show that our cash on hand is 30 days, and some of the statistics are gonna show that it's 50 days. What is in my opinion coming from capital markets and finance...what's really important here is... Well, first of all that you can pay your bills when they come due, and that's always been the case. And that isn't a problem. But what's really important here is what do the bond rating agencies think of this. Because the most important metric for nonprofits is what's your cash on hand. And as we know, our bond rating is very high. Continues to be high. It has not been an issue of concern at all. And it's been stable. I think I saw a graph that went back several years. And, again, if you look at the peaks and the...you know, the peaks and the valleys, they've been the same. So, that's my response is that.

Female: So, when Matt talked to you, I think we were at a low in December. In January, students pay tuition.

Mary Ellen: Right.

Female: We're back up.

Mary Ellen: Back up in the 50.2 or 52 days, or whatever.

[Crosstalk 00:15:33]

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Female: Right. So, it's been consistent that we start. Towards the end of the semester, we're low. We start high. We... So, sort of looked at the same graphic to see how it ebbs and flows.

Mary Ellen: Right. Good. And what other questions?

Tim: Um...

Male: Can I ask a follow up?

Mary Ellen: Yes.

Male: [Inaudible 00:15:55] bond ratings. [Inaudible 00:15:58] the appropriate level of [Inaudible 00:16:02] for a university this size?

Mary Ellen: I don't know what that range is. I mean, we can get back to you on that. But given...given what our bond rating is, given that we haven't had any major variations over the last three years, I think that whatever it is we're doing fine.

Male: Okay.

Mary Ellen: I don't know if it's 60 days or an average of, you know, 47, or if it's 180. Uh, I... It's not 180. But you know what I'm saying?

Male: Vice President Schroder said 90 days. And my experience [Inaudible 00:16:41] university finances for a university this size is closer to... [Inaudible 00:16:47]

Mary Ellen: So, one other factor that may add more cash on hand... And again, I'm not in the finance area. Um, is that as you know, a...a large amount of our funds are being held over in the foundation. And the ability to draw on that cash and also the interest on that would probably add more days to that. Yes?

Female: Uh, Matt told me that if we included the money being held at the foundation it would bring our cash on hand up to 190...190 days.

Mary Ellen: Thank you. Thank you. [Laughs] Good.

Male: [Inaudible 00:17:30]

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Female: He said working capital.

Male: That's working capital? That's not the same as [Inaudible 00:17:34] cash on hand.

Mary Ellen: Yes?

Male: Muhammad Namets [Phonetic 00:17:38] from College of Engineering.

Mary Ellen: Yes.

Male: My question is what has been done regarding improving the financial [Inaudible 00:17:44]

Mary Ellen: So, as you probably read in the press release that was issued last week, um, and again our initiatives pursuant to that press release are fairly new. That, you know... I can't really talk about anything in any great detail because we do have a...we're treating it with urgency. We do have specialists that are looking at it. And what we're hoping to do... And, again, this is all kind of, like, verbatim from the press release, and so I apologize in advance if you've already heard all this. But as Dr. Gaber said, there are...are short term measures that they are considering. And I don't have a list of what those are. Um, and there are long-term measures. But every option is on the table. Every option is on the table.

Male: Thank you.

Mary Ellen: Yes?

Male: Thank you.

Mary Ellen: And what is your name please?

Male: Uh, Mike Dowd [Phonetic00:18:43].

Mary Ellen: Okay, Mike.

Mike: Just to go in a different direction. Same question but different direction. Given any budget shortfall, should...uh, should we be looking for the shortfalls be covered by the academic enterprise?

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Mary Ellen: We are looking at all possibilities.

Female: Budget shortfall where are you talking about?

Mike: We're talking about...

Female: In UTMC?

Mike: Right. Is this gonna be...is...is this gonna be covered by university resources? And if so, are we looking at potential, uh, [Inaudible 00:19:14] budget cuts to the academic enterprise to cover this? And that...given that's for the six months [Inaudible 00:19:21] fiscal year, uh, should we be anticipating...?

[Crosstalk 00:19:26]

Mary Ellen: I don't think we can anticipate anything right now because I think it's too early in the process of everything that's being looked at.

Mike: Thank you.

Mary Ellen: You're welcome.

Male: Ms. [Inaudible 00:19:44]

Mary Ellen: Yes?

Male: My name is [Inaudible 00:19:47] from Department of Surgery Medical College.

Mary Ellen: Yes.

Male: Uh, is the shortfall accrued just for this year, or it's going on for quite some period of time? And if it is going on for some period of time, what measures were taken to avoid the shortfalls?

Mary Ellen: So, I think as the press release indicated and I think as, um, was presented in the financials at last week's meeting that there was a budget deficit that had been experienced in at least the three last fiscal years. Is that right, Dr. Gaber, that were presented. Um, and that there were...my understanding is is that those short...short

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falls...there were a handful of factors that were due to them. I can't really recite for you now just 'cause I don't remember. You know, but the... And it was, again, at the meeting. But that those short...they could have been considered temporary or, you know, not kind of anything that was going to last for a long period of time. And so those budget deficits were made up and were covered. But I think that as explained at the board meeting that this deficit that is now occurring is large. And a deficit of this size cannot be sustained. And so as...also what was discussed at the board meeting in open session is that there are measures that are being looked at that hopefully will rectify the situation but looking at all options at the same time. I know that's not specific enough for you, but hopefully in time we'll flush this out. Yes?

Female: [Inaudible 00:21:34] Thank you for coming today. I'm Sheryl Mahonesmith [Phonetic 00:21:37]. I'm the chair of the Department of Psychiatry.

Mary Ellen: Yes.

Female: Um, I think as a faculty in the college of medicine, we have, um, some concerns with these financial issues about the morale and education of our faculty, residents, and medical students. And we also are, you know, notorious problem solvers, so we'd like to be help...helpful and part of the solution. I, um, wondered about your...your thoughts about that.

Mary Ellen: Thank you. That is very, very important. In fact the first meeting that Dr. Gaber and I went to after the board meeting, we didn't even stop and go to the ladies room 'cause we went upstairs, and we had a telephone conference with Dr. Cooper, and Dr. Nazal, and Dr., uh, Dorken to talk about that. And, um, we are very respectful of the faculty, and we understand the concerns and the anxiety. And we want to keep you abreast as we go down this path. But we are aware of that, and I think we expressed it. And I think one very important first step here is open communication. So... And hopefully, you know, communication will help somewhat. And we know you're resourceful. Yes?

Male: [Inaudible 00:23:01] I'm, uh, the chief of staff of UPMC. So, when I looked at the number, the main deficit happened just in the last year. What is the main reason from the board's standpoint is for sudden deficit, and how can we address it, you know? Especially that part of it might be due to, uh, inappropriate movement of the resident and the effect on this education. Uh...

Mary Ellen: Mm-hmm.

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Male: [Inaudible 00:23:35]

Mary Ellen: Well, I think you've specified what one of the possibilities might be. And, again, we hope that by getting our arms around what...what has happened and what's behind this that that will probably inform some of the solutions that we need to take. Both short-term and long-term. But it is early on in that process right now.

Male: So, would that mean that the issue can be looked at, and it becomes obvious to the board that this is one of the main reasons for the deficit?

Mary Ellen: You mean being...being looked at in what respect?

[Crosstalk 00:24:13]

Male: [Inaudible 00:24:16] possibility?

Mary Ellen: Well, the...the...the affiliation, my understanding is, is a contract. We have to abide by the terms of the contract, what the specific terms of that are. You know, that's definitely in legal's hands. But the affiliation as we all know is very, very important for the College of Medicine. So, you know, everything...everything...every option is on the table.

Male: So, we agree that the issue [Inaudible 00:24:46] for the College of Medicine and for the city of, uh, [Inaudible 00:24:51] However, our impression [Inaudible 00:24:58] the issue is not always meeting the need of our trainee [Inaudible 00:25:07] And are we going to address those terms? Because I think I heard yesterday in a...it was a group of physicians that there is so much concern about their education. They are not getting...or their need is not met over there.

Mary Ellen: The need of the learners?

[Crosstalk 00:25:28]

Tim: Resident students.

Mary Ellen: Not being met where?

Male: At the [Inaudible 00:25:34] hospital.

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Mary Ellen: Okay. So, all of these things will...will have to be looked at. I mean, I'm not into the weeds on that. I apologize.

Male: So, I don't want to make it all about UTMC or [Inaudible 00:25:52] I am...

Tim: Please...please state your name.

Male: [Inaudible 00:25:55] I am actually the vice chair of surgery and the vice president of University of Toledo Physicians also. So, that affiliation is very important for the city. There's no question about it. It's very important for the college. But I'm really astonished that we say why there's financial problem. The minute actually it was released to us indirectly that that affiliation might [Inaudible 00:26:22] we told them UTMC will go down. I mean, very simple. Every physician in the hospital knew that UTMC would go down. And, um, because, you know, the DME money which is direct medical education money, 35 million dollars [Inaudible 00:26:40] And then we had to hire additional staff at UTMC to cover for the absence of residents, which is equivalent of 10 to 20 million. Depends on how do you look at it. That's 55 million dollars.

The, um...then there's a migration of patients to the other institution that's equivalent in direct money to the hospital of about...they told us about ten more million dollars. So, we are talking about 65 million dollars indirectly left the institution and the physician [Inaudible 00:27:18] And we are losing only 25 million dollars, so a little bit addition we should be making 40 million dollars. But this is not the whole problem. The physician [Inaudible 00:27:30] the way to answer the academic part, we transfer the [Inaudible 00:27:34] 12 to 13 million dollars to the hospital from the physician group. The...the [Inaudible 00:27:40] and the insurance, etc., etc. We are supporting the hospitals. We have one major problem really.

I hope everybody understand it that UTP physicians, which is about 400 providers or so, and UTMC are connected by the head and the waist. You cannot separate them. If UTMC goes, you sacrifice UTP completely because 70% of their business is from UTMC. If UTP leaves UTMC in one day, the hospital would disappear. One day. Perhaps even less than a day. Our problem now is stopping the migration of the [Inaudible 00:28:26] the physicians and the staff. As of yesterday, 15 people announced they will leave. So, unless there is something to stabilize everybody, you are going to lose the hospital and university physicians, and perhaps even the accreditation of the college. If nothing is done immediately. And I see a lot of my colleagues from medicine in here. We know educator and learners are affected. Sorry, the learner is affected. Many of the educators are [Inaudible 00:28:59] from education even.

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So, it is very simple process. We expected it to happen five years ago. There is no way it will not happen. And we said it will happen, and it's happening. So, I think really between us physicians, faculty, scientists at UT College of Medicine, we are very concerned about the existence of the College of Medicine because teachers are and physicians are the college. It's not the building. It's not the students only. All of them are the college. I really think we can help find a solution. And major solution... And we are interested to find the solution, even if we lose money. We don't care really. That solution is to keep UTMC standing and UTP independent and standing. Work together to reverse the losses. And we can do that, and we are committed to do that. I hope really that was in the message, because we know it will go down. We know it will go down if it continues that route. There's no question.

Mary Ellen: Well, first of all I wanna thank you for these comments because they're very, very, very good about kind of synthesizing a lot of what we have heard and we've observed in the last several weeks. Um, so the good news is we appreciate it. The other good news is we've probably thought or heard a lot of this already. So...so, I think that's good. We're at least kind of starting off at the same place or have the same set of facts. Um, as I mentioned to you and Dr. Dorken on the phone is we...this is the kind of input that we value and that we think that our advisors will value. Um, and that process is just beginning. Um, and, you know, hopefully we can find a place where we can talk about all these things.

Male: I want to...to invite... We trust you. We trust Dr. Gaber.

Mary Ellen: Right.

Male: We trust Cooper, but we are all put in a position difficult to win.

Mary Ellen: Right.

Male: This is a problem. Actually it's impossible to win.

Mary Ellen: Right.

Male: Unless we put our heads together and move ahead with it.

Mary Ellen: Right.

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- Male: And I talk in the name of all my colleagues here sitting. We are happy to help, and we want to help.
- Mary Ellen: Yeah. Dr. Gaber, I don't know if you have any thoughts to add along these lines or your agreement with all this.
- Dr. Gaber: Yeah, I...I... Thank you. I think we do need to probably sit collectively and be able to talk about how we...how we make progress.
- Male: Thank you.
- Mary Ellen: You know, and the other...the other thing, too, that I have to keep being reminded of is that there is a university that is separate from, you know, the medical college and the hospital. Um, that needs to function and needs to, you know...has...just has issues. And I don't mean major issues. But always has things day to day. And so our duty, our board's duty as trustees of the university and...and fiduciaries to the state of Ohio is to make sure that the best thing that happens is for the university. And the university as a whole. So, you know, I think...I think that's a principle, too, that has to be kept up there. And I...obviously most of the people sitting here can appreciate that. Yes? Dr. [Inaudible 00:32:32]
- Male: [Inaudible 00:32:34] you assured us that the board is looking at all the options. Is keeping UT open as a teaching hospital one of the options? Because to us, it appears that keeping the UT as a teaching hospital open as a teaching hospital is not mutually exclusive, uh, affiliation.
- Mary Ellen: Mm-hmm.
- Male: I think the learners are going to get better training, and it's not really the medical students and residents that are involved. The school of nursing is involved. School of pharmacy is involved. School of, uh, Physician Assistant is involved. And if we close down the hospital then all these learners are going to [Inaudible 00:33:21] learning and education. And one of the good option is to keep UT open as a teaching institution. For the more I...I am trying to think about when Dr. Gaber first was coming in here. You made it a point that you want to bring academics and community together. And that was your strong point, and we all liked it. Closing down the UT hospital is taking the academics out of the community. And that's contrary to her philosophy.
- Dr. Gaber: So... And we have to make the numbers work.

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Mary Ellen: Right.

Dr. Gaber: So, that's why we've got to continue the conversation.

Mary Ellen: That's right.

Dr. Gaber: To figure out...look at all the options and figure out what we can do. We don't get a subsidy from the state to run the hospital. Now, are there options for there? Might they consider doing that? That's probably on the table on one of all of the options. But that's what we have to go through and determine – what does that look like, and how do we do it.

Mary Ellen: I mean, as you probably know, this isn't the first time that this has happened in the United States. Where you've had a teaching hospital that is part of a university that has had financial woes. I mean, and hospitals in general everywhere are having trouble. So, you know, really this path has been crossed by many...traveled by a...a number of institutions. Not that our situation I think is probably more unique and perhaps even more complex. But this is happening everywhere. So, it's... The good news is it's happened in other places, and there might be some lessons to be learned. Um, the bad news is it's happening everywhere. Yes?

Male: It may be happening anywhere. Jeff Hemersley, president elect of faculty senate. Um, can you assure us that there has actually been CMS approval to move all the residency slots from the university which amounts to the 34, 35 million dollars [Inaudible 00:35:53] direction versus the 50 million coming back here? Because that amount more than covers the cost of the hospital's deficit.

Dr. Gaber: But the money doesn't go to the hospital. It goes to the College of Medicine and Life Sciences. So, I mean, we continue to sort of muddy that.

Mary Ellen: Yeah.

Dr. Gaber: The money from [Inaudible 00:36:11] isn't going to the university. It's going to the college.

Male: It's the second tract. It's the CMS money that it goes to an individual hospital.

[Crosstalk 00:36:24]

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Mary Ellen: Are you talking about CMS as in Medicaid reimbursement and Medicare?

Male: No, as in training, residency support. For example, Hannaman [Phonetic 00:36:30] closed...

Male: Indirect costs.

Male: Uh... Well, these are indirect costs that per resident... We have 310 residents. Is roughly \$116,000 per resident that the hospital is to receive in their training plus other expenses that are there. You need to have an actual CMS document saying you are allowed to move this over. The affiliation agreement says we are going to do that. There doesn't appear any evidence that it was actually done. And that means that we are not approved to have moved these residents over there. That is a financial win to ProMedica by moving these residents over there. Could you please look into that...?

[Crosstalk 00:37:18]

Mary Ellen: Yeah, I don't know about the regulatory approval. That probably would have been something that occurred back in 2015, or at least an application would have been made for that if in fact it's a requirement.

Male: Well, my understanding is that several [Inaudible 00:37:34] have been made, uh, and have not been returned back from the university, which makes us...

[Crosstalk 00:37:41]

Mary Ellen: That's probably not uncommon. [Inaudible 00:37:44] are... Yeah. Yeah. But thank you. That's a good question. Yes, ma'am?

Female: Linda Spear [Phonetic 00:37:50]. I'm the chair of the Department of Family Medicine.

Mary Ellen: Yes.

Female: And the treasurer of the practice [Inaudible 00:37:57]. Uh, my question is you...you said that, you know, this gonna be dealt with with urgency. Um, the thing that I'm being accosted with, uh, on a daily basis is the extreme discomfort of the faculty and staff, um, because of the uncertainty of the situation. Are you able to give us any idea of, um, in broad strokes any timeline...?

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[Crosstalk 00:38:19]

Mary Ellen: No, but hopefully...hopefully within the next month we will be able to articulate a timeline.

Female: Okay.

Mary Ellen: Uh, because as you can imagine, as complex as this is and if you really wanna take a good look at what has occurred, you know, in the...in the last several years, it's going to take the experts some time to kind of get their hands into it and look at it.

Female: Do you have a, um...a [Inaudible 00:38:47] date for getting your report from the...?

[Crosstalk 00:38:47]

Mary Ellen: No. No. No. No. We do not. Although we've emphasized the urgency of it.

Male: Question in the back.

Mary Ellen: Yes?

Male: Uh, we are as a group of the physicians...we would like to be just an advisory role to the board. And I think our [Inaudible 00:39:15] committee would like to involve more and more with the board and President Gaber.

Mary Ellen: Mm-hmm.

Male: To at least show the board and President Gaber what is our position as a physician and practices. And I think, uh, our position is to support the university by [Inaudible 00:39:40] And it would be great if the board would allow our executive committee to be in a...an advisory role to the board and to Dr. Gaber.

Mary Ellen: Yeah, I think that there are many groups in the whole system that have an interest and a desire...a very strong desire to help, which is fantastic. I think we would be silly or might be premature to formalize anything. But I think as we indicated through the conference call that we had Monday afternoon, uh, immediately upon receipt of a letter from the executive committee, uh, setting up that call and the discussion we had that we demonstrated, you know, our interest to keep up the communication. So, I don't wanna promise anything formal, you know, like, a, you know, daily call, or a weekly call, or

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whatever. But I think that when we are ready to get some serious input that there will be a role. Like, uh, personally I would like to see that. But, again, there are number...there are numerous constituencies here.

Male: And with that, uh, I wanna be mindful of our agenda. And so are there perhaps other topics that, uh, somebody wants to ask...? I see one hand back here.

Female: Uh, one question. Just one last question. The consulting group [Inaudible 00:41:07] the consulting group that was hired, can we have a little bit of background on them? You said they...have they dealt with anything like this before?

Mary Ellen: Yeah, I...I don't think...I think that...I don't have the specifics on, um, all the parameters of the disc...of the confidentiality that we have regarding them, but I can tell you that this particular group has handled many, many situations like this. Um, and, you know, I don't know, Dr. Gaber, is there's anything more that we can say about that...that group right now.

Tim: Other topics?

Male: So, I have another topic. [Inaudible 00:41:52] I hear that we worry about our finances [Inaudible 00:41:56] 30 days based on tuitions. Is that really a good criteria for our university to base it on tuitions only? Which is a problem because tuitions can go down and up.

Dr. Gaber: So, I mean, the money that comes into a university is state share of instruction and tuition. And...

Male: Research.

Dr. Gaber: Well, research comes in, but it's generally not for an operational situation. It doesn't fund salaries in general unless you do a buy out or that sort of thing. So, research helps with over ed, but it generally isn't going to pay for a lot of...of...a lot of the staff and other [Inaudible 00:42:37] you have. We talk a lot about enrollment because enrollment produces tuition, but enrollment drives state share of instruction. And we have historically had the third largest margin in the state. Our share has gone down in fact because our enrollment has declined relative to other universities. So, Penn State and Ohio University have actually increased [Inaudible 00:43:03] largely with all of their branch campuses. So, we are not in that same position, and that means that our state

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share of instruction has declined. Even at a time when this governor added two percent to the state share of instruction.

So, again, relatively we have lost position there. I had a...the provost had a discussion with the deans last week about what are the things...that are degree programs, what are things we can do to attract people. I'd like to do things that bring in tuition dollars and go into the state share of instruction so that we're getting money in essence that's counting twice. Every degree we complete, we get money from the state for. So, rather than...in this conversation I had, rather than do certificates and other things... There may be some we wanna do, but we don't get dollars out of state share of instruction for those. We get them for courses and degrees. So, I want everybody to think about what are the things that we can do. You know, and everybody knows we're in the midst of a comprehensive campaign, so we're doing fundraising to bring money in. you're absolutely right, we're increasing research dollars. Generally neither of those areas are operating dollars though.

Male: Thank you.

Tim: Any other questions?

Dr. Gaber: I think I'm back in a month or so.

Tim: Next week. Or...

Dr. Gaber: Next time? When...whenever you say, I'm here. Okay? So... [Laughs]

Tim: Okay.

Mary Ellen: Okay, thank you very much. Thank you for your interest. Thank you.

[Applause]

Tim: Alright.

[Background chatter]

Tim: Okay, you were sent the agenda previously. And eventually it'll flash up here. Uh, so we actually need to adopt today's agenda to get moving. [Inaudible 00:46:16] who did that.

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[Crosstalk 00:46:22]

Tim: So, Mike...Mike Kistner. Okay. And... So, we have a second. All in favor, say aye.

Group: Aye.

Tim: Opposed? [Inaudible 00:46:32] that motion carries. Alright. We will suspend with the reading of the minutes, uh, at this time...an approval of the minutes. [Inaudible 00:46:41] were being worked on. We almost had them finalized before, uh, everything went, you know, [Inaudible 00:46:50] So, that brings us to the faculty senate executive committee report. Um... So, at our last faculty senate executive meeting, Senator [Inaudible 00:46:57] asked me to re...to follow up regarding the cash reserve budget situation. We just heard a little bit more about that. Uh, the following day was the budget and finance strategy meeting. It was stated that the 30-day cash reserve has been the practice since 2014 and occurs at the end of the second and fourth quarters of the fiscal year, which is at the low point when the money comes in from the students. Uh, I asked what is the high point after the students' bills were paid, and it was informed that they'd get back with me.

Uh, Vice President of Finance Matt Schroder offered to meet with Senator Dowd [Phonetic 00:47:33] and I, and we're working to set up a meeting. Uh, the executive committee has discussed on three occasions issues related to [Inaudible 00:47:42] potentially becoming an SAT/ACT optional institution. This issue was first presented to me in a meeting with Provost Bjorkman and Vice President of Enrollment Services, Jim Anderson, on February 7th. Their discussion ranged from what would be the criteria by which students would be admitted into degree programs, the impact on university ratings, how scholarships would be impacted, when this might go into effect, and why is this being considered, as well as other issues.

That same day this dialogue also occurred in our faculty senate executive meeting, uh, prior to me with President Gaber at that meeting and later with President...uh, Provost Bjorkman the following week. Specific details are still being worked on, and the current plan is that the Vice President of Enrollment Services, Jim Anderson, will present information on the SAT/ACT option issue at our next faculty senate meeting. Just prior to the board of trustee's meeting last week, I was informed that the office of legal affairs has completed the review of the constitution.

[Applause]

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Tim: Okay. Uh, key senate leadership will be meeting this Thursday with the provost and others to discuss the completed review and determine our steps...our next steps in approving the constitution. With the birth of her child, the faculty se...senate office secretary Quinetta Hubbard has begun family leave. [Inaudible 00:49:13] have a person to cover her duties her absence. Please be advised that the faculty senate office may not be staffed in regular hours, and the email and phone response may be slow. Therefore I request that any emails or other messages and information, etc., be copied to me so that we can serve you efficiently. That concludes the senate...faculty senate executive report. Anybody want to add anything? Alright. Then we'll move on. Provost?

Female: Thank you. Good afternoon, everybody. I will keep it short. I know you've got lots going on today. Uh, I just wanted to remind you this is once again the time of year when I...I have the pleasure and opportunity to review, uh, and hear about all the teaching research and service that our faculty are doing as I review their dossier for tenure promotion. Um, I have to tell you I am so impressed as I read through. It's one of the most fun things I do to see all the great work that's happening. And so I just wanted to just let you know about that. Um, I wanted to let you know that last week the board approved...board of trustees approved recommendations for the 2020 Distinguished University Professors.

The Academic Honors Committee endorsed three candidates, uh, to receive the university's highest permanent honor that is, uh, bestowed on a faculty member. And I wanna congratulate those three new distinguished university professors – Professor Eric Chafee [Phonetic 00:50:36] from the College of Law, uh, Professor Muhammad Alihina [Phonetic 00:50:39] from the College of Engineering, and Professor Melinda Michael [Phonetic 00:50:41] from the College of Arts and Letters. And so I'm really happy with those choices. They're all fantastic folks who have been doing really great work. And, uh, we're really pleased to welcome them to the ranks of [Inaudible 00:50:54]

[Applause]

Female: I also wanna let you know that, uh, at the last board meeting, the board of trustees approved all 23 faculty members who [Inaudible 00:51:04] for their, uh, sabbaticals during the next, uh, academic year. So, that's really good. They're doing all kinds of interesting work, uh, from, well, geez... I mean, it's across the board. It's a lot of good things. I have a long list, but I don't have it with me, so I won't read it to you. Um, and then at the last, um, faculty senate meeting, I...I reminded you about the 1,000 and 2,000 level, uh, mid-term grade reports, and I wanna apologize 'cause we of course forgot about spring break. So, sorry about that. That's our bad. Uh, we sent out a

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revised, uh, set of dates for that, so we're extending the windows obviously until March 20th. That's two weeks...one week before, one week after spring break. So, um, I will apologize for that. That was our...our bad, I said.

So, I do encourage...please encourage your colleagues to submit grades during that timeframe. Our goal is to try to get 80% response for our 1,000, 2,000 level courses. Um, we did okay, but we're not quite there yet, so we're really trying to get people to help us with this. It's very helpful for us to be able to intervene with those students early on while we can still help them and help them be successful in those courses. Um, we sent an email out, I think, today reminding everybody. If not today, it will come tomorrow. Um, uh, just to take your, uh...that information back to your departments if you would please and remind folks about that. And then lastly I wanna say, um, we're having a...um, another faculty and staff social tomorrow afternoon, um, from 5:30 to s...no, sorry 5 to 6:30, uh, in Libbey Hall.

Um, as you know, there will be a cash bar, and we hope many of you will come and join us. I will try to be there. Um, I also wanna remind you that we're doing with these now is we're asking people if they would...they wish to do so to please bring a donation for the students' food pantry. Um, you can just drop it off there at Libbey Hall, and they will come and pick all that up. So, I'm hoping we'll have a good turn out again. Last time we collected quite a lot of...of good food to give to our students, and they're making good use of it on both of our campuses. We now have an office on each campus, so that's good. Um, that is all I have to say today, and I will, um, take any questions you may have. Oh, good. Thank you.

[Laughter]

[Applause]

Tim: Alright, that brings us to the undergraduate curriculum committee. It's...

Male: Okay, so, uh, today we have 18 course modifications to bring to you. I'm gonna jump in here and take a look at them. So, our first one is MET 2210. This is technical thermodynamics. Uh, the change here is for credit hours. The change is moving from [Inaudible 00:53:43] to lecture hours. There will also be a change in catalogue description for that. And they're removing, uh, uh...listing as no for prerequisites for the course. And from the, um, proposal...the catalogue description mentions laboratory experiences. The course doesn't have a lab associated with...with [Inaudible 00:54:03] explain change in [Inaudible 00:54:05] to lecture. Um, CST 2200. PC and industrial

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networks. There's gonna be a prereq change. Um, it'll be basically changing the and to an or. So, in the past it was a CSET 1100 and EET 2210 were both, um, required. Now it'll be one or the other.

And the justification is not all students take CST...or CSET 1100 need EET 2210. We have GNEN 1800, engineering applications of mathematics. There's gonna be a change in grading from the standard letter grade to a grade, no credit. And they provide a lot of documentation for why they're making that move on the proposal. Um, so you can look at the proposal for that information. [Inaudible 00:54:50] questions. ENGT 3050, fundamentals of electricity. There's gonna be a new pre-req. Uh, undergraduate level math, uh, 1330 a...or undergraduate level math 1340. Um, or math 1730. Um, either one of those three will serve as a prerequisite for this course. ENGT 3020, applied engineering mathematics. So, it's a change from [Inaudible 00:55:21] to lecture. Uh, the course cannot be repeatable for credit and a change in prereqs.

So, it will now be math 2460 or math 1860 as a prerequisite along with English 1110 remaining as a prerequisite. ENGT 3010, applied statistics and design of experiments. Uh, course may be repeatable for credit for up to five hours maximum. Uh, new prerequisite for the course, ungraduated level math 2460 or math 1860, or math, um, 1730. Uh, one of those three will be the pre-req. EECS 2510, linear data structures. So, it's a change to the catalogue description as well as a new pre-req, EECS 2500 and EECS 2520. Uh, there will also be a new [Inaudible 00:56:10] as well, which is EECS 2520. Um, as with, uh, EECS that's on the proposal, students were getting too far into the pipeline with a poor foundation, so CS faculty voted to raise [Inaudible 00:56:21] from D- to C-. That's the other change to the pre-req. EECS 2500, linear data structures. Uh, new pre-req here. EECS 1510.

And it's gonna change much like the previous one from a D- to a C-. And again, the rationale was there for why that change was being made. EECS 1010, electro engineering and computer science first year design. There's gonna be a change to course title. So, introduction to computer science and engineering will be the new title. Uh, change to the credit hour structure from, um, variable zero to three to three hours – two hours lecture, one hour lab. Uh, change of catalogue description and change to the [Inaudible 00:57:03] GEPL 4490, remote sensing of the environment. Change to credit hours. They're reducing hours from four to three in order to align with other four and five S level courses in the program. And it'll be a change to [Inaudible 00:57:19] code as well. Econ 4260, behavioral economics.

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We have a chance to the catalogue description and new pre-req, Econ 2810, introduction to e...e...econometrics. Uh, which may be taken concurrently. And this is from the proposal. Uh, [Inaudible 00:57:35] program review process, [Inaudible 00:57:37] students would benefit from having Econ 2810, introduction to economic...eco...econometrics [Inaudible 00:57:44] department introduction and data analysis course has a prereq or co work, uh, due to the data analysis skills gain in the course. So, this is a course that can be served as a prereq or coreq, um, with...for students. Econ 4750, health economics. Uh, new prereq here. Econ 2810, introduction again to eco...econometrics, uh, as for the same rat...rationale as for the previous course. Econ 4250, labor economics. And again, same thing. Econ, uh...econ...economics 2810 is gonna be added there as a prereq.

Um, econ 4050, population economics and same thing. Course is gonna be added there as well as econ 2810. Uh, so in marketing, 4220, international sourcing, logistics, and transportation. Uh, there's gonna be a change to the prereq, moving from, uh, BUAD 2080 to BUAD 2080 or BMGT 2110. And the note here is BMGT, uh, 2110 is the equivalent course for the pre req of BUAD 2080. Marketing 3260, mobile marketing. Uh, change to the pre req, same thing. BUAD 2080 moving to that course or BMGT 2110. Marketing 3130, supply chain management. Uh, change again to the prereq, and the same as the previous two courses. And finally BA...uh, BUAD 2030, uh, executive communication essentials. And the change here is just that the course will not be repeatable for credit as students cannot register for more than one section per term. Those are 18 course modifications. Are there any questions, comments about any of those course modifications?

Female: I think there's just a typo in, um...

Male: Okay. That would not surprise me in the least.

Female: ...the description for ENG 3020. Um, you have English 1110 here. I'm assuming you need ENGT 1110...

Male: No, that's English...

[Crosstalk 00:59:46]

Male: ...listed there.

Female: Okay. Thank you.

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Male: Yeah. Yes?

Male: Uh, EN... Uh, Jim Ferris, Arts and Letters. Uh, ENGT 3010 may be repeatable for credit for a maximum of four hours. It looks like it's a four-credit class.

Male: Yeah, I'm not sure how it... Someone from ENGT can explain that. I'm not sure either. Um... I don't...I didn't see a variable rate on it, so... I can research that to see. But yeah, it was something that the committee wasn't sure about either. But we'll research that and see for sure.

Male: Thank you.

Male: Other questions? Okay, so if not since it's coming out of committee I don't need a second. Uh, all those in favor of accepting these, uh, we'll say 17 course modifications. We'll take out, uh, the ENGT 3010 until I can answer that question about the credits. So, the other 17 course modifications. All those in favor, say aye.

Group: Aye.

Male: Opposed? Abstentions? Thank you all very much.

Tim: And that brings us to programs.

Male: So, we have 18, uh, programs to look at. Four are new programs. The remaining 14 are modifications. And I think we can make pretty short work of it. Um, based upon having looked at four of them already and then some economics and scale for others. So, the first four we'll look at are, uh, new certificate programs for communications. We've already seen these four and discussed them to...to some extent. And, uh, just to remind you, the only objections that were raised at the time were, uh, the double dipping question, which has now been resolved. And, uh, again to remind you, uh, that doesn't apply to certificates since certificates can reside within, uh, degree programs. And the other question was with regard to a prerequisite. Uh, one of the... And I'll point that out when we get to it. The prerequisite, uh, was, uh, uh, implicit in the program...in the certificate program.

And so, uh, after talking with, uh, the department, uh, that's not explicitly stated in the...in the course program for the certificate course requirements. So, here is the first one. Uh, organizational communication. And I'll...I'll spare you reading through all this

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since we've looked at it already. Here's the, um, uh, course requirements. Uh, so four required courses and then a, uh...a selection of an additional course with these two for a total of, uh, 15 credit hours. And, uh, like all the other, uh, uh, certificate proposals, all these certificates are made up of courses that already exist. And, uh, they're all driven by some sort of, uh, [Inaudible 01:02:46] um, as noted there. Uh, this is the public relations community proposal. This is the one with the added, uh, prerequisite. So, this was complicit, uh, in the past, and now it's explicitly stated in the, uh...in the course requirements for this particular program.

Um, bringing the total up to 18 hours. Um, the third one is, uh, media production, uh, communication. Uh, and here's the course requirements. Again, uh, a selection of four required courses, and then one additional option for a total of 16 credit hours. And then the fourth and final communication certificate proposal, the social media communications, and, uh, with these five, uh, required courses. Um, any questions or discussion, uh, on any of these four proposals? Would anyone like to look at them individually or discuss them collectively? Any questions or discussion? Okay. Then I guess we can proceed to a vote then. Um, all those in favor of approving these, uh, four, uh, communic... Oh, I should ask first. Any objections to voting on them as a block of four? Great. Then all those in favor, uh, please say aye.

Group: Aye.

Male: Any opposed? Any abstentions? Terrific. So, those four are done. The next proposal is a program modification of a minor in management. And, uh, I don't know how well you can see the bottom there. The bottom is the previous program, and then this is the [Inaudible 01:04:42] program. And the goal is to just update the courses. There's two...two things that are accomplished here. One is updating the courses, uh, to better reflect, uh, uh, what's, uh, contemporary, uh, uh, thinking on this. And then the second is to, uh, bring the total number of credit hours up from 9 to 12. Uh, it turns out that, uh, minors there's a minimum number of credit hours for a minor, which is 12. And so we've brought that up to...to...to comply with that, uh...that policy. Um, so now the, uh, minor consists of these, uh, three required courses plus choose one of the, uh, remaining five, uh, courses there for a total of 12 credit hours. Uh, any questions or comments about this proposal? Okay, then. I guess we can proceed to the vote. All those in favor of this proposal please say aye.

Group: Aye.

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Male: Any opposed? Any abstentions? Great. So, this passes. The remaining 13 program, uh, modifications are, uh, all coming out of, uh, uh, [Inaudible 01:06:05], um, and, uh, I'll...we can look at...briefly at them, and then I'll summarize. So, one is, uh... Well, I'll summarize first, and then we'll look at which are involved. So, co...uh, so, uh, the BBA, the business...the Bachelor of Business Administration program has 13 concentrations which we'll look at. And so, uh, this is the creation of an...a new option for students to do a four plus one to couple together the BBA and the MBA programs to, uh...and...and so there's the obvious efficiencies for the students. And also it's good for us because we keep our...our students here taking more courses, uh, in the MBA, uh, part of the program.

And so, uh, what it amounts to is in the fourth year of study, there are, uh, three electives, uh, that the students have an option of instead of taking, uh, undergraduate level electives, they can choose three courses from these...these graduate courses. Uh, and then these work toward satisfying their degree requirements for the MBA program. So, during that fourth year of study, they can partially satisfy their...their MBA course requirements. And this is an exception to the double dipping rule, so they're allowed to...to do that in this four plus one, uh, program. Okay? So, that's the general idea. Um... And then the programs, uh, are accounting, uh, digital marketing, entrepreneurship, family and small business, uh, finance, financial services, human resource management, international business, information systems, management, marketing, organizational leadership and management, operations and supply chain management, and professional sales.

So, those are the 13 concentrations that are now, uh, adopting or...or... The proposal is to, uh, have them, uh, adopt this four plus one, uh, strategy for the BBA/MBA programs. Uh, well, I guess I...I don't need to go back all the way to the top. So, uh, they...they all have the same option, so they're...they're all, uh...all the same, uh, program modifications. Taking those three, uh, fourth year electives and giving the opportunity to take those 6000 level graduate level courses toward their MBA. Okay. Um, any questions or comments about these proposals? Straightforward enough? Okay. So, given that there are no questions, we can, uh, vote on these proposals. And, again, I...if there are any objections to, uh, voting them as...on them as a block...any objections? Great. Then let's put them all to a vote. All those in favor, please say aye.

Group: Aye.

Male: Any opposed? Any abstentions? Terrific. So, that, uh...that ends, uh, this portion of the program. Thanks.

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Tim: That brings us to [Inaudible 01:09:34] the chair of that committee. And he'll give us a report I think on one course and other actions that they've been discussing.

Female: Let me just look at my notes here. So, core curriculum committee. So, we were populated in, uh, November, so we are now well into our work for the academic year. Uh, just to review, our committee's responsibility is to review and assess the core, which includes not only the local work of the [Inaudible 01:10:07] individual proposals that come through but also the larger job of determining and implementing assessment. Um, we haven't had a lot of curriculum proposals. We really just had one course that we actually, um, kicked back to that college. It was a course from pharmacy that was being submitted for social science credit. And the committee determined at this time it does not meet that, so we're going to return it back to them for further consideration. Um, so what we've been doing thus far is primarily, uh, sort of embarking on the work of reviewing and assessing the core.

This is a pretty urgent task for us right now because the next visit from the Higher Learning Commission is scheduled for early November in 2021, and the last time that the HLC came they suggested that our assessment practices of the core were met with some concerns. They wanted to see a little bit more consistency. They wanted us to do a better job of not only collecting data but looking at them and saying, you know, what they meant. So, um, to kind of work on that... We would like to show that we're improving assessment of the core. And to do that, the core curriculum committee has done sort of two things. We, we established a schedule of bimonthly meetings where we're actually meeting in person to try to do that work. Um, and that time has been spent reviewing current assessment methodologies and data, looking not only how...like, at how we're conducting assessment but also whether or not it tells us anything.

So, we hope to be able to report on that to this group at the end of the semester. And then the second thing we did was to create, um, a second group which is a faculty core assessment taskforce. That taskforce sounded urgent. That's going to run a pilot program where they develop a rubric for one of the core learning outcomes in the catalogue. Right? So, rather than trying to take on everything, they're gonna sort of identify one...one outcome and then, um, create a rubric for it. And that committee chose critical thinking as the rubric, and they're currently review... They also have a scheduled set of meetings for the rest of the semester. They're reviewing sample rubrics from U Toledo and other institutions, and they're gonna start drafting the rubric. And their goal is that they'll get it finished by the end of the semester also.

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And that committee, um, is composed of faculty, and it's a great deal of work that has been generously compensated for some of their labor from the provost's office. So, we appreciate that. And I think that's pretty much where we are right now. We have one more recommendation to the faculty senate executive committee, which is that it take down the current core curriculum page. Because I think that was put up when the catalogue was in transition, and there was some anxiety that there would be no core page, and no one would know what it was. Now that the catalogue is up and running, and we have the core in the catalogue, and it's very easy to find I think it's confusing to have two different pages. So, that's it. Questions? Core curriculum.

Female: Um, on behalf of the folks who are leading our HLC effort, I was asked to say thank you, thank you, thank you.

Female: Oh! [Laughs]

Female: To the core curriculum committee. They really appreciate what you're doing. It's gonna be very important for our HLC review, so thanks.

Female: Well, I know some of them are here right now.

[Crosstalk 01:13:21]

Female: And those who are not, uh, I will convey that.

Female: Thank you.

Tim: Alright.

Female: Okay, thanks.

Tim: Thank you. I had, uh, a couple people recommend that we hear a report from Denise Partel [Phonetic 01:13:36]. I saw the presentation some time ago, and so she's here today to, uh, bring us up to date about all the various student initiatives that are going across...or student success. Denise.

Female: Hello, everyone. I have a handout. [Inaudible 01:13:54] This, um, handout...those of you who have already seen it or seen it three times, I apologize.

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[Laughter]

Female: Um, we are trying to, uh... Actually [Inaudible 01:14:14]

[Laughter]

Female: Haven't quite done it that many times that I have it memorized. Um, but originally this was, uh, requested for an SLT item. So, the president has asked for us to provide an overview of all of the different student success initiatives that are originating in the office of the provost. And so this was meant, um, to serve that purpose. But then we realized that it might be very helpful to provide this information to broader audiences, so we are trying to get to as many different groups as we can to share this information. We've already talked to the deans. We've already talked to, um, staff. And so this is our, uh, time to do this at the sen...the senate meeting. And so what I wanted to do was to kind of talk with you about the framework for all of this work. And so if you read through the list of current initiatives and you just look at this as a list, it might appear as if we are just engaging in a variety of sort of various unconnected initiatives. But there really is quite a bit of intentionality behind all of these initiatives that we have been working on over the last year and a half, which is sort of what we're calling the first phase of this work since I've been in the office.

And so there are really five main areas that we have been focusing our efforts on. Um, thank you. The first is to develop a more robust first-year experience. So, this is something that came from the first-year experience taskforce. They made a series of recommendations about the things that we could to enhance the first-year experience for our students. And that has ended up including looking at alternative models for our FYE course and doing some better assessment to make sure that that course is actually accomplishing the outcomes. And it more recently has also involved standing up a more robust orientation experience for our students.

So, starting this fall, students will actually have a three-phase orientation experience. We are calling it First Year Toledo. It is going to start with rocket launch, which will look just like what rocket launch has looked like. So, students will come in. They will register for classes. Then in the intervening months before they come back for the fall term, they will complete a series of online modules to help prepare them for their academic life at the institution. Some of that will be things like the mandatory alcohol EDU training that students have to do. But we will also be doing some, um, interventions on issues like belonging, so there's a very well validated, um, instrument on belonging that has been used at many universities that we will be using. And providing students with some

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information about how to advocate for and use their resources including academic advising and the success coaches.

Then students will come in the following week...the weekend before the fall semester begins, and we will have a three-day on campus orientation experience for all first-year students. Residential as well as nonresidential. This is something that many of our peer institutions have. It really creates a sense of community. It gives students an opportunity to get their feet wet before the start of the fall term, so we're really excited that we will be launching that this fall as well. So, the first-year experience has been a really important part of the work that we've been doing. We also have been really intentionally trying to expand our support for students who we identify as being at greater risk of non-retention. So, many of the efforts that you will see in this list of initiatives addresses issues of historically underserved students. For example... And higher risk students. Students...students who are at higher academic risk of not being [Inaudible 01:17:49]

One of the more exciting initiatives that we are working on that fits this bill is the exploratory scholars program. So, the first item on this list...if you read through this, you will see that what we're doing is we are standing up a series of [Inaudible 01:18:05] learning communities for students who are in the exploratory studies major. So, these are students in university college who are not admitted into their college or program of choice. So, they are the major ineligible students. One of the things that we know about these students is that we have about 300 of them a year. We lose half of them before year two. They are also the most diverse major on our campus. They are over 60% URM. They're well over half lower income students.

A good proportion of them are first generation. So, they are higher risk because they have not entered or been able to access the college of their choice but also because they're historically underserved. So, we've decided that this is a really good place to put our resources to support student success. And the exploratory scholars program is going to be a repurposing of the funds that we have used for the summer scholars program over the last four years. Because the goals of the programs were really quite the same. We just believe that we're gonna be better able to support the students who need it most by focusing on the students in exploratory studies right now. Much of the work that I have just described has come out of a third area of focus, which is really building our data capacities to support student intervention.

So, we have been looking at our data. We are assessing everything that we're doing, and we are making evidence-based decisions to decide where to put our resources to

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support student success. In addition to working with data in that capacity, we've been doing a lot of work to try to identify individual students who are at risk. Above and beyond what we can get from Starfish or even from midterm grade reports, which is an important part of this. We started to do some predictive analytic work with the Office of Institutional Research to identify factors that we know predict a student is less likely to be retained here in the future and to push that data out to the academic colleges at multiple points during the term in order to help them identify and intervene the students at higher risk. So, these risk factor files are part of the college retention committee initiatives that I will talk about in a minute.

But basically what we're doing is we're identifying factors like a student has a decline in their term over term GPA of .5 or more from term to the next. Or their cum GPA is between a 2.0 and a 2.6. So, they are too high to be on academic probation, but they are sort of hovering just above. Those are the kinds of factors that we know from predictive analysis are more likely to lead to non-retention. So, we are identifying those risk factors, and we are pushing out data files to the colleges that basically code by risk level so that colleges can intervene with students who have the highest number of risk factors and really work to make sure that those students are more likely to be successful. So, we're more intentionally using data. A lot of this work requires creative governance structures that are going to allow us to make sure that these efforts are sustainable.

And so for the FYE work, we have stood up a standing FYE coordinating committee, and we also have committees working on both the equity course as well the orientation project. Um, the college retention committees that I mentioned... This last year we have stood up committees in every undergraduate college which are tasked with looking at the data that we are providing to them, identifying opportunities to move the needle on retention, and equity for the students in their college. And then implementing action plans that they can immediately engage in. So, this isn't five-year planning. This is using a continuous improvement model to identify where can we actually start working now and see some immediate outcomes to move the needle on student success.

And those committees, some of them are doing really good work looking at things like the timing of their courses and how that may be influencing students who have to work more hours, and potentially negatively influencing their capacity to...to get a degree...excuse me, to get, um...to graduate on time. Um, colleges are looking at things like revising the probation letter that goes out to students in their college to make it more student focused and to make it more clear that we believe the student has the capacity to be successful. Because research has found that when you just revise the

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language that you use in these letters, you actually change the outcomes for students on probation.

So, a lot of these more quick wins that we know we can engage in to move the needle on retention and equity are things that these governance structures are helping us to do. And then finally all of this work has to some extent the goal of really trying to create an institutional mindset around equity and student success that, number one, believes that all students are capable of being successful, that takes an assets focused perspective, that understands that the system of higher education has been designed to marginalize some students from achieving the same outcomes as others and that our job is to help to level the playing field and the education system. And also frankly to take an assets focused mindset with our own work.

So, to understand that we all have room to develop and that we need to believe in our own capacity to change and to be able to meet the needs of the students that we have today and that we're trying to serve. So, all of these initiatives really are working in at least one of the five spaces that I've talked about. I'm not gonna go over all of these in much more detail. But I do encourage you if you have any questions to please contact me, and I would be happy to talk with you more about any or all of these things. And I'd also be happy to come to your programs or your colleges and do a version of this that, um, your college or your program might be interested in. That is my elevator pitch.

[Laughter]

[Crosstalk 01:23:50]

Tim: So, any questions?

Female: What questions do you have for me right now? I know it's a lot of information that I just gave you in a relatively short amount of time. [Inaudible 01:24:02]

Tim: Alright. Well, thank you.

[Applause]

Female: [Inaudible 01:24:06]

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Tim: Denise has been doing some very good work in this area, and we...I wanna thank her for her...her efforts and, um... I know sometimes she probably feels alone in it, but we hopefully...

Female: I do not, no. No. I mean, thank you for all of your support as well. This is definitely a it takes a village kind of, um...kind of work. So...

Tim: Alright. So, that brings us, uh, to items from the floor. Is there other business that we need to consider? [Pause] Our next meeting will...should also be fairly packed. And I thought this would go right on to six o'clock when I initially planned this. Uh [Inaudible 01:24:52] But, uh, hearing no other items to...for discussion, I'll entertain a motion to adjourn.

Male: So moved.

Tim: So moved by Hemersley. Se...second [Inaudible 01:25:03] Okay, all in favor say aye.

Group: Aye.

Tim: Opposed. Abstentions? Motion carries. Thank you.

Respectfully submitted,
Kim Nigem
Faculty Senate Executive Secretary

Tape summary: Panda Transcription LLC