

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of April 11, 2023
FACULTY SENATE

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

Approved @ FS on 04/25/2023

Summary of Discussion

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

President Insch: Good afternoon, everyone. I'd like to welcome you to Faculty Senate meeting on April 11, 2023. We have some special guests in the room. I'm particularly grateful for Trustee Ciucci taking time out of his busy schedule. I'd also like to advise the senators that we do have some very important curriculum items that we need to discuss, so we may go a little long. We'll start today's meeting with Secretary Coulter-Harris doing our roll call.

Senator Coulter-Harris: Good afternoon, Senators. Can you hear me?

Senator Avidor-Reiss: We can hear you.

Senator Coulter-Harris: Thank you.

Present: Ammon Allred, Peter Andreanna, Tomer Avidor-Reiss, Gabriella Baki, Sheri Benton, , Jillian Bornak, Eric Chaffee, Carmen Cioc, Daniel Compota, Deborah Coulter-Harris, , Maria Diakonova, Lucy Duhon, Anthony Edgington, Hossein Elgafy, Ahmed El-Zawahry, Collin Gilstrap, Karen Green, Sally Harmych, Samir Hefzy, Cindy Herrera, Mitchell Howard, Jason Huntley, Gary Insch, Ahalapitiya Jayatissa, Catherine Johnson, Michael Kistner, Lauren Koch, David Krantz, David Kujawa, Patrick, Lawrence, Glenn Lipscomb, Kimberly McBride, Alexia Metz, Mohamad Moussa, Julie Murphy, Kimberly Nigem, Grant Norte, Elaine Reeves, Jennifer Reynolds, Linda Rouillard, Paul Schaefer, Barry Scheuermann, Kathy Shan, Suzanne Smith, Stan Stepkowski, Robert Steven, Lee Strang, Steven Sucheck, Weiqing Sun, Jami Taylor, Berhane Teclehaimanot, Robert Topp, James Van Hook, Jerry Van Hoy, Don Wedding

Excused Absences: Terry Bigioni, Vicki Dagostino-Kalniz, Amanda Murray, Mohamed Osman, Carla Pattin, Puneet Sindhvani, Randall Vesely

Unexcused Absence: Elissar Andari, Prabir Chaudhuri, Yvette Perry

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

President Insch: Thank you very much, Secretary Coulter-Harris.

Senator Coulter-Harris: You're welcome.

President Insch: The next item on the agenda is to adopt the agenda. I would like to propose a small change to the agenda. In consideration of Trustee Ciucci's time, I am asking that he be our first speaker today. If that's all right with you, I would like a motion to approve the agenda as amended.

President-Elect Rouillard: So moved.

President Insch: Thank you, President-Elect Rouillard.

Senator Johnson: Second.

President Insch: All those in favor, please put ‘yes’ in the Chat for me. Please say, ‘aye’ in the room. Thank you very much. Any ‘nays,’ please put that in the Chat. Any ‘nays’ in the room? Hearing none. If you’d like to abstain, put an ‘a’ in the Chat. In the room? Hearing none. I suspect that probably passed. *Agenda Passed.* Moving on to the approval of the March 28, 2023, Minutes. Do I have a motion to approve those?

President-Elect Rouillard: So moved.

President Insch: Thank you, President-Elect Rouillard. Do I have a second?

Senator Van Hoy: Second.

President Insch: Thank you very much. *Motion Approved.* With that, I welcome Trustee Ciucci.

Board of Trustees, Trustee Stephen Ciucci: Good afternoon. Thank you, Gary, and thank you Senators for inviting me to this Faculty Senate meeting. I appreciate the opportunity to be here. It is hard to believe that we are only three weeks away from finals.

So, while I don’t like to talk about myself and this is not about me, I wanted to share a little of my background with you: I am married with two adult children. I grew up as a military brat as my father spent roughly 30 years in the Air Force. I lived in eight different places before graduating HS with international stints in Guam and Japan. I went to High School in Dayton, Ohio, while my parents were stationed at Wright Patterson AFB. I graduated from Penn State with a Chemical Engineering degree and went to work at Ford Motor Company as a Mechanical Engineer. While working at Ford I completed an MBA from Michigan. In 1993, Ford loaned me out to an automotive supplier here in Toledo that they owned part of, a company formerly known as Toledo Molding & Die (TMD). Roughly four years later, I accepted a position with TMD and moved to Toledo, Ohio. I have lived in Toledo ever since. I did just about everything at TMD and eventually moved into the President/CEO position in 2011. In May 2019, I retired from 35 years in the automotive industry. Eight months prior to my retirement, in September of 2018, I was appointed to the UT Board of Trustees by Gov. Kasich. I am just over halfway through my nine-year term as a UT BOT member. I was surprised and humbled to be considered for a trustee position, let alone getting appointed. It is an honor and a privilege to serve this University and the State of Ohio. The University of Toledo is a complex enterprise and I learn something new about UT just about every day. Much has occurred at UT over the last four [plus] years and I’m sure that will continue.

I was invited to speak to you today as the Chair of the UT Board, but I must clarify that I do not speak on behalf of the entire board, unless specifically referencing the Board. While all Board members have the same objectives with respect to UT, and we do function as a cohesive group, each board member is independent and votes independently, just like all of you as members of the Faculty Senate. This presentation is by no means meant to be a state of the University speech. Dr. Postel will be presenting the State of the University address one week from tomorrow. My plan is to provide some thoughts on several different topics that I believe are of interest to you then open it up for Q&A, time permitting.

As a Board member, I really appreciate the various Faculty updates we receive at Board meetings: Faculty Senate updates by the sitting Senate President. Faculty highlights, which are always very interesting and informative. And one of my favorites, Distinguished Professor & Lecturer Recommendations. I am always amazed at the impressive accomplishments of those being recommended. It is definitely a proud moment for them and for all of us at UT. These faculty presentations and updates are an important reminder of the high-quality faculty we are blessed to have, and an indication of the strong academic product UT offers its students. During a Faculty Senate update at a Board meeting last year, Gary Insch asked all of us to close our eyes for a moment. For those of us that did not nod off, we heard Gary speak about the value of the faculty at UT. He then asked us to imagine a UT without Faculty. Well, you can't. UT does not exist without its faculty, of course. You can't deliver the product, the education, without the faculty. Furthermore, we are only as good as our faculty. Fortunately, the University of Toledo has great faculty.

The Strategic Plan: I'd like to thank the members of the faculty that were part of the Strategic Planning committee for their excellent work, especially Dr. Jason Huntley who was co-chair. I believe you just had Jason and Anne Fulkerson presenting on this topic at your last Faculty Senate meeting. Over the years, when I have discussed the importance of planning, I often share a quote from Lewis Carroll... "if you don't know where you are going, any road will take you there". And as you know, UT's new five-year Strategic Plan was approved at the February BOT meeting. It is an excellent plan and represents where UT is going and the road(s) we plan to take to get there. I know that by accomplishing the goals in the plan, UT will be even better, stronger and more respected than we are today. The Board greatly appreciates the efforts of the administration to include annual metrics for each goal which will allow us to track our progress. There is a much greater likelihood of improving one's performance, if it measured. I was initially concerned that the plan does not specifically and overtly provide focus and differentiation for UT, but I believe that the goals within the plan will ultimately drive focus and differentiation. I look forward to working with the Administration and all of you on this plan. Working together is the only way we can achieve this plan.

There's that one thing that is on all our minds, and that is enrollment. On the Academic side of the house, Enrollment is our #1 problem, and really, it is the number one problem for the entire University. The Board greatly appreciates the faculty's engagement and effort to work with the administration to reverse the 10 plus year enrollment decline. I know that you have an active Recruitment and Retention committee (RRC) and I read the report that this committee generated and shared with the Administration late last year. I thought the Committee's report was outstanding and I greatly appreciate the use of data. There were many excellent recommendations in the report, a number of which I believe have been or will be implemented. I liked the 3VP (Triple Value Proposition). Clearly communicating the value we offer is paramount when reaching out to prospective students and their parents. I like how you focused on retention in addition to recruitment. While we won't keep every student that enrolls here, once we get them, we don't want to lose them unless they graduate. Just a small increase in the retention rate delivers an immediate financial return and should also lead to increased graduation rates. More importantly, I am told that there is healthy dialogue and teamwork between the faculty and the administration with respect to enrollment and retention improvement initiatives. While the faculty is not charged with LEADING the effort to solve the enrollment problem, that is the administration's responsibility, we greatly appreciate the faculty's active participation in efforts to increase enrollment. The faculty can, of course, play a much bigger role in improving retention. Unfortunately, aside from one year of enrollment growth in the fall of

2016 (2%), we have experienced enrollment declines for 11 of the last 12 years. Over this period, we have lost 6700 FTE's, or 34% of our Fall FTE enrollment. The bigger issue, though, is that the rate of decline has accelerated greatly over the last three years. Over the three-year period between the Fall of 2020 and the Fall of 2022, we have lost over 3500 FTE's for a 21.3% decline in enrollment. This is a massive reduction and obviously unsustainable. I understand that there are many factors that impact our total enrollment (headcount), some of which are not in our control: We are in a challenging business for sure, but while every public four-year university in Ohio is faced with many or all the same challenges, most have fared better on enrollment than the University of Toledo. We are in the bottom tier just above Akron and Wright State. Part of the solution is improving our marketing, branding and advertising efforts. I believe our "Fueling Tomorrow" advertising campaign is solid and has been well received, but it is time for an update, and this is included in the front end of the five-year plan. The same can probably be said for UTMC's "We are Open for You" advertising campaign. It was the right message at the right time, but now it is time for an updated message. Specifically, we need to do a better job advertising and highlighting the "great products" we have. For example, I believe the College of Engineering's co-op program is a huge differentiator for us. We are only one of eight Engineering schools in the country that require co-ops. When we are recruiting for Engineering, we should absolutely be leading with this feature, along with our very high job placement rate and the very low student debt our graduating engineers have. We had several UT co-ops at my former company, and we hired them when they graduated. The co-op program allowed us to evaluate each other and the co-ops we hired hit the ground running. In other words, they were more productive, more quickly than their non-co-op peers. It is amazing to me that we would have enrollment declines in Engineering. The same can be said for Nursing. Right? We must also regularly evaluate the changing needs of the marketplace and adjust our portfolio. I know this is the focus of our program prioritization efforts. There are degrees and programs we should stop offering due to lack of demand, there are existing ones that we should grow and there are new ones we should add. It has been nice to see the collaboration between the faculty and the administration of several colleges to develop and roll out new degrees. I am aware of six new degrees that have been approved in the last year or so, with a great example being the BS in Radiation Therapy. This is awesome work.

Enrollment Management: None of the above matters if we don't have a high functioning enrollment management team. I know Dave Meredith addressed this group recently, so I won't repeat his presentation, but I do want to make a few points. We had two false starts on a VP of enrollment and of course COVID blew up our world. By the time Dave was hired roughly two years ago, our problems were deep and structural, and it has taken some time just to get some fundamentals back in place. One major shortcoming that stood out to me was that until last year, we were apparently only communicating with high school seniors, making no attempt to introduce ourselves to sophomores and juniors. This seems crazy, since communicating with a high school student for the first time when they are a senior is too late as they have pretty much already decided their target schools and have started the application process. We are now communicating with sophomores and juniors, but I think the numbers may still be too low. While I think Dave has brought stability and leadership to the Enrollment team, it seems to me that we don't have the best organization design between Enrollment, Marketing & Communications, Academic and Student Affairs and the Colleges. From what I can tell, we have sort of a hybrid centralized, decentralized approach and some inconsistencies across the colleges. No one has been able to adequately summarize or diagram the structure to me, so it is my sense that this area still needs work. A new student can come from almost anywhere, but how do we choose which ones to focus on? Yes, we have a strong partnership with TPS and we want to maintain that, but TPS is not going to solve our enrollment problem. We should

provide a similar focus at all high schools in Northwest Ohio. And the jury is out on regional recruiters in places like DC and Atlanta, but even if their activity is accretive, they won't solve our problem either. We don't do well in our own back yard - the major metropolitan areas in the State of Ohio (the 3 C's, plus Dayton). Our recruiters in these cities absolutely need to do a better job. For out-of-staters, offering in-state tuition for high GPA students and some discounting for others is critical, and realistically, our sweet spot is the State of Ohio and our adjacent states. Perhaps a 300–400-mile radius from Toledo – within a day's drive. But in my opinion, this should be our primary focus. This of course does not exclude the all-important international recruitment effort, especially with our graduate and professional programs. It is also important to discuss what comprises total enrollment, or the enrollment lifecycle since we measure graduation rates on a six-year basis, we use six years of cohorts, plus a residual to evaluate total enrollment. From an enrollment standpoint, one might argue that we don't want the students we retain to graduate faster than six years. In reality, we want them all to graduate, and we shouldn't care if they graduate in less than six years. Each year, cohort number one comes in and cohort number six essentially drops off, less some residual still working through the system. What is happening with each cohort as it moves through the six-year life cycle is often as important as how big each new incoming cohort is. I am speaking, of course, about retention rates. The more we retain each year, the higher our enrollment and probably also the higher our graduation rates. Because of the six plus year enrollment life cycle, an increase in the Fall 2023 incoming class, vs. the prior year's incoming class, will not necessarily result in an increase in total enrollment. Now, I'm probably not telling you anything you don't already know, but this is a critical concept in understanding what enrollment is made up of and what it will take to reverse the enrollment decline. While it is the biggest number and the one most often reported, it is important not to put too much stock in total headcount. Since total headcount counts a part timer the same as a full timer, it is mis-leading with respect to tuition revenue. In the end, it is net tuition revenue that we are most interested in. What is the tuition revenue coming in from all students, full or part time, grad or undergrad, after discounting and after our share of SSI is applied? So net tuition revenue represents cash and cash is what pays the bills. We have lost over \$21million of net tuition revenue in the last two years and are on pace to reach \$30 million when the current year is over. CASH really is KING or QUEEN, as they say. That is a good segway to the next topic – Financial Health

Financial Health: Everyone is very concerned about the financial health of the University. Anyone paying attention to enrollment can understand the financial strain on the business. Certainly, all of you, those on the inside know this, because you are living the day-to-day realities of declining revenues. Fortunately for UT, the hospital's financial situation has stabilized, but with the steep enrollment reductions experienced over the last several years, we are not as fortunate on the academic side of the house. On the surface, our academic financials have looked ok for several reasons: Substantial one-time federal stimulus money associated with COVID offsetting the reductions in net tuition revenue. Investment performance at UTF which is included in our financials. S&P is up 25% from 7/1/2020 to 4/5/2023, but it is down roughly 10% since 1/1 of last year. Some level of recurring cost reductions to address annual structural deficits (health care costs, purchasing efficiencies, etc.). Every year we have a new \$20-\$25 million structural deficit. It's like groundhog-day every year during budgeting -- where is bottom and when do we hit bottom? There are freezes on filling open positions in the spring of every year. If UT is struggling to meet budget, it just stops filling open positions, of which there are usually many. Too easy of a lever to pull in the short term – and this is not really a great long-term strategy. Sources & uses approach to presenting financials which allows UT to continue “kicking the can down the road” with little to no capital spending on our infrastructure. By using sources and uses to report financials, we have

been able to conceal the fact that we are nowhere near covering our non-cash depreciation expense and actually lose money on the academic side of the house without onetime subsidies like stimulus money, or investment returns, and also excluding OPEB/pension swings when using traditional GAAP financial statements. Understanding this situation, the Board requested that the administration complete a five-year financial plan that aligns with and supports the work and goals included in the Strategic Plan. The Board also requested that detailed assumptions be made in every area of the business to back up the plan and increase everyone's confidence that the plan is achievable. Additionally, the Board and the Administration requested that the financial plan include investments in the university's physical plant, overall technology infrastructure, etc., in lieu of continuing to defer these critical investments and deferring difficult decisions in the face of declining net tuition revenue. Recognizing the dynamics of the six-year enrollment lifecycle previously discussed, net tuition revenue is expected to decline during the plan before it stabilizes and starts to increase. Correspondingly, academic costs are expected to continue to exceed academic revenue.

UT just has too much capacity for its current and expected demand. It is easy to convince oneself that all we need is one more year to turn the corner on enrollment, but let's be honest, when our entire incoming undergraduate class last year was under 3000 students (full and part time), it will take a number of strong years AND at least the entire five-year financial plan to recover the tuition revenue we have lost in the last three years – over 3500 FTE's worth of net tuition revenue. You have seen the unacceptable cash flow forecast from the Finance department which assumes business as usual. With business as usual, it won't take long (about four-five qtrs.) for bad things to start to happen with the Higher Learning Commission, the credit agencies, our creditors, the state, our current and future students, our best and brightest employees, which includes all of you, etc. This is not a path we cannot afford to go down. We must restructure and reimagine ourselves with a sense of urgency, addressing the cost side of the academic house to give us the runway, the time, necessary to allow the revenue side of the academic house to recover.

Facilities, physical plant, and infrastructure: I want to provide some insights on the housing situation, which is a microcosm of the situation UT faces across the entire enterprise with respect to its physical infrastructure. Despite not having an updated strategic plan or a corresponding financial plan, given the Board's understanding of the need to update our residence halls to attract and retain new undergraduate students, early last year, the Board provided support for the University to move forward with preparations for a P3 program whereby multiple existing residence halls would be renovated with the potential for additional housing capacity to be added. The expectation was, of course, that enrollment would start to turn around and we would easily fill up the required beds to make financial sense of the investment. Before this initiative could get off the ground the Fed started to dramatically increase interest rates while construction and material costs continued to rapidly increase. In the face of all of this, during the budgeting process, it became apparent that not only did enrollment not stabilize, enrollment was forecasted to drop another 7-8% in the Fall of 2022. Even more surprising though, was a 20% drop in residence life contracts that occurred with the 7-8% enrollment reduction. With record low occupancy levels, the financials on the housing investment project no longer made sense. As a result, the decision was made to reevaluate the size, scope and timing of the housing project. As part of the Strategic and Financial plan that was presented to the Board in February, a scaled down version of the housing renovation plan was proposed. While there are concerns about major housing investment until there is a clear turn around in enrollment, the Board understands the importance of upgrading our residence halls

sooner than later and it is currently working with the administration to evaluate different scenarios for upgrading housing. This is being done via a facilities sub-committee of the finance and audit committee. The goals of the Facilities sub-committee are as follows: **Goal One** - Develop and recommend a comprehensive strategy/plan for UToledo's residence halls which shall include, but is not limited to, capacity based on future enrollment projections, renovation plan(s), programming, financing, etc. **Goal Two** - The scope of the Facilities Sub-Committee extends well beyond housing as it is tasked with working with the Administration to update UToledo's Multiple Campus Master Plan to address changes in (i) academic and research programs; (ii) student enrollment; (iii) space allocations and use; and (iv) external partnerships.

So, here is my personal vision for UT. Growth, to be part of a growing organization, not a shrinking one. Your jobs are challenging enough in good times, but it is terrible to operate in an environment where the organization is shrinking. Frankly, I am impressed with the resiliency of the UT workforce. Perhaps I am naïve because I am not in the trenches. Even if what I say is true, that morale has held up, it won't go on indefinitely, unless we reverse the enrollment decline. My goal is that we be a top 100 public research institution. After moving up 13 spots in two years, we are currently 146 out of 227 public institutions on the US News & World Report List. Top 100 may not be realistic in five years, but it probably is in 10-15 years if we commit to it as an institution. I know the ranking system is imperfect, but other than the peer review portion of rankings, the factors used to rank each university, with few exceptions, are exactly the factors we are trying to improve. I firmly believe that rankings matter. They may not matter to all of the students that come here, but they do matter to many prospective students and their parents and/or influential family members. As you may know, we had Anne Fulkerson present on the topic of National Rankings to the Board at our "Lunch and Learn" session in February. In preparation for this, I asked Anne to complete a rankings table that would show how Toledo compares to its MAC peers. I expected to see the top rankings somewhat distributed between maybe 6-8 MAC schools. Much to my surprise, out of 50 rankings on Anne's summary, Buffalo was ranked number one in the MAC in 44 of those 50 spots. Furthermore, Buffalo is ranked number 38 in the US News & World Report ranking of Public Universities. What an amazing gem in the MAC. As I researched Buffalo a little further, I discovered that they are a city based, comprehensive public research university, with Law, Medicine, Engineering, etc. - very much like the University of Toledo. Even more amazing is that they have a goal to achieve top 25 status. The goal is called "Top 25 Ambition" and you can find it on their website. Buffalo will have to pass schools like Clemson, Penn State, Texas A&M, MSU, Indiana and Iowa to achieve this goal and all of those schools are also striving to move higher in the rankings. Taking a page out of Gary's book, close your eyes and imagine the University of Toledo as a top 100 public research university. Wouldn't that be awesome? A tall task for sure, but this could be a 10-15-year vision that is both aspirational and inspirational, one that all of UT's stakeholders and donors should be able to rally around. Here are the reference rankings: BGSU - #132, Ohio U - #91, Cincy - #72 (comprehensive university), Miami - #48 and OSU - #16 (comprehensive university).

Increased demand: to experience an environment where demand exceeds supply where more students want to come here than there are available slots. This situation exists today in the College of Medicine, and perhaps our Physician's Assistant program and possibly a few other specialty programs or degrees. This would not be a license to raise tuition per se, but it would eliminate annual structural deficits, allow for controlled growth and reinvestment, allow us to raise our standards, while maintaining the affordable

and accessible part of our mission, etc. In this situation, we would control enrollment as opposed to enrollment controlling us. If we can achieve top 100 status, this goal becomes more and more realistic. Again, close your eyes and imagine that. Who would not want to be part of that?

The breadth of UT's programming is impressive, but it is extremely difficult and costly to sustain, which is why it is not very common. It is difficult to be good at everything, and as discussed, in some cases, there is no longer any interest for some of what we offer. As with every organization, we must decide what to focus on, clearly articulate that focus and re-allocate our resources accordingly – Program Prioritization. Focusing the organization does not happen by itself. Perhaps the Huron Engagement and our IBB Budgeting efforts will, over time, drive us to focus the organization

To build a strong and sustainable health system/clinical enterprise, we need the Academic side of the house and the Clinical side of the house both to be healthy. While it will undoubtedly happen from time to time, one side cannot be expected to subsidize the other side on a consistent basis. I believe the formation of UT Health will significantly improve the collaboration and teamwork within and between the functions that make up UT's Clinical Affairs. Despite the terrible public health challenges brought on by COVID, the financial support provided by the government during this public health emergency provided our clinical enterprise with much needed runway and allowed significant reinvestment and time to stabilize and rebuild the operation. With Dr. Postel's vision and timely completion of some critical financial and operational initiatives, AND the dedication of all of UT's clinical team members, the future of our clinical enterprise looks so much different now than it did just two to three years ago. Despite the uncertainty and challenges at UTMC over the last several years, I have been amazed at the overall safety performance at UTMC. They have a four-star CMS safety rating, and they are the safest Academic Medical Center in the state of Ohio, and I think the fifth safest AMC in the nation. That said, healthcare is a very challenging business, as we have repeatedly observed in our local health care marketplace, so we must not let our guard down as we build on this positive momentum.

As mentioned, I have been impressed with the commitment, resiliency and morale of the UT workforce in the face of very significant challenges over several years. The pace of change is high, uncertainty is high, and anxiety is high. Your efforts to balance all of this and deliver your curriculum and continue your research is greatly appreciated. I am hopeful that as enrollment improves, and it must, that the added pressure from the significant financial challenges we face will start to fade and the spirit and morale of our colleagues will strengthen.

We must continue our trajectory of improved student success. Our graduation and retention rates have been steadily improving. This is a bright spot for the University. The Strategic Plan has a goal of achieving a 60% graduation rate and a 70% first-year retention rate. For our students, which is why we are all here, it is critical that we continue our upward trajectory on student success metrics

In closing, I would like to say that there is much to be proud of here at UT. This is a great university, and it has provided life changing education to tens of thousands of students over its 150-year history. It is a critical part of metro Toledo. UT's foundation is strong. While we have some difficult work to do and difficult decisions to make, our foundation is strong and there are better days ahead. Go Rockets. My apologies for the length of this presentation. With that, Dr. Insch, if there is time and interest, we can open it up for a few questions.

[Due to recording malfunction, the following segment is only a summary of the discussion]

President Insch: Are there any questions for Trustee Ciucci?

Senator Coulter-Harris: I have a question. Thank you so much; we all appreciate your positive vision for the future of the University of Toledo. I represent those of whom you earlier stated, 'are in the trenches.' Why is it that the academic side always suffers the greatest percentage of economic cuts while support departments and administration appear to suffer the smallest percentage of cuts? Why are these economic reductions not consistent among all?"

Board of Trustees, Chairman Ciucci: ... [Indecipherable]

Senator Avidor-Reiss: Issues related to recruitment should always be a priority, why are they not?

Board of Trustees, Chairman Ciucci: ... [Indecipherable]

Senator Allred: I acknowledge that faculty are aware of the importance of keeping expenses under control, as evident by the hard work across colleges to reduce costs. But I am concerned that your remarks are focusing on these revenue-generating parts of the University. In particular, while acknowledging that both are important parts of the University, is the Board willing to contemplate the need to make cuts to athletics and senior leadership to bring them in line with the changing size of the overall institution?

Board of Trustees, Chairman Ciucci: ... [Indecipherable]

President-Elect Rouillard: Mr. Ciucci, I hear two things in your comments. First, you say that athletics is important for recruitment and enrollment, and yet athletics have not protected us from enrollment drops. Second, I hear a contradiction in your statement about subsidizing units that lose money. You have stated that athletics used to be subsidized by the academic side of the house, but now it may need to be subsidized by UTMC.

Board of Trustees, Chairman Ciucci: Regarding athletics, it has not staunched the bleeding of enrollment regarding athletics.

President-Elect Rouillard: You suggest that UTMC has only been subsidized by academics over a period of one or two years and that it may now have to subsidize academics, but that can't continue indefinitely. UTMC has been subsidized by the academic side of the house since the merger. Now, we are a university which means that some units will support other units. That is fine. But now that academics might need some help, suddenly that is a problem. Our mission here is clinical care and education, and academics. Our mission is not athletics.

Board of Trustees, Chairman Ciucci: Well, we don't know that athletics didn't in fact protect us from bigger enrollment drops. Perhaps cuts to athletics could change our division one status.

Dr. Heberle: Excellent colleges and universities can also be Division 2 in athletics.

Senator Allred: While agreeing with you that athletics are important, and that it would be better if cuts didn't have to be made, please keep in mind that changes to academic funding are already endangering our research status and our position in teaching ranks.

Board of Trustees, Chairman Ciucci: ... [Indecipherable]

Senator Stepkowski: Can you tell us about ProMedica?

Board of Trustees, Chairman Ciucci: We continued negotiations to achieve a modified Triple AAA, 2.0, and that is all I can say publicly.

Dr. Aela Vely: I appreciate the noted resilience of the staff (academic and clinical), but I want to respectfully mention the faculty survey from June 2022. The Surgery Department's results were that 50% faculty reported burn out, and 50% reported a desire to leave the department. Since a surgical department is essential to a sustainable hospital system and by extension the University, can you tell us what actions are planned to address that issue? Additionally, there are several examples within the Trauma Division (creation of trauma finance committee, support to the PA program by re-vamping their surgical rotation to strengthen their clinical experience) to expand on how there are people within the hospital and University with 'outside-the-box ideas' to improve how we spend or collect the money and how we attract new students. But the problem is that a lot of those people do not have power, and access, and their voices are not heard. As things are (and even with the inception of UT Health), the power is consolidated in the hands of those who have had it already for years with results that have been what they are. If we want different results, we need to take steps to change things and access and power should be given to some who have not been here for so long and still have innovative thoughts/ways of thinking.

Board of Trustees, Chairman Ciucci: We have terrible collection rates on trauma. I hope Epic begins to address some of these issues.

President Insch: In the interest of time, we can only take one more question. Senator Wedding, you are up.

Senator Wedding: Our research loses about 25%.

Board of Trustees, Chairman Ciucci: Yeah, for every dollar to research, it costs a quarter to administer.

Senator Wedding: The academic side supports athletics, and athletics loses 10-20 million a year. The total faculty payroll is \$70 million, and \$10 million are the lecturers. Faculty are 51% of the FTE. Cutting part-timers will hurt the enterprise. At UTMC, 2500 dropped to 1500 (employees). A quarter of them were on the academic budget. We went to half the occupancy on beds. The affiliation agreement almost killed UTMC, and this is due to Dean Cooper.

President Insch: Thank you, Chairman Ciucci for joining us today. We appreciate all that you do for us.

Board of Trustees, Chairman Ciucci: Thank you.

President Insch: Next on the agenda is the Executive Committee report. Good afternoon my friends.

The past two weeks have been exceptionally busy. The Faculty Senate Executive Committee met with President Postel on March 31. A significant portion of the meeting was a discussion of SB 83.

He indicated that all 14 Ohio public university presidents were meeting and communicating regularly to coordinate a united response to SB 83. Their conversation included dividing the bill into three buckets: things that universities are currently doing; things that universities could do if modified appropriately; and things that universities cannot do. He asked that the Faculty Senate get the word out regarding the comments link on the email he sent out a couple of weeks ago. I reiterate that request that faculty take a moment to add their comments on that link. Those comments will be included in the documentation of the University of Toledo's response to the bill.

President Postel also discussed the ongoing efforts to increase the public awareness of UToledo as part of our recruitment efforts. There will be an RFP proposal distributed soon for a national marketing firm to guide our enrollment recruitment efforts and possible the same RFP or a different one to enhance the visibility of UToledo Health.

Many of you attended the University Town Hall last Tuesday. Thank you for your attendance and support. The meeting was recorded, and we are working with IT on adding the link to the Faculty Senate webpage. Again, I apologize that there was limited interaction with the WebEx audience during the meeting. Similarly, the electronic petition that President-elect Rouillard mentioned is also being added to the Faculty Senate webpage.

The Faculty Affairs committee continues to work on a policy to bring equity to the Family and Maternity Leave policies of COMLS and Main Campus faculty. Faculty Affairs committee chair Peter Andreana and I sent an email to the Interim Director of HR. She responded that she is reviewing our request and will get back to us. Peter and I are hopeful we will be able to meet with her soon.

The Recruitment and Retention Committee and their subcommittees have concluded much of their important work and will present their committee's report at our next Faculty Senate meeting on April 25th. As you know, Dave Garcia, the interim Executive Director of Admissions, will be presenting later in this meeting.

The Faculty Senate Budget Oversight committee met with the Provost and her team last Tuesday. They have begun the process of finding some guidelines and/or recommendations to establish some consistencies in an effort to improve communication, transparency, and decision-making in the budgeting process.

The Dean's evaluations results were distributed to the participating colleges last week.

In regards to the Provost Search committee, we received 28 nominations for the two slots on the committee. The FSEC reviewed the list and recommended Mahasin Osman from COMLS and Jerry Van

Hoy from CAL to the President to serve as our colleagues on the committee. Thanks again to all of you for your willingness to serve.

And speaking of service, the Faculty Senate final Elections ballots will be sent out tomorrow to the faculty with open Senate seats, University Committee on Sabbaticals members, and UCAP positions in their respective colleges. Elections are scheduled close on Monday, April 24th at noon. So, keep your eyes open for the email and encourage your colleagues to vote. Elected Senators will be advised of their election that Monday afternoon, and their service will start the following Tuesday, April 25th around 5 pm when the 2023-24 Faculty Senate is seated.

Finally, a technology group has constructed a survey to gain valuable information regarding the faculty's involvement or potential interest in synchronous in person and online teaching, specifically, assessing the technology needs for such classes. So, please look for that survey (and it is the last one this year I promise!) and fill it out. It is very short and will take a just a few minutes to complete.

My friends, that is our report. Are there any questions? Thank you all.

Senator Herrera: The College of Nursing must have had the wrong interpretation regarding the deans

President Insch: ... [Indecipherable]

Senator Herrera: ... [Indecipherable]

President Insch: My apologies for any confusion or misinterpretation about the dean's evaluation, Senator Herrera. And thank you for your input. Now moving on, we have the provost report from Provost Dickson.

President Dickson: Good afternoon, President Insch, President-Elect Rouillard, Executive Committee, and Faculty Senate Members. It's hard to believe we have only three (3) weeks of classes remaining! The weather is so beautiful these last few days, I hope you're all finding a few moments to enjoy the sun and warmer temperatures. As the semester winds down, and we're all finding ourselves caught in the craziness of both the end of term and end of academic year, I want to express my appreciation for your dedication to our students and the institution, and the amazing work in which you've all engaged this past year.

Here are some faculty highlights: I extend my heartiest congratulations to the recipients of this year/s Outstanding Teacher Award: (1.) Gary Insch, COBI. (2.) Jessica Knouse, Law. (3.) James Oberlander, Nursing. (4.) Hossein Sojoudi, Engineering. (5.) Raghav Khanna, Engineering. (6.) Sara Yaklin, CAL

Thank you all for your hard work, your dedication, and your commitment to our students.

This years Distinguished University Lecturers have also been chosen and notified. These nominations will now move to the board for approval at the April Board of Trustees meeting. I'm looking forward to announcing those chosen for this year's honor in my update after the Board meeting.

The Office of the Provost continues to work with your deans We continue to make progress toward establishing next year's Academic Affairs budget. The Office of Finance has distributed a university-wide budgeting tool with a deadline of April 21st. Budget planning meetings and discussions remain ongoing with our deans.

Senate Bill 83. Sigh. Thank you for those of you who attended, or participated in, the townhall last week. This is a bill that is causing much heartburn and just as much fear across the state. Last week the IUC Provosts met with Senator Jerry Cirino. It's important to understand that the contents of the bill are very likely to pass, regardless of how we feel about it. One thing he also made clear (and I've seen in other states) is that he has no patience for hyperbole or agitation around things the bill doesn't say. In fact, there are far more draconian bills being tossed around that actually WOULD do things like outlaw and pull funding for DEI, which he has made clear is not his intent. So, I think it's in our best interest to remain measured about this bill and focus on making it work FOR us, rather than AGAINST us. Provosts who tried to explain why the bill was not good or explained what they were already doing were met with a level of frustration that made them seem defensive and entrenched. So, with that in mind, I engaged him and suggested some of the issues I saw around implementation on some of the issues, and how some of these might be addressed. I explained that I don't usually come forward with a problem unless I have at minimum a very bad attempt at a solution. I presented what I suggested at the Townhall about syllabus implementation and told him how we dealt with that in Hawai'i back in 2017 – a Democratic state. He appeared to not only be open to the idea but said as long as the faculty webpages were public, he didn't have an issue. Angela Paprocki had emailed the IUC with some ideas on another issue, well, because of our big mouths, we have been invited to help the IUC draft amended language for several of the issues. It is our hope to steer some of this in a direction that reduces the work required for implementation, but also addressed the core of his concerns. I'll keep you all updated as this moves forward. I'm not sure how much sway we may have, but it will be interesting to see where it goes.

Last, but not least, I want to remind you of the commencement ceremonies on May 5th & 6th. Just as you've all supported your students to this moment, it means so much to them when you're there for the final steps they take in receiving their degrees. So, thank you to those of you who are making the time to attend and support and honor your students. It is such a wonderful feeling to know that for many of our students, walking across the stage is an important step in changing the trajectory of their family histories. For others, it's a culmination of many years of study and hard work to achieve a dream that will set them on their path to the future.

As always thank you for the opportunity to update you all, and I'm happy to answer any questions from the floor at this time.

President Insch: Any questions for Provost Dickson? Hearing none. So now we will move on to our next report, which is the Undergraduate Curriculum Committee, Senator Edgington.

Senator Edgington: Thank you, President Insch. Thank you, Senators. I'm going to take a few seconds to bring up the proposals. Okay, I hope everyone can see the list. So, we have two new course proposals and nine course modifications to bring to you today. I'll go through the two course proposals first.

The first is **PHYS 1100, Our Physical World--Matter and Energy**. “Elementary study of motion and gravity, thermodynamics, wave phenomena, light, electricity, magnetism, models of the atom, the solar system, stars and galaxies.”

Then we have **PHYS 1110, Physical World Laboratory**. “Quantitative measurements and predictions concerning the physical universe in a laboratory environment. Motion, electric and magnetic fields, properties of matter, temperature and heat, radioactive decay. Two hours of laboratory per week.”

Senator Edgington cont’d: So next are the nine course modifications. So I will start with the first modification, which is **ANTH 2750, World PreHistory**. “Course title change (World Archaeology). Change to long and short titles. Change to credit hour distribution (moving 3 credits from Other to Lecture). Updated syllabus. Updated learning outcomes. NOTE: The only change proposed is a change to the course title. This change is intended to clarify the course content and advertise the course more appropriately to prospective students.”

The second modification is **ANTH 3920, Indians of North America**. “Change to prereqs (eliminating current prereqs). Updated syllabus. Updated learning outcomes. NOTE: The proposed change is to remove the pre-requisite (Anth 2800) from the course. The pre-requisite is not mandatory for students to manage the course content. The course has applicability for non-majors, including individuals who may not have taken the lower-level Anth 2800 course.”

Then the third modification is **BIOL 2170, Fundamentals of Life Science: Biomolecules, Cells, and Inheritance**. “Change to credit hour distribution (moving from four lecture hours to three hours lecture and one hour Other). Updated course syllabus.”

The fourth modification is **CHEM 1240, General Chemistry II**. “Change to prereqs (eliminating CHEM 1300). Updated syllabus. Updated learning outcomes. NOTE: The CHEM 1300, removed as a pre-requisite for CHEM 1240, was designed for the January interim session and is no longer being offered.”

Next is **COMM 2000, Mass Communication and Society**. “New course title (Media Communication and Society). Change to long and short titles. Updated syllabus. Updated learning outcomes. NOTE: Changed name of course to align with new standards (replace Mass with Media).”

Next is **ECON 3270, Natural Resource Economics**. “Seeking WAC designation (granted by WAC committee). Updated syllabus. Updated learning outcomes.”

Next is **FINA 6480 (4480), Student Managed Portfolio**. “Updated prereqs (eliminating BUAD 6200; adding FINA 5310). Updated syllabus. Updated learning outcomes.”

Then we have **REL 2500, Introduction to Islam**. “Name change (Islam). Change to long and short titles. Updated syllabus. Updated learning outcomes. NOTE: this is simply a change of course title.”

Then finally, **SOCW 1030, Introduction to Social Welfare**. “Change to catalog description. Updated syllabus. Updated learning outcomes. NOTE: CSWE Competencies were revised in July 2022.”

Senator Edgington cont'd: So, we are going to vote for the two new courses here and the nine course modifications at the same time. If you approve these courses, put yes in the Chat, no or abstain. In the room the same thing, yes, no, or abstain. Any yeses? Any nays? [none] Any abstentions? [none]. So, we have all yeses. *Motion Passed.* Thank you.

President Insch: Thank you so much, Senator Edgington, to you and your committee. All right, next is Chair Lawrence.

Senator Lawrence: Thank you, President Insch. Give me a few minutes while I share the proposals. Due to the late hour, I'm going to go through this report quickly. Don't worry, I'm not going to read through all of them.

Program Modifications

Program Code	College	Program Name	Comment
NU-PNGN-BSN:	NUR	Nursing, BS	10 new courses added (courses approved by FS 2.14.23)-replaces existing required courses in the major, 120 total hours, SLO, POS, curriculum map
CE-ADOL-BE-CHES	CE	Adolescent and Young Adult Education-Science, Chemistry Concentration, BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-MULT-BE-FREN	CE	Multi-Age Education (Pre K-12) French Concentration, French Concentration, BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-MULT-BE-SPAN	CE	Multi-Age Education (Pre K-12), Spanish Concentration, BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-ADOL-BE-PSPS	CE	Adolescent and Young Adult Education-Science, Physics Concentration, BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-MIDD-BE	CE	Middle Childhood Education (4-9), BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-ERLY-BE	CE	Early Childhood Education (Pre K-5), BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-MULT-BE-VSA	CE	Multi-Age Education (Pre K-12) Arts Education Concentration, BE	catalog update: improved description of current requirements, listing admission requirements, list

			of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-MULT-BE-MUS	CE	Multi-Age Education (Pre K-12) Music Education Concentration, BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-ADOL-BE-ISCS	CE	Adolescent and Young Adult Education-Science, Integrated Science Concentration, BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-ADOL-BE-ISOS	CE	Adolescent and Young Adult Education-Integrated Social Science Concentration, BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-ADOL-BE-LIFS	CE	Adolescent and Young Adult Education-Science, Life Science Concentration, BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-ADOL-BE-ESSS	CE	Adolescent and Young Adult Education-Science: Earth and Space Science Concentration, BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-MULT-BE-GERM	CE	Multi-Age Education (Pre K-12), German Concentration, BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-ADOL-BE-ILAS	CE	Adolescent and Young Adult Education-Integrated Language Arts Concentration, BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-ADOL-BE-IMAS	CE	Adolescent and Young Adult Education-Integrated Mathematics Concentration, BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM
CE-SPEC-BE	CE	Special Education Intervention Specialist, BE	catalog update: improved description of current requirements, listing admission requirements, list of individual concentrations more clear/concise, from accreditation review-align with those standards: 120 total hrs, updated POS, SLO, CM

Senator Lawrence cont'd: Are there any questions or concerns?

President Insch: Are there any questions for Senator Lawrence? Hearing none. You can go ahead and proceed with the vote, Senator Lawrence.

Senator Lawrence: Okay. Those in the room, [vote] yes, no, or abstain. Those online, please enter your vote.

President Insch: We have all yeses here, Senator Lawrence.

Senator Lawrence: We have all yeses in the Chat, too.

President Insch: Thank you, Senator Lawrence, to you and your committee. *Motion Passed.* Well, next on the agenda is Senator Johnson, Chair of the Core Curriculum Committee. Senator Johnson, you have the floor.

Senator Johnson: I think that I need a motion and second to un-table this before we can discuss the class and that the vote to un-table is not preceded by a debate.

President Insch: Yes, you do.

Senator Johnson: May I have a motion to un-table?

Senator Gilchrist: So moved.

Senator Herrera: Second.

Senator Johnson: All those in favor, please say 'aye' or put 'yes' in the Chat.

President Insch: We have four 'yeses' in the room here. Senator Coulter-Harris, can you count the Chat?

Senator Coulter-Harris: Yes. There are 17 yeses in the Chat.

Senator Johnson: Any opposed, please say, 'nay' or put 'no' in the Chat.

President Insch: We have four noes in the room. Senator Coulter-Harris, what is in the Chat?

Senator Coulter-Harris: There are four noes in the Chat.

Senator Johnson: Any abstentions, say, 'abstain' or put 'a' in the Chat.

President Insch: Any abstentions in the room? Hearing and seeing none. Senator Coulter-Harris, are there any in the Chat?

Senator Coulter-Harris: I count five in the Chat.

Senator Johnson: So, motion passed?

President Insch: Yes, *Motion to Un-Table Passed*. You can proceed, Senator Johnson.

Senator Johnson: In the last senate meeting, three main issues were raised relative to this class: the textbook, Ohio transfer 36, and the need to check for overlap with the College of Arts & Letters. To begin our discussion, I'd like to summarize those three issues and respond.

The first issue was the textbook. This is an agree-to-disagree issue. I will mention that the Core Curriculum Committee was aware of the book and concerns that one member had and took those into consideration as part of the whole application of this class to the Core. While taking it into consideration, the Committee still voted 8-1 in favor of the class. I'd also like to point out that academic freedom dictates that any of us can change our book at just about any time and there are likely numerous core classes whose books have changed since they were admitted to the core. So, each senator can decide for themselves whether the book is 1) a social sciences book and 2) whether or not that matters to them.

The second issue was Ohio Transfer 36. As I mentioned in the last meeting, this is not a requirement of the core. To illustrate my point, I have compiled here the numbers on our current Core at UT. To be Ohio Transfer eligible, a class has to be lower-division; thus, this only includes 1000- and 2000-level classes. Thus, this table only takes into account these lower-division classes and excludes any class that is 3000-level or above. I have it broken down into Core category (composition, humanities, math, natural sciences, non-US diversity, social sciences, and US diversity) and you can see a column for the number of classes in each category that are in the transfer module, those that are not in transfer module, a total number of classes and the percentage of classes in each core area that are in the transfer module. As you can see, the Math category is the only one with a high percentage of classes in the transfer module and only 57% of classes in the current UT core are transfer module eligible. This Senate has passed over 100 classes into the Core that were not and still are not in the Transfer module. So, it obviously is not a requirement and not a standard that we have held classes in our own colleges and departments to in the past.

The third issue was to check for overlap with the College of Arts & Letters. HHS, the home college of this new class, reached out to every department chair that houses a course that is in the social sciences category of the core two weeks ago and sent follow-up emails as well. The reply from the College of Education was that there was no overlap. The reply from the College of Health and Human Services was that there was no overlap. Five departments in the College of Arts & Letters replied (Geography, Political Science, Economics, Disability Studies, and Sociology) and the reply from all five was that there was no overlap.

[Please note, the following segment is only a brief summary of the discussion]

Senator Taylor: May I speak? I would like to show the Strategic Plan.

Senator Johnson: Okay.

Senator Taylor: The Strategic Plan states, [Insert the Strategic Plan Statement Here]. So, I would like to make a motion that we table this course indefinitely.

Senator Allred: I second.

President Insch: Wait. I don't think we can table this course indefinitely, perhaps for the remaining of the academic year.

Senator Allred: Well, she made a motion, and it was seconded. It's now for Senate to decide.

President Insch: Okay. Senator Johnson---

Dr. Dwight Haas: ... [Indecipherable]

Senator Johnson: Thank you, Dr. Haas. All those in favor or tabling this course indefinitely, please say 'yes,' or put 'y' in the Chat.

President Insch: Senator Coulter-Harris, do you mind counting the votes?

Senator Coulter-Harris: Yes. So, there are seven yeses, 12 noes, and 12 abstentions.

Senator Allred: I think you need 2/3rds vote.

President Insch: Can someone look up Robert's Rules? My computer died.

President-Elect Rouillard: Senator Steven, are you here.

Senator Steven: Yes.

President-Elect Rouillard: Since you are the Chair of the Constitution and Rules Committee, can you tell us what is in our Constitution?

Senator Steven: I'll look it up.

Senator Huntley: Out of respect for everyone's time, because it is after six o' clock, can we table the motion and discuss this at the next Faculty Senate meeting?

President Insch: Senator Taylor, are you willing to withdraw your motion?

Senator Taylor: Yes.

Senator Van Hoy: President Insch, I think you have to make a motion to extend the meeting.

President Insch: Do I?

President-Elect Rouillard: Yes, but there's a motion on the floor now.

President Insch: So, Senator Taylor made a motion to withdraw her motion. Is there a second?

Senator Topp: So moved.

Senator Gilstrap: Second.

President Insch: Motion to *Withdraw Motion Passed*. All right, so the time is 6:20 pm. Are there any pressing questions or comments from the floor? Hearing none. May I have a motion to adjourn?

Senator Gilstrap: So moved.

Senator Huntley: Second.

President Insch: Meeting adjourned. Please remember we are over at the Main Campus next meeting. Meeting adjourned at 6:20 pm.

IV. Meeting adjourned at 6:20 p.m.

Respectfully submitted: Deborah Coulter-Harris
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative Secretary

