

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of February 27, 2024
FACULTY SENATE

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

Approved @ FS on 3/12/2024

Summary of Discussion

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

President Rouillard: Good afternoon. It is 4:03 pm, I'd like to call this meeting to order and ask Suzanne Smith to call the roll.

Senator Smith: I will do that. Thank you. Good afternoon, everyone.

Present: Ammon Allred, Tomer Avidor-Reiss, Gabriella Baki, John Bellizzi Sheri Benton, Terry Bigioni, Timothy Brakel, Ritu Chakravarti, Carmen Cioc, Daniel Compore, Maria Diakonova, Holly Eichner, Hossein Elgafy, Elyce Ervin, Diana Franz, Karen Green, Sally Harmych, Renee Heberle, Samir Hefzy, Cindy Herrera, Mitchell Howard, , Gary Insch, Dinkar Kaw, Lauren Koch, Revathy Kumar, Linda Lewin, Daniel McInnis, Thomas McLoughlin, Kimberly Nigem, Mahasin Osman, Elaine Reeves, Jennifer Reynolds, Linda Rouillard, Eric Sahloff, Paul Schaefer, Barry Scheuermann, Gaby Semaan, Kathy Shan, Chunhua Sheng, Puneet Sindhwani, Suzanne Smith, Stan Stepkowski, Steven Suchek, Weiqing Sun, Jami Taylor, William Taylor, Kasey Tucker-Gail, James Van Hook, Jerry Van Hoy, Aela Vely, Randall Vesely, Donald Wedding

Excused absence: Deborah Coulter-Harris, Vicki Dagostino- Kalniz, Catherine Johnson, Jason Huntley, Kimberly McBride, Roberto Padilla (has a sub for this semester)

Unexcused absence: Elissar Andari, Bruce Bamber, Collin Gilstrap, Cyrus Hagigat, Mohamed Moussa, Katherine O'Connell,

Senator Smith cont'd: President Rouillard, we have a quorum.

President Rouillard: Thank you very much, Senator Smith. Our first order of business is to adopt the agenda, which Quinetta sent out to you. Is there a motion to adopt the agenda?

Senator Hefzy: So moved.

President Rouillard: Okay, is there a second?

Senator Semaan: Second.

President Rouillard: All those in favor of the agenda, please signify by saying 'aye' in the room, 'nay' or any 'abstains,' and in the Chat box. Quinetta will keep an eye on the Chat box. ***Motion Passed.***

The next order of business is the approval of the Minutes from February 13. Is there a motion to approve the Minutes?

Senator Eichner: I motion to approve the Minutes.

President Rouillard: Thank you. Is there a second?

Senator Semaan: Second.

President Rouillard: Thank you. All those in favor of approving the Minutes, please signify by 'yes,' 'no,' or 'abstain,' voice vote or Chat box vote. Here in the room? Any opposed or abstain? While Quinetta is counting the votes, I will give a very brief ***Executive Committee report***, and because we have a full agenda, I will make this short: President-Elect McBride and I met with the Provost on Friday, February 23rd. Scott let us know that the Arts and Science Group will present next Friday on implementation related to their report. He will also be reviewing DEI letters, informing an AI institute. The Elections Committee

chaired by David Black has been working on nominations and voting eligibility. We still need reps for that committee from NSM, HHS, Education and Law to verify the accuracy of the ballots. I am begging you, if you are from one of those colleges, please come forward and help us on this elections committee. You can send your name to me or to Senator David Black. It is david.black2@utoledo.edu?

Senator Black: No, it is just david.black@utoledo.edu.

Senator Rouillard: Okay. I know there is somebody who's got a '2', and I couldn't remember if it was you. Well, that is all I have for the Executive report. Is there anybody from the Executive Committee who'd like to add anything?

Senator Brakel: President Rouillard, this is Senator Brakel.

President Rouillard: Yes?

Senator Brakel: It's been a while since we mentioned Senate Bill 83, but the last report I had was that Senate...incorporated in House Bill 27. And possibly tomorrow, they will force a concurrence vote to bring it on to the floor. So we're watching that closely right now.

President Rouillard: So it is still in the committee right now?

Senator Brakel: It's been a while since we mentioned Senate Bill 83, but the last report I had was that Senate...incorporated in House Bill 27. And possibly tomorrow, they will force a concurrence vote to bring it on to the floor. So we're watching that closely right now.

President Rouillard: So it is still in the committee right now?

Senator Brakel: It is still in the committee right now, but there's a contingent that is trying to force it onto the House floor vote. This will be the last meeting of the House before the primary, as I understand it until April.

President Rouillard: Okay. Thank you, Senator Brakel. Is there anybody else from the Executive Committee who wants to add anything? Okay, if not, then in that case I will turn it over to Provost Molitor for his report.

Provost Molitor: Thank you, Dr. Rouillard. As you have likely heard, my interim contract has been extended one year through June 2025. Although I wasn't my first choice for this position, I appreciate Dr. Postel's support and faith in me to continue serving in this role.

Despite disagreements on some key issues, I appreciate the dialogue and open lines of communication that the Faculty Senate has afforded me this year. I will look forward to continuing this work with the Senate and other faculty governance bodies during the remainder of this year and during the upcoming year.

Given my extended appointment as interim Provost, I am moving forward on our three ongoing dean searches. I have initiated negotiations with my preferred candidate on the Arts and Letters dean search and will look forward to meeting with finalists for the College of Medicine and Life Sciences and the College of Nursing dean searches during the next month. My thanks to all those that have participated in these searches, and special thanks to the members of these three search committees for their efforts. And although the Provost search did not conclude with the hiring of a permanent Provost, I would also like to

thank the members of the Provost search committee for their efforts to identify talented and highly qualified candidates for this position.

And in the spirit of being stuck with me for another year, I would like to pivot to some updates on initiatives with which we are moving forward. Institutional Research is working to complete a dashboard with program metrics that we can utilize to evaluate programs whose admissions have been suspended or those identified for further exploration. Again, I believe this process needs to be ongoing, and would like to work with the faculty on an evaluation process moving forward. I am hoping this dashboard will be available soon. Once it becomes available, I would like to start discussions regarding the evaluation process and additional information sources that may be required.

We also have several ongoing initiatives related to student success, the first goal of our new strategic plan. This Friday morning, we will have representatives from the Art & Science group present a report of their findings to the Academic Leadership Team, or ALT. For those not aware, the Art & Science group conducted a survey of prospective students, including those that enrolled elsewhere, to investigate factors in decisions students make to attend or not attend UToledo. Following this presentation, the Art & Science group will meet with the Faculty Senate Retention and Recruitment Committee to discuss concrete actions that we can take to enhance or promote activities that prospective students are seeking. Please reach out to Laura Malkuian in my office if you wish to listen into the Art & Science presentation this Friday morning, otherwise, a link to the recording will be distributed to all faculty after the ALT meeting.

We are also working on several initiatives regarding student support and identifying and removing barriers students encounter. Most recently, we have engaged with Complete College America, or CCA, and the ODHE on an initiative funded by the Bill and Melinda Gates Foundation to increase equitable student outcomes. After conducting an internal survey and reviewing institutional data, they met with student success representatives from around campus two weeks ago and are working to identify areas with which they can provide us technical assistance.

We have also started a similar engagement with the National Institute for Student Success, or NISS, out of Georgia State University to identify issues that may impose barriers for students as they progress toward degree completion, and to recommend solutions to remove these barriers. We will utilize the findings from the CCA and NISS engagements to inform us in our efforts to create a centralized academic success center. This center will provide centralized advising and academic advocacy, will provide resources for college-based advisors, and will utilize technology to track student progress and to facilitate communication with students as needed.

Finally, at the previous ALT meeting in February, we had a discussion regarding the use of diversity and inclusion statements on applications for faculty positions. The State Attorney General recently submitted a request to review our application processes to ensure we are not using race as a factor in hiring, which has resulted in some confusion regarding what we can or cannot do in our hiring processes. This led to a greater conversation regarding what we should be asking applicants and why. After Spring Break, I will be soliciting volunteers to participate on a committee to investigate this issue and to provide recommendations on how to move forward. For those that are interested in this discussion, we will be circulating a link to the February ALT meeting along with the link to the recording for this Friday's meeting.

Thanks again for the opportunity to speak with you today, and I would be happy to answer any questions.

President Rouillard: Any questions in the room or online?

Senator Lewin: Are you able to say why we weren't able to have the provost candidate that I understood had been selected, but talks were underway? Can you speak to why that didn't occur?

Provost Molitor: I do not have first-hand knowledge regarding the negotiations with the preferred candidate, so you would have to talk to Dr. Postel about that. But my understanding is, is it has to do with the structure of the Enrollment Management and how it would report to the Provost Office.

Senator Lewin: Thank you.

President Rouillard: Anything online?

Senator Heberle: Thank you. The centralized advising result, is that going to have any impact on how it is that students are funneled to their departmental advisors over time?

Provost Molitor: The idea is that we want to provide support for advisors in the college, whether it would be faculty advisors or staff advisors. We want to have a more coordinated role in terms of what advisors are doing and what kind of communications they are having with students. But the ultimate goal is if a student shows up at the door of the centralized advising office, we don't want to give them the run-around and say, go see 'Dr. Heberle' or go and 'see so-and-so.' We want to make sure we can provide them with as many answers right there and then. Hopefully this coordinated system, including communication tools will allow us the ability to do that.

Senator Heberle: Just to follow-up. I agree with the not wanting to send them away without some kind of answer to a quick question. But there's been, in my experience here, a lot of confusion amongst students about how they move from one advising place to another. There's been serious problems with student's success in the sense that they're being advised by people who are not in the department once they select a major or interdisciplinary program or something, and those people are trying to answer questions that only a major advisor can do. And so, I'm concerned that this will add another layer to students' sort of confusion in terms of where do I go to get my advising for my successful majoring in something at this University?

Provost Molitor: That is a point well taken. What we are hoping to do is not necessarily just this idea of a centralized place, but a coordinated place---

Senator Heberle: Well, they need to be sent to us.

Provost Molitor: If that's the case, knowing which issues they do need to be sent to you would be very important because not everything would be sent to you---

Senator Heberle: No, absolutely not---

Provost Molitor: That's going to be part of this whole process and ironing that out is going to take some structure and coordination to achieve. So absolutely, and I do appreciate that comment.

President Rouillard: Provost Molitor, could you talk a little bit about what the NISS has typically found in other places regarding the barriers to student success?

Provost Molitor: Yes. They investigate issues such as policies, procedures, and processes, and our use of technology and data. Things like, how do you identify students that may need a particular support ahead of time rather than waiting to find out when it's too late? These are the types of issues they look at. They're also looking at the technical systems we have such as Starfish, how we can utilize those better, or if we're just missing something completely that we should have.

President Rouillard: There is a question in the Chat.

Provost Molitor: Oh, it was asked by Dr. Heberle, I guess. Thank you.

President Rouillard: Any other questions?

Provost Molitor: I do want to answer that. Rocket Solution Central is still part of this. Rocket Solution Central should have nothing to do with the advising of students. Rocket Solution Central is related to issues that have to do with mostly financial aid and bills. So, along those lines, we want to keep that separate. However, it would be nice to have all those services in one place so that when a student shows up and has a problem you can't address, it is better to be able to bring that student to your colleague in an adjacent office vs. having to send them to a remote location in another building.

Senator Osman: What does the new structure have to do with the previous one that was dissolved last year, I think?

Provost Molitor: You're talking about the success coaches?

Senator Osman: Yes.

Provost Molitor: The success coach model was more along the lines of telling students where they needed to go to get things done. The success coaches knew where these various resources were and could help direct students. But in the end, they were not necessarily the ones that could help solve the students' problem. So, what we're thinking about is having a system where the person a student may approach is somebody who can help them solve the problem or at least we'll have somebody right next door who can help them solve the problem.

Senator Osman: So, this is not simply rehiring?

Provost Molitor: We are not replacing those success coaches. We're essentially restructuring that whole idea.

Senator Osman: Thank you.

Provost Molitor: Okay.

President Rouillard: Could you go back to, Linda Lewin asked why the preferred candidate wasn't hired, and you said it had to do with to whom the Enrollment Management would respond. Could you say a little bit more about that?

Provost Molitor: Yes, and again, you would have to ask Dr. Postel for the full story. But my understanding was the decision about whether Enrollment Management should report to the Provost or if Enrollment Management should still report directly to the President. This was in question as part of the negotiation process.

have taken the lecture but not taken the lab, we ask them to take the lecture again, which the students are not happy [about] and our students transfer to other places. So, it is requested by all the departments that we're servicing to conform with other programs; chemistry and biology, they all have separate courses. So, it is something that is long due, and we need to get that done.

President Rouillard: It makes sense.

Provost Molitor: Absolutely.

Provost Rouillard: Any questions or comments?

Senator Black: I have a question.

President Rouillard: Yes, Senator Black?

Senator Black: I just have a question regarding the minimum grade on the MATH courses, it is a D-. I mean, are a lot of students knocked out of the courses because they have poor math grades?

Professor Xunming Deng: So, yes, we have debated about this quite a lot, and I'm personally in favor of revisiting that. But however, I have sent an email to the department chairs of all the departments that have students take our courses, and some responses, even before this faculty meeting, is they are taking it seriously. And at this moment, it is a collective decision to get this part done first, and then we will discuss and raise the minimum grade from D- to a C-. Then, I will communicate that to the other departments that we're servicing. But at this moment, we do not want to disrupt this major issue, but it something we need to get done.

Senator Black: Thank you.

President Rouillard: We will move on now to the course modifications. We have 14 of these. The first thing is **ART 1040, 1050, 1060, 1080** are asking to be removed from the core. They are doing this based on OT36, which doesn't recognize Studio Art courses for the core. Any questions or comments?

The next course modification is **CHEE 2010** *Mass and Energy Balances*. This has updated SLOs are according to ABET criteria corequisite. It is only Chemical Engineering and Environmental Engineering majors. Relieves registration burden on Student Services director for a required course in Environmental Engineering degree program. Stop me if you have questions or comments, please.

The next modification is **EEES 2760**. It has a title change from Field Methods Lab to *Methods for Environmental Sciences*. Change in credit hrs. from 1 lecture, 2 lab to 2 lecture, 1 lab.

Change in catalog description. The new language is in green, and the red language is what is being struck out: Hands on active-learning course exploring a range Field exercises relevant to data collection, data analysis, and use of commonly used standard field and lab exercises used methods and equipment in environmental sciences. local ecosystems around Toledo. Activities Field trips will focus on developing testable hypotheses, collecting data collection, data analysis, to answer those hypotheses using standard methods and use of standard field equipment, analyzing data, and lab methods relevant to local environmental issues. writing and presenting results in a scientific format. Exercises will focus on developing testable hypotheses, collecting data to answer those hypotheses using standard methods and equipment, analyzing data, and writing and presenting results in a scientific format. This also has updated SLOs.

EEES 4100 is a title change from, which will now be called *Glacial and Quaternary Geology*. It is also co-listed with EEES 5100. It has a new catalog description. The new language is in green, and the old language in red is being struck out: To provide broad geologic understanding of cyclical events including glaciation, sea level, and ice sheet paleogeography during the Quaternary Period. Also, to provide detailed geologic understanding of what a glacier is and how it shapes the landscape. To understand glaciers and glacial landscapes. Specific topics will Topics include mass balance, ice flow, hydrology, erosion, deposition, resultant landforms, glacial lake environments, lakes, and development of the regional Ohio glacial landscape. A field trip is mandatory. It has updated SLOs, and it will provide an out-of-state educational experience, Supervised Field Experience

Then we have a block of courses in MATH. The first one is **MATH 1320 (College Algebra)**, **1330 (Trigonometry)** and **1340 (College Algebra and Trigonometry)**. Each of these is changing the course prerequisites to be in alignment with previously announced placement guidelines. **Math 1330** is adding and modifying pre-requisites, some with lower cutoff grades. They are all updating the SLOs. Is there anybody from Math who would like to speak to the changes in prereqs and in some cases, to lower cut off grades? Hearing none. Okay, we will move along. Then the other modifications are in **PHYS 2070** and **2080**. These are the lecture courses that goes with the new lab courses that are created up above. They are going from 5 hrs. to 4 hrs. Some change in the catalog description. The new language is in green. The same thing with **PHYS 2080**, going from 5 credit hrs. to 4 credit hrs., with updated SLOs. They've also updated the list of associated programs. So, it is a list as 'long as your arm,' all of the science programs that depend on these courses.

Next, we have **PHYS 2130 and 2140 Physics for Science and Engineering majors I and II**. These are also going from 5 hrs. to 4 hrs. There is a change in CIP code, and again, the purpose here is simply to allow for student flexibility by separating the lectures and the labs. Are there any questions or comments on any of these new course proposals or course modifications? Hearing none. In that case, I will ask for a---

Senator Lewin: I guess I would just ask a similar question about lowering cutoff grades for passing as perquisites (that they would have a lower grade). I guess I'm trying to understand that.

Senator Black: What is it?

Senator Lewin: The math courses, 1320, 1330, and 1340. Is that the same issue?

Professor Xunming Deng: Are you talking about prerequisites for physics courses?

President Rouillard: No, she is talking about math. Let me see if I can find one of these that has the-- so the cutoff points, they're changing from this shorter set of placement testing to this longer set of placement testing. And let me see if I can share that particular screen. So, you'll see that this is a slightly longer list of what appears to me to be placement testing. And some of the grading is a little lower: AMPT, for instance, is at 48, and here it is at 68. AMRT is at 66 here and was at 68. Is there anyone online in Math that can speak to these changes in the prereqs?

Senator Lewin: I guess I can continue the question to those other things, whether to math or other courses. If we're doing students any favors by lowering what seems to be a standard, would that effect the success of courses if students accomplish a lower level of expectation? Does it set them up for struggling in future courses?

President Rouillard: There's a note here that says that they've been using these placement guidelines for two years. Provost Molitor, do you know anything?

Provost Molitor: I do not. If you can scroll back up to those scores? I know they wanted to add the high school GPA, because that was a factor that we couldn't use before because it wasn't available in Banner. I'm wondering if that is the set of scores that goes along with that high school GPA? I know that we added high school GPA so that they can use it in Banner as a prerequisite. When a student registers, Banner will have their high school GPA and the student can register if it meets the prerequisite. And I am wondering if these test scores go along with that high school GPA? In other words, the test scores above do not assume anything about a high school GPA or high school GPA below 3.25. I think it is worth clarification with the Math Department just to make sure we understand their intent on this.

President Rouillard: Okay. So, shall we pull these out then from the proposal?

Provost Molitor: That would be my preference and I can follow-up with Dr. Martin and make sure I understand what they're asking.

President Rouillard: So, let's remove the math courses. Are there any other questions or concerns? Hearing none. In that case, can I have a vote to approve these new courses and the course modifications, with the exception of the three math courses, 1320, 1330, and 1340. If you approve of these new courses and course modifications, please vote in the Chat box, yes, no, or abstain. And in the room, if I could have a voice vote, please. All those who approve.

Senators in the Room: Aye.

President Rouillard: Disapprove? And abstain? Okay, it passes in the room. I'll let Quinetta watch for the vote online. The next item on the agenda is the Faculty Senate Academic Programs' Committee report, Chaired by Senator Compura. Senator Compura, are you there?

Senator Compura: Yes, I'm here.

Quinetta Hubbard, Faculty Senate Administrative Secretary: It passed.

President Rouillard: It passed?

Quinetta Hubbard, Faculty Senate Administrative Secretary: Yes.

President Rouillard: Okay, the above motion passed. *Motion Passed.*
Senator Compura, do you want to share your screen and we will move to those items?

Senator Compura: Yes, it should come up in just a second. We have 13 program modifications and one new program. The first eight is from Business. Pretty much all of these, these first eight wanted to create a combined bachelor's/master's pipeline program from the BBA to the MABA. The other two in Business Management Minor is eliminating the course 4210 from the program, because it's been inactivated. Management 3700 is a substitute for it. The tenth one there is Operations and Supply Chain. It is a little different wording, but it looks quite similar to the first eight proposals. Any questions so far on the Business ones?

President Rouillard: So most of these were adding a pipeline program?

Senator Compura: Yes, except for the Management Minor, it was just a course change.

President Rouillard: Okay.

Senator Compura: So that's it for Business. Then I had, and I apologize for this, I put the same word twice. It is Civil Engineering and the other one, I believe was Environmental Engineering, which are updating the requirements in the plan of study. Either one involved any new or modified courses. Senator Sun, if you are there, do you remember which one was the other one? I just typed it in wrong apparently. I know he spoke to these in committee [meetings]. Oh, it was Environmental Engineering. So, it is Environmental Engineering and Civil Engineering. So, I apologize, I just typed the wrong one on the other sheet. So the first one should be Civil Engineering and the other one should be Environmental Engineering. Then the final one of the modifications were in Analytical Chemistry Certificate. They updated the elected courses list. And I checked CIM before bringing this to the floor to make sure all the courses were in fact approved, as well as modified before. So, it seemed like all is well in CIM. That would be it for modifications. Did you want me to do the new program along with this, President Rouillard?

President Rouillard: Yes, why don't we just do them all together.

Senator Compura: Sounds good. This was a Consultative Sales Post Baccalaureate Certificate. This is only for people who already have a bachelor's degree, and it doesn't matter where the degree is from. It didn't involve any new or modified courses. The committee did vote to send all of these to Senate for approval.

President Rouillard: Any questions or comments?

Senator Compura: I don't see any in the Chat.

President Rouillard: Any in the room? Okay. It looks all quiet here.

Senator Compura: All those in favor, please signify by putting yes in the Chat box, no if you disapprove, or abstain if you abstain. In the room, please do the same.

President Rouillard: Yes, no, or abstain.

Senators in the Room: Aye.

President Rouillard: Any nays? Any abstentions? Okay, it passes in the room as well. I'll let Quinetta watch the vote on that. Next on the agenda is an OFC report from Senator Sharon Barnes.

Senator Barnes: The Ohio Faculty Council met a couple of times since we reported, so this is a little longer report. At our last meeting, which was on the 16th of February, the new Chancellor of Higher Ed., Mike Duffey, came and answered quite a number of questions related to, I'll just give you a list: enrollment distress around the state. Interestingly, he said most of the four-year colleges are doing fine; it is the privates that are not. The divide between the legislature and the universities in terms of our needs [and their perception of our needs], how Boards of Trustees are appointed and serve, the role of online education, and the metrics for teaching and grading. There was a pointed question about whether the state is advising universities about cancelling low-enrolled programs. He said, no, the "low enrolled program" report is not directly leading to recommendations. He also noted that there's "no magic number," but that they were asking faculty and universities to be introspective, but there were certainly a lot of factors such as uniqueness, respect in the field, student popularity and things like that that should be considered. There were other questions about budgeting, how budgeting should be a collaboration between faculty and administrations and how there are significant problems with many popular budgeting models. He also spoke about 3 year degrees; I think he called it "credit creep," indicating that he had concerns about pushing students too hard too fast, noting that we need "breadth and depth." I took away from the visit that he sees his role as trying to educate the legislators about the conditions on the ground at universities while also communicating back to universities about the concerns of the legislators.

President Rouillard: Pull the mic down, they are having trouble hearing you.

Senator Barnes: Oh, sorry. We had a substantive presentation from Mandy Olejnik of Miami University about artificial intelligence, what it can and can't do. She noted a great mix of enthusiasm and skepticism across faculty from all generations. These are my notes, so please don't take them as 100% accurate. One of the things that I was surprised about in her content is that apparently AI cannot actively look things up on the internet, because I think we're all taught that AI "learns from" the internet, but it learns only what is fed into it. That is what I understood. So, it can't look things up beyond what it has been fed, though some AI has a lot of data in it.

She said that the basic, most important thing to do is to set and maintain explicit boundaries about the use of AI in your courses. She said that she thinks it is having a positive effect in pushing faculty to ask questions and create assignments that require procedural knowledge, which in reality, AI suffers to do well, and away from what she called declarative knowledge. So, that [declarative knowledge] would be an answer to a specific, more factual question, and [procedural knowledge] would be asking how you would get to such an answer, analyzing, assessing, etc. Also, AI is apparently terrible at citing.

She also talked about the ethics of AI, the production of this labor happening in sweatshops and the environmental risks and consequences, on critical thinking, etc. So, lots of interesting things to think about there.

The third major topic for the OFC was that the Council is working on an outstanding faculty leadership award named after John McNay. They would really like to see all institutions recognize faculty who continue to step-up and take leadership roles by nominating them for this award. The committee working on this has formulated requirements and they sent out a call. They did not have a super robust set of nominations, but this is the first year where they're sort of moving it out and hoping to get all state institutions involved. I am not sure if they extended the deadline or not. Link to the criteria: <https://www.ohiofacultycouncil.org/sites/default/files/page/attachments/2024%20Outstanding%20Faculty%20Leadership%20Award.pdf>

NOTE: Forgot to mention that the OFC is sponsoring a conference next month about conditions in higher education. Stay tuned for an announcement and invitation.

President Rouillard: I think they are accepting nominations from all universities.

Senator Barnes: Thank you. And they are going to continue to push out the description. I think that is it.

President Rouillard: Any questions for Senator Barnes?

Senator Barnes: Oh, one more thing they also do is they give campus reports. And so, people say what's going on on their campus, and one of the things that stood out to me in this round of reports was how much instability there is across the state in terms of leadership at universities. It's really a destabilized environment to try to make positive, long-term plans for institutions with a sort of 3-4 year revolving door for Presidents and upper-level administrators.

President Rouillard: Thanks. Thank you, Senator Barnes. Oh, Senator Heberle, you had a question?

Senator Heberle: Just, was there any discussion at the OFC about the so-called civic education and diversity centers being set-up at colleges and universities?

Senator Barnes: It didn't last time, but I think it has come up before with the previous chancellor.

Senator Heberle: Okay, thanks.

President Rouillard: Do you have any updates, Senator Heberle?

Senator Heberle: No.

President Rouillard: There has been talk of faculty senate representation for that institute. It is very clear that our Faculty Senate Constitution only allows representation from colleges and not from institutes. So, alright. Our next speaker on the agenda is Mr. Floyd Akins from the Foundation. I had him on for 5 o'clock, and I believe he is coming in person. The other speakers were Dr. La Tasha Sullivan and Vicky Kulicke. I don't see either one of them online; I was assuming they were coming in person. So, while we are waiting, perhaps I could ask for your indulgence to move to Dr. Akiachuk's' comments. Does anybody

object if we move to what was scheduled at 5:40 as we wait for our speakers? Alright, I'm not seeing any objections here, so Dr. Amialchuk, here is the microphone. I think if you keep it down a little lower, it projects better.

Professor Aliaksandr Amialchuk: Hello. Can you hear me? Thank you for letting me speak today in front of Faculty Senate. I would like to express my concerns regarding the recent push by the UT president for program prioritizations in favor of STEM+H. I think my concerns are shared by many faculty.

Provost Scott Molitor said at a recent FS meeting that we should put our past behind and just focus on the future. I would say, no. If you have a problem, like we do now, you need to do your homework and analyze what went wrong, otherwise you are bound to make the same mistake again.

In April 2023 Faculty Senate Recruitment and Retention Committee analyzed data from Ohio Department of Higher Education and concluded that:

- The drop in enrollment at UT was some of the worst among public universities in Ohio. In fact, we finished third from the bottom in 2021. That's exhibit number one.

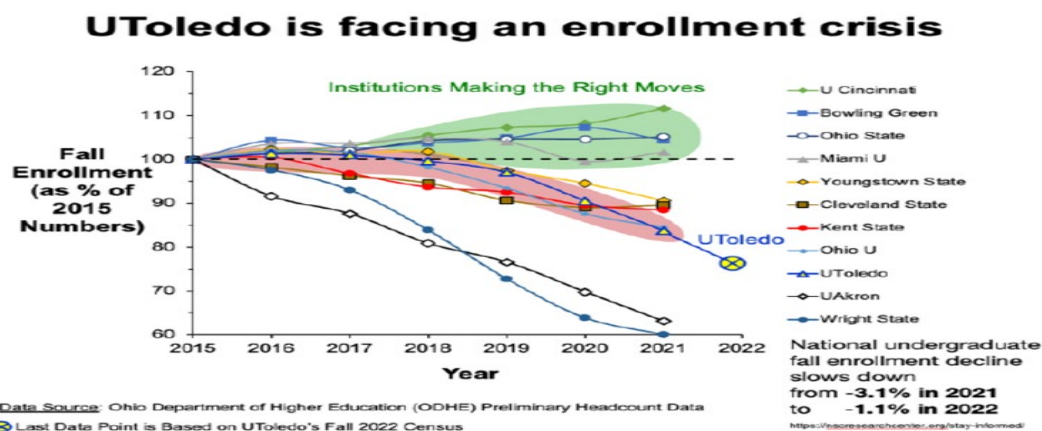


Figure 1. Changes in Ohio public university enrollment according to the ODHE preliminary headcount data.

Professor Amialchuk cont'd: The trend in UT enrollment declines since 2011 did not correlate with the number of high school graduates in Ohio, with the latter being fairly stable during the same period. That's exhibit number two.

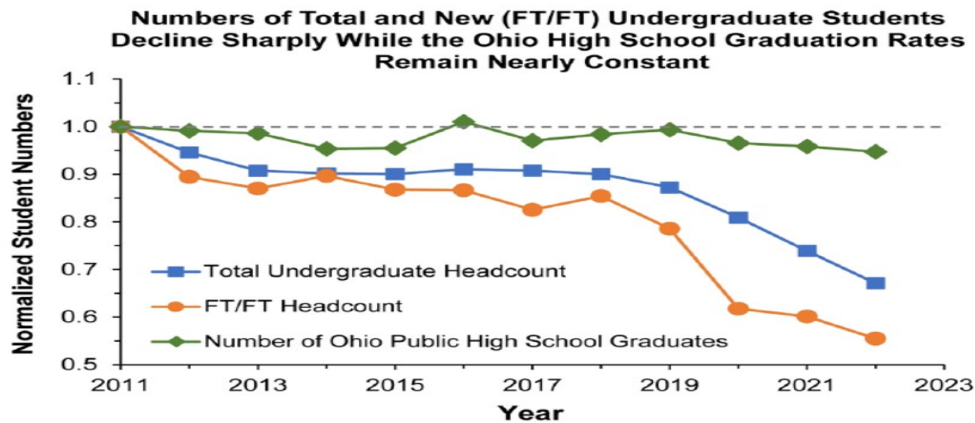
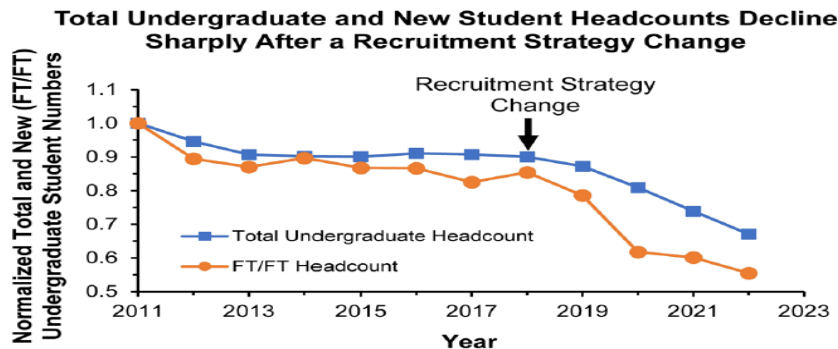


Figure 3. UToledo undergraduate enrollment is uncorrelated to Ohio's high school graduation rate.

Professor Amialchuk cont'd: Enrollment decline at UT has turned into a free fall after the change from college-dedicated recruiters to centralized recruiters in 2018. Exhibit number three.

(b)



Professor Amialchuk cont'd: And most importantly, the bulk of enrollment losses came from admitted students not enrolling, meaning there was a break in communication with the students already accepted to UT, likely due to lack of knowledge of specific programs and lack of effective recruitment strategies by the centralized recruitment office. Exhibit four.

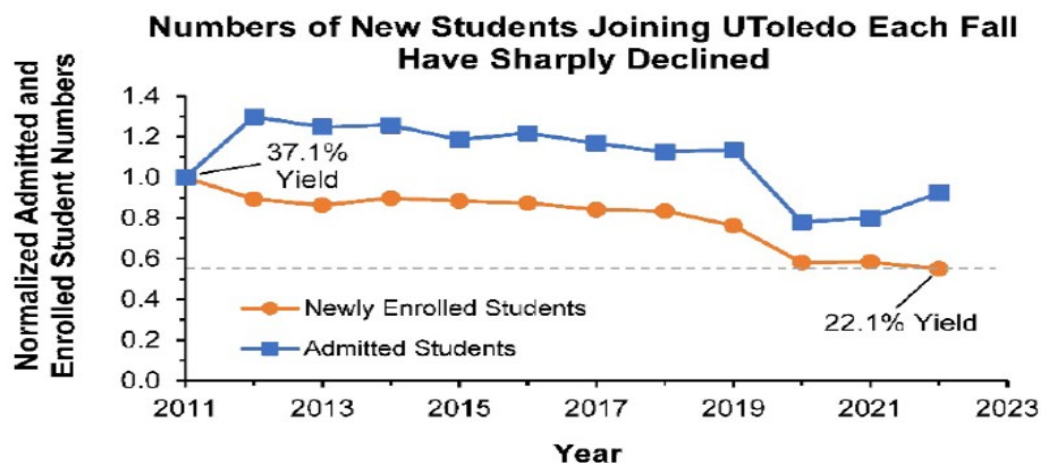


Figure 2. Enrollment funnel data demonstrating the admittance, and enrollment trends. Data has been normalized to 2011. Yield rates (the percentage of admitted students who enroll in) dropped from 37.1% to 22.1% — a nearly 1.7-fold loss over 11 years. This has produced a roughly 45% reduction in matriculating (i.e., newly enrolled) undergraduates.

Professor Amialchuk cont'd: I think everyone agrees that we would not have any budget cuts, summer class cancellations or program prioritizations if we still had 22,000 students. Enrollment is everything! So, a reasonable person would look at the data and think that since we had isolated the problem - namely, the break in communication with admitted students, then we should focus on fixing this problem to see if that works. But instead of waiting to see if that fixes the problem, the administration is proposing to cannibalize some of our academic programs to emphasize others. Some of the programs slated for closure took us decades to develop and many of them would be doing well in terms of enrollment if the enrollment management office did not drop the ball.

The UT president proposed to help solve our enrollment problem by "emphasizing" STEM+H programs. Given limited budget, resources would necessarily be taken away from other programs, in particular humanities. The President supported his argument with the claim that "500,000 STEM jobs are coming to Ohio". Not much else was mentioned in support of the emphasis on STEM+H except that many programs are low-enrolled and the 2% pay raise is expensive. Such shallow motivation for program prioritization is very troubling especially coming from a senior administrator.

The emphasis on STEM+H per se is also surprising given that a lot of data indicates that STEM degrees is not at all what employers are looking for. It is also not clear whether demand for STEM will grow faster than demand for non-STEM jobs. Just a couple of examples that popped up in Google search: <https://www.businessinsider.com/chatgpt-jobs-at-risk-replacement-artificial-intelligence-ai-labor-trends-2023-02>

In January 2024 Business Insider talked to experts to compile a list of jobs that are highest-risk to be replaced by AI. First on the list - coding and computer programming, the job currently in demand. One expert stated that tech jobs such as software developers, web developers, computer programmers, coders, and data scientists are "pretty amenable" to AI technologies "displacing more of their work". And according to a senior fellow at the Brookings Institute who has researched AI's impact on the American workforce, this is because AI like ChatGPT is good at crunching numbers with relative accuracy. "What

took a team of software developers might only take some of them," he added. Tech companies like ChatGPT have already considered replacing their software engineers with AI. So, stressing STEM programs at the same time as we defund and eliminate other established programs may in fact be preparing a lot of UT students for unemployment.

<https://www.forbes.com/sites/jinchow/2023/10/26/myth-or-fact-stem-majors-are-inherently-more-valuable-than-humanities-majors/>

Another article that appeared in Forbes in October 2023 cites Hamilton Project which found that in many fields, a large majority of graduates do not end up working in the most common occupation of their major. For example, among English literature majors, 6% of graduates enter the field of law and earn a median salary of over \$100,000, while 8% enter early childhood education and earn \$50,000.

The New York Times reports that any earnings advantage that STEM majors hold over humanities fades by age 40. Two major reasons: First is that technical skills become obsolete quicker. Harvard economist David Deming calculated the change in required skills for different jobs over time and found that higher skill turnover in STEM fields is correlated with slower earnings growth of STEM graduates from graduation to age 40. For example, "male computer science or engineering majors roughly doubled their starting salaries by age 40, to an average of \$124K", but that was less than social science and history majors who earned \$131K in part, due to high-paying jobs in management, business, and law.

The second reason for this closing gap is that a liberal arts education fosters soft skills that don't tend to expire, such as critical thinking, people skills, and problem-solving skills. While much more difficult to quantify and while they do not create immediate pathways to high-paying first jobs, "they have long-run value in a wide variety of careers," especially in managerial and leadership positions. Liberal arts and humanities majors are also more likely to enter careers where midcareer salaries are the highest - including in upper management and business occupations, as well as careers that require advanced degrees such as law.

Turning to what employers are looking for when they screen candidates, we see even more evidence that the durable skills taught in humanities classes are coveted in the workplace. According to the 2018 survey by the National Association of Colleges and Employers, three attributes stand out when employers evaluate college graduates for potential positions: written communication, problem-solving, and teamwork. Other soft skills that made it into the top 10 employer-demanded skills include initiative, verbal communication, and leadership. This is echoed by a memo published by the U.S. Department of Labor, which further adds networking to the list of soft skills that are "key to the success of young workers in the 21st century". This data suggests that students should pursue their authentic intellectual passions - even if they are in the scary, erroneously deemed "useless" field of the humanities.

So, before we prioritize STEM+H, we should at least conduct a comprehensive market analysis to determine whether demand for STEM+H majors will grow faster than demand for other majors. Multiple tools are available, such as Bureau of Labor Statistics projections. The analysis should be done by an unbiased committee comprising of both faculty and administrators. We do not need another very expensive and one-sided Huron report.

And second, we need to consider multiple other dimensions of arts and humanities majors that make them valuable besides the opportunity to find highly paid employment right out of college. We are a public

university and therefore we should consider the value of higher education beyond the value of having a high paying job.

Finally, why don't we look for more obvious and immediate ways to save money? Given that we lost so many students and lost many faculty to retirement and exodus, why not save money by optimizing the administrative functions? According to govsalaries.com, college deans at UT average \$239K/year, way more than faculty who earn between 84 and 150 thousand a year, or lecturers and part-timers who only get 30-60 thousand a year, or the remaining part time faculty who only get 3 to 4 thousand per course and don't even teach 15 hour a semester required to be in the union.

Higher administrators like provost and vice presidents earn even more, to the tune of 300K/year and the UT president earns over \$600,000/year with bonuses. By the way this is why a large chunk of the 8 million dollars in extra cost coming from the 2% wage increase - the extra expense that UT president cited to motivate our program cuts - will land in the pockets of administrators whose salaries are the highest. The portion of this cost going to pay faculty is relatively small.

Given our very limited budget and a huge drop in enrollment, how can we afford to keep this army of administrators whose earnings are on par with their colleagues from well-enrolled Ohio universities? Many of these administrators were here when our enrollment and yield rates were in free fall, and many of them are still here. We can save a lot of money by replacing under-performing administrators and consolidating upper administrative functions. We need to prioritize our resources to educate, engage in research and creative activities and improve patient outcomes, not to feed an army of ineffective and expensive administrators. Thank you very much for letting me speak here.

President Rouillard: Thank you for your comments. Are there questions or other comments?

[Applause]

President Rouillard cont'd: As I said, I will ask Quinetta to circulate those comments along with the graphs to faculty tomorrow. Are there questions, comments online? Any from the room?

Senator Barnes: Thank you very much for that. Also, when Matt Schroeder was here a year or so ago to talk about UT having too many faculty, he noted that his assessment was based on the 23,000 students that we had at one time, that we had too many faculty today because we were built for that larger time. At that time, we asked Matt for comparative numbers about the size of our administration. I did not think to ask about pay. But I think, and I asked then, you know, we've already made lots of sacrifices and we're interested in making more sacrifices to be successful, but it is nice to feel that the sacrifices are shared. I think we talked, Provost Molitor, with you at the CAL meeting about showing us what our peers look like, in terms of size of faculty as well as size of administration, and size in budgets for our various other entities. For example, sports is a big one; I saw students commenting on that actually in the news. So, I think we deserve that information given that we are making sacrifices and have been making sacrifices. My sense is that we are already a much smaller faculty than we were when we had 23,000 students, and I assume we're also a smaller administration. But it would be nice to think that the sacrifices are proportional. That's really all I wanted to say. Thank you.

President Rouillard: Anyone else? Any other comments? I think that Dr. Amailchuk's comments about AI, there [is] a lot of need for reflection. I think we all know that AI is going to absorb a lot of jobs, certainly in a technical sector there are currently now a lot of layoffs. I think we can look forward to seeing more of those, the more AI becomes implemented in the different sectors. Anything else? Okay, thank you again, Dr. Amailchuk.

We have two other sets of speakers. The first one is Mr. Floyd Akins, who is VP at the Foundation. He is going to talk to us about the status of race-based scholarships.

Mr. Floyd Akins, VP for Advancement: Thanks, everyone. Can you hear me out there in virtual land? Good?

Senators Online: Yes.

Mr. Akins: So, many of you know -- well, first of all, let me give a formal introduction. [My name is] Floyd Akins, I've been here now at UT for two years. Upon my arrival, one of the things that I was faced with is having to handle scholarships for underrepresented students. We had to revise, and so we had to go to our donors to revise the scholarships to put in words such as 'preference for,' you name any ethnic group, and that is what we had to do for those scholarships. So, we did that. We worked with our donors, came to an agreement etc. Then June 29th happened, and Scotus messed up everything we did. Not only did it cause ripple effects for us, but it has also impacted, as many of you may know, the entire country. In fact, we were just at the AGB conference, the Association of Governing Boards of Universities and Colleges, in LA just a few weeks ago with many other university foundations and everyone was faced with the same dilemma, hands are tied. You know, every state has their own political issues that they have to deal with as they are addressing this particular challenge that we are faced with. So since the ruling, we've been trying to come up with ways of really not going back to the donors, because we just did and we didn't want to do that. In the meantime, as you know, that ruling had to do with admission, but our general counsel here at the University and our outside counsel, they've all suggested to us that scholarships are applied in the Scotus ruling. Therefore, any scholarship that was designed or setup by a donor that is specifically for a student of color, you name any ethnic group, cannot be awarded. And so now, just this morning—that's why this is very timely—this morning we put together some language that we sent to our outside counsel, and they made some modifications to that language. We're going to be providing donors with about five different options on how to change the wording in their scholarship. We've sent it to Charles Jake and his team; I sent it this morning for him to review. Once he has reviewed and he has approved it, then we will move forward to work with all of our donors who are impacted by the Scotus ruling. This has occupied [my time] since my arrival. I've been doing this work now, as of next year (although I look young), for about 30 years. And I will tell all of you, this has been the most difficult thing that I've had to deal with in my career. My head space has been about 50 % of my time thinking about these scholarships and what we're going to do, but our hands have been tied.

Further, our Attorney General, they've put a letter out stating that if you are on a scholarship committee -- well, let back up a little bit. You are a state employee first and foremost. Typically, when something happens here at the University or any state university when something happens, and a lawsuit is filed, and you are part of it. They will represent you. If you are on a scholarship committee and you are a part of Financial Aid, and you work on these scholarships, you are not an anomaly. So, it's that deep. So, we

have worked very diligently with a number of people and had numerous conversations about this, and the solutions that we have now are moving forward with five language options. I'm not really sure of them until they are 100% approved. But once they are approved, we will be sitting down with donors to see if we can revise the scholarships. Questions?

Senator Black: We give out need-based scholarships, are those also going to get us in trouble?

Mr. Akins: Need-based and race-based are different. If a scholarship is geared toward underrepresented groups, a specific ethnic group, we're going to have to remove that language out of that scholarship, whether it's merit or whether it's need.

President Rouillard: I just had a quick question. How many scholarships are in fact affected by this?

Mr. Akins: It is about one hundred.

President Rouillard: Out of how many total?

Mr. Akins: I don't remember off-hand.

President Rouillard: Okay, thank you. Any other questions or comments? Anything online that anyone wants to ask?

Senator Osman: How are you?

Mr. Akins: Good.

Senator Osman: So, how is this going to affect the actual practice, because that was the question that was raised in one of these big conferences?

Mr. Akins: What do you mean the actual conference?

Senator Osman: So, you can change the language, but can you still award these as it was?

Mr. Akins: Not technically, no. I mean, we have to change the language and we have to find a student that fits that language.

Senator Osman: So, how is that going to affect the federal grants moving forward?

Mr. Akins: It is not going to affect that. It would affect federal grants if we didn't do this.

Provost Molitor: Floyd is not be responsible for dealing with federal grants and donor-based scholarships. We still have the issue of how to address federal grants because for some reason, part of the federal government doesn't think they have to abide by the Supreme Court ruling, whereas various state

governments have said that you have to abide by that ruling. That is still an issue to be resolved. And I believe Connie Schall and Frank Calzonetti are working on that.

Senator Osman: Because we went to another conference and sat down with other universities that are also dealing with this. They said we're going to clean-up our websites and we're going to clean our language, but at the same time, we are not committed to diversity. These are the things they are going to do. How are they going to do that or how are we---?

Mr. Akins: I can't answer that. Here is what I can answer. My focus is on donor scholarships that have been setup specifically for students, underrepresented students having...Those are the scholarships that the Scotus ruling was on.

Senator Osman: [Indecipherable]...

Provost Molitor: Yes, and again, I am not a lawyer and maybe there is a lawyer online that can answer this. But I believe the ruling was based on the 14th Amendment---

Mr. Akins: Yes.

Provost Molitor cont'd: Which only affects states.

Mr. Akins: Correct.

Provost Molitor: It does not affect the federal government itself. In fact, there was an issue about West Point being able to continue awarding race-based scholarships, which my understanding is they can continue doing it, because they are a federal entity, not a state-based entity.

Mr. Akins: Correct. There is a question in the back and then I think there's somebody online.

Senator Barnes: I have sort of two different issues. One is, isn't the Attorney General required by law to defend state entities? How can the Attorney General just decide, "You, you there doing that, I'm not going to defend you?" It seems discriminatory.

Mr. Akins: I can't answer that question.

Provost Molitor: I believe the answer to that is if the Attorney General feels that somebody deliberately broke the law, they're not obligated to defend. That's their interpretation.

Senator Barnes: Okay. Then, do you have a timeline at all for when we're going to be able to get that money into the hands of students? Is it possible that they can get scholarship money this year?

Mr. Akins: There's a couple of things that's going on and so let's talk about that. First of all, we've got an issue with FAFSA, and that is one issue that's going on. But the money that has been designated or

money that has been given to the University for underrepresented students, I/we can't do anything with those funds until we work with the donors to change the gift.

Senator Barnes: And you already did it once? Do they know why you did it?

Mr. Akins: Yes.

Senator Barnes: I understand you don't want to ask them to do it again---

Mr. Akins: Right.

Senator Barnes: But they understand why you're asking them to do it again. Is there any sense that we will get on a timeline to get money into student's hands?

Mr. Akins: I/we're going to work as quickly and as fast as we can. Once I get approval to move forward with the language, we will be reaching out to donors. We are already reaching out to them now. But providing the language, we are going to move as quickly as we possibly can.

Senator Barnes: Thank you.

Senator Osman: Can the donors give the scholarship money directly to the students?

Mr. Akins: No, they cannot.

President Rouillard: There was one question online, and then we will go back to the room. So, Dr. Kumar asks, 'Can you tell us more about how that language has been changed?'

Mr. Akins: Well, without having it in front of me, some of the things that we have changed, for instance, I'll give you an example. A person is going to come in and contribute socially to the cause of the university. They're going to provide a perspective of their life as part of the university. I mean, it is a variety of different languages. Again, the only reason I didn't bring it is because it has not been approved, because I don't want to throw anything out and then [if] it doesn't get approved, then I would have to come back and explain why it didn't get approved. But we're working through that process. And I'd be happy to share that. I can send it to you, Linda, or Scott, and say, here it is, and once it is approved, you all can have it in your hands. And that could happen as soon as this week, to be honest.

Professor Amialchuk: How many students are currently affected by this?

Mr. Akins: I can't give you the number of students, but I can give you the dollar. It is about \$500,000.

Professor Amialchuk: What is the average?

Mr. Akins: Oh, well, that is tough too because students have various needs. That gets back to the need question, in terms of, you know, the average dollar per student. It depends on the year. It depends on the

major. Just too many variables. Let me say this. Ninety-seven percent (97%), and I want to repeat this again. Ninety-seven percent (97%) of the money that is raised for anything here at the University is restricted. So, therefore, we have to abide by whatever that given agreement has stated. And so to your point or to your question, the reason I can't answer that, is that you will never have a situation where 100% of all scholarship money is awarded. Because you're going to have some situations where you don't have that student for that particular scholarship in a given semester or in a given year. Which one of the things we're trying to do, so in the past, restrictions were such that you really couldn't move it. But now what we're trying to do as we work with donors is to loosen restrictions on the scholarships so that they can be awarded. Perfect example, I met with a gentleman recently, an electrical engineering graduate. The first thing he said to me was 'I want an electrical engineering [student to receive this scholarship], but is that too restricted?' And I said, 'Yes, even though we have a lot of electrical engineering students, it still would be good if you open it up from there so once the money is used for electrical engineering students then we can use the money for somebody else.'

President Rouillard: Senator Black, do you have a question?

Senator Black: My question is, do you expect to lose a lot of scholarship if these donors pull back their money?

Mr. Akins: It is a possibility. It is possible.

President Rouillard: Any other questions? Anything online?

Senator Lewin: Is the Foundation equipped to offer advice to private donors to set up something independent of those secret... movements, some kind of private awards? Are they free to do that?

Mr. Akins: No. We can offer advice. Look, here's the thing. Let's say if a donor, if we are unable to get the scholarship revised, they want their money to be returned to them. First of all, we are going to have to find a place to park those funds, otherwise they're going to have to deal with some tax issues. But they're going to have to find a place to park those funds to be able to award those funds. So, if that makes sense. And that is the only advice we can really give to someone.

Senator Osman: [Indecipherable]...I'm just saying...the student from these.

Provost Molitor: But somebody at that institution would still have to identify the students to the donors. How is the donor going to know who your students are? And that person who identifies as a student could be held liable.

Mr. Akins: Right.

President Rouillard: It just seems like it's undermining the concept of sovereign immunity that state institutions are supposed to have.

Provost Molitor: I'm not a lawyer <laughter>.

Mr. Akins: I will say the same thing, Scott<laughter>. This has been very challenging. It's been very challenging.

President Rouillard: And given the enrollment climate, this on top of the FASFA 'mess,' on top of everything else, this is not going to help our enrollment case.

Mr. Akins: So, getting to your question about how quickly we can do this. The good news is that FAFSA is behind so we might be able to catch-up with some of these. That is the only 'good' news about this. And as soon as the wording is approved, we are working with donors immediately to try to get those revised.

Senator Heberle: There is a scholarship portal online for those who are interested in learning more what scholarships are, and what their restrictions look like, and getting more information about this.

Mr. Akins: And that is another issue. Everything that's online, we've got to get it all revised.

Senator Heberle: Sorry.

President Rouillard: Anything else? Alright, well, thank you very much for coming.

Mr. Akins: No, thank you for having me.

President Rouillard: But we appreciate all your efforts.

Mr. Akins: You're welcome. Thank you. I appreciate it.

Senator Heberle: Welcome to Ohio.

President Rouillard: Thank you. Okay, next on the agenda for speakers, we have Dr. Latasha Sullivan from the Counseling Center and Vicky Kuilicki. Is it professor or doctor?

Vicky Kuilicki, Director of Title IX: Just Vicki Kuilicki.

President Rouillard cont'd: From Title IX. So, if you'd like to come down and speak. So, I was asked to reach out to the two of them following some reports of sexual harassment of students, and they very kindly agreed to come. I'll give you, Dr. Sullivan, the microphone which you can share with Vicky.

Dr. Latasha Sullivan, Director of the Counseling Center: Can you hear me? Does it sound good online? All right, well, good afternoon or early evening. Thank you, Dr. Rouillard and Dr. Barnes, for having us here today. The invitation did start some conversation about some concerns in [some of] the classrooms and instances of issues that have happened with students. I did humbly ask if I can talk about myself in general, because it's my first opportunity I've had to come before Faculty Senate, and I think

that we have some good resources and information that could be vital for you all to know, to be able to share with your classes and with your other colleagues.

I am Dr. Sullivan. I work at the Counseling Center, and I've been in this role for about four-and-a-half years. I wanted to share a picture of some of our other staff. We are an interdisciplinary team, so we do have psychologists, we have social workers and counselors that makeup our team as well as trainees. So, we don't have the trainee's picture, but we are a trainee facility as well. So, I wanted to give you an idea of who we are that makes up our team. This is where we are located. We are located on Main Campus in 1735 W. Rocket Drive, which is in between the Physical Health Clinic and the Pharmacy.

As I said, we provide a variety of services, and I thought it was good to give you a quick overview. I know we don't have a lot of time today, but the first is care coordination and consultation. We work with other providers, and so if someone is in the service that may need physical help, or maybe they are in need of psychiatry, we do work with those providers and have them continue with care. We also consult with faculty members. So if you have a concern for a student and you're not sure how to refer or how to engage with that student, we do take those consultations as well, and be a support, and provide a service in that regard. We offer a lot of resources on our website. We offer self-help tools to make things at the disposal of our students. On our website we have a robust tool of resources that often our students use to their advantage without ever having to contact us. It lets me know that there are still stigmas about mental health, and so we want to continue to provide service. Our bread and butter is our counsel. We do individual group and partner counseling. We provide this in person and virtually, or a hybrid. So, students may choose to have some appointments in person or then choose to do virtual. We do continue to offer the virtual option for our services. Our services are free and confidential, and we are a student... regardless of what campus and what level of education. So, we see graduate students and undergraduate students as well. We also offer case management, and so that's a new service for us. We've been offering for about a year now. We offer case management, which helps students go through some basic care needs. So, students who have housing insecurities, food insecurities etc., have a case manager now who really has done some great work to assist and provide resources, referral and securing needed services for students on our campus. We also offer crisis intervention. We offer walk in services, which is the same day for students who are experiencing a crisis. We also have an after-hour hotline. So if someone calls our 530-2426 number, they can push 1, and they have someone they can speak to afterhours and the weekend. And that phones back into us so we can follow-up the next day if they'd like to come in for additional services. That's been around for about three or four years now. An upcoming service is to offer that line 24/7 here in the next couple of months. So we're going to be expanding that offer and not just being offered at night, but in addition to our walk-in services. This is a picture of one of our events we have called Spring-Day. We have peer educators and other community members come. And so, we do a lot of outreach for our campus to make sure that our students are aware of what resources we have and know where they are. So we're increasing what we're offering regarding outreach as well as their educational workshops. The workshops are a great tool, I think for faculty to consider to have students attend, it can be for extra credit, or self-care regiment, or even offer us to come into your class and talk to your class because we do offer that as a tool of resource. And as I mentioned before, we are a training site for social work and counseling students.

So, our hours of operation are Monday–Friday. We’re open at 8:15, but we tend to schedule our clients from 9 to 5pm. We also offer evening services on Monday and Tuesday till 7pm. We did that as an extension to accommodate students that may work fulltime jobs or have classes during the day, especially for Health Science Campus so that they can still receive services from us - and we work with those in person or virtual per need.

All right, just to give a little information on why do we have the Counseling Center and what other needs. As you see here, this is from Active Mind, which is a student focus organization that's national that functions on college campuses. So, they just shared that 39% of students in college experience a significant mental health issue. Half of those mental health issues begin by age 14 and 75% by the age 24. And then 67% of people between age 18-24 with anxiety or depression do not seek treatment. And so, that's one of the reasons why we consider our outreach and prevention to capture those...and actually engage in a therapeutic process.

And so, to make this a little more live, who do we see? So, this school year so far (I took this data up to yesterday), we serviced 547 UT students, just in our Therapy Center, with a total of 2543 appointments. The year before for the whole school year—we calculate from July 1 to June 30th—we serviced 832 UT students, and then 5259 appointments over that time. That is with our outreach prevention and other things that we do in that regard. But this is what we’ve done so far. We have seven fulltime clinicians, and this year we have five trainees, one TA, and one secretary.

So I want to share with you the top five concerns that students report. When they come in, they do get a survey that they fill out which asks about some of their experiences, things they are struggling with, concerns that they have, and symptoms that they have. And they get a chance to check all that apply for some of their concerns of what brought them to counseling. And so the top of those were anxiety, depression, not feeling like myself, stress management, and self-esteem. Then that was followed by academic concerns, having concerns for concentrating and attention, being in romantic relationship issues, as well as time management. So those were some of the top, about nine or ten that were reported from students regarding their concerns.

Then I also want to share, we did a healthy mind study in 2022. We are currently a Gen. Campus, which is a national organization that focuses on suicide prevention. And so, they did a study with our campus, and we had about 1100 participants that responded from students. And in that, they gave them a depression and anxiety screen, and out of that, 75% of the responses were endorsed mild to severe symptoms of depression. And I’ve included this because these aren’t necessarily our clients. These are just students where we see some students that will come in, and some that won’t. So, this was on our campus, about 1100 students from undergraduate, graduate, and in between that. And then similarly for the anxiety screen, 70% range from mild to severe with symptoms of anxiety. Students are struggling. They have a lot of things that they’re dealing with and experiencing.

If you go down one more, I’ll share one more slide from that. This was on suicidality. So, individuals that were experiencing suicidal ideation (that’ll be thoughts and ideas of suicide), out of that there were 14% that said they didn’t have that experience within, I believe within that month or two weeks prior. And then the other three are out of that 14%. So, they then asked some additional questions out of those 14%. So,

out of that, they asked, did you have a plan for suicide? They asked, have you made an attempt? Then they also asked the respondents, if you engaged in serious self-injuries behavior? So that would be burning, cutting, punching themselves - things that weren't necessarily lethal, but we thought the intentions would be lethal that they were doing as injuries to themselves. So, this is just helping to paint a picture that students are experiencing a variety of concerns and issues and level of severity and need. And so, I wanted to share some of the resources that are available for faculty to be able to share with students this current academic year. Thirty-one students said they were referred from faculty to the Counseling Center. I would love to see that number go up. I imagine there may be some faculty that may or may not know about the Counseling Center. I want to make sure we are reaching our teaching assistants, adjunct faculty, because we don't get opportunity really to share with them. Here are some resources: We do have workshops. Students have a program called Invonet. I'm not sure how well it is shared with faculty, but it is a program that our university purchases where a lot of students post events on this website. And so, different departments can post their information about what events they're having. So, we've been learning that not all students even know about that. So, we are trying to get students to participate, but they are not familiar with Invonet. But it is a resource that goes through their UToledo account, so they can see what different things that are going on, on campus. We do make sure that we post our events on there. We do workshops that used to only be for clients that we've now made available also for non-clients. And that ranges from self-esteem, help 1 on 1, Counseling Center 1 on 1, positive psychology and a myriad of other things. But these are all things that can be requested to be brought into your classes. So, if you'd like to have a counselor or one of our trainees come in and talk about these subjects with your classes, we make ourselves available in that way – and there is a request form on our website to do so. We also have an app called Stressbusters that's free for students to download. We keep our events in there. We also have great tools for students to use about how they can take care of themselves and engage in self-care. We also post our events on our website and submit to the Master Calendar for the University. We're trying our best this year to really make sure that people know what we're offering, because we want to increase the access to care. It was my goal when I started four years ago to put resources in every student's hand, to let them know who we are, where we are, and that we're very confidential. And so, we're trying to do these different methods and modes to be able to do that. We also offer a list of trainings, but we have a crisis hotline which is after hours, and I think I mentioned that before. We want to make that 24/7. Then we do consultation for faculty as well. So, if you are not sure how to get a student connected, that is our resource. You can call the Counseling Center and say, I have a student and I am concerned about how to engage with them, or I don't know how to get them referred – that is a resource to use as well. About two or three years ago we started a program called Star. It is a suicide prevention training. Linda Lewin has been a great advocate for that program. We get to come teach the nursing students the last few years. It is just a really interactive program. It talks about suicide and how to be an ally, and how to be engaged in a difficult conversation and notice what you can do, but also take care of yourself when you have to ask those questions. So that was a unique program to us. We had a grant and so we were able to create this program. And so, we actually have one coming up that will be offered on the Health Science Campus in March. Then, again, the app.

So other things that are coming soon: We are in contract to the crisis, I don't know if you ever seen it, national textline. We are going to have one specific to campus. They are going to give us a code, and so we will be tied to the national system. It will give us the data back on how many people in our campus are utilizing that crisis service. We also are in contact with the peer platform called Together All, which is an

international program that's anonymous for students to use who are engaged in this support, and it's monitored by clinical providers. We have some relaxation stations on campus with some massage chairs on both campuses. We're going to make more of them. So we're trying to increase that awareness as a way for them to take care of themselves. And then we have mental health awareness week coming in March, which is my next slide, and that's going to be March 25-29th. We're going to put all that stuff on our InvoNet, on our Master Calendar. It's on our website right now, actually on our home screen. If you want to learn a little bit more about that, I want to be thoughtful of the time so Vicky can speak. But on Friday we will be on the Health Science Campus for about half-of-the day. We're going to be doing wellness screens. We're going to have...and we are going to have Star training on that day as well.

So, one of the reasons why we were asked to come is there are some different student issues or concerns that have come up. I was sharing there are some stories that we're hearing from students in our clinical appointments, and some of the themes and things that are happening that are inappropriate, whether that be between faculty, students, TA, or other colleagues within the classroom that were disproportionate relationships and inappropriate interactions. So, some of the things that were happening were forms of harassment, hazing, restriction of access to research opportunities, overworking (Gas or TAs working beyond their 20 hours), threats being made to students (like, if they didn't do something that their legal status might be in jeopardy. We have a large international student population on our campus. We had some issue where it was being held over their head, unfortunately), taking credit for their work (that's been happening to some of our clients), lack of protection from inappropriate peers (there were issues within classes with other classmates where they did not feel like they could go to the person that was leading the class or didn't feel protected in that regard), disregard for disability accommodations (we get complaints from students and we try to process/advocate for them and empower them to help find resources when that happens), and then suggestive and inappropriate remarks (these are some of the things that are happening on our campus; we are a confidential service, so we can't tell you the stories about that, but it is a concern, and it does happen to the students and some may choose to leave because they don't feel empowered or feel safe). We do offer resources. We offer Title IX, and we also now have a partnership with the YWCA where we have advocates that come on campus to do satellite sites. But there's still more work to be done in that regard. And so, this conversation around some of these things kind of sparked the invitation. We want to make sure you have resources, that you know what to do, when to do it, and who the people are that can be a service and support. So, with that, I yield my time and going to give Vicky the mic.

Senator Barnes: Do you have time for questions?

Dr. Sullivan: Oh, I'm sorry.

Professor Amialchuk: Thank you for the work you've done...[Indecipherable]...What GAs express, do you see a lot of that recently?

Dr. Sullivan: So, I would say this year, like, this semester, we haven't had a whole lot of that but, last academic year there were noticeable... There were several instances happening at the same time where there were concerns for things that were happening in the classrooms or with faculty. Which, unfortunately, we lost one student where they chose to not continue...We try to offer support.

Professor Amailchuk: I'm asking, I know a lot of the graduate assistantships were pulled. I am wondering if we're making TAs...working with that?

Dr. Sullivan: I'm not sure. I'm not sure how that really affected the numbers in that regard. We were able to maintain our students; we get students back from...in our program, so I can't answer that. But, it is a great question.

Senator Heberle: How far out are you usually or typically scheduling students when they seek counseling or a session?

Dr. Sullivan: Excellent question. So, worst case is 11 days, and sometimes it's because we allow students to schedule their own appointments. I'm glad you asked because I didn't bring that up. For the first appointment students can go online and they can schedule that at any time. So, they can pick the appointment that best fit their schedule. But sometimes students pick a little bit out because of their class schedule, but we have them maintenance within a week right now. So, there is not a significant wait, and if it is a crisis, we see them the same day. Any other questions?

President Rouillard: I didn't see any online.

Senator Heberle: I guess just one other question. Do you have any knowledge of how much students access the University's system for this kind of help as opposed to, you know, their hometown or through their family?

Dr. Sullivan: No. Just off of us, I actually was on a webinar earlier today with the company that collects our data and for about 800 schools across the country. And I was sharing that it is like 37% need for college students to get help and...is about 11%. There is this gap because there are so many other resources, and so we are seeing that shift...[Indecipherable]...some of the technology services that are available...But I don't know.... [Indecipherable]... a little bit, but we haven't been able to quite pinpoint how they are going about those things and what they do...

Provost Molitor: Yes, there was a question online related to that. It's, 'How many students know about these resources?'

Dr. Sullivan: Well, for us it is one of the challenges we're trying to increase. With some of the changes with personnel over the last few years, one of our great allies may or may not be in the same position that they were in. We try to do Rocket Launch in the summer to get those new students informed. We participate in some of the fairs and enabling things. Then we can do our very big event at the beginning of the year called Out at Night, and that gets really good visibility for us as well. And then we do social media. Any new ideas we are open to, because for us, this for us was a new idea. It was like, let's tell faculty the hope that they can be a great resource and ally in the classroom and with other colleagues so that information may be shared...[Indecipherable]... have great experiences...

Senator Osman: So, we have this federal grant pertaining graduate students. That training is supposed to include mental health and all these things. I've never heard of this, and we were preparing a workshop on mental health. So is there a way to broadcast it in these types of workshops?

President Rouillard: We can help with that.

Dr. Sullivan: At the end, I included my email on there.

President Rouillard: If you give us permission, could we circulate this presentation to faculty tomorrow?

Dr. Sullivan: Absolutely. Thank you. And my email is on the last slide.

Senator Barnes: Thank you for the presentation and all of the hard work you're doing for our students and their mental health. Maybe in the fall when there's usually some kind of announcement that comes out of the Provost's Office, announcements about changes and things, maybe part of that can be, please, remind your students about the services and please get it on your syllabus. It's already on our department's syllabus about mental help services.

Provost Molitor: I think it is on our syllabus template---

Senator Barnes: It is on the model template, too. But just to kind of remind people to mention it in class at the beginning of the year.

Senator Herrera: Do you have any services on the Health Science Campus, or is it just on Main Campus?

Dr. Sullivan: So, our physical location is on the Main Campus. We have a Health Science counselor that is able to see most of our students on the Health Science Campus. We had challenges with location. We actually had an office, but because we're a free service, we can't be in the same place with paid service. And so we were in conflict regarding that. So, we don't have a location on the Health Science Campus.

Senator Osman: The message chair?

Dr. Sullivan: They are in the Mulford Library. So we sponsored one, and then I believe, I don't know if it was a combination through the Medical College that purchased the other. Not for the lack of trying... [Indecipherable]... That is why we offer the virtual option as well.

Senator Barnes: We will help you find a location.

Senator Osman: How many graduate students? Are your constituents mostly undergraduates?

Dr. Sullivan: We have a decent graduate population. I didn't pull the data for this year, but in the past, we've had between 14-25% each year of graduate students. Thank you.

Vicky Kulicki: Thank you so much. Dr. Sullivan and I had a great opportunity to work at a prior institution together and came here almost months apart. So, we have a longstanding relationship at the University Counseling Center. As you will learn in just a little bit, through one of our...the stuff that we do. You can go to the next slide, please. If you haven't met me, my name is Vicky Kulicke. I am the Director of Title IX and Compliance at the University of Toledo. This is the team that we have right now. You have myself. Then you have Michelle McDevitt, who is the Assistant Director. Then you have Zoe Zulakas, who is the sexual assault investigator. Then you have Brittany Kupresanin, who is now the individual that does the Title IX compliance, prevention, and assessment.

So, when you think of Title IX, I want you to think of it in kind of two different ways. One is the education prevention piece of it, and the other side has to do with the compliance piece. When I came here about four-and-a-half years ago, I said, we're not going to change anything if it's only compliance, right? You're only trying to say, just do this, stop doing that, and look at it as something that you're going to be in trouble for. It was more of an issue of making sure there was education, prevention, conversations. And so, one of the things we...ourselves like the Counseling Center, is if somebody asks us to come somewhere, we never say no. And so, since I've been here in about four-and-a-half-years, we do a lot of tracking of every single training, and we do it more every year. If we don't care from them, we start asking them, hey, we want our training back? This can be anywhere from the Medical Campus, the Health Science Campus, the Law School to the graduate schools. They ask us to do one every year. We do employee orientation. We work with employees before they actually start, before they actually are on the job. We will go there every single Monday. Then you see the fliers all around the campus. I always use this, and it one of the main things our students recognize. If you go to any restroom, you can't go out without seeing this, the Title IX sign. Right? What we learned through surveying and everything was that doing that passive campaign, it really was effective when we were doing our surveys to find out if people knew about Title IX. Title IX is changing all the time. I'm going to tell you one thing today, then I can promise you it may change tomorrow. We were waiting and there were regulations that were supposed to happen last May, then June, then all the way to this year. You know, they're up for review right now for 60 days and we may see them before the election, but the timeline is constantly changing. So, if you think you're trying to help and get your students to the right area, we know that there's a lot of work to be done. So, if you are in this space, please know that we will come and we will do training with you. We have a graduate student, and we have a student worker. So, reporting, we get a lot of questions about reporting. Somebody has to report. Almost everybody on this campus is a mandated reporter, unless you're acting. So you're a mandated reporter depending on what your job is. Right? And sometimes I have people with law degrees, are you acting as a lawyer at the University of Toledo? No. Then you don't have the privilege of not reporting something. So, here is the danger when somebody doesn't report something. We never get an opportunity to talk about what this is right here. Right? And some of these resources are a very confidential and so if somebody wants to report something to the office. So a lot of times, I don't want to do anything at all, but I need some help, I need to talk to somebody. So we work with the University Counseling Center, with the advocates, right? Just this week, it was actually just yesterday. I had somebody sitting in my office. They were very tearful. I tell you, we just were in the situation, and as... I picked up the phone and called the Counseling Center and say, hey, I have someone here. Do you have the time? They said, absolutely. Can you send them over? I sure can. ...[Garbled].... We are here. We table here every single week. We have a very heavy presence. In April we have central self-awareness month, and we do our big installation of what we're wearing; we be at both libraries...

Provost Molitor: I just want to point out that the report a concern link is on the main UT website, utoledo.edu and the myut.utoledo.edu (at the bottom of each page).

Vicky Kulicki: Right. Every single thing we do goes through report a concern. If you get in there and you don't know which reports, you choose one and we will make sure it gets to the right people. We work hand-in-hand with that. The other thing, too. If you are somebody that might be submitting a report, you may not hear what happens in that situation. It goes...process. So, some people are like, nothing never happened. But I can't go out there and tell people and say, this is what their issues were and what we did with it. If you ever have a concern where a report was submitted and you wonder about that, please reach out to call me. Thank you.

Senator Barnes: Thank you so much again for all the hard work that I know you've been doing since you got here. I do think it might be helpful for folks to understand the volume of the work you're doing. And so, even if you can't disclose anything about an individual case, which I think everyone here would understand, I think it would be quite powerful, for faculty especially, to hear, just like the numbers that you gave us today, and Dr. Sullivan. I think it would be equally powerful for us to hear, "We have this many complaints; we did this kind of follow up with a range of this kind of responses." I think faculty would be very appreciative knowing that and be supportive of your work.

Vicky Kulicki: Thank you. And we actually are, we are finally getting closer and closer to the final date. Again, we're in the same thing. Our numbers stop on June 30th and so we're finishing up. We pulled some, a whole bunch of information for the report that goes out, the safety crime report. I know it's funny, the volume has increased, and certain types of cases increased, more intimate partner violence, domestic violence. I know there is an uptick in the stalking cases. With social media, there's a whole new ball game out there at universities that we're seeing. Thank you very much for being supportive. We will look forward to taking more of that information.

President Rouillard: Thank you very much for all of your hard work. Thank you [both] for coming. Okay, we are out of time. We don't have time for items from the floor. I would invite you to send us an email if you have some things that you would've brought up during items from the floor. Please just send me an email and I'll make sure that we address them at the next meeting. Our next meeting will be March 12th and we will be in the Nitschke Building. We wish you all a great Spring Break.

IV. Meeting adjourned at

Respectfully submitted,
Suzanne Smith
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Administrative Secretary

