

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of January 31, 2023**  
**FACULTY SENATE**  
<http://www.utoledo.edu/facsenate>

Approved @ FS on 2/14/2023

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**Summary of Discussion**

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

[Experiencing Technical Difficulties]

**President Insch:** Good afternoon, everyone. We'll go ahead and get started. It's a little bit late, a couple of technical issues. I'll officially call our January 31, 2023, University of Toledo Faculty Senate meeting to order, and the first order of business is our roll call with Dr. Coulter-Harris.

**Senator Coulter-Harris:** Good evening, Senators.

**Present:** Ammon Allred, Peter Andreanna, Tomer Avidor-Reiss, Gabriella Baki, Bruce Bamber (Maria Diakonova), Terry Bigioni, Jillian Bornak, Eric Chaffee, Carmen Cioc, Daniel Compora, Deborah Coulter-Harris, Vicki Dagostino-Kalniz, Lucy Duhon, Anthony Edgington, Hossein Elgafy, Ahmed El-Zawahry, Collin Gilstrap, Karen Green, Sally Harmych, Samir Hefzy, Cindy Herrera, Jason Huntley, Gary Insch, Alap Jayatissa, Michael Kistner, Lauren Koch, David Krantz, Patrick Lawrence, Glenn Lipscomb, Kimberly McBride, Alexia Metz, Mohamad Moussa, Julie Murphy, Amanda Murray, Kimberly Nigem, Grant Norte, Carla Pattin, Elaine Reeves, Jennifer Reynolds, Linda Rouillard, Paul Schaefer, Barry Scheuermann, Kathy Shan, Robert Steven, Lee Strang, Stan Stepkowski, Steven Sucheck, Weiqing Sun, Jami Taylor, Berhane Teclehaimanot, Robert Topp, James Van Hook, Jerry Van Hoy, Randall Vesely, Donald Wedding.

**Excused Absences:** Sheri Benton, Mitchell Howard, Mohamed Osman, Suzanne Smith

**Unexcused Absences:** Elissar Andari, Prabir Chaudhuri, Catherine Johnson, David Kujawa, Yvette Perry, Puneet Sindwani,

**Senator Coulter-Harris:** President Insch, we have a quorum.

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

**Senator Coulter-Harris:** You're welcome.

**President Insch:** Our next item on the agenda is to adopt the agenda. Do I have a motion to adopt the agenda?

**Senator Schaefer:** So moved.

**President-Elect Rouillard:** Second.

**President Insch:** I would like to make a small friendly amendment to the agenda because our speaker has a last-minute change in his schedule, we would like to put him first on the agenda, and then proceed through the agenda as outlined. So we'll just move to Mr. Blair, and then move on to the other items. If I do not here an objection to that, I will assume that a friendly amendment was accepted and we will vote to approve the agenda. All in favor say, 'aye' or put 'yes' in the Chat. Any opposed say, 'nay' or put 'no' in the Chat. *Agenda Approved.*

Without any further ado, we are very pleased today to have Bryan Blair, the Vice President of Intercollegiate Athletics and Director of Athletics with us. I know the Faculty Senate is also very interested to hear what our new athletic director's vision, ideas, and positioning for the future are. We are very excited that he took time out of his exceptionally busy schedule. This man is constantly on the road and constantly supporting our Rockets, so we are very grateful for his time. Mr. Blair, the podium is yours.

**Past-President Bigioni:** Can everyone see that?

**Group of Senators:** [Silence]

**President Insch:** Can you guys see the PowerPoint slides?

**Senators on WebEx:** No, we cannot.

**Past-President Bigioni:** How about now?

**Senator Coulter-Harris:** Yes.

**Mr. Bryan Blair, Vice President of Intercollegiate Athletics:** Good afternoon. Thanks for having me. I'm really excited to be with you today. This is an important group, and I think you all know that. From my perspective, faculty are kin to our coaches. You have an outside impact on students' experience. You are on the ground creating that educational experience, fulfilling that commitment that the University makes to our students. So, there's no more important group to me than the faculty. I know from my own experience, the impact that faculty had on me, sometimes I didn't even deserve that second chance. So, I really appreciate you having me today.

I really thought it'd be good to first let you know a little bit about who I am. I've met some of you and some of you I haven't met. Then I'd like to dive into where we are as an athletic department right now, and then where I want to take us in the near future. So with that, we can go to the next slide.

To know me is to know my core values: family, passion, integrity, curiosity and servanthood. That's how I live my life. So number one, family, that's my everything. That top picture was a happy day when I t at Savage Arena and got announced as your next VP and Director of Athletics. My little girl, Bree, is in her tutu dress standing on my right. Then my son, Bo, my wife is holding on my left. Then my mom, my dad, my brother-in-law, sister-in-law and brother-in-law. Family is everything to me. I make my decisions based on my family. People say, why Toledo? A big reason is because of family. Not only was this a great job and the job mentors have always told me, hey, if that comes open, you need to look out for that one, but also my wife is from nearby, Dayton, Ohio. It's two hours away. It's about the perfect distance for the in-laws and for the grandparents to see the grandbabies, but I don't get surprise visits on my couch <laughter>. They call ahead of time, so that's always pleasant. So two hours is perfect distance for me. I'm just overjoyed to be close to them after a career of kind-of going through different positions and not being close. I underestimated how valuable that would be. And my kids absolutely love running around the Savage Glass Bowl. I think they've got unrealistic expectation of what sports look like now that they're in daddy's suit or Lowe Box with free food. So we have to temper that down a little bit long term. But really excited for them just to be Rockets.

Passion, I go with everything 110%. Gary talked a little bit about [me] being all over the place. I wouldn't know what to do with myself if I wasn't busy, and if I wasn't trying to make things better trying to

improve. I enjoy that. I enjoy the busy-ness. I enjoy being busy. I believe being busy is a pleasure. It's a privilege. I take that seriously. I want to do everything I can in the 24 hours I'm given to make everything around me better. That's what I strive to do every morning when I wake up.

The next one is integrity. I never want my son or daughter to look up something their dad did or a decision I made and be embarrassed. That's really how I live my life from an integrity standpoint. I never want them to look up and say, I wish my dad hadn't done that, I wish he would've done that. I work in a highly publicized industry, everything that you do gets reported by somebody. The Blade is top notch on that in making sure everything I do is reported on. But I want to make sure my son and daughter would always be proud. They may not like the decision that daddy makes, but they won't be embarrassed by it because I violated my core values.

Curiosity is a big one. That process of continual growth, constantly chasing perfection, and constantly chasing excellence is a never ending fight. I want our Athletic Department to be in that fight with us in terms of constantly trying to get better with everything that we do. I push my staff since I've been here every time we do something. The second, third, or fourth time we do it, it needs to be better each time. We need to measure how it got better and continue to hold ourselves accountable to that. The concept of pursuit of growth and growth mindset is really important to me.

Then the last is servanthood. I talked about it a little bit earlier. I want everything and everybody I come into contact with to be better because of the work I was able to do, and I want to allow them to be the best version of themselves. So as I look at our coaches, as I look at our student athletes, as I look at our staff members, I want each one of them to be the best version of themselves through whatever I can do to knock down whatever hurdles they have. I view myself as more or less the fullback of our team, and I need to knock down the hurdles, so our quarterbacks and running backs (who will likely use this sports analogy) will be highly successful in what they do and be the greatest version of themselves. Same for this institution. This Athletic Department, I think can help answer many of the challenges the institution faces. I know we're not a one-size fits all, but we can be part of that equation to help in the process. So, being a servant and having a servant's mind is a big piece of who I am.

So my department expectations are, one, be a great teammate. I told my staff on the first day I met with them, these were my expectations for each of them. One, to be a great teammate. That means, up-hold them with integrity, and treat people with respect, and look out for your teammates as much as you can. Just be a great teammate. Second, 'we' before 'me.' Putting the greater good of the organization and others in front of yourself. I think so often in a lot of areas -- I think sports is guilty of it too -- egos can come into play and you start worrying about your legacy or your own self value. But it's really about 'we;' how can 'we' be successful more than me? Because we can be an accumulation of all the individual pursuits that we have and how we magnify those through the group.

Third, be a pro. That comes into everything from timeliness to dress, to how you behave yourself and represent this University. All of us are an extension of the brand of the University of Toledo. I expect my staff, and everybody you encounter, to behave as such, including our student athletes.

Best is the standard. That applies to all of us in terms of individually. We should strive to be the best that we can be. I believe at the University of Toledo Athletic Department we are our best version of ourselves. We're the best in our conference, I believe that. I believe each one of us should try to strive to be the best at whatever we're doing. I need to wake up every day and make sure that I'm striving to be the best AD in

the Mid-American Conference. And after that, I need to strive to be the best in the nation. After that, I need to try to go for a repeat, or triple repeat, or something. But I want all of our staff to do that whether you cover the grounds, whether you are the janitor and you're emptying the trash bins, or whether you're the head basketball coach. We all need to be striving to be the best at our profession in what we do. Not only wins and losses, but how we serve people and how we educate young people and foster that environment that allows them to be the best version of themselves.

Then the last, have fun and love each other. I think this applies to not only sports, but everything that we do. Sometimes we can take ourselves so incredibly seriously and we forget to laugh a little bit. Have some fun and enjoy what you're doing. I can't pay everybody the most. Most of our staff work six or seven days a week, so they very often don't see their families. They bring their families to work with them to try to blend those worlds. What we can do when we are around each other for those extended periods of time, have a really good time and treat each other like we love each other. I mean care for each other and ask, how you're doing? That's really important for the culture that I want to have within our department.

So then everybody says, how's it going? Right? I love these two pictures because on my left, you've got our Women's Basketball team. That's Nan Garcia, native of Puerto Rico, but transferred here from Penn State. I got to drive up to Ann Arbor and see our Women's Basketball team knock off the number 14 team in the country, Michigan, at their own home court. And we had a bigger crowd than they had, I might say. Talking about a proud moment to be a Rocket. I mean, I'm brand new here, right? But we all have some version of 'hooling' going on in that arena, and it was clear that we outnumbered their fans because our Rockets had a lot of pride. Really seeing everybody high-five and embrace each other, and seeing those girls experience that success was just really powerful. Then [I was at] our Men's Basketball team just recently, this Saturday. I love Seth, one of our seniors, celebrating in that moment over BG and what that meant to almost 7,000 people. Huge student section, huge crowd, huge community coming together to celebrate all this unified spirit around being a Rocket. In that moment, we're all one, and I think that's the power of sports.

So, one, I want to say thank you to all of you in person and all of you on the screen. Our department –way before I got here – experienced tremendous academic success; this is uncommon across the landscape. Many departments don't experience this level of success, a 3.4 department GPA. So you take all our sports, all our student athletes, nearly 400 of them, and they got a 3.4 GPA when you average it out in the fall semester. That's tremendous. That's the best academic semester in Toledo Athletics' history. Then you start diving into it, and you're saying nearly 20% of them had a 4.0 GPA, a perfect GPA. Then over 77% had at 3.0 GPA. That's just not common in today's college athletics. I think sometimes we gloss over it because our athletes have done so much of it, but it's tremendous. That doesn't happen without tremendous faculty who are willing to work with our student athletes, lean into our student athletes, answer questions, help them work around these crazy schedules that we have them going through in their pursuit of getting a great degree from a great place. And I believe that. That's a team approach. This is certainly the quality of our student athletes. Those staying on top of it is our academic advising staff, but it is very much our faculty. I'd be remiss if I left this room without saying, thank you, thank you. Thank you for pouring into our student athletes. It means a lot and they end up benefitting from it. They leave here with great memories of their classroom experience and that's important.

So just really quickly. This fall, athletically, we had two conference championships: volleyball in the post season for the second time straight and football had a chance to play on the TV nine times this year. I

don't bring that up for football sake, I bring that up for this University's sake. That visibility for over six million people seeing the Rocket brand on national TV and the constant iterations, not only during that broadcast but over time, as they put that brand out there, they put those marks out there, and the institutional commercials that we air during those TV appearances are huge opportunities to tell our story. As the University continues to evolve and tell that story and define that brand, I hope that we can provide that platform to continue to tell the University's story to an elevated audience, not only within this region, but across the country.

We started a new initiative this fall. It was an idea that I worked with our staff to come up with. It's called Dining with the Deans. We've got a lot of restaurant partners in town who partner with us, so luckily we don't have to pay for any of the food. So, it's kind of a 'freebie' event. What we did was, we take deans and we get six or seven student athletes that have a major in their discipline or they are following that dean's purview and we have a meal. But beyond having a meal, we sit around the table and talk about life. They introduce themselves and tell their back story. The dean tells their back story, how they got in with what they do. I mean, we've seen tremendous outcomes from this. Real quick, because we're in the Engineering building, Mike Toole – it was about a month or two ago – and we had a football student, Adam Beale; he's a wide receiver of the team. Mike goes around the table and asked very specific questions. Mike came prepared with notes. He asked all the student athletes to say a couple of things, but [number] one, what do you want to do one day? Adam Beale says, well, I'm doing 'x,' here's my Co-op, and I would love to one-day work for NASA, but I don't have any connections to NASA. Well, low and behold, Mike says, I have connections to NASA, so send me an email and let's connect on that. That does not happen, but for that opportunity with Dining with the Deans, because so often our athletes are so bogged down in their schedules, and the work of our practice, and class, and everything else. And sometimes, it's intimidating to walk up to the dean and say, hey, let me tell you my story; let me set aside time with you. Some [students] do it and some [students] won't. I'd rather us take that to kind of force that conversation and make sure they have that opportunity to engage with some of our leaders across campus and really tell who they are outside of sports. We spent two hours at dinner on both those occasions and didn't talk a single thing about sports. It was never about sports. It was about what you want to do in your pursuit in life and then some of the lessons sports teaches you that may carry over into your long-term career. We're at an institution where very many of our student athletes are looked over. That's their reality. I usually don't tell them that. I want them to chase that dream and I want them to pursue that dream. Confidence is really important. But at the same time, it's my job to make sure when they leave here they prepare for life after sport, and they leave with a career, not a job. That's a really important distinction. I don't want them to just get a job that they could've gotten before they got here, the first thing that comes 'flying.' I want them to leave the University of Toledo with a career in mind. And even if they change down the line, I want to make sure they have some idea of where they're starting, and what their plan is along the way to get there, and maximize their network.

So, real quick. One success story that I thought about that I'm really proud of is this young man. I don't know how many of you know Dvontae Johnson. But he's a mechanical engineer major from inner city Detroit. He went to Cass Tech. His father, on the top left hand of that picture died in 2020 from a seizure. His father was a mechanic. He taught him how to tear everything down and build everything up with his hands. That's why he came here and wanted to be an engineer. He came to Toledo because we have a tradition of football, but we also have an excellent engineering program that he was excited about studying. So this young man gets here, and I'll tell you in my history in most of the schools I've been at,

young people say they want to be an engineer. You tell them they can be an engineer in their recruiting visit, but when they get here, they change their major. They go to interdisciplinary studies or something along those lines. I don't want to dismiss those majors, but that's not what they came to school to be passionate about. That's not what they came here to study. Here at the University of Toledo, what I've discovered is we've got student athletes pursuing nursing. We've got student athletes pursuing pharmacy. We've got over 50 student athletes pursuing engineering. That's nearly 10% of our student population that are engineers. That does not happen at most institutions. But it happens here because you pour into it and we've allowed that to happen. That's really important, something that we really talk about on the recruiting trail. So, Dvontae comes in as a young recruit, up at the top right. Then that's his mom and family on Senior Day getting recognized. That's him with his cap and gown in the middle. Then that bottom right picture is him as he was the defensive player in the MAC Championship and team captain. Talking about full circle. A guy that's doing it on the field at the highest of highest levels. He's preparing for the NFL draft right now. He will get drafted and get a free agent deal. He'll have a NFL thousand fan. How long? We don't know. But he's going to get that shot because he's a special athlete. Then he's got a career after that in terms of engineering and what he wants to do. He and his siblings have plans to go into the process of building homes. He has one sister in interior design and I think a brother in real estate. So they've already got a family business chopped out; the University of Toledo made part of that possible. I've got a 100 stories like that of student athletes that I've met since I've been here that just blown my 'socks off.' That has not happened thus far in my career. I've been at Rice, I've been at Washington State, I've been at the University of South Carolina. I've been to a lot of places. What we do here is special, and I preach it to everybody that I can talk to, because this type of academic and athletic achievement on both ends does not happen at most places, I promise you. Everybody says it does -- It does not. But we've got to do a better job with telling our story because we've got something special at Toledo that we need to brag about.

What's next? Where do we go from here? What's my vision? I get that question a lot on the road, and I'm happy to talk about it. I think these three pictures are really critical, right? You've got your downtown, your city, you got one of our athletic buildings, Larimer, and you've got that Campus Shop. I think those three entities pulling together being on the same team is a big piece of where I want to see us move into the future.

So, I talk a lot about the book, *Good to Great*. It is one of my favorite books. I've read it probably five times. I've led our staff most recently in discussions about the concepts within the book. We did a concept conversation just on Monday on the Hedgehog concept, if you read the book, and talked about what that means for Toledo athletics and how we move forward. But from that, I've kind of adapted my own philosophy in terms of how you go from good to great within the world of athletics and how we serve. Number one, people. People are the most important piece of what we do. People first in all aspects. When we have our opening, as people first, we recruit, retain and develop the absolute best we can get as coaches, staff, and student athlete. We recruit, retain and develop the absolute best people we can get. If we get that, then 90% of your problems go away because you got really good people at the table working hard, playing hard, getting their education, all these kinds of pieces, [so] it works out.

Second is culture. Culture is what you calibrate and what you celebrate. We're working hard on that. You've got to feed that every single day. As a leader, I can't tolerate somebody that steps outside our culture. So, if you do something that doesn't uphold our standards, we've got to take the appropriate corrective actions. And when you do something awesome, we've got to celebrate you. We had a student

intern at our Ticket Office. I just got a long email from a customer that he helped [her] out, and went above and beyond. So for me to send out a department wide email celebrating that young man, just a student intern, celebrating what he did, that's a big piece. But at the same time, I've got to hold staff members accountable when they step outside the line. I'm all about education restorative, all at the same time, if you step too far, we've got to make sure that we get back in the lines. Culture is what we feed. It is going to be 'we' before 'me.' It's going to be hard work. It's going to be servant oriented. It's going to be all those pieces.

Third is strategy. I believe in strategic planning and I love strategic planning. My friend Jason Huntley right here, as I think about what he just went through and is going through with the campus strategic plan. Athletics is what rolls into that process too on the heels of the University plan, to kind of define our own to really celebrate that and prop that up. But, strategy to me is not only what you will do, it is also what you won't do. All too often we get strategy mixed up with the to do list. We put a list out of all these new things that we want to do and accomplish, but we didn't trade off for anything else. We just say, we're going to do everything in the world. There's not enough time, there's not enough talent, and there's not enough resources to do everything. So, you got to make really strategic decisions on what you will do, but also what you won't do. Our department will live by strategy on a quarterly basis, on an annual basis, continuing to revisit what we will do and what we won't do, because our world's changing rapidly around us. Austin NIL, the Supreme Court cases, the Congress realignment, ... So much coming at us right now. We've got to constantly revisit strategy to keep us held tight at the center.

Then, lastly are resources. I don't think that's a surprise to anybody on this campus, we need more resources. My job and the reason I got to leave early is because I'm chasing new resources. I'm having conversation with anybody that will talk to me about how they can support us going forward and continue to help this Athletic Department financially. I think also those resources help you on that first part-- recruit, retain and develop the absolute best people, and then starts the cycle to what I think is really important in what we're trying to do. So we're going to pursue resources. We've got lots of ideas. We're aggressive and bullish on our future in that category. My predecessors did a tremendous job. Everything they did from a resource generation, they led the conference above all of the MAC schools in how they generate resources. I'm a believer that we can do a little bit more. We'll see how that plays out, but I'm pretty confident that we will be able to do more in some really creative fashion.

So, another problem we're going to focus on is how we engage our current students, but also how we engage future Rockets. Our students section, and I hope some of you have been to Savage this past winter, is absolutely tremendous this year. And again, I wasn't here before this season, but what I hear from people is they love the new student experience. They love how students are coming out to engage in our games and be passionate. We've got this thing called Rowdy Road, those gentlemen on the left with the yellow shirts on. Their job is to be as loud, and noisy, and rambunctious as they can for the posing teams. They yell their faces off. They love that environment. They love going crazy for those two hours and just letting it all out. Not only are they impacting the game, not only are they having that great experience, they are also building really good memories. Because all their classmates (as they are sitting around) are saying, 'hey, you remember the game last night?' 'Do you remember the time we went to a football game last night? It was freezing cold and it was snowing on a Tuesday night against BG?' 'We had a great time in the stands.' 'Do you remember that time when you met your spouse?' We had a proposal early this year on the football field between two people that met each other through Toledo athletics. We could create memories, we can create a sense of affinity, and a sense of community. And

I'm a believer in that. And of course, I'm AD so I'm drinking the Kool Aid, and I hope you want me to. But I believe that sense of community that we create is really, really powerful. I'm really proud of our students for showing up, not only for the football season where we increased attendance, but also basketball. Then the second piece is the future Rockets. I can't guarantee all these young people go to Toledo. But I've heard countless story, after story, after story of people around this town say, I grew up in one of these games with my mom or dad; we had this experience and that's why I enrolled. But if nothing else, I want them to have such a tremendous experience, every time they touch our campus that they at least think about us in the process of deciding on what college they want to go to. So I'm really bullish on our staff increase the number of campus visitors that we control through athletics. Whether it be canceling clinics where we bring people on, I want to turn them into Rockets while they're here on campus. Whether that be outside events or concerts, I want to turn those people into Rockets. I want them to say, wow, I had a great time on campus; wow, that campus is so nice; wow, I want to revisit it. And when they're going through their college decision, they'll look at some of this information and say, you know what? I need to take a deeper look at UToledo because I know I had a great time, now I'm finding out about their Business School, or their Engineering Department, or their History, or Music or Arts, or whatever it may be. Because, now we got their interest and we spread that brand, and we give them a really good feeling when they are on campus. So, I think those are two prongs that I feel really passionate about getting. I think those pictures just makes me smile because, as I look at those students, and I look at the young people, and I think of my own experience with being a Toledo Rocket. That's pretty special.

Team Toledo is something you probably heard our Athletics Department talking a lot about. Again, as I talk about that cover page, this University, the city, this Athletic Department, pulling in the same direction unlike anything in no demand will make us unstoppable. I believe that. I believe as one has success, it helps all the others. So, I'll give you an example. Toledo's downtown renovation and the ProMedica Concert Series help all of us. That helps us recruit staff. That helps us tell the story of the city of Toledo. That helps everything about what we're trying to do. When the University has success, whether it be rankings, whether it be an academic grant, whatever it may be, that helps all of us. I'm telling that to our student athletes and our recruits about how well that is. Then you can't deny the impact this University has on the city overall, whether it be from the number of employees, to the economic impact, to the Light. We are all inter-strictly connected in so many ways. I hope people see student athletes compete in a way they are proud of and represent Toledo across their chest, on their helmet, on the backsides of their jersey, whatever it may be. And our young people are doing this in a proud way, representing us on the national stage, telling people there's something special going on at Toledo, you need to check it out. So I think if one win, we all win. We're really pushing that concept because I think that teamwork is something that I've known since I've been a student athlete. I mean, that's something nobody will convince me otherwise, that the best outcomes would be with teamwork in mind. So we're going to really be bullish and push ahead on the teamwork concept.

So, lastly, just finishing up. I want to dream big. If you can't tell yet, I'm excited to be here. I'm excited about our future. I think we've got a really bright future here. I'm more convinced today than I was when I accepted this job that this place has got everything it takes to be great, and serve even more to this campus and to this city. Every time I have a conversation, every time I engaged with a local business, or donor sponsor, I would become more convinced. There's more 'fruit on the tree.' We can do more and we can be more excited about what we do. So, I'm really excited about that. I want to dream big. This spring we are going through planning efforts. One, from a strategic planning effort Really again, building off the



University strategic plan to figure out what is our plan internally to make sure we're continuing to serve the University and our young people. Financial plan, not only from a forecasting standpoint, but a zero based budget. A zero based budget is something I believe in, so we'll do this on an annual basis. We've started implementing that. We'll do one every single year. I believe in the process of zero based budgeting and breaking it down to studs and building it back up. One, from an educational process so you know where your money's being spent, make sure it's being spent wisely. Two, I just think the exercise of going through it [is necessary], because if your numbers and expenses are staying the same year over year with us, how do we have home and away competitions and the like, those two don't match up. Your budget shouldn't be year after year when your home and away needs doesn't match up across the board. So, we need to dig deep and find ways to strategically invest in certain areas that we think would give us the best...of what we're trying to do will be a part of our process. Because you have to align, in my opinion, finances and strategy. It doesn't work the other way around. If you just add strategy and you don't align your finances with it, the plan doesn't work. There's no doubt about that. Then third is facility. I think we've got some infrastructure needs within our department. I think those are maybe even delayed or looked beyond and we've got to fix some of those, because if you don't fix them now, they just become bigger. We don't want to kick that can. But also, as we look at some of our facilities in terms of the student athlete experience, we provide the efficiency for our student athletes or the ability to generate revenue or anything outside the box. So, as I look at the Glass Bowl -- and we all pass by it on a regular basis -- not only should it host six football games a year, it should host a lot of concerts, monster trucks, boxing, whatever you want to talk about to get campus visitors here, increase our revenue streams. And it continually exposes outsiders to the University of Toledo, and bring them on to our campus to show them all that we have here and how amazing it is. That's really important to me. So, we're going to continue as we build or renovate facilities, to keep all those other uses in mind outside of just the intended use. We want that intended use..., but there's a lot of other ways we can weave into these creative thoughts in what we're doing.

So, with that, I say, thank you. Gary, I think we've got time for some questions. I'm an open book as much as possible.

**President Insch:** All right, are there any questions for Director Blair?

**Past-President Bigioni:** There is a question in the Chat. I'll give this to you.

**Mr. Bryan Blair:** So, I think one of the questions is about Coach Candle and do we include academic incentives for success coaches? We do to a certain degree. I think you need to be really careful about incentivizing academic performance because I think (not with Coach Candle, but with the wrong person in-mind) that can lead to some bad outcomes. I mean, I talked a little bit earlier about certain schools want to shoot athletes into majors that they deem as 'easier.' I think that got too 'heavy' into an academic incentive model for coaches where there's a monetary incentive for kids getting good grades. I think it's the best intentions, but I think that can be really tricky. So, we want to be really mindful of that, why we reinforce the needs for grades. We need to be careful how many academic successes incentives we layer on.

**<Chat Box Question>** There's one about the previous two soccer coaches being fired and what policies and procedures have you or will you implement to protect our female student athletes?

**Mr. Bryan Blair:** This is the upmost important to me. I don't shy away from this. I don't shy away from what happened. For me, the soccer coach question and firing the previous two, obviously, that was done. We implemented a culture survey for our student athletes. Historically, here, I'm not aware of us doing surveys for student athletes on their experience, and asking those questions on a regular basis. So now we're doing that on a regular basis. We partnered with a group called Real Response that partners with a lot of the Olympic committees. They utilized this service after some of the scandals that they faced. And a lot of major NCAA teams also use this service. There's a lot of really broad questions to get really good feedback. But also making our student athletes aware of all the opportunities they have to report at any moment's notice on whatever's going on in their programs. I think having an open door policy is a piece of it. But also I need to remind them of not only athletics avenues, but the ability to go to UToledo Report and other mechanisms. So they make sure they have those at their disposal. We've got that, we've talked about that, we've implemented that search culture survey. Then we're also going to hold people accountable. I'm not saying that the previous administration did or did not, but as things come to light for me that I feel like [it] crossed the line, and we're going to handle those accordingly.

**<Chat Box>** Overall, what percentage of Athletic Department comes ticket sales, student fees, the UT Foundation, and the University general fund?

**Mr. Bryan Blair:** I don't have those numbers off the top of my head. I could get them back to you, but I might butcher it if I tried to chop it up in the percentages based on those five different categories.

**President Insch:** Those numbers are available. I've seen them, so we will find that for you and get that to you if you're interested. Also, you can go to the budget section on MyToledo. Matt has set up that section of budget information. I'm sure that if you go through the budget information, you'll find that there because the Athletic Department is one category that is described. Are we down to Senator Avidor-Reiss now?

**Past-President Bigioni:** I think so.

**President Insch:** All right, Senator Reiss, you are up my friend.

**Senator Avidor-Reiss:** Hi. Thank you for your presentation. I want to discuss maybe what you call unintended consequence of the program. We had some complaints that students cannot find parking when you guys have events during the day. I wonder what is your plans to make sure that when the Athletic Program have a successful event, students who go to class actually have parking?

**Mr. Bryan Blair:** Yes, absolutely, I appreciate the question. I think what you're referring to, and this came up earlier in the year when Women's Basketball held a game during the middle of the day towards the start of their season. I think that was in November or so. I believe that's the one I'm aware of.

**President Insch:** Yes.

**Mr. Bryan Blair:** So, that was the 11 o'clock tip off. What they did was actually call it Education Day. Education Day is when you invite local elementary school kids and middle school kids to a game. They use it as a field trip for their class and then they come out and support the team. You get to expose them to the University and talk to them about your program. So we had, I think two or three-thousand young people screaming at the top of their lungs, 'I'm on UT's Campus' to try to expose them. I know with parking, and I know a part of parking, ParkUToledo and Matt Schroeders' Office, we came together to

talk a little bit about how we communicate. I think some texts and emails got out, but maybe shooting some more out to make sure people are aware. That's a one-time a year event, so certainly that won't happen throughout the year. Now, does parking gets adjusted for a football game, a premature basketball game? Yes, those do. But it's not to the degree I think we're talking about here, during the middle of the day when parking is jammed pack and we're trying to get students in. So, there was some communication. I apologize that it happened the way it did, that young people felt like they didn't have an avenue to class. I know when I spoke to Parking, they felt like there was adequate parking, just maybe not as close as what students are used to. So, trying to communicate a little bit more proactively, but also trying to continue to maybe share some more about Education Day. Because that's a tremendous opportunity to get a lot of young people on the campus at one time. If we are a University as we talk about enrollment and the like, to get that many young people on campus having a really good time, I think that's a worthwhile cause. Just maybe we need to work a little bit better on how we communicate and how we talk about it, but really good question.

**Senator Huntley:** Hey, Bryan, I appreciate you being here. This is Faculty Senate, so I'm curious what are your thoughts about, I appreciate you talking about student athletes and how we support them in the classroom. What can faculty do to help athletics?

**Mr. Bryan Blair:** I mean, one, I think you do so much based on everything I've seen and observed. I think our faculty here naturally are top notch on how you teach, but also how you are willing to communicate to our student athletes in terms of whether it be their schedule to travel. I would ask that we continue that to the degree we can. I certainly want to minimize the amount of disruptions they have, but also for many of these young people, they don't come to college for anything but for the opportunity to be on scholarship and to play a sport. So, their choices on travel is somewhat limited. We will continue to stay on our coaches to minimize how far we travel. I think we are blessed to be in the Mid-American Conference because of the close proximity. But I would ask our faculty, one, continue to be open with that and have that conversation. Two, continue to hold our young people accountable and push them to be the best version of themselves. That's what I'm doing on my end. I'm not only pushing them in the academic field, but just from a grade standpoint. I really want them to utilize this opportunity for five years to come to you or any other faculty member and talk about life. And what I mean by that is, what their career could allow them to do, and maybe taking that education to that next level beyond the service level, 'I take a test and I get good grades.' Because I think education is still valuable, but it is not limited to the compounds of reading a book and tests. There are conversations and personalities and individuals you can encounter. From my own experience being a student athlete way back in the day, my teammates and I would go to class. We were dog-tired from practice. We sat through class and learned. We went back and did our homework and repeat. But we didn't take that time to talk to a professor and learn who that individual is, and what lessons we can learn from them. I tell them, excuse my language, to milk this opportunity. So I want not only my curiosity to shine through, but I want their curiosity to shine through. I want to push these student athletes to continue to do more because again, a job is not enough for me. I've seen it happen throughout my career, when student athletes leave and they have no idea what they want to do because they got tied into the, call it the 'system,' and they were shoehorning a major they had no idea why they were in it, but it was just to keep them eligible for four or five years, and now they are scrambling trying to figure out what they want to do. I won't let it happen here. I just won't. It is too important to me. It is too passionate for me, and we don't have to do that at the University of Toledo. Because you all work with them and we got a tremendous support in place -- we can have it all. This is

one of those places where you can truly have it all. So, I would just ask our faculty to continue to let our student athletes have it all. There's pharmacy, engineering, business, whatever it may be, let them have it all. And help us, help them try to make sure they are supported in those endeavors.

**President Insch:** Any other questions?

**Mr. Bryan Blair:** Well, thank you again so much. My information, just like the budget, is publically available. So if I can ever be to any assistance, please let me know. I'm really proud to be here and I'm really thankful. I feel incredibly blessed to be a part of this community, so thank you.

**President Insch:** Thank you very much. I appreciate you being here, I appreciate your time. All right, that was awesome. Thank you so much. Again, if you have any questions or concerns, you certainly are free to email Mr. Blair. If you have questions about the athletic budget, if you want to shoot me an email, I can try to track that down for you to get you that information. That information is available.

I'm going to ask a small indulgence on Provost Dickson and Vice Provost Small. We have one piece of business that we need to kind of accelerate, because it's going to be presented by the Chair of our Elections Committee, and he has to teach in a few minutes. So with your indulgence, we're just going to move briefly to the Elections Committee and Dr. Cyrus Hagigat. He will walk us through one of our Constitutional requirements regarding the Senate reapportionment.

**Provost Dickson:** No objection on my part.

**President Insch:** Thank you, Provost Dickson.

**Past-President Bigioni:** Can everybody see it?

**Senator Coulter-Harris:** Yes, we can see it.

**President Insch:** Thank you, Senator Coulter-Harris.

**Dr. Cyrus Hagigat:** Can you hear me?

**President Insch:** Yes.

**Dr. Cyrus Hagigat:** Okay. So, Dr. Molitor sent us an Excel file, and we went through several iterations and came up with the number of eligible faculty for each college. And then ratio the number of available seats in the Senate to the number of faculty. The rule is that no college can have more than 14. One college ended up to have more than 14. That was the College of Medicine and Lifesciences. So they were allocated 14, and 14 was subtracted from 64. There were 50 seats left beyond that. There was ratio again, and one college came up to be less than one. That one college was assigned one, and then we went by rounding down the ratios because everything turned out to be less than 25. The numbers that you see are the allocations for the next round of elections. The last column on the right shows the changes from the previous year. So, the first numbers, the College of Arts and Letters, 13; College of Engineering, 6; College of Health and Human Services, 6; College of Health and Human Services, 6; Law, 1; Medicine and Life Sciences, 14; Natural Sciences and Math, 10; Nursing, 2; Pharmacy, 3; Honors College, 1; College of Education, 3; College of Business, 4; and University Libraries, 1. You see the changes compared to the last election. There were mostly no changes, but College of Arts has an allocated increase of one senator. The College of Engineering, plus one. The College of Law lost one. The College

of Natural Sciences, plus one. The College of Business lost one. And Libraries lost one. That's it. It's a brief presentation.

**President Insch:** Are there any questions? All right, I don't see any here. If there aren't any questions, then what we need to do now is, I guess if it comes from a committee we don't need a motion. Do we?

**President-Elect Rouillard:** No.

**President Insch:** So there's a motion on the floor to approve this reapportionment for the Faculty Senate of 23-24. So, without any objections we will move to vote. All in favor say, 'aye' or put 'yes' or 'aye' in the Chat. Any opposed say, 'nay' or put 'no' in the Chat.

**Past-President Bigioni:** Unanimous 'yes' in the Chat.

**President Insch:** Okay. *Motion Approved.* Thank you my friend. Have a good class.

**President-Elect Rouillard:** Thanks, Cyrus.

[Applause]

**President Insch:** That is something we haven't addressed in the last couple of years, and obviously there's been a few changes in faculty across campus. So, the Faculty Senate Executive Committee felt it was important to go ahead and make sure we get that done.

Moving back then onto the agenda. Just quickly, the Minutes have been presented. Hopefully, you had a chance to look at those. I will accept the motion to approve the Minutes of January, 17 2023.

**President-Elect Rouillard:** So moved.

**President Insch:** Thank you.

**Senator Hefzy:** I second.

**President Insch:** Thank you, sir. All those in favor say, 'aye' or put 'yes' in the Chat. If you oppose, 'nay' or put a 'N' or 'no' in the Chat. I think we are pretty much 'rocking' on the yesses there. *Motion Passed.*

I will quickly give the **Faculty Senate Executive Report:** Good afternoon. Over the past two weeks, the Faculty Senate Executive Committee met separately with President Postel and then with Provost Dickson and Vice Provost Small. Those meetings were very informative. With President Postal, some concerns were raised regarding the IRB process and general research issues affecting faculty and our students. These concerns are under further discussion, and the Faculty Senate Executive Committee will be meeting with President Postel and Frank Calzonetti in the near future. President Postel also discussed the upcoming national search for our new provost. Many of you likely saw the email that went out yesterday, outlining the process and the timeline. There was also some discussion regarding the dean search for the College of Arts and Letters, the final timeline and process for that search is still under discussion.

The third item that we discussed was the potential changes in some college structures, specifically the College of Graduate Studies, Honors College, and University College. As Interim Dean Scott Molitor explained to us at an earlier Faculty Senate meeting, the College of Graduate Studies has already undergone significant changes with many of the functions housed in the Graduate College dispersed on

the University service areas. The remaining centralized function will likely be supervised in the future by the existing vice provost, or director of Graduate Studies.

With the transition of Dean Appel to another university and the University of Toledo's re-emphasis on online programming, changes to both the Honors College and the University College as currently constituted are inevitable. However, the exact nature of these changes is still under discussion. And Provost Dickson assured us that final decisions have not been made, but that she and her team are looking at any restructuring very, very carefully and will involve as many people as possible to that conversation.

The final item that we've talked about was the new strategic plan. This plan is in its final refinements for presentation of the Board of Trustees in their reading next week. The strategic plan, I hope we've all had a chance to look at, has several important initiatives in it, ranging from support, from increased partnerships involve the Medical Campus to increase research support to help UToledo move to an R1 chronic and research designation to a potential \$2 million national branding campaign that would emphasize the value of the University of Toledo education. Senator Jason Huntley and Anne Fulkerson will be joining us at the end of March to discuss the latest iteration of the strategic plan and answer any questions. In our meeting with Provost Dickson and Vice Provost Small, we discussed the overall University budget process, and the status of the once proposed University Budget Oversight Committee. The Budget Committee that met with the Huron consultants and suggested the current tax and subvention rates last met in March of 2021. There is a need to review the assumptions and process under which those recommendations were made. The Provost will get back to us with an update on the status of that process. The Provost also reminded us that the Board of Trustees has asked for a five-year budget, and within the scope of that budget projection, there is a need to cut an additional \$30 million dollars. The proposed strategic plan and strategic discussion will help address how to cover that deficit. Part of this discussion will include workload equity across colleges and departments and clarification of the policies/definitions of work to workload expectations.

We also discussed the recent developments regarding AI's intrusion into the classroom and students use of ChatGPT and other software. We are seeking input from you as Faculty senators and also of your colleagues, our colleagues, regarding your thoughts on how UT should address these issues. If you have any thoughts or suggestions, please communicate those to me. We will have a Faculty Senate committee reviewing this issue and presenting recommendations to the Senate and to the administration.

Now, just a quick review of our ad hoc committees. The Faculty Senate Budget Committee continues collecting information regarding membership of each of the colleges, the respective budget committees and the process by which those committee members were selected. One of the goals of the committee is to gather the budget data from each college and review how the budget process is being handled to the various colleges. With a better understanding of the different colleges' budgets and unique needs, the committee will provide recommendations on how to improve the budget process. The Faculty Senate continues to gather information regarding the various technology issues facing faculty, including research and technology that would allow us an enhance student experience when running hybrid classes with synchronous online student participation. To gather information about this, Kim McBride has put together a survey, and we will be asking for your help as there will be a survey sent out the faculty in the near future. It's a very short survey to gather information from faculty on that particular issue.

The Faculty Senate Dean's evaluation process is moving forward under the direction of Past-President Bigioni. We expect to launch the survey early next week probably on Monday, fingers crossed. So, please, please advise your colleagues that the survey is coming and encourage them to fill it out.

The Recruitment and Retention Committee continues to work very hard. Each subcommittee is gathering data and preparing recommendation for Faculty Senate and the administrations' review. Again, we are trying to help make informed recommendations. So, I apologize for the all the emails – but there is another short survey that will be sent to faculty and staff to gather current practices regarding retention and suggestions for improvement. I recognize that three emails are probably coming your way in the next couple of weeks. However, one of the things we talked about with President Postel is the faculty wants to be engaged in helping solve our challenges. Part of that is getting your experience to us, and the only way we can do that quickly is through emails. So, I apologize for that, but then I don't apologize for that because I really need your help. We need your input, we need your ideas. There are many brilliant people here at the University Toledo and collectively, I am positive we can solve our problems if you work together. So we're asking for some help. Again, apologies for the emails. But please, they are all very short surveys and very important to us.

Two additional items as I conclude. Not to take any thunder from Vice Provost Small, so I apologize to her – but I'm going to announce it first. The Faculty Senate will be co-hosting the Tenure Recognition Reception and Ceremony. It will be held on February 28<sup>th</sup> at 6 pm just down the hall right after our Faculty Senate meeting.

So I am asking a favor, an invitation to all faculty to join us in celebrating this important milestone in our colleagues' career. In particular, I am asking each Senator (that would be you and those who aren't with us) to make a small sacrifice and come to the Faculty Senate meeting in person on February 28<sup>th</sup>. Come join us here in this room. We would be adjourning at 5:45 pm. And then you can join us as we walk down the hall to celebrate this great achievement by our colleagues.

Another issue discussed with the Provost was the recent approval process for faculty sabbaticals. I know there's been some conversation about that process. Vice-Provost Small has agreed to explain that process to the Faculty Senate and will answer any questions right after I conclude my remarks.

My friends, that is our report. Are there any questions? Are there any additional comments from members of the Faculty Senate Executive committee? Are there any questions?

**Senator Jayatissa:** Is the Provost search internal or only outside? The search is open to faculty, right?

**President Insch:** Well, is that any search is open to a faculty member. All the national search does is it engages a search firm to find candidates from outside who may not be aware of the position open. Their job is to gather as many candidates as possible, and if an internal candidate has the best application, and does the best job through the process, then he or she certainly would be hired. Frankly, as a person that got out and tried to get jobs at other universities on occasions, it's awful difficult to beat an internal candidate because they know what the problems are and they know the people. So actually they have a little bit of an advantage if they qualify. So, yes, anybody could apply. I know Provost Jay sounds good to me. I got your question, right?

**Senator Jayaitssa:** Yes.

**President Insch:** Is there a hand up I didn't see? So what's going to happen now, is we'll return basically to our agenda. I've asked Provost Small to just give us a quick explanation of sabbaticals, and I really appreciate Provost Dickson and your patience with us. And then the Provost will give us her report. So, Provost Small, if you want to go and if you want to bring up the slide show, please.

**Vice Provost Small:** Absolutely. Ready when you are. Quinetta, thank you so much for sharing that. Good afternoon, President Insch, Faculty Senate and members of the faculty. I am pleased to accept the invitation to be here with you today. As President Insch just shared, the Faculty Senate Executive Committee has brought to my attention some questions regarding the sabbatical approval process and financial implications for the University. We received an unusually high number of sabbatical applications this year, and due to University budgetary constraints tied directly to guidelines with the CPA, we aren't able to fund all of them. In the sabbatical evaluation process, both the Office of the Provost, and President must adhere to the guidelines provided in Article 15.1.6 for sabbatical leave. Within Article 15.1.6, there's specific language that limits the number of sabbaticals that the University can fund and present to the Board of Trustees for approval. The specific language is located in Article 15.1.6.16 and Article 15.1.6.18. I'll share that language with you now. We'll start with 15.1.6.16, that indicates that the President shall determine the number of distribution of faculty leaves to the Board using the number of sabbaticals granted over the preceding five years as a basic guideline. Essentially, we take the average of the past five years.

Next, and additionally, CBA Article 15.1.6.18, indicate that approval of the sabbatical leave proposals shall be at the sole discretion of the President and the Provost with due consideration of the guidance provided by the University Committee on Sabbaticals and 15.1.6.16. So we keep seeing 15.1.6.16 flagged in the CBA. So, essentially, the number of sabbaticals funded each year is contingent on averages and trends from prior years. Evaluating these trends, we see that there were 41 applications received for AY23-24. Over the past five years, the average number of sabbaticals granted is 23 with a range from 16 to 26 awardees. So, based upon these past matrix, the University felt that it was able to fund 26 sabbaticals for this review cycle. In an attempt to fund as many possible sabbaticals, the ordering criteria used at both the department and college levels found in Article. 15.1.6.8 were applied University-wide across the entire applicant pool. What that meant was that first members who had never had a sabbatical and received unanimous support or majority support from prior evaluation levels, including the department chair, dean, and the University Committee on Sabbaticals were approved. Secondly, faculty members who had the longest time since their last sabbatical and unanimous of support from the prior evaluated levels, including the department chair, dean, and the University Committee on Sabbaticals were also approved. There was also a focus on how these prior review levels evaluated the research, or the scholarly activity proposed by the applicant. So, consequently, 21 of the 26 approved sabbaticals this year were first-time awardees.

So moving forward, we realize that the increase in the number of sabbatical leave requests have been largely influenced by the impact of COVID-19. Impediment such as the inability to travel and adherence to social distancing norms have influenced uptake in the sabbatical leave applications. So, there may have



been delays in eligible applicants applying for sabbatical leave. Simultaneously, newly tenured eligible applicants are now applying for sabbatical leave. And lastly, we have faculty who may have applied in the past and were not previously selected, who are now reapplying for sabbatical. So, given the circumstances, moving forward, my office will be developing a rubric based on the CBA, so that we can fairly grant as many sabbatical requests as possible. We'll develop a webpage and post these criteria for faculty to reference prior to the next review cycle. I'm hoping that this explanation is offering some clarity around this year's approval process. I'm happy to answer any questions. Additionally, faculty can feel free and I encourage them to reach out to me for follow-up questions. Quinetta, thanks for sharing.

**President Insch:** Thank you, Vice Provost Small.

**Vice Provost Small:** You're welcome.

**Provost Insch:** Do we have a question?

**Past-President Bigioni:** Yes, we have some in the Chat. I'll read them. So, the first question, I think you've answered how many applications. It's a high number. You gave statistics on that. So, the second question is, can the membership get a copy of Vice Provost Small presentation? That was emailed so you probably already have it in your inbox. Third question, how many applicants put off sabbaticals because deans or chairs ask them to do that due to staffing issues?

**Vice Provost Small:** Now, that I am not aware of. That would be departmental based.

**Past-President Bigioni:** The last question in the Chat so far is, what is the cost of the University when a sabbatical is approved if a department does not request additional instructional resources to cover courses of those faculty approved for sabbatical?

**Vice Provost Small:** So what we're referencing here in terms of one of our review criteria has to do with costs based upon limitations for funding for overall sabbaticals institutionally. So, there's multiple levels of review, and one of those levels of review are costs associated with colleges and departments. What we have to do in the Office of the Provost is to consider what the overall cost is to the University, and we have defined guidelines based upon the information provided in 15.1.6.16 until we can fund as many as we can based upon the past five years trends and averages within those guidelines. Those are where our budgetary restrictions lie. We cannot provide to the Board a number that exceeds what we've seen within the past five years, particularly, in terms of averages.

**President Insch:** All right. Thank you, Provost. Are there any other questions for Provost Small? Again, if you have a specific question about a specific case, I'm sure Provost Small is more than happy to kind of have a conversation with you and walk you through that. Again, the criteria is fairly clear. If you haven't been on a sabbatical before, that 21 and 26 were in that category, and the other 20 were spread over six who probably have had the longest time since their last sabbatical, I would suspect. So again, Provost Small is obviously very transparent about the process. I didn't know what it was, so I appreciate her very much sharing that with us. And again, if you have any specific questions, please reach out to her and she's more than happy to answer them. So, thank you very, very much. I appreciate it.

**Vice Provost Small:** You're welcome. Gary, I appreciate the invite and I'll follow up by saying, I'm happy to answer questions. Please send an email, send a phone call. I'm happy to have a conversation to answer any questions that you have.

**President Insch:** Thank you. Provost Dickson, thank you so much for your patience. It is appreciated. The floor is yours.

**Provost Dickson:** No worries. When I clicked on mute, I lost my presentation. So, excuse me for just a second while I find it. Good afternoon, President Insch, President-Elect Rouillard, Executive Committee, and Faculty Senate Members. We continue to be busy in the Provost's Office and are moving things along as quickly as possible while also being mindful of how rapid change can be difficult in a university institution. I appreciate the opportunities I've had to discuss what we're doing with all of you, and with the Faculty Senate Executive Committee. It's very, very important, I think, that we stay closely connected in terms of what's going on. It is important we all continue to work closely together as we move forward with what will certainly include difficult decisions as we continue to work toward efficiencies and any of the difficult budget cuts from the Board of Directives around a five-year budget plan.

Before I get into that. I would like to recognize Dr. Allyson Day, associate professor of Disability Studies who, along with five UToledo alumni were named to the "20 Under 40" list, an annual recognition of 20 community leaders from northwest Ohio and southeast Michigan. Dr. Day has also recently received a national award from the National Women's Studies Association for her first published book in October 2021 entitled " *The Political Economy of Stigma: HIV, Memoir, Medicine and Crip Positionalities*. So, congratulations to Ally. You all continue to make all of us proud. There's so much good work going on with the faculty.

So as we move forward, most immediately, we were focused on preparing for the February 8<sup>th</sup> Board of Trustees meeting. As previously mentioned, we'll be formally presenting both the five-year Strategic Plan, as well as a five-year financial plan. The Board has made more than a few inquiries and requests for additional information, and are asking for very clearly articulated metrics and goals around any number of things from program prioritization, to college reorganization, to enrollment strategies and projections. Finance and Academic Affairs have been working together many hours incorporating feedback from the Board. We are hopeful that the plans, as they stand, will be accepted at this meeting. Actually, they are only going to be voting on the strategic plan, but they are telling us that they will not accept the strategic plan unless they're also happy with the financial plan. Both the administration and the Board understand that the plans are "living documents" and that they are likely to change with various levels of implementation happen and as our data on the matrix are collected as the implementation occur. But the plans are intended to provide a very clearly articulated paths forward. But I do have to say that the numbers that we have to cut, continue to be sobering in any number of ways, which is kind of related to my calls to let's look for efficiencies before we start cutting anything we don't have to. So, at the Board meeting next week, three of the deans will be presenting proposals for new programs. Knowing these are on the agenda, the Board has asked for clearly stated ROI, or return on investment, and for timelines for each of the programs. Also, those of you who have been here for a while are seeing we've moved into a new and different era with this current Board and the expectations moving forward are going to be

different. I would have to say, I think that's also true generally in higher education. Hopefully, it will lead us to a more efficient tightly organization that allow us to grow in areas where we need.

I am happy to share that the Associate Vice Provost for Student Success position posted last week. One of the questions raised in my meeting with the FSEC was about why we are looking internally, as opposed to a national search. In my experience working in student success for several decades that we have always been able to identify internal people who are both dedicated to our students and who understand the culture and the role of data in creating and tracking initiatives. I encourage you to identify and/or nominate people you think might be good for this position or apply if you're interested. If we are unsuccessful with an internal search, then we can look externally, but I'm pretty sure that we have the talent here, and somebody who's really excited about taking data and turning it into initiatives

In terms of the college reorganization, that was mentioned earlier in the comments and I'm going to provide a little more clarity because I think it's important that we all understand where we're going.

As you have undoubtedly heard, a lot of this started with the Board asking about what are we doing with the number of colleges, and the college reorganizations, and the potential reduction in the number of colleges. Many of you have asked me about this, both in the Faculty Senate Executive Committee meetings and I know you've talked to the President about this just in general. So, I'm going to reiterate what I've been saying all along – This is not one of my top priorities. I don't know that cutting colleges is going to save us a lot of money. I believe that the answer to some of the questions that are being asked will emerge over time. So, I think some of this will take care of itself, and I'll give you some examples. So, specifically the colleges that are currently on people's minds are: Honors College, University College and the College of Graduate Studies (COGs). So I'm going to start with Honors College because that's the one I'm getting the most comments and questions about. We've all heard that Dean Heidi Appel is leaving at the end of June. My heartfelt congratulations and best wishes to her on her new adventure, a very exciting time. My message on this across the constituent groups with whom I've spoken, is I have made no decisions. Dean Appel is here for five or six more months. The curriculum for Honors College for the next academic year is set, and we have a capable associate dean who has been working with Dean Appel. So, I am not feeling any urgency to make a decision before she leaves. This is what I am doing. I am collecting information. I have asked Associate Dean Bob Schultz to pull together the Honors advisors from all the colleges and have a robust conversation about what is working well, and what's not working, and what they would like to see done differently, and what they would like to keep the same. We've requested all kinds of data from both the Honors College and IR around different aspects of the Honors College. So, for instance, one of the things we know is that between 75% and 90%, depending on that cohort of the students who start as Honors College students, do not graduate with an Honors medallion. I'll like to try to figure that out. I've asked the deans to have a similar conversation with the Honors advisors. What's working well? What would they like to see done differently? What do they think is important that we're doing? In the next few months they'll be pulling apart how much of what Dean Appel is doing is actually Honors and how much of it is community relations, because she does a lot of both. I would like to explore what other IUC schools (Inter-University Council of Ohio) are doing and make sure that what we end up doing is both competitive with other IUC schools and meets the needs and expectations of our students. I'd like to have a conversation with the faculty around this and with the students. So, I think this is a good place to make sure we do our due diligence before we make any moves forward. I want to make it very clear that I'm not wedded to any specific outcome. And my expectation is that whatever we determine to do, it will be supported by the information and data that we've collected, so

I will be able to defend that decision to the Board and it will be understood across the institution. So that is where I am with the Honors College. I'm not feeling any urgency, and I think we've got some time to really think this through in a way that serves the institution and particularly our students, the best way we can.

So, there are far fewer specifics in my thinking around the other two colleges, but this is where we are. I already heard you talk about COGS. Several organizational changes have already occurred. For all intents and purposes, I don't know that it's functioning as a college. We're working to figure out the organizational structure that best suits the Provost's Office. And as we work through, how to best address the needs of both graduate and undergraduate students, a structure is emerging around where specific functions should have accountability and resourcing, and where things are working well, and where they aren't. I'm hoping to pull that apart in the next couple of months, and then make some decisions around that. One decision I have made is that Scott Molitor cannot do it all. Scott, I'm sure you're listening. And he's heard me say that before. So, we need to make it real clear where we need support and at what level.

In terms of the University College, as Dean Kopp-Miller moves forward with plans around building online programs, which she's been tasked with, and the Office of Academic Affairs moves forward with the Student Success position, we have been in conversations about what moves into Student Success and what stays into a college of online, and/or a college of adult education. We're not really sure what it's going to be, but I'm sure it will be either a division or a college. And what function should live, where, and where the accountability is. So, as we continue to work on this, several things are emerging and things begin to kind of take shape. Much of what happens in University College actually could be overseen very well in a student success network with eyes on vulnerable students, both at the college levels and from the Provost Office perspective. So again, no decisions have been made. We're really beginning to explore what would work best for the students in terms of ensuring their success. So, these are the things we've been focused on the last couple of weeks.

I so appreciate being able to share these updates. I appreciate even more that you all ask about these things. I'm happy to answer any questions from the floor about these items or anything I might have missed.

**President Insch:** Thank you, Provost. Go ahead, Senator Avidor-Reiss.

**Senator Avidor-Reiss:** Thank you for the update. We just had the discussion about, I think the number of faculty represented in Senate. We had a chance to see the number of faculty in each college to see that this is really a usually diverse, I think from six in some colleges and 316 in other colleges, school. So clearly there's an issue here that some colleges have a dean who needs to represent a lot of faculty. The reason I'm raising it up is because during the Committee discussion of the Recruitment and Retention, one of the things that appears to be as a bottleneck is leading the discussion between and administration to faculty because upper administrations speak with the dean in different ways. Then the dean needs to speak with all the faculty below. So, you could see that this can be trouble for colleges that are huge. It does create some of the problems that we think in the communication. So, have you considered that? Because this is another factor of how do we make sure that this bottleneck, things can be resolved with more communication from upper communication to faculty?

**Provost Dickson:** So, Tomer, that is an age-old question. And I'm going to tell you I have been responsible for some of the breakdowns over the years. Deans get information, they are tasked with

telling their chairs. I've been a dean that forgot to tell my chair. Chairs are tasked with telling the faculty. I've been a chair who's forgot to tell her faculty. So I think the question is, how does upper administration know what the questions are for faculty, and then how do we facilitate a way to communicate that? So, I don't know that the number of faculty in a college is as important as ensuring that the information gets disseminated, unless you see a connection that I'm not understanding. It's an important question. If I had more time, I would be sending out newsletters or monthly updates, which was my intention when I got here. I just haven't had time; we've got so many things going on. That's kind of my stream of consciousness on that. You know, I am fed questions every week, I'm happy to respond to them.

**Senator Avidor-Reiss:** I think it's not only the current flowing up to down, there is also the current flowing down to up. So, for example, one of the discussion point was good stories about success to reach out to the communication. In other colleges there's one person. Independent of the size of the college, there is one person. So, the college with 360 or 130, this one person is really flooded and actually cannot do **his or her job**. So it's not only from the top to bottom. It's also the other direction.

**Provost Dickson:** So, that point is well made. That is, I think the campus communicator or college commuter communicator. I don't recall what it's called. I'm not a fan of that model. I'll be honest. So, I think that's something we need to revisit. And I know the President is thinking about a different marketing strategy and structure, because that's what that information, if I'm understanding your question, that's what that information is used for, is then to communicate success. So hopefully we can work on that over the course, the next year. So thank you.

**Senator Avidor-Reiss:** Thank you.

**Provost Dickson:** You're welcome.

**President Insch:** Are there any other questions for the Provost? I don't believe I see any. Okay. Well, thank you so much, Provost Dickson. I appreciate all that you do, and particularly your patients and flexibility.

**Provost Dickson:** No worries. Thank you, guys so much. I appreciate so much of what every one of you does, so thank you.

**President Insch:** Thank you. All right, moving on then to our next item on the agenda is our Undergraduate Curriculum Committee and Dr. Edgington.

**Senator Edgington:** All right, thank you very much President Insch. Hopefully, you all can see the spreadsheet here. We have a small number of courses today. I'm quite sure that's the last time I will say that this semester. We have only four new course proposals and five course modifications. I'd like to go ahead and go through all nine of these and see what questions or discussion we have, and then do a vote on the full slate. So, for our four new course proposals, we have **OCCT 3550, Independent Study in Occupational Therapy**. "A course designed to provide educational opportunities related to occupational therapy under the direct supervision of a faculty member. Requires an agreement between the student and instructor/advisor."

**Senator Edgington cont'd:** We then have three new courses from EMS. Just to provide some context, these are courses that came to Faculty Senate at the end of the fall semester, as course modification. So these are actually existing courses. They were doing modifications, and when the modifications was to

change the course numbers from 1000 level courses to 2000, 3000 and 4,000 level course. The decision was made at that time to do these as new course proposals with those new course numbers to make it easier for the system. So, again, these are courses that have actually been taught here at UT, but they're coming through as new courses now because of the new course numbers.

**EMS 2310, Paramedic I.** “This is the first of three courses that provide training for students to become certified paramedics. The course covers a variety of preparatory topics such as legal considerations, assessment, pharmacology, venous access, medication administration, EKG interpretation, and assessment/management of cardiovascular emergencies. It also incorporates hands-on application through skill labs, simulation, and direct patient contact in a clinical environment.”

**EMS 3320, Paramedic II.** “This is the second of three courses that provide training for students to become certified paramedics. This course covers a variety of medical emergencies (ie: respiratory, neurology, endocrinology, etc.) as well as obstetric and gynecological emergencies, childbirth and neonatology, assessment and management of various conditions that involve pediatrics and geriatrics. It also incorporates hands-on application through skill labs, simulation, and direct patient contact in a clinical environment. Upon successful completion of this course, the student will be eligible to enroll in Paramedic III.”

Then finally, we have **EMS 4330, Paramedic III.** “This is the last of three courses that provide training for students to become certified paramedics. This course will complete the remaining paramedic curriculum with Operational topics such as Rescue, Mass Casualties, etc. The student will also finish all necessary field and clinical requirements, and must demonstrate "street readiness" while completing EMS field Internship hours. Upon successful completion, students are eligible to take the National Registry Examination for certification as a Paramedic.”

### Five Modifications

**CHEM 4300, Instrumental Analysis.** “Course is not repeatable for credit. Prereq change (adding CHEE 2230). Updated syllabus and learning outcomes. NOTE: Additional prerequisite allows seamless access to a new certificate program in analytical chemistry for engineering students.”

**CHEM 4570, Biophysical Chemistry.** “Course not repeatable for credit. Prereq change (addition of PHYS 2140 as option). Updated syllabus and learning outcomes. NOTE: Both PHYS II courses have always been acceptable as prerequisites. Missed during the previous catalog update.”

**CHEM 4880, Advanced Laboratory III.** “Change to prereqs (addition of CHEM 3360 as option). Updated syllabus. Updated learning outcomes. NOTE: To broaden participation of students in a new Certificate Program in Analytical Chemistry.”

**CIVE 2000, Professional Development.** “Course is not repeatable for credit. Change to prereqs (adding CHEE 1000 as option). New registration restriction (must be enrolled in Civil Engineering or Environmental Engineering). Updated syllabus and learning outcomes.”

**COMM 3720, Introduction to Public Relations.** “Elimination of prereqs. Updated Syllabus. NOTE: Press releases and other writing aspects of Public Relations were already being reviewed and taught in this course. Requiring students to take COMM 2130 first was delaying student access to this course. As

COMM 3720 is a required first course in the Organizational and Strategic Communication Concentration, this could delay student graduation.”

**Senator Edgington Cont’d:** So those are our four new course proposals and our five course modifications. Are there any questions or discussion on these courses? Okay, hearing none. I believe we can move to vote. So those of you in the room, please say, ‘yes,’ if you approve. Those of you online, please say, ‘yes’ in the Chat. If you are not approving in the room, please say ‘no.’ And also in the Chat say, ‘no,’ or ‘abstain’ in either situation.

**Senator Wedding:** One Abstention here.

**Senator Edgington:** Okay.

**President Insch:** We are all yeses here.

**Senator Edgington:** I think there it is all yeses online. It looks like those are approved. [one abstention] *Motion Passed.*

**President Insch:** Thank you very much. All right. Moving on to the next time on our agenda. We have the Academic Programs Committee and Dr. Lawrence.

**Senator Lawrence:** Thank you very much. Just a second as I share my screen. Okay, I think I have it here. And just like Senator Edgington, this is a relatively short list. I can guarantee you, members of Faculty Senate, this will be the shortest list you will see because our queue is rapidly filling up with proposals as we get closer to our annual deadlines for proposals. I mean, it just a reminder again for faculty to share with their colleagues, their department within their college that February 10<sup>th</sup> is the deadline for Graduate Counsel and Faculty Senate curriculum in Program Committees’ proposals. Your colleges may have earlier deadlines to that. That’s a deadline for any new courses or course modifications that affect prerequisites and other course requirement issues. We need to get those through before, as many as you can, students can start to enroll. Then March 17<sup>th</sup> is the deadline for any other course proposals and/or program modifications. I would suggest that if you are aware of any new program proposals, they need to come in ASAP, because not only the Faculty Senate or committee in this body have to approve those. They also, of course, have to go through the Provost’s Office review and then to the Board of Trustees and for state approval. And if anybody is thinking of getting a new program up and running for this fall, you are quickly reaching a time in which that’s just not feasible. So just a heads up. Last year I recall, we had some new program proposals come to my committee in early April, which was just not feasible to get through. So just a warning on that if you were thinking of any new programs, they need to get to us immediately.

Okay. I also wanted, if I can take a few minutes just to go over a question that came up on the floor last Faculty Senate. Again, I really do appreciate and welcome feedback and comment from members of Faculty Senate regarding proposals. A question came up about whether that committee had in fact contacted another college in our deliberations and review of a new program. That’s a valid issue to raise. We welcome that from members of Faculty Senate, but also I just wanted to make sure we realized there are a number of mechanisms in place for that. It starts with the proponent themselves, right? In CIM, when you put in a new program proposal, you have to indicate if you've identified any potential overlap with the program, and if the course being offered would impact another department or another college. So, the first level is for the proponent to be able and before they submit that proposal, you can have those

conversations. So that happens at that level. These new program proposals also are parallel processed through the Provost Office, and they are looking for that kind of overlap. My committee looks for that when it gets to us through CIM, and then, of course, as I already mentioned that can come from the floor. So I just wanted to clarify that although we do our best, on occasion things come up that we weren't aware of. My committee doesn't view it as a conflict or an issue, but if someone else does, that's fair enough to raise. Just so people understand there are a number of mechanisms by which that consultation should occur, and it's not just by my committee, although we'll certainly take on that role and make a very serious, careful view of things.

Okay, for today, I wanted to talk you through four proposals. We can do all of these, and we can vote as one block. We have three program modifications. We have the **EMT Basic Certificate**. This is removing EMS 1240. That course has now been sort of eliminated; the content moved into EMS 1230, which changed from 3 to 4 hours. Faculty Senate has already approved that course change last month. So that's a minor program modification for that certificate. Then we have **EMT Paramedic Certificate**. They are adding three new courses: EMS 2310, 3320 and 4330. I put a placeholder as those courses needed approval by Faculty Senate. We just did that on the previous...., my Curriculum Committee. So that's already been taken care of. Then in the **Medical Library Science**, it is a simple name change of their program from medical technology to Medical Laboratory Science. The justification being that more reflects the content of the degree and preparing students for associated professional careers.

We only have one new program proposal. This is coming for Natural Science and Math. It's Analytical Chemistry Certificate. This is a new certificate consisting of eight course hours required, plus four hours of electives - chose from three courses. Let me just check my notes. We just approved the slate course modification for...4300 and 4880, which were approved by Faculty Senate. Those were included in this proposal. Any questions before we take to a vote?

**Senator Avidor-Reiss:** Yes, I have a question. So, I just have a concern. I want to hear your opinion. The Medical Laboratory Science degree, the name is very similar to another program in our department, the Bachelor of Science in Medical Technology. Is this an issue or not?

**Senator Lawrence:** No, it did not come up with any concern of ours. So, Tomer, I am not aware of any concern being raised on that. We certainly had degrees and programs with similar names. Unless it's a direct match or complete confusion between the students, our committee did not see that as an issue.

**Senator Avidor-Reiss:** Okay, I just want to make sure it's nothing.

**Senator Schneiderman:** Dr. Lawrence, real quick question. I'm noticing the question that just came up regarding the Medical Laboratory Science, is listed under the Department of EMS. That is actually not with our department.

**Senator Lawrence:** I'm sorry, that my fault. That is just a simple typo.

**Senator Schneiderman:** All right. I just wanted to make sure. Thank you.

**Senator Lawrence:** Any other questions from the floor or Chat?



**Vice Provost Molitor:** I believe Tomer is referring to the Medical Laboratory Science program. That is in his department, the Department of Biological Sciences, and they're just changing the name from Medical Technician to Medical Laboratory Science. So, there should be no conflict there. Then for the EMS program, you have the code under the first line as MB. It should be MD for the College of Medicine and Life Sciences.

**Senator Lawrence:** Got it.

**Vice Provost Molitor:** Thank you.

**Senator Lawrence:** Anything else? This comes as a report from the committee. It does not require a second so we can proceed to vote, yes, no or abstention.

**President Insch:** Any nays? Any abstentions?

**Senator Wedding:** Yes.

**President Insch:** Here we are all yeses, and one abstention. *Motion Passed.*

**Senator Lawrence:** Thank you. That is my report.

**President Insch:** Thank you, Dr. Lawrence. First of all, I learned a couple of things. One, Dr. Lawrence, I did not know you were fallible.

**Senator Lawrence:** Yes, I am.

**President Insch:** In other words, welcome to the world of the rest of us. If I would have your job, there would be typos in every single line. I appreciate your service. Also, just a little more clarification on the process. As we just saw, a course has to be approved by the Curriculum Committee as well. So, the Curriculum Committee has the first pass as to whether this class is in conflict with another class. So, it actually kind of has a dual process where this is picked up. Obviously, new programs and the Curriculum Committee have an obligation to work together as they're doing that process, which Patrick and Anthony do, to make sure that those questions can get answered during their committee process. So, I just wanted to remind everyone. And a new program in particular, courses get approved first and then the program gets approved as a whole.

Are there any other questions or concerns that need to be brought before the Faculty Senate? All right, I'm not hearing any. I will accept the motion to adjourn until our next meeting on the Health Science Campus in two weeks.

**President-Elect Rouillard:** So moved.

**Senator Hefzy:** I move to adjourn.

**President Insch:** All in favor say, 'aye.' Any opposed say, 'nay.' Let's make it a great week. We'll see you in a couple of weeks. Thank you. Meeting adjourned.

**IV.** Meeting adjourned at 5:40 p.m.

Respectfully submitted: Deborah Coulter-Harris

Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Executive Secretary