

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of November 15, 2022
FACULTY SENATE

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

Approved @ FS on 12/13/2022

Summary of Discussion

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

President Insch: Good afternoon, everyone and welcome. I'd like to remind those who are seated in this room that the microphones are right here on the sides, so to speak up loudly. The speaker is the one that actually connects out. Welcome everyone here today, those who are joining us through technology. I'm calling the University of Toledo Faculty Senate meeting, November 15, 2022, to order, and we will start with roll call.

Secretary Coulter-Harris: Thank you, President Insch. Good afternoon, Senators.

Present: Ammon Allred, Elissar Andari, Peter Andreanna, Tomer Avidor-Reiss, Gabriella Baki, Bruce Bamber, Sheri Benton, Terry Bigioni, Jillian Bornak, 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, Catherine Johnson, Michael Kistner, Lauren Koch, David Krantz, Patrick Lawrence, Kimberly McBride, Alexia Metz, Mohamad Moussa, Julie Murphy, Amanda Murray, Kimberly Nigem, Grant Norte, Carla Pattin, Elaine Reeves, Jennifer Reynolds, Linda Rouillard, Barry Scheuermann, Kathy Shan, Puneet Sindwani, Suzanne Smith, Robert Steven, Lee Strang, Steven Sucheck (Mike Young), Weiqing Sun, Jami Taylor, Berhane Teclehaimanot, Robert Topp, James Van hook, Jerry Van Hoy, Randall Vesely, Donald Wedding.

Excused Absences: Glenn Lipscomb, Mitchell Howard, David Kujawa, Mohamed Osman, Paul Schaefer

Unexcused Absences: Prabir Chaudhuri, Greg Gilchrist (for Eric Chaffe), Amanda Murray, Yvette Perry

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

President Insch: Thank you, Secretary Coulter-Harris.

Secretary Coulter-Harris: You're welcome.

President Insch: We will now move to adopt the agenda. I would like to add one small modification to the agenda. We are going to postpone the approval of the Minutes from November 1, 2022, until our next meeting. We had a couple of late Minutes edits come in that we'd want to make sure that are reflected in those Minutes. So, do I have a motion to adopt the amended agenda?

Senator Gilstrap: So moved.

Senator Green: Second.

President Insch: All in favor say, 'aye.' If you are in favor, put a 'yes' in the Chat for us. Any opposed, 'nay' or 'n.' Or, if you wish to abstain put an 'a.' ***Agenda Passed.***

Thank you very much. I truly appreciate everybody being here. I am going to keep my report short, just because we have a lot of reports today. First of all, good afternoon. It is a pleasure being here with you. I'm very appreciative of all the hard work that is happening. I think there are a lot of our committees are working very hard. A lot of interesting things are happening on campus. I think faculty involvement is creating some buzz and some positive results as we're getting more in control of governing our mutual institution here at the University of Toledo.

Executive Committee Report: To give you a quick update on what we've been doing, your Faculty Senate Executive Committee has been very busy the past two weeks.

The Recruitment and Retention subcommittees are actively engaged in collecting data to prepare their actions items to the administration later this year. As part of this data gathering, the recruitment subcommittee recently sent out a survey to all faculty directed specifically to any faculty who knows someone who is either actively looking at or who went through the College application process within the past five years. They are looking for experiences with UT and other universities. Please encourage your colleagues who qualify to fill out the survey.

The Budget committee continues to gather information on the process each college is pursuing and will be discussing their report today. Also, in regards to the budget, Matt Schroeder's presentation and the various budget documents are now available on the MyUT portal. Go to the Employee tab and on the right-hand side, you will find Incentive Based Budget Information under the Workplace Tools heading.

That concludes the Faculty Senate Executive Committee report. I'll be happy to take any questions, or if any other committee members have something they would like to add that I've missed, I would be more than happy to hear that at this time. All right, well, thank you very much. We will now move on then to our reports, and we'll start with the Provost report. Provost Dickson.

Provost Dickson: Hello everyone. It's nice to see the few of you who are here. I was actually just sitting here working on my talking points. Good afternoon, President Insch, President-Elect Rouillard, Executive Committee and Faculty Senate members. I'd like to start this week by congratulating UToledo Online for being recognized as the Quality Matters Making a Difference for Students award recipient. This award honors utility UT's commitment to quality online education. It honors the faculty dedicated to developing these courses for students and the exceptional partnership between Quality Matters and UToledo Online. So, a hardy congratulation to everyone for the excellent award winning work you're doing on behalf of our students.

For those of you who haven't heard yet, UToledo has been ranked among the top universities in the world by U.S. News & World Report in its best global universities ranking. This is based on academic research and reputation indicators, which include global and regional research, reputation, international collaboration and total citations. We excel particularly in the areas of chemistry, clinical medicine, material science, and psychiatry and psychology. Well done to all of you for your wonderful work. And again, congratulations to the institution.

So, the busy pace in the Office of the Provost continues. Recently, a draft of the strategic plan was sent to all faculty and staff for review and input. If you haven't seen it, I urge you to find it. The Strategic Planning Committee will be meeting later this week to discuss feedback we received. We'll also be discussing it with members of the Board for socialization and feedback. We will then continue to refine the action, steps, and metrics. This is a strategic plan that has metrics very tightly tied to all of the goals. Our plan is to present the plan to the Board of Trustees in December.

We also continue to work on the implementation of the new budget model. Huron was here for two days last week in meetings with the deans. The deans and the colleges have been doing wonderful work and I would like to publicly thank everyone. I actually am so proud of the work that's been done today, particularly in the last few months. It's been a very long, tedious process and the work is starting to produce some tangible results and pathways forward. If you're not aware of the work being done in your colleges, I encourage you to reach out to the college offices. Very, very exciting stuff in terms of cleaning

up the budget, prioritization and those kinds of things, which are going to be very, very important as we're moving forward in the current situation.

The Office of Institutional Research has been creating a dashboard that will allow us to track the persistence and completion rates for our students. I know some of you who are on the Retention Committees, or talked to me about the enrollment situation are aware of this. This dashboard should be completed and accessible within the next few weeks. Institutional Research has recently showcased some of the new dashboards. If you've not visited their webpage for a while, and you might want to go and look at some of the new data that you have the data tools that are pretty exciting. Once this is done, I expect this to be a game changer. Not just in terms of student success, but also in terms of planning interventions for students at the institution level, and at the college level. I look forward to inviting Ann and her team to highlight the dashboards with all of you when it's ready. Very exciting stuff.

I'd like to remind you all in the Faculty Senate and the faculty in general, the Office of the Provost provides faculty development funds this year for fall 2022 and spring 2023. This is on a first come first, serve basis. As a reminder, these funds are only available once a year and are provided for faculty to do their work. So, please refer to the faculty ... webpage for additional details. This will be particularly important for those of you in colleges that do not have budgets robust enough to support some of your research and travel.

I'd like to acknowledge the frustration associated with Faculty 180. I appreciate your patience. Implementation of new software, getting software up to speed, and software updates provide a lot of glitches often. I'd like to think we're on it. If you have specific concerns or issues, please get back to us and we will try to remedy it as quickly as possible.

In terms of some of the issues that President [Insch] brought to my attention in the last week or so, I'd like to provide a couple of brief updates. First was the conversation around the change to the retirement age. It's important to know that the retirement age has not changed. What happened is it was specifically called out in the policy. I can see where that would have been confusing, but it was simply added for clarification. It is what it has always been. Understand that the policy is online and posted for public comment, and you're encouraged to provide feedback for HR if you have any concerns. Also, if you have any additional questions, please reach out to HR because they're the ones who actually own this policy.

It's my understanding that there was a basketball game in the middle of the day on Monday, November 7th that caused a lot of parking frustration for both faculty and students. The Provost Office reached out to Athletics to discover what was going on. We found that it was the first day that a basketball team could play under the NCAA rules. It was also Education Day for the women's team. It was an event that brought more than 1100 local school age children to campus during their school day. So, while this was a great opportunity to build and strengthen relationships with our schools and get students on campus, which I think we would all agree with, I don't know that it worked to the best of everyone's advantage. So, moving ahead, we've asked that Athletics work more closely with Academic Affairs if there are going to be disruptions to parking, so that we can develop a comprehensive communication strategy for both students and faculty, ensuring that people are not taken by surprise.

So, at this point, that's my update for you. I'm happy to answer any questions that you have or anything I might have missed in the meantime.

Senator Avidor-Reiss: I do want to ask about the parking just for clarification. So you are saying that in the future they will communicate with you, but still the student will not have parking because you are not telling them to not do that. Is my understanding correct?

Provost Dickson: I don't know that we can tell them to 'not to do that.' What we can do is, ask them to park at other places, or to control it better. This is a one-time event that happened once this year. I don't know that it would even happen again in the future or if it will happen next year. There needs to be better planning. Really, what I can do is insist that they work with us, so that there's no disruption. I don't have control over either Parking or Athletics. Tomer, I know that's probably not the answer that you want, but we can coordinate better.

Senator Avidor-Reiss: Thank you.

President Insch: Are there any other questions for the Provost?

Senator Hefzy: I have a question. Thank you for time.

Provost Dickson: Sure.

Senator Hefzy: I have a question regarding the budget prioritization. Did you make recommendation yet? I know you are in the middle of thousands of things. Did your office make a recommendation about program elimination?

Provost Dickson: So, Mohamed, that's an important question. First of all, I will never make a recommendation about a program elimination. I'm not going to assume, at least not at this moment, that I understand your colleges or that I understand what their priorities are. What is important to understand is that the deans are working off of data. They're working off of data of program completions in your colleges, program completions. They're working off of demand data, regional demand, and national demand for programs. They've also been asked to prioritize. The importance of the prioritization is not to eliminate programs; it's to ideally build potential programs or build programs that have a potential draw or where we have specific expertise that we can highlight and that students would come here to study. That may involve teaching out small programs that are no longer in demand. It's important that we understand that, particularly in this budget model. But what's most important that I would like you to understand is, that will be a college decision. It would be my preference never to get into that because I don't think I'm clearly aware of what the priorities are. That said, if there is a dean who cannot make those decisions, and it's very clear that there's a program that's struggling, we will suggest that they look very closely at that that program. But there's no conversation right now about program elimination that I'm aware of.

Senator Hefzy: Thank you. Thank you very much, Provost.

President Insch: Are there any other questions for the Provost? All right, not seeing or hearing any. Thank you so much, Provost for your time. We appreciate all that you do. Thanks for being here.

Provost Dickson: You are welcome. I want to wish you all a very happy holiday in any way that you celebrate it. I hope it's warm and that you have a lot of good food. Be safe and don't get sick.

President Insch: Thank you very much. So, now we'll move on to the Undergraduate Curriculum Committee. Also, I forgot to make this comment. If you are speaking, if you could just give us your name for the record just to make sure we get those minutes correct. Now, we'll move on to the Undergraduate Curriculum Committee.

Senator Edgington: Thank you, President Insch. Thank you, Senators. A few weeks ago we came to your Undergraduate Academic Committee with a series of proposals from the Radiation Therapy program that we were going to ask you to discuss for approval. At that time, the decision was made to table those courses because of some concern about potential conflicts between the Radiation Therapy courses and

potential courses in the Department of Physics. We are asking today to bring those courses back to you for discussion. Before I move to discussion, since these were tabled, I think the first order of business is to untable them. So, is there a motion to bring these courses back from tabled to our agenda for today?

Senator Huntley: So moved.

Senator Edgington: Is there a second?

Senator Gilstrap: Second.

Senator Edgington: So at this time, I had asked Professor Dr. David Pearson for the Radiation Therapy program to come and speak to us. He is the originator of these proposals. He also met over the last two weeks with the Department of physics to address some of these concerns. So he has come today to summarize that meeting. Then after that summary, we will move on to discussion on the courses.

Prof. Pearson: Thank you, everybody. Hopefully, everyone can hear me and see the slides. So, I was here at the Faculty Senate [meeting] a couple of weeks ago, and there were a few things that were brought up that I didn't really have an opportunity to talk about very clearly because I wasn't entirely sure what issues would be brought up. But since then I've had an opportunity to go over and try and figure out what issues could the Faculty Senate have with the proposed choices.

Okay, so I'm going to start off with a very quick introduction. So my name's David Pearson. I'm a professor in the Radiation Therapy Department, but my job is actually a physicist. So I am a medical physicist. I'm not going to go into the details of what medical physicists do. But, I do want you to be aware that there are physicists whose job it is to be a physicist that are not in the Physics Department. Right? So there are professors of physics. There are currently four positions - I'm sorry, five positions in the College of Medicine offices. Four goes in Radiation Therapy and one in Diagnostic Radiology. We work primarily in the clinic, but as of course, we are an academic institution, so we also work in education and in research. As part of my educational responsibilities, I teach classes to people. Most of the people are going to do the job that I do, they are going to become medical physicists in a clinical setting in a hospital. I also teach a couple of undergraduate classes. So last time I was here it was pointed out that there were two courses that could have some potential overlap with the new radiation therapy program courses. After doing some digging, I figured out that the courses in question were Medical Physics I and Medical Physics II. These are courses that I teach to undergraduates who are physics majors, who are interested in going into the field of radiation oncology or diagnostics as physicists. So it is a career pathway. This is for the heart physics majors that are interested in pricing in a clinical setting, but using that physics. There are currently about 12-15 physicists in Toledo. Four positions at the University of Toledo. ProMedica has six physicists, and Mercy will have their own as well. So I counted it up. There are about, there's almost 15 physicists in Toledo and they are all working in hospitals. So, these courses I mentioned, they are for physics majors. Although they do share some course material, with the new proposed courses, the level of which is taught is quite different; the prerequisites that are required for these courses are quite different. Again, these are for physics majors and there are advanced level courses. So although they teach radiation therapy physics, they also teach imaging physics. And, they're really not appropriate to be taught to people who are going to be technologists running our machines. I hope you can appreciate my input with this given the fact that I teach these courses and I'm also the one designing the new courses. So, I think I am maybe best qualified at this institution to say that this is not overlapping material.

I just also wanted to point out that I am not competing with the Physics Department. I have friends and colleagues in the Physics Department. We have a lot in common. I'm not trying to take away something

that they want to teach here. They're not offering to teach these courses and we're not asking them to teach these courses. But it's also important to note that in order for this new program to become accredited, the people who teach the physics are radiation therapists, need to be radiation therapist physicists. So, unfortunately, my friends and colleagues from the Physics Department are actually not qualified to teach these courses because they require a professional certification such as American Board of Radiology.

And so finally, we don't want to cut the Physics Department out of this, so we've spoken to the Physics Department. I went to meet Dr. [Nikolas] Podraza, the Chair of the Physics Department and I think he quoted this in an email to me and to the committees. I think he was trying to make it very clear to all of us that they are very supportive of this new program. That they have no problem with these physics courses being taught outside of the Physics Department. The only suggestion that they had was more of a program level change. In my program I had put a basic physics course as a Gen Ed. requirement. I put it in a semester that they couldn't teach it. But that is going to be corrected. But that's again, that's part of the program review, not so much that the committee is reviewing the courses themselves. So I'm going to leave it at that point. Hopefully I have answered questions, predicted questions that people may have. I'm not saying that these things I brought up are an issue, but hopefully it addresses any questions that people have.

Senator Edgington: Okay, so, based on the new information that Dr. Pearson provide today, are there any additional questions or concerns with the RDON courses that were brought before you? As a reminder, I believe there were 17 or 18 new course proposals. We are bringing all new course proposals from that program. So if there are any questions or concerns, please raise those now.

Dr. Sindhwani: This is Puneet Sindhwani. I'm an urologist. More than a question, it's a comment. Dr. Pearson, wonderful diagnoses. I think it is in need of the hour. We will really have a therapy program which will be, I hope, highly sought after and I think in need of the hour, and patient care [also] as there's a lot of shortage for this also. Thank you for doing this.

Senator Edgington: Thank you for the support. Any other questions or comments? Hearing none, I believe we can proceed.

Senator Krantz: President Insch, just a moment.

President Insch: Go ahead.

Senator Krantz: This is David Krantz from Natural Science and Math. It doesn't show up in the Excel spreadsheet, but, on the catalog description that was shown just a little while ago, NSM in particular, but other colleges have been trying to get rid of this default D- passing grade for prerequisites. Especially for something as a goal as radiation therapy, I would strongly advise adopting across all of these courses, either a C or a C- as what's regarded as a passing grade for prerequisites.

Vice Provost Molitor: This is Vice Provost Molitor. I'd like to respond to this. A D- is the prerequisite by default because D- is a passing grade. And unless you have evidence that student success and your courses is impaired by somebody getting a grade of a C or lower, we should not raise grades to move students on into higher courses. This practice can impede student progress towards graduation. If you wish to raise the prerequisite from a D- to a C in a particular course, you should have data to show that student success would drastically improve. We need to avoid situations where you are causing students to take a lot longer to complete their degrees.

Senator Edgington: Thank you Dean Molitor.

Senator Krantz: With respect, these are all brand new courses, so the data are not going to be available. However, there's plenty of evidence from existing courses in NSM about the follow up success if a student barely, barely passes. I understand that a D- is the default not failing grade.

Senator Edgington: So, Dr. Pearson is here and I believe he is shaking his head and saying that's something they will consider maybe in the future. But I think that right now that's, as Dean Molitor points out is an allowable grade for prerequisites. So we will take that into consideration for the future. Any other questions?

Senator Hefzy: Yes, I have a question because I'm confused.

Senator Edgington: Go ahead.

President Insch: Go ahead Senator Hefzy.

Senator Hefzy: Are those considered graduate courses?

Vice Provost Molitor: These are undergraduate, Samir.

Senator Edgington: These are all undergraduate courses.

Senator Hefzy: They are not undergraduate courses?

Senator Edgington: No, these are not graduate courses.

Senator Hefzy: Well, like NSM, we in Engineering, we look at some of the undergraduate fundamental courses. And in many cases, we change the passing grade to C. *[Garbled]*... course one is a prerequisite for course two and a prerequisite for course three. So the way that is shown is if you take a D- in course one, you are not going to do well in course two. Course one is a prerequisite to course two. If you get a D- in course one, you are not going to do well in course two. I don't know if anybody wants to comment on that, or does my colleagues from NSM wants to comment on that? This is what we are seeing in Engineering.

Vice Provost Molitor: I do want to comment, Samir. Yes, you do have courses that you've demonstrated that students should have a higher grade to proceed on to the next course successfully. We've seen that in specific engineering courses and as Dr. Krantz said, he's seen that in specific NSM courses. I just don't think that's a blanket assumption we can make for all courses until we've seen the data.

Senator Krantz: Can I make a comment?

Senator Edgington: Okay.

Dr. Sucheck: I believe in chemistry we have made the prerequisite [a] C- for virtually every course at the undergraduate level for advancement in the program. I may be mistaken, but I believe that's the case.

Senator Krantz: That is correct.

Senator Edgington: So, I mean, I think the discussion about grades as [a] prerequisite is a good one and one that should be had. I don't think that's one that necessarily pertains to adoption of these courses since the D- grade is still an approved grade at this time. So, again, I think Dr. Pearson and his colleagues are here and that is something they can consider as they move forward with the courses. But I think we should keep questions proposed on the courses themselves, then move forward with a vote. So, are there any other questions or concerns about the courses at this time? All right, hearing none. We can now move to a vote. So 'yes' if you are voting to approve, 'no' if you abstain -- and then also in the Chat, please

vote. All in favor say, 'aye.' Any opposed? Any abstentions? There's one abstention. All right, it looks like in the Chat, we have approved courses. Thank you very much.

President Insch: Thank you very much. I appreciate all of your input on that. We will now move on to a report from the ad hoc Budget Committee and Dr. Collin Gilstrap.

Senator Gilstrap: Can you guys see the slides?

Group of Senators: Yes.

Senator Gilstrap: Hi folks. I was charged at the beginning of this semester to run the ad hoc committee on the Budget Committee that has been organized. So I collected a group of senators from every college, and just sent out an informal survey to see what are the procedures, and mechanisms, and topics being discussed in the college budget committees. I think there was a sense that there may be a large variance in how these committees are proceeding in each of the different colleges, and the results of our survey sort bear that out. So just a few questions---

Unknown Speaker: People online can't see the slides.

Senator Gilstrap: Oh, I'm sorry. So, I just want to present the results of the survey. Like I said, there was a representative from each of the colleges. How was the college budget committee formed? The majority of them were appointed by the deans. When was the first meeting of the college budget committee? Some eager colleges got out in fall 2020, ahead of this. Most folks started meeting fall 2021, spring 2022, for the first time. How often does your budget committee meet? A lot of variants here as well. A couple are meeting more than once per semester, four are meeting once per semester, and others haven't met at all in that response. How are faculty represented on your budget committee? Most departments appear to be represented on most of the budget committees, but again, there are a couple of budget committees that haven't met at all. So, you know, that was the response for the others there. Has your budget committee seen a full budget? I suppose this might be a little open-ended. Have you sat down and looked at [when] an IBB budget was held? Most folks would say, we haven't actually sat down to look at an entire IBB budget with our dean, or with the budget committee, or other. One college said, yes. Then, has a budget officer talk to your committee through the IBB/RCM model? Five colleges said, yes. Four colleges said, no. Then the others, again haven't met. I did want to get a feel for how faculty are perceiving how budget committees are going. So, how transparent you feel your dean has been with the budget? We got a bi-modal response: seven colleges said, well, basically not all, and about half of the other colleges saying, well, yeah, pretty transparent. This is also bi-modal. How receptive has your dean been to budget ideas proposed by the faculty? We have six colleges say, not very and then some colleges say, this looks good. Then finally, my last question was, how has this new budget model impacted your sort of day-to-day operation as faculty? Most of the concerns were basically lack of research support and increase services. Those were the responses. So, I think, sort of what we observed from the survey and a few comments show that it's sort of like half the colleges are happy with the way the budget model is going and about half the colleges are sort of a little frustrated with the way things are going. So the point of this committee was to just collect information about this, about how these processes are going. And maybe the second point is to start possibly suggesting ways that we could at least have a little consistency from the colleges.

So if we look at two of these responses, the Med school actually seems to be really on board and have been looking at budgets in their college for a while, and they meet multiple times a semester and discuss where they're investing and where they're divesting. And then we obviously have another college here saying, you know, faculty have basically been shut out of the budget committee.

So, that's my report of observations. I guess I can open up to any questions, but this was more of an observational exercise.

Senator Rouillard: Who did you survey? Was it the members of college budget committees?

Senator Gilstrap: It was the members. So, most of the folks were on the college budget committees.

Senator Rouillard: But about half haven't met.

Senator Gilstrap: It was actually like three colleges haven't met and a couple colleges have met once over the last three years.

Senator Rouillard: Right.

Senator Gilstrap: So just a low, low frequency of meetings there.

Senator Rouillard: I just have a comment that in general, I find that in my college this whole process has not led to more transparency whatsoever. I've never seen a college budget. To my knowledge, the college council hasn't been updated on what our budget is. I find it incredibly frustrating. The decentralized approach means that deans will decide who the 'winners' and 'losers' are. And at this institution prioritization typically means, 'if I'm going to win, somebody else has to lose.'

President Insch: Can you get rid of your slides so we can see the Chat?

Senator Gilstrap: Sure.

President Insch: Are there questions in the Chat?

Senator Gilstrap: Just, was this presentation shared with the deans? No. I've shared this data with the Faculty Senate President. All of this data is with the Faculty Senate and with the Budget Committee as well. That's where this has gone so far. I think this is in our hands for now.

Senator Rouillard: Senator Gilstrap, have the members in your committee been able to get any college budget information specific from their colleges?

Senator Gilstrap: So, I didn't ask them to bring their information to the committee. I will say in the College of Business, we had our budget manager presenting to each of the departments individually. So we are living in a fairly rich data environment relative. I thought at first we weren't. But relative to other colleges, we actually are. Now, whether that information is being, you know, whether we have any 'say' is a different matter.

Senator Rouillard: Well, part of your committee's charge is to gather that information, to gather those documents and budgets for each college.

Senator Gilstrap: Sure.

Senator Rouillard: Okay.

President Insch: That is kind of the next step. The first part of his assignment -- can I call it an assignment?

Senator Gilstrap: Yes.

President Insch: Was to gather what's going on in the colleges regarding their committees. We asked real questions: Were they meeting? How are they being selected? All those sorts of concerns. I think the data

coming back is that it's still a 'wild, wild West.' The next steps would be to gather that data at the Senate level and be able to start cross comparing and kind of seeing the best practices and what's going on in each college. Unfortunately, we have colleges that haven't met yet. It's kind of hard to gather the data from [them] because they don't have it themselves, but that is the next step.

Senator Gilstrap: There's some colleges out there that are doing this well. I think the idea is to talk to those colleges and see how they are doing this.

Senator Rouillard: But there are a number that are not moving on this?

Senator Gilstrap: Yes.

Senator Rouillard: That's troubling.

Senator Gilstrap: Yes.

Past-President Bigioni: This point of heterogeneity, you plan to have a discussion with the provost and share the data, because if that needs to be smoothed out, then the provost is the natural person to start that process.

Senator Gilstrap: Yes, I think that's right; our plan is to share with the provost.

President Insch: We just got to have enough data to be able say something. We are still in the preliminary part of that.

Senator Gilstrap: I think we can express their heterogeneity, but we don't have any principles going forth yet. Right? Like, if we don't have any principles to suggest for what the model budget committee looks like it does, I think that maybe that is the next step, to develop those principles first.

Past-President Bigioni: I suppose a heads-up is probably useful as well. You don't have to wait until you have a bunch of answers before she's aware of where we are right now.

Senator Gilstrap: Sure.

President Insch: Well, she gets the Minutes, then she does have people watching.

Past-President Bigioni: Thanks.

President Insch: We have a question on the Chat.

Senator Gilstrap: Yes, Jayatissa asks, 'Can someone explain to us what the motivation to have IBB instead of the old budget? Will this improve the financial situation of UT?' I mean, my understanding of observing this over the past three years is the old budget was sort of this endowment from 'upon high' where colleges would just be given a budget from the president, from the top down. And said, okay, don't spend that. Right? The idea behind this model, which, I mean, being in finance, it is appealing to me in the sense that I can tie revenues to cost in my college and think about, you know, strategically where I want to invest in new programs and in other programs. I think the idea was to give the college is more responsibility, I guess. That's the difference I see between the two models, Jay, but the decision wasn't made by me.

President Insch: Just to follow up. I think the rationale was, since there are concerns about budget cuts and the way that it's been handled in the past that this...opened up the decision making from the centralized to the colleges. And then also, then provided the revenue data to the colleges so they can now prepare revenues to expenses. Historically, [with] budgets, deans only got expenses. They just got, 'here's

how much you can spend.' There wasn't a lot of control of revenue really to get what the revenue was divided back down into colleges. The point was that some difficult choices need to be made and at the time that this was presented, the idea was, well, we need to let the deans and the colleges be involved in that decision, rather than have it be done by the Finance Office. How well that's being implemented is obviously the concern of Faculty Senate: both transparency and fairness. That's why we're trying to gather information. I hope that answers your question a little bit. You can always shoot an email to Matt [Schroeder] or President Postel. I think Risa might be able to answer that question since she kind of inherited it. But those are the two people that were part of the decision making to be able to give you a different answer. I know that question has been answered before at Faculty Senate, so if you go back in some of the Faculty Senate Minutes as well, you probably could find somebody responding to that directly.

Are there any other questions for Senator Gilstrap and the Budget Committee? All right. Thank you so much, Senator Gilstrap. We will now move on to the Student Affairs Committee, Senator Coulter-Harris.

Senator Coulter-Harris: Thank you. Thank you, President Insch. This is going to be a very short presentation based upon the memorandum that I sent out. This memorandum and this PowerPoint presentation details the work that my wonderful committee is engaging in. Just to remind everybody, this committee directly responds to the University of Toledo Student Government. They send us their issues and then we try to create resolutions of these issues.

On Friday, 28, October 2022, the Faculty Senate Committee on Student Affairs held a WebEx meeting at 10 am. Deborah Coulter-Harris welcomed all committee members and thanked them for their generous work and service for last year and for this year. The committee welcomed Dr. Paulette Kilmer to the committee. The following issues and plans were discussed at the meeting, and also activities. The first issue as you all recall was faculty/student emails. Lucy Duhon said that students needed to have a realistic sense of what they should expect from faculty and faculty needed to manage a student expectations and learn to articulate their expectations from students. Sally Harmych and Lucy agreed that there should be a section on faculty syllabi regarding email etiquette that includes tips, guidelines, and perhaps a 48-hour turnaround response. Lucy Duhon contacted Jeanne Kusina regarding training; will also ask the Writing Center to provide email etiquette training to students. Paulette Kilmer will contact UT Online about training also. This sub-committee plans to give their report to Faculty Senate tonight. So right after I finish, they're going to take over.

On 25 October 2022, I was the invited speaker to the UT Student Government assemblage. I fielded many questions about faculty not responding to emails, and directed them to go directly up their chain of command beginning with their professor before complaining to the Chair. If they don't get any resolution from the professor, then go directly up the chain of command. We also discussed many other issues. It was a wonderful meeting for about an hour or so.

The second issue was [regarding] dorms and the American Campus Community. Karen Green, Sally Harmych, and Deborah Coulter-Harris toured Parks Tower on Friday, 21 October, 2022, from 11 am to, actually, it was past noon. I think it was more an hour-and-a-half. We had all created an extensive checklist. So if you look at Appendix 1 on memorandum, there is an extensive checklist there that we used to kind of grill ACC people. That will be filled out when we give our final report on the 13th of December. We met with Luis Stagg, Santo Galalino and Jaime Mazzari from American Campus Communities, ACC, and also met with ResLife directors Kate Abu Absi, Ali Moore, and graduate student RA, Menyada Anderson. We also checked out facilities and security to include cameras and monitors.

Their cameras are on all 16 floors of that dormitory. The monitor at the front desk allowed us all to see all of the people entering and exiting, all of the front doors, all of the hallways.

Karen Green, who is here, began forming a student committee from ACC dorms. She had a meeting on 7 November. We were all there. There were only two students who showed up, but there were a number of issues. Karen, did you want to say anything about that?

Senator Green: Yes. So some of the issues were brought up, we're still investigating.

Senator Coulter-Harris: Yes, there is one issue we're investigating. It's pretty grievous.

Senator Green: It's the only issue, but hopefully we'll have that resolved when we report to Senate in December. The student committee, the one that showed up there, is looking to get other ones involved on the student issues. so they can help report back to Faculty Senate if there's concerning issues happening.

Senator Coulter-Harris: One of the issues that they strictly addressed was communication between students and the representatives from ACC. We are happy to report that ACC is doing a very good job. They have installed new washers and dryers in Parks Towers. They did that the week after we met with them. And maintenance issues are improving. We all have to remember that American Campus Communities just took over this contract in June. Okay, detailed reports on dorm issues will be delivered on 13 December, Faculty Senate meeting.

Issues 3 and 4, the subcommittee unanimously voted during our meeting - I'm sorry, Senator Andreana - we voted 'no' to a senator's good suggestion to create a training video to apprise faculty to be sensitive to international student cultural issues. There's no money for such adventure. And also we discussed that there could be issues of offending faculty and students. Berhane also suggested creating a spreadsheet that would include common issues for international students. This would include locations, contact names and numbers that should be housed and accessible in OISSS from the Student Union. This subcommittee for the International Student Association met on Friday at 10 am on 4 November. Attending this meeting were Samir Hefzy, Berhane Teclehaimanot, Karen Hoblet, Sarah Aldrich and myself.

The subcommittee plans to meet with Yash Shingan and other members of ISA before the end of fall semester to begin a dialogue about their concerns and expectations, and we asked for recommendations and resources to meet their educational needs. I just heard from Yash today. We are setting up a meeting with Yash and seven members of his Executive Committee from the International Student Association. That will happen this Monday, 21 November, 2022, at 7 pm. We have sent them a list of questions so that they can already be prepared to discuss the issues that were originally brought up.

So, other meeting and plans. This is fun stuff: The committee unanimously agreed to have another pizza party at the end of spring semester for UT Student Government and ISA members. Last year's pizza party was a great success, wasn't it?

President Insch: Yes.

Senator Coulter-Harris: It really was fun. Also, we're thinking a meeting for a supper at the end of this semester. I think we need more kind of fun stuff to become really cohesive as a faculty. So, now I'm very, very pleased to introduce Senator Lucy Duhon, Senator Sally Harmych, and Dr. Paulette Kilmer, who now will give you the first report, the first solid report from our committee. Thank you, everyone.

Senator Duhon: Would you like me to go ahead, Sally?

President Insch: That would be great. Thank you.

Senator Duhon: Lucy Duhon here. Going into detail on Issue 1, about the email communication issue between faculty and students. Back in September President Colleen Palmer of the Student Government responded to the committee's requests to identify student issues of concern. The first issue identified was the one about email communication. Quote, "One of the biggest issues we are still facing in the classroom today is the lack of timely responses from professors via email. Recently, I had a friend who contracted COVID and they had to reach out to their professors for any missed work to stay caught up in class. They had stated that not only did it take a couple of days to get a response, but it was not a very thorough response. She was confused on what work she had to complete. Back in December 21, a week before final exams, I had contracted COVID myself. It was incredibly difficult to get a hold of two of my professors a week before exams as I was trying to figure out how to take them. They are also notorious for not responding to emails. The students preface that with our peers. Overall, we wish that professors would be more active on their email and be able to effectively communicate with their students, whether it's about a disability accommodation, mental health days, COVID, or anything at all." So, this was a direct student quote of an issue of concern.

So, as Dr. Coulter-Harris mentioned, we subdivided into subcommittees to each handle these four issues. The subcommittee who took on the email issue was myself, Senator Sally Harmych, and Prof. Paulette Kilmer. Last Wednesday on November 9th, our little subcommittee met with Dr. Jeanne Kusina, Interim Director of the Center for Excellence and Teaching and Learning, to share our findings to help address the email communication problems being experienced, as reported above. The subcommittee felt that approaching the problem from both sides, student and faculty side would be most effective. From the faculty side, we felt that a best practices approach might be best; and from the student side, email etiquette training might be useful. So, at our meeting with Dr. Kusina, each of us gave updates on individual assignments we had taken on as members of the subcommittee and Dr. Jeanne Kusina offered some additional suggestions.

We basically have three approaches to the problem, or we took three approaches. Sally and Paulette, please feel free to jump in at any point. I'm going to go ahead and just kind of summarize. Paulette Kilmer looked at the UT online Blackboard potential for email etiquette training as a component of FYE, so that students could opt in. We realized that the sheer number of students could make this a difficult approach. Paulette met with Blackboard administrator, Melissa Gleckler, and the meeting included the possibility of asking the provost to agree to add a module to FYE classes. There's a place within Blackboard to post new sources and reminders. This module on email adequate training would have to be structured like a class.

Paulette also suggested a very creative idea using a game such as Cahoot to engage students in an educational and interactive manner in the assignment. Another idea that came out of discussion was to perhaps offer a prize or drawing at the end of the assignment. There was also discussion of getting the Commuter Student Organization involved in how to make this a successful way to reach students. Sally Harmych suggested that students could perhaps earn points for the assignment, suggesting that faculty can also include in their syllabus a caveat of something to the effect of, "My inbox is full. If you don't hear back from me in 48 hours, please resend your email," or something along those lines. Dr. Kusina added that every faculty member should have an email policy of their own, and to make it known at the start of the semester. And perhaps also remind students of their expectations at the start of every class session of the faculty expectations. Also discussed was possibly placing such a statement in faculty signature files, something at the bottom of your signature that may say something like, "I may answer on the weekends, but expect a longer response time."

The point of our approach to this was to both effectively manage student expectations, and at the same time encourage faculty to be in more control and more intentional in managing their email workload by developing best practices that kind of streamline the process. Dr. Kusina also raised the possibility of seeking a campus outlook expert to offer refresher training for faculty since there's so much functionality that can be applied, which some users may not be aware of or do not know how to use, such as out of office notices, templates, distribution lists, zinc files etc.

As the third subcommittee member, I reported at that meeting last week. But I had met twice with Tia Tucker, Director of Academic Support Services to discuss the possibility of adding email etiquette training support through the Writing Center. Tia and I met twice, once as an initial discussion and then again, as a follow-up. At the follow-up discussion, Tia reported to me that she had met with several of her Writing Center consultants to brainstorm the kinds of reasons most students would need to email their professors about, and the kinds of email training that most students could use some help with. So, she identified a number of very distinct reasons students might email a professor: missed class, late missed assignment, or late assignment, the need to reschedule an exam date, not understanding something in class, maybe they need to drop the class, and also, sometimes they might want to invite their professor to a student event, but they might be too shy – they don't know how to go about asking for it. Creating signature files might be good thing for students to know how to apply different signatures for different purposes.

The Writing Center could schedule appointments for particular questions students may have. Email templates for various purposes could be made available for adaptation. Tia had another thought that they could place an example of a real authentic 'bad' example of a student email on their website. This could be very eye catching, and might draw them in more easily than just a bunch of dense text. They also talked about maybe getting a very short video or presentation on the Writing Center website. The Writing Center would promote the new service via social media and through the flyers. They are prepared to work with Marketing to get their page up and redesigned. After reporting this to the subcommittee last Wednesday, some additional thoughts were conveyed. Paulette suggested adding a link to all syllabi to the Writing Center, directing students to help email construction. Jeanne added that faculty welcomed emails, which are already recommended by the Center for Excellence and Teaching and Learning would also be a good place to mention the Writing Center. So, it's sort of a multipronged approach that we spoke about. That is the end of the official report and if Sally and Paulette have anything to add, please do.

Senator Harmych: Senator Duhon, you did a great job. Thanks.

Senator Coulter-Harris: I'd like to thank the three of you for doing just a splendid job this evening. Thank you so much for your work on this, and all of the great ideas that you have presented here. It is an honor for me to work with all of you, let me tell you. Thank you so much.

[Applause]

President Insch: Thank you, Senator Coulter-Harris. Thank you for that committee report. I really appreciate all the hard work that all the committees are doing. If I could just make one suggestion. The one thing that annoys me the most is when a student tells you their missing class, and they'll also say, did I miss anything important in class today?

Senator Coulter-Harris: Yes.

President Insch: You know, you may want to write that down as something that's maybe not a good thing to say to a professor. Because I usually respond, 'No, we never do anything interesting. We did nothing.'

Senator Hefzy: I'd like to thank Senator Coulter-Harris for her leadership on this committee. She is doing an excellent, wonderful, fantastic job.

Senator Coulter-Harris: Thank you. Thank you, Senator Hefzy.

President Insch: We will now move on to -- Scott has about 12 titles I think <laughter>. Today we are going to refer to him as the Interim Dean of the College of Graduate Studies. He's here to answer any questions you have about that organization, and some other issues that we have asked him to bring to Senate.

Interim Dean of Graduate Studies, Dr. Molitor: Oh, bummer.

President Insch: Scott Molitor.

Interim Dean of Graduate Studies, Dr. Molitor: I had some slides but can't bring them up, so I'll just present without slides. That way, I can at least keep an eye on questions or comments. I'll my slides these to Quinetta afterwards.

I appreciate President Insch for inviting me to discuss this topic. I'm here to discuss the ongoing reorganization of the College of Graduates Studies. Per shared governance rules, any reorganization of the college requires input from the Faculty Senate. Now, this is kind of a unique case, because in this college, we don't have any faculty and we don't award any degrees either. Nonetheless, I am grateful to receive Gary's invitation. I think it's an excellent opportunity to get input from this group and to hear your thoughts on what's happening with graduate education here at the University of Toledo.

Back in summer/fall 2021, the Graduate Council assembled a committee to review operations of the College of Graduate Studies under the new IBB budget model. If you're decentralizing budgetary decisions to colleges, this affects budgetary decisions that are being made by the College of Graduate Studies, particularly with the allocation of teaching assistantship funds to the colleges. This is what started the conversation about how COGS will operate under an IBB budget model. This discussion led to some other conversations about efficiencies and processes to implement that would ensure COGS fits in the IBB model and to improve operations in the College of Graduate Studies.

Their recommendations included the changes to the tuition assistantship and stipend budget allocation. Previously COGS would provide allocations to the colleges based on their requests and their needs, but these decisions have been shifted to the colleges under the new budget model. Colleges are now responsible for making their own budgetary decisions about how much money they want to dedicate to the funding of graduate assistants and teaching assistants. There is one source of funding that does remain with the College of Graduate Studies, which is tuition funding for students who are funded on grants. If you have a student that is funded on an NIH or NSF grant, that grant may not provide enough support to fund the tuition for that student. COGS will provide tuition support if the limit of the funding opportunity is less than \$100,000 per year in direct costs, if the funding agency does not allow tuition that can be funded on this proposal, or if the principal investigator is a pre-tenured faculty member. Otherwise, all other funding for graduate students resides with the academic colleges, and it's up to them to decide how much money they want to allocate for this process.

To make funding processes more efficient, we now have an Academic Personnel office in the Provost Office that is under Academic Finance. This group handles paperwork and hiring processes for all new faculty, part-time faculty, graduate teaching assistants, and undergraduate student employment. We work very closely together to make sure that these processes run smoothly. For example, I still must approve and sign off on all offers to graduate students even though, the colleges are still making the decisions. The University has a policy on contractual authority and only a limited number of individuals at the institution can sign off on things that result in money being spent. So, I'm still involved in the process, although the colleges are inevitably making the decisions on how that funding is being allocated.

We also realized there was a need to improve the enrollment operations part of the College of Graduate Studies. There had been some transitions in personnel in this group, and we also realized we were dealing with an antiquated system. With the shift of the undergraduate admissions application and what we call 'communication workflow' to a new system called Slate, we thought this transition was a good time to bring the graduate application and communication workflow process into Slate as well. This portion of the College of Graduate Studies still works with me, although they also have a foot into Enrollment Management where they report to Dave Meredith because Dave's group originally implemented Slate for undergraduate applications and communication workflow. Slate can be used to manage communications when prospective students submit an inquiry to express interest in a program. You can produce an automated response that says glad to see you're interested in this program, and here's some additional information. You can also ping a program director or advisor to let them know they have a prospective student is interested in this program if they want to respond to this inquiry.

We're also working closely with Enrollment Management and MarComm on the marketing of graduate programs. You may have seen that we recently hosted a graduate programs week where we had several events across campus. There was a lot of marketing that went into this event. We had a lot of targeted communications with current undergraduate students. You may have received some communications as a faculty member because we wanted to make sure employees with tuition benefits could take advantage of these benefits and enroll in our graduate programs. These communications were generated by the Slate system as well. We have Enrollment Management staff who works in the College of Graduate Studies that is an expert on that kind of communication workflow at the undergraduate level and is bringing his expertise in at the graduate level as well.

Finally, we are working to improve our academic and student support services. If you're involved in graduate education, you know there's a lot of paperwork. We still use a lot of paper based forms for plans of study, compliance forms, and graduate faculty applications. We are working to improve these processes and are planning to utilize Slate to improve this workflow as well. For example, graduate faculty applications will no longer be paper based or PDF forms that you must email or pass around by hand for signatures. We will have a workflow where people can just click a button and approve. Similarly, we are working on automating and improving plans of study to bring it more in line with what is done electronically at the undergraduate level. So, there's a few improvements there.

You also may be aware that we brought in a group to begin a student success coaching center for graduate students, and that's been very successful. We believe success coaching should be available to graduate students. Graduate students don't have the same issues as undergraduate students, but they still have issues that require assistance. We thought it was important to make sure that we were providing those kinds of services to graduate students. And I will say, especially with what's come out of the pandemic and our awareness of mental health issues, I really believe this initiative is an important part of what we're doing for graduate education and it is really going to improve graduate student outcomes.

Finally, I made the unilateral decision starting this fall 2022, I don't want to see diplomas for graduate programs that say degrees have been awarded by the College of Graduate Studies. The College of Graduate Studies does not award degrees. The academic colleges do. Starting this fall a graduate diploma will state that all graduate degrees are awarded by the College of Business, the College of Arts and Letters, the College of Engineering, the College of Nursing, the College of Natural Science and Mathematics, etc. Degrees should be award by the college that is the home of the academic program. Not only does this fit the spirit of what the students did and who awards the degrees, because it's ultimately the faculty in the academic colleges that determine whether students have satisfied the degree program requirements, but it makes sense in the IBB model that you are responsible for your own shop, not only budgetary, but academically as well. I apologize for not consulting governance bodies for this decision, but I thought this was important to implement right away.

The other reason I made that kind of unilateral decision is because we were going to go in front of the Board of Trustees and propose that we will rename the College of Graduate Studies to the Office of Graduate Affairs. Again, we're not a college. We don't award degrees. We don't have faculty. We're a support service to make sure that graduate education works and works well here at the University of Toledo. And with the transition of the College of Graduate Studies to an Office of Graduate Affairs under the Provost Office, the position of Dean of the College of Graduate Studies would be converted to Vice Provost of Graduate Affairs, and my title moving forward would be Interim Vice Provost for Academic and Graduate Affairs. Then we will decide if this needs to be two separate positions or if this would continue to be one position moving forward.

And again, I think this recognizes that unlike the academic colleges with deans, COGS does not award degrees and nor does it have faculty. I realize we have graduate faculty status, but this is more akin to membership in the Faculty Senate electorate. Graduate faculty participate in the governance of graduate programs and are eligible to participate in the delivery of those programs as well. Nonetheless, even though you have graduate faculty status, you are still a faculty member in your academic college. Again, I believe this transition makes sense in terms of the IBB budget model, it seems like this is the right time to make that kind of move, and this transition was among the recommendations that were made in the Reimagining COGS report that was commissioned by the Graduate Council. They did look at other institutions; and there are many institutions where they have a College of Graduate Studies, but there are other institutions that have an Office of Graduate Affairs, or Graduate School, or other names. We don't think it's out of line with what others are doing and I think it more accurately reflects what we're really doing here at the University of Toledo and the services that COGS provides. I know everybody is still going to call it COGS and that's okay. I promise not to be the 'brand police'!

Again, I did have some slides. I'll make sure Quinetta has those to distribute and I would be happy to take any questions.

President Insch: Sure. There are two questions from the Chat. The first question is, what is the percentage of total budget for graduates?

Interim Dean of Graduate Studies, Dr. Molitor: the percentage of the total budget? I'm not sure the percentage of "what." Right now the majority of our budget is tied up in the graduate student tuition allocation that we use for externally funded students. And then the rest of our budget is for the staff. We have staff who working in enrollment operations, student services, and student success and academic services. We have support for Graduate Council and a budget that's associated with the Graduate Student Association. What else am I forgetting? The academic finance piece moved out of COGS so they're on a separate budget line.

President Insch: Graduate faculty applications to be processed on Slate or to our Faculty 180 website?

Interim Dean of Graduate Studies, Dr. Molitor: the plan is to do this through Slate. The reason for that is it would be easier for us to implement the work flow. However, using Faculty 180 is something we have discussed, because it would be nice for information on graduate faculty status to display in Faculty 180. Regardless, you will receive a letter saying you've been awarded graduate faculty status, and you would have the ability to upload this letter and put it into Faculty 180. Otherwise it would take a lot of effort for us to get the required workflow process entered into Faculty 180.

Senator Avidor-Reiss: I have a natural question. Is this a course savings staple...*[Indecipherable]*... for the University now?

Interim Dean of Graduate Studies, Dr. Molitor: that's a great question. We've been looking at this as, you know, what are we saving in terms of costs? At this point, all the cost savings that we're going to get out of College of Graduate Studies have been realized. These cost savings come from the administration of COGS. You may remember, we had a single FTE dean of the College of Graduate Studies, and there was also an associate dean in the College of Graduate Studies. We have now reduced this to a 0.5 FTE dean. I want to say halftime, but it depends on the week. Some days it's 80%, and other days it's 20%. We still have the same staff that is working in these different areas, although the budget may have been shifted to a different unit, they're still doing the same work. Does that answer your question, Tomer?

Senator Avidor-Reiss: Yes, thank you Scott. I do want to say the outstanding job.

Interim Dean of Graduate Studies, Dr. Molitor: Oh, I appreciate that, thank you. When I first came to COGS, I said I've been doing academic administration for eight years, but the one thing I never did was graduate affairs. So that's exactly the person you wanted to put this job. Right? <laughter>

President Insch: Alexia has basically sort of a back door question. Would love to see graduate commencement plans predictable.

Interim Dean of Graduate Studies, Dr. Molitor: in previous years we had a graduate ceremony on Friday evening, and then we would have two undergraduate ceremonies on Saturday. We were looking at it this year and the number of degree awards made it possible for us to have two ceremonies on Saturday and get rid of the Friday ceremony. Now, I have gotten a lot of feedback from colleagues saying they thought that the Friday graduate ceremony was really nice. And I do understand that, but you have to understand that there's a lot of staff time and extra money that goes into having an extra commencement ceremony. So from the standpoint of fiscal responsibility and being respectful of all the staff who devote a lot of time and effort to this, we made the transition to a two ceremony structure on Saturday. Our enrollments been going down and our degree awards are also going to be going down. I would anticipate in the future we are going to see more of these situations where we're just going to have two ceremonies on Saturday. Again, this is based on the number of degree awards. For Spring 2023, it appears we are going to have three ceremonies based on the number of graduates, so we will go back to having a Friday evening graduate ceremony. We will structure commencement schedules based on how many graduates we have and what makes sense in terms of responsibly managing our resources. That's a good question and thanks for bringing this up.

President Insch: So the question I have is you have mentioned earlier that there are some colleges who are moving towards the Office on Graduate Affairs model. I wonder if you've talked with any of them, or if you see there's a trend going on right now?

Interim Dean of Graduate Studies, Dr. Molitor: I'm on what's called the Chancellors Council of Graduate Studies, or CCGS. It's a statewide panel that provides oversight in terms of reviewing all new graduate programs or significant changes to existing graduate programs. And to be honest, everybody operates the same way, even though they have different names. You have a senior administrator, either at a dean or vice provost level. You have staff underneath that senior administrator doing the same work. Again, the term "college" signifies something very important. It signifies the fact that you are managing academic programs that award credentials to students and have faculty who are in appropriate academic disciplines responsible for oversight of those academic programs. In my opinion, a College of Graduate Studies just doesn't fit this structure.

President Insch: I would agree. I guess my one concern is, has any discussion about perception about new students with that? I mean, if students are looking at two universities and see one says college of graduate studies and one that says the office of faculty affairs, is there---?

Interim Dean of Graduate Studies, Dr. Molitor: I don't want prospective students to see an office of graduate affairs or a college of graduate studies. I want them to see the Colleges of Business, Engineering, Health and Human Services, Pharmacy, Natural Sciences, Medicine, Nursing, Education, Arts and Letters. We support your graduate programs and that's where our focus should be. And again, with the IBB budget model, this is going to be important for your colleges to have the flexibility to manage, market, and recruit students into your program. So, I think we are here to help support you in your efforts.

Past-President Bigioni: *[Indecipherable]*

Interim Dean of Graduate Studies, Dr. Molitor: We have the same issue at the undergraduate level. We award degrees to undergraduates in the summer, but there is no summer commencement. Instead, we provide students the opportunity to come to the spring ceremony before they graduate, or to attend the following fall after they graduate.

Past-President Bigioni: *[Indecipherable]*

Interim Dean of Graduate Studies, Dr. Molitor: We do have a variety of graduate programs. You probably are right in that if you look at the percentage of graduate students that graduate in the summer, it's probably higher than the percentage of undergraduate students that graduated the summer.

President Insch: Any other questions on that?

Interim Dean of Graduate Studies, Dr. Molitor: I just want to thank my colleagues in the College of Graduate Studies, they are really a great group of staff, particularly my leadership team. Again, I came in not knowing what I was doing and they've been a great group to work with. I'd also like to thank my colleagues on the Graduate Council. I really appreciate the input I receive from them. And again, thanks to Gary for inviting me to talk here today.

President Insch: Thank you, Interim Dean Molitor. Is there any other business from the floor? Hearing and seeing none. I just want to remind you that our next meeting is on the HSC on November 29, in Collier Room 1000A. I would be happy to entertain a motion to adjourn. Meeting adjourned.

IV. Meeting adjourned at 5:57 p.m.

Respectfully submitted: Deborah Coulter-Harris
Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Executive Secretary

