

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of February 28, 2023
FACULTY SENATE

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

Approved @ FS meeting on 3/14/2023

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 February, 28 2023. We have some special guests in the room. We are particularly grateful for President Postel taking time out of busy schedule. I want to kind of move through the agenda quickly. We have a lot of things to do. I'd also like to advise the senators that we do have some very important curriculum items that we need to approve, so we may go a little long. We are going to try to edit down the list to course modifications and program things that must get done today. And then some of the other modifications and new courses, they can be put into the schedule and catalog as long as we get them passed by April. But today, we do have a few things that need to get done so I want to advise the senators that we may run a little long. I apologize for that. I'd like to start by having our roll call, and Senator Coulter-Harris.

Senator Coulter-Harris: Good afternoon, senators.

Present: Ammon Allred, Peter Andreanna, Tomer Avidor-Reiss, Gabriella Baki, Sheri Benton, Terry Bigioni, Jillian Bornak, Eric Chaffee, Carmen Cioc, Daniel Compora, 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, Alap Jayatissa, Catherine Johnson, Michael Kistner, , David Krantz, Patrick, Lawrence, Glenn Lipscomb, Kimberly McBride, Alexia Metz, Mohamed Moussa, Julie Murphy, Amanda Murray, Kimberly Nigem, Carla Pattin, 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 Teclhaimanot, Robert Topp, James Van Hook, Jerry Van Hoy, Randall Vesely, Don Wedding

Excused Absence: Vicki Dagostino-Kalniz, Lauren Koch, David Kujawa, Mohamed Osman

Unexcused Absence: Elissar Andari, Prabir Chaudhuri, Grant Norte, Yvette Perry, Puneet Sindwani

Senator Coulter-Harris cont'd: I'd just like to ask those senators, if you come in late, either email, telling me you were here. Or go ahead and put something in the Chat. Thank you. President Insch, we have a quorum. Thank you.

President Insch: Thank you, Senator Coulter-Harris. We'll now move on to the adopting the agenda. I would like to propose one slight adjustment to the agenda. That would be, to move President Postel after the reading of our colleagues who were promoted and received tenure. President Postel has been traveling for the last few days, and he just got back in to town this morning and we'd like to be able to move him towards the front of the agenda after the reading of the names for promotion and tenure.

Senator Wedding: So moved.

President Insch: We've got a motion for that friendly amendment. Do we have a second?

Senator Coulter-Harris: Second.

President Insch: All in favor say, ‘aye,’ or put ‘yes’ in the Chat. If you opposed, ‘no,’ or abstention would be an ‘a.’ I’m reading yeses. Thank you for approval of the agenda. *Approval of Agenda Passed.*

We will now move on. I kind of think it is important, we got some colleagues who were recently promoted to tenured. We’re having a special ceremony for them. Vice Provost Small suggested that it might be a good thing for us to read them into the Minutes of the Senate, and the Faculty Senate Executive Committee agreed with that. So, we will now proceed to that point with Vice Provost Small and Senator Coulter-Harris.

Vice Provost Small: Thank you, President Insch. I am pleased to share with you that this year’s celebration of faculty who were promoted and/or tenured by the Board of Trustees during last year’s evaluation cycle will be held on the evening of March 14th from 6:00 to 7:30 pm in the Brady Innovation Center. You are all encouraged to attend in celebration of the honorees and the achievement of this career milestone. Today in the spirit of celebration, the Office of the Provost and Faculty Senate will start the tradition of recognizing the tremendous accomplishments of our colleagues by formally acknowledging their career achievements. We congratulate each of these individuals on the culmination of years of dedication to their disciplines, advancement of knowledge, and education of our students. Please join me in congratulating our colleagues who were promoted and/or tenured this past year. Dr. Deborah Coulter-Harris will now read the faculty names for the record.

Senator Coulter-Harris: Thank you, Vice Provost Small. Tenured only; the College of Health and Human Services: (Please see Appendix A for list of names)

Senator Coulter-Harris cont’d: Thank you.

President Insch: Thank you very much, Senator Coulter-Harris. We are now very pleased to have with us Dr. Postel. As I mentioned, he has been traveling for the last few days. He actually just recently got back this morning. So when we talked about him coming today, there was some discussion of whether he would make it, and he rushed over and has been in meetings all day. We appreciate him very much.

Just some guidelines. I sent out a call for questions and we received 21 questions. Well, actually more, I condensed them. I’m going to leave it up to you, President Postel. I suspect you want me to read them to you. I’ll be happy to ask them one by one, but this may get tiresome at me at some point.

UToledo President, Dr. Gregory Postel: Well, I have a presentation on the Strategic Plan first.

President Insch: Okay.

UToledo President, Dr. Gregory Postel: Then we can go into questions however you wish.

President Insch: All right.

UToledo President, Dr. Gregory Postel: I’m under no time constraints.

President Insch: Okay.

UToledo President, Dr. Gregory Postel: I can stay as long as your agenda allows.

President Insch: Okay. I think we’ll let you do your presentation and then I’ll just kind of highlight the questions.

UToledo President, Dr. Gregory Postel: Yes. And then we have some other members of our team who have joined us today. I brought some subject matter experts.

President Insch: I've met a few.

UToledo President, Dr. Gregory Postel: Great. Well, thank you very, very much, President Insch. Good afternoon, everyone. Thank you so much for the invitation to join you again and hello to our colleagues who are visiting online. I hope you're able to hear the conversation here in the conference room. So, as President Insch pointed out, I just did get back, and it's important to say where I was because we're really excited. We just spent our annual three days going up and down the West Coast of Florida. We do this every year. It's nicely timed toward the end of February when it's cold here. But it's also a time when many of our alumni from the University are all congregated in this area, so it is easy to see lots and lots of people in a short period of time. So, I think we saw 130 people in three days, if you could imagine. We had two alumni dinners, one in Tampa and one in Acero. Then we met individually with a number of high profile alumni and donors as well for various types of get-togethers over the three days. The reception was terrific. The group was enthusiastic. They were anxious to hear about updates from campus, things related to Sesquicentennial and otherwise. People for the most part were in generous moods. So I'm happy to say that we're making progress. We've got some actual gift commitments while we were there and lots of others that are currently being translated into gift agreements. So, it was a worthwhile use of the three days. That's for sure. If I could do that only, I probably would because it's a great way to make money for the University. So, anyway, happy to be back; happy to be with you today and share some things. This is an important opportunity for me to spend, I want to say about 20 minutes or so trying to condense an incredibly important topic into a short period of time. I want to share with you the recently approved Strategic Plan. Of course, you have representation from the Faculty Senate on the Strategic Planning Committee as did many constituencies across campus. But this is a really terrific document that I think is going to help get us to a much better place over the years. It's important to point out, this isn't intended to be a report card. This is intended to be a road map. Right? This is the work ahead. This is the work that we're to do now. Many of these things are already underway, even though this plan theoretically does not kick in until July. But a lot of this work is already underway. So, let's see, Diane, are you advancing slides for us?

Chief of Staff, Dianne Miller: I guess so. This is all manual now.

UToledo President, Dr. Gregory Postel: Fantastic. So, if we were to provide, I guess, the proverbial cliff's notes version of what's in the plan, what's the vision for the University as a result of the strategic planning process, this is it to make us stronger, to make us more sustainable and especially, to do a better job branding our University and telling our story. What is the value of an education at the University of Toledo? What is the value of the research that we do? The community service that we do? The patient care that we deliver? All of us who work here and know the place well, understand these things to be true. But that's not well enough understood outside of the city of Toledo. If you go out 50 miles or more, the worse it gets. Right? I mean, we're an entity that is well-known locally, but not well-known beyond that. That simply has to change for us to be successful in all the ways that this plan is projected to accomplish. Let's go on to the next slide please.

This is the committee. I won't read through this list, but just to drive home the point that this was a very, very good, very engaged committee with over 20 members representing constituencies across our

campuses, including the Faculty Senate and any group you can imagine, the students, deans, faculty, every category you could imagine. So here was the process. You can see that this plan took some time because we wanted to make sure that we heard voices, and we incorporated ideas and thoughts and tried to synthesize it into a document that that would read well and would be achievable over this five-year period. You can see we started way back in the fall of 2021 with listening tours and literally thousands of opinions were collected through surveys and listening tours as we tried to get a good sense for what people were thinking about and what people were concerned about so we could then incorporate those ideas into the plan. Over the summer of 22, the plans started to come together in the fall of last year. We started to look at how we were going to afford some of these things, because many strategic plans while well written are not successful because there are no resources to go along with the goals. And therefore, they can't be accomplished, as it becomes a nice document to put on a shelf and collect dust. We wanted this to be a working, breathing, living document that actually was going to have resources to be able to find the initiatives included herein. Then we did stress testing. We took it forward to the Board, and ultimately it was approved by the Board. Now, I think many of you are familiar with the fact that we started this process by going through and making it a very thorough review of our MVV, our mission vision and values. As a result, all three of those statements were modified from a version that last came out in 2017. We didn't 'throw the baby out with the bath water.' There was a lot of what was there before still included, but it was updated and it was made more relevant. So, in the interest of time, I'm not going to read through all these. We will provide these slides to all of you so you can read them at your leisure. But the mission, vision and the values were all thoroughly vetted by the by the committee.

So really the important parts, I think of what I want to show you today, are the six goals and the various strategies contained within those goals that make up our new strategic plan. So, goal one is appropriately related to students. This is a university and so we have to think about students first. The concept here is to promote the success of our students along the entire continuum. This is from the time when they're, not even yet students, when they're potential students. They're recruited, they're brought into the system and then we have at that point, the commitment to make sure that they are successful students. Are they going to graduate? Are they going to graduate in a reasonable period of time? Are they going to have the right kinds of learning experiences? The right kind of campus experience? The right advising? All the things that we know contributed to a successful student. You can see the strategies here under this goal. They go from enrollment process, the outreach to prospective students, elevating students' success through learning support, timely degree completion, and even invigorating campus life. You can't imagine how many complaints we receive about the need to step it up a notch with the campus. And that's not just the housing. We had a nice conversation with Trustees earlier today. The housing topic is back on the agenda to modernize our dorms. But beyond that, to energize the activities. More lectures. More concerts. More activities on campus so that the students feel more a part of a campus community. This is something here that we know we need to do more up. So these things all kind of go into this category of the continuum of student success from recruitment through graduation.

The next goal is once we have the students here on campus and we're teaching them, we want to make sure that the curriculum that we're delivering is relevant. Right? This is important. Not only in tracking students, but in making sure that the education they receive is appropriate for workforce development, and we get them to a place where they can be successful beyond their graduation. So, let's look at the strategies under Goal 2. So the first one, you'll see the use of the word prioritized, which is used liberally throughout this document. That is something that our Board of Trustees feels passionately about that we

need to make sure that we continually update, modernize and prioritize the curriculum that we're offering. And to be sure that it lines up with the interests of potential students as well as the workforce needs of the community. So that's Strategy 1. Strategy 2: learning access and opportunities through multiple deliveries curricular modalities. This is a pretty broad concept. It's thinking about not just the mix of online and in person, which of course is part of the consideration, but also this includes the concept of experiential learning. We know that students are passionate about being able to have an experiential learning as a part of their college curriculum. We do this very, very nicely already in a lot of areas here at the University of Toledo. We would like to see this as an opportunity for all of our students. Not just ones who are studying certain fields. Strategy 3: better utilize our academic structure. Here we're looking at the efficiencies of not just the delivery of curriculum, but the management of academic departments. Then Strategy 4: emphasize our healthcare related programs where we see a lot of strength, a lot of demand, and a lot of stability.

The next goal is Goal 3. We will set the standard and patient care in our health arena. So the strategies under this include first, providing students with progressive opportunities, participate in our nationally recognized Health Science programs. Strategy 2: from the perspective patients to focus very heavily on the quality of care and patient satisfaction. Not just the number of patients, but the quality and the experience each of those patients receives. Then Strategy 3: speaks to the recently approved UToledo Health. Of course, this is the progressive integration of activities between our physician group, UTP, and our hospital, UTMC, to find better ways for those two organizations to work together to share strategy, to share thinking about budgets, and to really be able to face a competitive world in a unified fashion, as opposed to separate.

Onto Goal 4. We will distinguish our University, not just regionally, which we feel is pretty much the case today, but as I spoke to earlier, nationally and internationally as well, which is critical. So, the strategies here are seven. So first, we will promote the concept of community engagement. I think many of you will recognize that we opened an office of Community Engagement and Strategic Partnerships in the past year, which was desperately needed here. We are careful about the number of people in these operations. We have one person full-time doing this. When I was at the University of Louisville, we had 10, okay. So it's necessary. But again, we have to be cost conscious. But it is necessary. The Higher Learning Commission requires this. We have to keep our Carnegie Classification current and we're entering back into a cycle for this as well, so this is something that we cannot overlook. Strategy 2: support research and innovation. It is one of our most critical missions. One, that has been growing. One, where we have areas of niche expertise for which we are well-recognized and have a track record. We're focused on attaining R1 status for research. We are very, very close to that already and feel that it is within grasp. Strategy 3: continue our upward trajectory in rankings, national rankings and global rankings. We're excited about the progress that's been made, but it must be sustained. We want to see the progress continue. We saw not just our University rank this year for the first time, but our Medical School was ranked this year for the first time. Those are the kinds of things that need to continue. Strategy 4: highlight unique strengths and advantages of our education. We have done a very poor job of this throughout the entire history of the University, and it has come back to 'haunt' us. So one of the things we're doing, we are going to be switching this year to a completely different strategy around the marketing and branding of our University. Marketing and Communications as we have known will be a different organization. Megan Cunningham will be doing operations on campus and local operations, and then she will be helping us partner with a national firm to help us with enrollment management marketing

and a separate national firm to help us around the marketing and branding of UToledo Health. Probably two different firms, because they're really different businesses. We're going to have to make it a priority. We're not going to be successful without the right messaging and without the right media placement and it's not going to be cheap. But it's critically important. Strategy 5: continue to elevate the University in areas of sustainability. We've done some very nice work in these areas, for which we've been recognized, whether it's around solar energy, whether it's around preservation coast lines, or the quality of water in Lake Erie. Some of our projects related to sustainability are ones that we have received recognition for and should be proud.

Our next is Goal 5. To foster a people centered culture. We're a people organization and so we have to be good to each other. We must promote a culture of respect, inclusion and belonging. I emphasize all three of those words as they mean very different things. But, they're all critically important to the type of atmosphere in which we all want to work, learn, study, do research and do patient care. Strategy 2: attract and retain the best and the brightest. So here the concept is not only bringing in talent when needed, but also making sure that we keep the talent that we have. So being good to our own people, [such as] providing opportunities for promotion. This must be a critical balance bringing in fresh blood, but at the same time, taking care of our own family. And then Strategy 3: provide opportunities for connectedness among students, faculty, staff, alumni, donors, every category imaginable. These should not be silos. They should be people in groups of people who freely interact and are aware of one another's' activities.

Then finally, Goal 6 is to position us for future success through both financial and operational effectiveness. So this is the concept of sustainability. You can see there are six strategies here...and assess IBB, I know there are a lot of questions about that. This is a journey. IBB is not something where a switch is flipped overnight, and one goes from incremental budgeting to incentive-based budgeting. This is a journey that takes years to complete. The University of Cincinnati took seven years before they felt their IBB was fully mature. We're in year one. We've got a lot of work to do. But the Higher Learning Commission felt that we were making the right decisions about this. It's one of the reasons they were as complimentary of us as they were, when we had our 10-year reaffirmation, because we were starting down this path. Strategy 2. (I just got back from doing this.) is to strengthen our alumni and donor relationships. We need to be doing this all the time. We had a dinner at my home about three weeks ago for a group of individuals who are going to spearhead a new development campaign for us that will be launching soon. These are some of our most generous and loyal donors who have not only given time, talent and treasure, but now were also willing to help us spearhead the new campaign as well. Strategy 3: fundraising opportunities and major investments. And here we have to make sure we leverage what's in this Strategic Plan to create learning platforms that donors can be excited about. The people that I was meeting with Florida, wanted to do something. But it is a lot easier to get them to 'pull the trigger' and write a check if they have something concrete. If they have something that we can explain that we're doing that sort of lights the passion within and causes them to want to join us in our journey. Strategy 4: aligning our footprint with our current and future utilization needs. I think everyone knows that our campuses are large and have lots of buildings. We have hundreds of acres. We have lots of buildings. Some of them are in good shape. Some of them are not. They all cost money to maintain. We need to make sure that we look at that closely and make the very best use of our resources, both financially and our physical assets. Strategy 5: invest in strategic capital improvement project. So this is obviously tied to the last one. And here at UToledo our Board has been very, very keen on this particular topic. You know, we have allowed our beautiful campus to deteriorate. So, Mr. Toth and his team, they're 'magicians.'

These people do an incredible job on a very ‘thin’ budget and a very small number of people. But unfortunately, you know, they're starting to slowly lose the battle. We have over \$400 million dollars’ worth of deferred maintenance; we have not invested adequately on the campus. We only get about \$10 million a year from the State for capital. The book value of the appreciation is about \$65 million dollars a year, and we’re putting \$10-\$15 million against that. If you can imagine, it's cumulative, right? So year-over-year, over-year, you keep getting farther and farther behind. I have noticed in the two-and-a-half years I have been here, some of the buildings that I frequent the most are starting to show signs of wear, even in that period of time- steps crumbling, weeds growing up through sidewalks. They're doing the best they can, but it's getting away from us. And we simply cannot allow that to happen. We have a beautiful campus. We brag about it appropriately, and we need to keep it that way. Strategy 6: increase sustainable operations. So this takes into account the way we utilize energy. The way we eliminate waste. The way we maintain our grounds, some of our native grasses, some other things that we do that are focused on the environment and sustainability- things we can be proud of.

So those are the six strategies. Now what happens from here: so, as we mentioned, the Board approved all of this at the February 8th meeting, so this is official. It has a seal of approval from our Board of Trustees. The step we are in currently is we are making sure that each one of those strategies that we just showed you is going to have an owner. There's going to be an individual or maybe in some cases, a couple of individuals who are the point people for those specific strategies. We don't want this to be nebulous, but we want to make sure that there is follow-through and there is ownership of every single one of these strategies contained within each of these six goals. Once that's done, you'll see more of me. I'm sorry, you won't be able to get rid of me. I'm going to come around and I'm going to visit departments, and colleges and town halls. The Provost is going to do the same thing. And Mr. Schroeder is going to do the same thing. You'll see all of us taking our show on the road and listening to the colleges about how this is going to play out for them; how are they best going to be able to take advantage of the opportunities contained within this Strategic Plan; what are their concerns and what are the roadblocks in the way that we need to figure out how to break them down. Again, this is not meant to be a report card. This is a roadmap for the work to be done in the next five years. You will see the website, marketing materials, and a dashboard We’ve created, which helps us track the progress with this. Again, it's my sincere intention not to simply write this document and say, all right, we got our strategic plan done, we're finished. No, it's just the beginning. We have to follow it. You can see regular performance updates. So we have to measure. We have to see how we’re doing. What is going well. What’s not going well. Why? What kind of course correction needs to take place in order for us to do the very best we can to attain the goals of this plan. So, the word ‘opportunity’ – I think this is the final slide – to me, it is contained within everything that we've just shown. There are opportunities for all of us here who care so much about the University of Toledo to recognize that we've got a lot of work to do. We have a lot of issues that are not new, but which we are going to face head on. I think it's a little daunting because it's guaranteed to be something that's going to attract a lot of criticism and a lot of consternation. But on the other hand, I see it as nothing but a chance to stand up and be a leader and say, we're going to make sure that this organization gets stronger and is here for another 150 years. Because if we don’t, the future will not look so good. All right. It's my job to make sure that we do everything humanly possible to make this organization better and sustainable, and that's not going to be easy. But it's an opportunity to reimagine ourselves to do these things that have been problems for a long time. You know, more than a decade of enrollment difficulties. This is a bad problem. Collaborating closely with one another on strategic decision making and finding ways to achieve University-wide goals. We talked about addressing the deferred maintenance, and realigning resources,

and making sure that our limited resources are applied in the best possible way for the things that have the most potential, simply the prioritization process. Those are the comments I wanted to make about the Strategic Plan. Obviously, this is a very brief overview. But I will tell you - time did not allow today - within each of these strategies there is then below that a sub-list of tactics. So those of you who are working with and are most closely attached to the work of the committee will say, well, what happened with all the tactics that were in here? Well, you all didn't give me enough time to talk about all those. But they're all there, and they are all critically important to make sure that these strategies are addressed. And so within the website, we're working through right now a way that all of you will be able to log in, so that you can see the full expanded version of what's in the Strategic Plan, inclusive of goals and metrics and tactics. You know, this is sort of the 20,000 feet view of the goals and strategies, but below that, there's the tactics, and the metrics and those sort of things so we can determine whether we're actually making progress. They haven't disappeared, but it would have taken another hour to just go through those. So look for that website, look for us on tour and we're going to be welcoming and appreciative of all of your input and support because this has to be a team effort for it to be successful.

President Insch: All right, thank you.

UToledo President, Dr. Gregory Postel: I'm going to take a drink of water after that.

President Insch: Yes, definitely. So just so the Senate is aware, both Jason Huntley and Anne Fulkerson are here with us today. But they will be coming back on March 28th to do a deeper dive into the Strategic Plan so we can have time for comments and questions, I think, at that point.

UToledo President, Dr. Gregory Postel: And they did yeoman's work. Anne Fulkerson and Jason Huntley really deserve the University's appreciation for the effort, you know, co-leading the committee that I showed in an earlier slide. That was not a trivial project.

President Insch: Right. I don't know if we can see the Chat. I think if we move the slides we might be able to see the Chat and the comments. So I will start with just a couple of questions. Just so that Faculty Senate know, I've combined the questions into four major categories I think people are interested in. One, there was a lot of questions about the summer schedule, and then some budget questions, and RCM or IBB. There were some questions about retention and recruitment, and a quick question about faculty, and then some important questions about just general administration issues. So, I think we probably can start the discussion on summer courses. You probably answered most of the questions as we go through that. But one of the questions that I thought was interesting is, I'm just going to read the quotes. I gave them to you direct out of the emails. "We have been told for years, we need to reduce our summer offerings to just those that are profitable, but have never been given a formula to determine this. What is the formula used to determine profitability of a summer course? And does it differentiate between undergraduate and graduate level tuition?"

UToledo President, Dr. Gregory Postel: Risa, would you want to join me up here? Scott Molitor is here with us also. I brought all kinds of friends with me.

President Insch: I saw.

UToledo President, Dr. Gregory Postel: Well, I thought it would be good since some of the questions in that list were very, very specific. I can answer them, but why not have the folks who are working most directly with it help us get started?

Provost Dickson: Well, we were the ones who did it. We're going to be able to most easily answer it. So, there is no formula. One of the things, well, I guess I'm going to -- Scott, do you want to talk into the mic?

President Insch: Yes, talk into the mic at the podium because the other mics are on the side.

Provost Dickson: We've spoken to the Faculty Senate and the Faculty Senate Executive Committee about what happened this summer and how we made the determination. So, I think Scott, you're the last one who spoke with them.

Vice Provost Molitor: Yes. The course profitability formula was based on the amount of revenue we received, which is the tuition students were paying minus any kind of scholarships or graduate waivers. Then the cost side was the faculty salary, fringe benefits, plus an amount based on University overhead. I think 45% of the expense was the formula that we had been using. I know different colleges such as the College of Business had their own formula as well. Despite all of this, we were still coming to the point during recent years that our cash position at the end of summer was not drastically that much improved over the beginning of summer. This is problematic if you're saying everything's profitable and yet your cash position hasn't changed that much. I think the other issue here is that we were trying to make decisions strictly based on this profitability metric, whereas we needed to first prioritize - and in many cases we were - what was it that the students needed? We have students in various programs that need particular courses to graduate. However, over the past couple of summers, we did not have enough in the Academic Affairs budget remaining to cover the cost of summer instruction. We had to apply one-time reinvestment funds to help the colleges offer those summer courses that they had put on the schedule. We no longer have those one-time reinvestment funds, and we have a smaller amount of money left for summer instruction. The decision was made to focus on what's absolutely needed, such as courses that would be available in the summer in published plans of study, and then go back to the colleges and gather more information. So, yes, we are moving away from this course profitability model and course-by-course basis. However, based on the numbers we're seeing, it appears that student credit hours for the summer, despite all the courses that were pulled from the summer schedule. So we are on target for what was projected to be summer enrollment before we had even removed those courses from our schedule.

President Insch: So, just to clarify. My understanding of an investment based budgeting is a positive cash number. So that's revenue, minus expenses, and the surplus or profit is how you get money to reinvest. Yet, the way we're currently looking at schedules has no profitability criteria at this point.

Vice Provost Molitor: Well, it's not our first criteria. And again, we are seeing that our courses over the whole summer appear to be more profitable than they have been during the past few years because we're still keeping the same number of student credit hours, but we are reducing our instructional expenses. So, again, the course-by-course profitability model is problematic and needs to be more holistic. You need to look at an individual student, an individual program, because those students are going to be taking other courses. We do have students that will take one course in a summer, but many of our students are taking multiples courses, even a full-time load in the summer.

President Insch: Right. I think that just a number of the other examples, I'm sure you've seen the list, they're examples of 1000 or 2000 level class taught by a lecturer who makes \$6,000, and plus fringe around \$8,000. With 33 students. That class has got to make money. I know in the last Senate meeting you actually articulated the criteria, but you may want to, (because I think we may have a few more

people with us today than last time) again, if you could just tell us. You had some very specific criteria. I think there were three of them actually.

Vice Provost Molitor: The first criteria was anything in any published plan of study that required students to be here in the summer because of their cohort model, internships, or co-ops. The second criteria was any student where that course in the summer appeared on their degree audit that said they needed this course to graduate either in the summer or the fall. And I don't remember what the third criteria was. But those were the two we made our initial assessment based on.

President Insch: Right. So I think that for the Senate, the rest of the questions into that category, there are all very similar in nature.

Vice Provost Molitor: The third category came in when we did our review, which was colleges providing us information about pulling courses from the schedule would potentially delay the student's graduation. And that's where we needed the college input.

President Insch: Right. So that's going to be the conversation on summer school. If a senator has a follow-up, that would be the time to---

UToledo President, Dr. Gregory Postel: And the number of courses that are retained at this point is about three quarters.

Vice Provost Molitor : Right. So, we started with 460 courses across six colleges that were assumed to be the in-load courses. The other colleges were disregarded because they already had 12-month faculty, or we knew they had three semester cohort programs their course offerings are aligned to. So out of those 460 courses, we about pulled half of them right away. And then we added about half of them back in based on college input. So, we're at about three quarters of our initial summer schedule.

UToledo President, Dr. Gregory Postel: So you're about 350 out of 460, or something like that. I'm pretty close, right?

Provost Dickson: Yes, that is correct.

President Insch: The commentary, some students work full-time depending on summer classes. Some of the classes---

Vice Provost Molitor: And that's why we reached out to the colleges.

President Insch: So, moving on to the next question. "So, given what the experience that administrators and faculty just went through, are we doing RC or not? Summer courses were canceled in spite of college budgeting for them, because at least department chairs were told the University didn't have the funds to cover them. So why are we doing college level budgeting? Or are we continuing with centralize budgeting?"

Provost Dickson: I can answer that question from academic affairs. What you heard the President say, and this isn't the first time I've implemented a budget model. It's not a switch, first of all. Second of all, there is not equity across the colleges in terms of the amount of debt that they've been carrying. So as the colleges clean up their budgets and understand how to be as efficient as they can be to redirect -- I was at NSM the other day. I don't know if anybody in here was at the NSM meeting. Oh, Terry [Bigioni] was. He's smiling at me. -- As we can begin to free-up resources and redirect resources from smaller enrolled

programs, or do those kinds of things to create growth in some colleges, we need the colleges to get as efficient and effective as we can. So, one of the things (this is a battle I've been fighting, and believe it or not, for the faculty, it's on your behalf and on the colleges behalf) I keep saying to Finance, (I'm going to point to them over there. We're actually getting along fine these days) I need to be able to manage the academic affairs budget as a whole. Which means, I am looking at each college budget and I'm working very closely with the deans. Some of them are having an easier time than others based on historical things that have happened. But from an institutional level, I need to be able to manage the academic affairs budget until I get all of the colleges stable. So, that's the answer. It's a combination. It's going to take at least three to five years to get us stabized. That's been my experience. The first year is very, very clunky. The second year, at best is like a bike with training wheels. The third year, you take off the training wheels and you fall a bit. The fourth year, you are on a smooth path with the budget model, and I think that's what we're doing. So we are getting the colleges ready to be able to have autonomy as they move forward. So that's my answer. It's maybe not what you want to hear, but that's my answer.

President Insch: So the follow-up, and these may be a little too much in the weeds questions, so you can answer them as you feel inspired. Specific initiatives, "What are the specific initiatives that the Provost Office will take to reduce expenditures? And how those changes, consolidations, and efficiencies will affect the college?" So, what cuts are the Provost Office making to help us get to that point, so they're not all falling on the colleges themselves?

Provost Dickson: Well, academic affairs, is academic affairs. So we're restructuring. We're rethinking about how we're doing things. We've got COGS that moved into academic programs. So, we're thinking about how to restructure that. From my perspective, it's really a complete rethinking. One of the things that we're doing is we're looking at ways to share programs, share faculty across colleges. There are a couple of examples. Yesterday, they came up in the NSM meeting. So it's not a burden that each individual college has to bear, if you will. It's really what I've been saying since I got here. What I've been saying for the last 10 years is we need to rethink how we're doing higher education. How we're doing higher education across the country is not working. Disciplines are changing. New disciplines are emerging. The new disciplines tend to be technologically heavy and expensive the way that traditional disciplines are changing. We're seeing emerging of a lot of different types of disciplines. We used to call it interdisciplinary. I think it's just really the way that we're rethinking. So what I'm calling on people to do is rethink about how we're doing things. What is it that we're trying to do? And what does it look like if we're doing it well? Then let's start creating structures that will take us into the future. This is not something that is going to happen in one or two years. This is the future of higher ed. for the rest of our time. So, how do we position ourselves so that we are nimble and flexible and are able to make changes and movements faster than we've been able to do historically? And I don't know if you guys can think of more specific things, but we're all thinking about who reports to whom. Do we need this position? Do we not? Because, there are other positions we need. Do we need software? So we're looking at software in terms of what are we doing that's redundant? Whose positions are redundant? What is existing at the college level, versus at the University level? What should be centralized? What should be decentralized? We're really rethinking all of that. If any of you would like to help me, I welcome you. I'm seeing Collin [Gilstrap] in here, and one of the things I've asked is that we create an academic affairs budget committee. Brenda is back in town now, so she will be reaching out. We can all think about these things. This is not something we're doing to you. It's something that we're trying to do to set the institution up so that we can

move forward in a way that is healthy and functional for us and our students moving forward. Those are some of the things I'm thinking about here.

President Insch: Yes, so given that, I just want to make sure the person that sent me this knows I asked.

Provost Dickson: Yes.

President Insch: Continuing that same line of thought inquiry, they are asking, "Are there any specifics in COGS, research, and grants administration, UTOline, all the different pieces of this puzzle?" You know, we see the cuts in the colleges, but we don't necessarily hear about what's happening in those other areas.

Vice Provost Molitor: A lot of the cuts already have been implemented by the College of Graduate Studies. We used to have a full time dean and a full time associate dean. We are now down to a half time dean. We've also taken the budget manager position and integrated that into Academic Finance. As you may be aware, Mary Main retired in September. We didn't replace her position. Processing of offer letters has moved to Academic Finance, and the budget allocation for tuition waivers and assistantships has been moved to the colleges.

We've also worked to dramatically improve the admissions and applications process. I know there's some bumps along the way because we're still implementing a new system. But we believe this new system will not only free-up time in COGS, but I think it's going to help in free up time in colleges. And it's not all about looking at expense reductions. We're also looking at ways to enhance revenue. We're planning on using this new admissions system as a communication workflow system. We will start sending directed communications to prospective students that provide instant replies to their inquiries. We're improving the program pages on the website. I know Megan and her group are really taking a hard look and doing some great work at making sure we have the right interface with prospective students. We want them to find the right information at the first try, and to get connected to the right people as soon as possible. So we're working not only on efficiencies in terms of expenses, but also looking for revenue generation

UToledo President, Dr. Gregory Postel: I can add one thing, Scott. President Insch had shared with me a number of these questions ahead of time. There was a theme sort of around, you know, how are we containing costs in various areas, the President's Office, the Provost Office, Research, Student Success, all these different areas. You know, I am constantly trying to find the right balance between what we spend on administration and being able to deliver quality service and be responsive to the needs. Right? So I thought you might find this interesting. And thank you, Mr. Schroeder for helping me, and Mr. Romer for putting this together. This is from IPEDS data, and it basically shows they have a category of institutional support, which is sort of what we are talking about here. Right? It's central administrators – so I guess that me. I thought my name is Greg, but now I think it is "central administration." But it shows the cost for central administration and folks associated with that as a proportion of the overall expense that the University has. And so, going back to the year 2016 through 2021, (we'll have to add 2022's on here when we have it) the goal line is the Ohio public four years. So you can see that they have been relatively stable over that period of time, around 13% or 14% of total costs falls into this category. Look at the blue line, that's us. You can see that there has been a year-over-year decline between 7% and 8%. I can tell you, it's going to go down even further still because of changes that we're working on making now. So I'm proud of that, but I'm also mindful of the fact that I don't want to get this to the point where we have difficulty delivering quality service.

President-Elect Rouillard: Dr. Postel, I have a question about this draft. If our institutional support is down to 7% to 8% of our overall expenditures, how is that our overhead costs that are built into the IBB model for each college have been so high that it has put every colleges' budget, with maybe one or two exceptions, underwater?

UToledo President, Dr. Gregory Postel: Well, keep in mind that the overhead you're referring to is several different categories of things. Right? So you're going to have energy costs, costs for campus security in there, the hospital, and supplies etc. There are so many different---

President-Elect Rouillard: So this is just---

UToledo President, Dr. Gregory Postel: This is from IPEDS. This is the category that they call institutional support. This is the question that was asked, Linda [Rouillard] in what Gary [Insch] sent. He wasn't asking about overhead. There's all different kinds of overhead. He was asking about central administrators and those kinds of people. This is just an IPEDS category. We can show the same kind of a graph for different categories together and build it up and show you that. That would be easy to do because we have all the data.

President-Elect Rouillard: Thank you.

Executive Vice President for Finance, Matt Schroeder: Clinical is not in IBB.

President-Elect Rouillard: I'm sorry?

Executive Vice President for Finance, Matt Schroeder: Clinical is not in IBB. Somebody inserted "hospital."

Mr. Terry Romer: Linda [Rouillard], that chart is what I would consider the best representation of the general fund expenditures of the University where institutional support has declined and it's hovering around 8%, where a typical four-year public in the state of Ohio is more like 13% or 14% as Dr. Postel said. I don't think it is suggested that we're going to try to ramp-up our institutional support, but I think we've been very diligent in the budgeting processes, even though it doesn't feel that way over the last several years when we're always taking money out. We're trying to maintain as much as we can in the areas outside of institutional support. Right? So that's just simple representation of how that's impacted us relative to kind of our state peers.

President-Elect Rouillard: Thank you.

Mr. Terry Romer: You're welcome.

Provost Dickson: So, there was a question about online. The way I got the question was, are we doing online, not online or a combination? The current online initiative is to take current resources and direct them to marketing online programs that would not cannibalize the current programs that we have now. So what we're doing is, is we're trying to start an online enterprise based on Huron demand and market data that shows that there is a market need in an area that is not going to move students from face-to-face to online. There is no initiative to get any faculty to start teaching online or to move anything online. That said, those of us who are old enough and [can] remember what life was like ten or twenty years ago and understand where life is going, there is a need for people to use technology. One of the things we found 20 years ago when we started offering online courses, is that the greatest number of people enrolled in

those classes were sitting across the street in their pajamas, in their dorms. We had a meeting talking with Barb and met with Finance to figure out where the funding was going to come from to begin the marketing for the, you know, essentially previously built programs that we'd like to get off the ground. If we can do these, we can market to a national audience for instance. We will be reaching people who would not have come here under other circumstances.

Senator Gilstrap: *[Indecipherable]*

Provost Dickson: No, we're not doing that.

Unknown Speaker: These are faculty created.

Provost Dickson: Not just that. Those OPMs, there was a 'dear colleague letter' that just came out that suggests that those may not be acceptable. But I think any of us who are faculty would tell you---

UToledo President, Dr. Gregory Postel: We would just have Bowling Green.

Provost Dickson: Yeah, we will just have Bowling Green.

UToledo President, Dr. Gregory Postel: That's how they run their whole online operation and thankfully, we're out of that spotlight, right?

Provost Dickson: Those are plug-in plays. This is our content, our faculty. You know, it would be considered ours.

UToledo President, Dr. Gregory Postel: One of the reasons their enrollment numbers have looked as good as they have in the last couple of years, because they have made extraordinary use of those kinds of products. Now, of course, they take a lot of money off the top, but they keep the numbers up. It's a numbers game. Right? And so we always have to be care you're doing an apple to apple comparison.

Provost Dickson: But those of us who are faculty know that it is an integrity issue, too. Faculty are the ones that should be creating content for the disciplines that are being taught in the University. I'm just saying, that is my bias.

Vice Provost Molitor: And if I can add something to that related to this OPM question? The way to increase our market for online programs without cannibalizing our face-to-face programs by is offering unique and in-demand programs that nobody else offers.

Provost Dickson: Right.

Vice Provost Molitor cont'd: I see Dr. Baki here, who is working on an online cosmetic science online program. This is a unique program that has potential for good demand and you don't find this offered everywhere. We also have an online program in early childhood education that's been running for a couple years now that is seeing some traction to get licensure and qualifications for teachers in early childhood classrooms. We must identify appropriate online programs that have market demand and build on our unique strengths in order to grab some market-share.

UToledo President, Dr. Gregory Postel: We had lunch with a donor in Florida on Sunday, who was very excited about the possibility of investing in an online law program, which we haven't decided to do, but we're talking about that with Dean Barros. If we did that, we'd be the second one in the country. So

this is like Scott said, just having these unique niche areas are certainly a way of quickly building market-share.

Provost Dickson: I just want to make it real clear, because having been [a] faculty, somebody in here just heard that we were turning our law program online. That is not what we're talking about. I want to make that very clear so when I hear that rumor, I can say, I clarified and said we were not turning our law program online. This would be in addition to an external audience that would not be in the regional area.

UToledo President, Dr. Gregory Postel: Thank you for that clarification.

Provost Dickson: I am a faculty member. I get it.

President Insch: So just to kind of wrap up, and I apologize, we probably won't get to all the budget questions. I appreciate all the time we're burning through here. I think there's a question fairly relevant that some faculty would like to get an understanding of. Is, have there ever been any specific cost benefit analysis of some of these changes? The one specifically identified here as COGS, but cost benefit analysis is a thing and it's empirical and it has numbers which exist. But I don't think we've ever seen cost analysis on how this works with 'A,' 'B' and 'C.'

Provost Dickson: So it is interesting you say that, Gary. Because one of the things I've asked all the deans, I don't know, Scott is in that area. But one of the things I've asked all the deans to do in the budget cutting scenarios, is tell me what the cost is that they're saving and what the cost is that they're incurring. So, for instance, I'm going to give you a very clunky example, but let's say a dean gets frustrated and says, I'm going to get rid of all my TAs. Well, that's all well and good. We are going to save 'this' much money, but how much is it going to cost us to then teach those courses, right? So, I have asked the deans to do a cost benefit analysis, what they're saving, what revenue it will cost us, and then anticipated or potential implications of those decisions. So that when we get to the point where it's painful, we will be able to make informed decisions based on the risks that we're willing to take. So, I can't answer where we've been yet. Some of it we have looked at. We've looked at COGS, what are we losing, and then how do we reframe. Understanding that the whole time student success has to stay front and center and building opportunities for new programs and new revenue streams has to stay front and center. So, we are doing that. We are doing that as part of our analysis.

President Insch: Thank you.

Provost Dickson: You're welcome.

President Insch: If any senators, and I know we have some Chat questions, I want to make sure that we note those, and we'll be meeting with the President on Thursday, so if anything we don't get to, we'll make sure that we get a response back to [you] on those. Because in the interest of time, I want to get to some other topics. I'm going to read a question. I'm going to leave it the way it was written, because I think it reflects, maybe not a majority, but certainly a significant number of people's thoughts on this. So, I'm quoting, okay. "We all know the abysmal state of enrollment at this time. This is in part the job of admissions. However, our director of admissions lives in Charleston, South Carolina and UT pays for a loft apartment downtown he uses two to four days per month. He shows up as well as travel costs. Our admissions team has been on the job for three years now. Why do we continue paying exorbitant salaries and living costs to a group of people who are abject failures at their jobs?"

Provost Dickson: So I'm going to say that's not ours.

President Insch: I understand. Step out of the way <laughter>.

UToledo President, Dr. Gregory Postel: Well, Dave Meredith is here. Maybe between the two of us, we'll do our best to answer that question.

President Insch: I didn't write that question. All right, Dave, thank you. We appreciate you here.

Mr. Dave Meredith: Sure. Well, I don't live in Charleston, South Carolina. I live in North Batavia, North Carolina. They do not pay my travel expenses. I pay my travel expenses. When I am in North Carolina, I'm in meetings virtually the entire day. I rarely leave the guest bedroom where my office is set up. I'm working as hard as anybody could. I got my degree from this place. I do not want to see it suffer. I'm here to try to fix those things. As Dr. Postel mentioned, this is a tenure situation. I'm in year two; I just passed my two-year anniversary 12 days ago. Certainly, I have angered somebody. I'm not sure what the animosity there is, but if you want to have lunch and talk about it, I'm happy to do it.

President Insch: I guess the question though is theoretically, we have had dramatic enrollment declines and relative to other colleges in Ohio, ours has been one of the worst. So the argument, you know, Ohio DHS is down and all of that carries some weight, but yet, relative to peers, some of which we would consider ourselves better than I would argue, don't seem to be having the same deterioration in enrollment. And so, that's really what's driving the frustration of this obviously. It doesn't seem like we've seen much improvement in the two years and 12 days you've been here.

Mr. Dave Meredith: Well, we have. We are up 80 new students on the undergraduate side for spring, and we haven't been up in the spring and sometime. We were up 86 CCP students on top of that. We have admitted 7,600 DHS students for fall 23. That's the highest it's been since 2019. Our transfer numbers are up and our international numbers are through the roof. Adult numbers are up. Online numbers are up. There is there is positive news. Yes, overall, enrollment is down. But remember, enrollment is a function of both new students and continuing students. So, as we graduate large classes, and those classes were replaced historically with smaller classes, enrollment is going to go down. But again, we were up. I know people say, well, these are only 80 students. But when you've been year after year, after year, after year, after year, after year, after year down, eighty is eighty. Let's see what we do with this fall. Our deposits are up 33% on this day vs. last year. We've received deposits from 708 DHS students; last year it was 532. Our inquiries are up 128% vs. last year. Inquiries is the second stop in the funnel. So, when we acquire a student name from one of the testing agencies and one of our other sources, they become a prospect, and when they do something, attend a fair, come for a visit, fill out a request for information form, they become an inquiry. That number's up 128%.

President Insch: So, I've heard a comment that came through to me which was that in a previous meeting, you had mentioned that your job is to get people in the funnel and it is the department and college's jobs to get them into the school. Is that an accurate representation of what was said?

Mr. Dave Meredith: We recruit them. I've got the number here- Since Labor Day, we've visited 700 high schools and participated in over 300 college fairs. So our job is to bring interested students to the University. Get them admitted which means working through the application process, vet them vs. the standards the colleges give us, and then we work hand-in-hand. It is not an 'us' and a 'them' in academic affairs. It's a 'we.' But, the experts in this are the departments, are the faculty. So, earlier we talked about

what differentiates a University of Toledo degree. The best people to answer that question are the faculty. So, that's where we work closely with departments to answer those questions. So, coming up, we've got a whole series of admitted student events. One, sort of middle/end of March, and then one, later in April, plus, a bunch of smaller programs. Our role in those programs are to advertise, get people registered, get them checked in, and then we basically, hand them off to the colleges and say they're yours. These are people who are admitted. They've been interested enough to make the track either across the street or from some other place to come visit campus. Tell them why they need to come here to get their degree, as opposed to one of the other three or seven schools they've been admitted to. There's nobody better at that than the faculty. We can do all of the recruiting- we do that. Well, we get people to look at the University, but the people who seal the deal are the colleges and the faculty. So that's where that comment, I think, comes in.

President Insch: And I think Tomer and his committee would agree with you. I think most faculty would agree with that. So, just kind of a follow-up on that, and this may actually tie in you too, President Postel, I'm not sure. So the question, I'm going to put two questions together, what reorganization is taking place to encourage better communication among various recruitment efforts? And tied to that, as you just said to Collin [Gilstrap] about having responsibility, what financial commitment is the University making towards enhancing college based recruiting staffing?

UToledo President, Dr. Gregory Postel: So we used to have a group called the RCC, the Recruiting Committee and it was a joint admissions and college, and then some other, like, MarCom and other folks on campus. That group wasn't functioning the way it needed to it. We really had become an event group. And that's all they really focused on. So, we've scrapped that group and reconstituted it and now we have a new name, ACE, the Academic Committee on Enrollment. Some of the same players, but with a different focus. What they are doing now is looking at data reports that we produced, enrollment trends, funnel reports. We have a report that comes out every week that shows the enrollment funnel by department. They now have access to that. They do a little bit of event planning and...discussion, but it's a lot more looking at the funnel and at various points what to do about it. We produce a report I call 'dominoes tracker.' Our data people hate that term. But if you order a pizza through Dominoes, you can see, it's an online thing. You can see how your pizza moves through the different steps until it shows up at your door. We've done the same thing for each college. We have identified a number of 'mile markers' and when students do them by college - so a particular dean can say, the student hasn't done steps one and two by such and such a date and the odds are, they probably won't. Let's move on and put our emphasis on the folks who are doing those two things. Let Admissions and Enrollment Management worry about the folks who haven't done those two. We're going to spend our time and energy recruiting the people who have done those steps. I think we've done a good job. Tomer is on a committee that's looking at the 115 appointments, on ways to improve that. And there's also a Faculty Senate subcommittee member on ACE that she comes. They've had maybe three meetings thus far, and so she's a member of that particular group. So I think that's how we tried to address this disconnect between Enrollment Management and the colleges. I meet with the deans on a rotating basis, every other week. Again, some weeks, there are eight or nine of them and I meet with them on a rotating basis. I also send out frequent updates to them on how registration is going for events. Any other recruitment or yield strategies that we're working in tandem with them. I think that's how we're addressing this disconnect.

President Insch: So, I have a personal follow-up. How do we ensure that faculty know what's happening? Like, I've never seen it. I don't see the tracker. I'm sure you don't want it to be public 'public'

information. There seems to be - at some colleges - that information is going somewhere and it is stopping, and I'm a fairly engaging staff member I think. So, how do we help that communication get down farther, because I don't think it's happening very fluidly in most of the colleges?

Mr. Dave Meredith: I don't know how to tell a dean how to run his or her business. My guess is that faculty meetings and the colleges would be the ideal place to share that information. I don't know. That's not my world to tell a dean how to share that information We give it to the committee members of ACE. Again, you've got a member on that committee who can certainly share updates with you, and the group, whoever. There's not a lot of private information in the numbers. They eventually get published in IPEDS.

President Insch: Senator Avidor-Reiss, do you want to pitch in here? Help me out.

Senator Avidor-Reiss: Yes, I think this is an important point because the communication from Dave's office through the dean office, to the faculty is actually one of the bottleneck in all this communication. Because the dean office doesn't really have enough dedicated people to deliver all this and coordinate all this huge activity that needs to be done around recruiting. Maybe Dave and his office do all this hard work funneling those people and then he's thinking that the dean office can handle it, but there are no people there. That is one of our recommendations. There needs to be more people in recruitment in the dean office or in the colleges to help us, because the faculty are happy to meet the students, but they are not going to coordinate these things There needs to be a person, maybe more than one, that can do all this huge activity. But this is something in the dean's office that is a bottleneck.

President Insch: Yes. I have some comments in the Chat. The second part of that question, probably not in your wheelhouse either, but the idea about the financial commitment. I know that recruiting is one of the things that got slashed and burned across the entire University. And so, has there been any conversation in the ACE Committee, or whatever, whoever controls this to say, hey, we need more people in the colleges to able to get that communication and organize faculty because the dean is doing one-million other things?

Mr. Dave Meredith: I will ask a clarifying question on that because I hear a lot of folks say, we want our own recruiter. So whatever college you're in, you want somebody in your college who's going out visiting high schools. That's one version of what I hear. Or, is that question to Tomer's point, there's not enough people in the physical college to do anything with that mountain of data that we now share?

President Insch: I didn't write this question so I'll give you my opinion. As a former dean, I leave the recruiting to you as long as you guys come and see me a couple of times a semester so I can tell you what we're doing, so recruiters know enough about my college to be able to talk about it. But what I don't have are people who are there to do the 1:15 afternoon tours, to help run the ambassador group. We used to have a person who'd run the student group and use the volunteers at all these events. There are tons of students there. So all the support stuff to implement what ACE is talking about, that doesn't exist anymore. So, that is my personal opinion. Now, another faculty senator may rather have their own recruiters. I know Engineering likes to have a couple in some of the things they do. But, you know, the problem we have is this communication problem and it's stopping at a level, not at the fault of the dean or the associate dean. It's just the fact that they're doing so many things that we used to have people take the ball on it, "here, you do this and run with it."

Mr. Dave Meredith: So, in terms of information sharing, that an easy fix. Just tell me who I need to talk to and we will share those reports and information. There's nothing inherently private about how many people have applied to be a psychology major vs. how many people have applied to be any major. I think that's very sharable information. What happens then in the college if they say, hey, we've got an experienced day coming up? This is a very concrete example: you're going to have a boatload of students on campus to say they want to be something in your college. What do you do with them when they're here? And the default is, what did we do last time? We will just do that. Because they don't have the bandwidth to plan some sort of meaningful engaging event. It's, what did we do last time? Do that again. That's human nature. How to fix that? I don't know. But it becomes this tug-of-war. Do we decentralize and let the colleges do their own thing and we're doing our thing? Or do we recentralize and say, no, admissions is going to run stuff? At one of the places I worked, I just sent a note to the department chair and said, I need somebody in this room, at this time to talk about this. They showed up and they did it. And when they were done, they went back to their office, or lab, or whatever. They didn't have to have the discussion about what to do. We did it. We did all that central planning about what the day was going to look like. I just said I need a psychology professor in room 'x' at this time to talk about this, and somebody showed up and talked about that. And that was the end of the story. I don't think as a group we're on the same page there. I know a lot of people want to have their own folks because they didn't trust what we do, or they feel like they need to do something additional to what we do, or we centralize and let us handle it all and we'll just tell you what room to show up and go from there. I've seen it lots of different ways, but I've seen it that way, and it was done well. It was an agreement- you'll do your thing, tell us where to be, and we will do it. But we didn't have enrollment challenges. It was not a trust issue. There were not people calling me an abject failure at my job.

UToledo President, Dr. Gregory Postel: I get that all the time<laughter>.

Mr. Dave Meredith: I've been told a lot of things in my day. That was a new one for me.

Senator Gilstrap: Dave, do you have a feel for how we are in the very local area? I know we are trying to expand. How are we like in Toledo, plus the suburbs, plus the Catholics schools, right? Like, in my mind, where is that market share? Where are we?

Mr. Dave Meredith: We do better in Lucas County than Ohio State does in Franklin County.

Senator Wedding: Forty-one percent.

UToledo President, Dr. Gregory Postel: Good memory.

Mr. Dave Meredith: You are exactly right. But, Lucas County is not Franklin County. Lucas County is not Hamilton County, Cincinnati. Where we are suffering is the three Cs that I call, Cincinnati, Cleveland and Columbus. Our market share in those are 1%, 1% and 2%. The school south of us out recruits us in those by hundreds of students. That's where we're really behind the ball here. Again, as Dr. Postel said at the beginning, in our area, people know us, they trust us, they believe in us. The comment you said, I think at the very beginning when I got up here about "you know that we're better than a lot of other schools." That's fantastic. Did you know that? I need a 17-year-old at Lakota West High School in Cincinnati to know that. I need the kid in Double Choda in Columbus to know that. And that's where we have to figure out how to share that message in a way that resonates with 17 and 18-year olds.

Senator Avidor-Reiss: Can I jump in here for a second because I think one thing that we're not discussing here are many of the problems that really project to many students. It's in the eyes of many of the people in the committee that I'm sitting [on], is that UT projects many times a culture that is not student centered. Issues like the parking, which is really something that the students complain all the time about and is not being resolved. The summer thing actually has an impact on many students' dissatisfaction, because they will not be able to take courses and finish their program in a timely manner. The other policies of the University, the issue of the housing etc., there are many issues that seems to end up with projecting to the future student – they speak to their friends - it seems that there is a problem that we are not projecting the best side of us because of all those issues.

Senator El-Zawarhy: I agree. My son is applying to UT, and it is very difficult for him to manage. I explained this before in our Faculty Senate and nobody is listening. We have multiple issues that we need to address. As a student, if I'm a student, what would bring me to UT? It's not only the University. It is the whole area. The University environment. The city. We have to work with the city. We have to work in ourselves to improve the quality of our name, so people can come and look at this. Before I came to Toledo, I never heard of Toledo. I heard of Cleveland. I heard of Detroit. I heard of Columbus. But [I] never heard of Toledo. So, what are we doing to improve the reputation of the city and the University to have a brand name to bring people in here?

UToledo President, Dr. Gregory Postel: There are lots of different topics there, Gary, I don't know where you want to go with this.

President Insch: Well, I guess the first question would be---

UToledo President, Dr. Gregory Postel: Dorms, parking, the City of Toledo, right?

President Insch: Right. And cancer and poverty, we'll spread it <laughter>. I guess one of the questions if I could answer. Ultimately, we're looking for who is responsible for this and what are we doing to get it better?

UToledo President, Dr. Gregory Postel: All of us.

President Insch: Right. Yes, but unfortunately, that's ---

UToledo President, Dr. Gregory Postel: Well, it's true, though.

President Insch: I understand that at the level, but we have to follow someone who has the authority to implement plans and tactics that can help us do that. We can't all follow our own plans and tactics.

UToledo President, Dr. Gregory Postel: What are you referring to?

President Insch: Well, pick a subject.

UToledo President, Dr. Gregory Postel: Well, Tomer just asked about parking---

President Insch: Right.

UToledo President, Dr. Gregory Postel: And summer. I mean, those things don't all fall under Enrollment Management, obviously.

President Insch: Right.

UToledo President, Dr. Gregory Postel: They may impact it, but they aren't in that area.

President Insch: That is why I think it is above Dave's paygrade. It is probably above the Provost's paygrade. So, the only person left in the room is you, I think.

UToledo President, Dr. Gregory Postel: Well, again, if you want to do this, we can go down each of those separate paths and talk about the things that are being done. Like, with housing, as we talked earlier, we're working with the Board.

President Insch: Well, step up to the mic and address the parking issue, it is a pretty big one, the dorm issue is a big one, and then just basic overall reputation? Those are the three things I heard Professor El-Zawahry talk about.

UToledo President, Dr. Gregory Postel: We have \$400 plus million dollars' worth of deferred maintenance. We signed our Strategic Plan that we're going to do something about it. We inherited that. It's not a pleasant situation, but we have to do something about it. We have very nice plans to renovate some of our dorms to create conditions very similar to what you see in HAB. It'll be attractive to students, and we're figuring out the best way to finance that. I had a conversation today with the Board Chair and Vice Chair about how we're going to do that in the most affordable way, so I don't think there's any disagreement that. That needs to be done. It's a long-standing problem that we're trying to tackle.

President Insch: So I guess for one of the comments that was said - so if we're planning this and there are some preliminary plans, I think it would be nice to say, hey, you know, here's what we're doing in the dorm situation; we know they kind of suck now, but they might get better in the future and here's what we're doing to improve that. So, when someone asks me about the dorms, I can tell them a story that'll excite them to come here rather than say, yeah, they suck. I'm sorry.

UToledo President, Dr. Gregory Postel: So, I mentioned earlier in the presentation about a national approach to marketing and branding. There will be messaging around that sort of thing. It'll be marketing of, of course, the academic programs, but also campus life and the dorms will show what a nice dorm looks like. Hopefully it will show a bulldozer or construction plan on a different slide to show here's what we're doing with a dorm that doesn't look so nice, right? I mean, we have to get that message out, that's all part of the new marketing and branding. What people have to understand is these things – we complain back and forth sometimes about both sides of the topic. So, this topic is about the need to improve our dorms and to spend more money on marketing and branding. Those are all things we know we have to do because they are impediments and their longstanding problems, but those things cost money. The Board basically has been working with us and challenging us to say 'you're planning to and you must invest in these things,' so that comes at the expense of other things. So then the next thing we hear is complaints about the other things. Why is this being cut? Why is that being cut? Well, because we have to fix the dorms. We have to spend more money on marketing so we get the messages out there, right? And that's the double-edged sword here, Gary. We're trying to balance that. And historically, this University has deliberately avoided maintenance at buildings, and those kinds of things, which is why we're so far behind the 8-ball. We're working on this stuff, but you've got to keep something in mind. Dave's comments I hope were helpful. He's been here two years. But remember, he started in the midst of the pandemic. So the first year of that two was a COVID year, and we were struggling along with everybody else. So to deal with a 12-year decline in enrollment, and to decide you're going to do something about it for the first time during COVID, that first year is not going to be your best year. Right? And so, these are

the kinds of things I think we have to maintain some perspective on how long these problems have been going on and the actual length of time that something meaningful has been done about.

President Insch: So, thank you. Thanks very much, Dave. Appreciate it. Go ahead and stay up there; I think these next questions are probably pretty much yours.

UToledo President, Dr. Gregory Postel: Oh, I'm still here <laughter>?

President Insch: We're not letting you off that easy. So, just following-up on what you just said. This is a good point. So the question is pretty specific, but it's general. "What commitment will the University make to colleges to support faculty travel and other faculty resources so that they can meet the criteria for promotion, and rank in tenure, and the strategic goal?" So one of the areas that has been cut pretty strongly in most colleges is basically faculty support for travel, and databases, and those kinds of things. Because that's all that's left, right? Because you only have so many people and then your operating budget goes.

UToledo President, Dr. Gregory Postel: So I'll start and Risa can provide more information. So what I would say is, travel is not being eliminated. That was never the objective because there is legitimate travel. People need it for their promotion and tenured considerations so that they have an opportunity to present national means. Those kinds of things also elevate our visibility in other institutions when we get faculty who go and present. That said, I mean, what we've asked for is simply more accountability around what type of travel is taking place. You know, asking faculty to justify where they are going and why, and then the deans are involved in that process. So, I mean, it is not as though travel is eliminated. I think it's just being scrutinized more carefully like everything right now.

President Insch: Right. I know in some colleges it's been cut back. I mean, there are legitimate reasons- I have a paper, I'm the conference chair of the panel, and I'm sorry, we're out of money; you spent your thousand dollars.

Provost Dickson: So, Gary, you just said something that was the bane of every faculty members' existence through my tenure promotion process. I'm sorry, you've already spent your money. That's an issue. So, what I'm hearing are two different things that there may not be any money, or that there may not be enough money. And I think that those are two very, very different issues. One, we have not gotten rid of any money. I know that's for travel, or for promotion in tenure, or faculty professional development. I do know that some colleges have been able to allocate more money than other colleges. We have money at the Provost level that's out of Faculty Affairs that you can apply for it. Given the fact that we have been in a downturn economy pretty much for the last 20-25 years, we need to be sure that we are being equitable across all faculty, so that some faculty aren't getting money to present and other faculty aren't. So I think there's a qualitative difference between not being able to present your work or do your installation or whatever it is you need to do for your tenured and promotion and not getting enough. The 'not enough' is an unfortunate fact. Most of us who've been in academic for any period of time, we've had to underwrite some of our own costs. So, I just want to make it real clear that the money has not been cut back. I do know as a faculty member, when people say things like essential travel only, that it strikes fear in the hearts of many people. Travel for your professional development that is related to your ability to progress through the ranks or to continue to stay current in your discipline is considered a central travel. That said, many, many schools that I've been at, and this is the fifth one that I've been at, have often limited senior faculty travel allocations, if there are junior faculty who are in the tenure and promotion

pipeline. So, I really think it's a matter of judgment and a matter of making sure that we're using our funds as equitably as possible to the best interest of all faculty involved. I want to make sure we're being clear about that.

President Insch: I think the rest of these questions you've kind of answered as well we're going to get today. So I'm going to go to the last one. And this is one that is actually very serious and I think a lot of faculty have an interest in this one. I'll just read what the faculty member wrote. "With the uptake of mass shootings nationwide, why has UT dismantled its threat assessment team? Why is there no way for students to have her faculty report a potential threat without calling the police?"

UT Toledo President, Dr. Gregory Postel: We are very fortunate to have Jeff and Rod with us today. Thank you both for coming.

Associate Vice Provost of Public Safety, Jeffrey Newton: Hello, thank you for having me. I am Jeff Newton, Associate Vice President on Campus Safety and this is Rob Those, the Public Safety to the Police. We've been here 50 years. This may be my last Faculty Senate, because I'm kind of sun-setting my career. But, I just want to take a quick moment to thank you for all the warm support for me personally and for public safety. I've presented in front of Faculty Senate many times throughout my career and it's always very warm and welcoming, and it's much appreciated. So, the question is certainly on the heels of Michigan State. You know, it's a topic that everyone's concerned about; and I can assure you that we in fact do have a threat assessment team here. Matter of fact, we just recently polled some of the other state universities in Ohio, and we found that we're probably ahead of most. Many do not have a threat assessment team that's looking at employee issues or outside issues. We, in fact, do. That team is multi-disciplinary. They all have training. There is a Cares Team that looks primarily at student affairs issues. There's a threat assessment piece of that. I'm on that team. Someone from the Counseling Center is on that team. If there is some kind of employee issue or outsider issue, we bring it in on kind of an ad hoc basis like, someone from HR, someone from Risk Management when there's an employee piece. But that team can kind of be adjusted as needed. That team has been functioning for as long time as I was Chief, 16 years. We were one of the first to have had it. [It came] really right on the heels of Virginia Tech in Northern, Illinois. So, I'm happy to report that we do have to report that we do have a functioning team, and we're always looking to evolve that and improve on that.

Senator Coulter-Harris: First, thank you for your service.

Associate Vice Provost of Public Safety, Jeffrey Newton: Thank you.

Senator Coulter-Harris: Just this past week in one of my classes, a group of my students told me that there were masked men, ski mask men, hanging around the Student Union, and that there was a robbery, and they called the 2600 number and nobody answered. And what the students right now are not aware of, is that 2600 number is non-emergency, right? I think a message has to get out to the student body.

And if it's not an emergency, yes, you call the 2600 number, but if it is a real crime in action, you have to call 911. Now, by calling 911, does that mean that the Toledo Police will come here. Is that true?

Associate Vice Provost of Public Safety, Jeffrey Newton: No. Really, there's no change in practice. We've encouraged folks to call 911 for many years. But you are right, there are many people who still want to call that 2600 number. We are partnering with Communications to try to put out more messaging around that. Social media can also be the bane of our existence. The incident you are referring to kind of

stems from, I think, a Facebook post that was on kind of a parent site. Not all the facts in that was correct. It was somebody attempting to take somebody's book bag. We do classify that as a robbery because you can't use force to try and take somebody's book bag. That book bag was not taken. Those individuals were arrested immediately. But, yeah, we noticed that sometimes social media can be our friend and it can be our enemy also.

Senator Coulter-Harris: Also to follow-up. On many campuses, and we have this on our campus prior to the COVID years, there were polls with an emergency button. Correct?

Associate Vice Provost of Public Safety, Jeffrey Newton: Yes.

Senator Coulter-Harris: Then those were dismantled during COVID, and I'm wondering, do we have the finances to maybe put them back because my students have asked me? I have a subcommittee that just interviewed the International Students Association. They said that they were at some kind of conference and they were asked, do you feel safe at the UT Campus, and 80% of them said, no. Because we're lacking those kind of safety features, they don't feel safe in the evening going to the library, which is a shame. You know what I mean? So, I'm just wondering if there's going to be anything in the future that's going to put those back?

Associate Vice Provost of Public Safety, Jeffrey Newton: Yeah. So maybe we're not doing a good enough job of telling our story because our campus in fact is actually really safe. This attempted robbery was really probably the first significant incident that we've had this year. The 'blue phones' have actually been gone for some time and we've partnered with Student Government and we had many conversations over the course of a couple years with Student Government leaders about the blue phones. The decision was made to remove the phones because much like Dr. Postel alluded to, there was an incredible deferred maintenance issue. All of those phones were run on topper and we had a lot of them on the campus that required to put fiber lines in. So, what we did is instead kind of went to the smartphone solution, and we have an app called Rave Guardian. It essentially puts that panic button in the palm of your hand. You know, we've had some high profile incidents over the years where people have run right by those phones and never pressed the button when we would have expected them.

Mr. Rob Theis: We both been here for 25 years. And in 25 years in public safety on this campus, there's not one noted incident where somebody has pressed one of those buttons in an emergency, ever in our entire careers.

Senator Coulter-Harris: Really?

UToledo President, Dr. Gregory Postel: This is true. We dismantled the blue phone system at the University of Louisville eight or nine years ago, because we had done a national survey and they were no longer the highest technology. The rave alerts on the phone, that's what people utilized. And as I said, the deferred maintenance and people just not using them, it didn't work. You can see them there. It looks like it's real safe, but people aren't using them, right? So you have to have something there that people are going to actually take advantage of.

Associate Vice Provost of Public Safety, Jeffrey Newton: That's a good question.

Senator Coulter-Harris: Yes, I just mentioned this because my students had mentioned it.

Associate Vice Provost of Public Safety, Jeffrey Newton: Yes.

Senator Coulter-Harris: And so, that's who I'm concerned with.

UToledo President, Dr. Gregory Postel: You know, communication is always key with these things, right?

Senator Coulter-Harris: Right.

Associate Vice Provost of Public Safety, Jeffrey Newton: Actually, I promote that, right? But this product does put the emergency phone in the palm of your hands. So it works anywhere, even off campus. It's a secure product.

Senator Coulter-Harris: Thank you.

Senator Wedding: How many security guards or officers do we have on the Bancroft Campus, any evening, say, after seven o'clock? And two, do we have an escort service? We used to have an escort service. Do we still have it?

Associate Vice Provost of Public Safety, Jeffrey Newton: Yes, so we have police officers. I'm going to let Rob give you the data on the officers.

Mr. Rob Theis: On any given night there are four officers on duty at 7 pm at night.

Senator Wedding: Is that two here and two at the Health Science Campus?

Mr. Rob Theis: It really depends on the call of service. Sometimes it could be three here and one on the Health Science Campus. Sometimes there could be two and two. Sometimes it could be three and one. It really just depends on the calls for service regarding where the officers need to go.

Associate Vice Provost of Public Safety, Jeffrey Newton: And remember, four is the minimum. There could be more than that too.

Mr. Rob Theis: Sometimes there's five. Sometimes there's six.

Senator Wedding: I understood there were two that were required on the Health Science Campus at all times, plus they have additional security and then we have two over here.

Mr. Rob Theis: We started requiring when we have five or more officers on duty at a time for choosing the campus. And primarily, because we look at our statistics and our calls for service. Primarily, majority of our calls that had been coming in the past two years, have been from the Health Science Campus. That's where a lot of our calls are for service. That is where instances have been occurring. So, what we want to do is align our resources to the areas that they're needed. We still have options on this campus and if they're busy, we can bring other resources over. But if we look at our call volume and where our calls are coming in, we're actually getting more calls for service on the Health Science Campus than we are on the Main Campus.

Senator Wedding: What about escort service?

Mr. Rob Theis: That's still running. That's run out of the Division of Student Affairs and that runs, I believe, Monday through Sunday from 6 pm to midnight.

Associate Vice Provost of Public Safety, Jeffrey Newton: Yes, the crime is troubling and we certainly want to have a safe campus. But when you don't get as many calls for services as you did 10 years ago, you know, that's because of enrollment and the number of students we have on the residential student side of campus. I'm not rooting for crime to go up, but I'm certainly rooting for enrollment to go up.

President Insch: Just a quick comment. One of our professors, Michelle Davidson said, in contrast, in November, I just want to get some good news. My students did a survey of 240 students living on campus. And 94% reported feeling safe here.

Associate Vice Provost of Public Safety, Jeffrey Newton: Yes, that's the data that we get when we do like, climate surveys and I know Robert just had a Student Government dinner, and he had kind of the same feedback. So, we've had a lot of real positive feedback, and we would expect that. Because again, the data shows that we have had a safe campus.

UToledo President, Dr. Gregory Postel: Do you want to mention the Dispatch Center and how that integrates us better with the other first responders?

Associate Vice Provost of Public Safety, Jeffrey Newton: Yeah, we talked about the 2600 and 911, and I know some people they miss kind of having a local dispatch team. However, now we are being dispatched regionally out of the 911 center that is downtown. We put our hand up and said, this is a path that we want to go on. If we did not, we would be the only police department in the region that was not dispatched out of that center. The advantages to doing that are some cost savings. For instance, if we God forbid were to have something like an active shooter, some kind of high impact, low frequency event. In all candor, my fear is that we would have had a failure in some capacity, because when you have a small local dispatch center that is staffed by one dispatcher two dispatchers, they just cannot handle the volume of phone calls and radio traffic. Michigan State had hundreds of law enforcement responding from all over the region, but we would have failed in getting out messages. Now that we're in a regional center, they have the capacity to handle these infrequent, but high impact situations. So there were a lot of advantages to going with the regional center.

Deputy Chief of Police, Mr. Rob Theis: Good question.

President Insch: Just two small follow ups.

Deputy Chief of Police, Mr. Rob Theis: Sure.

President Insch: One senator asks would it be helpful to have emergency action plans in classrooms, especially when the teachers teach in a classroom they are not familiar with? So, I know in some places, they're very obvious and there's kind of a list, and some places there aren't. I don't think there are here that I've seen. And then the other is - and you can answer both these at the same time - is the University police especially trained to deal with young people or are they regular officers? Is there different training because they are dealing with students?

Associate Vice Provost of Public Safety, Jeffrey Newton: You know, I think we're... I think, even going back to, like, hiring. I mean, we know what our culture is. We know where our community is. So we're looking for a particular officer that's going to blend well with our community, that's going to connect to, you know, the diverse community on the campuses. So, those are the kinds of things that we're looking for when we hire. So, yeah, I think both. And I think you would find that we're probably

one of the highest trained departments that you'll find in the area. Our training is continuous, and it's sensitive to the community that we serve. In terms of the action planning, you know, we do a lot of that through our run hide fight. Our run hide fight essentially gives an action plan for that type of event. It was used at Michigan State and they're indicating that that program saved lives. It used to be the Alice. The terms were clunky... and, you know, we've had a lot of great support from faculty, and department chairs, and deans. We're going to be meeting with deans in SLT actually tomorrow talking about the run- hide- fight, and kind of pushing that program. That effectively is the plan on how to survive that active shooter event.

Deputy Chief of Police, Mr. Rob Theis: There is a short video on run- hide- fight as well. It's like a two-minute video on our website developed by Homeland Security. It gives a good little concept in two short minutes of what run, hide fight actually means.

Associate Vice Provost of Public Safety, Jeffrey Newton: So, as you believe in, there is nothing that replaces in-person training.

Deputy Chief of Police, Mr. Rob Theis: That's right.

Associate Vice Provost of Public Safety, Jeffrey Newton: We've got some great instructors too, if you'd like to request it. Again, just a very warm thank you for all of the years. My wife is a faculty member. I'm very much plugged into the faculty experience. But it's much appreciated. So thank you, guys. Thank you very much.

President Insch: Thank you guys very much.

Dr. Sammy Spann: Can I speak?

President Insch: All right, Sammy, you have the floor. You have two minutes.

Vice President of Student Affairs and Dean of Students, Dr. Sammy Spann: I'll be really quick. I know you all talked about the Rave App. Those blue phones, I know I'm kind of repeating some of the things that the Chief and Newton just mentioned. But our Police Department, they do pizza with the police. They've actually done a lot of protests walking with our students, whether it was the police brutality or anything else. So, they've been engrained with doing things with our students. I know they were not going to say that because they don't want to toot their own horns, but our Police Department has been so connected with Student Affairs and our... Team, and our Care Teams, and all the other stuff we're are doing. I just want to kind of add that. Newton, we appreciate all the work you've done. Rob, we're looking forward to you being the leader of this group as we go forward.

President Insch: Thank you, Sammy. President Postel, I think we have one last question for you, if that's okay? This is a little bit of a softball, but I'm actually interested in the answer. If someone asks you, what is the University of Toledo best known for? And or why should my son or daughter come here? What would be your response?

UToledo President, Dr. Gregory Postel: So, interestingly, some parts at dinner last night I was discussing this same question. You know, it's different. This answer might not apply to a child of yours or an individual, but across populations. One of things I'm really proud about, it's something that we're very well-known for here is our ability to make a difference in the lives of students who start, perhaps with not all of the advantages that students who go to some other schools may enjoy. So we have a large

population of students here who really have needs that the University works so hard to address. And there's a trajectory for these people here and it's measurable. So there's a scale called the social mobility index, right? This is an indication of how students are when they come to the university and how they are when they leave. We're in the top 20% of universities nationwide on this social mobility event index, which no one talks about. You don't see that at a school like Princeton where people come in at a uniformly high level, and they leave it at a uniformly a high level. Right? There's social mobility is zero, whereas ours is really substantial. Now, we have lots of honor students and that sort of thing as well, which is a different population, and I think we serve those students well also. But, I'm particularly proud of this ability to make an impact and to really do something for students that's going to change their lives. I think we're known for that and we need to do a better job of telling that story.

President Insch: Well, thank you very much, President Postel. I really appreciate you being here and all your team. We got a lot of time from the President and his senior leadership team, and I very much appreciate that.

Then switching back into the agenda now. I'll give you my very, very brief Executive Report. And then, please senators, please stay with us for another 15-20 minutes. We have some important issues that we need to take care of.

Just want to let you know that over the past couple of weeks, the Faculty Senate Executive Committee and Linda and I have been very active. We've met with Diana Miller, Chief of Staff to President Postel, and also had a meeting with Provost Dickson and her team. And no surprise, those discussions centered around recruiting, recurring issues regarding the summer schedule, some challenges with fall and spring scheduling and how that's going to be handled, budget challenges, and also this conversation that's now entering our world about teaching contract definitions and guidelines. You heard the answers to most of that today.

I just want to advise you that the Faculty Affairs Committee is working on a policy to bring equity to the family leave policies, COMLS and the Main Campus. There's some differences there that we'd like to address. The Recruitment and Retention Committee and their sub committees continue their important work and then we're going to start reporting back with us soon. I understand the Senate Budget Committee is also continuing their work.

Also, a reminder that the Elections Committee have started their work. They have vetted the Senate list and that will start the elections process soon. We are doing them a little earlier. The preliminary rounds will happen right after we get back from spring break, hopefully. That will also include the elections for University Committee for the Sabbaticals and also for UCAP.

So, I'll give you a bit of feedback on the Dean's evaluations. Those surveys closed Sunday night. Overall response rate was 28.5%, not too bad. The range for colleges that responded was between 17.6% in one college, to over 65% in the College of Nursing, Education and Honors. So we've got some really good feedback from a number of colleges. We will be compiling that information over the break and hopefully have some preliminary information about that, when we get back after the break.

Couple of very quick reminders: March, 17th from 2 to 4 pm, the Office of the Faculty Affairs in conjunction with Faculty Senate will be holding a workshop called Tenure and Promotion, preparing your materials. Again, this is a workshop for people who are thinking of going up for promotion and tenure.

Please encourage your colleagues to apply. The RSVP date was today, but I'm sure if you send an email to Vice Provost Small, she would be more than willing to add you to the list if you miss that deadline by a day or two.

Also, our next Faculty Senate meeting we're going to have, right afterwards is the Tenure and Promotion reception. That's on March 14th. Because that reception is happening here in the Brady Center, we had to move the location of that Faculty Senate meeting to here. So, the March 14th Faculty Senate meeting is going to be here on the Engineering Campus. We're going to have a hard stop at 5:45 pm, and then we're going to move to the Brady Center. Again, I'm going to reissue a special invitation to all faculty to join us in celebrating this. I ask a special invitation to senators, those who can. I know that many have some conflicts. But if a small sacrifice can get you here, I really appreciate if you could be here to the meeting, and then we can walk down and celebrate this great day with our colleagues. That's our report. I'll answer any questions, or if there are any other comments from members of the Faculty Senate Executive Committee.

All right, hearing none. One of the major reasons we get together is to fulfill our responsibilities with curriculum. So, Senator Edgington, here you go.

Senator Edgington: Okay, so as you saw, we have a rather large number of course modifications to get through in order to fit the catalog. I had grouped some of these together. I think Quinetta is going to share this for you in a second. So, first of all, we have modifications from FILM. The major modifications are modified prereqs. They are either eliminating or adding other courses from the Film Department to those courses. And then **FILM 2310, Film I.** "Eliminating registration restriction (no longer majors or minors only. Non-majors can register with instructor permission). Updated learning outcomes. NOTE: There is no curricular change. We are only updating the course management system to align with the pre-reqs. listed in the catalog."

FILM 3200, Directing Screen Acting. "Prerequisite removed from course. Updated syllabus. Updated learning outcomes. NOTE: This modification is to remove all existing pre-reqs from the course to ease curricular complexity. The pre-reqs. will need to be removed from the catalog, as well."

FILM 3330, Critical Approaches to Cinema II. "Modified prereqs (Adding FILM 2330 and instructor permission as options). Updated syllabus. Updated learning outcomes. NOTE: This modification is only to recognize the course number change of FILM 2340 to FILM 2330 in the prerequisite course requirement and to align the minimum grade with the published catalog requirements for the program."

FILM 3430, Global Cinema. "Modified Prereqs (Eliminating ENGL 1130; adding FILM 2330 and instructor permission as options). Updated syllabus. Updated learning outcomes."

FILM 4220, Media Studies. "Modified Prereqs (Adding FILM 2330 as an option). Updated syllabus. Updated learning outcomes. NOTE: There is no change to this course. We are updating the pre-req. from Film 2340 which is an inactive course to Film 2330 which is now regularly taught."

FILM 4330, Critical Approaches to Cinema III. "Modified Prereqs (Eliminating FILM 3340; adding FILM 2330 or instructor permission). Updated syllabus. Updated learning outcomes. NOTE: There is no change to course content; the prerequisite grade is being corrected to the minimal grade of "C" to align with the published catalog requirements for the program."

FILM 4940, Internship. “Updated syllabus. Updated learning outcomes.”

RCRT 4700, Recreational Therapy Project Design. “Change to credit hours (from 2 to 1). Offered only in summer. Updated syllabus. Updated learning outcomes. NOTE: Course work has been reduced and so we are reducing credit hours from 2.0 to 1.0.”

RCRT 4780, Recreational Therapy Project Evaluation. “Change to credit hours (from 2 to 1). Change to catalog description. Updated syllabus. Updated learning outcomes. NOTE: Course work has been reduced and so we are reducing credit hours from 2.0 to 1.0. Note: Course work has been reduced and so we are reducing credit hours from 2.0 to 1.0.”

RCRT 4840, Clinical: Pediatric. “Course name change (Recreational Therapy Fieldwork I). Change to long and short titles. Change to catalog description. Change to prereqs (adding RCRT 4790 and RCRT 4740). Updated syllabus. Updated learning outcomes. NOTE: We are changing the titles of the course to allow flexibility in patient population that students can work with during each rotation.”

RCRT 4810, Clinical: Psychiatric Rehabilitation. “Course name change (Recreational Therapy Fieldwork I). Change to long and short titles. Change to catalog description. Change to prereqs (adding RCRT 4790 and RCRT 4740). Updated syllabus. Updated learning outcomes. NOTE: We are changing the titles of the course to allow flexibility in patient population that students can work with during each rotation.”

CI 4190, Practicum I. “Reduced credit hours (to one credit). Change to schedule type (Practicum). Added co-requisites (CL 4320, 4550, 4680, 4720). Updated syllabus. Updated learning outcomes. NOTE: The required credit hours are being aligned with the hours in the practicum setting according to ODHE guidelines.

CI 4290, Practicum II. “Reduced credit hours (to one credit). Change to schedule type (Practicum). Added co-requisites (8 CI courses). Updated syllabus. Updated learning outcomes. Change to CIP Code. NOTE: The required credit hours are being aligned with the hours in the practicum setting according to ODHE guidelines.”

CI 4390, Practicum III. “Reduced credit hours (to one credit). Change to schedule type (Practicum). Added co-requisites (8 CI courses). Updated syllabus. Updated learning outcomes. Change to CIP Code. NOTE: The required credit hours are being aligned with the hours in the practicum setting according to ODHE guidelines.

CI 4930, Internship/Student Teaching. “Change to credit hours (set nine hours). Change to short title. Change to schedule type (Practicum). Change to catalog description. Modified pre-requisites (added 5 CI courses as required or optional). Added co-requisites (4 CI courses). Updated syllabus. Updated learning outcomes. Change to CIP Code. NOTE: The required credit hours are being aligned with the hours in the practicum setting according to ODHE guidelines.”

CIEC 3380, Field Experience: Socio-Cultural Dimensions of Educations. “Name Change (Practicum I). Change to credit hours (to one credit hour). Change to long and short title. Change to Schedule Type (Practicum). Update prereq (adding CIEC 3380). Added Co-requisite (CIEC 4460). Updated syllabus. Updated learning outcomes. Updated CIP code. NOTE: The required credit hours are being aligned with the hours in the practicum setting according to ODHE guidelines.”

CIEC 4480, Field Experience: Cohort I. “Name Change (Practicum II). Change to credit hours (to one credit hour). Change to long and short title. Change to Schedule Type (Practicum). Added Co-requisite (CIEC 4070). Updated syllabus. Updated learning outcomes. Updated CIP code. NOTE: The required credit hours are being aligned with the hours in the practicum setting according to ODHE guidelines.”

CIEC 4770, Practicum: Primary Grades. Name Change (Practicum III). Change to credit hours (to one credit hour). Change to long and short title. Change to Schedule Type (Practicum). Modified prereqs (CIEC 4480 added). Added Co-requisite (CIEC 4550). Updated syllabus. Updated learning outcomes. Updated CIP code. *NOTE: The required credit hours are being aligned with the hours in the practicum setting according to ODHE guidelines.*

PHPR 2040, Introduction to Cosmetic Science. “Change to course description. Updated syllabus. Updated learning outcomes.”

PHPR 3040, Cosmestic Ingredients. “Change to course description. Updated syllabus. Updated learning outcomes.”

PHPR 4730, Cosmetic Science I. “Change to course description. Updated syllabus. Updated learning outcomes.”

PHPR 4740, Cosmetic Science Laboratory I. Change to course description. Updated syllabus. Updated learning outcomes.

PHPR 4750, Cosmetic Science II. “Change to course description. Updated syllabus. Updated learning outcomes.”

PHPR 4760, Cosmetic Science Laboratory II. “Change to course description. Updated syllabus. Updated learning outcomes.”

SOCW 2010, Survey of the Social Work Profession. “Updated syllabus. Updated learning outcomes. NOTE: Revision of the CSWE Competencies in July 2022.”

SOC 3110, Social Work Practice I. “Change to course description. Updated syllabus. Updated learning outcomes. NOTE: Revision of CSWE EPAS 7/2022.”

SOCW 3120, Social Work Interviewing and Recording. “Updated syllabus. Updated learning outcomes. NOTE: Revision of the CSWE Competencies in July 2022.”

SOCW 3310, Human Behavior in the Soc. Environment I. “Updated syllabus. Updated learning outcomes. NOTE: Revision of the CSWE Competencies in July 2022.”

SOCW 3220, Human Behavior in the Soc Environment II. “Updated syllabus. Updated learning outcomes. NOTE: Revision of the CSWE Competencies in July 2022.”

SOC 4440, Methods of Population Analysis. “Name change (People, Population, and Society: Demographic Analysis). Change to long and short titles. Course will be cross-listed with ANTH 4440. Updated syllabus. Updated learning outcomes. NOTE: The proposed changes include cross-listing the course with anthropology and changing the course title. Cross-listing the course reflects course content,

which focuses on demographic methods used in Sociology and Anthropology. The title change is intended to clarify the course content to prospective students.”

GEPL 5420 (4420), Quantitative Methods in Geographic Research. “Adding instructor permission as a registration restriction for GEPL 5420. Updated syllabus. Updated learning outcomes. NOTE: in order to ensure graduate students are not enrolling for a course for which they already have the knowledge and skills (acquired during equivalent course completed in their undergraduate degree)

this change to require permission of instructor is only for the graduate section GEPL 5420 and NOT GEPL 4420”

GEPL 4710, Urban Environments. “Name change: Urban Geography. Change to long and short titles. Updated syllabus. Updated learning outcomes. NOTE: add clarity so course title reflects topic and content of the course as outlined in the course description and syllabus.”

COMM 2150, Digital Publishing. “Name Change (Digital Design For Media Communication). Change to long and short titles. Change to catalog description. Updated syllabus and learning outcomes. Updated CIP Code. NOTE: This is a course that hasn't been offered for many years and needed to be updated to be in line with current digital trends. The recent curricular change to concentrations also added this course as a requirement so we are updating to ensure highest students satisfaction and industry best practices.”

CSET 1100, Introduction to Computer Science and Engineering Technology. “Updated credit hours (move to set 4 credit hours). Change to student restrictions (updated eligible programs). Updated syllabus. NOTE: 1) CSET 1100 is now one of three computers courses that can fulfill a requirement for the BS Physics degree (which has four different concentrations). Physics students will take one of the other two. 2) CSET1100 is now a pre-req for ASTR 3880, and so all astronomy majors (BS Physics concentration astrophysics and BA Astronomy) will be required to take CSET 1100.

SPED 4100, Field Practicum with Students with Mild/Moderate Educational Needs. “Name Change (Practicum in Special Education). Change to credit hours (to one credit hour). Change to catalog description. Change to prereqs (adding SPED 4100, 4210, and 4370). Change to long and short title. Change to Schedule Type (Practicum). Added Co-requisite (SPED 4110, 4120, 4370). Updated syllabus. Updated learning outcomes. NOTE: The required credit hours are being aligned with the hours in the practicum setting according to ODHE guidelines.”

SPED 4930, Student Teaching in Special Education. “Name Change (Internship/Student Teaching in Special Education). Change to credit hours (to set nine hours). Change to long and short title. Change to Schedule Type (Practicum). Change to catalog description. Modified prereqs (SPED 4370). Added Co-requisite (SPED 4600). Updated syllabus. Updated learning outcomes. NOTE: The required credit hours are being aligned with the hours in the practicum setting according to ODHE guidelines.

SPYS 3100, Psychological Testing and Assessment. “Updated syllabus. Updated Learning outcomes. Updated CIP Code. NOTE: Incorrect CIP code.”

REL 2410, Introduction to Christian Thought. “Name change (Christianity). Change to long and short title. Change to catalog description. Updated syllabus. Updated learning outcomes. NOTE: Changing

the name of the course to simplify title and bring name into alignment with other topic courses in different religions. This reflects best practices in the field.”

RCRT 4820, RT Clinical: Intellectual Deficits/Developmental Disability. “Name change (Recreational Therapy Fieldwork 2). Change to long and short title. Change to catalog description. Modified prereqs (adding RCRT 4730, 4790, 4740). Updated syllabus. Updated learning outcomes. NOTE: We are changing the titles of the course to allow flexibility in patient population that students can work with during each rotation.”

ASTR 3880, Foundations of Astronomy. “Updated prereqs (eliminating MATH 3610, adding CSET 1100). Updated syllabus. Updated learning outcomes. NOTE: 1). I teach all the statistics that are required (no need for MATH 3160 to be a pre-req) and the students say they don't get much out of MATH 3160). 2) I cannot teach enough Python to hit the ground running. The CSET course is a unix/python course and will prepare the students to hit the ground running. 3) Students have noted they wish they could take a python course.”

EEES 3310, Field Methods: Structural Geology and Mapping. “Course name change (Earth Structures and Mapping). Changes to long and short title. Updated syllabus. Updated learning outcomes. NOTE: Remove the Field Methods from the title to better reflect the foci of the course, i.e., structural geology and geologic mapping.”

PHYS 4130, Computational Physics. “Modified prereqs (adding MATH 1830 or 1850 AND MATH 1840 or 1860). Updated syllabus. Updated learning outcomes. NOTE: As part of another program change, we are now offering this course to fulfill a requirement. Therefore the students need to have at least Calc I and II in order to take this course.”

MET 1120, Metal Machining and Processes Lab. “Modified prereqs (eliminating MET 1020). Updated syllabus. Updated learning outcomes. NOTE: The MET 1110 lecture and the associated MET 1120 laboratory should be taught during the same semester. It is difficult for both faculty and students to have the lecture and lab in separate semesters. The courses are co-requisites, but currently posted on two different semesters on the flowchart;

THR 2640, Voice and Movement. “Modified prereqs (Adding THR 2600 as a option). Updated syllabus. Updated learning outcomes. NOTE: THR2610 had it's course number changed a few years ago to THR2600. The only change is to adjust the per-reqs to accommodate that change.”

And then the final one is **CHEE 4550, Chemical Engineering Laboratory II.** “Updated catalog description. Change to prereqs (changing CHEE 4500 from a coreq to a prereq). Updated syllabus.”

Senator Edgington cont'd: That is all of the individual course modifications for this time. All right, any questions or concerns regarding any of those modifications? All right hearing none. Those online, please put ‘yes, if you accept,’ ‘no if you do not accept’ or ‘a,’ if abstain in the Chat. In the room, please say, ‘yes’ if you accept.

Group of Senators: Yes.

Senator Edgington: Any nos? Any abstentions? It looks like that has passed. *Motion Passed.*

President Insch: Well done. We have just a couple more things. We might get done at 6:15 pm. Senator Lawrence, do you have some things you need to get done as well? Correct?

Senator Lawrence: Yes. I am ready. Let me just share my screen. I can go fast through these. I'll see if I can do better than Anthony just did. Can you see that okay?

Group of Senators: Yes.

Senator Lawrence: All right, so thank you very much for your patience. This is important work and we have a couple of interesting new initiatives here that you should be aware of. We're going to see a lot more of these in the coming weeks, and in the next year. The set of proposals from Math for a 4+1 pipeline from each one of their five existing BS Math program degrees in various concentrations. These pipelines would allow undergraduates to be admitted into a pathway to a matching graduate degree in math, a Masters, MA or MS degree. It would allow the undergraduates to count up to 9 hours of graduate coursework towards both their undergraduate degree and if they decide to go into the Math Master's program, it will count there as well. Four plus one pipelines, of course are going to be very common across the country. We have a number of them here at UT already, and you are going to see a number of more of these coming up. It doesn't require a change to the existing undergraduate program degree requirements. What requires however, is language in the catalog with the undergraduate degree description that describes these pathways. I'm just going to read one of them to you to get a sense of how these read in terms of the catalog. I'm not going to read all of them specifically. But, here's for example the first one, BS to MS, 4+1 in Math, "Undergraduate students accepted to the math program option will be admitted to the MS in Mathematics" -- This one happens to be a concentration in Statistics -- "and allowed to compete up to three gradual level classes, or nine credit hours, during their final academic year of undergraduate studies. Students admitted in the pipeline program must apply for admission to the College of Graduate Studies for the semester they intend to matriculate. They will then continue into the Graduate program upon completion of your undergraduate degree requirements. The graduate course work, up to 9 hours, may be applied to completion of both the undergrad and graduate degree requirements. It will be the joint responsibility of the faculty and administrators in the undergraduate and graduate programs to supervise students admitted in the program options to ensure the limit of 9 hours taken as undergrad is strictly enforced and request of the College of Graduate Studies change their articulation from undergrad to graduate when they have met all undergraduate degree requirements.

The following provision apply for classes taken for graduate credit, graduate classes taken at the University of Toledo only after the student is accepted into the pipeline program. For example, in this one here is BS to MS in Math, the concentration in Statistics. They can choose from Math 5600, Math 5610, Math 5620, Math 5640, Math 5680, Math 5690. It must be approved up to the nine semester hours to be taken as undergraduate. Students interested in the combined program must submit a graduate application to the College of Graduate Studies. So, that is the language will go in the catalog. Each one of them, of course, is slightly different when you work through these five math pipelines. The courses they are allowing to be taken by the undergrad are different. But, I don't think I need to go through each one of those. We can segway before we break for any questions because I know these are kind of unique and innovative. Many folks may not be aware of this, of the 4+1. We have one more. I'll walk you through this one. There's a little bit different situation. But again, this is a 4+1 pipeline. In this case, there are two distinct pipelines that go from the existing BA in Psychology in the College of Arts and Letters, to the MA School of Psychology in HHS as well from the BA Psychology in CAL, to the MA College of

Education degree in HHS. This is very unique in the sense that it is an undergraduate pipeline for one college [that] pipelines into two different master's programs in another college. But all of the language in the structure up to 9 hours is the same kind of structure as I laid out for Math. I'm going to pause for a second. I know I went through that a little quick. But, are there any questions, specific to these 4+1 pipelines?

Vice Provost Molitor: I just want to make kind of a clarification of what you said. At the undergraduate level there is a program modification, because you actually have to list the courses that are offered at the graduate level that can count towards the undergraduate degree. So, there is a specific change in terms of the requirements for that degree that would be counted. So graduate course would satisfy the undergraduate degree. At the graduate level, it does not change any of the requirements. So when these come to Graduate Council, it's just a notification saying, this graduate program has been approved for a pipeline program, and then we have to send out a notification to the state.

Senator Lawrence: Correct, there is a change. I just want to let folks know that it doesn't cause a significant structural change to the undergraduate degree requirements.

Vice Provost Molitor: Thank you.

Senator Lawrence: Any other questions on these before I do one more proposal? I can't see the Chat, but I didn't see any pop up, so I'm going to go ahead with our last one. Very simply, this is a modification of the existing BA, in Video and Art in the College of Arts and Letters. It is simply doing a course replacement in their set required major courses. They are replacing Film 3340 with Film 3350.

I'll like to entertain any final questions before I call for votes. Hearing none, we will proceed to the vote. The vote does not require a motion since these come from a committee with approval. So, 'yes,' 'no' or 'abstain' in the Chat or verbally in the room. *Motion Passed.* Thank you very much folks. We have almost 40 more proposals coming your way. So we'll be busy to the end of April for meetings, and several more of these pipelines you're going to see as well. Thank you very much.

President Insch: I have to tell you that Tony and Patrick and their committees have really done a terrific job. They really pressed, because there were certain things that had to get done today and they really didn't have a lot of time notification. So, I really appreciate them. They are amazing. So, thank you all very much. Thank you, senators for staying. As a reminder, the next time we will meet is March, so have a great Spring Break. See you on March 14th, and then we will all go down and eat cheese and drink water, I guess. Motion to adjourn.

President-Elect Rouillard: So moved.

Past-President Bigioni: Second.

President Insch: Meeting adjourned. Meeting adjourned at 6:16 pm.

IV. Meeting adjourned at 6:16 pm.

Respectfully submitted: Deborah Coulter-Harris

Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Executive Secretary

Dr. Onur Sapci
Economics

Tenure and promotion to Associate Professor

John B. and Lillian E. Neff College of Business and Innovation

Dr. Heba Abdel-Rahim
Accounting

Tenure and promotion to Associate Professor

Dr. Collin Gilstrap
Finance

Tenure and promotion to Associate Professor

Dr. Karen Green
Accounting

Tenure and promotion to Associate Professor

Dr. Euisung Jung
Information, Operations and Technology Management

Tenure and promotion to Associate Professor

Dr. Steven Wallace
Information, Operations and Technology Management

Tenure and promotion to Associate Professor

College of Engineering

Dr. Kevin Xu
Electrical Engineering and Computer Science

Tenure and promotion to Associate Professor

College of Health and Human Services

Dr. Megan Costello
School of Social Justice

Tenure and promotion to Associate Professor

Dr. Jennifer Glassman
School of Intervention and Wellness

Tenure and promotion to Associate Professor

University Libraries

Professor Margaret Hoogland
University Libraries

Tenure and promotion to Associate Professor

Professor Jolene Miller
University Libraries

Tenure and promotion to Associate Professor

College of Medicine and Life Sciences

Dr. Saurabh Chattopadhyay
Medical Microbiology & Immunology

Tenure and promotion to Associate Professor

Dr. Ajaz Sheikh
Neurology

Tenure and promotion to Associate Professor

College of Natural Sciences and Mathematics

Dr. Qian Chen
Biological Sciences

Tenure and promotion to Associate Professor

Dr. Alimjon Eshmatov
Mathematics and Statistics

Tenure and promotion to Associate Professor

College of Nursing

Dr. Mary Jean Ohns
Maternal, Pediatrics and Mental Health Nursing

Tenure and promotion to Associate Professor

Promotion to Professor

College of Arts and Letters

Dr. Asma Abdel Halim
Women's and Gender Studies

Promotion to Professor

Dr. Thor Mednick
Art

Promotion to Professor

Dr. Benjamin Stroud
English, Language and Literature

Promotion to Professor

John B. and Lillian E. Neff College of Business and Innovation

Dr. Mai Dao
Accounting

Promotion to Professor

Dr. Alexey Petkevich
Finance

Promotion to Professor

College of Engineering

Dr. Daniel Georgiev
Electrical Engineering and Computer Science

Promotion to Professor

Dr. Cyrus Hagigat
Engineering Technology

Promotion to Professor

University Libraries

Professor Arjun Sabharwal
University Libraries

Promotion to Professor

College of Medicine and Life Sciences

Dr. Kathryn Eisenmann

Promotion to Professor

Medical Education

Dr. Douglas Federman

Promotion to Professor

Medicine

Dr. Gregory Georgiadis

Promotion to Professor

Orthopaedic Surgery

Dr. Jennifer Hanrahan

Promotion to Professor

Medicine

Dr. Jason Huntley

Promotion to Professor

Medical Microbiology & Immunology

Dr. Mouhammad Jumaa

Promotion to Professor

Neurology

Dr. Richard Simman

Promotion to Professor

Surgery

Dr. Catherine Van Hook

Promotion to Professor

Obstetrics & Gynecology

College of Natural Sciences and Mathematics

Dr. Rafael Garcia-Mata

Promotion to Professor

Biological Sciences

Dr. Song Qian

Promotion to Professor

Environmental Sciences

College of Nursing

Dr. Karen Hoblet

Promotion to Professor

Adult, Family and Population Health

College of Pharmacy and Pharmaceutical Sciences

Dr. Wissam Aboualawi

Promotion to Professor

Pharmacology and Experimental Therapeutics

Dr. Isaac Schiefer

Promotion to Professor

Medicinal and Biological Chemistry

Dr. Amit Tiwari

Promotion to Professor

Pharmacology and Experimental Therapeutics

Promotion to Associate Professor

College of Health and Human Services

Dr. April Ames

Promotion to Associate Professor

School of Population Health

Dr. Barbara Saltzman

Promotion to Associate Professor

School of Population Health

College of Medicine and Life Sciences

Dr. Shaza Aouthmany

Promotion to Associate Professor

Emergency Medicine

Dr. Zacharia Assi
Radiology
Promotion to Associate Professor

Dr. Raul Bosio
Surgery
Promotion to Associate Professor

Dr. Burton Brodsky
Obstetrics & Gynecology
Promotion to Associate Professor

Dr. Alicia Castonguay
Neurology
Promotion to Associate Professor

Dr. Nicole Dominiak
Pathology
Promotion to Associate Professor

Dr. Osama Elattar
Orthopaedic Surgery
Promotion to Associate Professor

Dr. Danae Hamouda
Medicine
Promotion to Associate Professor

Dr. Tahir Jamil
Surgery
Promotion to Associate Professor

Dr. Chiamaka Mbaso
Medicine
Promotion to Associate Professor

Dr. Ganesh Merugu
Family Medicine

Promotion to Associate Professor

Dr. Jeffrey Moore
Pediatrics

Promotion to Associate Professor

Dr. Tariq Shah
Urology

Promotion to Associate Professor

Dr. Stephen Stanek
Surgery

Promotion to Associate Professor

Dr. Crawford Strunk
Pediatrics

Promotion to Associate Professor

Dr. Christian Wuescher
Orthopaedic Surgery

Promotion to Associate Professor

Dr. Steven Zook
Medicine

Promotion to Associate Professor

Promotion to Assistant Professor

College of Nursing

Dr. Holly Myers
Adult, Family and Population Health

Promotion to Assistant Professor

