**THE UNIVERSITY OF TOLEDO**

**Minutes of the Faculty Senate Meeting of March 01, 2022**

**FACULTY SENATE**

**http://www.utoledo.edu/facsenate** Approved @ FS on 03/15/2022

**Summary of Discussion**

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

**President Bigioni:** It is 4 o’ clock so I will hereby call this meeting to order, the March 01, 2022 meeting of the Faculty Senate and ask Secretary Nigem to call the roll.

**Senator Nigem:** Thank you, President Bigioni.

**Present:** Anderson, Baki, Bamber, Barnes, Bigioni, Bornak, Brakel, Chaffee, Chou, Compora, Coulter-Harris, Day, De la Serna, Duggan, Duhon, Edgington, Elgafy, El-Zawahry, Garcia-Mata (Fayoumi- sub), Gilstrap, Green, Gregory (sub-Yanazaki), Guardiola, Hall, Hanrahan, Harmych, Hefzy, Huntley, Insch, Jayatissa, Kistner, Krantz,  Lammon, Lawrence, Lee, Lipscomb, Metz, Milz, Modyanov, J. Murphy, Niamat, Nigem, Pattin, Ratnam, Reeves (W. Lee-sub),  Rouillard, Shan, Smith, Stepkowski, Steven, Teclehaimanot, Topp, Van Hoy, Vesely, Wedding, Welsch

**Excused Absence:** Kujawa, Lecka-Czernik, Pakulski

**Unexcused Absence:** Ali, Case, Chaudhuri, Koch, Perry, Reynolds

**Senator Nigem:** President Bigioni, I believe we have a quorum.

**President Bigioni:** Thank you very much, Secretary Nigem.

**Senator Nigem:** You’re welcome.

**President Bigioni:** Our next item on the agenda is the adoption of the agenda. You see the agenda before you. There is a last minute addition earlier today. Senator Gilstrap will give a core curriculum report. Other than that, it is the same as what you saw yesterday. Unless there are any objections, we will adopt this agenda. Hearing none, we will adopt the agenda. ***Agenda Adopted.*** Thank you.

The next item on the agenda is the approval of the February 1st Minutes. Are there any corrections or additions to be made? Hearing none, if there are no objections then we will approve those Minutes. Okay, hearing no objections. Those February 1st Minutes are approved. ***Motion Approved.***

The February 15th Minutes are just about done, so we’re just about caught up. I should note that the reason that we fell behind was that, when Quinetta and I quit out of our meetings, we didn't close it and somebody left theirs open. So we had a 24-hour long recording that took many days to process. So that is the reason that we fell behind there. We'll be more careful, and that shouldn't happen again. Anyway, we will see those Minutes next meeting and we should catch up with these Minutes as well.

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The next item on our agenda is the Executive Committee report: I'll start with a meeting that we had with President Postel’s Chief of Staff, Diane Miller. We talked to Diane about House Bill 327, which is the subject of Senator Rouillard’s Ohio Faculty Council report and the proposed resolution that we’ll discuss during her report. President Postel has signed on to an IUC letter in opposition to House Bill 327 and has also provided testimony, again, in opposition. As part of the resolution that we'll talk about later, there will be a statement about asking President Postel to make an individual statement. He may do that. It is not clear yet. But nonetheless, we'll make that request in our resolution today, assuming that everyone wants to do that.

We also talked a little bit about the Faculty Senate representation on the College Budget Advisory Committees. The President supports this, but the point is that the deans report to the Provost and thus that directive has to come from the Provost and we’ve engaged upon that topic. And so hopefully, we'll hear something about that later, or soon.

The next item on the report is our meeting with our CFO, Matt Schroeder, and his team. We scheduled a meeting with him two Thursdays ago, I believe it was the 17th. We talked a great deal about the model, and our concerns, and our desire to see data in order to better understand the model, what choices have been made in the model, and what the consequences of those choices are. This has been an ongoing discussion for many months now. The desire to see data has always been there. I just made a simple, straightforward request to Matt that he share the spreadsheets. And the response was somewhat tepid, simply because just sharing the spreadsheets doesn't answer a lot of the underlying questions. So, they would rather present the data along with commentary, and it’s a fair point. It's easy to misinterpret things without that commentary and without that guidance from Matt and his staff. I’ll talk about a few other things to do with that meeting. But, we had tentatively scheduled Matt and his team to meet with us today here at this meeting, but there was some concern about conflict with another meeting and it came to pass that they had to cancel. So we'll try to reschedule them for our meeting two weeks from now.

With regard to other things we talked about, we tried to get into the details of the structure of the model, and tried to convey also our interest in hearing more details about the model. We learned a few things about the structure of the model that it is broken up into support units, auxiliaries and academic units. And of course, those academic units will be governed by the deans. And so, data that we would see from deans would only be a small part of that picture. It is difficult to understand college budgets without seeing the other things that we need to pay for in the support units and auxiliaries. Support units are things like Facilities, the Finance Office, the President’s Office, the Provost Office, the Research Office and so on, whereas auxiliaries are Athletics, the REC Center, Res Life, and student activities, primarily, and also some smaller things like Rocket Wireless and childcare and things like that. It's important to see more than just the college budget in order to understand why the college budget has to look like what it does.

There was some discussion about specific things like the 75/25% split in SSI and why that came about. The question was, 25% seems like a large split. I should describe what that is. 75/25% split means 75% would go to the college and 25% would go into a research pool that’s not well defined to me. That’s my understanding of it. It is also my understanding that Huron recommended an 80/20% split, but the Steering Committee after great deliberation arrived at 75/25% split. So certainly we'd like to hear more about that. There were two faculty members on that steering committee. Mind you, two faculty members among a large number of people. But nonetheless, we may be able to learn something from them about how that came to pass. Nonetheless, the deans and the SLC also had something to say about that decision.

One important other point that was made was that UT has this historical structural deficit. The question was raised: This transition from incremental budgeting to the IBB model, has that ever been done in an institution that has a structural deficit, this declining revenue that we’ve been experiencing? The answer was, not to their knowledge. That is an interesting point. I am not sure what to make of it exactly, but that at least means that there’s no model school to compare ourselves to.

Another point to on that topic is, there was some discussion about a 5% payment into a reinvestment fund, so colleges would have to contribute 5% of their budget. It doesn't make a lot of sense when the colleges are struggling to balance the books and so the point was made that, that would not be the case, at least initially, until things turned around.

That is probably a reasonable overview of what we talked about. A lot of what we talked about would be best conveyed by Matt and his team describing details of the model and how it worked. But that was our first pass at trying to dig into those details. And again, hopefully we will see them two weeks from now so that we can hear and see the output of the model ourselves.

The next point on my report is just the Constitution update. We’re preparing for the ratification vote, which should happen before the end of this Faculty Senate, which ends on April 26th, and we’re on schedule to do that. Right now we’re focusing on educating everyone and so we’ve constructed a webpage posting a variety of documents: the currently enforced Constitution, the one that we’re changing; the revisions to that Constitution, what we’re voting on; then a set of documents that compare them, so that people can better understand what changes were made, and in some cases, why. That webpage is just about ready to go live. It should be live tomorrow. It also includes some informational meetings that Mark Templin and Rob Steven, from the Constitution and Rules Committee, will hold in order to give people an opportunity to ask questions and educate themselves on what they're voting on. The Elections Committee is also preparing for the vote, assembling the tools that they need to get that done.

The final point on my report has to do with masks and the President’s email from yesterday. Just talking to a number of people in my building, it became clear that one of the points in the President’s email was a little bit ambiguous. The exceptions to the mask policy had to do with classrooms and laboratories. I think that is an exact quote, “classrooms and laboratories.” So the question becomes, what does it mean? What is meant by laboratories? Research laboratories and teaching laboratories are quite different. So, I spoke with Connie Schall just before this meeting and had a long discussion about this. There was a COVID meeting this morning, which unfortunately I missed, where this came up. The President said that the statement about laboratories did not include research laboratories. So masks would not be required in research laboratories.

In the discussion with Connie Schall, it became clear that there are many different types of laboratories. It’s not just binary, research or teaching laboratories, but also includes instrumentation centers and so on. They may operate in a different way. And so we'll probably hear more about that in the very near future. But in the meantime, it seemed that the sentiment was that PIs were normally responsible for PPI and so on within their laboratory safety practices, so they should have the ability to make those decisions for themselves.

So that seems to be where it stands right now. I'm sure there will be much discussion about that, perhaps some here, perhaps in the hallways around campus. But that is where it seems to stand, and as I said, we should hear more in the not too distant future.

So that concludes my Executive Committee report. Are there any Executive Committee members who would like to add anything? Okay, hearing none. Are there any questions?

**Senator Vesely:** Question.

**President Bigioni:** Yes?

**Senator Vesely:** President Bigioni, when you were talking with Matt, did I hear that correctly, he told you that you can't have any data because ‘we’re not smart enough to figure it out?’

**President Bigioni:** Well---

**Senator Vesely:** And did you ‘stomp a mud-hole’ in him when he insulted you to your face like that, that we’re too ‘stupid’ to understand the data and he has to ‘dumb it down’ for us? Really?

**President Bigioni:** Well, of course, that's not exactly what he said. But they were hesitant to do that, just hand over a pile of spreadsheets without the ability to make commentary on why the model was structured the way it was, what the data meant and so on. And so for an awful lot of people, that would be the case. Perhaps some very financially savvy people don't need that commentary, but nonetheless they were not comfortable with just handing over a huge pile of data. There may be an issue of control there too. That's another subject that we can leave for two weeks when Matt is here.

**Senator Rouillard:** One thing we might clarify, President Bigioni and Senator Vesely, is that we are not asking for data drilling down to the details of how many ‘staples’ were used on campus. I think what we want what is essentially a balance sheet, and they can very well supply that. They’ve supplied the current balance sheets to the colleges or the colleges have constructed them. But they can surely create a balance sheet that would reflect what we would have looked like for the past three years of historical data. And Senator Vesely, I will tell you, that there are even some people on our Faculty Senate -- President Bigioni is not one of them – but some people have also, you know, wondered how we would handle all of that data. I think we just need to be a little clearer that we are not asking for a complete inventory of paper and pens. We are asking for the balance sheets similar to what we have seen in college presentations. President Bigioni has done a very good job of pushing back against that rhetoric and insisting that if we are going to have transparency on this campus, they need to share the information.

**President Bigioni:** I appreciate those comments. And I should say too, though, that [I’m] not quite sure how to say this. Maybe I should say it this way. It would also be nice to have that huge pile of data and maybe we can do something with it. Maybe some of us can, maybe some of us can’t. The roll up data would be great because it's as Senator Rouillard described, right, balance sheets. That would be great because it's much easier for a larger number of people to understand what's going on. But, the ask for just getting the set of spreadsheets, almost raw data, I’m not sure how to characterize it, I suppose that is also a question of how transparent do you want to be, right? And there are limits. In my own research lab, if somebody asked me for raw data, well, maybe I would want to give it to them, maybe I wouldn't. It depends on who it is and what they want to do with it. That's always a concern with the data that you possess, right? It’s leaving your control. But Senator Rouillard’s point about balance sheets is a much easier ask. Right? So we hope that we see exactly that in two weeks’ time, even if they are not willing to hand over spreadsheets for us to play with and study.

**Senator Vesely:** President Bigioni, I appreciate that you asked and push for that information. I don't agree with Senator Rouillard on a general synopsis of what's going on in the budget, because we haven't worked with budgets for years. There's always plenty of ways to manipulate those to make a budget sheet look good. It is the staples and the pins and everything else that you pay for within an organization, and in ours, it is huge. But it is those details that count and they have to be seen. We’ve been listening to a year-and-a-half of these people coming and going, the parade of people saying, oh, well, we don’t want to get into the details yet, it is too complicated. Budgets are not complicated. They’re not that hard, regardless of what these people are telling you. It doesn’t take a ‘rocket scientist’ to understand the budget. And, you know, they’ve just done it to you. If you can’t get something, I guess there’s no help for the rest of us. But I appreciate you doing it. Thank you.

**President Bigioni:** Well, I appreciate your comments. A lot of people share that frustration that we've been asking to see data for a very long time, many, many months now. Well, we will have an opportunity to really see some numbers and see the model. So when Matt and his team come present, and hopefully that is in two weeks, of course, that is also an opportunity to ask all sorts of good questions.

**Senator Vesely:** President Bigioni, I have one related question while we’re here. Did you guys kind of broach the topic of the difference between Matt’s projection of the academic unit running around a $30M dollar surplus this year and the figures that he presented to the Board and the cuts of the colleges are being asked to make? Are those projections, you know, relying that we actually meet these cuts? I'm not sure if that topic was broached.

**President Bigioni:** Well, that point has been a point of discussion in various placed, including our meeting with Matt. The point that was made was that, that seeming surplus is just a result of timing. Really the only balance sheets that matter, so to speak, are the year-end balance sheets when all the numbers are in because of the unusual nature of this business, where we get large tranches of money a couple of times a year, right? So when tuition money comes in, it’s the start of the fall and the spring semester primarily, and a little bit in the summer too. I don’t know how SSI is timed. But the burn off of that money is constant, so depending on when you take the snapshot it may look like you’re doing really well, or not so well. So that was what Matt communicated to us in that meeting. And I’ve heard that from various other people too. And it’s fair. If you get a large chunk of money at the start of the Fall semester, and it's supposed to last you, let's say until December, and you take a look at how your pocketbook is doing in September, things are going to look a whole lot better than they will at the end of December. So it’s a fair point.

**President-Elect Insch:** President Bigioni, can I add something real quick?

**President Bigioni:** Absolutely.

**President-Elect Insch:** I think the other challenge, and I think you're aware of this, is the fact that the academic side is one of the few places where we get revenue.

**President Bigioni:** Yeah.

**President-Elect Insch:** So that is why if your academic side isn’t showing a profit, you’ve got a problem. You’re sure going to be out of business in a hurry because you can’t support anything else. You got to remember that academic budget, those auxiliary services, some of them are meant to be break even or better, and some of them aren't. And so the fact that the academic side runs a profit, is, it has to, or else we can’t pay for the HR, the Center for Diversity, the Libraries, and all these other things. They all come out of the same pool. They're just broken up into different divisions. The fact that there's a $30M dollar surplus, if we were going to run in the positive, if we had enrollment, that should be $60M or $70M. So, that is also something to remember. Thanks, President Bigioni.

**President Bigioni:** Thanks, President-Elect Insch. Right, so an awful lot of things in the budget picture, like the support units and the auxiliaries, are not net revenue generating, but the academic units are. The hospital, of course, is another component to that, but we'll leave that aside for another day.

Any other questions? Okay, so I look forward to the meeting two weeks from now. Hopefully, we will be able to host Matt and get an awful lot of these questions asked and answered.

Okay, with that, that will conclude the Executive Committee report. The next item on the agenda is the Provost report. Provost Bjorkman, the floor is yours.

**Provost Bjorkman:** Thank you very much, President Bigioni. Good afternoon, everyone. I want to begin my remarks this afternoon just by acknowledging and expressing my concern about the terrible events unfolding in Ukraine, and their major impacts around the world, including their direct ties to members of the University of Toledo community. We're working closely with the University Counseling Center and the Center for International Studies and Programs to try to provide support to students, faculty and staff who have close ties to the region. We've shared some resources for students, faculty and staff in our newsletter today. The University Counseling Center is, of course, offering assistance to students. Faculty, staff, and their family members can access support through the University's Employee Assistance program at 800 -277-6007. If you have a concern about a student's wellbeing, please report that to the Care Team through the Report a Concern website and the Office of Student Advocacy and Support will follow up with the student to ensure their wellbeing. If you're interested in learning more about the situation in Ukraine, and to offer your support, there are several events that will be taking place on campus this week, both on and off campus. Tomorrow, March 2nd at 6 p.m., faculty from the College of Arts and Letters are hosting a community discussion on the Ukraine conflict at the main library, the Toledo Lucas County Public Library system located downtown at 325 Michigan Street. Speakers at that event will include Dr. Joel Voss. He's an Associate Professor of Political Science, and Dr. Barry Jackisch, Director of the Roger Ray Institute for the Humanities and Visiting Professor of History. In addition, our UToledo student leaders have organized a rally to show support for Ukraine. This event will be held in the Student Union Auditorium on Thursday, March 3rd at 5:30 p.m. There will be speakers and then participants will gather there and then march to the Law Center on campus. This event is being organized by a College of Law student who is originally from Ukraine. It's important that we all work together as a campus community to support one another during this difficult time.

You may have seen the email message that Dr. Postel sent out yesterday regarding changes to the University masks requirements. Obviously, this has just been a source of discussion. The CDC has updated its recommendations on the mask requirements based on assessment of community risk. In alignment with changes on the CDC guidance, we did scale back our requirement that masks be worn when indoors on our campuses. So effective immediately, masks are only required in classrooms and instructional laboratories. An instructional lab is basically a classroom. Note that the CDC's new mask guidelines do not apply at healthcare facilities. Masks continue to be required for all employees and visitors at UTMC and in all University clinics and pharmacies. We're going to continue to follow the guidance from our public health officials and provide timely communications on any changes. I will tell you that the need for masks in classrooms is continuing to be evaluated. And there is a good possibility that may be dropped in the near future, maybe even by the end of spring break if cases continue to decline rapidly here in Lucas County, which they are doing. So that's good news. Of course, we also have to keep in mind that could change if we suddenly get another spike or a new variant or whatever. But we are trying to do the best we can to navigate the changes that this pandemic is presenting.

Just a news note as many of you are already aware, Dean Charlene Gilbert in the College of Arts and Letters has accepted a new position at the Ohio State University as Senior Vice Provost for Student Academic Excellence. Her last day at the University Toledo will be April 1st. We wish the best to Dr. Gilbert in her new position and thank her for her leadership and contributions to the University over the last five years. I have greatly enjoyed working with her. I want to express my appreciation to Dr. Melissa Gregory for her willingness to serve as Interim Dean of the College of Arts and Letters. We are fortunate to have a strong Senior Associate Dean in Dr. Gregory, and she will lead the college during this period of transition and maintain our positive momentum.

For today's faculty shout out, I want to recognize Dr. Joan Duggan who's on with us today, I believe, a specialist in infectious disease and Professor of Medicine in the College of Medicine and Life Sciences. Over the last two years, Dr. Duggan has been a leader and a voice for members of our campus community and the external community on issues related to COVID-19 and the pandemic. Later this month, she will be honored at the YWCA’s Tribute to Women awards event in recognition of her contributions in the field of science. So, congratulations to Dr. Duggan on this award, which recognizes her critical leadership during the pandemic for members of the Northwest Ohio community.

I also want to take the time wish our faculty a great spring break next week. I am hoping the weather will cooperate with a little warmer weather and some sunshine as we get ready to welcome spring to Northwest Ohio. As a reminder, there should be no assignments or tests required for students over spring break. We all need the time to recharge, including our students - and maybe especially our students.

Before concluding my remarks today, I want to mention a few deadlines. First, the midterm grade reports for the spring semester will close on Sunday, March 14th. I do appreciate the high level of participation among the faculty, and hope we'll continue to increase our reporting rate this semester. Secondly, applications for participation in the Faculty Fellows leadership program in the Office of the Provost for next year is Friday, March 11th. So information about that is available on our website. If you have any questions, please reach out to Dr. Amy Thompson, Senior Vice Provost.

I'll keep this short because I know you have a number of long items on your agenda here, but I'm happy to answer any questions you may have.**President Bigioni:** Are there any questions for Provost Bjorkman?

**Senator Huntley:** Hi Dr. Bjorkman. This is Jason Huntley. Quick question. When will the revised guidelines about masks in teaching laboratories be broadcast to the community?

**Provost Bjorkman:** We're trying not to send too many messages out and confuse everything. I did put in in my, I think I put it in my newsletter this morning that said instructional laboratories. But that clarity, we didn’t clarify that when they originally sent out the message, and I realize that needs to be clarified. I'm not sure when exactly they're going to send out another message. We had some concern about sending too many messages and really confusing the issue, but I agree with you that that needs to be clarified. I think Connie Schall has communicated this to most of the lab PIs, the research PIs. I did talk to Frank Calzonetti earlier, just before this meeting and he verified that that was clarified. And so, I don't know if there's something going out to the research PIs or not, but we can certainly look into that. [So] nothing yet.

**Senator Huntley:** Nothing yet, okay. Thanks, Provost Bjorkman.

**President Bigioni:** Other questions? Okay, then. Well, thank you very much. All right, we will move on to our next item on the agenda, and that is an Undergraduate Curriculum Committee report by Senator Edgington. Take it away, Senator Edgington.

**Senator Edgington:** Thank you very much, President Bigioni. For today, we have a total of nine courses. We are bringing to you for review, one course proposal and eight course modifications. Since there is a smaller number of courses here I am going to go ahead and go through all nine of them at one time and then we do a vote on all of them at the very end.

Our one new course proposal is **WGST 3100, Globally Queer.** “This course will survey the experiences of queer individuals and communities around the globe from a human rights perspective.”

**Eight Course Modifications:**

**OCCT 2550, Purposeful Living Role of Occupational Therapy.** “Course is repeatable up to six credits. Change to course description. SLOs included. Change to CIP Code. Course will be offered Online only. NOTE: We have moved this course to be offered fully via Distance Learning based on two factors 1) this course is frequently taken by students in the Recreation Therapy program, which is now an online program and 2) to allow greater access for all students to fit the course into their schedule.”

**WGST 3550, Feminism and Philosophy.** “Course title change: Feminism and Philosophy: Love, Sex, and Marriage. Change to long title. Change to catalog description. NOTE: This popular undergraduate course is offered twice each academic year and often during the summer by a WGST faculty member. Because of its popularity with graduate students, who have previously taken the course as a "special topics" #, we are creating a new permanent graduate version of the course and are updating the undergraduate course description and SLO's while we are creating the new graduate-level course.

**ECON 3050, Economies of Gender.** “Removal of prerequisite. NOTE: Only change is deleting the prereq. of a principles of econ. course. The department already offers ECON 3240 Environmental Economics with no prereq. and the instructors have found they can quickly cover the principle econ concepts needed. Similarly, the current prereq. for ECON 3050 Economics of Gender is an unnecessary hurdle for students. The instructors can quickly cover any principle econ concepts as they arise in the course.”

**DST 2020, Introduction to Disability Studies.** Updated syllabus. Updated Learning Outcomes. NOTE: Yearly curricular assessment discussions. We made this change to reflect what is included in the class and to accurately reflect that this course meets the Diversity US requirement.

**CHEM 4560, Biophysical Chemistry Laboratory-WAC.** “Modified Prerequisites: change from D- to C-. Updated syllabus (due to WAC designation). NOTE: The department elected to have the minimum grade prerequisites be raised from D- to C-. This course was overlooked when modifications were entered.”

**EEES 3600, Oceanography and Water Resources.** “Change to course number (EEES 2400 to EEES 3600). Change to course title (new title: Oceanography). Will be cross-listed at graduate level. Change to long and short title. Addition of summer semester. Course not repeatable for credit. Prerequisites added (see next column).”

**ART 2020, Graphic Design.** “Course not repeatable for credit. Modified prereqs (eliminate ART 2010; add ART 1070). NOTE: The previous pre-req was incorrect, likely due to clerical error. Art 2020 does not require 2010 first because it is an extension of the skills acquired in Art 1070.”

**COMM 4630, Public Relations Practices.** “Course to be cross-listed with at Graduate Level (graduate course will be COMM 6630--new course proposal currently being reviewed). Course not repeatable for credit. Change to course description. NOTE: This course is the second in a three-course sequence in public relations offered by the Department of Communication. It is designed for Communication majors and minors who intend to work in public relations after graduation. This course allows you to apply the tools of public relations to current events, to analyze past case histories and to create a final presentation which demonstrates your knowledge of all phases of a public relations program. (This course is also listed as a graduate level course: COMM 6630. Graduate students are given separate assignment and grading rubrics.)”

**Senator Edgington cont’d:** So those are our eight course modifications and our one new course proposal. Are there any questions or comments on any of the nine courses?

**Senator Rouillard:** Senator Edgington, just a tiny comment. I think the Economics, whatever the number is, 3050, I think it's Economics of Gender and not “economies of gender.” A tiny thing, just so there is no confusion.

**Senator Edgington:** Okay. I can go through it and change it. I just had a slip-up there from an ‘e’ to a ‘c.’ That's my fault.

**Senator Rouillard:** Okay, thanks.

**Senator Edgington:** Any other questions or comments? Hearing none, I think we can move then to a vote. So in the Chat, please put ‘yes,’ if you approve these nine courses, please put ‘no,’ if you do not, please put ‘a’ if you abstain.

**President Bigioni:** They are still coming in. But so far it looks unanimously in favor with one abstention. ***Motion Passed.***

**Senator Edgington:** Okay.

**President Bigioni:** I think we’re done. It looks like that vote is affirmative.

**Senator Edington:** Perfect. Thank you very much.

**President Bigioni:** Thank you for your report. The next item on our agenda is a Core Curriculum Committee report by Senator Gilstrap. Senator Gilstrap, the floor is yours.

**Senator Gilstrap:** Thank you. I just got one course to bring if I can share the screen. Sorry, my apologies, I'm trying to share this on my iPad. I’m bringing Political Determinants of Health, HEAL 4960. It is being suggested by the Core Curriculum Committee to be added into the multicultural portion of the core. I'm sorry, President Bigioni, did that get sent out in an email, the documents? I can't seem to share the actual syllabus.

**President Bigioni:** Quinetta, do you have it? Can you share it?

**Senator Gilstrap:** It should be in a Zip file.

**Quinetta Hubbard, Faculty Senate Admin. Secretary:** Let me look.

**President Bigioni:** I will do the same. So, I just opened the Zip file. There are three PDFs; which one?

**Senator Gilstrap:** Under ‘UG.’ So, 4960 UG.

**President Bigioni:** Okay, I will share that. Let’s see here. Okay, how is that?

**Senator Gilstrap:** Perfect. Thank you. So we’re bringing this to add again to the multicultural portion of the core. And so, the discussion about this course was that in a vote of five to three, the committee supported bringing this to the core. Generally, the support is that this fits into the multicultural requirement for core. And even though it is sort of a 4000-level class, which normally we can only, from my understanding, send 1000 to 2000 level classes for general core, for the multicultural requirement we are allowed to send upper division courses. But, I guess I can open this up to any comments if anybody has any comments or questions here? Hearing none, should we move to a vote?

**President Bigioni:** Sure. Is there anything else in this document that you wanted to show? Just this?

**Senator Gilstrap;** No, this is all.

**President Bigioni:** Okay, great. We can move to a vote. So I can’t see the Chat Box now. Now I can. I don’t know if you’ve been keeping track.

**Senator Gilstrap:** Yes. It seems like it’s passed.

**President Bigioni:** Okay. It looks like voting has at least slowed down, if not stopped. It looks like that course proposal passes. ***Motion Passed.***

**Senator Gilstrap:** Thanks.

**President Bigioni:** Thanks for your report. Okay, moving on to the next item on the agenda. That would be an Academic Programs Committee report by Senator Lawrence. Go ahead Senator Lawrence.

**Senator Lawrence:** You should have a summary of our report in front of you. We are bringing forth these five program modification proposals that are recommended by committee. I'll go through each one of them, and I can address any more detailed questions folks might have. First of all, we have the BA in German. It is revising the requirements and substituting electives allowing 2000-level electives. Essentially they've identified four courses that they would propose to be put in the major German 2140,2150, 2190 and 2980. Then they have identified courses that they're moving from requirements to electives, German 3200, 3410, 3420. Still gets them 124 credit hours, 36-42 hours of core. We have an updated plan of study learning outcomes and the curriculum map has been updated.

The next one is the BA in Anthropology. From a similar change here there are adjusting to 21 hours of core courses; 12 elective hours at 2900 or above, and related fields, 18 hours with 9 credit hours at 3000-4000. So it's just a shift in some of the distribution of the hours required in the major and adjusting the requirements in that regard. We have an updated plan of study and learning outcomes, and the curriculum map has been updated.

Next we have the minor in Military Science and Leadership. They have made an adjustment to increase the total hours required from 27 to 30. It's just again, reorganization of those requirements. They have actually 10 courses, 3 credit hours each that make up that requirement for the 30 hours. All of them are from their program.

We have BS in Civil Engineering. They were moving an existing requirement, Civil Engineering 3620 and adding in a 3-hour technical elective that the students would choose. Again, doesn't change anything in terms of number of minimum hours. For degree and for the major, we have an updated plan of study and learning outcomes and the curriculum map has been completed.

And our final one comes from a BE degree in Adolescence and Young Adult Education. They are removing two elective courses, the 3000 and 4000-level. Those adjustments as well as the change of their electives is moving from 130 hours to 120 hours minimum for the degree. And they have updated the plan of study learning objectives and the curriculum map is complete.

**Senator Lawrence cont’d:** These are our five, I will entertain any questions/comments before we move to vote.

**Assistant Dean Pollauf:** I just wanted to know, there's one small little error in the Military Science portion and that is that, it was moved from Health and Human Services to University College. So the modification was actually submitted under University College. Just for record keeping purposes.

**Senator Lawrence:** Sure. Thank you.

**Senator Rouillard:** Senator Lawrence, the last program you said they are going from 130 hours to how many hours for graduation?

**Senator Lawrence:** 120.

**Senator Rouillard:** Just by removing those two elective courses?

**Senator Lawrence:** So it is kind of complicated. It is those two electives and then they’re also changing. We have a minimum of 120. That gets them down to 124, and then essentially double dipping across would get them down to 120. So, I guess the correct way with the state it would be that they were getting between 120-124 hours for the degree.

**Senator Rouillard:** Oh, Okay. Where are they double dipping? Multicultural courses?

**Senator Lawrence:** Let me just check to see if they've noted that. They are just indicating the general education core.

**Senator Rouillard:** Okay. Thank you.

**Senator Lawrence:** Hearing no other questions, President Bigioni, we move to vote.

**President Bigioni:** Yes, please.

**Senator Lawrence:** And just a reminder folks, as we mentioned a couple of times, it has gone out to the colleges. This Friday, March 4th is the deadline for new curriculum proposals, both course or program to come through the Faculty Senate committees so that we can do our due diligence the rest of the spring term to review and bring those forth to Faculty Senate for consideration so they can be put into next year’s catalogue. Thank you. I conclude my report.

**President Bigioni:** All right, and for the record, those proposals unanimously passed. ***Motion Passed.*** Okay, thank you for report. The next item on the agenda is the Ohio Faculty Counsel report by Senator Rouillard. Senator Rouillard, take it away.

**Senator Rouillard:** Thank you. I think Quinetta is putting up the draft of a resolution that we first brought to you two weeks ago for information. Since that time, we hope that you had time to look it over so that we can have conversation and perhaps vote on this today. It is actually imperative that we make some decision on this since the Ohio House Committee will be voting on this now, March 09th. The latest reschedule was for tomorrow and they rescheduled it yet again for March 09. This is in reference to House Bill 327, the Divisive Concepts Bill. This resolution is adapted and we're bringing it to you from Faculty Senate Exec. It is adapted from a draft resolution that was proposed by the AAPF, the African American Policy Forum, and they developed this template resolution for distribution to faculty senates around the country. It was referred to, and this is where I found it in a February 14th posting on Academe Blog, written by Jennifer Ruth of Portland State University and Ellen Schrecker. So in Ohio, we are essentially responding to HB 327, just as other numerous other state legislatures are working to censor or have already censored the teaching of accurate American history. If we pass our version of this resolution, we will join the ranks of universities such as Ohio State, Michigan State, DePaul, Penn State, Virginia Commonwealth, the Universities of Minnesota, Wisconsin and Oregon to name but a few of the resisters. So, just so that everybody has an understanding of what's in this bill, there is a section early on in the bill, Section 3313.6028, which states the following as definitions of these so-called divisive concepts. **“**No state agency, school district, board of education, administrator, teacher, school employee shall compel any individual to affirm, adopted, adhere, professor, promote any of the following concepts: that individuals of any race, ethnicity, color, sex, religion, or national origin are inherently superior or inferior; that individual should be adversely, or advantageously treated; that an individual by virtue of race, ethnicity color, sex is inherently racist, sexist or oppressive and so forth**.”** And those definitions then get applied later in the Bill to Higher Ed. In fact, there is a section in the bill that says that no state monies shall be expended by any state institution of higher ed. in support or promotion of any of the concepts described in the passage that I just highlighted for you. So, that brings us to the resolution itself. If you give me a minute, I will pull up my copy so that I can read something that's bigger than the tiny print.

So, we adapted the template to the University of Toledo into some of our documents. I don't think I need to read it since you've all had it for a couple of weeks, and I'm assuming you've had taken the time to look at it. I just like to open the floor for discussion, comments. We can do a little bit of editing here on the floor if you like. Any comments?

**President Bigioni:** Senator Rouillard, would you like me to put the PDF up?

**Senator Rouillard:** Yes, why don’t you do that so people can have the reference right in front of them.

**Senator Barnes:** Senator Rouillard, I just want to thank you for the enormous amount of work you've put into this project to help us have a response. And also to say [that] I'm in support of the resolution and also happy to see that President Postel is also acting in support of other initiatives to protest what feels like, not just an inhibition of academic freedom, but also a political strong arming that is kind of, for me, at least, kind of dove tailing with what’s happening around the world, particularity in Ukraine. I just hate to see it. So thank you for helping us raise our voice. I’m in support of this. Thank you.

**Senator Rouillard:** Thank you. I also appreciate the reference to global affairs, and I appreciate that the Provost also remarked on it during her report today. I think that when you see people who are standing up to the front on democracy that people in the Ukraine are facing and resisting, the least we can do is push back against our legislators that would attempt to ‘gag’ us from talking about the truth in our American history.

**Senator Smith:** One thing I noticed is toward the end where it says, “Whereas, the one of the University of Toledo values is diversity.” I think there's an error on that.

**Senator Rouillard:** Thank you.

**Senator Smith:** Well, however, I was wondering, are you referring to a particular stated document there? I just wondered if that should be a little more formal.

**Senator Rouillard:** We can make it more formal. We were trying to keep it down to less than two pages if we can. It's already on the longer side. I could perhaps reference a policy number. And I'd like to point out that in the fourth “whereas,” we site Article II E of the Constitution. What I'd like to do to keep this at a less wordy length is to cite the article without necessarily citing the passage. And perhaps we could do the same with diversity.

**Senator Smith:** Right, just where it comes from.

**Senator Rouillard:** Thank you.

**President Bigioni:** If I put both pages on the screen at the same time, I don’t know. Oh, I guess I can’t. I thought I could. Well, never mind, I guess. But I can scroll anywhere you’d like me to.

**Senator Rouillard:** I think it is also important that we declare our support for K through 12, since they are fighting a similar onslaught in HB 322. Although HB 327 also mentions K through 12, but our colleagues in those levels are also fighting against this and we want to stand in support with them. Does anyone want to make a motion to vote on this resolution?

**Senator Day:** I can make a motion to vote.

**Senator Kistner:** And I will second.

**Senator Rouillard:** Okay. In that case, I will ask you then to vote in the Chat Box ‘yes,’ or ‘no,’ or ‘abstain’ on this resolution.

**President Bigioni:** Looks like there's a lot of enthusiasm for it. The votes are tailing off and it looks like a unanimous affirmation of this resolution.

**Senator Rouillard:** Thank you. I will forward this to the Ohio Faculty Council, and I will also submit it as testimony in response to the hearing on March 9th. Thank you all very much.

**President Bigioni:** Should we also send it to the Chancellor of Higher Ed.?

**Senator Rouillard:** I can do that as well.

**President Bigioni:** Okay.

**Senator Rouillard:** Thank you.

**President Bigioni:** Okay, terrific. Thank you very much for your work on this and thanks for your report. We can move on to our next item on the agenda, which is in ‘other business,’ and Vice Provost La Fleur Small will tell us about the National Center for Faculty Development and Diversity.

**Dr. La Fleur Small,** **Vice Provost for Academic Administration and Faculty Affairs:** Thank you, President Bigioni. I am waiting on Quinetta to upload the PowerPoint, and then we can get started. I know we have quite a bit on the agenda, so I wanted to thank you for the opportunity to highlight a faculty initiative taking place in the Office of the Provost. I promise not to be too wordy, but to share some of the highlights of the benefits of our relationship with the National Center for Faculty Development and Diversity. Quinetta, we can go to the second slide. Thank you.

So many of you already know, beginning on January 18th, the University of Toledo forged an institutional membership with the National Center for Faculty Development and Diversity, which I will fondly refer to as, NCFDD throughout the rest of this presentation. It's a pretty long word, long title. But in doing so, we joined the ranks of over 500 institutions of higher education nationwide, taking advantage of NCFDD’s offering. We had a kickoff event signifying our relationship, our institutional membership with NCFDD, and that was a webinar entitled, “Writing Procrastination and Resistance, how to Identify your Writing Blocks and Move Through Them.” I'm happy to share that we had well over 130 faculty, graduate students, and post-doctoral students who participated in the Webinar and the feedback that's been provided has been quite positive. This institutional membership allows our faculty members of all ranks, including term faculty, our post-doctoral students, and graduate students to take advantage at no cost of the numerous professional development opportunities, mentoring opportunities that are offered by NCFDD. They're all designed around the central theme, which is to ensure success within the academy. All three constituent groups will have the benefits of professional development, training and support, and this membership will offer an additional layer to the traditional models of mentorship already available at UToledo, **b**ut with the potential of reaching more university community members. It's important to point out that joining NCFDD aligns us with what our peer institution of our stature and size are also doing nationwide. So**,** I want to take the opportunity to encourage those of you who have not activated your membership to do so, and if you have, encourage your peers and others to really do the same. I just want to briefly highlight some of the benefits of our institutional membership to faculty and for faculty.

Next slide. So this is called “Monday Motivators.” Every member will receive a Monday Motivator email. It is designed to provide tips and strategies to increase productivity, work life balances, also reinforcing skills that are developed around the core curriculum that NCFDD has established. Next slide. An additional benefit is every month a new webinar that focuses on one of the aspects of this core curriculum is newly release and so, for some of you who may be asking the question, what is this core curriculum? The core curriculum represents at least 10 key skills designed to help you thrive in the academy. Some examples of this core curriculum centers around work life balance, strategic planning, developing and maintaining healthy relationships. And so**,** a lot of the work that is provided in terms of support to faculty who take advantage of their programs, webinars that are provided, presentations that are provided are centered around this core curriculum **are** designed for success within the Academy. Next slide. In addition to these monthly webinars, we also have a library of webinars that are provided by host, guest experts. On this slide are just some of the examples of topics that you're encouraged to explore or that you can find in our library of webinars through NCFDD: How do we move from an associate professor to a full professor? How do we deal with burnout within the academy? Information around DEI for both students and faculty. So**,** there's a wealth of information that you can get. You can use webinars for your own personal growth and development that can be used for training purposes. They can also be used in the classroom. So, really exciting array of topics and I encourage you to check those out.

Next slide. This is one, for me, of the most exciting benefits of our membership to NCFDD; Their 14-day writing boot camp. So otherwise, referred to as, Writing Challenges. These challenges are designed to provide tips on productivity in terms of writing, whether it be for grants, articles, whatever it is that we do within the academy within our different roles. This is designed to help us figure out how we can be more productive in our writing. We also have built in a support system, a remote support system of other colleagues who are likewise going through the boot camp and some built in accountability, which is really helpful for a lot of us. Any of you who are interested in this 14-day writing challenge, the next one starts on March 13th, and there's still time to sign up if you're interested in taking advantage of this next cycle and seeing what it has to offer.

Next slide. So, some additional memberships. NCFDD include discussion forums. We have dissertation success programs for our very advanced graduate students. We also have something called Monthly Accountability Buddy. What is interesting about this is that there's a peer mentoring built in to NCFDD. So, if you have questions and would like to have a mentor outside of the institution, a mentor that's very specific to subject area, or you're looking for a mentor to deal with particular issues, work, life, balance, whatever it is that you’re looking for in terms of mentorship, NCFDD can align you with someone outside of the institution. Which again, allows us to add another additional layer of mentorship in addition to what we already provide.

Our second to last slide. So what we have here are two websites that I want to bring your attention to. One is a website that was developed within the Provost Office. It has a wealth of information, anything that you want to know about NCFDD. I encourage you to go to our website so that you can explore all of the options, all of the benefits. Additionally, what's also posted here is a direct website to NCFDD that allows you to activate your membership. There's a dropdown window, which you can use to select the University of Toledo, and various steps that you use as a walk through, in order to then move forward. I am sending both of these links into the Chat so that you have access to these and can utilize them. In a nutshell, I want to encourage you all, if you have not already to take advantage and explore the membership that we have with NCFDD. I will stress that this is for all faculty members, graduate students as well as post-doctoral students. So, encourage your graduate students, encourage your post-doctoral students. If we have term faculty, they do not have to be full time, they can take advantage of this as well.

Last slide. Thank you. Happy to answer any questions. Special shout out and thank you to Quinetta, I appreciate your assistance. We can stop sharing.

**President Bigioni:** Okay, great. I see a question in the Chat and maybe that is a good place to start. Senator El-Zawahry asks, how do faculty find out about the webinars?

**Vice Provost Small:** Through your membership with NCFDD. Once you register and you become a member, you can get information sent to you on a weekly basis. Emails are sent, and you can also check out the webinars, the webinar libraries and so forth once you access your membership. We also have a listing of information in terms of the new titles of webinars that are offered on a monthly basis. That's also attached on the Provost’s website.

**President Bigioni:** Are there other questions for Vice Provost Small?

**Vice Provost Small:** Great. Thank you. I look forward to sharing some additional information about other exciting things we have going on in the Provost Office. Thanks for your time and attention.

**President Bigioni:** Okay, thanks for joining us. So we can move on to our next item on the agenda, which is a discussion about the textbook auto adoption policy. Angela Paprocki has joined us, and of course, thanks for accommodating us last time when we ran late. You were very kind to reschedule for today, so I appreciate that.

**Dr. Angela Paprocki:** Not a problem. Good evening, Senators. I just wanted to share a bit of information that I’ve been talking to President Bigioni about briefly and to run it by you. The House Bill 110, which is pertaining to textbook affordability. It went into effect on June 30, 2021. There is a proponent of that Bill that is asking for Faculty Senate or a similar body to consider a policy on auto adoption. This is the process or the document that came out from the Ohio Department of Higher Ed. Basically, they want to know if you would be in support or not of an auto textbook adoption policy. What that would mean would be, if a book was adapted for a course, it would roll to the next semester automatically. If a book was not selected timely for that course, the subsequent semester. So, what I would propose doing if Senate wanted to move forward with this, and again, this is up to you whether you choose to want to do this or not, I would add language to our existing textbook and instructional materials policy. It's policy 3364-7253 and I would bring it back to Senate. I would just add the verbiage that they are considering, which is basically saying that the faculty member is deemed to have selected identical materials from the prior semester offering of the course. And this would apply the same addition of the textbook. Not simply the same title. That would mean the auto rolling if something wasn't selected in place of. President Bigioni and I had a conversation that with yearlong registration, would there be an opportunity to change what was in there? I think all of that is something that could be discussed and I do believe you could go in there and change something if we did adopt this policy. But again, I want to bring it to the Senate’s floor for consideration because we have to make recommendation as to move forward with it or not, and then send it to the Board of Trustees as to whether or not we want to do that. Again, the primary purpose of this is for affordability and to let students know ahead of time when they're registering what the book is, and that's really the primary purpose of this. We already have the inclusive access and other things in our textbook and instructional policy, this would just be another piece to add to that policy.

**Senator Rouillard:** I have a question, Dr. Paprocki.

**Dr. Paprocki:** Yes?

**Senator Rouillard:** Does the auto adoption actually, that would have to go through the bookstore, right? So the bookstore is the one who's going to push the button if a faculty does not submit course materials?

**Dr. Paprocki:** Correct. It would just roll to what was previously done.

**Senator Rouillard:** Which could in fact, end up increasing costs for the bookstore if an instructor realizes, ‘oops, I missed the deadline’ and submits another book order and the bookstore now has got double inventory. Just something to keep in mind, that will also pass the cost on to the student.

**President Bigioni:** I should note that in our discussion, we had a meeting with a variety of people, the point was made that this provides predictability for the students. When they choose their courses to register for, they may want to know what the textbook requirements are for cost estimate purposes. And so that provides them some basic idea of what the textbook costs might be, even if the instructor later changes the book selection, it would still approximate the cost for textbook for that course. So, it’s an important consideration. Any other questions or comments?

**Senator Smith:** Just a quick question. So, an instructor that missed the deadline and they decide to order another book for the courses, is there some kind of deadline on that substitution?

**Dr. Paprocki:** I think based on what Senator Rouillard was saying, I think probably we would have to determine that moving forward so that there wasn’t any type of a penalty. I think we would have to open that conversation up to a conversation with the bookstore and determine when they actually order the books and so that there was a built-in timeline for that so that we knew that ahead of time.

**Senator Smith:** Well, because in English, few of us teach the same class from one semester to another. Some of these are assigned very much at the last minute and then we quickly submit book orders. So, it might be a little chaotic for some of that [for] some of us.

**Senator Vesely:** I was just going to ask does this apply at the course faculty level or just at the course level? So, you know, if there's a faculty change, how does that work?

**Senator Paprocki:** I think that is what President Bigioni was referring to. So if there was a book that rolled before, there was a different faculty member previously teaching it, and then it changed, would there be the option to change the book if a new faculty member was brought on at the last minute? So that was something that we had discussed. And again, I think we would have to go back to the library and see where that timeline lies because obviously, if you're going to roll it, you don't want to penalize either the students or the bookstore by having more inventory. And the point that you make Senator Smith, I think that's the issue with the state is trying to avoid those last minute selections to help students. I think that's the whole point of this so that they know ahead of time. So, I think that this is one of the points that this is trying to hammer home, is that students have an idea of the cost of their books ahead of time.

**Senator Smith:** I understand. Thank you.

**Senator Vesely:** One last question. How are multiple sections handled? Like, if there are instructors that may have different books for multiple sections?

**Dr. Paprocki:** I still think it is by section in there. We can articulate that as well. I do know right now there's been some issues. For example, I'm currently working with the College of Engineering on an issue where certain courses shouldn't be in there, and they are in there. I think we're going to have to do a script with IT if there are courses that we don't want to have roll. I had a preliminary conversation about that with the Registrar, based on what's in Banner. So if a section is in Banner and it has a faculty member assigned to it, then that would also have a book assigned to it. So it would be based each section, each faculty member with a book. So it wouldn't necessarily mean every section have the same book.

**Senator Vesely:** Thank you.

**Senator Steven:** I just wondered if it was possible to, probably isn’t, but anyway, I’ll just ask, like we have subscriptions to different things on TV, or whatever, that you can auto enroll in, is it possible to make it *optional* for each course so, yes, after discussion with the chair we can have specific courses auto enrolled? For example, the English courses that were just described, that is very chaotic, because it tends to be last minute every time and so it’s not going to work too well to have it on auto enrollment so you do not have those courses auto enrolled. So, it's essentially optional based on the course. Is that a possibility?

**Dr. Paprocki:** I don’t know. I would have to actually look at that a little bit deeper. Based on this document before us, it doesn't specify that, that you could have different ones left out. But if it isn't institutional policy that we write, we could potentially do that, but I wouldn't want to say that for sure without looking at it a little more in depth.

**Senator Steven:** Thank you.

**President Bigioni:** There are other questions or comments? So, Dr. Paprocki, correct me if I am wrong, but it's my understanding that we as the Faculty Senate need to decide whether or not we want to create and adopt an auto adoption book policy. Is that correct?

**Dr. Paprocki:** Yes, that is correct.

**President Bigioni:** So, if we decide to do this, then the procedure would be, it sounds like you would write an initial draft and then we would take it and make modifications to it to try to design it in a way that makes sense for faculty and how courses work, and book selection works, and accommodating for some of these last minute changes, for example, to staffing changes. And then that policy would then move through the usual process of eventually going to SLT for final approval and so on. Is that correct?

**Dr. Paprocki:** Correct.

**President Bigioni:** Okay. So now we need to make a decision. The first thing is to make a decision whether or not, we want to do this. So that would begin with a motion. Would anybody like to make a motion to vote on this?

**Senator Day:** President Bigioni, I just have a question.

**President Bigioni:** Yes?

**Senator Day:** So this wouldn’t work very well for my field in general. But, I am sort of just wondering if the goal is to sort of help students be able to anticipate cost, right? Couldn't we, regardless of how we vote on this, couldn't we just by department sort of just have an operating statement that says students can expect to pay between X and Y for their books per class, like, just to be fair. Like, in Disability Studies, we never really asked students to pay more than $50 dollars for books per semester or whatever. So, it just seems like that would be more helpful than actually an auto adopt policy because I think the auto adopt policy would be so tricky for a lot of us that teach courses where we're constantly sort of changing out material because it's about, sort of, what's most relevant in the moment. But, I feel like it can be fair to say, to give our students a way to anticipate what the cost of their books could be, separate from this.

**Dr. Paprocki:** I just want to clarify. The auto adoption only kicks in if a book is not selected. So just to clarify, it wouldn't roll unless a book was not selected by the time they are supposed to be. So just to clarify that, because I didn't want people to think they're automatically auto enrolling. They would only enroll if the deadline for selecting a book was not made.

**President Bigioni:** So, to consider Senator Day’s point, if we chose to note have an auto adoption policy and do something such as Senator Day suggested, in principle we would vote against. And then, what is the consequence? We inform the Chancellor? How does that go?

**Dr. Paprocki:** Yes. We just need to take it before the Board of Trustees and then that would go to --- a resolution goes to the Board of Trustees and then to the Chancellor, yes.

**President Bigioni:** Okay, so those are essentially the two options,we decide to do something different or we decide to craft an auto adoption policy to our liking.

**Senator Krantz:** President Bigioni, if I may ask a related question. Dr. Paprocki or Provost Bjorkman, you may know the background on this. In this discussion I’ve heard that there’s a federal Department of Education, either policy guideline or law that is related specifically to this. All the discussion that we've had is at the state level. Is there something higher that we need to be considering here?

**Provost Bjorkman:** Yes, Senator Krantz, this thing from the Ohio group is to make sure that we are responsive and compliant with Title 1, Section 133 of the Federal Higher Education Opportunity Act of 2008. So, yes, there is a federal component to this.

**Senator Krantz:** So this is directly aligned with the federal law. Is that correct?

**Provost Bjorkman:** That is correct.

**Senator Krantz:** So, for our purposes acting here at the University, if we follow the Ohio law then we are okay at the federal level as well?

**Provost Bjorkman:** I believe that is correct, yes.

**Dr. Paprocki:** Yes, correct.

**Senator Krantz:** Thank you.

**President Bigioni:** So now I am left with the question, if we choose to not have an auto adoption policy, are we then not in compliance with the federal law?

**Dr. Paprocki:** No. This particular statement it’s basically leaving it up to you to consider this. It doesn't say that it is mandating an auto adoption policy. It is bringing it to the Senate for consideration at this point. It is not a mandate.

**President Bigioni:** Okay. Thank you. Are there any other questions or comments?

**Senator Huntley:** What do you perceive as best practice at other universities around the state? Are they adopting this?

**Dr. Paprocki:** I think that from my counterpart colleagues, I think that a lot of them are in the same place that we are. They're just having the discussion at this point. So I don't know what the resolution at other places is. I can tell you that we have adopted the other two things, the inclusive access and the other things which are for affordability purposes. And when you couch it in that sense, a lot of the other institutions do believe that when you're trying to look at it from a transparency and affordability standpoint, that they do want to support those efforts. So, I would say that I think Senator Day’s comment about maybe doing something similar like that if we didn’t move forward with this type of policy would be nice, something to substitute, but that is kind of where they are. I think it is looking at students and trying to advance affordability issues for them.

**Senator Anderson:** I know a year or two years ago, I mean, there was a discussion about affordability of textbooks. We went through looking at that and adopted policies. A lot of people at the time of that went to OpenStax or free textbooks. So, how is this going to affect somebody that's actually using OpenStax or free textbooks? This policy.

**Dr. Paprocki:** That is actually part of that textbook policy that I’m referring to that we already have. It talks about our inclusive access and our open educational resources. So, this would just be another piece of that particular policy-- so kind of three options for making things affordable for students.

**Senator Anderson:** Thank you.

**President Bigioni:** Are there any other comments or questions?

**Senator Krantz:** So, President Bigioni, to clarify your intent on action today, we would not be adopting any particular policy. We would be voting to look into this. Clearly from the discussion, there are benefits to the students, but then we also as instructors have some reservations that need to be expressed and dealt with.

**President Bigioni:** Right. In principle, those reservations could result in modifications, or they could they guide how we craft the policy to make sure that there’s flexibility and so on, for example. So, I'm not really sure. I guess it depends on how somebody crafts the motion, but in principle, we could simply vote that yeah, we want to go ahead and create an auto adoption policy. Or, I suppose if somebody crafted the motion that we would look into crafting the policy, it would be distinctly different and it wouldn’t commit us to creating a policy.

**Senator Krantz:** Does this fall under the purview of one of our standing committees, or does this require maybe an ad hoc committee?

**President Bigioni:** That is a good question. I was---

**President-Elect Insch:** President Bigioni, I think Student Affairs could look at this, right? Isn’t that their purpose? So, they could maybe look at this. I hate to throw something on Senator Coulter-Harris’ plate, but couldn’t they look at this and come back with a recommendation?

**President Bigioni:** I don’t know if this is Student Affairs.

**Senator Krantz:** That is part of the reason I asked the question. I’m not sure where it fits either.

**President Bigioni:** Right.

**President-Elect Insch:** We are looking at trying to help students and student affordability, so it has student interest. It doesn’t help any of us as a faculty member. It makes our lives a little more difficult actually. Taken from an administrative point of view regarding moving teaching assignments around as classes change last minute.

**President Bigioni:** Well, I would say that it does affect the faculty because it is making a decision that faculty would otherwise make.

**Past-President Brakel:** President Bigioni, I believe that it should go to Faculty Affairs because you are right, it is faculty members’ decisions as to what textbooks to use, and therefore it should go to Faculty Affairs.

**President Bigioni:** Okay.

**President-Elect Insch:** I second that.

**Senator Krantz:** I agree with previous President Brakel’s comment.

**President Bigioni:** Okay. Senator Huntley, you’re on, do you agree?

**Senator Huntley:** Yes.

**President Bigioni:** Great, so somebody can craft a motion. Should we move this for Faculty Affairs to look into, or should we vote on this for Faculty Affairs to work on?

**Past-President Brakel:** President Bigioni, I don’t think a vote is required. I think you can assign this straight to [the] committee.

**President Bigioni:** Oh, that's a good point, right? If they're just going to look into it, I suppose there's no vote required because they will look into it and then bring back a recommendation, and then we can have a vote. Does that sound right?

**Senator Huntley:** To be clear, I don’t want to put words in Angela’s mouth, but I thought she said that she would amend to revise the policy. And then it would go through the normal process where she sends it to our committee and then we will review and provide comments. Given this, we will make sure that we present the amended language to Faculty Senate. Does that sound fair?

**President Bigioni:** Well, I think there are two parts to this. That part that you just described comes after the Senate votes in favor of having or developing or crafting an auto adoption policy. What we're talking about right now is just you guys looking at the problem of whether or not, we want to craft an auto adoption policy.

**Past-President Brakel:** Point of order.

**President Bigioni:** Yes?

**Past-President Brakel:** The past practice has been administration would propose the policy. It would come to Senate and then be assigned to the respective committee. So, I believe Chair Huntley is correct in what he is saying.

**President Bigioni:** Yes, but that is not how the law is crafted. So I think, at least to me, that creates this extra step of deciding whether or not we want to actually work on an auto adoption policy. So, in paragraph 2 down there in the document, it says that “*The administration shall work collaboratively with the institutions Faculty Senate to consider adopting a formally recognized textbook auto adoption policy*.” So right now we’re considering adopting. And so once we’ve made that consideration and made that determination that yes, indeed, we do want this policy, then the usual steps would kick in, at least that’s how I see it. And Angela, you've spent a lot of time thinking about this. How do you see the process?

**Dr. Paprocki:** I think that is how I was interpreting it as well, is that if you are open to that, then we could propose some language and bring it back. But yes, it was to consider that option and then subsequently, you know, the House Bill requires each institution to have the Board of Trustees adopt a resolution that either, the Faculty Senate formally vote to affirm or decline an auto adoption policy. That's why I think the language is, you are considering, the Senate is considering this policy, and then I could propose some language.

**Provost Bjorkman:** Can I just jump in briefly and point out that because this has to go to the State. The Board has to make a decision by August 15th, and in order to meet that timeline, we will have to take this to the June Board [of Trustees] meeting. So, just something to keep in mind.

**Senator Krantz:** Building on the Provost comment, just then I was thinking through the practicality of moving this forward. I would suggest that the Faculty Affairs Committee start reviewing the information and coming up with their perspective on it. Then if Angela can draft and provide to the Faculty Senate a revised policy, then we can evaluate it and act on it relatively quickly. We are running out of time in the semester.

**President Bigioni:** So, Senator Huntley, how does that sound if you and your committee look at this, consider the discussion from today and make a recommendation to the Faculty Senate in our next meeting on the 15th?

**Senator Huntley:** That sounds doable. Our committee is very active in turning things around in a timely manner.

**President Bigioni:** Right. And so then we will have an opportunity to have a little bit more educated vote on the 15th as to whether or not we want to do this, and then the usual procedures would kick in.

**Senator Huntley:** Sounds fair.

**President Bigioni:** Okay, great. All right, any last questions or comments before we finish this item of business?

**Senator Anderson:** I would just suggest that if the committee's work is leaning toward that we would not adopt this policy that we have reasons, we’re stating why this is just not practical for us to adopt the policy. Like, last minute faculty changes, whatever, you know, the reasons are that just would not make this something that is desirable for students and faculty. Not just that ‘a,’ we’re not going to adopt this.

**President Bigioni:** Okay, any other questions or comments. All right then, and so we'll look forward to that report and discussion in the next meeting. So, thank you everyone. Thank you, Angela. We'll move on to our next item of business, which is items from the floor. Does anyone have any items from the floor? No? Sounds like everyone's anxious to start their spring break a few days early perhaps. But, if there are no items from the floor, then we will move on to adjournment. I will hereby declare this meeting adjourned. Thank you, everyone. Have a great spring break, and we'll see you in two weeks. Meeting adjourned at 5:50 p.m.

**IV.** Meeting at 5:50 p.m.

Respectfully submitted: Kimberly Nigem

Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Executive Secretary