

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of April 08, 2025
FACULTY SENATE

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

Approved @ FS on 04/22/2025.

Summary of Senate Business

Note: The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

President Van Hoy: Alright, everyone. Good afternoon. Welcome to the April 08th Faculty Senate meeting, also known as the second to last meeting of this year. I would like to call the meeting to order and ask Senator Coulter-Harris to call the roll.

Senator Coulter-Harris: I would be delighted. Good afternoon, Senators.

Roll call 2024-25

Present: Allred, Avidor-Reiss, Bellizzi, Benton, Bigioni, Brakel, Cioc, Cochrane, Coulter-Harris, Dagostino-Kalinz, Diakonova, Dugan, Dwyer, Eichner, Elgafy, Ervin, Harmych, Heberle, Herrera, Howard, Javaid, Kalinoski, Kaw, Kistner, Koch, Krantz, Lapitsky, Lee, McInnis, McLoughlin, Miner, Mungo, Nigem, Padilla, Pryor, Reinert, Rouillard, Sahloff, Schaefer, Scheuermann, Semaan, Servick, T. Smith, Suarez, Sucheck, Sun, J. Taylor, W. Taylor, Van Hook, Van Hoy, Willey, Yonker

Excused Absence: Cheng, Delaney, Ekwenna, Giovannucci, Gilstrap, Johnson, O'Connell, Osman, Sheng

Unexcused Absence: Sindhwani, W. Taylor

Senator Coulter-Harris cont'd: And we do have a quorum, President Van Hoy.

President Van Hoy: Thank you so much.

Senator Coulter-Harris: You're welcome.

President Van Hoy: Welcome, everyone. The days are getting longer, and 'crazier,' and colder. I'm not sure how this works <laughter>. So, the first order of business is to adopt the agenda. Going along with our 'crazy' statement here, I need to mention some changes to the agenda and ask for your approval. Interim Provost Molitor is at a conflicting meeting, and he will come online to give his report, but he is going to text me when he is able to give his report and we will pivot when it is convenient to him. It is also the case that for the ad hoc committee on the budget report, Dr. Aliaksandr Amialchuk has an appointment that he needs to get to, so we are going to move him from 'd' up to 'b,' and let him go second. And then finally, Angela Paprocki, who we scheduled 'f' on the agenda to talk about the revised academic engagement and success plan, I believe is travelling. She is also going to text me when she is at a safe place where she can stop and get online on her phone so that we can have that discussion with her. So, all of this is a little fluid. With all of that, may I have a motion to adopt the agenda?

Senator Semaan: So moved.

Senators Coulter-Harris and President-Elect Avidor-Reiss: Second.

President Van Hoy: Thank you. All those in favor of adopting the agenda please put 'yes,' 'no' or 'abstain' in the Chat. In the room, all those in favor please say, 'aye.'

Group of Senators: Aye.

President Van Hoy: All those against, say ‘nay.’ Any abstentions? I’m going to guess that everyone is going to vote for our crazy agenda. *Agenda Passed.*

Okay, next is the approval of the Minutes. Are there any correction or discussion of the March 25, 2025, Minutes? Not seeing or hearing any. Is there a motion to approve the Minutes?

Senator Semaan: So moved.

President Van Hoy: Thank you, Senator Semaan. Is there a second?

Senator Lapitsky: Second.

President Van Hoy: Thank you, Senator Lapitsky. All those in favor of approving the March 25th Minutes, please put ‘yes,’ ‘no’ or ‘abstain’ in the Chat. In the room, all those in favor please say ‘aye.’

Group of Senators: Aye.

President Van Hoy: Those opposed say ‘nay.’ Any abstentions? Hearing none. *Motion Passed.*

So, moving right along to the Executive Committee report: The 2025-26 Faculty Senate elections are currently running and will remain open until Thursday, April 17 at 5:00pm. Please check your Rocket email for the election links.

Faculty Senate is also seeking nominations for the 2025-26 executive committee. Please send your nominations for president-elect, executive secretary, Ohio Faculty Council representative, main campus at large representatives, and Health Science Campus at large representatives to the Faculty Senate Office. All EC positions must be filled by members of Faculty Senate.

In the March 25 EC report, I noted that the College of Medicine and Life Sciences Faculty Council adopted a resolution calling for reforms in the Office of Research and Sponsored Programs relating to clinical trial reviews and the IRB. Connie Schall, Interim Vice President for Research, met with myself and president-elect Avidor-Reiss to say that her office has been working with the COMLS dean’s office to resolve issues relating to clinical trials, but acknowledged that ORSP should be working more closely with faculty. Interim VP Schall would like to be invited to the next COMLS Faculty Council meeting to hear from faculty and continue working on issues related to clinical trials.

The EC requests that faculty review and comment on the proposed revisions to the policy on [3364-25-113 Recruitment of personnel and hiring procedure](#). The proposed revision removes the hiring department from the hiring process for non-union staff. We believe this will create obstacles to hiring qualified employees in academic departments.

As you may recall, IT recently introduced a “promotions” filter and folder in the university Outlook email system. I have received several complaints that the promotions filter is removing important messages from inboxes causing faculty to miss deadlines for conference registrations, calls for papers, and calls for funding. Please note that the promotions filter learns when you move an email back to the inbox or to another folder. In my experience, you only need to move a message out of the promotions folder once to have future messages from that sender stay in the inbox. But of course, you have to know that we must take that action. And I don’t remember if in the announcement of the promotions folder we were told that

is how it works, but we now have this information from Information Technology. So please, if you are losing important email to the “promotions” folder, if you move them back to your inbox, then future emails from that sender will no longer go to the “promotions” folder.

Senator Heberle: It doesn’t work.

President Van Hoy: What is that?

Senator Heberle: Holly [Eichner] said, “It doesn’t work 100%.”

President Van Hoy: No?

Senator Heberle: Yes.

President Van Hoy: Well, we should contact IT about that. Thanks, Senator Eichner.

Executive Report cont’d: Provost candidates will be on campus Monday-Thursday next week (April 14). There will be an open forum for each candidate. Please watch your email for information about the candidates’ campus visits.

After today, there is only one Faculty Senate meeting remaining this academic year. Our April 22 meeting will be held on the main campus in NI 1027 (the SSOE room). The first half of the meeting will end the 2024-25 Faculty Senate. The second half of the meeting will begin the 2025-26 Faculty Senate.

Would any member on the Executive Committee like to add anything to this report? Hearing none.
Are there any questions about the Executive Committee report? Hearing none.

Since I don’t believe Interim Provost Molitor is available yet to give his report, let’s move to the Student Affairs Committee report.

Senator Coulter-Harris: Thank you very much, President Van Hoy.

Prof. Suzanne Smith: Do you want me to come up there with you?

Senator Coulter-Harris: Yes, of course. I just wanted to explain to everyone that the Committee on Student Affairs has already finished their full reports [as usual] regarding issues that were given to us from the Student Government.

Professor Suzanne Smith and I have been in a lot of discussions over the last year or so regarding summer courses. When we had meetings with the committee, we decided to add this issue. There were several reasons for us doing this. Well, first of all, the chances of our English unit teaching summer courses were ‘suspect;’ the number of summer courses offered in other departments/colleges in comparison to our own department; and whether budgetary issues affected administration’s ability to schedule summer courses. So, the purpose of our report today, in light of recent developments regarding the call for summer course proposals from the Provost Office and other factors, Suzanne and I decided to simply report on student responses to our poll questions regarding summer offerings.

The reasons for this report: There has been a decrease in summer offering posing problems for our students, especially those on a timed/directed course path to graduation. Students have been going to BGSU, Owens etc. It kind of becomes a recruitment and retention problem and also has implications for scholarships. So, Suzanne and I wanted to know if our propositions were correct. So, I will begin with my

results of the polling questions, and this will be followed by Professor Suzanne Smith's and other faculty polling responses.

So, questions polled to students by me. Now, these were 20 respondents only. We have larger respondents coming up. I asked, and by the way, there is a very, very detailed memorandum for record on this that was also sent out as well as a copy of this PowerPoint presentation. So the first question is: are you planning to enroll in classes at UT this summer? If so, what class(es) do you want to take? Twenty-five percent of the students, which were five, said yes. But 75% said no. Students' comments on courses: They wanted to take Calculus for Life Sciences II, Chemistry 2, maybe math class, and Life of Development Psychology, and Spanish. Spanish came up a lot.

Questions polled to students by me. Number two: is the course you want to take available to you to enroll in? Four students, 20% said yes, they are available to enroll. Sixteen or 80% said they are not enrolling. And student's comments, one of them said, "We will enroll at Terra State to save money. Yes, the course is posted." Another student said, "I cannot find the Spanish course I want to take."

Moving on to the next slide. Number three: "If your preferred class is not available, can you please identify it either by a specific course name or just a department name?" Seventy-eight percent (15.6) said not available, 4% (.8 or 1) said they can't find, and 18% (3.6) said they found it easily. Students' comments: "I cannot find the Spanish classes I want, which are Spanish 1110, 1120 and 2140 for the summer." Another student wrote, "I did not see the classes I wanted to take, but I will not go to another university." And that wasn't unusual. Some of the students that I polled said, no, I don't want to go to another university; I want to go to this university, but I want to take summer courses here, but they are not available.

Number four: (A.) Do you plan to see if another university is offering the class you want this summer (e.g. BGSU, Owens of a school near your hometown)? (B.) Would you consider taking the class at another university this summer if it were offered there and not at UT? For 'A,' to see if another university is offering the class, 80% (16 students) of the students polled will not go to another university. They want to go here. And 'B,' 20% (or 4 students) will or might go to another university. Student comments: "I plan to look at Terra Community College to save money and get some credit hours out of the way."

Number five: 'A,' have you previously enrolled in summer classes at UT? And 'B,' or, have you ever taken a college-level summer class at another university, college, or community college since you have been enrolled at UT? Why did you take that class at another school and not UT? So, 10% (2 students) said they have previously taken summer courses at UT, 15% (3 students) have taken summer courses at other universities, and 75% (15 students) have never taken a summer course at UT for various reasons. Student comments: "I am enrolled at a community college where my mother works, so the class is free."

Further findings, and now Suzanne is up. Come on up, Suzanne.

Prof. Suzanne Smith, Student Affairs Committee Member: Deborah, I would like you to do it<laughter>.

Senator Coulter-Harris: No, no, no, go ahead.

Prof. Suzanne Smith, Student Affairs Committee Member: Let me get myself situated here. Deborah has already provided you with a lot of the statistics that she found in her classes so I'm not going to repeat

a lot more on the statistics, but I do have a lot of testimony from the students that I want to represent. I think that is equally important.

Senator Coulter-Harris: Absolutely.

Prof. Suzanne Smith, Student Affairs Committee Member: So in this graph, this is one statistic that I will give you. This graph represents approximately 120 students, all freshmen and sophomores who have been enrolled this semester in six Composition I and II classes. We started this survey I believe around mid-March just as the summer class schedule was getting underway. So what you can see here, I mean this is a small sample size, I understand that, but I do think composition of students represents the general UT student population well, at least in their first two years of study. So as you can see, in mid-March at least 44% of the students we polled were interested in taking a summer class. But, 22% said the classes they needed were not being offered, and of course the other 22% said they were not interested. So, the 44% that did want to take a class in the summer, I think is a healthy number. But we also have to look at those 22% who are not finding the classes they need in case they were not finding them in March.

So now, instead of more statistics, I'm going to focus on more anecdotal information. What the students said to us, again, I think it is equally revealing and important. So, on this slide I won't read all this to you, but what I was struck with, with the responses on the next two slides (we will stay on this slide here for a moment) was that the students had very, very practical reasons for wanting to take a summer course- they had a goal. Following are the said reasons: They need to make up credits for classes they lost- maybe lost by transfer or failing the class. They want to make sure they graduate on time. They certainly want to get some classes out of the way, which that usually applies to the English classes by the way, that interfere with their major classes. They need to take a prerequisite. They want to lighten their class load. So, those are some very practical reasons. And then they also have specific classes they want to take. If you're going to take Calculus II, you need an extra math class. Isn't it wonderful, they want to learn foreign language? And you're going to think that I manufactured that last one, I did not. Somebody wants to read...over the summer, which Deborah and I grew up doing.

Senator Coulter-Harris: We grew up doing that, yes. Exactly.

Prof. Suzanne Smith, Student Affairs Committee Member: Next slide. Here on this slide of the survey itself, "If you are interested in the summer class, why would you like take courses in the summer?" And again, the first response is very interesting. They answered, "My current employment requires that I take trade school classes at night, and I work full time during the day. The only time of the year that I do not have trade school classes is during the summer. I currently take distance learning classes, but with the current selection of classes online, I must take summer courses in order to graduate." Again, wanting to finish the degree comes in at number 2. and number 4. Number 3., "I need another writing and another math, and I cannot find them to register. My advisor told me to keep looking because the class can open up," and we don't know if they will.

Next slide. Here are a couple of very specific needs. First of all, this was from one of my own students. I thought it was interesting [because] I don't know what a scribe job is. I know what it is in English, but I don't know what it is in chemistry. "I don't take Gen. Chemistry in the summer; I will be overwhelmed with classes and labs in my next semester. I was told if I want a scribe job, I need to have this course completed over the summer and then I plan on applying for the job once I take the course." So again, a very necessary requirement. She was able to find her general chemistry class successfully.

President Van Hoy: Scribing is usually working in a medical office or with a doctor, taking notes.

Prof. Suzanne Smith, Student Affairs Committee Member: Oh, like medical scribe?

President Van Hoy: Yes.

Prof. Suzanne Smith, Student Affairs Committee Member: Makes complete sense. Thank you.

Next slide. So, this was from an engineering student. I actually got this in an email that was forwarded to me by another instructor, “I would like to take SciTech Writing this summer, so I can focus on mostly engineering-related classes in the fall, but nothing is offered.” She reported that she was very frustrated.

Now, we are going to focus on a primary example, the composition program in English. It is a program that Deborah and I know very well. We are both in English. We both teach in the Comp. program. So, I know it is limited but I think this is a reason for some problems.

Senator Coulter-Harris: For decades.

Prof. Suzanne Smith, Student Affairs Committee Member: Yes. So as Deborah mentioned in her introduction, our desire was to focus this committee on the topic of summer courses. Our concern for availability of summer course offerings has affected our own students. I can’t speak to what’s going on in other departments, just our own. In Composition, we reach a wide range of students across disciplines so I think this example for our own program can be representative of what students across campus say they need, at least in their first two years of study, freshmen and sophomores. So, case and point here, in the last two years, all the summer writing classes that we used to teach have been eliminated from the summer course offerings. It has surprised my colleagues and me because these classes were always well enrolled. In fact, in particular, the two professional writing classes offered to students primarily in business, engineering and related programs often had a waitlist, right?

Senator Coulter-Harris: Always.

Prof. Suzanne Smith, Student Affairs Committee Member: For [Comp.] I and II.

Senator Coulter-Harris: Always.

Prof. Suzanne Smith, Student Affairs Committee Member: I can’t tell you if these courses were lucrative, that is not my purview. But I can say that they were usually enrolled in numbers of 20-22 students, which is good for a writing class, and they were all taught by lecturers.

So, what you have here are a few reasons why students want to take these classes. The first one is very important: To re-take a course if they did not pass their first writing class. We don’t always have the best results in Composition I, so some students need to re-take that before they take Composition II. Or, if they did pass it, they can take Composition II over the summer. So that kind of goes with the second one, which is they would like to complete their two-semester required writing courses, so they can move on to classes in their major. And then finally, they would like to finish their required ‘professional writing class’ referred specifically here to what we call, ENGL 2950’ or engineering majors, because their courses in their regular semesters are fairly conscribed as part of their program and summer is the only time they have to take it.

Next slide. This again kind of reiterates what I said previously. We asked specifically here, why would you like to take a Composition II writing course this summer? And again, you can see the responses. I like

the first response, “Writing courses require a large amount of my time and if I were to take it in the summer while my schedule is relatively free, I would be able to allot more of my time and focus to the course.” Again, they mentioned that science writing class, “I need a science writing class for my engineering major” and “2960 (that is our business class) required for my degree.”

Next slide. This one I hesitated to put it up here, but I will mention it because I think it is important. That is, in-truth we are running two to three composition classes this summer. I got one, thank goodness. But they are restricted in enrollment to CCP students only, and I don’t get that. But as a result of that, the majority of our UT students in our survey are not eligible to enroll in these classes. They are online. So, while most of us who teach composition are very happy to have these classes in the summer, don’t get me wrong, again, the majority of the students in our survey who are face-to-face students in the classroom, not online, are not eligible to enroll in these summer classes. I have had quite a bit of feedback on this since I started this survey from part-time instructors or fulltime instructors who are getting inquiries from their students about, “I see the class there, but when I go to enroll it says, ‘instructor approval required.’” Students often ask, what does this mean? What that means is you must be a CCP student to enroll in the class, and I think there’s a lot of disappointment about that. I do have, in front of me here, three emails from three different instructors asking me about what this is about. So, my concern here is that although I’m very happy to have the CCP students in the summer, we may not be serving what UT students’ needs often, at least summer writing classes. Again, I don’t know what that is like in other departments, but I am concerned about writing.

So, from my end of this, the analysis of this, the findings of this—I’m really impressed that students have very practical reasons for wanting a summer class. They are planning and they are thinking ahead, and they are disappointed when the class is not offered. And Deborah and I both found—I am very happy to say this—they prefer not to shop elsewhere for that class. They would like to have it here. As one student said directly, “I would like to complete all of my courses through UT.” So, I just think that we might want to make sure do all we can to make sure we do that.

Senator Coulter-Harris: Thank you.

Prof. Suzanne Smith, Student Affairs Committee Member: You’re welcome.

Senator Coulter-Harris: So, the final analysis, you know, we understand why last summer and this summer they are just offering the composition courses to the CCP students as a kind of funnel, you know, hoping they would register for UT and get their degree here. We understand that. But on the other hand, the majority students whom we have want to take summer courses.

So our final analysis: we hope that student’s voices are being heard, that they are being listened to, and that their very practical needs for summer classes are acknowledged and being met as UT moves forward with summer course offerings. You can see Appendix I. that is in the memorandum, which are the questions posed to students in the memorandum.

We would also like to thank the subcommittee and thank our UT students for their participation and comments in this survey. And thanks also to members of the Composition faculty for contributing to our data and student comments. So, we can thank Michelle Davidson, Teresa Boyer and Linda Panzner. Are there any questions?

Senator Heberle: Do I need a mic, or can you hear me?

President Van Hoy: Speak loudly.

Senator Heberle: So, I been thinking about this for a long time since I've been at UT. When I was a graduate student at US Immerse, they paid a flat fee of \$5,000 to teach a summer course. So, that let graduate students and junior faculty who needed extra money to teach those classes. It wasn't so competitive with senior faculty trying to teach those classes, although some did. And different departments had different policies about rotating crew. So, I wonder if I could ask the question because I think it is a kind of intercepting discussion between faculty and student interest. I know in our CBA (Collective Bargaining Agreement), we have a percentage salary paid. And I know since I've been here, that's been a really huge issue in departments because back in the day, a junior faculty member could be bumped by a higher paid senior faculty member.

Senator Coulter-Harris: That's right.

Senator Heberle cont'd: And it is all very rude and very nasty in departments. That's not the case so much anymore in my department at least, but I'm sure it still happens. I'm wondering if there's any, and I know Don [Wedding] is here. I know it is a union issue, but since we are being so student centered here, if we want more summer classes, there might not be a way of negotiating a different piece of the CBA and to try to make sure that we could? I also understand that the way of which it has been presented doesn't make sense: they are saying we don't have the money up front, so we are not going to pay you to teach summer classes; I get all that. But I still feel like we never really had a serious discussion about having a flat fee for pay, for teaching summer classes that would be fair more across the board and allow---

Senator Brakel: May I interrupt this discussion?

Senator Heberle cont'd: A good argument for not having more classes.

Senator Brakel: Point of order.

President Van Hoy: Go ahead, Senator Brakel.

Senator Brakel: This discussion right now is out of bound because of the Collective Bargaining Agreement and because this has been negotiated, and this is not the appropriate forum for this topic at this time.

Senator Heberle: I disagree because I would like to emphasize that if we're looking at student interests and expanding any number of courses that's being taught, that this might be something that could be taken into consideration.

President Van Hoy: Well, I mean, you got your statement in, right, Senator Heberle? So we can move on.

Dr. Donald Wedding: I agree with Tim [Brakel], but I do think that we have to make it clear that the union has tried over and over again proposing different formulas to the administration, including formulas that would be cost effective. We have shown an absolute open mind to these people, and they tell us all kinds of stories. The first story is the colleges do not have a summer budget, that the budget is owned by the Provost Office. Later we hear, no, that is not the case. We heard that back and forth. The other thing we know is that before COVID, the summer was making around \$35 million dollars a year in revenue. It is currently down to somewhere around \$12 to \$13-million dollars. The only way you can get from \$35 down to \$12 or \$13 million is to cut the hell out of your courses that you're offering. Why are they doing

this? Nobody knows. It is the product of the leadership that we have had on this campus for so many years. Do not blame the union because the union has done everything we can to get this problem solved. We will continue with an open mind to work with the administration. We are there to help them, but they will not discuss it.

Senator Heberle: Well, maybe a newsletter would help. I'm sorry to continue. But maybe a newsletter would help to clarify what the union has done because many of us simply do not know.

Senator Coulter-Harris: Thank you both. Thank you, Tim. Any other questions, please? Any other questions?

President Van Hoy: I think that is it.

Senator Coulter-Harris: That's it? Well, thank you very, very much for listening.

President Van Hoy: Thank you for the presentation.

Senator Coulter-Harris: You're welcome.

President Van Hoy: It is an important topic to us. Next, we are going to move to the ad hoc committee report, the ad hoc committee on the budget. Senator Amialchuk, are you there? You are sharing. Yes, you are there. The floor is yours.

Senator Amialchuk: Can you hear me?

President Van Hoy: Yes, we can.

Senator Amialchuk: Can you see my report in Word?

Senator Coulter-Harris: Yes.

President Van Hoy: How about online?

Senator Amialchuk: So, this is the ad hoc budget committee report. The is a committee which was formed by Faculty Senate to look into sharing the information about the University's budget and college budgets with all interested people, Faculty Senate. Can you see my presentation? Can you see my document?

Senator Coulter-Harris: Yes.

Senator Amialchuk: Okay. So, I'm going to read through it: The Ad-hoc Budget Committee (BC) included myself as a chair, Heba Abdel-Rahim from College of Business and Innovation, Randy Vesely from College of Education, Samir Hefzy from Engineering, Cindy Bouillon from Health and Human Services, Heidi Shank from Nursing and Margaret Hoogland from University Libraries. I greatly appreciate all their help and expertise.

The Budget Committee (BC) met with administration on November 18, 2024, to discuss the budget. From administration side we had Terence Romer - Chief of Strategy and Business Insights in the Office of the President, Brenda Grant - Associate Vice President for Academic Finance and also Interim Provost Scott Molitor.

One topic discussed was implementation of Incentive Based Budget (or IBB) model, how budget decisions are made at the moment and how the funds are being allocated throughout the university. We were told that it was hard to implement IBB model when enrollment and revenues are declining because IBB model is designed to distribute surpluses rather than cuts. Right now the budgeting decisions are done in manual mode rather than according to the IBB model and budgeting is focused on funding bare-bones operations of the units and colleges and then there are some incentives in terms of smaller budget cuts going to colleges who do better in terms of enrollment and other sources of revenue.

Another topic was funding for the summer school. Dr. Molitor said that decreasing number of course offerings in the summer led to additional savings mainly by increasing enrollment in the existing summer courses and by shifting tuition revenue from summer to Fall and Spring semesters. Later, Provost Molitor shared data via email that showed these trends and also no increase in the number of credit transfers from other schools in order to address concern that our students might be taking summer courses elsewhere. The data also showed substantial cost savings from not paying instructors for the summer courses.

Thanks to Quinetta Hubbard who worked with Web Development, we have the transcript of this meeting posted on FS website along with the follow-up data from Dr. Molitor in regards to summer school enrollments. The link to Faculty Senate website that has this information is included in this report: <https://www.utoledo.edu/facsenate/ad-hoc-committees/budget.html>

Information about summer school was also shared with the Committee on Student Affairs, which is tasked with investigating the impact of broad cancellation of summer courses. This committee is asking a lot of the same questions that we were asking and also many other great questions about summer school. At the meeting, we also made a request to post current college budgets on MyUT/employee portal. Terence Romer followed up on our request and connected us with Lena Carrol - Associate Vice President of Financial Planning and Budget. On January 28th we emailed Lena requesting to post certain budget items. We also pointed out to Lena the fact that many similar institutions in Ohio including BGSU have their current university budgets publicly available and attached data from these institutions to support this claim. Lena Carrol replied back to us March 11th saying that despite the fact that the budgets in the old format are no longer available because they used to be compiled by the Huron Consulting Group, her office has been working on recovering prior year's copies of the Blue Book report, which used to be posted on the intranet as well as on MyUT employee tab portal.

This Blue Book report listed the fiscal year's base budget for each unit within the university by division and by account detail. Lena also informed us that the issue they are facing is the Blue Book report is time sensitive, so if the report was not run specifically on the date when the new fiscal year's budget was loaded into Banner, they cannot retrieve the exact information by account detail especially if there were any transactions that impacted those line items after the fiscal year budget was loaded. Therefore, they are currently looking into producing a revised version of the Blue Book report that coincides with the annually approved budget. Lena said that once they can successfully produce and substantiate this budget report, they will revisit the utilization and explore approval to post it online again. We thanked her for this work and also asked whose approval she needed to obtain in order to post the budgets online and BC volunteered to directly petition these entities in order to facilitate prompt action on posting the budgets. We sent this email on March 11th. We had no updates since then.

BC also made a list of things to work on in the future, including:

- Also, with respect to the budget surplus that UT had last year, we can ask finance office if they rely on actual audited financials to adjust projected deficit/surplus. In other words, we want to know to what degree audited financials are used in developing the next year's budget.
- Also, how to facilitate access of faculty and staff to the details about colleges or service areas related to budget income and expenses. And maybe explore the possibility of publicly posting our budgets.

Senator Amialchuk cont'd: That is all. Thank you.

Senator Coulter-Harris: I would like to ask a question.

President Van Hoy: Yes, go ahead.

Senator Coulter-Harris: Thank you very much, Dr. Amialchuk. We really appreciate you mentioning the Student Affairs report. I also want to mention because Senator Sherri Benton made a statement about the CCP classes that are only being offered this summer in the English Department, and were only offered last summer in the English Department, are at a reduced tuition rate, so this even decreases the amount of revenue that the university is making off these courses. For me, I understand why, but on the other hand, it is really a disservice to our regular students.

Senator Amialchuk: Right.

Senator Coulter-Harris: I wanted to just say that. Thank you.

Senator Amialchuk: I agree, we're not making as much money as we could in the summer. But I think the goal of administration—and I got this impression at the meeting from Dr. Molitor—is to try and save as much money as possible, not make as much money as possible. One way to do it is to just jam everybody in the few left...courses that we still offer in the spring and fall. This would allow [us] to save a lot of money and not pay the faculty. When I asked how about the fact that faculty are already underpaid and we are on fixed salaries for many years, (we haven't seen merit paid increases) he said I cannot imagine that. So, my thinking is that administration simply does not take into account faculty needs. They just cut and try to save money any way they can.

Senator Coulter-Harris: Thank you. Something else that I wanted to mention. Interim Provost Molitor is quite correct in saying that they haven't seen a great number of transfer credits coming from other colleges from courses taken in the summer. That absolutely lines up with the information that Suzanne and I received that majority of University of Toledo students want to take summer classes here.

Senator Amialchuk: They still want to take them here for some reason.

Senator Coulter-Harris: Yes, they do. So he was right in saying that, that they haven't seen a lot of transfer credits because they don't want to go elsewhere.

Senator Amialchuk: I can understand why, it's convenient, they don't want to go enroll at different universities. I think it is a lot of inconvenience for students.

Senator Coulter-Harris: I know, yes.

Prof. Suzanne Smith: Can I add to that for a moment? This is Suzanne again. What you're mentioned here that we're hurting the university's bottom-line by not letting students from other schools take summer classes at UT; I think Deborah and I both can attest that we always had a number of people taking our writing classes at UT in the summer.

Senator Coulter-Harris: Always.

Prof. Suzanne Smith: You know, who were home for the summer from other colleges.

Senator Coulter-Harris: And we lost them too.

Prof. Suzanne Smith: Yes.

Senator Coulter-Harris: So, we're shooting ourselves in the foot.

President Van Hoy: I believe Past-President Rouillard, you had your hand up.

Past-President Rouillard: Thank you. Thank you, Aliaksandr to you and your committee for this work. I am wondering, can I share the link that Aliaksandr posted in his report because I think Faculty Senate needs to see the numbers in response to the questions that this committee asked. Is that possible for me to do that?

Senator Amialchuk: Yes. I can actually pull it up right now if you want.

Past-President Rouillard: If you would because I think people need to see these numbers. Now, your committee asked very, very good questions. And I will commend Interim Provost Molitor for answering those questions. The link that you're going to pull up will show his answers and will show just how much revenue we have lost by Provost Molitor's own numbers. So, comparing 2018 to 2024, we went from \$24.5 million dollars in tuition revenue to \$13.5 million. The number of cost savings for not paying instructors for summer courses went from 2019, \$4.5 million to \$800 thousand dollars. This is how much we've saved so that we could lose \$11 million dollars in revenue. I urge you all to go and look at this link and spend a bit more time with these numbers. To lose \$11 million dollars in tuition revenue so that we can save [about] less than \$4 million.

Unknown Speaker: Three point seven million (\$3.7).

Past-President Rouillard: I'm not an 'expert' in finance, but that looks to me like a very foolish decision.

Senator Amialchuk: That's a very good point. Yeah, we cannot analyze these numbers any further, but this data is very revealing in many different ways.

Past-President Rouillard: I think it also speaks to the strategy of why these decisions were made. They were made to hurt students and faculty. And in the process, we lost over \$11 million dollars. Well, very close to \$11 million dollars.

Senator Amialchuk: Yes, that is true.

President Van Hoy: Thank you, Past-President Rouillard.

Senator Coulter-Harris: Thank you, Dr. Rouillard.

Past-President Rouillard: No, thank you to Aliaksandr.

President Van Hoy: Senator Barbara Miner.

Senator Miner: Thank you. You mentioned in your report that we're not able to enforce or inflict the IRB model at this point in time. I want to understand because it feels a little like we've been throwing out the baby with the bath water and that we are now moving to the IRB model, 'oh, no, we're not really going to do that, but we might do that.' So, I would like to better understand what model we're operating under currently. I don't get a sense that it is very transparent. I would love, I'm not in finance, I'm in the arts, which is why I'm not in finance. But I would love somebody to talk a little bit about what feels kind of runner less at this moment. That would be great. Thank you.

Senator Amialchuk: Thank you, Senator Miner. The short answer is they are not implementing the IBB model. It's not being implemented right now. What we are doing is—I've been told by Office of the President Terrence Romer and Dr. Molitor—we are operating in a manual mode where we try to fund bare bones operations. And the reason why we're not implementing the IBB incentive-based budget model is because it's not designed to work well in the times of declining enrollment and declining revenues. So, if you want to see the detailed response that was provided by the Office of the President and the Provost during this meeting, they will discuss this issue at length. This is all in the transcript from this meeting on November 18. This transcript is posted with this link. So, I'm going to share the webpage right now and you you'll see the link.

Senator Miner: I see that in the Chat. I appreciate that.

Senator Amialchuk: Okay, yeah. So, if you go there, the first link will get you there and you can see all the questions that were asked by the budget committee and the responses provided Terrence Romer and Dr. Molitor.

Senator Miner: I appreciate that. I guess part of my understanding was initially it was the recommendation of the Huron group that we move to the IRB or IBB model. Is that correct?

Senator Amialchuk: I cannot answer this question. I don't have the information, but I think IBB model was recommended by the Huron group.

Senator Heberle: And then they spent a lot of time with trainings, a couple of years on trainings etc. etc., trying to implement it with the Huron group and paid them lots of money. It took a lot of time as I remember it. Is that right?

Senator Semaan: But at the same time, they kept deciding what classes to be given or not. So, they were implementing two models at the same time.

Dr. Don Wedding: Yes, that is what they did. They never implemented IRB.

Senator Heberle: No, they just trained and spent a lot of time on it and then shelved it.

Senator Coulter-Harris: A lot of money.

Senator Miner: So, I just want to follow-up. That was what I was getting at. There was a lot of time invested, a lot of agita created and a fair amount of money spent on that group to make recommendations and yet it's come to really nothing at this point. That's what's very concerning to me that we continue to be presented with information, 'oh, no, that didn't work, we're going over here now.' It feels like a lot of red herrings. It makes me less than secure, especially with a new president and a new provost that we've really got a handle on where the ship needs to be headed. So, I appreciate it, Senator Heberle for you chiming in because as I remember it, that's exactly what took place. It feels a little like some of the drama and chaos that is the national government right now when another agenda is being pushed forward. I don't mean to be paranoid, but it feels like some smoke and mirrors. So, thank you.

Senator Amialchuk: Thank you, Senator Miner.

Senator Heberle: Senator Allred has his hand up.

President Van Hoy: Go ahead, Senator Allred.

Senator Allred: Thank you, Senator Amialchuk. I want to make sure, and again, I'm not a finance person either, so I want to make sure I understood correctly. Can you clarify what exactly [you meant], you said that we're not able to post or have access to the executive summary of the blue book of the budgets because the Huron group were the ones who compiled those. Am I understanding that correctly?

Senator Amialchuk: Yes. So let me pull this up. I was basically reading off of Lena's email that we received so.

Senator Allred: And so, my understanding is that a blue book is sort of an executive summary for the year, right?

Senator Amialchuk: I am not sure what that is.

Senator Allred: Okay, that seems to, I guess this is my concern, right? Like, if it is the case that we're outsourcing huge portions of how the budget functions; for example, the Huron group is not providing the data to us. This seems to me like a stunning lack. You mentioned...[Indecipherable].

Senator Amialchuk: You're breaking up.

Senator Allred: [Garbled]...

Senator Amialchuk: We cannot hear.

Senator Allred: Can you hear me?

Group of Senators: No, we can't.

Senator Allred: I apologize. Never mind. I'll write my comment in the Chat. Sorry.

Senator Coulter-Harris: We can hear you now.

Senator Allred: Oh, okay. I was going to say, if that's true, if it is really the case that the Huron group is doing the executive report for our budgets, and then not providing that as a public document.

Senator Heberle: Yes.

Senator Allred cont'd: That seems to me, and I think you're right and I should point this out, that would be a massive lack of transparency for a public institution at a time when the rest of us are being reminded that we're public employees. I really hope that whoever runs the budget next, whoever's in charge of our finance and president next will do a much better job in stewarding because that seems to be a stunning lack of transparency. Thank you.

Senator Amialchuk: Senator Allred, thank you. I think what I understood from Lena Carol's email is that they're no longer working with Huron Consulting Group and the budgets which are posted in myUT employee tab were actually compiled by the Huron Consulting Group. But because they're no longer working with them, the last budget was in 2022, I think, they don't have the template in which they can report. So, I think that they try to get it from different sources like bluebook.

Senator Allred: Okay, now I understand. Yes, and that is what I guess I'm concerned about, right, is that we're outsourcing such a core function to private company at a time when the rest of us are really being urged to remember that we're public employees. It seems to me to be both hypocritical and [Indecipherable]... against...at a public institution.

Senator Amialchuk: Yes, it sure does. It sure does feel that way.

Dr. Wedding: You're wasting time. We are the group. If we focus on budget, it's not budgets that matter, it's the actuals. And since 2012, the academic enterprise on this campus has always had a surplus every year, and that is shown in both the Huron report and is shown in the financials that we've had since about 2018 on. We make money as an academic unit, whether it be in the summer or during the spring or the fall. They play the game of budgets and they even project deficits on New Year's Eve of two days' worth of cash and stuff like that. They do that all the time. They're playing games with these darn numbers and we're sitting here trying to understand them. What you need to understand is these people are not telling us the truth.

President Van Hoy: Senator Dagostino, is your hand up?

Senator Amialchuk: Yes, I think the first step is to see the numbers. So that's what the budget committee was working towards, and it has taken a while for the administration to provide the numbers. First the budget, the plans - we are planning to collect in terms of revenues and in terms of costs. Then the next step I think should be to request the actuals. We know that there is budget surplus because we're in positive net position, but we want to know the line items. So, that would be interesting.

President Van Hoy: Senator Dagostino, go ahead.

Senator Dagostino: Yeah, a couple things. One, I was wondering the response where we're trying to save money and not make money, but I don't think those two things are mutually exclusive. I think that we could do both. The other thing is, you know, we're trying to build up our grad programs as, you know, we've lost a lot of enrollment over the years. We kind of have our hands tied behind our backs because in the College of Education, a lot of our students are teachers who want to take and need to take summer courses. I've talked to a lot of our master students who said that they don't like that they will have to go to another university to take a summer class. So, I'm just not sure how we can reconcile not offering classes and not all colleges are the same. I don't know how we can reconcile building up our programs while we're not offering students what they need to get through their program. That's all.

Senator Amialchuk: Thank you, Senator Dagostino. So, to address your question, at that meeting on November 18, 2024, Mohammed Hefzy from Engineering actually asked a similar question whether all summer courses will be cut, or some summer courses will be preserved. Provost Molitor commented that the summer courses, which are required as a part of the program, will not be cut. And I'm projecting the transcript right now if I could find it.

Senator Heberle: I hope we're not supposed to be reading that.

President Van Hoy: No, he's trying to find it, a spot.

Senator Heberle: Oh, I see.

Senator Coulter-Harris: I'd like to read the whole transcript.

President Van Hoy: Well, I think that's what's posted on the Senate website.

Senator Coulter-Harris: Yes, I know, I just haven't had time.

Senator Heberle: Someone had their hand up if you want to take that hand.

Senator Amialchuk: Okay, I'll give up. But it's somewhere in this transcript.

Senator Dagostino: Okay, I'll read through it. Thank you.

Senator Amialchuk: The statement of the required classes, you know, summer classes, they are not going to be cut.

Senator Dagostino: So, summer classes that are part of the program? What program?

Senator Amialchuk: The programs like Engineering program; they have a curriculum which requires them to also take some classes in the summer, so they're not going to eliminate those classes. Or the Nursing program for example. They have required classes which are only offered during the summer, so they are not going to cut those classes.

Senator Dagostino: Okay, but all other summer classes remain unavailable at this time? Because we haven't had summer classes in the College of Education for several years now, and we have seen other colleges having summer classes and students see those things too.

Senator Amialchuk: There is no other way to take them other than the summer?

Senator Dagostino: No, I'm just saying that we used to offer summer courses so our students could graduate in the timeframe they want to graduate, master students, like two years and undergrad too - they want to get out. I mean, that's our big push now, to get people ready for their careers and you shouldn't make them stay in the university any longer than they have to.

Senator Amialchuk: I think it is a great question for the Committee on Student Affairs for them to ask administration, why are we inconveniencing students in this way and not letting them graduate sooner?

Senator Dagostino: Yes, I agree. Thank you.

President Van Hoy: Are there other questions? I think you got to the end, Senator Amialchuk.

Senator Amialchuk: Thank you.

President Van Hoy: Thank you very much, and to your committee. Interim Provost Molitor is now available to give his report, so we will quickly go to him now.

Interim Provost Molitor: Can you hear me?

President Van Hoy: Yes.

Interim Provost Molitor: Thank you, Dr. Van Hoy. A few updates from some ongoing initiatives. We have completed our review of the summer course proposals, thanks to everyone that submitted one. Although we are only able to fund 3 of the 25 proposals submitted, several proposals could be developed for other initiatives, including non-credit offerings for professional development or continuing education. We will begin marketing these courses to prospective summer students shortly once all details have been finalized. Along these lines, the Program Reallocation and Investment committee is also finalizing their review of investment proposals and should have their recommendations to later next week.

For low enrolled programs, we received guidance from the ODHE at the IUC provosts meeting last Thursday on the language in Senate Bill 1. The completion data for the low enrolled programs report, which comes from the 2022 – 2024 academic years (Summer 2021 – Spring 2024) can serve as the basis for making determinations regarding whether to suspend admissions on low enrolled undergraduate programs. I have reviewed the data from our baccalaureate degree programs, and we have 13 degree programs that fall below the threshold of less than 5 completions per year during the 2022 – 2024 academic years. I should also note that these 13 programs have fallen below this threshold for the past six years and will likely continue to fall below this threshold during the 2025 academic year, which ends Spring 2025. I will distribute the list of these programs within the next week, along with other programs that will be suspended following my review of the Program Reallocation and Investment committee's recommendations.

The IUC provosts also met again on Friday to continue our discussion of implementation of Senate Bill 1 provisions. Over the summer, we will have to develop and submit plans to the Chancellor regarding the Civics course requirement; commitment to free speech and intellectual diversity; elimination of DEI programs; faculty workload and annual performance evaluation; post-tenure review and retrenchment. The provisions in this legislation regarding the Civics course requirement and posting of syllabi are effective Fall 2026; otherwise, all other provisions take effect June 26th, which is 90 days after signing.

The Provosts noted that this means some provisions will take effect before Fall 2025 during our second Summer 2025 session. Given the legislation language regarding annual faculty review, this will require immediate updates to our course evaluation questions, followed by updates to our workload assignment and review processes. I believe reinstatement of a modified version of the merit evaluation process that was just removed from our AAUP tenured and tenure-track contract will satisfy legislation requirements.

The Office of Risk Management has completed its review of our processes, policies, published materials and personnel and has identified areas that may require changes in response to the DEI language in Senate Bill 1 and in Department of Education guidance. President Schroeder has convened a group that met earlier this afternoon to review and discuss these findings. We will be meeting regularly to make determinations on the changes that are required to be in full compliance when the law takes effect on June 26th. Again, we are committed to complying with legislation and to providing a safe and welcoming environment for all students, staff, and faculty, and we will be working diligently to implement any required changes while minimizing adverse or unintended consequences.

As with the faculty, the IUC provosts are concerned about demonstrating intellectual diversity for course approval, general education requirements, and student learning outcomes, and prohibitions on requiring

students to express a given ideology, political stance, or view of a social policy to obtain an undergraduate or post-graduate degree. Related to this language, we must establish a process to investigate complaints, modify student course evaluations and modify annual faculty performance review processes. We will work throughout the summer to best determine how to implement these provisions, and we will keep Faculty Senate leadership apprised of our progress. Our goal is to publish guidance for faculty on a frequently asked questions page, and to host a town hall the week before Fall 2025 classes begin to provide some updates and to answer questions faculty may have. Implementation of this part of the legislation will be a work in progress and will require patience and grace from everyone involved as we work our way through this.

Finally, thanks to all that attended or participated in our R1 celebration at Savage Arena this past Wednesday, it was truly a spectacular event. I would also note that the Department of Theatre and Film's production of *A Midsummer Night's Dream: A Jukebox Musical* opens this Thursday April 10th with performances through next Saturday April 19th. And we are still in need of judges for student presentations at the Midwest Graduate Research Symposium this Saturday April 12th in the Memorial Field House, especially in the areas of biomedical sciences, biology, biochemistry and chemistry. Please contact Dan Hammel if you can serve as a judge. Thank you, and I would be happy to take any questions you may have.

Senator Coulter-Harris: Barbara Miner has a question.

President Van Hoy: Can you see it in the Chat, Provost Molitor?

Interim Provost Molitor: Sure. Let me pull it up. "How do the new reviews of faculty required by SB1 align, or not with the CBA?" That is a good question. We used to have a merit evaluation process in the CBA and I was one of the advocates for removing it because we no longer provide merit pay. I believe reinstating this process will allow us to comply with legislation requirements. The real challenge is going to be the materials involved in that review. We have to incorporate particular course evaluation questions regarding intellectual diversity that will, according to the legislation, comprise 25 % of whatever quantitative metrics we utilize to determine satisfactory vs. unsatisfactory performance in the teaching category. Much of this is still to be determined and I will keep you updated on that as we go.

I will just go to the next [Chat] question from Dr. Pryor. "How does the new legislation interact with the CBA on the issue of retrenchment?" There is language in the legislation about whether these retrenchment policies will supersede or not supersede what is in the CBA. Currently we do have language on retrenchment that is based on financial exigency. The legislation directs the Board of Trustees to produce retrenchment language that will be approved by the Chancellor. If that language somehow contradicts what is in our CBA -- We are still trying to obtain guidance as to whether our current CBA language will hold until the expiration date of that CBA, which I believe is June 20, 2027, or if it will automatically supersede the CBA language immediately. There are also several different Board policies that are supposed to be created, and the language on whether it takes effect immediately or after the expiration of the current CBA is still to be determined.

Senator Coulter-Harris: I need to say something.

Interim Provost Molitor: Go ahead.

Senator Coulter-Harris: Hi, Provost Molitor, this is Deborah Coulter-Harris. I just wanted to mention in front of everyone and including you that this Wednesday and Thursday, the English Department is holding its Shapiro showcase of writing. You came last year. No, in the fall, you came last fall.

Interim Provost Molitor: Yes.

Senator Coulter-Harris: So, I would encourage people to either send their students or come yourselves to view the posters that are being shown based upon the student's writings. So that will be in a Carlson library. You won't be able to miss it. Thank you.

Interim Provost Molitor: Yes, thanks Dr. Coulter-Harris, and I apologize I neglected to mention that in my report. This is a great event and I love stopping by, and I will try to do so again this year. I believe the College of Natural Sciences and Mathematics is also having a student research showcase on Thursday. Let me just check my calendar on that one. That is in the Fieldhouse Atrium---

President-Elect Avidor-Reiss: From 11 a.m. to 4 p.m.

President Van Hoy: From 11 a.m. to 4 p.m.

President-Elect Avidor-Reiss: From 11 a.m. to 4 p.m. on Thursday.

President Van Hoy: Okay, are there any other questions for Interim Provost Molitor?

Senator Heberle: Oh, yes, I have one.

President Van Hoy: Okay.

Senator Heberle: How will the new evaluation questions be decided upon in terms of final language and will faculty be involved in that process?

Interim Provost Molitor: According to the legislation, the chancellor is going to provide the questions we must include in our student course evaluation.

Senator Heberle: Right. I missed that one. Sorry.

Interim Provost Molitor: No problem.

President Van Hoy: Any other questions?

Interim Provost Molitor: I think Dr. Dagostino has her hand up.

Senator Dagostino: Yes, I was just wondering, can you clarify, you mentioned changes in the course evaluations regarding intellectual diversity. What exactly does that mean?

Interim Provost Molitor: My quick answer is going to be that whatever the chancellor decides it means.

Senator Heberle: Terry, you have to give the alternative points of view about calculus, I think. [referring to Chat comment from T. Bigioni that read, "And how would one evaluate intellectual diversity in something like a calculus course?"]

There is specific language that says what questions the Chancellor must include, but it does not preclude the Chancellor from developing additional questions that must be added. I will post the language in the Chat as soon as I find it. [Chat post, "Sec. 3345.451.(B) The chancellor of higher education shall develop

a minimum set of standard questions for use by state institutions of higher education in student evaluations of faculty members. The question shall include the following: “Does the faculty member create a classroom atmosphere free of political, racial, gender, and religion bias?””]

Interim Provost Molitor:

Senator Dagostino: Okay, thank you.

President Van Hoy: Any other questions?

Interim Provost Molitor: There was something in the Chat from Dr. Bigioni. “How would one evaluate intellectual diversity and something alike in a calculus course?” I believe given the requirement and the definitions, probably a calculus course will not necessarily be something on the radar. However, any courses that involve issues that might be considered controversial or political issues in the sciences, for example, climate change or evolution, could be subject to these standards.

Senator Dagostino: Does there remain a carve out for the requirements based on accreditation?

Interim Provost Molitor: To be determined. Usually what happens is if legislation conflicts with accreditation, the legislature tries to work with the accreditors to ensure we come to an agreement.

Senator Dagostino: Okay.

President Van Hoy: Any other questions? I’m not hearing any. Thanks, Interim Provost Molitor.

Interim Provost Molitor: Thank you.

President Van Hoy: Okay, we are now going to pivot to curriculum. So, let's get our curriculum done. Next is the Undergraduate Curriculum Committee report.

Senator Padilla: It will be fast.

President Van Hoy: ‘Fast and furious’ <laughter>.

Senator Padilla: Well, fast enough. Alright, so we have ten courses that we would like you to consider for approval, and I'll go through and just read the names of the courses and give you a very brief understanding of what prompted them to be changed.

All right, so the first course is **ACCT 3110, Intermediate Finance**. They were changing the prerequisites to make it easier for students to enter the course. And then we have **CI 4490, Content Area Literacy**, which is aligning the SLOs for the course with the state of Ohio's science of reading mandate. Next is **DST 3700, Disability and Communication**. This is something that Disability Studies have been doing for the last year. They're revising the course description to match how that course is currently taught by the faculty. Next is **EECS 1100, Digital Logic Design** which added SLOs. This course has

been taught without SLOs, so they finally added them. Next is **EECS 3150, Data Communications**, which changed their prerequisites. **EECS 3540, Operating Systems and Systems Programming**. They had different titles for their short- and long-term course titles for the course, so they sort of made both the short- and long-term titles copacetic. Next is **EEES 4160, Environmental Data Management and Visualization**. They didn't really give a good understanding of what prompted the change except that they want to focus on visualization through the study of graphs, which is intriguing. **ENGT 3010, Applied Statistics and Design of Experiments**, they're changing the prerequisites to allow CET students to take ENGT 3010. **EXSC Exercise Science 2510, Human Anatomy** changed their prerequisites by moving removing two core - this is kinesiology and exercise 1700, which are currently and have been inactive for a while. And **IDS, Interdisciplinary Research and Methods** is a new course, and it met all the requirements that we needed. It is an interesting course, right, Renee?

Senator Heberle: Yes, it's a very interesting course.

Senator Padilla: Right, it is. It teaches research skills and methodology across a wide array of disciplines, and I look forward to seeing how it works out. So, if everyone in the Chat would write yes---

President Van Hoy: Wait. Ask for questions.

Senator Padilla: Oh, questions? I'm assuming there are none, but my apologies.

President Van Hoy: Are there any questions about the courses? Looks like you can go to the vote.

Senator Padilla: Okay, in the Chat, write 'y' for yes, 'n' for no, and 'a' for abstention. In the room, 'aye' for yes.

Group of Senators: Aye.

Senator Padilla: Say 'n' for no.

President Van Hoy: An 'n' for no?

Senator Padilla: Yes, I just want to hear 'nay' <laughter>. Any abstentions? It passes?

Senator Heberle: All yeses in the Chat.

Senator Padilla: Thank you, everybody. *Motion Passed*. And please, if you see members of the committee, thank them; we worked unbelievable hard.

President Van Hoy: Oh, absolutely.

Senator Heberle: The number of emails I got about my class, I get to say they worked very hard. They were super careful.

President Van Hoy: We will have more thanking of the committees in two weeks. Lots of thanks. Alright, thank you so much. It's time for the Committee on Academic Programs report. Senator Taylor, are you there already?

Senator J. Taylor: I'm pulling it up now.

President Van Hoy: All right.

Senator J. Taylor: Okay, we met on Friday, and we were able to advance a few programs to you guys. Four of these come out of Science and Math and one is out of HHS. We have a new certificate program, a **Biological Laboratory Technician, Certificate**. We have a new concentration within Biology that's **Cell and Molecular Biology**. We have a diagram out of Health Sciences with a **Pre-Graduate Entry Nursing Concentration**. And we have two more out of Science and Math. The **Astronomy, BA**, this is a program modification and **Biochemistry** was another Minor program modification. We are recommending approval of those. We do have five items that are currently held because they need classes to be approved. Are there any questions?

Past-President Rouillard: Senator Taylor.

Senator J. Taylor: Yes?

Past-President Rouillard: This is Linda. I missed your comments on the Engineering Leadership, Minor. I see that you've indicated that it's been tabled.

Senator J. Taylor: Yes, that was at the last meeting. It's a course that they have put forward. It has not been addressed by the other committee. I think they sent it back to the department to fill out the form better. We can't make this Provost Molitor's problem, so it's going to sit in the curriculum system until I can say that they've checked the boxes or I'm not the chair anymore.

Past-President Rouillard: Well, they don't even check the boxes because according to the Ohio Revised Code, and I'm hoping that I got it in the Chat box, they are not authorized to offer courses in another college. They are certainly authorized to offer courses and to offer programs, but clearly that's in their unit. They are not authorized to come into another college and offer all their courses for a minor under that college's rubric. Secondly, I checked with some of the faculty, and I am told that there was little to no discussion with faculty in the College of Engineering about this. I believe that a dean and an associate dean may have been involved in discussions, but the Engineering faculty did not discuss this as far as I know. And besides that, a bunch of CLT courses do not constitute an engineering leadership minor. I can also refer you to an engineering minor that is offered at the University of Nebraska, which specifically lists the ABET accreditation outcomes that their minor addresses. Their outcomes address specific engineering SLOs. This minor does not. And so, for all of those reasons, this should not even be considered for an engineering minor.

Senator J. Taylor: I don't dispute any of that, but I've been told that we don't have any real role in this other than to make sure that they check boxes right.

Past-President Rouillard: Even for this, it is not even eligible for box checking.

President Van Hoy: Don, go ahead.

Dr. Don Wedding: I checked with the College of Engineering and this program was apparently the ‘brainchild’ of a staff member in the College of Engineering who has left the university. There's no evidence here that this has ever been blessed or approved by either the administration or the faculty in the College of Engineering. This thing is a brainchild of the American Constitutional Thought and leadership, in the College of law. And their mission in 2023, is to make improvements and offer courses and programs in the College of Law. That's what's on our website. I do not understand how we would ever as a Senate, even remotely consider this. I hope if it does come forward, we get a hundred and 110 % rejection of it. This is really what we've been fighting against, and now we're having them sneak it in or try to sneak it in through the College of Engineering which is clean. They are not part of this. They're victims.

President Van Hoy: Senator Nigem.

Senator Nigem: I have a different type of question and concern. This is titled ‘leadership,’ but when we look at the actual courses that alleged that are going to make up this certificate, they are all civics courses. Why is this a leadership certificate?

President Van Hoy: Another good question. Very good point. So, Interim Provost Molitor, from our perspective, this minor should just be rejected altogether, right? It seems like it's inappropriate that it's got a college name on it, but it's not coming from a college. What's your read of this?:

Interim Provost Molitor: I am going to have to consult with our legal counsel on how to proceed here.

President Van Hoy: Okay, and you will let us know when you find out?

Interim Provost Molitor: I certainly will.

President Van Hoy: Alright, sure.

Senator Padilla: I can address Senator Taylor's comment about the course that we sent.

President Van Hoy: Go ahead.

Senator Padilla: Jami, this is Rob. The course that we sent back that's holding up the approval of this, which maybe fortuitous at the moment, that was a proposal they sent with a ‘bare-bones’ incomplete syllabus. So, there was no way we could move it forward.

Senator J. Taylor: That's on them.

Senator Padilla: We sent it back to them about three or four weeks ago.

Senator J. Taylor: Yes, that's on them. I mean, we decided not to move on this last meeting, but I left it in the report to say that we haven't forgotten about it.

Senator Padilla: Right.

Senator J. Taylor cont'd: But it's not advancing because they can't advance.

Senator Padilla: Yeah, I was just letting you know.

Past-President Rouillard: It's also important to note that even if they come back with those SLOs and even if they come back with that course, the College of Arts and Letters can't just decide that we're going to offer a minor in the College of Pharmacy. It just makes no sense.

Senator J. Taylor: I don't dispute anything that you've said.

Past-President Rouillard: I know you don't, I know you don't Jami. But I think at some point we have to draw a line in the sand and just say this is not even allowed.

Senator Padilla: Can I make a comment just so that we all understand the process?

President Van Hoy: Yes.

Senator Padilla: I'm new, so I just want to understand the process. So, what we're saying is that Senator Taylor has a job to do and once everything is in place, she's going to give it to us for approval and that's when it will either be approved or meet its doom, right?

Senator Heberle: 'Us' meaning Senate.

Senator Padilla: Right. Exactly.

Senator J. Taylor: Yes.

President Van Hoy: And no, right? Because if it is from the Institute, they don't need Senate's approval. But in this case, this has a college's name on it, then it should go through the college.

Senator Heberle: Right.

President Van Hoy: All the curriculum review processes of the college, then to Senate, right?

Senator J. Taylor: No, no, no.

President Van Hoy: Why not?

Senator J. Taylor: It's checking the box in the system whether or not you get a notification.

President Van Hoy: Right, but I'm talking about what should happen if it has the College of Engineering's name on it.

Senator Heberle: The College of Engineering needs to propose a minor, correct?

President Van Hoy: If they want it.

Dr. Don Wedding: Yes.

Senator Heberle: Yeah, if they want it. So, the College of Engineering has to propose this, not the Institute.

Senator J. Taylor: Well, it's currently housed at the Institute. I mean, just tell me the way it was put in.

Past-President Rouillard: This is not an attack on you, Senator Taylor.

President Van Hoy: No.

Senator J. Taylor: No, I'm just telling you the way they did it and it is housed in their entity.

Past-President Rouillard: But they cannot propose a program for another college. Now, the other thing I'd like to point out is, this proposal has now disappeared from CIM. I saw it earlier today; I can't find it now. When I saw it earlier today, I saw a note, and I can't remember if it was from Cathy Zimmer, but something about the effect of the sign off sequence had been changed. And there was nothing, as far as I could see earlier today, that indicated a required signature from the College of Engineering.

Unknown Speaker: Wow.

Senator J. Taylor: Yeah, I mean the notification process is not required within CIM like a sign off, it's just so you get a notification.

Past-President Rouillard: Well, this is simply overstepping the bounds in terms of proposing a program for another college.

President Van Hoy: Go ahead Interim Provost Molitor.

Interim Provost Molitor: I'm looking at it. The proposal is still here in CIM. It is sitting with the Faculty Senate Program chair, so it hasn't disappeared, and the workflow, Linda, is correct. It was only approved by the Institute for American Constitutional Thought and leadership chair before going directly to the Faculty Senate. And presumably that is because that is who initiated the proposal.

President Rouillard: I can't find it on CIM right now.

Senator Heberle: I found that Past-President Rouillard.

Past-President Rouillard: Did you?

Senator Heberle: Yeah, in the program thing.

Past-President Rouillard: Yeah. I'm looking in programs.

Senator Heberle: I got it on my laptop.

Past-President Rouillard: Okay. But nonetheless, this is a program that is proposed within another college by somebody outside of that college. That makes no sense. Okay, yes, I see it now.

Senator J. Taylor: Can I make a suggestion that we just leave that for the next meeting and let the Provost do what he said he is going to do, which is...authority on it?

President Van Hoy: Yes, that's fine.

Senator Heberle: Do we vote?

President Van Hoy: Well, I mean, if we hear something back, it could come back next time because there will be curriculum reports next time. But the likelihood that this will be resolved is small.

Senator Coulter-Harris: Yes.

President Van Hoy cont'd: And so yes, Senator Taylor, I think you should go ahead and call your vote on everything else. It doesn't sound like there are questions about any of the other proposals, at least we haven't seen any hands or anything in the Chat.

Senator J. Taylor: Okay, I'd like to move that we vote on the Biological Laboratory Technician, Biology Cellular Molecular Biology Concentration, the Health Science Pre-Graduate Entry Nursing Concentration, and the BA in Astronomy and BS in Biochemistry Program modifications. All those in favor in the room say, aye.

Group of Senators: Aye.

Senator J. Taylor: Any opposed? Any abstentions? Hearing none. In the Chat, type 'yes,' 'no,' or 'abstain.'

President Van Hoy: It passed. *Motion Passed.*

Senator J. Taylor: Thank you so much.

Senator Nigem: I have a question.

President Van Hoy: Go ahead, Senator Nigem.

Senator Nigem: Jami, this is Kim. Could you have the committee look closely at the courses that are making up this so-called 'leadership program' to see if anything in there actually contains leadership or if indeed as suggested by the titles of the courses, they are all civic based?

Senator J. Taylor: I mean---

Senator Heberle: The course curriculum would do that.

Senator J. Taylor: I mean, the way it's been explained to me is that I don't have any jurisdiction over them and it's just checking the box. The only thing I can do is they can fill out the CIM form. I mean, there are certain things that they have to do to fill out the CIM form and that's about all I can do. Am I correct?

President Van Hoy: Yes, you're correct Senator Taylor. But I know you understand, you know, faculty want the highest quality courses and programs out there and are just very concerned about what's going on here.

Senator J. Taylor: Oh, yeah. No, I think it's absolutely rubbish, but I mean it's not my -- I don't have any power over it.

President Van Hoy: Alright, thank you so much and thank you to your committee for all the work you're doing.

Senator Padilla: Thank you, Jami.

President Van Hoy: Okay, Angela, would you like to have a 10-minute discussion about this success plan?

Dr. Angela Paprocki: Sure.

President Van Hoy: So, we twice sent the student success plan to senators and asked everyone to read it. We were asking Angela to not give a presentation because we've already seen the presentation last semester. The floor is open for questions. Angela, do you have any opening remarks you want to make?

Dr. Angela Paprocki: I guess I would just say, you know, that it went to the Board. They didn't really approve it. They just, we gave a presentation to them. They asked some questions as well, so we are starting to form our committees around the work, and we would be very interested in having faculty involved in that work. And so, if there are individuals in Senate who are interested in participating in that, that would be fantastic. So, what I will do after this meeting is I will send you the leads for each of the

goals and then anybody who is interested, you could send me or the lead an email so that we could get your participation on those groups if interested.

President Van Hoy: Sounds great, thank you. Okay, the floor is open for questions about the Student Success Plan or comments? So far crickets.

Dr. Angela Paprocki: Everybody's tired.

President Van Hoy: Yes. It's hard at the end of the semester.

Dr. Angela Paprocki: Yes.

Senator Coulter-Harris: There's nothing in the Chat.

President Van Hoy: They think if they stay quiet, we'll let them go<laughter>.

Senator Coulter-Harris: Senator Mungo raised her hand.

President Van Hoy: Senator Mungo, [go ahead] please.

Senator Mungo: Hi. I just have some general questions. This plan as it is written, is this kind of like the operational plan that you will be following for student success on campus?

Dr. Angela Paprocki: Yes.

Senator Mingo: So, and I heard you mention the word “lead.” So, there are people who are in charge of those goals or objectives?

Dr. Angela Paprocki: So, when we were developing the plans, certain individuals were assisting with the development of that. So, for example, if you look at certain ones, you wouldn't notice that it was student affairs type focus. So, we went to Dr. Spann and said, who from your team would be appropriate to lead this? So, we do have people who we have selected as leads, but we did seek input from the people who basically own the chunk underneath the goal, and gave us input on that. And then we will work with those individuals to help fill the team that they will work with.

Senator Mungo: And so, then that team, I guess is then the responsible party for ensuring that whatever your goal or objective is happens?

Dr. Angela Paprocki: Yes, for helping to work on that part of it. So basically, very similar to what we do with the strategic plan for the institution. It's very similar to that.

Senator Mungo: Okay. So, I guess my other questions are just very little questions and so, forgive my ignorance if, you know, it comes across---

Dr. Angela Paprocki: No, absolutely.

Senator Mungo: So, for your goal one objective or is it two- it refers to a “customer.” I’m assuming you mean the student, but as that is written, it doesn’t seem like that is student-focused.

Dr. Angela Paprocki: So, it might not necessarily be just students. We might be dealing with the students. We did do customer service training with all of our frontline staff. So, our advising team, my leadership team, those types of things. We would like to do that for all of the service entities across the institution. But it could be a customer, it could be administration to faculty, right? So, anyone that you interact with could be considered a customer such as a parent with whom you’re dealing. So really that’s why we didn’t specify only students because it really is broader based. It could be you’re working with a co-worker and how you’re working and interacting with that individual.

Senator Mungo: So then there’s lots of different customer service trainings that are going to occur?

Dr. Angela Paprocki: There could be, yes.

Senator Mungo: But if that’s your goal, it should be, right?

Dr. Angela Paprocki: Yes, we are starting with our group, right? Then it will morph into whatever that group decides it needs to go to, because we can’t exactly force people into doing it.

Senator Mungo: So then how has this been a comprehensive academic success and engagement plan if it is going to stay vague?

Dr. Angela Paprocki: It’s academic, so I can’t go to, you know, for example, I can’t go to plant ops and say, ‘you should do this,’ but anyone within the academic area that’s a service unit, I could because that falls within the realm under the Provost’s umbrella. And then because the President is supportive of this plan and it went to the Board, he could also assist with that. So, as we were working and identifying key groups, if there are things that come in through the feedback group; for example, through Rocket Round Table. If we get consistent complaints about an area or an issue, then maybe one of the things that would come up would be perhaps that’s an area that would benefit from customer service training.

Senator Mungo: So then as this plan is written, there is no person per se that we can point to and say, ‘x’ is not doing their job because ‘y’ is not occurring, right? So, it is vague on purpose, so no one gets thrown under the bus? Like, I don’t see how a vague academic success plan is going to help with our bigger problems with persistence, retention and graduation, right? Because as it’s written right now, unless, you know, I missed something, there is no key individual that we can say ‘if objective two, goal one is not accomplished, you know, ‘heads will roll’ or whatever, right? And I guess this could be, you know, my lack of understanding when all of the hoopla was going around about we’re going to create this wonderful plan to help our students and we’re going to, you know, move forward with this wonderful plan, I really believe that that’s what we were going to do.

Dr. Angela Paprocki: So, when group two or whoever it takes...[Indecipherable] Sorry, I accidentally muted myself. Identifies a subset of people that they feel need the training, then they would be held accountable to do that training, right? I think when you're talking about retention and persistence though, it's very, very difficult to say this one thing led to that. So, the 'x' and the 'y' that you just described, it is very difficult to do that in any kind of retention and persistence.

Senator Mungo: I understand.

Dr. Angela Paprocki: So, that's why I don't know I can answer your question the way you want me to.

Interim Provost Molitor: Can I jump in here?

President Van Hoy: Yes, go ahead.

Interim Provost Molitor: Dr. Mungo, I think you are asking who is ultimately accountable for the success and or implementation of this plan. Is that the question?

Senator Mungo: Yes.

Interim Provost Molitor: Well, you are looking at him.

Dr. Angela Paprocki: Yes, that is us.

Interim Provost Molitor: This falls under the Provost, and ultimately there is a whole distributed group of individuals in Academic Affairs that are working on this. Ultimately the provost is responsible and accountable for this.

Dr. Angela Paprocki: Yes. Sorry, I didn't understand that was the actual question.

Senator Mungo: Right, but Dr. Molitor, you're not going to be here.

Interim Provost Molitor: Well, I am going to be in the Provost Office but not as the provost, and so my successor will ultimately be responsible for a successful implementation of this plan.

Senator Mungo: Okay, so what I hear you saying is we have tapped people who are already doing jobs to add to their jobs, to help the students, to help operationalize the academic success and engagement plan in theory. But in the everyday work, work boots on the ground, we have not identified how that work is going to truly take place.

Interim Provost Molitor: This is an ambitious plan with broad participation. There are many different areas that are going to be contributing. If I am informed that a particular area is not working, I will go to Angela. Angela will go to whoever oversees that area and we will presumably implement changes and that could reflect adversely on somebody's performance evaluation if the appropriate changes are not made. It will be my responsibility, or my successor's responsibility to ensure that follow up and those

adjustments are made. Ultimately, the overall success of the plan is what I am, or what my successor will be held accountable for. That is the way many different initiatives work here at the institution. You could argue the same thing with enrollment initiatives and the vice president for enrollment management. You could argue research initiatives and overall levels of research funding and the vice president for research and sponsored programs.

Dr. Angela Paprocki: Well, even the strategic plan, right? That fell under the previous president.

Interim Provost Molitor: Correct. We still have to enact that.

President Van Hoy: Thank you. Any there any other questions or comments? Hearing none. Okay, I think we're done.

Dr. Angela Paprocki: Thank you.

President Van Hoy: Are there any items from the floor?

Senator Heberle: We're not doing Dr. Insch's report?

President Van Hoy: No, next time. May I have a motion to adjourn?

Senator Mungo: I don't know how to say this and I'm just subbing for someone, but I would encourage you all to read the document if you haven't read it. I'm going to be very honest. I am very disappointed in the 28 pages that I read. And I really would like you all as a Senate to provide feedback that is tangible as well as measurable, so that the administration can be held accountable when these things aren't met. It's too vague right now to measure.

Dr. Angela Paprocki: So, we do have measurable outcomes; I'm not sure you were able to look at that. But we do have a KPI metric that we do have to come up with for the President. Some of them have to be determined because we have to work with the committees on that. So, just so you know, everything does have to have a measure assigned to it.

Senator Mungo: Right. So when I asked if this was the complete plan, the answer was yes. So, that means it is not a complete plan, right? Because you can't create an engagement and a success plan and not have those. Those are important, right, to have us comment on. We need to have the complete plan.

Dr. Angela Paprocki: So, we worked very closely with IR who worked on the strategic plan, and it was found that during that process they came up with metrics ahead of time. And then found that that didn't work well because you were trying to create something before you implemented something and then it didn't come out the way you needed it to. So then they kept having to go back to the board and say, okay, we thought we were going to be able to do this for this purpose and that didn't work. So, that's why it is the way it is. So, we do have to come up with measurable outcomes and they will be there, and we do have a dashboard that will be created, and we will be held accountable for that.

Senator Mungo: Okay, I understand that you're using--and I will let this go—the strategic plan. I would just like to have you all consider that comparing the student success engagement plan to an organization's strategic plan may not be the best comparison to come up with an operational plan.

Dr. Angela Paprocki: No, and I understand that. But some of the things that we will be measuring is first to second year retention, third to fourth year retention. If you've implemented some of the pathways, did you percentage of completion of those pathways, right? So, when we're talking about those, there's very concrete things that we'll be needing to measure, so we will know if we're hitting success. If you're doing customer service training, did the departments do it? How was the success rate of that? Was the participation good? How did that come forward? So, I do I think there are measurable outcomes that we are looking at.

Senator Mungo: Fair enough.

President Van Hoy: Senator Mungo, once they've had a chance to try and figure out their outcomes and get it together, we will ask them to come back to Faculty Senate again to present them, so that we can comment on the more specific metrics.

Dr. Angela Paprocki: Happy to. And when we talked to the Board, we did also speak to them about having those and that it would be a plan that would be iterative in nature.

President Van Hoy: Okay.

Senator Miner: I have a quick question. This is Barbara Miner. Is the customer service training being provided in house or is there an external organization conducting that?

Dr. Angela Paprocki: It is being provided through our internal HR department.

Senator Miner: Thank you.

President Van Hoy: Other questions? I'm going to ask again. Is there a motion to adjourn? Yes, I see hands. We are adjourned. I will see you in two weeks for our last meeting of this year.

IV. Meeting adjourned at 6:08 pm.

Respectfully submitted,
Deborah Coulter-Harris
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Administrative Secretary

