

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of August 29, 2023
FACULTY SENATE

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

Approved @ FS on 9/12/2023

Summary of Discussion

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

President Rouillard: I call the first Faculty Senate meeting of academic year 2023-2024 to order. I ask Secretary Coulter-Harris to call the roll.

Senator Coulter-Harris: Thank you.

Present: Ammon Allred, Tomer Avidor-Reiss, Gabriella Baki, Bruce Bamber, Sharon Barnes, John Bellizzi, Sheri Benton, Terry Bigioni, Timothy Brakel, Carmen Cioc, Daniel Compora, Deborah Coulter-Harris, Vicki Dagostino-Kalniz, Maria Diakonova, Holly Eichner, Hossein Elgafy, Elyce Ervin, Karen Green, Sally Harmych, Rene Heberle, Samir Hefzy, Cindy Herrera, Mitchell Howard, Jason Huntley, Gary Insch, Ahalapitiya Jayatissa, Dinkar Kaw, Revathy Kumar, Linda Lewin, Kimberly McBride, Daniel McInnis, Thomas McLoughlin, Kimberly Nigem, Mahasin Osman, Mohamed Osman, Elaine Reeves, Linda Rouillard, Eric Sahloff, Paul Schaefer, Chunhua Sheng, Barry Scheurmann, Gaby Semaan, Kathy Shan, Puneet Sindhwani, Stan Stepkowski, Weiqing Sun, Jami Taylor, William Taylor, Kasey Tucker-Gail, James Van Hook, Jerry Van Hoy, Aela Vela, Randall Vesely, Don Wedding.

Excused Absence: Collin Gilstrap, Catherine Johnson, Lauren Koch, Mohamed Moussa, Jennifer Reynolds, Lee Strang, Steven Sucheck (Michael Young)

Unexcused Absence: Elissar Andari, Ritu Charavarti

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

President Rouillard: Alright, our first order of business is to adopt the agenda. What I would ask is to adopt the agenda with the caveat that if we need to reorganize some of the bottom of the agenda to speaker schedules that you indulge me with that possibility. So, is there a motion to approve the agenda?

Past-President Insch: So moved.

Senator Avidor-Reiss: And the second?

President Rouillard: All those in favor of approving the agenda, signify by saying 'aye' or 'yes' in the Chat Box. **Agenda Approved.**

The other thing we need to do is to also approve the Minutes from our last Faculty Senate meeting before the summer, for April 25th. Quinetta circulated those Minutes through email. Are there any changes to be made to those Minutes? Does anyone online have changes to make to the Minutes? Is there a motion to approve the Minutes of April 25, 2023?

Senator Avidor-Reiss: So moved.

President-Elect McBride: Second.

President Rouillard: All those in favor of approving the agenda signify by saying, ‘aye’ or ‘yes’ in the Chat Box. While that vote is going on, Quinetta can certify that it was a majority yes or no, and in the meantime, I’ll get started with the Faculty Senate Executive Committee report.

Executive Committee Report: There have been many changes since Faculty Senate last met including several recent dean changes: Rebecca Zietlow is now interim dean of COL; there is a new interim dean in CON, Dr. Janet Powell, coming from an HHS college. The search for a new dean of CAL will begin this fall. The search for a new Provost is also scheduled to begin shortly. Melissa Hurst has returned specifically to UT to run senior leadership searches.

Other changes include 50 fewer faculty on our campus. Fourteen success coaches were let go and seven rehired in other positions. Similarly, at least four department secretaries were let go with two rehired in other areas. There have been rumors of future lecturer cuts, though on 8/24 Matt Schroeder said that was not planned.

By now you likely know that the content of SB83 was added to the state budget bill though it was not voted on in the house. The bill still awaits a vote in the House, so we must be vigilant. Senator Paula-Hicks-Hudson who will join us later in this meeting immediately spoke out against the bill when it passed the Senate.

SB117, creating special entities, was also included in the budget, though for five universities instead of the original two. At UT, this is the Institute of American Constitutional Thought and Leadership. [R. Heberle informed that Lee Strang has been announced as the director.]

The provost presented to the June 22 BOT meeting a list of more than 50 programs that have been closed, some for a while. Given the recent closure of graduate programs in the spring, I ask that you verify that any of your program closures have been vetted by your college council and FS or the grad college where applicable. Here is that list follows at the end of this report. [J. Van Hoy informed that Vice Provost Molitor said that Programs would make sure the checkbox which indicates FS and Grad Council has notification is checked off.] (See Appendix 1)

As I researched these inactive programs in CIM, I saw some indications that UT will notify the state of these inactivations, even though these proposals have not come to FS or GC. This is very concerning: our FS constitution specifically states in Article II.a. that the FS has responsibilities and jurisdiction: “to review and respond to policy, procedural and programmatic changes, initiated or recommended by the administration, that affect the faculty or the academic mission of the institution.”

The Rules of the Faculty Senate Constitution state: “Senate Committee on Academic Programs. The Senate Committee on Academic Programs shall study, report on, and make recommendations on proposals to create new undergraduate degree programs and on proposals that modify existing undergraduate degree programs by adding, substituting or deleting courses or to delete existing programs.” In the spirit of shared governance, it is time for administration to include FS in these discussions. The FSEC will discuss this further with the Provost. Please communicate any of your concerns to us.

Summer session experienced a 12% enrollment drop, though at our 8/24 FSEC meeting with Matt, we could not get a figure on how much tuition revenue dropped. Vice Provost Molitor explained that the enrollment drop was due not to the section eliminations, but rather due to the CON's change in admission, no longer admitting a cohort in summer. Apparently, that was not taken into account when scheduling summer courses. Up to present, some deans have explained that they often have to choose between summer session expenses or funding part-time instructors in fall. Brenda Grant assured us that deans have now been told their summer session budget cannot be used for anything else in future except for summer session.

At the June 22 BOT meeting, Matt Schroeder stated that UTMC will continue to be the revenue driver, but at the 8/24 meeting of FSEC meeting with him, he admitted that the UTMC's net budget for FY24 is predicted to be essentially 0, as demonstrated in the balance sheet of the FY24 budget posted on the portal. Finance continues to fund budget shortfalls in auxiliaries, mainly to athletics, with funds from Academic Affairs, even as it continues to cut the academic budget. UT cannot continue to compromise academics in order to subsidize auxiliaries.

At that meeting, we were also told that of the 3200 beds available in our residence halls, only 1500 are occupied and only 2200 meal plans have been purchased this fall, which is estimated to lead to a \$5 million loss in revenue for auxiliaries. UT has about 420 million dollars' worth of deferred maintenance. In response to our question about the rumor of yet another impending cut of \$17 million possibly in this fiscal year, Matt replied that in his time as CFO he has not made mid-year cuts and that currently there is no plan for such a cut.

In one meeting with the provost, President-Elect Kim McBride and I asked what was really the motivator for all the cuts we have been experiencing. She responded that they were due to some promises made by administration to the BOT: reducing the number of colleges and generating 3-10,000 students online and the goal of a constant 60 days of cash on hand.

The Faculty Senate ad hoc Retention and Recruitment committee and I met with President Postel, Dave Meredith and Diane Miller on 8/25. Administration is appreciative of the R&R's report and list of issues and initiatives. Tomer or Yakov will give a quick update on that meeting following the executive report. Recently, Enrollment management sponsored a high school junior experience day. More than 400 juniors attended along with about 700 parent. A high school senior experience day is planned for Sept. 22. Our thanks to Dave Meredith for implementing these initiatives to improve enrollment. Dr. Postel informed us that we have more new students this fall as compared to last year; retention appears to be flat.

Recently we were made aware of some issues with financial aid in the course of deploying the normal audit required by the federal government. Some students have been notified that they failed to qualify for financial aid because they were not enrolled full-time in courses needed for their program of study. The software used to perform this audit, CPoS, has been flagging certain electives as not fulfilling program of study requirements. Gina Roberts, assistant Vice President of Enrollment Management, explained to me: "CPoS is a module supplied by Banner ERP's vendor, Ellucian. As noted in the School-Determined Requirements section of the 2023-24 FSA Handbook section referenced below, each institution determines its own CPoS course restriction parameters." So, a student who registered for 12 hours, three of which were an elective that didn't appear to be related to the program of study were notified that they were ineligible for their Pell grant. The majority of cases seem to have been in CAL and the advisors there

have worked valiantly to help students on an individual basis. If any of your students experience this, please send an email to degreeaudit@utoledo.edu.

Later in this meeting, we will circulate a spreadsheet for open positions on FS standing committees. I urge you to fill the spots, so that each college has a voice on these committees. Given all that is happening in higher ed, we all need to commit to shared governance and all the work that entails, and to staying informed and engaged. While the state of affairs seems discouraging, this is also an opportunity for us to contribute to the needed changes. I have always believed in the potential of this institution, even as I have been shocked at some of its initiatives and poor implementation. We have all invested an enormous amount time, energy, and hope in this institution to let it wither. Shared governance is needed now more than ever if higher ed is to deliver quality education and productive workplaces.

That is the end of the Executive report. I invite members of the Executive Committee to add anything at this time. Senator Barnes?

Senator Barnes: I have a question to take back to the administration. The shifting control over scheduling courses has created enormous problems and time waste for our staff. I think it may have stemmed from a belief that we will try to run courses that are under enrolled and in some way make decisions that are bad financially. But I think maybe there could be a compromise where secretaries could add independent studies, for example. There are so many ways in which it adds time and effort to so many people to take, you know, like, where it was one person doing something, it is now a series of three or four emails to do it. I understand that they think we'll try to slip-in an under enrolled course through the system. But I also think they might be able to trust us since we recognize when a course is ready to run and when it needs to run---

President Rouillard: The Registrar's Office has been very cooperative and very hardworking in this area.

Senator Barnes: Yes.

President Rouillard: But it is not efficient to overload [in] one office when we can distribute the work and had been successfully distributing that work previously.

Senator Barnes: And the personnel is in the cost. I just think there can still be some checks and balances if they are concerned about that. But returning control of that process to the departments, they can trust the deans to check in on us or whatever checks and balances they need. But I think it would just be good leadership to return that to the people who really need to make those decisions.

President Rouillard: Duly noted.

Senator Barnes: Thank you.

Senator Coulter-Harris: I know that you had sent out an email about this, but the College of Natural Sciences and Mathematics needs to replace Jillian Bornak. We need to get that done quickly. Also, the College of Arts and Letters needs to replace Kim Nielsen. Also, Catherine Johnson with two years left is not going to be here all year. So, I don't know if the College of Business needs to replace her or not.

President Rouillard: Some of these absences we've reported to college councils, and they are going to work on that at their first meeting.

Senator Coulter-Harris: Okay, great.

President Rouillard: Any other questions?

Senator Avidor-Reiss: Just a point of clarification to what you said. You said that Senate has the authority to cancel classes, but you said, on the other hand, the Provost Office and some of the others are doing it.

President Rouillard: This list is of inactivated programs that you saw. These are not all recent, some of them are and some of them aren't. Those courses did not, as far as I could see, come to Faculty Senate/ Graduate Council. What Senator Van Hoy tells us is that, in fact, Vice Provost Molitor recently addressed this at Graduate Council and that he is going to check the boxes that will change the workflow and make sure those things come through to us so that we can participate in those decisions.

Senator Avidor-Reiss: I understand. My question is, for those who would cancel it, can they cancel it before it was discussed at Senate?

President Rouillard: That is a good question. I think it might depend on whether or not those proposals went to the state or not. I would urge that you look at your programs and see which ones were not vetted that way and speak to your college council about it and speak to Graduate Council to see if those decisions can be revisited. That is a good point. Senator Brakel?

Senator Brakel: Just quickly regarding Senate Bill 83. Senator Cirino who is the sponsor of that bill is trying to [now] sell the bill as a cost savings measure transparency. We know that it will increase the administration costs and so we need to make sure we push back on that. He's also saying it's okay for 'some' unions to strike, but not faculty unions.

President Rouillard: Thank you. Past-President Insch, did you have your hand-up?

Past-President Insch: No.

President Rouillard: Senator McInnis.

Senator McInnis: To my knowledge, and I don't think I'm mistaken about this, the faculty have received no word that Dr. Schultz in the interim. That may be the case, but that is news to me.

President Rouillard: Okay. Thank you.

Senator Allred: This is Ammon Allred. I had a quick question about future follow-ups and things from the Executive Committee. So, you've mentioned that the state has created this new Institute for American Constitution and leadership. Presumably, we have to have some sort of discussion about how that's going to fit into existing faculty governance structures. I'm wondering if that's on the radar for the Executive Committee and whether or not the new director has indicated how they're going to be communicating with the faculty and the rest of the University community.

President Rouillard: This certainly should be on a table for discussion. It hasn't been brought up to us, but we will certainly bring it up because it is a very important point. Part of the problem here is also

navigating the state mandates around this. Although President Postel has indicated occasionally that there's room to negotiate in our institution, that we might choose to be broader in interpretation of procedure rather than narrower and so we will revisit that with him. Thank you for that question.

Okay, then we will move to our next item on the agenda, which I believe is Mark Seigar, who is going to tell us about the provost search.

Dean Marc Seigar, Chair of the Provost Search Committee: Good afternoon, everybody. I got a few slides that I'm going to present about the provost search, and hopefully get some feedback from you today as well. So, this is the Search Committee. I am the Chair. Representatives from Faculty Senate are Jerry Van Hoy and Mahasin Osman. PSAs representatives are Beth Gerasimiak and Jeff Barton. Student Government Association representatives are Bailey Mitchell and Aameera Haris. The Graduate Students are Cameron Ervin and Sachin Aryal. The Provost Office is represented by Angela Paprocki. The Senior Leadership is led by Floyd Akins. The University Research Council is Dr. Patricia Relue. The Graduate Council is Dr. Patrick Lawrence. And our Executive Search Consultant is Dr. Melissa Hurst.

Senator Heberle: I did not see the new institute mandated by statute on that list. I want to be clear to everyone that the director of that institute reports directly to the provost/president, which really complicate matters in terms of questions that Dr. Molitor was facing earlier. So that should also be on the list that we talk about in our listening sessions with the candidates.

Dean Seigar: Yes, so, we should probably add that to the list of offices to be pulled up to the provost in the listening sessions.

Past-President Insch: I can tell you one thing that I would prefer not to see which I've seen in the last couple of provosts, and that's someone who is using UT as a steppingstone to their next job. It'd be nice to find someone who can look you in the eye with a straight face and say they will be here awhile. It would be nice for five years to have somebody who's going to stick around and follow through and take the slings and arrows of outrageous fortune to help us through the challenges we have over the next five years. So, I don't know how you gauge that, but I certainly would put that very high on my list-somebody's that is going to stick it out with us.

Dean Seigar: Yes, but I think that maybe difficult to gauge, but it would be really nice to have someone who sticks around.

Past-President Insch: It is not that difficult. If you have someone that's going into all these seminars at Harvard, and clearly wants to be a chancellor somewhere. If you have a president who is coming in who is pretty much not here for very long, they are just checking boxes to get their next job, you can tell. They were both very obvious from the very beginning. I don't think anyone was like, oh, these people are going to be here very long. But I am not on the committee, so I will trust Senator Van Hoy because he is on the committee.

Dean Seigar: Okay. I mean, there will be open forums. If you get that 'vibe' from candidates, you should definitely send feedback in through that route. And hopefully we can gauge that as members of the committee that we can tell if someone's not going to be here for a real long time. We want someone who is committed to the institution; it would really make a difference.

Senator Avidor-Reiss: Is this something that you could add in the description that you are looking for somebody who is here for a reasonable amount of time?

Dean Seigar: I'm not sure exactly how you would say that. Any ideas?

Dr. Hurst: That is something we can state in conversations, but it is not necessarily something we want to advertise. Because on one hand...we may be giving the candidacy the impression that we have a problem here.

Senator Barnes: I really agree with you. I want to say I would like the person to actually be an academic--

Senator Coulter-Harris: Yes!

Senator Barnes cont'd: To have that faculty experience so that they have some understanding of issues and the decisions that they'll be making to help us.

Dean Seigar: I think we could [all] agree with that. This is the chief academic officer, stress on 'academic'. So they have to be an academic with a PhD. They should have come through the faculty ranks, maybe been a chair or dean or something like that as well.

Senator Heberle: I'm just a little worried to see the enrollment in there because I feel like that's a red flag... marketing...[Indecipherable]... I mean, I'm not arguing with it, I'm just saying.

Unknown Speaker: It is definitely...[Indecipherable]...

Dean Seigar: Not necessarily. I mean, I chaired the strategic enrollment management committee at my former institution before I came here, but I'm an academic. That kind of experience could be a positive for this kind of thing -- not someone who is a marketing person, but really just understands what it takes for people to recruit and retain students at a university and in a program.

The timeline is right now we're doing active stakeholder listening sessions, and so that is why I am here today. We'll be using that to finalize our communication materials so that hopefully we can start advertising the position real, real soon -- and I mean like, next week. So we'll start active recruitment as early as next week we hope. The plan is to have a first round of interviews, usually they are remote, (virtually on WebEx) by the end of October, early November. We'll bring in the finalists early in the spring semester and hopefully will announce the next Provost before spring break.

Right now, we want to hear from people. We want to hear what qualifications you think the provost should have, what qualities they should have, what kind of experience they should have. You can either give me this information today or you can speak with Jerry or Mohasin about whatever feedback you have, but I'm here to listen today as well. If you don't think about anything till later, you can just email provostsearch@utoledo.edu. The only people with access to that inbox is myself and Dr. Hurst. You can also send nominations to us. So, if you can think of anyone who you think would be a good provost here, feel free to send us your nomination. You should also hear regular communication from your representatives on the Search Committee, Dr. Van Hoy and Dr. Osman. When we do bring the finalists to campus there will be at least two open forums because we have the Main Campus and Health Science Campus. We want to make sure that we have one open forum on each campus.

I don't know if this is really final, but the idea is that this is mainly coming from Dr. Postel. The Search Committee did have some input on it, but I think we basically agreed with what Dr. Postel wanted to do. There is restructuring going on. I'm just going to go through this and highlight the things that are changing. So, enrollment management, which is really just undergraduate admissions, that is going to move from being a Vice President reporting to the President, and it is going to move under the Provost's Office. There will be more control from the Provost over admissions and enrollment. The Dean of Students and Student Affairs, that is another one that currently reports to the President's office, but the idea is to move that under the Provost as well. Faculty Labor Relations, Dr. Postel wants to move that back to the Provost office too. We decided to list the Center for International Studies and Programs separately; right now that is in Student Affairs. At other universities that would be under the provost anyways and so we pulled it up so the candidates understood where that actually belongs.

So, that is basically the updates. I will take questions in just a second. The question we have right now is what are you looking for in the next provost or more importantly, what don't you want in the next provost?

President Rouillard: Can I ask a question about procedure? So at one point, I asked Dr. Postel something about how the short candidates are going to be chosen. That is when he explained that he was bringing-in someone such as Dr. Hurst, to come in and review those applications to sort of select the short list and present it to the Search Committee. We chatted about that, and he agreed that all the applications will be available to everybody on the Search Committee. Is that the understanding?

Dean Seigar: All the applications will be available to every member of the Search Committee.

Senator Van Hoy: There's a question in the Chat.

President Rouillard: Anything else? Thank you very much for being here, we appreciate it. Good to meet you finally. So, that brings us to our next report which is by Tomer and Yakov. Senator Paula Hicks-Hudson is here. I'm glad to see you. Are you okay with waiting?

State Senator Hicks-Hudson: Yes.

President Rouillard: And Dr. Dilip Das is here. He will give his report after Tomer and Yakov.

Dr. Lapitsky: Thank you, President Rouillard. I am Yakov Lapitsky from the Department of Chemical Engineering. What the Recruitment and Retention Committee Chair, Tomer, and I would like to do is give this brief update on what has happened since we gave our final report last spring from RRC's last year's activities. Besides the main recommendations that you've heard us give to the administration, the recommendation that was given by the committee to the Faculty Senate was to reconstitute the RRC, in order to spend this year following up with various members of administration on what would be done to implement the recommendations of RRC, and also to help them take down some of the barriers involved in adapting these recommendations. I'm very pleased to report that this has happened. This year we were able to recruit Recruitment and Retention Committee members who are more than 20 strong. Many of these are returning members and a couple of new ones as well, including Gary Insch. They represent many colleges on our campus, and we are very pleased with that. Much like last year, these members will be working with several subcommittees, which this year will be organized to align with the themes of last year's recommendations. So the first subcommittee will focus on recommendations on institutional organization for enhancing our recruitment outcomes and will focus on things like recommendations on

adjusting some of the administrator and faculty roles related to recruitment and retention as well as strengthening the communication channels between the various academic units and administrative offices. The second subcommittee will deal with strengthening recruitment events on and off campus. The third one will focus on a new program incentive and relationship development - things like updating some of our offerings and strategically waiving application fees. The fourth subcommittee will deal with retention issues. Lastly, the fifth subcommittee will be addressing the recommendations related to our advertising practices as well as development of value propositions of various academic units, as well as the institution as a whole.

As far as where we are in our timeline for this year, as President Rouillard mentioned earlier, on Friday, she, Tomer, and I met with President Postel and members of the Senior Leadership Team. We discussed their response to the spring's report and plans to implement the recommendations. Today we're giving you a brief update on our activities. Next Tuesday at this very same time, the RRC is going to have its kickoff meeting where it's going to begin its activities for this year, and we will start engaging the various administrators across campus to understand what they've done in terms of implementation as well as finding out what we can do to do more and strengthen our enrollment related results.

Like last year as well, at the end of the fall semester, we will give you a preliminary oral report on what has been done in response to the recommendations from the spring and what will be done in the future. Then finally, at the end of the spring semester, we will provide our oral and a written final report on the outcomes on the RRC activities. With that, I will pass the floor to my colleague, Tomer who is going to tell you more about the Administration's response to the report and our next steps.

Senator Avidor-Reiss: Thank you, Yakov. The report that we gave last year, I think it's still available online if you want to go view it. It had more than 60 different major points, action items and we've got a response to all of them from the provost. The answer was divided in three types and provided to us which means that the University and the administration are currently working through it, the things that they agree with and the things that they don't think will fit. Those are the different people who provide the answers, and how are we going to engage with those people for those three types of answers. Just to give you an example of the type of answers that we got, this is an example of one of the recommendations: The University of Toledo must solve the enrollment crisis. This also became evident in the discussion in the meeting with the President. Here is another recommendation. And here is something that we think is not good. We asked them to provide each college with a recruiter and that they be specific to the program. And the answer was basically 'no.' This is something I think we can look into and see if we can convince them, maybe there are other colleges that do need it. We are going to be addressing all these comments. We are going to divide them into different committees. The subcommittee that Yakov just showed you, the goal is to provide recommendation, what is the outcome, and if there's any improvement that we can suggest. The same thing about the...plan, is the plan good and how can we help to improve it. And of course, we want to identify some barriers that may interfere with the process so that the departments can start overcoming them or start the initiative.

Senator Jayatissa: We can't see the slides.

President Rouillard: Are you able to see the screen now?

Senator Avidor-Reiss: Can you see it now?

Unknown Speaker: Yes.

Senator Avidor-Reiss: I think maybe later we can put it---

President Rouillard: In the Minutes.

Senator Avidor-Reiss: Yes. So, this is the end of that presentation. Basically, we are hoping to work together with the administration. We really want the administration and the faculty to work together as well as the staff, to help with the recruitment and retention. Questions?

Senator Barnes: Thank you both, Yakov and Tomer for this report. Please forgive me because I can't remember the report from last year. Is there anything in the report of recommendations about specifically improving recruiting from Toledo Public schools in the city of Toledo?

Senator Avidor-Reiss: Yes. And the report, by the way, is also on the Faculty Senate website.

Senator Barnes: And does the administration think that is a good idea, and are they already doing it?

Senator Avidor-Reiss: That is a good question.

Past-President Insch: I can say that. I've had meetings with them about it and they do focus on TPS pretty thoroughly. One of the challenges with TPS, is not a lot of those students go to college.

Senator Barnes: Well, that is an opportunity.

Past-President Insch: I think that they are. The vast majority of TPS students do come to Toledo. They are working hard at it, which is your question. I know if you ask about it, they are going to say, they do.

Senator Avidor-Reiss: I think this is an example of something that they 'think' they have addressed, and many of us think that they can better address some of those.

Unknown Speaker: So, one of the redline areas is to not have college-based recruiters. But our data very clearly show the decline when they shifted from college-based to university-based. The other part of that is that they may have geographic university recruiters. The positions were filled; they were empty positions, even though they were designated positions. So, I'm not sure if that is an appropriate response. I think we have to keep looking for some way to manage this better because we're not doing it.

Senator Avidor-Reiss: I think that is exactly what the study shows.

President Rouillard: Do you think there is more room for further dialogue about this because I don't think this is the final answer yet?

Unknown Speaker: Yes.

Senator Avidor-Reiss: We are presenting all those answers as the response and not the outcome. I try to help explain that, that we need all those things, and that is all we can do. Thank you.

Senator Coulter-Harris: Thank you.

President Rouillard: Thank you, Senator Avidor-Reiss. We have two more speakers today. We have Dilip Das, who is Vice President of Diversity, Equity and Inclusion, and following Dr. Das, we have Senator Paula Hudson-Hicks who very generously agreed to spend some time with us this afternoon.

Dr. Das: Pleasure to be here. Dr. Rouillard, how long do I have?

President Rouillard: Well, the Senator was scheduled for 5:30, so if you want to keep that in mind.

Dr. Das: So I definitely invite discussion as we move forward on this. I have these documents. If you don't mind reading those so I don't have to read it. Just briefly skim that for yourself, please. Can you see it online?

Group of Senators: Yes.

Dr. Das: Okay.

Senator Coulter-Harris: I was just going to say, we read that Inclusion statement out loud in all my classes in the last two days.

Dr. Das: Oh, wow.

Senator Coulter-Harris: The students and I, we read it out loud and discussed it.

Dr. Das: So, this is not just one random faculty members' statement? Is this a statement that many of you are familiar with?

Senator Coulter-Harris: Yeah, well, we're supposed to include in our syllabus.

Dr. Das: Okay, so I didn't know that. So, many of you are already including this Inclusion statement in your classrooms?

Group of Senators: Yes.

Dr. Das: Okay, so this is why I'm putting it up here because a faculty member here at the University of Toledo asked if it was still legal to put these two statements on their syllabus. This is exactly what legislation is designed to do. They're designed to 'chill' your academic freedom and your speech, because faculty and instructors are already afraid of saying anything about race, gender and sex. So, I just wanted to put this up there because this is an actual thing that happened in the last week. A faculty member inquired whether it was legal, the document, to put this on there. I just want us to be aware that this is obviously very problematic when faculty are worried about their academic freedom and what they put on their syllabus. This is a real thing. If one faculty member is worried about this, that's representative of many faculty and instructors across the University across both campuses. So this is something that we need to be very aware of, and I would urge you as faculty and the Faculty Senate body reinforce the notion that you have academic freedom. And it is certainly that these statements are in some ways expected, and certainly not illegal where faculty would come under some penalty for postings. So, it was shocking to me, and I wanted to share this with you right up front so that you knew what many of your colleagues are thinking.

Senator Avidor-Reiss: I don't know if you are aware, but now whenever we approve a student with a slate, when we accept the student, we need to make it clear that we are not considering race as a component. We need to write our name and put a date as part of the checkbox that we need to do, just as graduate admission.

Dr. Das: So, I encourage you if you haven't seen the new five-year strategic plan to go to UToledo Reimagined. What I put on here are verbatim, except for what is in the parenthesis.

Senator Van Hoy: Sorry to interrupt you, but I do think that someone online have raised their hand.

Dr. Das: Okay, please, online question.

Senator Jayatissa: Hello. I just want to ask when did you start these new rules for the University about these three things? Nobody informed us about these rules. I think we did not get any indication about these new rules.

Dr. Das: I'm not clear on what rules.

Senator Jayatissa: Well, three things, right? One is the education (three paragraph). We did not get any kind of workshop or any kind of teaching about these three items.

Dr. Das: Oh, I see. So, it is the faculty choice. If they choose to put this on their syllabus, they may. So it is not a rule.

Senator Jayatissa: When did they start putting these three things in the syllabus?

Senator Coulter-Harris: Last year.

Senator Van Hoy: It's been a while.

Past-President Insch: If you go to the Provost website, there is a recommendation for what your syllabi should include. And so, it's always been there. Someone talks about it in our college every year. I mean, if you go to the Provost website, your syllabus should represent what that syllabus is.

Senator Barnes: It is a template.

Senator Coulter-Harris: Yes.

Past-President Insch: It's not brand new. It's nothing new. It's been there since I got here.

Unknown Speaker: [Indecipherable]

Dr. Das: I encourage you to note that our new five-year strategic plan includes in them one of the two priorities of my office of Diversity, Equity and Inclusion. And that is student success. People first, culture. That is embedded respect for all and stability as a big part of the work that we're doing and we're outreaching to all units--students, faculty and staff. So, these statements are drawn directly from the UToledo Reimagined Plan Vision and Values. Then the goals, 1-6, are listed below them on that webpage, UT Reimagined. I would love for you to make sure that you note that as of July 1, 2023, this is our new five-year plan, and it includes these vision and values statements. So, I'm investing a fair amount of energy in sharing these and reinforcing these.

Let's focus on student success, Goal 1. In the five-year a plan there is a plan to raise graduation rates. There's another part of the section that the planning team articulated that says, "We will significantly raise retention and graduation rates for students from populations with historically lower rates." So, there is an intention to close the gaps of retention and graduation rate between socio economic status, first generation college status, and race and ethnicity status-- and there's a lot of work to do. We are seeing

increases amongst students of color. And when I say that I mean, African American, Latino, Native American and Asian primary. Also, significant increases in students to identify as bi-racial or multi-racial. So we are seeing a more diverse student body and our goal is to shrink these gaps and raise the 'boat' for everybody. These two, I am going to demonstrate with some slides. "State racial achievement gaps are strongly correlated with of social economic disparities." This shows the financial average is \$13,118. The blue dot, \$12,987 is for low-income largely White districts across the country. This is national here. This is from a group called Ed. Build. I cited it in the previous slide. The \$11,500 is our school districts that are predominantly underrepresented minorities. So we can see that on a national level, which is reflected at a state and local level, we have these funding disparities. So, what I'm trying to say here is that there are differences that have impacts. So, for instance, a number of long-term subs that are employed in, let's just say, Toledo Public schools is much higher than in surrounding suburban districts. So, what do we get when we have long term subs? Much of the time long term in our schools are not certified in the area that they're teaching. They may have professional experience, which is excellent. That's obviously what they try to do, attract people in that discipline to teach, but they don't have the certification in that area, right? Or they're trying to piece it together. You know that we have a national teacher availability crisis. We also know that we have a national crisis in substitute teachers. So, it is a crisis, and it affects the districts that have the least money the most. So, we may experience even greater challenges in thinking about college preparation.

This is just demonstrating that the black/white achievement gap rises as socio economic disparities also. There is a correlation (a strong correlation) for Ohio -- that is Ohio sitting on the bar right there -- between the socio-economic status of a community and their educational outcomes. That is what this is saying. This is from Stanford Center for Education and Policy Analysis.

Faculty focus, Goal 5. A people first culture. This is directly from our goal in UToledo Reimagined... Foster a People-Centered Culture: Promote a Culture of Respect, Inclusion and Belonging. So we formed this team that is grounded in three policies: standard of conduct, nondiscrimination and nonretaliation. It may be that nonretaliation is the most important of all, because we know from national and other data that lots of uncivil behavior occurs that is not reported. And a significant reason, we know from national data that it is not reported because of fear of retaliation of professional penalty or personal time or both. So, we really want to lean in to that nonretaliation policy. It is illegal to retaliate against anybody who reports you for uncivil behavior or some such behavior. It is illegal to do it. Yes, Senator Avidor-Reiss?

Senator Avidor-Reiss: Just one comment. I don't understand why it's only a faculty issue.

Dr. Das: Well, because I am talking to you. If I was talking to students, it would say students.

Senator Harmych: Excuse me, can you please share the slides again? We can't see them online.

Dr. Das: Oh, yes. Sorry. I'm sorry everybody. I can certainly share these as well.

President Rouillard: Just leave them in that format, Quinetta.

Dr. Das: Can you see them online now?

Senator Harmych: Yes, we can.

Dr. Das: So, we are really focusing on this 'report a concern,' which as you know, and please remind your students and everybody that you work with that this is hopefully located at the bottom of every

single web page. So, in order to have, to feel a sense of flourishing for every faculty, staff and student on this campus, we need to have a feeling of safety and belonging. This is one of our ways of ensuring that. That's why 'report a concern' was created so that people will feel comfortable, but they also have to feel comfortable that they will not be retaliated. So, we really try to lean into standards of conduct and nonretaliation in a big way.

President Rouillard: I have a comment about civility. In the climate where we are right now, it seems that incivility is often defined as 'this person doesn't agree with my opinion.' I think that's one of the things we have to be increasingly careful of. Incivility does not mean that I just disagree with you. Civility doesn't mean I agree with you. Civility means, we can both say what we have to say and be respectful. I think that is one of the key problems right now, which is why we have Senate Bill 117. Some people have confused civility with 'my opinion.'

Dr. Das: I agree, and that puts an extra burden on faculty to remind students that civility does not mean disagreement. It means respectful dialogue about disagreements. And it means not calling names if you disagree with somebody, like, 'you're a fool for thinking that or saying that,' right? Exactly. We are on the front lines of what it means to have respectful dialogue, and that is tough. The other thing is that many students these days are extremely reactive to things that they hear, and that's an extra burden that you're carrying now as well in the classroom.

President Rouillard: And there's also a cultural component to this.

Dr. Das: Yes.

President Rouillard: Some cultures one person talks at a time, and you know, there's a nice pause and everything is all polite. But in other cultures, it's common to have, you know, what sounds like a free for all at the dinner table. But that's having a conversation. So, I think we have to be careful of those aspects too.

Dr. Das: Yes, absolutely, that's right. The last piece is that each college in the large division has and has had for many years inclusion officers that are focused on a variety of things. I just put some of the key areas that they're focused on. I wanted deliberately to put in number 1 because we do have hiring obligations. They are located in federal affirmative action hiring plans that we have. There is this misconception that some people are jumping to, that the Supreme Court ruled that affirmative action is banned. Yes, in admission, not in employment. Those still exist and there is still an obligation for all colleges and universities. We have affirmative action employment plans, and we still follow them. We are obligated to follow. So, remind people that SCOTUS banned affirmative action in college admissions, not in employment.

So, I work closely with the Health Science Campuses and UTMC as well. I just put some data on here. If you focus on the second list point, new federal compliance in 2023 focused on health equity. So, for far too long, we as a culture --as a dominant culture-- have seemed to accept the fact that racial and socio-economic health outcomes are always going to be different. And it's worse. It's worse for African American, Latino, and Native American and for lower-income people across the county. Now there's sudden enlightenment that, in fact, wow, these are all people and they are all patients. Why is it? And how are we contributing to these disparities and help others? So, every hospital that treats and accepts Medicaid patients must now comply with new health equity standards that force all hospitals to really dig

into their data and start identifying those inequities and then having a plan to reduce them. So, these are real things that are happening at UTMC. We have a strong team working on these and trying to reduce these disparities. You can see the data from the U.S. Census Bureau on life expectancy and the outcome of some of these disparities. I put in some things from NIH as well showing some of the care data, national data. This is national, but it is reflected in most health systems. And so, we have a lot of work to do. We're also and have been working on inclusive gender practices at the hospital to make sure that we are providing gender inclusive care at UTMC as we see more and more patients who require inclusive practice and care.

So, that is all I have for you. I'm happy to have dialogue and to answer questions. My email is, is my name at [utoledo.edu](mailto:dilip.das@utoledo.edu), dilip.das@utoledo.edu. And I look forward to engaging in any kind of conversation.

Senator Barnes: Can you speak to whether the change in affirmative action for admissions has affected UT scholarship? And if so, how?

Dr. Das: I think that is still under review. I can't speak definitively on where that stands right now. We will know something soon, but I'm not knowledgeable enough to speak on it.

Senator Barnes: Is it being debated at the university or at the federal level?

Dr. Das: It's at the university level at this point. In other words, the Supreme Court did not say you shall blah, blah, blah. So, it's being interpreted sometimes at the system level and sometimes university and college level.

Senator Barnes: [Indecipherable]... Who are the people that are looking at it...?

Dr. Das: It is typically a team. Certainly, the Office of General Counsel is involved in helping us determine, interpret what the law actually states. I'm engaged in that on some level and the Office of Enrollment Management is engaged in that as well. So, there are discussions going on, but I can't, I don't have an answer on how it's going to fall out here.

Senator Barnes: Well, speaking from my academic home, The College of Arts & Letters' Department of Women's and Gender Studies, we very vocally object to the removal of any race and gender based scholarship... That is a lawsuit we should talk about, and be willing to take on.

Dr. Das: Yeah, I don't know where that's going. I really don't. So I take your comment, thank you for that.

Senator McBride: If I may? We did speak, Linda and I, to President Postel about this issue. And one of the things that he reassured [us] is that most of our scholarship funds are through the Foundation, and that at this time we are pretty sure the Foundation and...[Indecipherable]

Senator Avidor-Reiss: Just for clarification. Since there is a correlation between socioeconomic and race, we are still allowed to promote people based on socioeconomic status. It is only the race issue where the problem lies.

Dr. Das: I don't know the exact answer to that. Do we put a thumb on the scale for students who are Pell eligible? I don't think we do. I think we accept people based on their academic record at the University of Toledo. So, certainly, that is a factor that is going to be there, but I'm not certain how socioeconomic status plays into the SCOTUS agreement. I'm going to say that it doesn't, but I don't know enough about it

to know. I know at the University of Toledo, socioeconomic status is not a factor in thinking about admissions. I'm really excited for Senator Hicks-Hudson myself, so I want to sit down and let her have the floor.

President Rouillard: Well, thank you very much. So, this will be actually a very nice segue to Senator Paula Hick-Hudson whom I'm very pleased to present to you. Senator Hicks-Hudson is former city of Toledo councilwoman, former Toledo mayor, former Ohio representative and currently Ohio Senator. I'm also very pleased to say that we noticed your statement following the HB 83 passing. We greatly appreciate you being here. So thank you very much.

State Senator Hicks-Hudson: Do I need to stand at the mic?

President Rouillard: Yes, and we have some water.

State Senator Hicks-Hudson: I just wanted to say, I'm really honored to be here and just to talk briefly. I was asked to speak about House Bill 151 and some other bills. And, you know, I want to take questions from them as best I can, but I'll like to spend most of my talking about how you can be empowered to really [I think] make a difference to us in the state house. As I was listening to some of your conversations, it seems that while at the top like, the provost, the President's office understands what's happening, but there may be a disconnect at the at the ground level. And I will tell you that my experiences at the State House is truly that, that there is a major disconnect between those of us, when we go to Columbus and we go into the capital to work on legislation, vs. what is actually the impact of what can happen back home and on the street. The bills that you are most concerned with are bills that I believe, come not from the bubble up from the people of Ohio, but this is a national movement across the country to try to do a couple of things. One, and again, I have to put my partisan political hat on because I stand as the Senate district representative for District 11, and I don't think I stand in my district to represent the University of Toledo. My district begins to run on Bancroft and going north. When I was the House representative, I had the University, and I also had the Medical College. But the way the district has been redrawn, it has now removed me from much of the city of Toledo. So, I do represent most of the county and that was designed [again] because of this need to maintain power. I think it's all part of what I believe is an assault on the citizens of this country. Not just in the state of Ohio. So I might sound very alarmists and very negative. I'm not because I believe that there is hope, and that the people will rise-up and the people's voices will be heard. I have to believe that because that's why I keep going to Columbus to advocate and to speak those things that you said, well, I don't know what I said because we are so much in the 'fight.'

When you look at some of the legislation that's coming out of the majority caucus, in both the House and the Senate, they don't have the tenor or the balance, or the history and background of the state of Ohio. Like, for example, if you're from Ohio, you grew up under Governor Rose. It was a major push to make sure that higher education was affordable and within reach of every Ohioan. The language now being put forward is that we want to not necessarily push higher education, but to provide for a post-secondary education that will allow for people to be able to make a good living without having a high educational debt. It sounds very good and there's no distinction. There should be no distinction where [if] a young person wants to go and get a post high school degree or certification, or what have you, that he or she not be allowed to do that--and we should encourage that. But to say that to get a higher education, college education that is so expensive, is not something to be attractive, and it's been pushed down and made

almost a second class. I believe is why we're suffering so much in term of having civil discourse and having this confusion between stability and disagreements.

So, what does that mean for you as college professors and part of this very important aspect of government? To me, it means that we have to have you educated about the processes that go on. Not from the perspective necessarily of the historical or the academic, but the real 'nitty gritty' of what happens in Columbus, and also, what happens in Washington. Primarily, what I would say to each, and every one of you is that you reach out to your representative. You educate us on issues that you are the experts on. You can do that a number of ways: email, phone calls, letters, showing up for hearings that are held. While I was waiting, I was looking at House Bill 151, to see where that is in the House. It had two hearings in May, and then everything stopped because we had to get the budget out. I'm not sure what's going to happen on the House's calendar going back into session. We've been on summer break or summer 'hiatus,' so I'm not really sure what they're going to do. But the general process is that you have what's called sponsor testimony, then you have component testimony, you have opponent testimony, and then there may be a fourth hearing where everyone that can come in would come and make their last testimony. I'm not really sure how just in the process with the House because the House has their own rules and the way that they operate. But just looking at how this has been set up, if and when the House comes back, it's very possible that this bill will be presented for a vote because they've already had both proponent/opponent and interested testimony. There may be some pushback because the language that was rolled into the budget which allows for the Constitution centers and some other things that have happened, I heard was the tradeoff to the hold-off of House Bill 151, because that was more important to get through because of the budget. That does not mean that House Bill 151 is dead. It doesn't mean that it's not going to come up. The session, each general assembly has two years and so this is our first year of the session. That bill passed the 151. So they stay in committee or like I think, it's tied up (if it goes to a floor vote) because there was a substitute for the original language. So that bill, in my opinion is ready to go. So, for those of you who support that legislation, you should write and tell the members in the House and that committee of higher ed. that you support this bill and it should be pushed forward. But for those of you who think that the bill is not good, obviously not a good decision, constant writing, constant letters to the editor, constant publicity discussing the reasons why you feel this bill is not a good thing for higher education in Ohio.

One of the things in our caucus, (in the Democratic caucus in the Senate) we always look at how these bills will not only affect what is happening in terms of government working, but also what's the chilling effect it can have on students who are looking at colleges and trying to decide if it is worth them coming to Ohio. Or if is worth them staying in Ohio. My two grandchildren just graduated from Toledo Public school. One is going to Tuskegee, and one is at San Diego. Part of the reason that they chose to do that was what they felt was potential opportunities. My granddaughter wants to be a veterinarian, so that's why she went to Tuskegee. She understands the lay of the land politically in Alabama, and we had to talk to her about not coming home after her first getting there because it's such a difference in culture and things. Grandson just went to San Diego. He has 'stars in his eyes' about California. So, he doesn't have those types of challenges. But I asked both are they planning to come back to Ohio when they are finished, and both of them said, don't think so -- not unless some things change. Because they hear me talk about things when we have these discussions. So, their question is, why should I come back to Ohio when it doesn't feel like they want me here? They don't want my ideas. They won't allow me to blossom and to grow.

Because most of what they're perceiving is, that it is a push-back to their individuality and many of the things that they have grown up as part of their culture and their community of teenagers, young people.

So, I say all of that to say that I believe more than anything else that the people will rise up. History has shown us that. Some of the things from the pendulum goes too far to the left or to the right, and the people in the middle would say, hey, wait a minute, (the extremists), this is what we are. Ohio is truly a place that we should be proud of. It is a place where our history has shown that from the time that we began to create the state to today that it has been one of welcoming. Even though you may not hear that on the news, it's been one of inclusion and is one of diversity. We have our wars, we have our problems, but I do believe at the end of the day, we can overcome it. But with this, it requires that you cannot stay within these four walls. We cannot just talk to each other. You must speak up, if I can't leave anything else. Don't expect your neighbor to make that phone call. Don't expect your colleague to write that email. Don't expect, you know, your students to understand the political process if you're not engaged in it. And when I say political processing, I make a big capital P, not a little p, because to me, the political process is one where you are actively engaged. Not only on the voting -- you're also in connection and in conversation with your elected officials, and you go beyond the advertisements. So, you understand what the real issues are, how they really can affect what's happening.

School board races, we talked about TPS and things that are happening. School boards are now the latest bullseye of how to indoctrinate, and to scare and to limit what I think is true social discourse. We will see that slowly chipping away where, you know, good men and women will not want to be engaged in a public process because they're screamed at by parents who don't really know what's happening in the schools and thinking that there really is a war, or that teachers are part of an elite group that is trying to indoctrinate their children when it's supposed to be a partnership.

So, I'm available for questions. I'll try to answer them as best I can. I'll try to be as neutral as possible because I got my senate hat on. But I do believe that you have to speak truth to power. Yes, ma'am.

Senator Heberle: Thank you and thank you for coming. My name is Renee Heberle and I teach political science. A couple of things: this is just like a logistical question about HB 151 and Senate Bill 83. If it passes in the House, is there any negotiation for the committee to meet and have it get to the governor's desk or is that done with the vote in the House?

State Senator Hicks-Hudson: No, it is not done with the vote in the House. House Bill 151 has to be voted out of the House---

Senator Heberle: Is it reconciled with Bill 83?

State Senator Hicks-Hudson: House Bill 151 will then go to the Senate.

Senator Heberle: Okay, its current form?

State Senator Hicks-Hudson: In its current form and in its amended form because it was amended. So Senate Bill 83, rolled into, I think it's House Bill 33.

Senator Heberle: Okay.

State Senator Hicks-Hudson: But as far as 151, that is still currently alive and well in the House

Senator Heberle: My other point was, I just really wanted to highlight and say that I appreciate your comment about the relationship between Senate Bill 83 and Senate Bill 117 that did pass through the budget process that imposed these institutes on five different campuses, because they are connected. They are connected in terms of the intent of the statutory language. It's a micro-management and an intervention in the otherwise properly semi-autonomous practices of universities. So, I just wanted to be clear with my colleagues that the underlying intent is the same for the statute that created Strang's Institute for Constitutional Thought Leadership and SB 83. It is very much connected to the intent and motivation that is driving SB 83 and HB 151 etc. etc. So, I just want to keep that connection on the table because 117 and SB 83 (or whatever number it becomes) will deeply impact our university in similar ways.

State Senator Hicks-Hudson: I want to thank you because I have a problem with remembering bill numbers. I do; and usually I don't remember bill numbers. I misspoke, because it was 117 that was rolled into the budget. Not 83. So, 83 is out there and it's alive and well. So, what will happen, and I'll just give you an example of a bill that was not as controversial, but it had serious ramifications for those that are in the juvenile justice system, and based upon the ballot language, it got rid of bail. They said that you could only use monetary requirements for setting bail. And when the Supreme Court read that language, they lost the ability to use other factors to set said bail. My office finds out by happen stance by reading out of the Supreme Court's legislation or their monthly newsletter that they had rules proposed. And if those rules were not inactive, then the only way that [bail] would be set was by monetary, which would have caused the complete shutdown of the judicial system. So, my office, and we worked together with the majority member of the Judiciary Committee. We put together a bill. We did all the heavy lifting, so to speak, took it and gave it to the House so that way the House and the Senate could work together so there would be a cohesive bill. Our bill, we went and gave a presentation, the whole 9-yards. The House never did anything, but they passed their bill and sent it to us, and we voted their bill in, which is the exact same bill. That was done pretty quickly. I mean, we did it probably less than 30 days. That was because everybody was on board. And also, previous history showed that these terms for bail needed to be maintained so the judiciary system would be predictable and regularized. So, those things can happen, and those things do happen on these things that are not part of this, and I'm going to continue to say this national agenda. Not Ohio's agenda. Another thing you can do is watch the Ohio channel. At two o'clock in the morning WGTE would have the Ohio channel, and you can watch committee hearings, you can watch session. Or a session for both the House and the Senate are on Wednesdays. Generally, 1 o'clock, we both are in our chambers at the same for that. Then you could get the schedule about committee hearings for those committees that you're interested in, and you can get alerts for bills and things like that. That way, you will be educated and you're able to follow the process going through out. And I will also say that much of the work that we do is bipartisan. Much of the things that are important for the running of the state of Ohio are done together. It's just when you get to these, again, national issues that are promoting an agenda. I'm going to say this again, it is not Ohio. It is not us. I lived in different states throughout my life, and I came back--I'm from Ohio--because here we have a commonsense way of doing things. I used to hold Ohio up as a beacon of a place of innovation. Many of us that were younger, we were the top 10 on so many things across the board, healthcare education, job creation. Those are coming back. But there not coming back in the way, in the sense of building up the middle class. So, I would urge you to be active. And it's more than just November 8th or whatever, it is year-round. You as a body, you know, it would be great to have folks from the University of Toledo to appear at committee hearing. [Interstate] 23 is a wonderful trip from here to Columbus. I do it at least once a week. But, it's

very difficult for them to understand us here in northwest Ohio. It is because we're a different 'breed.' We really are, because we drink Lake Erie water <laughter>. You see, I don't drink bottled water because I know that the city of Toledo's water is safe. It is safer than bottled water. That is my plug for the City of Toledo Department of Public Utilities. Any other questions or comments?

President Rouillard: Yes. I want to thank you for expressing hope. Because I think here at the University of Toledo, morale is very, very low. And in some ways, I think that when we look at Columbus, we look at the macrocosm and when we look at Toledo, we are looking at the microcosm.

State Senator Hicks-Hudson: Yes.

President Rouillard cont'd: I think that to a certain extent the fight is similar. We're fighting to be included in our university, to have Academic Affairs respected and not siphoned off to support other things that are not mission critical. And I see the same thing in Columbus, and it is very easy to get discouraged. But what I try to tell my colleagues is that a tiny bit of anger is a good motivator; a lot of anger will destroy you. But a little bit gives you a little bit of grit to keep going. So, I appreciate the expression of hope.

State Senator Hicks-Hudson: I thank you for that. I will leave you with this. They know that Toledo, Lucas County, and Northwest Ohio is on the map. I meant as a freshman in the House to become part of the Leadership team. And I think that to me, one of the goals was to make sure that I'd be in the room when these kinds of decisions or discussions would be made, and I always say, you know, Ohio doesn't end at the Maumee River. I just had a conversation today where I was telling someone that I told the Lieutenant Governor, the director of transportation as well as the Governor that Lucas County and those counties North of Maumee River are part of the state of Ohio. Ohio won the war. So, it is kind of a joke and funny, but now I think there is more recognition of what we're doing. But it requires not just me by myself or the other representatives from Northwest Ohio, because we do work together, but you as well. You know, one of my best colleagues is Representative Hoops who's out in Fulton Napoleon in...county. We're able to work together to put together those that are unique to us, like, Lake Erie, for example. I make a joke about it, but you know, ... Ohio, when it first was introduced, we lobbied very hard to make sure that the focus was on Lake Erie and not just having a dispersed throughout the state of Ohio. It's now being, and rightly so, to look at some of the other parts of the state where we this water situation. I'm not calling it a 'crisis' because we are and can handle that if we all pull everything together. The whole idea about the development of the Intel, ... is going to happen in central Ohio. I was little clear about working to say what about the University of Toledo. What about Northwest Ohio? We are a major transportation hub. We are within six hours of many major cities throughout the United States. So, what about bringing some of those things out here? The innovation hub that we're talking about, that is something that we'll need your help. You know, you are the experts and I really, really, really want to highlight the gem of the University of Toledo. If you don't believe that you are, I'm here to tell you that you are. But you got to do what we all do in Toledo, which is get outside of our, whatever kind of negative description [you want to put] to it. We are a major force. Now, Cincinnati will say that they are the third largest, but that's because they've taken all the suburbs. But if you look at the city of Cincinnati proper, we are pretty close to them. Geography people, I'm taking all the time, whether it's true or not. But anyway, long story short is we need to need to highlight those things that we're doing here and willing to drive to Columbus or willing to send this information, not just to the representatives, but to all of the legislators. Let them know what is happening here. Diane knows that I push, and I preach this all the time. Make sure that not just the

Northwest legislators know what's going on at the University, make sure all of them know because you'll never know when someone will read something and say, oh, I need to find out about this, and we'll come here, and they will be in the majority and can help.

There was one question that I do want to want to pick up on, and that was whether or not there are some moderate Republicans that would be willing to come and discuss and talk to you -- yes, there are. Again, when you look at what we really are doing at the state House, much of what we do is for the common good that is not locked into one of these partisan fights that we spend so much time on. And that is where, I think your best resources can be used. What are some of the things about school retention or connecting with high schools, K through 12? I've been proposing in a component of early education for Pre-K, to post-secondary education. We should be having that conversation now for how to have a seamless process from a 3-year-old to a 26-year-old. And, you know, the governor has made some major progress and opening up financial assistance for students. But what about some things to help families? You guys are the experts. You've done the research. We should be listening to you rather than we get something from someone from 'Arizona' or from 'Florida,' or from ten-buck-two, who may or may not understand what we in Toledo needs. So, they are there, pick your topic. But I think develop more than anything else, develop a relationship because that will go a long way with being successful.

President Rouillard: I've shared with some of my colleagues that I arranged a meeting with the House Majority Leader Bill Seitz.

State Senator Hicks-Hudson: Okay.

President Rouillard: For the express purpose of trying to figure out about how to have a conversation with somebody who is on a very different end of the political spectrum. And he said something to me that really struck me at the end of our conversation. He said that in all of his years as an elected official, no faculty had ever come to his office for a conversation. So, what I would urge us to do is to do exactly that, create relationships with individual legislators. Go visit them in their office. Make a phone call. Do a video call. Write letters. But don't be afraid to establish that connection, even with people that you think you don't agree with. Because he and I found points of common interest, and I was very encouraged by that. I think he was too. Doing that with one person isn't going to do anything. But if all of us do that, if many of us do that, I think then we have a chance to have an impact.

State Senator Hicks-Hudson: I will tell you; I'll just give you some of my stories. When I went to the Senate -- in the Senate there are 33 members of the Senate. I knew my colleagues on the Democratic side. I knew some of the Republicans that also were elected to the Senate along with me, so I didn't try to meet them. I made it a point, an intentional point to meet each and every one of the senators. Some were very easy. Some were kind of afraid. And so, others I just grabbed in the hall and said, oh, we haven't had a chance to talk. I just wanted to introduce myself, blah, blah. I say that to say that I was able to get two issues that I've been working on for four years into this budget. I think part of the reason I was able to do that was because I met the legislators where they were, I told them what my interests were, what I was doing, and we had conversations. That's one of the things that we have to do, not just in this political realm, but in all aspects of our lives. We need to do that so that people will get to know you as the person that you are, not the political label that is placed on you. I just got lost in Bryan, Ohio, because I'm really into agriculture and environmental stuff. You would think, you know, why is she like this? Well, she should be concerned mostly about crime and these other things that are maybe more racially connected. I

am, but if you don't have a clean environment, you don't have safe drinking water, I think a lot of these other things stem from that. So, did I get labeled when I walked into the place because I was the only African American out of a committee of about 100 some people. Folks were like, is she in the wrong place? You know, I sat at the table and talked with folks and made some great connections. You get out of your comfort zone, and you get outside of the people that are right to your tribe and explore other tribes. And that has the same deal for, I believe a political process as well. Thank you so much. Any more questions?

President Rouillard: I do have one more. You mentioned that a lot of these controversial bills are coming from outside of the state. We've learned a little bit about ALEC. Are there other groups that are pushing some of this antagonism towards higher ed. that we can watch out for?

State Senator Hicks-Hudson: I will have to go look at it. If you look at the list of the components of House Bill 151, you will find organizations that may or may not be, I don't want to say 'antagonistic' to higher ed., but also maybe have a different philosophy about it. But again, ALEC is national, and then they morph into what can happen here at the state. And that's where I think the major pushback is that that's not Ohio.

President Rouillard: Right.

State Senator Hicks-Hudson: That is not what we do here.

President Rouillard: Thank you so very much.

State Senator Hicks-Hudson: Thank you.

President Rouillard: So, at this point, the last item on the agenda is items from the floor. Are there any items from the floor?

Senator Mc Bride: About the Committee on Committees.

President Rouillard: Thank you for reminding us. So, what the senator has told us about, you know, is being engaged in Columbus applies to our campus. I am begging you to please be engaged and get involved. I know that we are all overwhelmed. We have all got more teaching. We have all got more service. We all got more research that we have to do under difficult circumstances. But if we don't really put our nose to the... and provide this service in the form of these committees, such as watching out for curriculum, watching out for policies. I think you saw an email from the Faculty Senate Office later this summer regarding two new policies that were posted for comment. We need to read those policies. We need to think about that. We need to respond to them. There's an expression in French, "laisser tomber les bras" to just give up. You can be sure that we will lose. If we at least persist, we have a chance. So, please, the list of committees will circulate. Please volunteer for a committee. If you would circulate it in the room. The people online, please send me an email if you are interested in a particular committee. But I'm begging you, we are going to make a difference on this campus. If we are going to remain a university and not a business, we all need to work towards that. So, the sheet is going around.

Unknown Speaker: [Indecipherable]...

President Rouillard: So we have the Committee on Committees which populates the other committees. We have three curriculum committees, and I'm telling you curriculum is got to be our focus. We cannot

let decisions be made for us. We have to be part of those decisions. There is the Academic Programs Committee, Undergraduate Curriculum and Core Curriculum. Then there is Faculty Affairs, Student Affairs---

Senator Coulter-Harris: Which is full.

President Rouillard: Okay. Student Affairs, Academic Regulations. Am I forgetting anything?

Senator Van Hoy and Past-President Insch: Elections.

President Rouillard: Elections, which is also very important. So, please, please look at the list and volunteer. Feel free to volunteer your colleagues because I'm sure they will be flattered that you thought of them.

Senator Heberle: Do you have to be a senator to be on one of the committees?

President Rouillard: No, you do not. Typically, the chairs have to be a senator, but if we designate a chair who's not a senator, Faculty Senate will need to vote on that chair, that's all.

Senator Heberle: Okay.

President Rouillard: You do not need to be a senator. Any other questions?

Senator Jayatissa: President Rouillard, I asked a question in the Chat. Can a faculty member be a member of a political party? I'm just curious to know.

President Rouillard: Yes. So that is a good point. Everybody can attend Faculty Senate meetings. They are public meetings, and they are open to everyone, but only senators can vote.

Senator Schaefer: But his question was, can a faculty member be a member of a political party? And the answer is, yes.

President Rouillard: Oh, I'm sorry. It can be hard to hear from online.

Senator Jayatissa: Thank you.

President Rouillard: Anything else? Okay, where is the sign in sheet? There is still two minutes so you can wait for the sheet to come around before leaving. Anybody has any beginning of the semester good experiences?

Senator Coulter-Harris: Well, I did. I teach four classes, writing classes. And yesterday for my Professional and Business writing students, I had perfect attendance in the first class and just one absence in the second class. And then today for my Composition I, my freshmen, I had 100% attendance in the first class, and only two absences in the second class.

President Rouillard: I think we can say the same thing for Senate.

Senator McBride: And they are so motivated. They're very, very motivated.

[Informal Conversations Occurred at This Time]

President Rouillard: May I have a motion to adjourn?

Past-President Insch: So moved.

Senator Van Hoy: Second.

President Rouillard: All those in favor say, aye. Meeting adjourned at 6:10 pm.

IV. Meeting adjourned at 6:10 pm.

Respectfully submitted: Deborah Coulter-Harris
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative Secretary

Appendix 1. Following is the list of inactive programs:

Inactive Program List

AR-COMM-CER	Cert in Communication	Graduate Certificate	AR
AR-GLST-BA	BA in Global Studies	Baccalaureate Degree	AR
AR-INPH-PHD	PhD in Interdiscip Public Hum	Doctoral Degree	AR
AR-POLS-MA	MA in Political Science	Masters Degree	AR
BU-ABAN-MS	MS in Applied Bus Analytics	Masters Degree	BU
BU-ACTC-AAB	AAB in Accounting Technology	Associate Degree	BU
BU-CSSP-AAB	AAB in Computer Support Splst	Associate Degree	BU
BU-DMKT-BB	BB in Digital Marketing	Baccalaureate Degree	BU
BU-EFSB-MBA	MBA in Entrepreneurship Technology Commercialization	Masters Degree	BU
BU-EMGT-MBA	MBA in Executive Management	Masters Degree	BU
BU-EMSL-MSLE	MSLE in Executive Sales Leader	Masters Degree	BU
BU-FSER-BB	BBA in Financial Services	Baccalaureate Degree	BU
BU-IBS-BB	BBA in International Business	Baccalaureate Degree	BU
BU-IBUS-MBA	MBA in International Business	Masters Degree	BU
CE-CIEE-EDS	EdS in Cur-Inst:Erly Chldhd Ed	Educ. Specialist	CE
CE-CIGI-PHD	PhD in Curr-Inst:Gifted-Talntd	Doctoral Degree	CE
CE-CISE-PHD	PhD in Curr-Inst: Secondary Ed	Doctoral Degree	CE
CE-CISP-EDS	EdS in Curr-Inst: Special Ed	Educ. Specialist	CE
CE-CULT-CRG	Cert in Cult & Change in Instit	Graduate Certificate	CE

CE-DIV-CRG	Cert in Diversity	Graduate Certificate	CE
CE-EDAS-EDS	EdS in Educ Admin and Superv	Educ. Specialist	CE
CE-EDBI-MES	MES in Education and Biology	Masters Degree	CE
CE-EDCH-MES	MES in Education and Chemistry	Masters Degree	CE
CE-EDEC-MAE	MAE in Education and Economics	Masters Degree	CE
CE-EDEN-MAE	MAE in Education and English	Masters Degree	CE
CE-EDFR-MAE	MAE in Education and French	Masters Degree	CE
CE-EDGE-MAE	MAE in Education and German	Masters Degree	CE
CE-EDGG-MAE	MAE in Education and Geography	Masters Degree	CE
CE-EDHI-MAE	MAE in Education and History	Masters Degree	CE
CE-EDMA-MAE	MAE in Educ and Mathematics	Masters Degree	CE
CE-EDPH-MES	MES in Education and Physics	Masters Degree	CE
CE-EDSP-MAE	MAE in Education and Spanish	Masters Degree	CE
CE-FEES-PHD	PhD in Foun of Ed:Ed Sociol	Doctoral Degree	CE
CE-FEHE-PHD	PhD in Foun of Ed:HIST of Educ	Doctoral Degree	CE
CE-FEPE-PHD	PhD in Foun of Ed:Phil of Educ	Doctoral Degree	CE