

**UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of December 05, 2023**  
**FACULTY SENATE**

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

Approved @ FS on 1/16/2024

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**Summary of Discussion**

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

**President Rouillard:** Good afternoon. I call today's Faculty Senate meeting to order. I will ask Senator Coulter-Harris to call the roll.

**Senator Barnes:** Thank you, President Rouillard.

**Present:** Ammon Allred, Tomer Avidor-Reiss, Gabriella Baki, Bruce Bamber, Sharon Barnes, John Bellizzi, Sheri Benton, Terry Bigioni, Timothy Brakel, Ritu Charavarti, Carmen Cioc, Daniel Compota, Vicki Dagostino-Kalniz, Maria Diakonova, Holly Eichner, Hossein Elgafy, Elyce Ervin, Sally Harmych, Rene Heberle, Samir Hefzy, Cindy Herrera, Mitchell Howard, Gary Insch, Dinkar Kaw, Lauren Koch, Linda Lewin, Kimberly McBride, Daniel McInnis, Thomas McLoughlin, Mohamed Moussa, Kimberly Nigem, Mahasin Osman, Roberto Padilla, Elaine Reeves, Revathy Kumar, Linda Rouillard, Eric Sahloff, Barry Scheuermann, Gaby Semaan, Kathy Shan, Chunhua Sheng, Steven Suchek, Jami Taylor, Aela Vely, Jerry Van Hoy, Randall Vesely

**Excused Absence:** Deborah Coulter-Harris, Catherine O'Connell, Mohamed Osman, Don Wedding.

**Unexcused Absences:** Elissar Andari, Collin Gilstrap, Karen Green, Jason Huntley, Ahalapitiya Jayatissa, Johnson Catherine, Osman Mohamed, Paul Schaefer, Puneet Sindhwani, Stan Stepkowski, Weiqing Sun, William Taylor, Kasey Tucker-Gail, James Van Hook

**Senator Barnes:** Okay, Madam President, I have no idea what the 'magic' number is.

**Quinetta Hubbard, Faculty Senate Administrative Secretary:** We do have a quorum.

**Senator Barnes:** Okay, so we do have a quorum. Thank you.

**President Rouillard:** Thank you very much, Senator Barnes. We appreciate it. Our first order of business is to adopt the agenda. I think I've sent you the right version.

**Quinetta Hubbard, Faculty Senate Administrative Secretary:** You did.

**President Rouillard:** Okay. All those in favor of approving this agenda, please signify by saying, 'aye.' In the Chat Box, if you could indicate 'yes,' 'no,' or 'abstain.' *Adoption of Agenda Passed.*

And are we set to approve the Minutes of the 21<sup>st</sup>, or no?

**Quinetta Hubbard, Faculty Senate Administrative Secretary:** No.

**President Rouillard:** Okay, so we will put off the approval of the November 21<sup>st</sup> Minutes until our next meeting.

**Executive Committee report:** Recently I forwarded two articles to faculty. Both focused on the reasons for consequences to the extreme problematic closures at Western Virginia University. Gordan Dee has

admitted that these 32 closures and the layoffs of 169 faculty are not due to budget shortfalls, but rather to market forces. It is estimated that fewer than 500 students will be affected by the closures.

As many of you perhaps already know, the Provost Office and Dean's Offices have begun notifying departments of program closures. At this point, we do not know yet how many programs and in which colleges. So, at this time, I'm requesting that the Provost Office release the names of all the programs targeted for closure. I'll put this in an email to you, but I thought I would announce that here today. And I'm also reminding the administration that programmatic changes need to go through the usual curricular process. According to the Faculty Senate Constitution, Article II, responsibilities and jurisdiction, quote, "...The Faculty Senate may consider any subject pertaining to the interests of the University, and to act in the name of the faculty in making recommendations to administration on these matters." And it goes on, "Identifying specific powers and responsibilities." In section D, quote, "To review and respond to policy procedural and programmatic change initiated or recommended by the administration that affect the faculty, or the academic mission of the institution." In the next section, subject to the supervision and control of the Board of Trustees, the "Faculty Senate is engaged to participate and shared governance for the academic affairs of the University, and to participate in a meaningful manner in any university, long range, strategic planning or prioritization."

Again, I will put this in an email. Scott, I'm also asking for any calculation of revenue loss for program closers along with projected savings, any consideration of the potential effects these program closures will have on recruitment and retention, the number of students that will be affected by these closers, the number of faculty that will be affected by these changes, and any statistics used to demonstrate workforce needs underlying the current program prioritization. And I'll put that in an email.

Next, I do want to signal to you that there has been an update on Senate Bill 83. We have heard that there will be another committee hearing tomorrow morning on the bill. We are told that at this point, there were three Republicans on the House Higher Ed. Committee who were planning to vote against SB 83, and these were representative Manning, Pizzulli, and Pavalik. We have learned that a representative Manning may, in fact, be changing her mind to vote for Senate Bill 83. If you have time between now and tomorrow morning, if you could send out emails to Representative Manning outlining again your concerns toward this bill and for the state of Higher Education in Ohio, that would be very helpful. Senator Brakel?

**Senator Brakel:** And they can also check their email for an email from the state conference AAUP. It has the actual phone numbers for these different representatives that you can call directly.

**President Rouillard:** All right, thank you Senator Brakel. Are there any other questions or comments from either the Executive Committee or any of the senators? Hearing none. In that case, we will move on to today's business, and the first thing is a report from Interim Provost Molitor. You know, we've allotted 30 minutes or however long it takes.

**Provost Molitor:** I'll have plenty of time to answer questions, because I have short remarks. Thank you, Dr. Rouillard. I hope everyone had a good Thanksgiving. I can't believe this is the last Senate meeting of the Fall semester already.

It has been a very hectic semester for Academic Affairs. We are hosting Provost candidates on campus with the goal of identifying finalists that will return to campus in January. We have kicked off searches for the COMLS and Nursing deans, and the CAL dean search committee will complete virtual interviews with candidates this week with the goal of having finalists on campus early in Spring 2024. Colleges are working to provide strategic plan drafts to align with the new University strategic plan that took effect July 1<sup>st</sup>. We are finalizing reorganization plans for the Office of the Provost, Honors College, University College and UT Online to take effect Spring 2024. And along with Finance, we are continuing program prioritization and FY25 budget conversations with the colleges.

I also understand, and can certainly relate to, the anxiety and stress that has been caused by reorganization, program prioritization and ongoing enrollment and budget challenges, and has been compounded by external forces such as world events and our political climate. I like to think of myself as an optimist, and I do believe our University will be in a better place when we finally get beyond these challenging times. But I'm also a realist, and I believe we will continue to face these challenging times during the upcoming Spring semester, if not beyond.

While serving as interim Provost, it has been my goal to do whatever I can to ensure Academic Affairs will be in a better place for the next Provost. I would hope whoever is here addressing you at this same meeting at the end of next Fall, they will be able to focus on the progress and positive changes that have been made, as opposed to conversations about the challenging times ahead. The realist in me knows it won't be easy to get there, but the optimist in me believes we can get there.

So again, please take care of yourselves and your colleagues during these challenging times. And please remember why we are here – to improve the human condition as we educate our students, as we create and advance knowledge, and as we serve our communities and our professions. Regardless of whatever lies ahead, this will not change.

So, with that, thanks again for the opportunity to speak with you today, and thanks for everything you guys are doing. I would be happy to answer any questions.

Best wishes for a successful conclusion to the Fall semester, and I hope everyone has a safe and enjoyable semester break.

**Senator Heberle:** Hello. Can everybody hear me? I just wanted to ask you to elaborate a little bit on what is happening through the Provost Office with respect to the proposed elimination of four-year degrees. I can only speak for the College of Arts and Letters, but the elimination of bachelor's degrees apparently, and the attempt to consolidate those programs into something like concentrations or something of another sort, we have been told to come up with some plans by January, some of the programs that are impacted. And we've been given nothing in terms of any kinds of financial analysis, or cost saving analysis or plan that would actually show what this would look like in the broader context. And as far as I can tell, and I'm not in any big loops or anything - this is my only loop. But anyway, as to what programs are being asked to eliminate? Who's being asked to eliminate their bachelor's degrees across the University, and how can all of us as the University know what's happening on that level because it impacts all of us as a

university? If some bachelor degree programs are simply saying, sorry, now we're obeying these state lists and we're saying, yes, the state lists matter now, the small programs have to go, but why now? What does it mean in terms of larger university context, and where's the financial evidence that this particular thing of eliminating four-year degrees in certain areas will save any money? So, it was a lot, but thank you.

**Provost Molitor:** There was a lot there and I'm going to try to do my best to answer all of that. And if I miss something, please let me know. The push for this is somewhat financial. But not necessarily in terms of cost savings that will result. This is an issue of available resources. And note it is not just bachelor's degree programs; we are looking at graduate degree programs as well. This process has been ongoing, it started last year where we already had a handful of degree programs that suspended admissions and are not planning on moving forward. The idea is that we have a finite set of resources here. We are doing a lot of different things that we could probably focus on fewer things and do those fewer things better, and at the same time, potentially coming up with ideas for alternatives or new programs, revised programs that would potentially generate more enrollment and more revenue. So that is really the focus of this process. You are correct, there is not going to be much in terms of cost savings, and we've been telling everybody [we can] that this is the case. That includes: Finance, the Board of Trustees, the Deans, and any faculty who asks, what is the goal of this? There may be cost savings in terms of part-time instructors, or visitors, or even graduate teaching assistants. I would gather, that cost is going to be pretty low in the end, if in fact we do save any money there. My focus is prioritizing the resources we have to deliver our more successful, in terms of enrollment, revenue generating programs in a better way, and to potentially explore ideas to develop new programs that may generate some revenue. So that's the way I'm approaching this.

Now, in terms of the process, we have been meeting with the deans going over data, and these are programs that we would categorize as low enrollment. The metric right now is if a graduate program falls below the top 50 in graduate or an undergraduate program falls below the top 50 in undergraduate enrollment over the past three years. We're asking deans to look at those programs and to discuss with faculty the implications. We're not saying you must close all these programs. We're saying, have the conversation. There are ideas generating about, can we consolidate programs and develop concentrations? Can we offer this program? Or are we already offering this program as a minor that, is generating some enrollment and delivering the same curriculum? Are there things we can do to modify the program? We've even had conversations with deans where they had programs that were higher enrollment, but the dean suggested it duplicates another program we're offering, and we can potentially even consolidate these in terms of offerings. From that standpoint, maybe you're not doing anything in terms of freeing up resources. But maybe you're reducing confusion for incoming students and prospective employers. There's a whole host of criteria but we're using enrollment as kind of an initial metric to say, these are the programs you should be focusing on. Then we are having conversations about what is the most reasonable way to proceed.

So, once we have these initial set of conversations and the deans give us their ideas, we're then going to go back and give the deans a set of courses -- these are your courses you've been offering over the past so many years. Here's the enrollment in these courses. Are there courses here on your list that are low enrolled that don't need to be taught if, in fact, you do decide to suspend admissions to a low enrolled program? And what's the timeframe? We have to teach out these programs that have students enrolled in

them. Once we have a picture of courses that we don't need to teach, that's going to give us a pretty good idea in terms of either part-time instruction or faculty workload where we're freeing up resources to start thinking about doing other things. So, you may be involved in a course that they deem as low enrolled and associated with a low enrolled program. They're going to say, Dr. Heberle, you're not going to be teaching this course moving forward after we teach out the program and as an alternative, we would like you to do this instead. That's the idea behind it. Did I miss any of your question there?

**Senator Heberle:** Can I follow-up?

**Provost Molitor:** Oh, please, absolutely.

**Senator Heberle:** I think there's something in the way in which the conversations are happening that doesn't suggest we're having a conversation given a broad set of criteria. One of my colleagues sent an email that I thought was quite generative in that sense. And that is, what is the position of this program? All we were told is that majors with a certain undercount are going to need to talk about eliminating their four-year degree program. That's what we were told, basically. We can't work with that. I mean, I can't as an academic with integrity work with that to say, oh, yeah, we should close and consolidate all majors that have less than 'x' number of students majoring in them.

**Provost Molitor:** No, I don't think you are working with that. I think we are asking you to explore. There are going to be situations where you have a low enrolled program that they're going to be very darn good reasons for not closing that program. Do you want me to go through all the criteria? I can't even because I'm relying on the colleges to come back and tell me, 'here are the implications of doing this.'

**Senator Heberle:** Okay.

**President Molitor:** Now, that's the process I'm envisioning. I'm not going to say necessarily, in the end, the provost is going to agree with all of these decisions, but we certainly want that input so we know. And we're aware that these are potential implications, because there's a whole range of issues out there that are associated, as you are implying with 'no longer offering.' You're focusing on a bachelor's degree programs, but I would say the same thing for graduate programs as well. And so, we need to be cognizant of those and yes, in the end, we're going to have to make potentially some tough decisions. But I would at least like to be informed of the consequences of making those decisions, and I don't personally have a good view of all the different colleges and what the implications are. I understand and I apologize, and I will admit, mea culpa, that this is being rushed - I would much rather have had much more time with it. I believe that—and we are getting pressure from above—but I believe that the Board thought that this process was happening last year and, you know, it turns out, it really wasn't.

**Senator Barnes:** A couple of quick follow-ups. Thanks, Provost Molitor for what you've said so far. A month ago, I asked about where the pressure was coming from, and you said it was coming from your office.

**Provost Molitor:** Well, I mean, the decisions are going to be made in my office. But, you know, the pressure to do this, we are getting it from the Board of Trustees. We're getting it from the state. We're

getting it from legislature. I was on another IUC Provost call this morning, and everybody is going through this.

**Senator Barnes:** And so, can you talk a little bit more about what the pressure looks like, for me, to those entities?

**Provost Molitor:** Sure. So, I think they are seeing us as again, having limited resources. And they are seeing us as potentially losing the ability to offer things that are garnering interest from students that are, you know, meeting the needs of a wide range of employers. The state is very focused on workforce development, and associated with that, STEM disciplines which may or may not be necessarily the right viewpoint. So, yeah, we are getting pressure to do this. This is in our strategic plan. That was approved July 2023 – it says we’re going to do this.

**Senator Barnes:** And the state low enrolled list, is that a factor here?

**Provost Molitor:** The state low enrolled---

**Senator Barnes:** The low enrolled program---

**Provost Molitor:** Report?

**Senator Barnes:** Yes.

**Provost Molitor:** Yes. I suspect the next one, it will be. We submit this report, I think every two years?

**Senator Barnes:** Two or three.

**Provost Molitor:** So, we submitted one last fall. It was not necessarily something they came back with, but given the noise we’re hearing from Columbus, we’re expecting that the next low enrollment report is going to be more stakes associated with it.

**Senator Barnes:** Tied to funding?

**Provost Molitor:** I don’t think they’re saying it is tied to funding, but I can’t promise that that’s not going to be the case.

**Senator Barnes:** Quick question, too about low enrolled. When you say low enrolled, do you mean the number of majors, or do you mean the number of credit hours generated?

**Provost Molitor:** This is in the program themselves, the number of majors; and we’re also taking into account second majors as well. So, in the degree program, we are looking at majors and second majors, and enrollment, in terms of the fall census for the past few fall semesters.

**Senator Barnes:** Could you talk about why that is the primary metric instead of, for example, credit hours generated?

**Provost Molitor:** Right. So, I think this is the basis for starting the conversation, but ultimately, the conversation is going to end up not in terms of low enrolled programs, but which low enrolled courses are associated with those programs. For example, you could be talking about a major that is associated with the general education curriculum where there are courses in that major that are very highly enrolled. But there may be courses at the upper level that are just major specific courses that have low enrollment. You can do something with that four-year degree program to convert it to a minor or an alternative delivery format and get rid of some of those higher-level courses that are low enrolled and focus on courses that have a higher enrollment. So, that's really where this is ending up from my viewpoint. What courses are we offering that we no longer need to offer, and we can pull these courses off of faculty workloads?

**Senator Barnes:** One more question.

**Provost Molitor:** Sure, that is fine.

**Senator Barnes:** I want to hear your thoughts about, and some of us have been talking about this (as you know) for a number of years and working to collaborate on those upper-level courses. So, cross-listing, for example, which is common among our interdisciplinary programs in order to have this effect. Right? Would there be any problem in your mind if we continue to pursue that line? Because, of course, none of us want to give up our bachelor's degrees. Right? It is our life---

**Provost Molitor:** Sure. I get that.

**Senator Barnes:** It is our heart. But we also recognize the problem that you're saying. So, if we can come up with solutions that would meet the needs of the upper division courses, would that be appropriate?

**Provost Molitor:** I think it is certainly something we'd consider. But now this cross-listing idea---

**Senator Barnes:** I know you hate it.

**Provost Molitor:** I hate it, yes. Thank you. Because is there any reason why a student in your major, and other majors could not take a course with the same subject code and number and count that towards their degree program requirements? And I don't want to be parochial, but I came from Engineering, and this happened all the time. I had students taking courses in civil engineering, or math or physics and we never asked them to cross-list it with our subject code. We just counted those courses. But, what you really should be asking, is there any harm in coming with the conversions of 'I am going to be requiring students in my major to take courses that are taken by other majors for good purposes in terms of the outcomes, the expectations in the degree program?' Yes, that's exactly one of the things we would be looking [at]. So, one of the reasons it's taken us so long to get the course data is we're trying to sort through all these cross-listings and get things like that.

**Senator Barnes:** And I think what it would mean is, we would have to alter our plans of study to include these other courses.

**Provost Molitor:** Yes.

**Senator Barnes:** But that's really quite doable.

**Provost Molitor:** Absolutely.

**Senator Barnes:** So I think as a person in one of those programs that's being targeted, who sees a way to thrive under the new regime, I don't want to pursue that pathway at the end. You're going to say, no, no, you still don't have enough majors.

**Provost Molitor:** Yes. So again, if you can keep in mind my focus of let's offload courses that have low enrollment however we do that; and realize we do have a fixed number of students who are taking a fixed number of credit hours. So, in the end, we're going to have to pull some courses off the books. Right? We can have the same number of courses and you're [not] going to have 'magically' more enrollment in all those courses.

**Senator Barnes:** Right.

**Provost Molitor:** So, we're going to have to think like that.

**Senator Barnes:** I'm just happy to hear that that's a possibility.

**Provost Molitor:** Absolutely.

**Senator Barnes:** Thank you very much.

**Senator Avidor-Reiss:** I have two questions. First, I understand the motivation based on what you said, to do this elimination is to push resources to develop new courses, new programs that are aligned with the strategic planning of the state or something like that. So, what is the University of Toledo actually doing to allow those departments and programs that are going to close those majors to develop new ones that are aligned with those goals that you have mentioned?

**Provost Molitor:** At this point, it's a matter of freeing up the resources to do that. So, you tell me in my college, I am going to offload these courses which will then reduce the workloads of faculty 'X,' 'Y,' and 'Z,' and here's what I'm going to have them work on. That's exactly what we're hoping will happen out of this. Or it's not necessarily developing new programs, it could be, you know, we've talked about the Arts and Science report. What if I have a faculty member teaching a course who by virtue of removing something from their teaching workload can take that existing course and make it more experiential? That kind of thing takes workload and takes time. These are the things we're exactly hoping colleges will do as a result of this process.



**Senator Avidor-Reiss:** So, I think this is very important that you will project this idea. I think its very important to send a message, we are not just closing programs. We actually want and will help you generate new innovative and creative approaches of education. We will support you when you meet our proposal.

**Provost Molitor:** Absolutely. I think I've been trying to give them that message; I'll see what I can do.

**Senator Avidor-Reiss:** Okay, thank you.

**Provost Molitor:** Thank you.

**Senator Taylor:** I'm kind of lost as to what's going on. I haven't seen this list of programs. This discussion is happening, and I think some of us in the audience are just kind of like, give us some more information. Because this was kind of like dropped on us and that's not helping the situation.

**Provost Molitor:** I didn't get that.

**President Rouillard:** Jami, there hasn't been a list yet and that's what I am asking the Provost Office for today, for a list of the programs that are targeted, for some statistics that demonstrate workforce need, a calculation of revenue loss, cost reduction, and a few other things that I listed in the Executive Committee report at the beginning of the meeting. And I'm assuming that that will be forthcoming.

**Provost Molitor:** Yes, what I would hope to do is to get the initial round of conversations with the college so then I can get you the list that the colleges are thinking about and provide as much of that information as I can.

**President Rouillard:** But ultimately, all of these things had to come through---

**Provost Molitor:** It's going to go through CIM. You will see the undergraduate programs and Graduate Council will see the graduate programs.

**President Rouillard:** [Indecipherable]... Graduate Council...

**Provost Molitor:** I don't know if we have it setup in CIM like that. Let me go back and check, because it's going to have to work that it is going to be notification simultaneously. Put that in your note to me as a reminder, and I will see what I can do.

**Senator Allred:** So, I think my question is in some ways following up with Dr. Taylor, which I think, you know, obviously, we know program prioritization has been discussed. It's an important conversation, I totally accept that, right? I don't think I'm misremembering because I've been in a lot of meetings over the last two years, and we've mostly been hearing it in terms of a budget crisis. I've suspected that from the beginning. I think a lot of us have wondered and thought it was more complicated. Glad to hear that we're understanding it in a different way. What I am concerned about is in that context, and agreeing, like, the conversation should have happened sooner. But we are where we are. I'm really worried about

rushing. If the real concern is to pivot intelligently and to meet the needs of the Board of Trustees, I can appreciate their inpatients. I can appreciate that maybe we started this too late. But those don't sound like good reasons to me if we're not going to save much within the budget. And if budget is not the crisis we're being told it is, why rush something? So, I'm kind of concerned that we're hearing this for the first time, and that [already] the conversation is going in a certain direction on a basis of a metric that we were not informed of. It's really making it hard to understand how to participate constructively. Because I think we all agree with you that we want to have programs that are succeeding. We want to use our resources wisely, 100%, right? That's where my concern sort of lies if that makes sense.

**Provost Molitor:** Yes, and I appreciate that. And yes, it is happening faster than I would want it to happen. I think it's a matter of looking at the budget from two angles. We have, you know, quote - unquote, an 'expense problem' in terms of the amount of revenue that we're generating currently, or we have a revenue problem. We are not generating the amount of revenue we should be generating given the amount of resources that we currently have. And so, my focus on this is, there's really not much we can do on the expense side. Again, other than part-time instructors, visitors, there's a potential for, you know, deans come to me and say, I need to replace this faculty member. Well, if it's a program you're not moving forward with, no, you don't need to replace that faculty member. So potentially losses through attrition, that would also help. But you can't plan on attrition because those may occur over a framework of years. So, my focus is again, given this idea of faculty workload, what is it that we're doing that we can do better that potentially will help us generate more enrollment and more revenue? Because I see that as our only option given this budget crisis, which it's still a budget crisis - I don't want to sugarcoat it. Is it going to solve the budget crisis tomorrow? No. We're going to have to work our way through this. But I think for the long-term sustainability of the institution, we got to figure this out.

**Senator Hefzy:** Dr. Molitor.

**Provost Molitor:** Yes?

**Senator Hefzy:** I have a question. Thank you for your time. You mentioned 60% and 50%. What do you mean by these numbers?

**Provost Molitor:** No, I meant the top 50. So, we basically ranked programs in terms of enrollment over the last three years; and anything below the top 50 undergraduate degree programs or anything below the top 50 graduate degree programs, we asked colleges to look at.

**Senator Hefzy:** What do you mean by top 50?

**Provost Molitor:** I forget how many undergraduate programs – but the top 50 in terms of the number of enrolled students over the last three years.

**Senator Hefzy:** Okay, the number of students. Do you consider in this metrics, the number of faculty in each program, meaning normalization?

**Provost Molitor:** No, we did not provide any information about the number of faculty associated with the programs. And again, that's going to kind of come out of the wash when we go back and ask the colleges to look at their course offerings associated with those programs. Right? We need a certain number of faculty to deliver the courses associated with those programs. It is a little harder to attach faculty to programs when you're teaching courses that are taken by students in multiple programs. We have faculty teaching courses in the general education, which are being taken by students across the university. Right? So, from that standpoint, we are going to need you and rely on the colleges to provide us this information about what is it you're really saving in terms of course offering and faculty workload. Does that help answer your question?

**Senator Hefzy:** Yes, thank you.

**Provost Molitor:** Dr. Bamber. Dr. Bamber, you're muted.

**Senator Bamber:** More of a comment really based on my experience as director of the Neuroscience program. It seems like there's a lot of interest out there, but we've been trying to get a marketing effort going, and we are encountering people who are giving us help in various ways, but not somebody who seems to be a mastermind or quarterback of the marketing process. So, I think it is critical as we're investing, and prioritizing programs, and developing programs that we really need to put some resources towards very effective communication of these new things to our prospective customer base, student base out there. And right now, I really don't think we have that.

**Provost Molitor:** And that's a great point, Dr. Bamber. And in fact, there is money being invested in Marketing and Communications. They've just awarded a contract to a company that's going to be helping us do marketing on our academic programs, as well as with our clinical side. I believe it's been decided who's receiving the contract, and I think the contract is going to start on January 1<sup>st</sup>. I believe part of the focus of this contract is doing exactly what you're talking about. How is it that as an institution we can market not just 'Come to the University of Toledo,' but 'Come to the University of Toledo because we have x, y, and z?' And so, that in itself is going to be a conversation of how do we target the programs to advertise and market.

**Senator Bamber:** And that's great. And so, I think the first order of business for them will be outreach to the academic departments and come talk to the faculty so that we can really get our message across effectively.

**Provost Molitor:** Agreed.

**Senator Bamber:** Thank you.

**Professor Quinlan:** Provost Molitor, I think I was next. It's Colleen Quinlan from the College of Nursing. I just wanted to make sure when you're counting low enrolled sections that CBE sections don't get counted as low as sections, because those are actually registration start dates. So, the Huron Data got us in trouble with that and our course offerings were cut. And as a result, we've had to honor some of our plans of study and now we have low enrolled courses because we weren't allowed to offer them again. So

it is kind of a catch-22 for us. But in context, you know, I hope they just remember that those are not five sections. Those are five start dates.

**Provost Molitor:** Thank you for pointing that out. And yeah, that goes along with the cross-listing issue. These are issues that IR is trying to work out right now as we put these together. And it's not just the College of Nursing. I believe University College also has a similar set up.

**Unknown Speaker:** Yeah, currently we do have...websites. We advertise that we have 270 degree programs or more than 270. You're talking about a top 50 and what's left? Is there a target number of degree programs that we want to keep as a university? And if we are doing that, how would that effect the enrollment that on one side would say, we want to increase enrollment but we're going to reduce what we are offering so students who want these things that may be coming here [right now] will go somewhere else.

**Provost Molitor:** And those are great points. I will say, speaking for myself, I do not have a target number. And again, I am looking in terms of efficiencies in terms of workload. What is it we can do for faculty to focus on things they need to be focusing on? There's no hard and fast number there. It's going to be based on conversations with the colleges. In terms of the alternatives for students that, you know, may have been interested, in some cases we already have those alternatives. We already have minors and certificates that would be alternative to a four-year degree program. In other cases, you're right. It is possible we're just going to say, you know what, we just don't offer that anymore. But at this point, again, given our faculty and our resources, I think the downside of doing that, of losing that potential enrollment, I think we would hope to exceed in terms of the upside of what we could do to generate more interest and enrollment in programs if we focus on those programs. I think that's the concept here.

**Senator Eichner:** I have a question, but I'm not sure if it can be answered. I guess I'm just confused each time we have these conversations about closing programs to help the budget. I'm all for streamlining, but then the conversation always goes to, but it probably isn't going to have any cost savings. So, can you help me understand if there's no cost savings to ending degree programs, are we just simply wanting to streamline? Is that the purpose?

**Provost Molitor:** So, I don't want to say there are no cost savings. There are potential cost savings; they're just not going to be huge cost savings and they're not going to be immediate. And again, I think there's a balance of expenses vs. revenues. So, what can we do better and how can we use that to leverage more enrollment and more revenue? I think it's a balance of things because my point is, we're not going to solve this budget deficit we have by going through this process. There is going to be, again, some savings in terms of part-time instruction. But, that's a small amount of money. There will be savings over a longer term in terms of faculty departures that don't need to be replaced. But, you know, immediately for the next fiscal year, that's not going to help us any. And to be honest, we're not going to be generating additional revenue in the next fiscal year associated with these changes. That's going to also take a little bit more time. So, this is more of a long-term project, even though we seem to be rushing now. We're rushing now because we need to get to a point where we can start doing those things that are going to help generate more revenue and/or allow us to make decisions about whether to replace vacant faculty lines. I mean, right now, I'm pretty much saying 'no' to everything. That's not strategic. That's not a good way

of running Academic Affairs, but in terms of the fiscal year 24-25 budget, I don't feel like I have a choice.

**Senator Eichner:** Thank you. And coming from a program that you said 'no' to, I would really like you to get to a place where you're saying 'yes again. So, thank you.

**Provost Molitor:** Okay.

**President Rouillard:** Okay, Senator Avidor-Reiss has his hand up and then we will go to Senator Scheuermann. Then we'll probably need to end with Senator Scheuermann's question because it's already 10 of 5.

**Senator Avidor-Reiss:** Okay, I want to address this because we're speaking here about programs and classes. We spoke about how we want to create opportunities for innovation and creativity, so I want to address two classes. One is the Bio-Design class that was already cut. So, are we planning to really eliminate it or was this a mistake? Was this a rushing decision? Bio-Design was a very successful class and program. The other one, which I'm hearing from students that are coming in, they are very worried about Honors 3010, Community Engagement. Again, a very important class. Are we going to close it now?

**Provost Molitor:** Okay, going back to your previous comment about course caps. I mean, I'm not saying, just because this course had an enrollment that was low, it has to be stopped. I'm asking the colleges to investigate and tell us which of their low enrolled courses can be pulled from faculty workloads as a part of this process. There are perfectly good reasons for having low enrolled courses, and like you said, they may be filled in terms of the course caps. I'm sure that is one of the criteria we will be asking colleges to consider. Now, in terms of the Honors course you mentioned, there have been no changes to the Honors program. We have Honors curriculum that we're promising to deliver to our students and that includes HON 3010. That course will continue to be offered. And if there are changes to the Honors program that for some reason we won't teach HON 3010 anymore (if the decision has been made), we still have to teach it out to the students that are enrolled. This applies to any programs that will be closed or will have some kind of modifications. We still have to teach it out in its current state to the students that are currently enrolled in those programs.

**Senator Avidor-Reiss:** So, maybe my comment for you to take for consideration. Many of the things that you guys are saying do not reach the students and the students do not get the message that the University is closing active classes. So, maybe it is a good idea for you to communicate this is not the case, because this is not what they are getting.

**Provost Molitor:** We are working with MarComm now on messaging. And this also applies to the college reorganizations. There's anx about Honors and University College that yeah, we certainly need to get on top of. And I do appreciate that.

**Senator Scheuermann:** Thanks, Provost Molitor. I guess mines is more-less a comment. This process sounds a lot like the similar approach we take to doing our budgets, rather than having the true autonomy

of each college to look after its finances. So, at what point will each college be able to make decisions on their course offerings, their program offering, independent of the influence of the central administration? In other words, when do we get to actually take control of our own budget whether we have a positive or negative profit margin? Again, just approaching this across the board looks like we're just going to continue to harm those that are doing well and continue the downward spiral those who are already doing poorly.

**Provost Molitor:** Well, from that standpoint, the colleges are already and have been making decisions on their course offerings based on budgetary considerations. This was a big part of the fiscal year 2024 conversation, and that has been my experience in the Provost Office in terms of the budget conversations. So, that process is already in place. In terms of what you're talking about, the IBB budget model implementation, yes, we are working our way towards implementing that. When will it be fully implemented? I do not know. I've heard at other universities it takes six or seven years to get fully to that point where it is implemented. So, at this point, that's all I can tell you on that.

**President Rouillard:** One very last question from Vicki Dagostino because it's almost 5 o'clock.

**Senator Dagostino-Kalniz:** Hi. Sorry. I have a very quick question. I'm just wondering, do you have a date by which these decisions will be made?

**Provost Molitor:** Do we have a date? We are doing an initial run-through with the colleges. We'll be finished with all colleges except Medicine and Life Sciences by next week. What I am hoping for is an initial list, which we're already starting to get from the deans about programs that they think can be suspended. So, I'm anticipating by the beginning of the spring semester I will be able to present that initial list to the Senate and Graduate Council as well as the Deans to make sure we're all on the same page. At that point, there will be a process through the spring 2024 semester to get these through governance to start implementing any program modifications and putting those into the system. So, I'm anticipating this process will at least run through spring 2024. And then, in terms of the exploration of programs that are still to be determined, that will be my successors' job to figure out a timeline for that.

**President Rouillard:** Thank you very much, Scott. We're appreciative that you were willing to go above and beyond.

**Provost Molitor:** Not a problem.

**President Rouillard:** I'll close with my own opinion. And my own opinion is that I'm finding it hard to trust upper administration, and I'm not pointing the finger at you, Scott, because you came into this position only very, very recently. But as Senator Allred pointed out, this was first introduced as a desperate, terrible budget crisis and we had to do something. And now it's being admitted that there is not really a 'burning' budget crisis. So that leaves a bad taste in my mouth. But there you are. Again, thanks very much, Scott. And as I said, we're not pointing a finger at you. You walked into a very difficult position.

So next on the agenda is the Academic Programs report, Senator Dan Compore. Senator Compore, are you there?

**Senator Compore:** I'm here.

**President Rouillard:** Are you ready to go ahead?

**Senator Compore:** Yes.

**President Rouillard:** Okay.

**Senator Compore:** Is that showing on the screen you?

**President Rouillard:** Yes, it is.

**Senator Compore:** We have two program modifications and two new programs: The first one is **SM-BIOL-BS: Biology BS**: A combined bachelor's to master's track is added in which 9 credits of MS level courses that will count towards a 4+1 MS with Thesis or Capstone (SM-BIOL-MS-CMOL: Biology - Cell and Molecular Biology Concentration).

Then there's **PH-PCOS-BSS: Cosmetic Science and Formulation Design, BSS**: Revised language was provided upon request. Courses are listed above for the PH-PCOS-BSS Pre Professional and Professional Years. For the 4+1 Pathway Program take the following 3 courses 1)PHPR 5800 Cosmetic Ingredients and Product Forms, 2) PHPR 5820 Cosmetic Trends and Claims, and 3)PHPR 5830 Cosmetic Regulations, Ethics, and Practices instead of three PCOS elective courses equaling 9 credits hours.

Then we have three new programs. The first one is from the Judith Herb College of Education proposed a **Child & Youth Work in Global Settings Undergraduate Certificate**: This new certificate program relates exclusively to the Rocket Kids program. Hence this submission is also in alignment with the policy in which courses and their modifications must be associated with a program. This program sends UT undergraduates to work as interns to support summer educational programming for children of military personnel on military bases and similar settings.

And then the Natural Sciences & Mathematics is proposing **General Science, Associate of Science**: This AS Science degree is designed to provide struggling NSM students with an offramp to complete a 2-year degree instead of dropping out on their way to a 4-year degree. This will allow struggling students to leave with a degree and a sense of accomplishment instead of leaving with only student debt and a sense of failure. \*Students will not be admitted with the intention of obtaining an AS degree, i.e. this is not a path into UToledo; it is an alternative path to graduation for struggling BS-seeking students.

**Senator Compore cont'd:** So, that is it. I will answer what I can if anyone has any questions.

**President Rouillard:** I have a question, Senator Compore. I understand the reason for the creation of the associate science degree, which it is not a destination for an entering student. But what will happen if a

student who can't make it to a four-year degree, takes the AS, and then five years later or six years later, wants to come back and wants to do a four-year degree? Are those courses going to count towards a four-year degree? Does anybody know?

**Senator Compura:** Is Senator Bigioni present because I believe this is his proposal?

**Senator Bigioni:** I am here.

**Senator Compura:** Is this yours, Senator Bigioni?

**Senator Bigioni:** Yes.

**Senator Compura:** Thank you. If you could answer that, please.

**Senator Bigioni:** I don't know the answer to that. The College of Arts and Letters has a very similar associate degree that they recently passed. So, perhaps if Melissa [Gregory] is on, she might be able to address that question. I could guess at the answer, but I don't know what the answer is.

**Professor David Krantz:** Melissa is not here. This is David Krantz. I serve as the Chair of the Curriculum Committee for NSM, and I helped Terry [Bigioni] put this together.

**Senator Compura:** Thanks, David.

**Professor Krantz:** This is a universal statute of limitations on how long your coursework lasts, but I think that Dan, your question is well within the hypothetical timeframe that would allow a student to do that. There was nothing in this proposal that prohibited a student to hit 'pause,' associate's degree, and then come back when they're conditions were more favorable.

**Provost Molitor:** I wanted to add to that. This is Provost Molitor. Actually, state rules would require us to accept credit, particularly courses that would be in the Gen. Ed, which I assume a substantial amount of the curriculum in this associate's degree would be Gen. Ed. So, yes, we are allowed to set rules on the expiration of courses, but within five years, I would certainly hope that that---

**President Rouillard:** Will undergraduate courses expire?

**Provost Molitor:** I do believe in some programs they do set criteria on, you know, this course is too old. But I would say the lowest amount of time I've heard is 10 years for that. And generally, at the undergraduate level, I believe it is like 15 or 20 years.

**Professor Krantz:** To support Provost Molitor's interpretation, yes. In fact, most of the coursework in this associate's degree is fulfilling the OTM now, OT 36. So, a huge percentage of the coursework is going to be in support of the core curriculum. There is a concentration within the sciences, but not within a specific discipline.



**Senator Compura:** To me, it seemed like a good way to encourage people to stay long enough to at least get the two-year degree and to get them on a path, even if it's not now, at least at some point in the future. And that's the way the committee interpreted it.

**President Rouillard:** And I believe that even an associate's degree will realize an increase in salary; perhaps not huge, but it does earn more than someone with a high school degree.

**Senator Bigioni:** That is certainly true, and it will also gain us some SSI for degree completion.

**President Rouillard:** Yes. Okay, anything else? Senator Compura, are those all the new programs and program modifications?

**Senator Compura:** Yes, that is the whole report.

**President Rouillard:** Okay, do you want to call for a vote?

**Senator Compura:** Yes. Everyone in favor, if you could signify by saying 'yes' or putting 'yes' in the Chat Box. If 'no,' please put 'no.' And if you abstain, please put 'abstain.'

**President Rouillard:** So, a voice vote on the floor, please. Any 'nos?' Hearing none. Any abstentions? Hearing none. We are waiting online for those votes. How about this, I will go through the Undergrad Curriculum Committee's report while these votes keep coming in? I'm going to have to pull up the forms and the syllabi here. Approximately 10 minutes later --- ***Motion Passed.***

So, for undergraduate curriculum, we have two course modifications. The first one is in Early Childhood Education, **Child Development for Early Education**. So, this is the course modification form if it ever launches. The only change here is again, a change to the catalog description to eliminate field experience. There apparently was never a field experience associated with this course. In the justification for this, let me see if I could share. I'm sorry for taking so much time, but I never seem to be able to get the order of this. Let's see. Well, the people on the floor can see this. The evidence of the need for this change, there's never been a field experience required in this course. We're simply deleting that from the catalog. Scott, I may need to prevail upon you again.

**Provost Molitor:** Is this it? Okay, I think we're good.

**President Rouillard:** So again, it is a straightforward change. The next course modification is **Exercise Science 2580, Human Pathophysiology for Healthcare**. Let me see if I can get this one to come up. The only change here is that they are updating the prerequisite minimum to 'c,' and they are adding Exercise Science 1460 as a prerequisite option. So, this is a very straightforward modification. That is described here. So that is course modifications.

**Course Proposals:** The new course proposals, we have four. The first one is **Communications 3710, Podcasting**. The catalog description reads "In this course students will focus on necessary skills for podcast production, identifying a target audience, marketing and distribution analytics, ethics and

monetization. Further, students will build their collaboration skills by working in teams to produce podcasts.” And the need for this course is “It’s been offered as a special topics three times. It failed each session. Podcasting is an emerging medium and an engaging way for faculty to merge project-based learning with digital media and analysis and production skills.” All right.

The next three new courses are related to the certificate that we just passed in academic programs. There are 3 courses associated with this certificate. The first one is **EDU 1010**. So, this is **Leadership and Best Practices in Child and Youth Programming**. “This is associated with the new certificate child and youth work in global settings. It’s a practical exploration of the principals, methods, procedures and skills needed for the development and implementation of child and/or youth programs. Students will be prepared to intern in an established child and/or youth development program upon completion of this course” Okay, so there’s the description and this is the first in a series of courses attached to that certificate. This is also a three-hour course, and it will be graded pass/ no credit.

The next course associated with the certificate is **EDU 1020, Studies of Child and Youth Learning and Development**. “It’s an introductory exploration of the content. The content and context associated with an established early childhood or youth development program includes practice and teaching procedures, construction, use of classroom instructional materials, analysis of teaching learning, meets the needs of diverse learners, use of classroom, instructional materials, analysis of teaching learning, meets the needs of diverse learners, classroom supervision, community relations.” This is also 3 hours and pass/ no credit.

The third course associated with this certificate is **EDU 1030, Practicum in Childhood in Child Development Centers/ Youth Services Forums**. This is a six-hour course. It’s a supervised leadership experience within a child or use development internship program. “Students who complete this course are prepared to work with children or youth in a variety of educational and non-educational, domestic and international settings. It’s a practical field-based assignment, uh, to encourage students to reflect on their experience as part of the development of interpersonal cross cultural leadership skills. And this is associated with the Rocket Kids program.” There’s a little more description down here. “The initial CYS courses were implemented in collaboration with teacher education. Change from 9 to 6 credit hours for the internship. It was in collaboration with teacher education, faculty. It aligns with filed hours to credit hour ratio guidelines established by the state.” Okay. Sammy Spann, are you online?

**Dr. Sammy Spann, Vice President of Student Affairs and Dean of Students:** Yes, I am here.

**Professor Noela Houghton:** And Noela Houghton is here as well.

**President Rouillard:** Okay. Do you want to add anything to these new course proposals?

**Professor Houghton:** just take any questions if there’s any.

**President Rouillard:** Any questions? Let me go to the Chat. Barry Scheuermann, do you have a question?

**Senator Scheuermann:** No, I don’t, sorry.

**President Rouillard:** Questions, and then I'll come over to Senator Barnes?

**Senator Mahasin Osman:** So, my question is, at the time when all the trend is about experiential experience or education, why are we eliminating field work?

**Professor Houghton:** So, we're not eliminating field work. That change reduced the credit hours from 9 to 6, because the 9 is way above the hour guideline by the state. So students are in the field for 40 hours a week for 12 weeks, and in minutes, that is 28,000 minutes. So, those 28-hour minutes fits within the guideline by the state. They actually have minutes per credit hour. We are much closer to 6 credit hours than to 9 credit hours. The 6-credit hour fits the guidelines on a general ratio that exists within the college for similar field experiences.

**Senator Barnes:** This is absolutely a friendly question. I love this program. I love what you all are doing. Is this curriculum going to be delivered to the students while they are in the program in the summertime?

**Professor Houghton:** So, yes. The first course, the 1010 is a prerequisite preparation course that happens before they enter the field. Currently, that will happen in the spring. The 1020 and the 1030 are co-requisites on both of those exists in the field. So those will happen over the course of the summer.

**Senator Barnes:** Thank you.

**President Rouillard:** All right, if there's no other questions, I'll ask for a vote on these two course modifications and these four new course proposals. All those in favor, please signify by saying 'aye.' 'Aye' in the Chat Box, or no, or abstain. Any nos on the floor? Any abstains? So, please vote in the Chat Box, those of you who are online. Quinetta will watch the votes on those. Approximately 10 minutes later, it was declared *Motion Passed*.

Next, I would like to move to Dr. Sammy Spann, who has been patiently waiting for at least two Senate meetings to talk to us about issues related to student anxiety and the current Middle East conflict. Sammy, please.

**Dr. Sammy Spann, Vice President of Student Affairs and Dean of Students:** Can you hear me?

**President Rouillard:** Yes, we can hear you.

**Dr. Spann:** I'm on two devices, because the one's not working. I can see on one, but I can't hear on it. I'm going to just talk briefly. But before I start, I just want to say, thank you all for that. The Rocket Kids program is going to do some great things here at the University of Toledo. We've already had our last interview session, and we've interviewed over 86 students from 16 different universities. So that is a really good feeling. And all these students are going to be University of Toledo students. So, thank you so much for that.

Now, as far as it goes with students' anxiety, we have had a kind of a slow down on a lot of underage drinking, a lot of those issues. Mental health also is another area that we've noticed this semester has reduced. I'm only basing this off of our Report a Concern and our hospital visitations. But anxiety on what's going on in Middle East has, of course, if you could imagine, gotten to be a little bit more stressful for students. We have quite a few faculty members, a couple on this call, who have been meeting with students, having conversations with students, going to the rallies and supporting our students in that sense. We are to try to show support. We've been putting a lot of things in place. Most of the protests, if not protests, the gatherings, we've been sending the Division of Student Affairs staff members to these events as well as myself, and Rod, Chief of Police, he's been going. He's been sending officers in plain clothes to kind of support the students in that way. We've been doing a lot of measures around helping the students feel safe on campus. As you know, there's a big push for us to make a statement about what's going on. But we're sticking to not making a statement, but rather showing a force of support.

**President Rouillard:** Sammy, have you had any response from students?

**Dr. Spann:** Yes. Actually, I just met with the president and vice president of one of the student organizations today about the conflict that's going on. They're disappointed that we're not making a statement, but they've made it very clear that do see our efforts and they do appreciate that we are doing everything we can outside of a statement to show that we're supporting the students.

**President Rouillard:** Any questions or comments for Dr. Spann? Any questions online? I think Senator Semaan has a question for you.

**Senator Semaan:** Thank you, Sammy for all that you're doing. We know that, and still appreciate that as well. I assume you are aware of what I would like to call, maybe a hate message or a threatening message that one of our students just recently found on their car. Yesterday, the President sent an email-- I don't know if it was a kind of watered-down safety issue not related to this or was it just coincidence. But is there any reason why we cannot say to our students, whichever side of this conflict they may stand, that this University is welcoming all of them? Their safety is a major concern for us. And that, although we might be neutral as a university, as we should be, we're here to educate, not advocate, but that we care about these students? I imagine if it was any other incident, we would have received some kind of an email from administration to say, we will not tolerate our students to be threatened on this campus.

**Dr. Spann:** Thank you. I know that we have Megan on this call, but I will speak. Yes, we met with the students today. The message that went out was a message that was already prepared to go out. We've been working on it over a couple of weeks. Of course, that was going. It was just going out to talk about the, if you see something and the resources out there. The incident that happened that you're speaking of, you know, is still under investigation. But we also found out that all the information that was coming through social media was not accurate. And, there's certain aspects about what happened that actually didn't happen or it happened at another location, off-campus locations. So, we have to be careful that we're not just pulling all the information together from hearsay. So right now, I just met with the Chief today, and he is working with the students to kind of get to the bottom of everything that's going on. Now, as far as a statement goes, we in the position that we're not making a statement and that's from the

Board on up that we're not to make a statement either way. But we do show the support of our students in what we do.

**Senator Barnes:** Sammy, can you explain why [Indecipherable]...

**Dr. Spann:** I can't quite hear you.

**Senator Barnes:** The mic is coming. Sammy, it's Sharon. I'm just wondering if you can explain why they don't want to make a statement, particularly one like Gabby just so eloquently said, where we're supporting all students the right to have their own positions, the right to disagree respectfully, and to support all of our safety? This is not a biased position. Why don't they want to do that?

**Dr. Spann:** Well, the statements that have been made have already talked about what we will accept as a university and the support structure that we have set for them. The decision for us to make a statement now has been a determination by the Board that we would not speak on the conflict. We will only just speak to what we do to support students and that we're here to provide a safe environment for them/us.

**President Rouillard:** Any other questions or comments? Anybody online? Hearing none. Okay, the next item on the agenda is a report by Kim McBride if she is online. Kim, are you there? I know she was in another meeting, and she was planning to be here by 5:30, but that may have hit a snag.

**Provost Molitor:** It is 5:27.

**President Rouillard:** Well, she got three minutes<laughter>. If you could indulge me then, perhaps we could flip things around and ask for items from the floor.

**Senator Allred:** I can do my report in three minutes.

**President Rouillard:** Okay, all right. Here is the mic.

**Senator Allred:** Don't even worry about that, it is super short. Hello, to those online. This is Senator Allred. I am Chairing the Faculty Affairs Committee. This is mostly a report to say that we have one item that we're going to be looking at in the spring. I want to bring everyone's attention to it. I want to give a proposal on it quickly in the spring. This is regarding the Health Science Campus and the Main Campus having differing parental leave policies, particularly for faculty who are not unionized as an equity issue. They've asked us to look into this. My understanding and Linda or Scott, correct me if I'm wrong. We are only in a position to make a recommendation. But I think it's fair that we make a recommendation. I'm going to try to move quickly in the spring and I apologize, we got off to a slow start. If folks got any information or things they want to add to that, please send it to me and I will make sure the committee includes all that. I'm hoping I will have something to bring to Faculty Senate very soon. You know Faculty Affairs, a lot of the things we do end up being covered by the Collective Bargaining contract, which, as we know, right now is its own process which we're not involved in. But if there are things that I can do in my role here, please bring it to my attention. I'll put them on the docket first thing in the spring. Any questions?

**President Rouillard:** Any questions, additions, or comments?

**Senator Allred:** And feel free to email me if you don't have anything, like right in front of you, but you want to weigh in on any of those issues. Thanks.

**President Rouillard:** Thank you. It is a really important question, and we want to support our colleagues on the Health Science Campus. I do see that Kim is there now. So, Kim McBride, are you ready to talk about the Faculty Senate survey?

**Senator McBride:** Yes, I am. Can we have Quinetta bring that up on the screen? So, Quinetta, I'm going to ask you to advance the slides. Let me first introduce that this is the faculty experience survey results, but please recognize that these are preliminary findings. So, what you can expect is that over the break Faculty Senate will write a full report that we will distribute to all of you as well as the administrative community. So, the purpose of this survey was to assess the impact of recent budget cuts on faculty in both their departments and colleges. Our aim was to document these experiences so the Faculty Senate Executive Committee can share these outcomes in a report with faculty as well as the UToledo administration.

**Participant, recruitment and data collection:**

- We had IT pull the email addresses of all people with UT addresses that were labeled within the system as 'faculty.' So, recruitment messages were sent to over 2200 faculty members by the Office of Institutional Effectiveness. And again, recognizing that just because a person is labeled 'faculty,' doesn't necessarily mean they're spending a lot of their time doing instructional work. They may be in clinical settings where their faculty teaching practices are not in the classroom, a kind of a traditional setting. The message basically described the nature and the purpose of the survey. Folks were provided with a link to a Qualtrics questionnaire. This was self-selected so participants were self-administering a web-based questionnaire consisting of eight items with the option also to provide narrative comments. We did send some periodic email reminders about the deadline to participate, and we actually extended the deadline to maximize participation.

**Results:**

- So, all data are anonymous and have been treated as confidential. In instances where participant disclosed potentially identifying information in the narrative comment section, the information was removed for reporting purposes. And I just want to reassure everyone that the raw data will not be shared with administration, and all reports moving forward will be presented in aggregate form.
- We have 371 volunteers. The majority identify themselves as fulltime, tenured faculty from midsized departments.
- All colleges were represented in the data.
- The first item was, "Which of the following has happened to your department as a result of recent budget cuts? Select all that apply." For the prompt – "The number of support staff in my department has been reduced." We had 66% of participants reporting that, that had indeed happened. Sixty percent reported that their department now share support staff with other departments. Fifty-four percent reported that their department had reduced the number of course offerings. Forty-two percent said that their department had raised course enrollment caps. And sixty-four percent said their department had cut or eliminated part-time faculty. Seventy-four percent agreed that their department had lost faculty lines to attrition - so, things like retirement or resignation. Seventy-one

percent reported that their department has reduced funding for professional activities, such as travel or development. Sixty-one percent reported that their department has reduced summer course offerings. Fifty-one percent have lost faculty to other institutions. Twenty-six percent have cut programs. And 62% have cut or lost funding for graduate assistantships.

**Narrative Comments:**

- So, here's the narrative comments: "The budget cuts tie our hands to innovate or even maintain what would be considered normal professional activities."
- "The biggest impact of the budget cuts is really the sense of hopelessness about the future. Nobody in the department feels like there's a positive future. How can we serve our students with a level of commensurate with a quality university education? How will we be able to maintain an active part in our research communities? The cuts are bleak. Let me also add my view about the cavalier way in which the administration has gone about pushing cuts to faculty after the president of the university has received both salary raises and bonuses (the bonus alone is twice my annual salary). Over the last year, I've checked the job ads daily."
- "The loss of staff is especially problematic. Everyone feels extremely stretched with no end in sight. Frustrations are high. Students can see it and feel it."
- "Morale in the department (and university) is at an all time low. (Yes, them including the periods under President Kapoor and President Jacobs). There is absolutely no actual academic planning anymore -- because the academic schedules are being dictated by the requirements of Finance. And a university that refuses to innovate academics is lost."
- "Morale is so low in our department, not only amongst faculty but also among students as well. It makes it extremely difficult to recruit and retain students when so many important things are being cut. It also makes for a very toxic environment. Students are also having to extend their graduation deadline due to these cuts. In addition, we cannot compete with other Universities with these types of cuts, toxicity and situations."
- "Demoralization. The loss of graduate funding after we had accepted students with funding was especially upsetting. It felt so unethical."
- So, "Which of the following has happened to you as a faculty member as a result of the recent budget cuts? Select all that apply." So, 42% had lost funding for scholarly activities. Forty-three percent had their teaching loads increased. Forty-five percent had service loads increased. Twenty-five percent said they had increased advising. Thirty-five percent said that their own enrollment caps on their courses have been raised. And 48% say that they've lost administrative support that they needed to do their jobs effectively.
- "Low morale; burnout; higher stress from constantly worrying about whether UT will still exist for the 30 more years I need it to before I retire; disconnection from my job as they consider other institutions for possible moves; higher teaching loads and class sizes make it harder to maintain class quality and to make the connections with students that are beneficial to their development, learning outcomes and job placements; frankly, my career is being hurt as I lose time and resources for research."
- "With increasing and teaching responsibilities, I can not longer engage in scholarly activities. UT may as well become a community college, technical school or online for-profit university."
- "We are barely functioning, and we cannot sustain additional cuts – next, we will have to cut employees when our numbers are already low. The current system is not sustainable."

- “We are worried about admitting a full class of graduate students next year, because we don't have enough assistantships and we can't replace retiring faculty to advise them. We haven't set workloads for next year yet, but I've been told teaching loads will increase.”
- “There's a general loss of trust and leadership above the department level.”
- “The vision for the future is now directly and primarily influenced by revenue and not education, research, or development. A huge decline in overall morale.”
- “The moral issue is difficult, personally and with our interactions with colleagues. It is tough to focus on my job doing teaching and research when nearly every conversation comes back to, who will be here next and who might be fired. Some of the best and hardest working colleagues that I've known for years say they feel as though they are an auto-pilot instead of going above and beyond like they always do - are just trying to get through. This is especially true for lectures. People feel that they're being looked at, like, numbers and not human beings.”
- “It's impossible to quantify the psychologically damaging effect that the barrage of bad news that we get in our inboxes and see in the news has on a person. Fearing that I'm not valued, that my subject matter is irrelevant and could be done by people far less qualified than I am, is a source of daily frustration.”
- So, then we asked, “Please indicate the extent to which you agree with the following: I believe that programs in my department may be eliminated -- 58% agreed or strongly agreed to that; 20% said that they believed that their department may be eliminated; 29% believed their job could be eliminated; 36 are seeking a new job because of the budget cuts; 54% said that they have had colleagues tell them they are seeking new jobs because of the budget cuts; and 70% know somebody who is left because of the budget cuts.
- The first three columns are redundant from the last table. I'll just present the final two: I believe that budget cuts are impacting my ability to deliver high quality education -- 76% reported that. I believe the budget cuts have impacted my ability to conduct high quality research and scholarly activities -- the percentage is missing, but that was 75%. Next slide.
- “The infrastructure has been a problem for a long time; now we are further impacted. The administrative is severely bloated at the expense of grad students, faculty, and staff. When students graduate from UT, they don't credit one of the 50+ administrators for their success. They remember the faculty, the secretary who helped them, the graduate assistant, not a single admin.”
- “While I appreciate that the University's may reprioritize, that needs to be done in a transparent way and with feedback from all shareholders.”
- “I look for ways to retire early. I have X years left and am frightened I might not make it. I wish I would not have left my 9-5 job 20 years ago. I have begun to work to contract and from home as much as possible. My mental health is worth more than PTSD. I get from coming to campus sometime.”
- “In spite of the enrollment issues, I had a class in the spring canceled that was never actually open for enrollment... and was in fact hidden from students view. This was done by the Provost Office. Why are they working against the needs of the students?”
- “Cutting faculty seems like the worst thing that we could do for our future. It will drive current and future students away to other institutions. The same goes for recruiting and retaining good faculty.”
- “UT Toledo used to be a place optimism. It is literally a dying entity with no vision from the central administration about how to change the course or hope for the future. Everything is a metric for



cutting things. Why don't faculty vote No Confidence in the administration? They do nothing but peddle lies to us and blame us for institutional problems without taking any ownership or responsibility for anything.”

- Here is the next question. “Please indicate the extent to which you agree with the following statements.” Here, I’ve coded them as ‘disagree’ or ‘strongly disagree.’ This is the flip from the last table that was reported: I believe the budget cuts are wise -- 63% strongly disagreed or disagreed with that statement; 69% said that they don’t understand the budget model; 56% say that they have not seen, nor do they understand their college budget model; and 30% say that they would agree with the goals of current program prioritization to invest in programs that address workforce needs and trends; 81% said that they do not understand the short and long term fiscal plans at the administration; 80% do not trust the financial information coming from the Finance Office; 36% strongly disagreed or disagreed to the statement “My Dean is making the right decisions about the college-level budget; and 57% disagreed or strongly disagreed to the statement “The Provost is making the right decisions about the academic budget.” Next slide. Seventy-one percent disagreed or strongly disagreed that the President is making the right choices about the University budget; 74% said that they strongly disagreed or disagreed that the Board of Trustees is taking the University and the right decision. And finally, 87% of people disagreed or strongly disagreed with the statement, “The budget cuts will improve the quality of student experiences, including academic outcomes.”
- “There is no college budget model. The college budget is dictated by Finance and the only choice a dean can make is which positions to cut. (2) What are the administration’s short and long term fiscal goals? To blindly follow the cookie-cutter Huron report. The administration’s senior leadership doesn't understand the needs of UT students -- so how could they possibly have either a short-term or long-term goal that is even remotely relevant? (3) I don't have confidence in the deans, provost, or even the University President are actually making decisions about the academic budget. Instead, it appears that the budget is determined by the Office of Finance alone.”
- “I have no trust in the President, the Finance Office and the Provost Office.”
- “The UT BOT have no idea how to manage a university. Their business backgrounds and experience is more appropriate for administering a B-level steakhouse or a coin operated car wash.”
- “The president, the provost and all the administration insist that we focus on students and that we are student-centered, but all I see are decisions being made that are not students centered. In a time when students are struggling more than ever with mental health, they fired all the success coaches. They also decided not to support the Equity Champions program. As part of this program from the beginning, I saw the good it could do for both students and for the faculty. Giving faculty training in equity and inclusion helps them better serve students. I saw the success and I saw the positive effect this had on students.”
- “I don't have any sense of what the vision for UT is currently. It does not seem to be well articulated or communicated. The number of interim positions at administrative levels is damaging to the present and future of this institution. It's difficult to feel optimistic and definitely difficult to feel valued at UT.”
- “From everything I have seen recently, every decision the administration has made is in direct opposition to its stated goals, priorities and mission. It almost appears that the administration is

intentionally trying to put UT out of business.” I wonder who would benefit more from such a strategy.

So, that is it for the report. If you have questions, you can contact Dr. Linda Rouillard. And we would like to thank Lisa Taylor for programming the questionnaire and administering the survey.

**President Rouillard:** Thank you, President-Elect McBride. Are there any additional comments, observations, anything from the floor, or from those online?

**Senator Avidor-Reiss:** I wonder what is the next step for this very sad survey, which suggested [that we have] a very low morale and very low trust. What can be done with this document to change things?

**President Rouillard:** First of all, I would like to point out that, we find low morale but it's a difficult proposition for the Board of Trustees to accept. When I made comments to the Board on last Tuesday, I highlighted the ‘low morale’ on campus and Trustee Patrick Kennedy was outraged and said, ‘how on earth could there be low morale when our football team is on the way to a MAC champion?’ So, I think it is very important as dismal as the comments may be. I think it is very important that our entire campus community be aware of the effect that all of this is having on us. I think that is the first step. And of course, there will be a final report written on this, which we will obviously share with administration. Senator Hefzy, did you have a question? You are muted. Senator Hefzy, you need to unmute please. Anybody else with questions or comments? So that we do not end on too dismal of a note, what I would say---

**Senator McBride:** Jami Taylor has a comment.

**President Rouillard:** Oh, I’m sorry. Jami, did you have something to say? Hearing none. What I would say is the level of democratization, I think is an inverse proportion to the amount of, I guess I would say, opportunity that could be here. I think many of us feel as demoralized as we do, because we recognize that there is potential here, but it is not being realized. I think that from the first day I set foot on this camp, I felt like this place had an enormous amount of potential to change student’s lives and to help them create wonderful, satisfying futures. And over the years, it is my opinion, I have seen resources squandered and have seen faculty and students disregarded - and I think that is perhaps the greatest cause of some of this demoralization. I think it could be turned around at any time if we chose to make better decisions, and perhaps if we chose to follow trends a little less and use our educational and academic expertise a little bit more.

All right, if there are no comments, is there a motion to adjourn? Oh, Jami has a comment. “Were the results of this survey shared with administration?” There will be a final report written first, and then it will be shared with administration before being shared with the Board. Anything else? All right, then we are adjourned. Thank you so much for your time and attention. Meeting adjourned at 5:50 pm.

**IV. Meeting adjourned at 5:50 PM.**

Respectfully submitted,  
Susanne Smith  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Administrative Secretary



