

**UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of November 05, 2024**  
**FACULTY SENATE**  
**<http://www.utoledo.edu/facsenate>**

Approved @ FS on 12/03/2024

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**Summary of Discussion**

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

**President Van Hoy:** Good afternoon. It's after 4 o'clock on November 5<sup>th</sup>, Election Day. I'd like to call this meeting to order and ask Senator Coulter-Harris to call the roll.

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

**Present:** Allred, Avidor-Reiss, Barnes, Bellizzi, Benton, Brakel, Chakravarti, Cheng, Cioc, Cochrane, Coulter-Harris, Dagostino-Kalinz, Diakonova, Dwyer, Eichner, Ekwenna, Ervin, Gilstrap, Giovannucci, Harnych, Heberle, Herrera, Howard, Javaid, Kalinoski, Kaw, Kistner, Koch, Krantz, Kumar, Lapitsky, Lee, McInnis, McLoughlin, Miner, Nigem, O'Connell, Padilla, Pryor, Rouillard, Sahloff., Schaefer, Scheuerman, Semaan, Sheng, Sucheck, Sun, J. Taylor, Van Hoy, Yonker

**Excused Absence:** Bigioni, Elgafy, Gilstrap, Johnson, Moussa, Osman, Reinert, Sindhvani, T. Smith, Van Hook, Willey

**Unexcused Absence:**

**Senator Coulter-Harris:** President Van Hoy, we do have a quorum.

**President Van Hoy:** Thank you. All right, everyone. The first order of business is to adopt the agenda. Is there a motion?

**Senator Semaan:** So moved.

**Senator Kalinoski:** Second.

**President Van Hoy:** Thank you, Senator Kalinoski. All right, all those in favor of adopting the agenda, please put yes, no, or abstain in the Chat. In the room, all those in favor say, aye. Any nays? Any abstentions? Hearing none. *Approval of Agenda Passed.*

Alright, on to the approval of the October 22<sup>nd</sup> Minutes. Is there a motion to approve the Minutes?

**Senators Coulter-Harris and Semaan:** So moved.

**President Van Hoy:** Thank you both. All right, are there any corrections to the Minutes? Hearing none. All those in favor of approving the Minutes, please put yes, no or abstain in the Chat. In the room, all in favor say, 'aye.' Any opposed? Any abstentions? *Motion Passed.*

Okay, next is the **Executive Committee Report:** Quick follow-up on the search for a university president. The Board of Trustees (BOT) has formed a Presidential Profile Committee. This is a large committee with representation from faculty, students, administrators, and community stakeholders that is tasked with advising the BOT on the job description and writing the materials about our students, our campuses, faculty research, etc., that will be shared with candidates. The committee has 23 members and

the website listing all the members should be available soon. Education Executives is the search consultant.

At this time, as far as I know, the provost search is delayed allowing the presidential search to move forward but will resume in spring 2025. The intention is to allow the permanent president to select the permanent provost. WittKieffer is the search consultant.

Interim President Schroeder has created a Destination Committee. This committee will be responsible for bringing more outside events to our campuses and reducing barriers to holding university, college, and department events on campus. The Interim President requests that all future events be held on one of our campuses.

Last week you should have received an email from the Faculty Senate Office about serving on the Bookstore Committee. This committee will explore future options for the UToledo bookstore. Thank you to those who have responded. If you are interested, please let us know by end of day on Thursday (November 7). The Executive Committee will select a faculty member to serve on the committee at our meeting this Friday (November 8).

Later in today's Senate meeting, Past President Linda Rouillard will present the results of a survey of student government representatives about their experiences with course scheduling and advising. Afterward, at the request of senators, we will have an opportunity to bring the proposed Course Scheduling Policy back to the floor of Senate for a vote. We will also have an opportunity to vote to endorse the "common hour" proposal presented at Senate last meeting.

Finally, thank you to the senators and committee chairs who signed up to attend the UToledo v. Ohio University football game on November 20 at 7:00pm. We still have eight or nine tickets remaining. If you are interested in attending the game in the Faculty Senate suite, with a free buffet meal, free drinks and snacks, and a cash bar, please send an email to the Faculty Senate Office as soon as possible.

Would any of the Executive Committee members like to add anything to this report? Okay, are there any questions? Senator Heberle?

**Senator Heberle:** ...on this campus?

**President Van Hoy:** Yes.

**Senator Heberle:** Oh, okay.

**President Van Hoy:** That's the idea. The Destination Committee is intended to be a way of addressing barriers to having public events on campus. And also, quasi-public campus events that, you know, colleges may have moved off campus because of barriers. Right? And that apparently---

**Senator Heberle:** Solves... organized.

**President Van Hoy:** Off-campus, yes. And so, the idea here is to use the facilities that we have better, save money and bring stakeholders and community members to campus so that they see our beautiful campus, right? Other questions? Hearing none. Next is Interim Provost Molitor.

**Interim Provost Molitor:** Thank you, Dr. Van Hoy. In addition to the searches for the President and Provost that are launching now, we are getting ready to initiate the search to have a new permanent dean

of the Neff College of Business and Innovation in place by July 1<sup>st</sup> 2025 as Dean Balazs steps down after seven years of successful service to the University of Toledo. An email was sent to the faculty and staff of this college earlier today announcing the search committee composition.

As the University works to launch the search for our next permanent Provost timed with the national search for a permanent President, we are reviewing possibilities for our colleges with interim deans - the College of Engineering, the College of Law and the College of Medicine and Life Sciences.

We are fortunate to have three excellent interim deans in place, and we want to evaluate the option of appointing each permanently to their respective positions as an alternative to conducting national searches. As part of this process, we will be surveying the faculty in these three colleges for their thoughts on their respective interim deans before finalizing any decisions regarding national searches for permanent deans.

Faculty in Engineering and Law will shortly receive invitations for an anonymous survey regarding their thoughts about their interim deans, who have been in their current roles for 8 and 18 months respectively. Faculty in the College of Medicine and Life Sciences will receive an opportunity to respond to a survey after we return from the holiday break, at which time their interim dean will have been in his current role for over 6 months.

On a final note, today is Election Day. First and foremost, please make sure to vote if you haven't done so already. I believe polls in Ohio close at 7:30 pm and polls in Michigan close at 8 pm. Second, I certainly understand the outcome may be stressful for many people, as undoubtedly the uncertainty about the outcome has and may continue to be stressful. Thanks to the Office of Student Engagement for providing a non-partisan watch party starting at 4 pm today in Student Union rooms 2582 and 2584, which includes watching election-themed movies in addition to local, state and national coverage of the election results. And thanks to the Office of Multicultural Student Services and the Eberly Center for hosting a post-election processing and safe space event tomorrow starting at 10 am in Student Union room 2500.

Special thanks to any of you or to other colleagues that are participating in these events to assist our students during these uncertain times. And as always, please take care of yourselves and any colleagues that are struggling. Thanks again for your time, and I would be happy to answer any questions.

**President Van Hoy:** Thank you, Provost Molitor. Short reports and a quiet group -- might be the election, huh? Now we will have a report from the Committee on Student Affairs with Senator Coulter-Harris.

**Senator Coulter-Harris:** And with Dr. Sally Harmych and Dr. Barry Scheuermann.

**President Van Hoy:** Got it.

**Senator Coulter-Harris:** Thank you. Let me come over here for a second, it is easier to see. As you all know, every year that we have done this for the last four-years, what happens is that we ask Student Government to provide us with four of their most important issues that they feel need to be researched, corrected, and alleviated etc. So, this year we had four and this is our first one. And what they wanted, the Student Government wrote, and this is exactly what they wrote: "Many students are concerned and appear to not know where to get information regarding in the direction the University is taking with DEI. We fear that a lot of misinformation will spread as a result of this. We hope that FS can help us gather a consistent

statement from administration to spread to the students. Students are also concerned about the funds that are traditionally awarded as scholarships to specific ethnic groups.”

So, our subcommittee requested written statements addressing these concerns from Interim President Schroeder, Interim Provost Molitor, Floyd Akins, and Malaika Bell. Although Malaika did not sign the letter, she called me in my office last week to say she had no objections to it. The response from administration to this was very forthcoming. We received the final statement on the 24<sup>th</sup> of October. And now I’m going to hand this over to Sally Harmych. Thank you, Sally and Barry.

**Senator Harmych:** Sure. The response from the DEI issue, just a couple of points from the full response, kind of summarizing it. The staff from the DEI Office has been moved into the Provost Office. They’ve also moved Community Engagement and Student Affairs to the Provost Office as well. We will incorporate these into the Student Success Plan to increase student graduation/retention rates and integrate orientation, bridge programs, first-year experience, provide professional development/customer service training for front-line staff. Malaika Bell continues to oversee campus-wide DEI efforts. Gentry Willis continues her collaboration with the Office of Multicultural Student Services and Danielle Lutman leads the Eberly Center for Women. There are more details about other initiatives in the memo that was accompanying our reports. As regards the scholarship awards, there are two separate issues that their facing regarding scholarship funds housed within The University of Toledo Foundation.

(1.) Inability to award new race-based scholarships after June 2023. U. S. Supreme Court decision and subsequent guidance from the Ohio State Attorney General’s Office.

(2.) Inability to award new gender-based scholarships per the Department of Education Office of Civil Rights inquiry. However, students already awarded funds prior to these issues will continue to receive these awards.

**Senator Scheuermann:** Thank you, Senator Harmych. Just to give you an update on the current work in progress as when we received the memo. They are working with the donors to revise the race and gender-based requirements. The goal is to resume making the scholarships awarded to the new students as soon as we can. At this point, 69 out of 73 race-based scholarships have been revised and can continue to be awarded, whereas six out of the 51 gender-based scholarships have been revised and can continue to be awarded as well. One of the things that, again, came out in the letter very clearly is that student success will always be our top priority, and of course that includes the awarding of scholarships. Before we end our presentation, I just want to make one quick comment. Perhaps or maybe the Provost might be able to help us out and just kind of give us clarity on what the specific revisions were, like, what changes had been made in order to provide these?

**Interim Provost Molitor:** We cannot have specific criteria based on race or gender in these scholarship awards. Donors were consulted and arrangements were made depending on the donor's preference. For example, instead of saying we are going to award these scholarships to individuals of a particular race, we could award scholarships for students who go to particular high schools, who live in certain areas, who participate in particular events, or based on extracurricular activities. The race-based scholarships are almost completed based on our ability to contact the donors. There are a couple of scholarships in which the donors have long since passed or are no longer in the area. We are trying to figure those out. We just received the memo from the Department of Education Office of Civil Rights for the gender-based scholarships at the end of September. And in fact, it was not only scholarships, but they also are reviewing

student groups and activities such as the Society for Women Engineers. We are very comfortable that all our groups are open to all individuals, so that should not be an issue. But I just wanted to point out that it was not just scholarships, they had other issues as well.

**Senator Barnes:** Did you ask the Department of Education?

**Interim Provost Molitor:** Yes, the Office of Civil Rights.

**Senator Barnes:** In September?

**Interim Provost Molitor:** Yes - it came to our Office of Legal Affairs.

**Senator Coulter-Harris:** I just wanted to mention that in the memorandum that we sent out we have the full text of the letter that Provost Molitor---

**Interim Provost Molitor:** Interim.

**Senator Coulter-Harris:** Okay, well, I'm saying, are you sure you're interim now? <laughter> And of course, Floyd Akins signed this. Also, our Interim President was very forthcoming in giving us information. We want to thank all of you for this reply. I wanted to mention this was sent to the Student Government president, and vice president and they are now distributing this letter. It is exactly what they wanted. So, thank you so much everyone.

**President Van Hoy:** Do you want to ask if there are any questions?

**Senator Coulter-Harris:** Are there any questions?

**Senator Barnes:** In the response they say that there is DEI, I don't know if you can get back to the slide. But it sounds like they are saying that DEI has been moved, but otherwise is unchanged. But in fact, there's a fairly significant drop in term of investment in DEI - we've lost a vice president.

**Senator Coulter-Harris:** Yes, that is quite true. But according to this letter, the full responsibilities of the DEI now rest with the Interim Provost Office, but Malaika Bell is really in charge over the issues that people bring. But yes, it has diminished.

**Interim Provost Molitor:** Let me add, some of those resources are being redistributed to efforts that are ongoing in the Division of Student Affairs and the Office of Multicultural Student Services. We are putting some of that money back in terms of activity support for student groups and funding for staff.

**Senator Barnes:** Thanks for that. Glad to know that. I'm also curious about how your office interfaces with DEI efforts that exist outside of the 'academic side' for a lack of a better word?

**Interim Provost Molitor:** Yes, for example, there are efforts regarding training of employees, and Malaika Bell is still in charge of that, and we wanted to preserve those efforts. But to be honest, this is still a work in progress, we need to figure out some of these things. Basically, they were trying to touch issues inside Academic Affairs and outside Academic Affairs, and that really was not working. We want to make sure the opposite problem does not develop, that we maintain the efforts outside of academic affairs that they were working on. I appreciate you raising that.

**Senator Barnes:** Okay.

**Senator Coulter-Harris:** Thank you. Yes, Senator Semaan?

**Senator Semaan:** Well, in fact I have two questions. Question one is, does this mean since we have six out of 51 reviewed, we have 45 scholarships that are in limbo, not given to students?

**Senator Coulter-Harris:** Yes.

**Interim Provost Molitor:** We cannot award those scholarships until we revise the terms of these donor agreements. We just received the notice a few weeks ago and we haven't had the chance to revise these funds yet.

**President Van Hoy:** Did we award them this academic year?

**Interim Provost Molitor:** Yes, I believe the scholarships were awarded prior to receiving the notice from the Office of Civil Rights for this academic year.

**Senator Coulter-Harris:** And I believe former years, right? The people who were awarded these scholarships, let's say, two years ago or three years ago, those scholarships will continue.

**Interim Provost Molitor:** Correct, students receiving renewable awards before we received this notice will continue to receive these awards.

**Senator Coulter-Harris:** Yes, but it is now in this year.

**Senator Semaan:** The other question may not be related directly to this, but we had heard that that money was being redistributed. The first Senate meeting our Interim President did mention we are reducing administrative costs. We have lost two vice presidents and eliminated those to reduce costs. However, right now we have three new vice presidents or two at least, and we're saying this money is being redistributed, so technically we are still increasing our administrative costs at the time that we are saying we have budget deficits, we need to get rid of programs.

**Interim Provost Molitor:** Yes, there has been some redistribution of duties. We do have a couple of additional direct reports to the President that have come about. You would have to ask him specifically regarding the overall budget structure and where if any potential savings came from. For the DEI position itself, there were savings from removing that vice president. Some of those savings has been reinvested, not into other vice-presidential positions but has been reinvested into the office of multicultural student services. That is all I have direct information on.

**Senator Coulter-Harris:** Any other questions? If not, thank you. Yes, Senator Barnes?

**Senator Barnes:** Can you say anything about the reinvestment in OMSS, like what kinds of programs are they reinvesting in?

**Interim Provost Molitor:** Yes. We are providing additional funding to some of these student organizations for additional programming, events and mentoring programs. David Young is taking an executive director role where he will be working with students from various groups for underrepresented students. And that applies to students from all races, sexual orientations and genders. Again, we must be careful. These programs are not just specifically for those students, any students that are interested in participating in those programs will be able to participate.

**Senator Coulter-Harris:** So, no new positions?

**Interim Provost Molitor:** No new positions at this time, that is correct.

**Senator Coulter-Harris:** Are there any other questions? All right, thank you very much for listening.

**President Van Hoy:** Thank you, Senators Coulter-Harris, Harmych and Scheuermann. All right. Next, we are going to have a presentation from Rebecca Jones, who is the Assistant Manager and Course Materials Manager at Barnes and Noble.

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** Hi everyone, I'm really glad to be here today. This is..., and he may occasionally need to shake around, but he keeps me steady and not falling over. So, that is an important task of his. So my name is Rebecca Jones. As Jerry said, I am the assistant manager and course material manager at the bookstore. Jay Hall is our store manager. She was hoping to be here today. Unfortunately, she is not well and so she was not able to make it. And then you can see as well, Justin Colter, who is the manager of our Rocky's Locker location in the Student Union, as well, he will be in charge of all of our kiosks and other things at the football and basketball games and any other events that we are invited to. So, as you probably already know and some of you who were at the ALT meeting a couple weeks ago have heard a lot of this already, but we really want to sort of reintroduce ourselves to you. Particularly, I heard the talk about the course material side, the textbooks and the other materials that come with that, but really overall, all of the things that the bookstore can do for you. So we are here with merchandise, clothing, school supplies, all of the different things that somebody might need on the UToledo Campus. I did want to include a little bit of a bookstore glossary because really textbooks are a whole other language in a lot of ways. I can have a whole conversation with somebody and if you have not been involved in the world, some of it will not make any sense.

So, the things that I will say the most today are things like a textbook or a course material. I use those words interchangeably, they mean anything that is required for a student to be successful in your course. So whether that is a physical printed book that a student reads, an online material that they would use to read, or do homework or watch videos, anything that a student would purchase and use to be successful or even sometimes free things online like OERs and courseware, would be considered a textbook or a course material, and they are just interchangeable material at this point. Specifically, I may talk about online access or courseware, things that are used for an online setting for students to be able to do homework. A lot of them integrate directly with Blackboard or other things so that you can have your gradebook updated, students can have all of their work done that way. They might watch videos or other things. And then we talked a lot about the word 'adoption' when we're talking textbooks. I tried to find an origin for it. I actually can't figure out how it became to be used here, but we talk about adoption because you are adopting it for use in your class. So that's how you tell us what materials you need for your course.

I also wanted to talk some about our inclusive access program because we're pretty proud of it and it really does help a lot of our students out. So inclusive access sometimes called first day as well, provides students with required material on a digital basis on or before the first day of class directly via blackboard or occasionally via their email if it is an e-book version. The cost for those materials, which is always lower than the cost they would pay if they purchased the material from the bookstore just as a regular

material is added to their tuition bill and is charged to them that way, which means it could also be covered by some scholarships and things that may or may not make it to the bookstore. UToledo's version, all sections of a course do need to agree in order for a course to use inclusive access. So, if you're teaching two sections, you need to get whoever else is teaching the remaining sections to agree to use it. And then those deadlines run very early in some ways for what you may have experienced at other schools, or you may have colleagues who experienced at other places. So we request, and by we, I rosily mean both the bookstore and the provost office because this is a collaboration. The approval needs to be entered three weeks prior to the start of student registration. So, in this case, if you wanted to add something to inclusive access, we are looking at adding things in February for next fall. We can't add anything for this spring semester, but you will hear a lot from us as well as your publisher representatives if you speak to them, bringing this up as well.

**Senator Avidor-Reiss:** So, if you cannot convince other faculty to agree on the same tool, what are the other options, other inclusive access to be able to use this tool in your section?

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** At this time it does need to be all sections in order for it to be included in the inclusive access program where it is provided on the first day and charged to tuition. The bookstore would be happy to help you look at things like lower cost options or digital options that students can purchase, but I don't have a way to do it at an individual section level at this time. Though that is certainly a discussion that has been in progress and will continue to happen as the options evolve and technology evolves.

**Senator Avidor-Reiss:** Is this the UT specific policy or this is a statewide policy, this the idea that the inclusive need to be all sections?

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** That is the UT specific policy at this time.

**Senator Avidor-Reiss:** And who is the person in UT that's responsible for this decision? Do you know where is it coming from? Is it the provost?

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** It's a very complicated answer, but it comes from both the provost and the bookstore because of the way that the billing is done mostly, to the best of my knowledge. I should have introduced myself a little bit more. I'm relatively new here. I've been here almost a year, and that means I know a little bit about a lot of things and a lot about a few things. So, we are exploring different ways to update the programs so we can have this on an individual section level basis.

**Senator Avidor-Reiss:** [Indecipherable]...

**Interim Provost Molitor:** No. This is internal in the way we bill course fees. Course fees are approved by course, not by sections of courses.

**Senator Avidor-Reiss:** Will it change?

**Interim Provost Molitor:** I do not believe it can, no.

**President Van Hoy:** Is it a software limitation?

**Interim Provost Molitor:** I think it is also a budgetary approval process.



**President Van Hoy:** Okay.

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** All right, so I wanted to talk a little bit about why the bookstore, why we are here and what we do for you. So, our job is primarily to help you and your students be successful. That is the biggest thing we want to do, and we do that by providing textbooks and course material, we do that by providing clothing and gear, and all the other things that are available to students. But primarily our job is to help you and your students be successful. We are the on-campus provider that accepts things like Rocket cards, scholarships, financial aid. We also work with the almost 2,000 CCP or dual enrolled high school students that come to this campus or take online classes here to make sure that they get their books as well. So a lot of what that means is that we really ask that you can tell us as best as possible the materials that you are using in your classes and your co-faculty who you speak with are using in their classes. Students are free for the most part to purchase from anywhere they so choose, but the bookstore is their primary source to purchase these things. Some students depending on their financial situations, it may be the only source. We are also the primary source just for the information. So, even if they are not purchasing from us, they use our website, they come into our store to look at the material that is being used for each class, especially ahead of time when they may or may not have access to a syllabus.

We really do request that all the book adoptions, material adoptions get sent to us. You are welcome to let your students know what your preferences are for how they obtain them. And the biggest thing I want, the other thing I want to mention about that is that you can use whatever materials that you want. That is up to the departments, that is up to the faculty. I have no say and [I] don't want any say in what you use. So, if you find some obscure textbook published by a poetry book published in the something in England, I can get that for you. If you want a book about the Nasdaq 500 that for some reason is published out of England—I don't know why, but another school uses it—we can get that. So, anything; as much information, as little information you have about the things that you want to use, my job is to figure out how to get them to the bookstore so that your students can buy them. You just have to communicate that with me and my team and we will make sure that we can get whatever it is that you would like to use.

So some of the other things you may see me do and some of you may have received one more emails from me in the last few weeks as we get ready for the spring semester, is reviewing the adoptions as they I want to make sure that the thing that you put in the system or that you emailed to me is the correct thing. I want to make sure that if there's an e-book available, we can make sure that is entered. I want to make sure if there's a print book and you only put the e-book in, I might check in with you to see if that's intentional or maybe it was just a misunderstanding. If you have requested an older edition of a book, I will frequently reach out, letting you know about the new edition (maybe you were not aware), and requesting that we move to that new edition in most of the cases. Frequently the bookstore has a hard time getting copies of old editions of books, especially if they are newer editions published. We do recommend that at least at the bookstore we stock the newest edition. That means that we are able to actually, physically have books on the shelves. But certainly, if you are accepting older editions from students, if it is not a page-by-page reading or questions in, say, a 'math' textbook, you can let them know that and they can make those choices accordingly. So, I do and will be reaching out to faculty who submit adoptions that I might have questions or want to make updates to. And we want to make sure that anything that might need a note or an explanation or such is available.

So, if you're using some kind of courseware and students can purchase it bundled with a print copy or by itself with an e-book, we are putting notes against those so that the students are sure that they understand what they are buying if they are buying from our website, and that the students are not being charged or paying for more materials than they need because they may not need to buy two copies essentially of the same thing in different formats. We can add courseware to any course if it is available, and there is a lot of courseware out there for a lot of different things that are available. We can also be your homebase for connecting with a publisher representative. So if you have questions or concerns about a book, you want to explore a new book, you want to see a new edition of a book you've been teaching from, all of that is something we'd be happy to connect you with the publishers representatives for. And if you want to create your own book or your own course pack, if you want to use a book that has been out of print for 20 years, we can help you with that too. I'm in the middle of one right now. We're going to make it happen. We work with a course pipe provider who can clear copyrights, keep everything legal pay any royalties that you need, and make sure that things are available so that your students can all have the correct material for their correct classes, and they can be successful the way you would like them to be.

So specifically talking about book adoption, and I am sure all of you, if you are teaching a class, have received an email probably directly from me and definitely from our Adoptions and Insights portal. So our Adoption and Insight portal is an online tool. You log in with your UToledo credentials so you don't need to remember a whole other username and password, it just links to your UToledo account. It will show you all of the material, all of the classes you are listed as teaching in Banner. It gets the information directly from Banner, which does also mean occasionally it is slow to update just like Banner might be. So you might see a wrong class for a day or two as things get updated. Once it's updated, once you log in, you will see your courses. It will show you the history of the materials used in your courses. You can use the one click readapt just to use the same thing again, or you can submit your own material, or search for material. We have a very large database of available material that you can search for. If you're not sure about what you want or having trouble accessing it, you are more than welcome to send me an email at any time, and I would be happy to input material or help you out with those as well.

**Senator Avidor-Reiss:** Just a follow-up question.

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** Yes?

**Senator Avidor-Reiss:** If I get an email from you and this is a section I teach, but there are other faculty, I cannot put anything. Because what you're telling me, there is no value unless everybody else would do the same. Is that what you're saying?

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** Only if in the inclusive access. If you want to just use the material, you can put it in for your sections. If you are, say, a department chair, a course coordinator—I know every department has different levels of who is in charge for different things—if you are the one responsible for all sections of, say, English 1010, (I know there is not a single person for all sections) you can reach out to me and I can either elevate your access in AIP so I can see sections within a department or I can input that material for you if maybe the faculty have not been assigned yet. So, speaking of adoptions, for spring 2025, we are a little over two weeks past our initial due date, which was 14 October, and while that says 89, (I actually sent that yesterday) we actually crossed 90 % this morning. So that is phenomenal for this campus. We have not frequently reached that high. However, that does leave us that remaining 10 % of book adoptions that we need. So if

you had not yet submitted an adoption, most faculty got an email from me about a week and a half ago specifically with the information for your class, and any previous adoption history, and options for that class. There have been a few sections added since then and I will be reaching out to those faculty in the next couple of days. And if you are a dean, or a department chair, a course coordinator, an admin, anybody who would like to reach out to other faculty in your department, I would be happy to share information with you as well. I suspect that as you are part of Faculty Senate, you're also mostly leaders in your departments in one way or another and we would like any assistance we can get.

At this point, we are coming up, I know it sounds crazy to say in November. It's the beginning of November. If I don't know what we're using soon, we are running the risk of not having them by January. Between printing times if things need to be reprinted, shipping times with the holidays, with the snow, with anything else that happens, with campus closing for some time, with everything else that happens between now and January, this is the time that I need to know in order to make sure that we can get the right things available for students. Then moving forward, you can see here, adoptions were due in October for January. We are going to be changing up the adoption due dates a little bit and moving them forward. Per the HEOA and per the way other campuses are working as well, students should be able to know the full cost of attendance of their college at the time they register for a class.

**President Van Hoy:** Please tell them what HEOA mean.

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** My apologies. It is the Higher Education Opportunity Act, which is a federal act that was inactive a few years ago to help make sure that all students have equity in their higher education. So, when they register, they should know their full cost of attendance, they should know what the tuition will be, the fees, and the bookstore course materials. Because UT starts registration in March, we are moving up our due dates for the full academic year for next year to March. You can see the dates on your screen here. Of course, there is always going to be things that change, there will always be times when a faculty is assigned late, or somebody needs to switch a course to change up a workload. We can certainly work with that, but we are attempting to have as much as possible settled by the time that students start registering so that they have the best options and know how to register and what their costs will be.

And then I put a note at the bottom the biggest thing for me and for the bookstore team is always going to be communication. I know that's true for everybody in this room and on the WebEx. I don't have any way of knowing what's going on in your class or your decisions unless I am informed of that. Email is fantastic. I am happy to reach, work with anybody. If you need more time, if you need resources, whatever it is, if I'm aware of it, we can make it work. I can place last minute orders if I know they're coming, but I can't just figure things out on the fly sometimes.

So, I talked a little bit already about why we're requesting things to be so early. Specifically, it gives us time for the reviews and updates as well as, by getting a better chance of used books which save students money, as well as working with the publishers, student preparation, and again I mentioned the shipping times. So what you guys can do as faculty leaders, Faculty Senate members to help out in terms of getting books and books for things ready. So, encouraging yourself and your department and any faculty that you interact with to put your adoptions in as soon as the adoptions are open. You will get an automated email when that happens. All department chairs and deans also get a personal email from me when that happens so that you can notify your departments. And then really making sure that you have the correct things

input. So as I mentioned, students can purchase wherever they so choose, but we need to make sure that we have the correct things. We see a lot of errors, whether they're intentional or not, doesn't really matter, but we get to the first week of class and I have students showing me a syllabus with a book I've never heard of on it. That's very difficult both for us and for the students. It makes it very hard for us to turn around and try and panic order a book right at crunch time when we're already started; it's going to take a week or two. They're going to get behind, and we don't want to have that happen. So if a material is being used, please make sure it's input. If you're not able to find the correct thing, please reach out. I can find almost anything and make sure that it is correct for your class. Following up or answering emails when I send them is always appreciated. If there is a larger course that you are part of or in charge of, consider things like streamlining that, offering three or four options, especially if it's one that's taught by a lot of graduate students, instructors or folks that are frequently hired late such as adjuncts. You can sort of have either a default book choice if there isn't an instructor hired by X-Time or perhaps three or four choices that the bookstore can sort of know ahead of time and get some copies in so that we are not panicking trying to get things in.

And then I promise I'm almost done, but the other things that the bookstore does: So, as I mentioned, we do clothing and merch. We also do graduation regalia. Grad fair is actually tomorrow if anybody would like to stop by and look at all the fun stuff and the students getting their regalia. We also do the faculty rentals for regalia for graduation and if you would like to purchase your own full set of regalia to keep, we can assist you with that as well. We also join book signings and other events on campus. The committee we were talking about earlier will be something we'll be reaching out to as well. Then sporting events as I mentioned, all football and basketball games and any other events as needed. So, thank you. I'm sure there are maybe questions, I'd love to take them.

**Senator Coulter-Harris:** I've been here for a couple of decades and your bookstore has always been very accommodating.

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** Thank you.

**Senator Coulter-Harris:** I would say 98% of the time, so that's pretty good. Thank you also for being amenable when there were changes and things of that nature. We've been working very well with the bookstore over the years. What I'm concerned about, what I've heard, and I don't know how true this is, I imagine it is true, but the Barnes and Noble bookstore on campus is expected to close in spring 2026.

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** That's the first I've heard of it.

**Senator Coulter-Harris:** Oh, I'm sorry. There has been a call for a committee to be formed.

**Interim Provost Molitor:** Yes, the contract with Barnes and Noble expires after spring 2026.

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** Correct.

**Interim Provost Molitor:** We are exploring options how to proceed moving forward.

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** Right. The general principle is that it would probably go out for a request for a proposal and may or may not continue to be us, I don't know.

**Senator Coulter-Harris:** Okay.

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** We're not yet involved in it.

**President Van Hoy:** The committee is being formed for review.

**Rebecca Jones, Barnes and Noble's Assistant Manager and Coulter Materials Manager:** Yes. Yeah, so that's still new. Okay---

**Senator Coulter-Harris:** Sorry.

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** No, I'm aware of the contract date, I just---

**Senator Coulter-Harris:** You were not unaware of this?

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** Yes, but it does not guarantee any outcome at this time. In the meantime, we would like to keep going with students.

**Senator Lapitsky:** Thank you very much for an informative presentation. One of the things I thought was really intriguing was the possibility of getting old out of print materials. Could you please comment on the relative cost of getting these to the students, relative to getting new materials. Is that more expensive or less expensive for our students?

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** It's very, very dependent on the material itself, but it would generally be about the same cost as [if] the printed book was new when it was published. Certainly, if we're publishing something from the 80's in 2024, the cost inflation and things have changed. But the general cost of that would be the cost of printing which is fairly small as well as any royalties that the copyright holder would request. So frequently we try to hit very close to, if not the same total cost that a book would've been if a student just walked into a Barnes and Noble and just purchased it off the shelf if it was still being printed.

**Senator Lapitsky:** Okay, perfect. Thank you very much.

**President Van Hoy:** Just a couple quick questions.

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** Please.

**President Van Hoy:** One, do you know in terms of what faculty order, and what students buy, what the proportion is of printed material vs. electronic materials?

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** I don't have exact numbers for that, but frequently the digital or electronic materials have been rising very heavily, especially in the last couple of years. With the students who are coming out of COVID and have been doing everything on their phones for the last couple of years, we see more and more the prefer for electronic books for a number of reasons. We also have more and more faculty using electronic courseware and other things that students are required to purchase digitally, and those have been generally fairly popular as well.

**President Van Hoy:** Okay. Then can you give us some idea of the success of the inclusive access program? Has there been a lot of uptake on that, or has it been moderate, or how has it helped?

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** It is growing significantly year over year, and especially this year or so. We will also be reaching out specifically to faculty who we think would be a good fit for the program in the next couple of months as we head into our February deadline for that program. Specifically, if you teach a course where everybody uses the same thing and it's already an electronic or courseware material, you can definitely expect to hear from us. But we can add very nearly anything to the program upon request. It has probably doubled in the last two or three years.

**President Van Hoy:** Any other questions? Thank you so much.

**Rebecca Jones, Barnes and Noble's Assistant Manager and Course Materials Manager:** Thank you all for having me.

**President Van Hoy:** All right, next, we're going to hear a report on the student success plan from Angela and Shannon.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Hello, everyone. Does everyone know Shannon and does everyone know me? Today we wanted to share with you, we're kind of going around campus and doing stakeholder meetings to introduce the academic success and engagement strategic plan and take some feedback from folks, and so this is our time to share with Faculty Senate and get some feedback. After we present, we will share the slides and a short version with Jerry and Quinetta to send out so that you can provide us with some feedback.

We did want to start with just letting you know that this is the shortened condensed version. The full version does have goals, objectives, action steps, and of course metrics and targets, which is something that obviously lets us know that we're meeting the mark and something that obviously President Schroder is very supportive of and is kind of, you know, his mantra is the accountability factor – so making sure that we are doing what we need to do to ensure students success. It also has evaluation measures and then he also asks that we include what additional resources would it require to enact the plan.

Today we are just going to review our goals and objectives of the plan. I did want to start by letting you know that it is rooted in our strategic plan, mostly Goal 1., which is obviously ensures student success from recruitment through graduation. And then also Goal 5. of the university strategic plan, foster a people centered culture. So we did focus and align this plan with the university strategic plan.

**President Van Hoy:** So, it is goal five?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Yes, this is my updated one, sorry. So, **Goal 1. of our plan**, these are the objectives.

- Objective 1., define student success. So surprisingly, we do not have a definition of student success at the University of Toledo. So in parentheses I have CCA. We have a grant through the state of Ohio with complete college accelerator. It is a three-year grant, and we are working with an individual through that to help us. We have had several meetings and stakeholder groups with that, so we are working to define that. One thing that I made very clear when we started out on this project with, I think Shannon and you feel this way as well, we always 'think' we know what

students want and we don't engage our students. We are engaging students in this process. And so, we have had several student stakeholder meetings and they have been engaged in this process of defining that as well.

- Objective 2., empower and equip teams with comprehensive customer service training. So, we do want to work with HR to create that and then obviously ensure that our teams get that training as needed. Objective 3., student satisfaction. So, one of the things that we know is a problem is that we do Nessie (NSSE) and we do Bessie (BCSSE). We do these surveys and there's like a three-year lag time, and so it really doesn't help us to get real time feedback, so we are implementing some real time, how did I do surveys. So after a student meets with an advisor, they'll get a survey, and it'll be like a ten question survey. We hope to be able to do this with other student services too, but the first one that we will roll out will be with our advisors. Objective 4., embed inclusive practices into academic success initiatives. So, this is really trying to ensure; we had a program through, I believe the Teaching Center when Denise Bartell was here about inclusive pedagogy, and we really want to get back to working with that. And so, with Malaika and Jean Kusina working with that to help our faculty on that and engage with that again. And then that feeds into the inclusive learning environment again, but that one will have more of the diversity training aspect. So the inclusivity and then also the diversity training and development.

**Goal 2: Proactive and holistic interventions and experiences.** The first phase is to standardize the academic advising structure. So we came I think, I don't know, maybe a month ago, six weeks ago to talk to you about our academic advising structure and then institutionalizing that across the system. What are we going to do to make sure all of our advisors are kind of using the same technologies and doing things systematically across the board? And then strengthening financial wellness for our students. This has come up in many surveys. Many data things that we have that shows that financial wellness is something that our students really are lacking, and so how do we ensure and integrate that in things?

- So, working with integrating that into our FYE course, and that is another part of the plan to work on that as well.
- And then implementing artificial intelligence into student support and intervention. So this one has. Actually, as we've been doing stakeholder meetings, this one has kind of augmented a little bit between the chat bot.
- And there's another system that we are now looking at called Navigate 360. This one actually through some feedback is getting refined as we speak.

**Interim Provost Molitor:** The idea behind all of this is to make sure we are reaching students before they get into situations that they cannot get out of, or before they run into financial issues, where they reach the point where it is too late and we really cannot do much about it, or before they run into academic issues. Therefore, we want a system set up like Starfish early alerts, where an instructor may say this student is not attending class. We want to have a type of wraparound system that identifies all aspects of the student, such as finances, or other academic preparation, or perhaps not following course schedules that are laid out in their plan of study. It would be a whole system to make sure we are reaching students before it is too late.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** So, just to piggyback off of that. Starfish, believe it or not, a person was sitting, it was like Oz. There was a person behind the magic screen pulling all the levers, so any of the things that went out, all the communications that went out, somebody was actually having to do that. We're actually looking at a program that has the analytics built right into it, so it would actually do it based on the feedback and the data that's fed into the system. So, if the student doesn't show up based on the attendance reporting, things of that nature. If they aren't paying their bills, those types of things, it's automatically going to generate those types of flags and send communication to both the advisor and to the students. It's automatic types of flagging for helping to optimize who and how we reach out to students. And while we did have flags for students already, thanks to Shannon and her team, one gap that we had is we did not have a flag for entering students, and we have that built, I believe now, the one that from admissions in. So, that was a new one that was just getting... So, as they are entering maybe we need to have something watching them right out of the gate for some of these issues. We have that built into Slate now. Is that how you guys built it or the analytics?

**Shannon Neumann, Associate Vice Provost of Academic Success and Engagement:** The analytics is in Starfish.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Okay. And so, the other system that we are looking into is a sister partner more of that but more advanced. So, anything that we have in Starfish would be able to be migrated over and so that's the other nice thing.

**Okay, Goal 3., optimized curricular experiences to improve persistence and time to degree completion.** Create and scale intentional academic pathways to ensure students are guided into the right fit academic field. So NISS is next to that. We had an engagement with the National Institute for Student Success. That is out of Georgia State University. Tim Renick came to give a presentation. We worked with them from January, 2024 through June, 2024, and they gave us quite an extensive report. So we have built into our plan many of the suggestions that they provided through that. This was one of them.

**President Van Hoy:** Ammon Allred had his hand up online.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Yes, Ammon?

**Senator Allred:** So let me understand this then. One of the things with centralized advising is that non-experts in the field are going to be stepping into things that academic advisors ought to be doing. I'm sort of curious professionally and academically what exactly the expertise of your office and the provost, whose objective is in redefining what a right-fit academic is. That looks to me like a massive overreach from a non-academic unit. And I for one think that Faculty Senate ought to be very, very concerned about this object.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** So, the pathways are like, if you think kind of like a meta major, they help to guide students into the right major. There is a lot of research that the National Institute has done, and I can send you that. It is really helping to develop like a meta major. So e.g., if you think of students who might be in your pre-nursing or something in the areas that are focused on health sciences areas, they would be in a meta major that help them focus and take courses that are all in the area of the sciences and kind of work together on what those pathways might be. So, before they actually declare a major, it might be something that helps them to decide what that would be.



**Senator Allred:** So again, these are academic concerns. And what I'm wondering about is why non-academics are running them. That to me is again, a massive overreach and exactly the sort of concern people had when we heard these moves towards centralized advising. Calling it a meta major, mentioning that there's data from centers that do this sort of thing does not change that fundamental issue. You folks are not academic experts in this sense. The folks in this room are, and I'm concerned about the fact that we're just sort of glossing over this massive overreach. Thanks.

**Interim Provost Molitor:** Ammon, this is Scott Molitor. We are not telling programs that they have to change their degree program requirements. We are trying to schedule and sequence things in such a way to make sure that students, when they are onboarded into these programs, have a way of figuring out, if they are in right field. And if they are not in the right field, can we make sure that they are able to transfer whatever coursework they have completed into the correct field? That will be more of a grouping, and scheduling, and making sure that we provide experiences through Rocket Launch and the first-year experience to ensure that students are identifying the correct major sooner rather than later. All these initiatives you see here are related to the observation that NISS made. I forgot what the statistic was. It was approximately over half of our students transfer program which is not a surprise at all. That happens at every university, but most students who are transferring are actually transferring in their second and third year. That is creating issues to time to graduation and is creating financial strain on those students. The goal is not reaching---

**Senator Allred:** Sure, I appreciate that logistical clarification, and I'm sure then you guys are going to be coordinating a lot with academic advisors and it is just an oversight that it hasn't happened yet, is what I guess I'm hearing.

**President Van Hoy:** Well, they are just creating the plan, right?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Right.

**Senator Allred:** Good. So, you will be coordinating with academic advisors and not sort of just doing this without consulting them? Thank you.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Yes.

**Senator Heberle:** I'm not I'm not familiar with the data that you're referring to, obviously. I don't know if changing a major in your second- or third-year causes students' financial strain or that they cannot graduate. I have never had that experience. I have students coming into my major in their second or third year and they graduate on time. And I don't know what the problem is that we're solving with this language, because students don't know what they want to do when they're 18 years old. And so---

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** It's solving time to degree completion, so it might not be in yours, but there is a significant number of students who have over 180 credit hours before they graduate, and they get close to graduating and they cannot complete because they run out of aid. So, it is really trying to ensure that we get them to degree completion quicker. It may not be your program, but it is solving for that issue.

**Interim Provost Molitor:** Correct. Your programs tend to have a lot more electives, whereas the more professional accredited programs have very little 'wobble-room' for flexibility.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Yes.

**Senator Barnes:** Can you talk a little bit about the data? Like, do you know which programs they are that the students are [not completing in a timely manner]?

**Interim Provost Molitor:** I do not have those numbers, but we can certainly go back and look.

**Senator Barnes:** Because it seems to me that we might want to target the intervention.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Exactly. We need to do a deeper dive on that, but that is the whole analytics piece that we're working on, and we will do it with Anne Fulkerson's team to actually go backwards. That is what NISS did exactly. So, they gave us the bigger overarching piece and told us that now you got to go back and do the work that---

**Interim Provost Molitor:** Yes, they did [it] institution wide.

**Senator Barnes:** Do you think that the shift to centralized advising might have some unintended consequences on the programs that have more electives and or don't have the problem of extended time to degree, sort of a you have a "one size fits all" solution that may actually harm places that are functioning well now? If we know, and I don't mean to say those programs are not functioning well, students are leaving---

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** I don't think that would be, I don't think those will be adversely impact because the focus will be on the ones that have the issue, not the ones that don't, if that makes sense. No, I don't think there will be adverse problems with the ones that are functioning well. You don't have to fix what's not broken.

So again, I think Scott spoke to the next one where you use data to inform course sequencing, program design, and scheduling, and direct resources towards courses with high DFW rates. So that really is part of one of the issues that we looked at and actually, we started to look at this last year with some things, with one of the projects running out of the college of Education and Michael Tollin's group. It was the CAP project that really started to focus in on are their courses that you sequence together that become problematic for students? So, if you put two courses together, they call them, I forget what they call them, but they're like problematic if you offer them together. Like a student is less likely to do well in that semester. And so, that's what this data is trying to solve for. So, are there courses that maybe we should not be offering both in fall and we could separate and offer fall in spring instead?

And then the 3rd objective here is to---

**Senator Eichner:** There are folks online, are we taking their questions as well?

**President Van Hoy:** Yes.

**Senator Eichner:** Great. I would love to make a statement and ask a question. When you talked about the issue with students running out of financial aid, I agree, that is an issue. But I'm wondering, being that you haven't done the deep dive yet why we're kind of making assumptions. I know that we've had some students come into our program and they've run into that issue. Most of them were students who were coming back maybe 10-12 years after they started their original degree and ran in to that problem, and it's a very low percentage of students that we've seen. So, are we sure that this is an issue with students that

are starting as freshmen here at the University of Toledo, and should we maybe explore who's running the issue before making these decisions?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** That's the deeper dive that we need to do. Go ahead. Do you want---

**Interim Provost Molitor:** Dr. Eichner, this is Scott. These issues where you have students who started ten years ago and are coming back, those were students that dropped out for some reason along the way. That is what we are trying to prevent. We want to advise students new to the university coming in appropriately so we can get many of them to graduate in a timely fashion to prevent that situation where somebody is coming back ten years from now wanting to restart their program.

**Senator Eichner:** And I agree and support that, but I can tell you in my major, we're a discovery major, meaning that students often don't come in their freshmen year and know about us. And I'd hate to see that students are deterred from changing majors because the students who do come back and aren't successful, they didn't leave UT. They left to other universities.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** So it's not about wanting to deter students from changing majors, it's making sure that students take courses that will effectively move with them when they change a major. That's what a meta major tries to do.

**Interim Provost Molitor:** : Yes. Dr. Eichner your comment about students transferring from other institutions. Yes, that is something we cannot control. However, what we can do is, we can use analytics to make sure students are better informed. For example, here is your plan of study, here is when you may potentially run out of financial aid. Can we set up interventions ahead of time and have things planned out so that we give them the best opportunity to be successful?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Are there other questions?

**Shannon Neumann, Associate Vice Provost of Academic Success and Engagement:** No.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Okay.

**Shannon Neumann, Associate Vice Provost of Academic Success and Engagement:** We weren't seeing the Chat because the PowerPoint was shared.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Oh, okay.

**Shannon Neumann, Associate Vice Provost of Academic Success and Engagement:** People asked why people on weren't being recognized, we couldn't see them.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Okay.

**President Van Hoy:** So please when the presentation is being shown, if you're online and you have questions, unmute and ask your question. It might be a little unruly, but that's the only way it's going to work.

**Senator Taylor:** Oh, okay. Well, I have I have a question. Can you discuss this right fit concept? Because that sounds like administrators are kind of choosing majors for students and trying to get them to a particular outcome. It's almost like the tracking term. Yeah, I guess the tracking that we might have seen a

couple of generations ago in school and I'm a little concerned about that. Can you please explain what you mean?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** I will share the information from the NISS with you. That's a term that they use and what they mean by that, so I will be happy to share that with Jerry to send to everyone.

**Senator Allred:** Just to follow-up with what Senator Taylor is saying, if we're using a term that NISS uses and we can't define it, I'm concerned that that's...our data.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** It's not that I can't define it, it's just that I think if I start to talk that way, then everybody's going to have a thousand more questions, so I'd rather just share it with the presentation.

**Senator Heberle:** One of the reasons why students change majors in colleges maybe the increased pressure to push students into market demand jobs, even though students don't have the preparation or even the interests in those fields. We need to help students find the areas they are interested in, not just what the industry wants.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Which is exactly what objective one is saying.

**Shannon Neumann, Associate Vice Provost of Academic Success and Engagement:** [Question from Chat Box] How is a meta major different from gen ed?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** It is getting students in classes that will align with health science majors, these courses would align with engineering and science courses. They align with particular majors, and you need to remember, these are for students who have not declared majors.

**President Van Hoy:** We've tried similar things before with living learning communities.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Yes.

**President Van Hoy:** Orientation communities.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Yes.

**Shannon Neumann, Associate Vice Provost of Academic Success and Engagement:** Last question in the Chat. [Question from Chat Box] So this change is being driven by an outside consultant. Is that correct?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** I guess you could say that this is driven by a consulting that we worked with to look at our data and our issues and had gotten recommendations - yes.

**Shannon Neumann, Associate Vice Provost of Academic Success and Engagement:** Last question and then we will share again.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Absolutely.

**Shannon Neumann, Associate Vice Provost of Academic Success and Engagement:** [Question from Chat Box] Who decides which courses goes with which major, and are faculty involved?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Absolutely, yes. This is the start of a plan. We're vetting it with faculty here. We will absolutely vet with faculty.

**Interim Provost Molitor:** Correct we are not changing programs. We are analyzing programs to figure out how to identify these commonalities and to make sure that we can group and sequence the courses appropriately.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Right.

- Okay, Objective 3: Align new student orientation and first year programs and curriculum, and create a cohesive educational experience. So, really thinking about our first year. Our new student orientation should really seamlessly integrate with our first week, which Student Affairs does, and our first-year curriculum. And then our MESP<sup>1</sup> program, that is something that kicks off in the summer for our students. These kind of are all these standalone things and they're disjointed. We really want them to seamlessly integrate together. So coming up with some commonality that links them all together is the goal here.

**President Van Hoy:** We have a hand raised. Senator Miner, go ahead.

**Senator Miner:** Hi, this is Barbara Miner in the Department of Art. You know, I love the fact that we are talking about helping students. I think that is our primary goal. Just yesterday I had a faculty member come to talk to me about a student who was in trouble and needed support etc. And I was asked, well, now that we don't have the success coaches and now that we are, in some respect, losing the closeness with our advisors that we have had and resource have been diminishing, I could not recommend easily some of those really key pieces that we have had in the past that support students, right? So, what I will tell you has been happening is that all the concerns about getting a kid through a program smoothly without extra cost, without extra time. Those are all important. But we have been handling mental health crisis. We've been handling financial crisis. We are scrambling to support students. And while, I didn't always think the success coaches could help in ways that I thought students needed, they were at least a backup. And I feel as though focusing strictly on the areas that we're discussing here in terms of right fit, academic fields etc., we're not paying attention to one of the other components here, which is a lot of the support for students is squarely on the shoulders of faculty and staff, and I don't feel like that's being addressed.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Well, we haven't gotten there yet.

**Interim Provost Molitor:** Barbara, thank you for that comment. You should be referring all these students to the Case Center, the Center for Advocacy and Student Experience.

**Senator Miner:** We do. But Scott, here's the thing. When we had a system with success coaches, I could go in and have a one-on-one conversation with that success coach and we could work together to help this kid get through the semester, right? The support was there, and we weren't scrambling for every bit of support that we could have.

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<sup>1</sup> Multicultural Emerging Scholars Program

**Interim Provost Molitor:** I just want to add, there is no reason you cannot have that one-on-one conversation with Julie or her colleagues at the CASE Center.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Well, and I would argue that once we have the advising model up, when they have their manager, they should be able to do that as well. So, it's yeah. We're in the midst of building the model and once you have the, there will be a manager over the pillars and so you will have a point person that you will be able to reach out to. And please know, you are not losing the people in the colleges. I keep hearing that over and over and over again. You are not losing the people in the colleges just because we are having a centralized model. The centralized model is reporting, training, ensuring that we have consistency and practice. There will be a hub, but there will be people still in the colleges.

**President Van Hoy:** Sammy has raised his hand.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Sammy?

**Dr. Sammy Spann:** Yes. Can you hear me?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Yes.

**Dr. Sammy Spann:** I just want to kind of double back on that part. Barb, I do agree with you that the success coaches [are] going to be gone, but I want everybody in this space to know that the Case Center, it has a 24-hour service. It is connected to the Counseling Center, which has a 24-hour counseling hotline and we're building it out as we're talking. So, this new model that we're talking about with those new advisors and with some of the faculty members, we're going to start building it out. Cases of concept is not a place; it is not an individual. The idea is to build it out and we're building it out right now. So, I just want you to know that the 419-530-HELP phone number, the 24-hour hotline, all of that is available. At the bottom of the website there is the 'report a concern,' all those things come through to about 20 people. So it is not like it is just one or two people in that space, it is a network of areas. I just want to just say that to you all because we need your help, because that is how we're able to help our students. It is a lot on the faculty shoulder, but we're here to help you every step of the way. Thank you.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Thanks, Sammy. Are there other questions online?

**Shannon Neumann, Associate Vice Provost of Academic Success and Engagement:** About the same.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Alright, the last two under Goal 3. are

- to promote student and faculty interactions
- and to increase service learning and community engagement opportunities.

**Goal 4: is to provide a vibrant engaging and supportive student experience.** We want to enhance our services and support to ensure first year students succeed academically and socially. This goes and ties into, the previous one where we want to link that whole first year together. And then obviously that leads to the second year, so we do want to enhance second year programming as well. Create a robust, inclusive student experience for all students. So that is, the all is carrying that over to second, third and fourth year. Invest in wellness and mental health resources. So, Sammy just alluded to that as well. We are working on that and building that out to provide more of those services. And then strengthening partnerships with

local and regional community to provide holistic student experience. That would be to ensure we have more students who can participate and more community engagement opportunities. And then Goal 5. is one of the things we had learned through our engagement was that we needed to really align projects, and people, and things.

- Objective 1. align retention-focused projects and make sure they were executed properly. Develop a systematic policy, practice and survey review. So, we have concluded that. So that was part of the strategic enrollment plan. And then create a concern barrier submission process for tracking and feedback. We all that that's the Rocket Roundtable. It kind of took off and so we are continuing to build upon that.

That is the draft of the plan. Again, I have a three-page document that I will send out so people can provide written feedback, and I will also share the slides with Jerry and Quinetta so they can send that out and we can get some feedback.

**Senator Avidor-Reiss:** Quick question. This looks like a very long list of things to do. UT is very good with making very long lists and not following through till the end. So the question is, what is the approach that you're going to take to make sure before you enact something you're going to consult with people? Is it a process in which this is going to happen? And maybe a shorter list is better, prioritizing what is going to happen and also share with us the priorities.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** This is a five-year plan, so yes, it is a lot of things. But this is a five-year plan so there will be priorities, some of which have already started. So, yes. There are action steps that are in the plan, and so they spell out specifically what will happen and we will be held accountable. So we will be ensuring they will happen.

**Shannon Neumann, Associate Vice Provost of Academic Success and Engagement:** There is a comment online. [Comment from Chat Box] I think we are not considered "connection." Students come to faculty because they are connected to us. They don't have steady advisors and success coaches are gone. It's a big change.

**Senator Scheuermann:** Just a quick comment and question. I may have missed it, but it didn't look like any of those goals or issues that you talked about had anything to address faculty success and how that's very closely tied to student success. Wouldn't you be able to solve a lot of these problems if we actually had the appropriate number of faculty and staff actually in the college working with the students directly?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Provost Molitor?

**Senator Scheuermann:** We put a lot of money into outside or you know, these extra issues, but we're not really getting at the heart of what we need to actually give the students the educational experience that they've paid for and deserve in our colleges. Thank you.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Do you want to comment on that, Provost Molitor?

**Interim Provost Molitor:** Yes. The good news is these consultant reports were not all that expensive, and the other information is unfortunately we do have a budget situation. We have expenses that need to align with our revenue. Yes, it would be great if we could hire more people and it would potentially solve some

of these problems, but we cannot do that. This is the reality of the situation. We have to do the best with what we have, and we believe this plan will help us do that.

**Senator Scheuermann:** I was going to say that we should not have paid a lot for that NISS report because they generate the same one for every college, university that we consult with. The reports are almost identical that I've seen from several different universities. Very similar.

**Interim Provost Molitor:** Those recommendations were targeted based on data we provided them. I mean, they were specific issues like excess credits, time when students were transferring, amount of students that were having financial issues that resulted.

**Senator Coulter-Harris:** First, I want to thank you for all your hard work. Thank you. This is a statement that is coming from my heart, okay? I've always been of the mind that success begins with the faculty member. That's the first line. And what kind of atmosphere we're creating in the classroom, how we speak to our students, how we respond, how we respond when students are absent for two or three times. Do we call them? Do we email them? Do we meet with them, try to get them back on, on track. I mean these are things too, so it's not all just what you're doing, it really has to begin in the classroom. Now, I understand that there are classes that have hundreds of students in them. But I'm talking about classes such as I teach that maybe have 20-24 students, etc. How often, oh, you're laughing?

**Senator Barnes:** [Indecipherable]

**Senator Coulter-Harris:** What, 24? Oh, no. I'm not teaching a writing course with more than 24 students.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** You're safe. You're safe.

**Senator Coulter-Harris:** Yes, I kind of lost my track. So anyway, I was just speaking from my heart here that I'm very concerned with the kind of response from faculty to students. I mean, you know, I listened to students, and I listen to what they say about courses and their faculty members. A lot of it is great, but some of it isn't so great. You know, they get discouraged. How do we deal with their discouragement? But anyway, this is just me being Deborah coming from the heart.

**Interim Provost Molitor:** I will argue -- much of our ability for students to succeed is directly related to what happens in the classroom. We are not trying to standardize what happens in the classroom. We would like to provide support to make sure our faculty have the tools to make sure that they are maximizing the ability of the students in their classes to succeed. That is one of the goals.

**Senator Coulter-Harris:** Yes, I think I misspoke. I just think that there's has to be more kindness in the classroom, a little bit more mercy sometimes, a lot of understanding. You know, our students aren't going to Harvard. They are going to The University of Toledo. And they don't come from particularly (most of them) wealthy homes, and some of them are in great want.

**Interim Provost Molitor:** Agreed. I appreciate it. Thank you.

**Senator Semaan:** Thank you again for all the hard work that you've done putting this together. It is not an easy thing, and it is heartwarming to know that our concern is the success of our students. Just one concern, it might be just me being a little sensitive to language here. Goal 1., objective 2., we're looking at our students as we use customer service. True, our students are customers to some extent, but using that



term does align with thinking about our institution as an enterprise it sounds. And it sounds like kind of an assembly line we need to move. Is that the thinking? You don't build relationships with your customers other than to sell them, but you build relationships with your students to teach them and help them succeed. Based on that, are we going to continue thinking of students as customers? Would that truly lead to helping them succeed in life?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** I think when you're providing the training, that type of thought will be embedded in it. It's just the name of the training that. But that's what we're looking for. How do you make them want to come back? How do you make them feel special, make them feel like they're belonging here? Unfortunately, I feel like we have gotten away from that feeling, and so that's what it's about when you get down to it.

**President Van Hoy:** Customer service is also, that phrase, that's connected to how you intend to do assessment as well, right?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Yes. How did I do? How did I treat you? You know, one of the questions on the survey is, would you recommend this adviser to your friend? You know, how satisfied were you with this appointment? Did we meet your expectations? Things of that nature.

**Senator Lapitsky:** Thank you for your presentation. One of the things you talked about in the first objective was standardization with advising, which we talked about before. We teach a really diverse population of students across many programs. The experiences and challenges they encounter are really program specific. I wonder if you can comment a little bit about how standardization is going to address the diverse needs that students across the many different programs have.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** When I speak of standardization, it doesn't mean I think what you are thinking. You will still have those individuals who have the specialty knowledge. It's more standardization of like technologies that are used, such as appointment scheduling. We do not have one system that everybody uses for appointment scheduling. We do not have one system where everybody takes notes. So surprisingly, we have Starfish, and what is it? Less than 60 % of people on campus use that. So, we have a system that costs a lot of money, and we don't have everybody in it using it. So, it's really when we say standardization, it's about the tools that we use so that we can all be in the same platforms. And then like the survey, making sure that everybody is providing the same level of care and service so if a student would go from Engineering over to Arts and Letters, they would have the same level of service. But the expertise of your programs will remain the expertise of your programs. We're not going to take that away or change that.

**Senator Lapitsky:** That is great to hear. One follow-up on that. I know that in some programs like mine, we have a professional advisor advising the students traditionally while in others, its faculty that do the bulk of advising. Does the plan take these differences in the structure of advising processes into account?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Yes, we're not tackling faculty advising at this point, right? Although we would like to work with figuring out in the colleges what the differentiation is there and trying to help support that as well. But we are focused on the professional advising at this time.

**Interim Provost Molitor:** Regarding the standardization of platforms and communication, it would be nice to get faculty advisors trained to be able to use these tools as well.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Right.

**Senator Avidor-Reiss:** So it is clear to me that you are trying to improve the system and clearly this is a genuine thing, but I think there is a problem, there is a fundamental problem I think that was mentioned here earlier. It's very hard to ask the students to be happy for the performance of somebody providing them service. Let's say an advisor if this advisor has 500 students or 300 students and he cannot provide enough time to the student. The student is going to be disappointed. And it's not because of the advisor does not do a good job. It's because this advisor is in a situation that he cannot provide a good job. There are too many students per advisor in certain places. A similar comment I want to say about the different programs that you want to buy those... If you buy a cheap program that does not do a good job, you're going to replace it after two years or so. My experience with many of the programs the University of Toledo buy, they are low quality. They are not very good, and the result is that we as faculty [are] struggling through these programs, and they don't do a good job. Then, you're going to blame us that they are not doing a good job, and in a few years, you'll maybe replace them again. So, is there any plan to really think about that we need more people so the service can be good, and we need to buy good quality programs so people who interact with them can actually do a good job?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Well, that is part of the resource request, right? We are trying to do the best practice, resource to ratio, advisor to student. Then we'll map that out as part of the proposal plan. I don't get to make the decision on what kind of funds we get for that, but that is part of the proposal as is the funding for resources to purchase the software that we need, and think would help impact.

**Interim Provost Molitor:** I should also point out that the technology, and the data, and the proactive advising approach can help with this. There are going to be some students who do not necessarily need regular interaction with advisors. They are going to have a plan of study, they are going to be doing fine, they are going to be on their way. There are going to be other students, however, who are going to need much more intensive support and interaction. Hopefully, we will be able to allocate resources appropriately by identifying those particular situations.

**Senator Barnes:** Thank you. Also, two comments that are also requests for you to maybe keep in mind as this moves forward. I appreciate the data driven decision making. I think that advising is an art. I am concerned that the 'how did you like my service today' approach to advising will drive away the best artists who are frustrated with that---

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** I hear you.

**Senator Barnes:** Shopping review model.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** I want to say yes, I want to say that it's not all about that. The first few questions are, what year are you? What did you come in for, so we can get a handle on who's coming the most? What service are they requesting the most? So, is it about courses? Is it about finances? Is it about that kind of stuff? And the last two are really about, did you get your needs met so we can have a follow up if we need to, and then how satisfied, and would you recommend? But there's a lot of other information we're soliciting.

**Senator Barnes:** Excellent. Did the advisors weigh in on the survey?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** They are having stakeholder feedback, yes. Both students and advisors.

**Senator Barnes:** Excellent. Thank you. And then the other observation. I've been here since the last century and one of the things that I have seen over and over again.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** I thought you were only 21, what are you talking about <laughter>?

**Senator Barnes:** I am not 21, I'm 59. One thing I've observed over and over again is that there's a really localized problem, and instead of addressing the localized problem, we implement a new system that affects way more people who were actually functioning really well and conscientious and all the things. I have anecdotes which I'll spare you, but sometimes it's even just one or two people who need to be addressed, who are not being addressed by their supervisor. Instead of dealing with the fact that the supervisor isn't doing their job to correct a bad behavior, we create a whole new system and a whole new structure that's very disruptive. So, I'm not saying that that's what's happening here, but I would be cautious about doing that because lots of really, really highly competent professional people are harmed when we do that. And I think because of all the reasons we've already talked about, there's a lot of demoralization among the folks who work here, who care deeply, do great work, invest way more than they should of their lives and time. And so, I feel like I appreciate the feedback sessions, but I think let's really listen so that what happens at the end of the day is that people are really excited about the plan rather than feeling like, you know, that other feeling that we sometimes have about plans.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Absolutely. Thank you. I appreciate it.

**Senator Avidor-Reiss:** This was a very important comment.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Anything else?

**President Van Hoy:** There's a comment online by [Past-President] Linda Rouillard. [Comment from Chat Box] But can we afford to hire all these expensive consultants?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** There's no more consultants being hired to my knowledge. And CCA, just to clarify, it was not a consultant that was hired. It was a grant that we applied for through the state, and we secured it and so they are consulting with us, but it is a grant that we received. We are not paying anything for that service, so that is not coming out of our pockets. This Engagement was \$40000 and then anything else? Any last questions? Thank you.

**Interim Provost Molitor:** The NISS engagement was \$40,000.

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Anything else?

**President Van Hoy:** Any other questions?

**Dr. Paprocki, Vice Provost and Chief of Academic Operations:** Thank you.

**President Van Hoy:** Thanks Angela and Shannon. Okay, I believe we are up to the Committee on Academic Programs report. Senator Taylor, are you ready?

**Senator Taylor:** Yes. I'm going to try to make this very quickly as possible. The Committee on Academic Programs met on Friday. We looked at three items that come to us. We have agreed that one of them should move forward. This was a program modification out of HHS, the **Recreational Therapy BS**. They were aligning their program outcomes to meet accreditation standards. The committee found no problems with this, and we are recommending that Faculty Senate approve. That's all we have at this time. Are there any questions?

**President Van Hoy:** I don't see any questions here in the room.

**Senator Taylor:** Hearing no questions. All those in favor of approving this, please vote yes in the Chat or say aye.

**Group of Senators:** Aye.

**President Van Hoy:** Any nays? Any abstentions? It looks like it passes. *Motion Passed.*

**Senator Taylor:** Alright, thank you.

**President Van Hoy:** Thank you, Senator Taylor. All right, moving right along. The next report is the Committee on Core Curriculum from Senator Barnes.

**Senator Barnes:** Hi, everyone. The Committee on Core Curriculum met on the 31<sup>st</sup> of October. We had only one item for consideration, **COMM 2600 Public Presentations**. This is a course I think I mentioned in my last report. It had already been through the OT36, but for some reason, [it] bypassed the approval process and so [it] was sent back to our committee to review it for entrance into the Arts and Humanities core. The committee voted in favor of that. We did make a recommendation that they work with Alana on the learning outcomes, but it has already been approved by the state. I think it seemed more ~~like a~~ pro forma than anything else. The only other thing we did to follow up on, if you remember last time I was talking about when things don't need to be sent through the CIM system because the corrections are so minor. I thought, and I was blaming it on Dan Compora, that there was already a document in place and there was a set of exceptions. Turns out, the Provost's Office is working on the exceptions, and they sent me a list of certain exceptions—things you would expect, typos in the title of the course, in the course description, any kind of typographical error, things like that. But there's going to be a document apparently at some point. Okay, any questions about the course? Any questions in the online group? Can I have a vote in the room? All those in favor of accepting this course, please say 'aye?'

**Group of Senators:** Aye.

**Senator Barnes cont'd:** Post it in the Chat also. Any nos or abstentions? Hearing none. Okay, great. Thank you. *Motion Passed.*

**President Van Hoy:** Okay, great. Thank you, Senator Barnes. All right, Past-President Rouillard, do we have time for the survey results?

**Past-President Rouillard:** I think I can do it. We've got five minutes, and I think I can do it. If I can share my screen. Okay let me see. Okay, are you seeing my screen?

**President Van Hoy:** Yes.

**Past-President Rouillard:** Okay. So, this is the invitation to complete the survey that was sent out on October 22<sup>nd</sup>, with a reminder on October 25<sup>th</sup> to complete the survey by October 28<sup>th</sup>. The survey addressed the issue of centralized advising and the issue of the change in procedure to the course scheduling policy. The language to that proposed policy change was in the survey in invitation so that students knew exactly what we were talking about.

Here are the analytics from the question pro survey. So, I sent this to 56 members of the Student Government, and I got—I was disappointed with the number of responses—22 completions, but I'll take it. This was the only means that we had to contact the students. There's no way to contact the whole student body, only Student Government. Alright, so the questions addressed the issue of advising which we have already been discussing. The students who responded were, for the most part, 20 % first year, 24% second year. As you can see, the largest group being fourth year students. Fifty-eight percent of them said that they had heard about the change to centralized advising, but I suspect that that has more to do with the fact that I went to a Student Government meeting and talked to them about this. I asked about, how many students actually knew the name of their assigned college advisor. I was relieved to see that it was close to 80 %. I asked how many knew the name of their assigned faculty advisor, just under 50%. I'm wondering if that simply doesn't have to do with the fact that more of the students were first and second-year students than perhaps students who have declared majors. But that is the statistics, nonetheless.

This question asked about the quality of interactions with college advisors. Over 2/3rds said that they had useful interactions. About half said that with faculty advisors. I asked, what kinds of help they had gotten from their college advisor, and listed as many as I could come up with and an opportunity to put something in a comment box. I have forwarded a copy of this report to the Provost Office, to the President of Student Government, and I'll ask President Van Hoy to also send it out to senators so that you can study the results a bit more rather than just having these few minutes. Some of the suggestions or comments align with some of the comments that we just heard in the previous presentation. There seems to be little consistency between advisors, although there are lots of positive responses as well. And same thing for the interactions with faculty advisors.

The next thing was my college advisor is knowledgeable about all the requirements for my major, my college and the University. Good responses there. Lots of satisfaction. I believe any advisor on campus is knowledgeable about all requirements, general education, major college university. Near, well, just under 2/3rds said no. I think that this is one concern we might have with centralized advising. It's easy to arrange to meet with my college advisor. Just over half said yes. With faculty advisors, 73 % said yes. I would attribute that to the fact that college advisors have such a huge number of students it can be difficult for students to get an appointment. This is also something we're going to need to think about in centralized advising, even if we hire a few more advisors, these people are still going to be overbooked.

Now, the section on course scheduling. I asked students about their preferences for 8 to 9:30 am classes. Seventy percent said no. I choose evening classes after 4 pm. Eight six percent said no. I asked about choosing classes that include Friday meetings. Ninety one percent said no. I prefer classes that meet two days a week. Almost 87% said yes. Classes that meet between 10 am and 4 pm, 100% of the responding students said yes, that's what I prefer.

Yes, this is a small sample, but it is a sample nonetheless, and I think we need to think much more closely about making the proposed schedule changes. I asked about constraints in terms of choosing class times and these are the things that they addressed. Eight six percent said that their extracurricular schedule had a lot to do with the way they build their class schedules. I think that in some people's mind, that probably included jobs and work study and so forth, even though that was broken out in a separate category. The comment sections at the end were also revealing. Workloads are a huge determinant in class schedules. In regard to the policy rate, this student had a very articulate response. "I don't see how this new policy will benefit students. It will inhibit students' ability to work, which will lower retention rates as students can no longer afford to attend school. It is making it more difficult for student organizations to meet. It will have a negative impact on college culture, and so forth."

So, I'll let you read the comments when you get a copy of the report yourself, but I think that what this shows is number one, the students have to have some input into this course scheduling policy. There are too many variables to just make a global change in the way we schedule courses. And as an aside, I will tell you that over the past few days as I've been leaving the Fieldhouse. I might be leaving around 2pm, I might be leaving around 3 pm or 4 pm. I see many, many classrooms that are dark and empty. So, when we take classrooms offline, there certainly will be some space for those classes. I don't believe that with our current enrollment that the crisis in classroom availability is going to be quite as bad as is predicted. That is my report. You'll get copies of the analytics. Thank you very much.

**President Van Hoy:** Are there questions for Past-President Rouillard? Okay, I'm not hearing any. So we are at the end of our time, but we have two more items on the agenda. Do you want to extend time, which will require a motion and a vote? Or do you want to table these until the next two weeks?

**Senator Taylor:** Motion to Table.

**President Van Hoy:** Okay, so there's a motion to table. Is there a second?

**Past-President Rouillard:** I'll second.

**President Van Hoy:** Okay, so there's several motions to table and seconds. All those in favor online, please put yes, no or abstain in the Chat.

**Senator Heberle:** Can we have a discussion?

**President Van Hoy:** Yes, I'm sorry, we can have discussion. Go head, Senator Heberle.

**Senator Heberle:** [Indecipherable]...

**President Van Hoy:** We put these on the agenda this time because one, the classroom scheduling policy comes after Past-President Rouillard's report. Right? Then also because two weeks ago when we had the presentation about the 'common hour,' we promised that we would bring it up for endorsement at this meeting. Anymore discussions or questions?

**Senator Avidor-Reiss:** So, the items are to endorse the 'common hour,' and what was the other item?

**President Van Hoy:** To either endorse or vote against the classroom scheduling policy.

**Senator Avidor-Reiss:** I see.

**Senator McInnis:** Will the timing have any effect?

**President Van Hoy:** I don't believe so. The classroom scheduling policy is out for comment. It is a matter of when we want to send whatever message we are sending on that. And then the 'common hour' proposal is just a proposal, so I think we can endorse that in two weeks. I would think we would want to put these things at the beginning of the agenda if we are tabling. Any other questions or comments?

**Senator Taylor:** I just want to point out that a lot of people already voted to table online.

**President Van Hoy:** I saw that. It was my mistake for not asking for questions or comments first. Okay, let's have a vote in the room now. All those in favor of tabling say, aye. Those opposed say, nay. All right, we might have to put some hands up in here to see. How many oppose? 4. How many are in favor? 37. Any abstentions? 1. In favor of tabling carries in the room and it looks like online as well. ***Motion to Table Passed.*** All right, is there a motion to--- Yes, Senator Barnes?

**Senator Barnes:** I should have said something about this in my report, which is, I'm pretty sure Collin Gilstrap is on sabbatical this semester. And if that is true, we could use a rep. from COBI on the Core Committee. Thank you.

**President Van Hoy:** Okay, so we need a replacement representative on the Core Curriculum Committee. Okay, I think so as well. Thank you, Senator Barnes. Okay, is there a motion to adjourn?

**Senators Taylor and Avidor-Reiss:** So moved.

**Past-President Rouillard:** Second.

**President Van Hoy:** Okay, all in favor, leave the room. Meeting adjourned.

IV. Meeting adjourned at 6:06 pm.

Respectfully submitted,  
Deborah Coulter-Harris  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Administrative Secretary