

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of December 02, 2025
FACULTY SENATE

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

Approved @ FS on 01/13/2026

Summary of Discussion

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

President Avidor-Reiss: Good afternoon. Welcome to the last Faculty Senate meeting of academic year 2025. I am going to start. Do you hear us online?

Online Senators: Yes.

President Avidor-Reiss: I am going to ask Secretary Coulter-Harris to call roll.

Senator Coulter-Harris: You bet. Hello, everyone. I hope you all had a wonderful Thanksgiving.

Roll Call 2025-2026

Present: Allred, Avidor-Reiss, Balthus, Bamber, Barnes, Bellizzi, Benton, Bigioni, Bornak, Brakel, Cheng, Cochrane, Coulter-Harris, Diakonova, Duggan, Dwyer, Ekwenna, Elgafy, Fresenko, Gibbon, Giovannucci, Glassman, Green, Haller, Hamer, Heberle, Javaid, Kalinoski, Kaw, Kistner, Kumar, Krantz, Lapitsky, Lawrence, Lee-Smith, Machalow, Maktabi, Martin, Mcloughlin, Miner, Mungo, Padilla, Pryor, Reinert, Semaan, Sahloff, Sheng, Steven, Stoltz, W. Taylor, Van Hoy, Wedding, Willey, Yonker

Excused Absence: Assaly, Cooper, Delaney, Eichner, Gilstrap, Hamouda, Khanna, Moussa, Nazzal, Osman, Servick, T. Smith

Unexcused Absence: N/A

Senator Coulter-Harris: President Avidor-Reiss, we have a quorum.

President Avidor-Reiss: Hallelujah.

Senator Coulter-Harris: Yes, I wanted to make sure.

President Avidor-Reiss: Thank you, Deborah. Now we are moving to the second item which is adopting the agenda. We are voting by general consent. Are there any motions to change the agenda? Is there anything online? Very good. Since there are no motions then the agenda is standing. ***Agenda Passed.***

Okay, now we are moving to the Minutes, November 18, 2025. Again, we are going to vote to approve them by general consent. Are there any corrections to the Minutes? Online? Hearing none. Since we don't have any corrections then the Minutes stand approved. ***Minutes Approved.***

We are now moving to the next item, which is the Executive Committee Report: Over the last two weeks, Faculty Senate Executive Committee members have met with President Holloway and Provost McKinney.

1. Faculty Senate President-Elect Renee Heberle and I met with President Holloway to discuss a range of issues:
 - a. Current enrollment indicators are not definitive, and it is too early to have a projection for the fall of 2026.
 - b. Renee has updated President Holloway on the plans to have an FS committee work with ParkUToledo to identify and resolve practices that interfere with the university's mission.
 - c. The president explained the ParkUToledo financial situation: Funds from the ParkUToledo (Diogenes Capital) arrangement are currently held in an investment account and are earning interest. Rather than spending the parking funds now, the university is using short-term borrowing secured by the parking funds to cover project costs and interest on renovations that are less significant than those included in the Master Plan, such as the Student Union upgrades, because the invested funds are earning more than the loan costs. Over time, the approximately \$50 million gain from this arrangement will be partially used for capital projects, but for now, it continues to accrue interest.
 - d. The president clarified the situation with Student Dining over the winter break. Last winter break, 56 students stayed in the dorms. They were primarily athletes and international students. Athletes eat via the team "training table," which is a catered team meal. Regarding the international students: the university dining halls are closed; students use open Union-adjacent venues at the Gateway (e.g., Uncle John's and Rice Blvd), have access to dorm cooking areas, receive staple "food boxes" when needed, and are invited to a couple of breakfasts at Uncle John's. To help this population, Student Affairs is coordinating support. The student government provides meal gift cards to supplement what the University offers, but this issue clearly needs more attention. We noted that Sammy Spann will attend the Senate on December 2 (today), and we will learn more about that then (today).
 - e. In response to our question about the plans for the Law Center building, the president explained that the university master plan, which proposes relocating the Department of Communication to the law building, is not final and is still under consideration.
 - f. Regarding a question about the UToledo research initiative as part of his vision for research. The president emphasizes that, in line with our renewed emphasis on our community, the university's Innovate Toledo initiative will focus on research questions arising from regional challenges and opportunities (e.g., Lake Erie harmful algal blooms). He acknowledges concern that some fields (e.g., astrophysics) may not fit neatly; however, the aim is to concentrate resources where a place-based frame makes sense while recognizing that broader research enhances UToledo's reputation.
2. Faculty Senate Executive Committee members have met with President Holloway and Provost McKinney to discuss a range of issues:
 - a. We discussed the 2026 workload policy. This policy will start immediately, but the retrenchment policy will change after the current CBA expires in 2027. FSEC continues to discuss the policy

changes to clarify whether this is an increase in workload that does not comply with the CBA. We are paying attention to what the UTAAUP is saying, as well as to the impact on non-unionized faculty.

- b. Plans to hire a VP for Research and General Counsel are in place, and if all goes well, their start dates are planned for January 1, 2026.
 - c. The President said he intends to start budget discussions in the fall of '26, as much as can be determined and outlined, before the normal early spring term start date.
3. Regarding the most recent biweekly Faculty Senate Executive Committee meeting:
- a. We discussed creating a new ad hoc committee for the CRE designation, to be chaired by Ashley Pryor, with two main charges: (1) review applications for the designation and give feedback to faculty, guiding them in the process, and (2) explain to faculty the CRE designation to make sure all appropriate courses are included.
 - b. The vote for a new FS Executive Secretary will take place today. We received a nomination for Suzanne Smith, a Distinguished University Lecturer in the Composition Program.
 - c. Various FS committee are advising the provost's office on all the new policies arising from the SB1 law; however, this does not constitute, in any form, an endorsement by the FS Senate – it is an act of collaboration due to a very short schedule, and the University is being legally required to review these policies.
4. Today's guest speaker is Sammy Spann, Vice Provost and Dean of Students.
5. To enhance communication with faculty, the Executive Committee reports, and the PowerPoints from our meetings will be emailed to all faculty after Senate meetings.

President Avidor-Reiss cont'd: Are there any comments from the Faculty Senate Executive Committee? Anyone else? Any faculty or senators? Yes, Sharon?

Senator Barnes: Can you repeat that point about the work on Senate Bill 1? Could you just repeat what was said? The second to last---

President Avidor-Reiss: Yes. Various Faculty Senate committees are advising the provost's office – so, we are asking the provost advice, but it is advice. Hopefully it will be a collaborative effort to make sure because of the time change.

Senator Barnes: Thank you.

President Avidor-Reiss: Okay, anything else? Okay.

President-Elect Heberle: You've just 'ended the meeting,' Tomer.

President Avidor-Reiss: Yes, I know <laughter>. No, no, no, nothing happened. We are still here. Now we have a thank you. This is for Deborah. Deborah; do you have a second to come here?

Senator Coulter-Harris: Yes, of course.

President Avidor-Reiss: We have a special thanks to Deborah. She is leaving us for some reason that is beyond her control. But she did a fantastic service for Faculty Senate for the last four-and-a-half years. We thought this would be appropriate to honor that. Thank you.

Senator Coulter-Harris: Thank you very, very much. It's been -- you know, I'm a crier. I cry at the drop of a hat. Never take me to a sad movie, okay? Listen, it has been my honor to teach here for almost 23 years. It would have been 23 years this May. You can look in my attendance book; I even have my attendance book into the spring because I had written it in. This fall was very difficult for me health-wise. You have to all remember that I had that terrible heart operation. I remember Sharon visited me in the hospital. Remember, Sharon?

Senator Barnes: Yes.

Senator Coulter-Harris: I made it through last year and I thought, oh, I can make it through this year too. But I can't. I just can't. Or, as they say in the Midwest 'I can't.' I'm not going to go anywhere. I'm just going to be at home. I'm going to take six months and see what it's like being a housewife, baking bread and doing things like that, and taking care of my poor husband who has been taking care of me for two years. Listen, I love, love, love the University of Toledo. It hasn't been 23 years; I got my doctorate here. I was here for five years for that. And two years before that, I taught at Com Tech. I was teaching English at Com Tech. So, you know, in all, I've been here almost half my life, except for the time I did down in CIA and in the military. So, I want to thank you all. I hope that some of you, all of you drop in on Thursday, between 1-3 pm; there will be a reception for me in the English Department Conference Room which is right across from the English Department. I'm going to miss my students so much. I am going to miss the Faculty Senate. You all have just been so wonderful to me and really fulfilled a lot of what I needed.

Listen, you all out there, I am very concerned about the chairmanship for the Faculty Senate Committee on Student Affairs. I have been chairing that for four-and-a-half years also. Please, someone step-up and take over that. Everything is done - you can ask Karen Green or anybody who's been on the committee. The whole agenda is done. All you've got to do is just, you know, be there and make sure that the dates are being fulfilled for all the presentations. But I don't know - I mean, I'm really having mixed feelings about this, but I'm at that age. Listen, I don't care anymore who knows how old I am. I'm 77 years old. I'm 'old' okay, get over it. But you should say, well, you don't look it, Deb <laughter>. Okay, but yes, I just need to step back. Your body will tell you when it is time.

Scott Molitor, I worked with you on a committee for four years and now I've worked with you on Faculty Senate for four-and-a-half years. We've been working together for a long time. I seriously admire you so much and I learned so much from you. As a matter of fact, I learned so much from everyone here. I did. I learned so much about the university, its operations, its mis-operations.

But anyway, I'm not going to 'suck' all the air out of this room. So, thank you! Thank you so much. Please do drop by just for fist pump or to roast me. Sharon has already promised to stop by on Thursday and roast me, and I would really like that. Well, alright, thank you.

President Avidor-Reiss: Thank you, Deborah.

[Applause and Standing Ovation]

Senator Coulter-Harris: Thank you!

President Avidor-Reiss: We need to go to our next item, which is a vote for the Faculty Senate Executive Secretary that will take effect next semester. We are looking for nominations. So, if there is a nomination from the room or nominations online, please let us know. We need somebody to take over this critical function.

President-Elect Heberle: Suzanne Smith?

Senator Coulter-Harris: She has already said no. I nominated her and put forth her nomination and talked to her, and she can't at this time.

President-Elect Heberle: So, we really need a nomination everybody.

President Avidor-Reiss: We know we are asking for a lot; this is the middle of the year, and people have already made commitments. We do want the provost to hear that we have over-committed faculty, but we still need somebody to do the job because we need to be fully functional. If we don't have any volunteers today, we need to work it out later. Nothing? Okay, we will try to identify someone in the next couple of weeks.

Senator Green: Could we nominate Deborah?

Senator Coulter-Harris: I could do it online <laughter>. No, I can't. I would love to, but I can't. Plus, you would have to pay me <laughter>.

President-Elect Heberle: That's fine.

President Avidor-Reiss: Okay, let's move on and we will try again later. If anybody can think of someone, please let us know and we can ask them or maybe convince them that this is the right move. Next, is our Provost report.

Provost McKinney: Thank you, Tomer. So, I'll start with Dr. Coulter-Harris. Although we've known each other now for four months or so---

Senator Coulter-Harris: You can call me Deb.

Provost McKinney: Well, Deb thank you for the twenty-seven [plus] years of service. That's quite a commitment. Thank you.

Senator Coulter-Harris: And I've enjoyed every second of it.

Provost McKinney cont'd: Thank you. Let me give you a few reminders, and then I've asked Angela to give a quick update. I was sharing some information with the Cabinet this morning and I came back to the office and said, you know, I think it would be good to share this information with Faculty Senate.

First, regarding the SB1 policies, I encourage you to continue to share your feedback and suggested edits with us. The comment period is open through the end of the day on Thursday. I wrote a note to Scott to add the link into the Chat. If you have not already attended either one of our sessions, or if you would like to provide us with feedback, please do so. That period is open until Thursday. My intention, and I mentioned this at the last meeting, is to have a very quick turnaround to give us time to finalize the editing based on your feedback and comments. I hope by early next week, (Monday or Tuesday), to then send the policies back to the Faculty Senate officers and the Policy Committee. That right now is the timeline which would be a little more than a week or so before they go to the Board of Trustees. So, that is the timeline I will keep myself to.

I also would encourage you to nominate your colleagues for distinguished university professors. Those nominations are due Friday, Dec 5. We will add the link into the Chat where you can make those nominations.

And then several end of the semester reminders and it is hard to think about where we are - we are at the end of the semester where it seemed like just a few days ago that I joined you and was here for the first time. One is at the end of the semester, and this should be happening this week. But one of the things that we've heard during the feedback and the comments when we get to the annual evaluation and other elements of the policies is that, well, we can't rely on the course instructor evaluations because the completion rate is so low. I would encourage you, implore you now, to in your classes that are meeting this week, allow your students to go on their phone, their devices because we know they're on their phone, they're on their devices during courses to complete those evaluations. The online courses for students are a little more difficult, but still, as you have contact with your students encourage them to complete their course instructor evaluations. As we enter finals week (next week), if you're around campus, Student Union, please drop by. I'm going to be there on Monday from 10 am to 1 pm, wishing our students well-wishes and encouraging them to finish strong with hot chocolate and cookies. So, please join us if you can next Monday at Student Union 10:00 a.m. – noon.

Final exams next week should be held during the scheduled final exam period rather than early finals this week or at another time that you might find convenient. So please keep that in mind. We then get to the end of finals week next week, we have our commencement scheduled, two ceremonies on Saturday. That's the 13th, at nine in the morning. The morning ceremony includes Business, HHS, COMLS, NSM and Pharmacy will join together. That's both undergraduate and graduate students. And then there's one in the afternoon, JHCASE, Engineering, Law, and University College. So those commencements are on Saturday the 13th. And then the following Tuesday final grades are due. Now, I'm going to ask a question because I'm used to Tuesday after finals. I'm used to reminding folks at 5:00 p.m. Is it midnight here?

Dr. Scott Molitor, Vice Provost: It is 10:00 p.m.

Provost McKinney: Okay, 10:00 p.m. on Tuesday, December 16th, final grades are due. A lot of things are happening here at the end of the semester this week and we then get into finals week, and then commencement. Now, this morning, as I look back on this semester, I think of the many activities that are going on. My report to the Cabinet this morning focused on student success. As I think about the achievements, and again, I've been in front of many of our units and I discuss some of our top priorities: One, bring more students, i.e. recruitment. Tomer mentioned earlier in his report, bring more students to the university. Priority two, keep more students. Keep more students and get them to graduation. On that front, we started in September looking at our historic first-to-second-year retention, historic second- to-third-year persistence, and historic six-year graduation rates. When I'm in front of our units I'm saying, now folks, I know this just does not happen; it's not by accident or coincidence; it's a lot of hard work in planning and it involves our faculty on many fronts helping us achieve these records and these goals. I asked Angela to come and say a few words on a number of initiatives that have been in the works that are in pilot stage that we're rolling out. And again, many of these things we know come with your support and with your assistance and with your efforts. And so, Angela will share a few words on this. Here is the mic.

Dr. Angela Paprocki: Thanks. So, if you recall, we did come and vet the student success plan with you all. And so, all that work is coming to fruition. So, it's kind of an update on that as well. Navigate 360 will be actually launching on December 8th. That is our student success CRM. It's designed to communicate with students and intervene early with them, so we're super excited about that. It will be used widely across campuses, not just with our advisors but our financial wellness team will be using it, Rocket Solution Central, we have faculty who will also be using it, the colleges, our Rocket Career Center and Academic Support Services. Really, it will be used across campus by a variety of people. So, we're excited about that rollout.

We do have enrollment, I know you're worried about enrollment strategies. We started call campaigns for all of our non-enrolled students. It started back in October, and we've continued to make those calls throughout October and made a push right before the Thanksgiving break. We will continue that again before the push to get students right after the holidays. So, on January 5th we will make another push. We keep doing call campaigns as well as communication campaigns through texting and emails, but we realize students aren't always on their email, so we're trying to make some other types of contact with them.

We also are launching a new FYE curriculum. We're launching it with three partner colleges for the initial phase, so that's happening with Business, JHCASE, and our university college. We hope that we will expand that curriculum with other colleges moving forward. We are exploring a full peer mentoring program for all incoming students, and we are working with the team and the Registrar's Office to streamline our degree audits. I cannot begin to tell you what a process that has been, so I'll just give you a little preview of that. I don't want to call any college out here, but we had an issue, you know, and a faculty member wrote to us and said their degree program was 128 hours. And then we talked to the registrar and the registrar said, no, it's 131 hours. Then I looked in the catalog and it's 131 hours and the department chair said, no, it's a 128. I'm like, oh my gosh, how many hours does this program have? Well, it's really 131 hours, but it's how people think of the program. And so, I'm like, okay, well, how many hours does a student have to take to complete the program? And it can't really be like ok, well, this is how this person thinks of it and this is how -- It's really how many hours the student needs to take to complete the program, right? So, it really is cleaning up a lot of things and helping the students to understand how things work. So, it's a lot of work, but we're going to get it all cleaned up.

Then the last thing, just on our short list that we gave the provost because a lot of things are happening is we launched a new AI tutoring platform in five of our courses, and we will begin to recruit courses with high DFW rates moving forward to see if there are people who are interested in launching that program. It's called **Circle-In in Their Courses**.

I do want to echo what Provost McKinney said. This is a team effort. There are a lot of people who are working behind the scenes. This is not me. This is a robust team of people. It is with faculty in the classrooms, helping us working with us side by side. So, I do thank all of you for the things that you do to help us every day. So, thanks.

Senator Coulter-Harris: Thank you, Angela.

President Avidor-Reiss: Okay, thank you, Angela. Next, we have the Faculty Senate Undergraduate Committee report. Lynne, do you need something to be up?

Senator Hamer: Yes, I sent it to Quinetta.

President Avidor-Reiss: Let me stop sharing.

Senator Hamer: Great. Thank you. I'll just put a commercial message out. I am here on behalf of Rob Padilla and myself, we are the chairs. We still could use a representative from Engineering and one from Medicine. So, please consider. We are an excellent committee. We have a good time, and we get a lot done.

So, here we are with our report. We have two parts. The first part kind of follows our Provost's remarks well. We were asked to take a look at some suggested recommended statements that could be put on syllabi, and these came out of (I believe) the August forum on Senate Bill 1 when people were asking for some approved statements. So, we appreciated the respect for the shared governance practice that put this through our committee.

- We had these two to look at and there are two options for the optional statement on mutually respect and divergent viewpoints or avoiding ideology. These include our revisions, and we'll see those in a minute.
- There were also two options put forward for electronic recording of classroom activities. These used less of our input, which was understandable because I think they're kind of, in the legal sense, a little bit 'dicier' perhaps.

So, let's take a look if we could. I'll just read these out loud. I think if other people want input, we can still put input in. And again, remember these are only recommended, they're not required. So, I'll go ahead and read them.

Option one: "In this class we will foster a community of learners that respects the autonomy of each student and follows the rules of civil conversation. I encourage each of you to explore and form conclusions about the topics we discuss in this course, even those that are complex or controversial. All points of view are welcome. We learn and grow from each other's ideas, perspectives and beliefs."

I think it is really very inspiring to read these. I'm a little 'corny,' but it is kind of nice. It is a little 'cheesy,' but nice. Option two, which is more beautiful in my opinion. Let's see if you agree. This one we really worked at, and I think it kind of gives to the heart. I mean we are such nerds on this committee, it is amazing:

So option two reads: "Students and instructors may express any ideology, political stance, or view as part of class discussion. All course content presented by the instructor represents vetted, peer reviewed scholarship, and professional standards of practice in the field based on the professional judgement of the instructor. Students are expected to demonstrate understanding of and proficiency with course content, which all assignments and assessments given assessed/evaluate. No portion of any assignment or assessment should be interpreted as encouraging, discouraging, requiring or forbidding students from expressing any ideology, political stance or view." We worked hard.

Senator Hamer: I do think that's a good one. Did you have any comments on that?

President Avidor-Reiss: Okay, I just want to clarify. Because this is optional, faculty can choose to take this and even modify anything?

Senator Hamer: Absolutely.

President Avidor-Reiss: We encourage that because it's going to be like templated and in a system. What will happen is there will be a toggle and it'll say, do you want to use one of these statements? Yes or no?

Dr. Angela Paprocki: [Indecipherable]...Do you want to use one of these statements, yes or no? And then if you select yes, one of these would come up as an option and then you'd have to pick one.

President Avidor-Reiss: Do you have the option to write something else?

Dr. Angela Paprocki: You will either have yes or no and a toggle, and that would be it.

President-Elect Heberle: But you can put a statement on the work that you are giving to the students directly around the reading schedule and other details.

Dr. Angela Paprocki: Yes.

President-Elect Heberle: You do have your own independent---

Dr. Paprocki: Yes.

Senator Hamer: That is only for the publicly accessible one.

Dr. Scott Molitor, Vice Provost: These statements will not be in the public accessible. We can only put the items that the state is requiring through legislation.

Past-President Van Hoy: These would be on the template.

Senator Hamer: Angela, when you are pulling from the template, what are you pulling it for? Where is it used?

Dr. Angela Paprocki: So, you're going to have one joining template that they create where everybody will use, and then only the stuff that where Legal---

President-Elect Heberle: Where Legal needs to clarify.

Dr. Angela Paprocki: Sorry, yes. Then only the stuff that is legally required will be posted.

Dr. Scott Molitor, Vice Provost: the schedule of topics, the instructor name and credentials, and a few other items such as course name and description.

Dr. Paprocki: Yes, the schedule of topics.

Dr. Scott Molitor, Vice Provost: It's important to make sure that the content on the public syllabus is identical to the version that you distribute to students in your class. That's why we're going to implement this system. We don't want somebody to hand out a syllabus that has a different set of items that was posted publicly.

Dr. Angela Paprocki: Right.

Senator Hamer: So, the syllabus that we hand out to our students would have those templated items plus whatever else we put in, and it would be at that point that any of us could choose to put in either of these or could create our own. Is that correct?

Dr. Scott Molitor, Vice Provost: That is correct.

President Avidor-Reiss: Okay, so just to clarify again because you are saying that we either choose one of them or we don't choose any of them, correct? You do not say there is an option to say add them and write yourself.

Past-President Van Hoy: So, you are writing your own syllabus, right? So, if you don't choose either of those then you can write your own.

Dr. Scott Molitor, Vice Provost: You'll have a section with a textbox to provide content.

Dr. Angela Paprocki: Well, we're hoping. We don't know yet because we haven't been able to meet with the vendor. We're hoping it'll be 'choose this option' or open like you have an open space.

Senator Hamer: So, I'm sorry, I need Scott to clarify. So, you are saying that we will only have on those state-public-available ones the absolute requirements, which would not be this statement. So, would the toggle not be for this statement?

Dr. Angela Paprocki: No, wait, okay. There's going to be one template that is like the university template now, okay? Simple syllabus is creating that template. Everybody will use that template. Then they will pull what we need by law from that template onto the public facing site.

Senator Hamer: Okay.

Dr. Angela Paprocki: Does that make sense?

Senator Hamer: It does make sense. It sounds to me, at least from our fearless leader, like some of us would like to have the opportunity to either edit these or create our own. So, when that---

Dr. Angela Paprocki: So, we're hoping that we will have the toggle-- yes, no -- and then there will be an option for open space.

Dr. Scott Molitor, Vice Provost: A textbox.

Senator Hamer: That is terrific.

Dr. Angela Paprocki: A textbox, yes.

Past-President Van Hoy: Can you remind us when does that requirement go into effect?

Dr. Angela Paprocki: Yes, so we're really hoping that everybody will be able to get the template and use it first, get their syllabus done by the end of spring.

Senator Hamer: Nice. Okay. All right, well, let's go on to the next one.

Past-President Van Hoy: I think there is a question.

Senator Hamer: Oh, I'm sorry. Question online or comment? Barbara Miner asked us, "The responsibility for vetted peer reviewed scholarship and professional standards of practice in the field based on the professional judgment of the instructor apply to a student's production of assignments. In other words, does the student also have to use vetted and fact-based sources as their reference materials?" That is a good question of clarification, Barbara. Our intent, I believe as the committee, when we said that the assessment was based on the vetted scholarship of the content and that the students had to show proficiency with that, that they would do that. They don't have to believe it. They have to be proficient. Does that work?

Dr. Scott Molitor, Vice Provost: You want to be careful about how you frame assignments and in particular, how you're going to grade assignments.

Senator Hamer: Right.

Dr. Scott Molitor, Vice Provost: So that should be part of a rubric, for example, to make it clear for students that this is one of the requirements for the assignment.

Senator Hamer: Yes, good point -beyond the scope of our job. All right. Electronic recording classroom activities: The first option: "Any recording of classroom activities (audio or video) may be done for personal use only and cannot be redistributed without the permission of the faculty member, except that the recordings maybe disclosed as part of an internal or external complaint process. Unauthorized distribution of such materials is a violation of the student code of conduct and may be subject to disciplinary action." Thus ends option one, and I think Legal is playing it pretty tight on this. Our conversation in the committee considered that the internal or external complaint process is wide open and could be interpreted as, you know, turning points new, you know, check on your faculty complaint processor. I don't think they have

one, but you know, there could be all sorts of complaint processes. So, we wanted that to specify the UT official complaint process, but somehow that was not possible. Go ahead.

Senator Coulter-Harris: Alright, it cannot be redistributed by the student without permission. How is the faculty going to check on that?

President-Elect Heberle: You're not.

Senator Hamer: You're not to. Legally the university could go after them legally if they did. I believe that's ---

President-Elect Heberle: Student conduct.

Senator Hamer: Student conduct.

Senator Coulter-Harris: Well, right.

President-Elect Heberle: They can't control it.

Senator Coulter-Harris: But they won't be able to control it.

Senator Hamer: No.

President-Elect Heberle: If it is there, we have---

Senator Hamer: They can get in trouble. The other conversation we had about this was the chilling effect on any kind of classroom discussion. It's like, you know, if somebody's videotaping you and you only have their statement that they won't distribute it, you're not going to participate. So, I think personally, I think the committee had agreement on this that it's a real infringement on the rights of all the students to a free and fair and open education. I think it chills absolutely everybody. I would not talk in a class if I thought people were video recording, except I'm the instructor, so I will talk, but otherwise I would not. And so, I think this one is highly problematic and it would be great if we could revisit it at some point.

The other one, I think this is maybe a better option. "If you wish to record in the class, unless you have accommodation from the Office of Accessibility, please ask for consent from the instructor and classmates." Those I believe would be the two options. So, on the toggle, you would choose one or the other. It's interesting.

President-Elect Heberle: Thank you. Okay. All right. We had nine courses; they are pretty straightforward. They are listed here:

- RCBS 3120 Respiratory Care Practice II (existing course, updating syllabus and SLO's. Increase in credit hours from 7 to 9. Decrease in Clinical from 15 to 4)
- RCBS 3220 Respiratory Care Practice II (existing course, updating syllabus and SLOs. Decrease in credit hours from 9 to 7 by changing Clinical from 15 to 4)

- RCBS 3230 Cardiopulmonary Diagnostics (existing course, updating syllabus and SLOs. Decrease in credit hours from 2 to 1. Changed from Field Experience to Lecture)
- RCBS 3300 Advanced Cardiac Life Support (existing course, updating syllabus and SLOs. Change in credit hours from 1 to 2 lab and lecture)
- RCBS 4150 Neonatal Pediatric Respiratory Care (existing course, updating syllabus and SLOs. Decrease in credit hours from 4 to 3 by decreasing lecture and lab credit hours)
- RCBS 4240 Integrated Clinical Practice II (existing course, updating syllabus and SLOs. Increase in credit hours from 3 to 4 clinical experiences)
- RCBS 4510 Respiratory Care in Alternative Sites (existing course, updating syllabus and SLOs. Decrease in credit hours from 3 to 2. Changed from lab to lecture)
- RCBS 4800 Issues in Professional Practice (existing course, updating syllabus and SLOs. Decrease in credit hours from 3 to 2 and by decreasing lecture hours)
- 4810 Preparation from Professional Practice (existing course, updating syllabus and SLOs. Increase in credit hours from 1 to 2. Changed from lab to lecture format)

President Avidor-Reiss: What does RCBS stands for?

Senator Hamer: Respiratory Care Bachelor of Science. Any questions about it? Then I think we need to vote. I haven't done this. Rob usually does this. Okay, all those in favor of approval say yes.

Group of Senators: Aye.

Senator Hamer: Any opposed? Hearing none.

President-Elect Heberle: Are there any in the Chat?

Senator Hamer: All yeses.

Past-President Van Hoy: Put yes, no or abstain in the Chat.

Senator Hamer: Yes, I should have asked for any abstentions. Hearing and seeing none. ***Motion Passed.*** Thanks, Quinetta.

President Avidor-Reiss: Next on the agenda is RRC, Recruitment Retention Committee.

Past-President Van Hoy: There is a question in the Chat.

President Avidor-Reiss: Sheri Benton wrote in the Chat, "Are we voting only on the courses? Or also the statements?"

President-Elect Heberle: Only the courses.

President Avidor-Reiss: Yes, only on the courses.

Senator Green: I am Karen Green. I am on the Retention Recruitment Committee. I have been on this committee three or four years, I think. I don't know, I am just unable to escape. These are our members. We

have some amazing people with some great thoughts, and I've been working with some of them for quite some time too. They can't get away from me either – so we keep pulling them along.

To start off, we met with Tony Bourne on Enrollment in mid-October. We were also talking quite a bit about different communication breakdowns. So, what happens is there's a recruitment event where some students may be interested in two different areas. I think it was Physics and Natural Science. So, these different colleges are having recruitment events and when they're on different dates, you have students coming back and forth, back and forth, potentially [getting] two parking tickets, right? That was a joke <laughter>. Okay, that is going to go into the Minutes, right?

Okay, so anyway, so we have this lack of sharing of effort. We have different groups doing multiple things at different dates, and instead of trying to work together, we have a lot of effort going on. So, we're recreating the wheel multiple times. We also found this with enrollment as well. This is where enrollment brought in the campus coordinators. **I believe Tony was asking for funding for seven and ended up with three people: Emma, Brooke and Gabe.** These campus coordinators are there to work with the colleges to try to help with this communication gap, so they know what enrollment is doing, the colleges are doing and help the colleges with whatever things that they need. And I'll talk about different roadblocks in a moment on that one.

So, we did find, well, if we're doing multiple things instead of trying to create some synergy. We started by collecting information from each of the colleges to see what they are doing for recruitment, compiling them so we can share them so people can say, okay, here's what Business is doing, and here's what Pharmacy's doing. Is there any way we can maybe overlap or try to take the load off because we're all doing a lot of work? And so, we are starting with that. When I met with Tony again, I was emailing him in November and actually talked to him this morning to get an update.

- There's an issue with MarCom and enrollment. There's kind of butting heads. So, we need to collaborate. Well, those two groups need to collaborate a bit more. So, we have MarCom that wants to do advertising for the University as a whole and Enrollment wants to do advertising for programs, kind of those success rates and outcomes. MarCom is focusing on their social media, via advertising has not yielded any admits (and that is quite expensive too), and they are getting impressions, but it is not influencing behaviors. And so, there needs to be a change of strategy for those two groups to work together a bit more because they're in opposite directions. And if Tony was saying if we don't get on the same page with advertising and marketing strategy, we're going to be hurting in the fall of 2027 because that is how far out marketing and recruiting is. So, they need to come together a bit more.

So, all hopes are not lost, right? So, as of December 1st, UT admits are up by 10 %. But historically, Tony said with admits, about 18% actually come and convert. So 18% convert and come to UT, so that is a small piece. He said, that is pretty normal - because my eyes bulged like that is bad, and he said, "no, that is normal." But the problem is, is that students are applying at more and more schools. On average, they're applying at 10.4 schools. On average, the mode is 20 schools. So, they're applying to tons and tons of places. So, although our "admits" are up, we need to figure out a way to get our "admits" to convert them to come here. So that's our big recruitment challenges.

So, what can we do? That's a big question. First thing, if we see anything like an issue with, let's say a tour -- and I'm not knocking tours -- this is the first thing that came to my mind, is we need to report those issues to Tony with details so he can look in on them, fix them before it gets too bad. So if there's any issues, any recruiting issues, webpage issues that we need to know about, anything at all, please report them so it can be addressed. Also we can meet with our colleges contact for the 01:15 tours. So, if we have a student that comes to COBI and they are interested in accounting, Terry...is okay or they can stop by Karen and she can email me, so they know your area of specialties and if you have a student there, you're willing to meet with a student. I know in COBI some people are doing more than 01:15 tours if possible. Work with them to let them know. Here are the contacts for the 01:15 tours that are already in the system. When the student signs up for the 01:15 tour, these are the people (the initial contact). There are multiple contacts that are already in there, but that is the first initial one.

So, we need to convert those admits. I asked Tony what we could do realistically. He said, well, one of the things we can do is we can work in by department, and we can reach out to these admits on a personal note. He said department initiatives will probably be the strongest. He can give us the information of the people who were admitted, who haven't, you know, haven't started here yet. So, we can get their contact information. He said we can write letters, make phone calls, do postcards, whatever we want to do, it's up to us. I know not everyone wants to be a telemarketer. I was a lifetime ago, I sold extended warranties and I was not good at it, but we can do whatever that works for us at our comfort level. He would help get us set up. It is a department initiative. So, if there's something that you want to do as part of your department to work on that, he can give you a list of all the students. Because when they apply and are admitted they are put in the area that they are interested in, so if they are accounting or pre-business. There are a few undecided, but he said it is not that many who are listed undecided. We can definitely reach out to those if we want.

Oh, I should have put a picture up to end. But one other thing. So, with the campus coordinators, it's the one that started at COBI, Emma. This is another roadblock that we're having. It is going to sound like I'm bashing on MarCom. One of the things she's having issues with is that Terry has asked her to send out postcards or create something and she said, "I can't;" MarCom won't let her. She wants to do these great things, but she keeps hitting these roadblocks. Her hands are tied before she can even start working. So, I don't know if there's a way that we can work with them to see if we can lessen some of the constraints? Can we work on spending? That could help definitely with the recruiting efforts. So, and in light of this, our committee is going to meet to see where we want to focus on, whether it's reaching out to "admits" or reaching out to students to see what our next step is for the spring. Questions?

Senator Coulter-Harris: Is there some kind of intervention between Tony Bourne's office and MarCom? I mean, really, there has to be some kind of discussion and get together. I mean, this is ridiculous, two professional offices at odds with one another and all aiming for the same purpose, right?

Senator Green: Yes.

Senator Coulter-Harris: It is ridiculous.

Senator Hamer: We have had so many attempts within our program to develop marketing campaigns, and then we go to whatever Marcom was called two decades ago. You know, just over and over, 'you guys

should be marketing yourselves what's attractive about you,' but 'we're going to strip everything off your webpage so no one can tell what you do,' and 'it is a nice idea, but no, we can't do that.' Hundreds of hours get wasted in there.

Senator Green: Yeah.

Senator Hamer: And again, I don't want to sound like I'm bashing MarCom, I know that I only know it from my point of view, but I don't think it's a good use of faculty time to try to develop campaigns when it is very unclear whether we will be allowed to do them or not and history tells us more often than not, we will not be allowed and our creations will be destroyed.

Senator Green: Yeah, fair point. Yeah.

President Avidor-Reiss: Okay, any comment online? Hearing and seeing none. Okay.

Senator Green: Mic drop<laughter>.

President-Elect Heberle: Thank you.

President Avidor-Reiss: Thank you, Karen. This was very useful. Hopefully faculty in their departments can follow up with some of the ideas here. Next is Rob Steven from Faculty Senate Constitution and Rules. I think he is online.

Senator Steven: Yes, I am here. So, good evening, everybody. I'm just going to share the report that our committee, the Constitution and Rules Committee have produced here. Can you see that?

President Avidor-Reiss: Yes, we see that. Thank you. Can you make it enlarge? Can you zoom in? Ys, on the bottom. Perfect.

Senator Steven: Can you see the whole width?

President Avidor-Reiss: Yes.

Senator Steven: Because I can't.

President Avidor-Reiss: It is cut on the right side, I think.

Senator Steven: Okay, so now you see it?

President Avidor-Reiss: That's good.

Senator Steven: Okay, great. So, our Constitution and Rules Committee has three proposed amendments to give to you to consider today. The first two emerged through discussions with the Faculty Senate Executive Committee with much of the initiative coming from our President, Avidor-Reiss. The third amendment is reflecting discussions really coming from the committee itself.

So, the first one is regarding the change of the timing of Faculty Senate elections to allow the process to begin in the fall semester. So, as it stands with the written rules, the timeline is to start in the spring. And so, two major concerns that Tomer essentially has had with this are that there is a rush to complete the elections at the very end of the spring semester as the schedule stands, and more importantly is that we don't get the opportunity if we're elected to Faculty Senate to have that information for workload discussions. It is a three-year term, so the second and third year are yes. The third year you'd have that information for workload discussions, but for the first year you do not if you're elected after the workload discussions have already occurred.

So the goal here is to start the elections in the fall, have them done sometime early in the spring, so that we can have the opportunity to use that information that you're part of the Faculty Senate in your workload discussions. So just summary here of advantages: more time to prepare for the Faculty Senate elections. The Elections Committee, I think, would appreciate just having the ability to go through a little bit of an easier pace if it starts right in the fall, as you have essentially two semesters to get it done by the end. And also having that opportunity to discuss your membership in workload discussions that usually take place in mid spring. So hopefully we can get the election done by the middle of spring.

There is a disadvantage to that. There are population changes right at January in terms of retirements - we just saw one today in terms of Deborah retiring. And also, we have people that are starting in January. But hopefully, those are small changes and depending on the Elections Committee and the wording that we have here for the proposal—which is quite loose in that—we're just saying, please get started as soon as you can in the fall semester instead of the spring. There is this: “after promotions have been announced in the spring.” Nobody seems to recall why this statement was in there. The promotions don't really have anything to do with the timing of the elections so we propose that we scrap that part and yes, just start in the fall, and also leave in the normal situation, the deadline- hey, you have to get started, five weeks before the last day of classes in the spring.

And so that was previously (whatever's earlier, these promotions) which nobody really followed or the five-week deadline, whichever is earlier that was followed previously. But what we're now saying, hey, we don't want you to start any later than that. So, this is just giving some flexibility to the Elections Committee to start earlier and hopefully get it done before the workload discussions so people can incorporate that information into their workload discussions with their chair.

I'd like to go vote on these things as a package, but I'm happy to take any questions or have discussion comments on each one at a time here. Any concerns about this first proposal to the Rules? **Below is the first recommendation:**

1) Changing the timing of FS elections to allow the process to begin in the fall semester. As it stands with the current FS elections timeline, the FS Committee on Elections is rushed to proceed with FS elections in a short time at the end of the spring semester. Also, with election results currently only coming at the end of the spring semester, those who are elected to FS positions do not have the opportunity to use that information in workload discussions for the following academic year. Completing the election earlier in the spring will alleviate both concerns.

Advantages:

1. More time to prepare for FS elections.
2. FS members will have the opportunity to include their FS membership in workload discussions from the start of their terms.

Potential Disadvantage:

1. Small changes in the population of those eligible for FS membership often occur at the end of the fall semester as new faculty start and others retire. If the election process begins in the fall semester it would be difficult, if not impossible, to incorporate these changes.

Our committee believes the advantages outweigh the potential disadvantage, so we propose the following amendment to **Rules 2.B.3**:

The nominating procedure for University Faculty Elections shall commence as soon as possible ~~after promotions have been announced in the spring fall~~ semester, or five weeks before the last day of classes in the spring semester, ~~whichever is earlier~~ **at the latest**.

President Avidor-Reiss: Any concern here? Not in the room.

Senator Steven: Alright. I can't see the chat while I'm sharing here unless I fiddle around.

President Avidor-Reiss: But you got nothing online okay, so maybe you can move to the next one.

Senator Steven: Okay, I've got the Chat window up. So, number two is extending the **Faculty Senate Committee term limits from one year to a preferred two-year limit**. Right now, it's one year and the Faculty Senate Executive addressed the issue that there is a lot of effort put into the population of the Faculty Senate committees and deciding on the chairs at the start of the academic year so it would be helpful if the term was extended to two years or at least the option for two years so that there are fewer members or fewer members that you have to select to populate these committees on a yearly basis. So, the advantage is less time spent populating the committees. And again, you can acknowledge your committee membership for workload discussion before the second year of the term begins. As it stands, with a one-year commitment, you don't even get to use that in any workload discussion. Then finally, a couple more advantages: strengthened institutional memory, increased efficiency as members gain familiarity with their duties, and maintain established relationships not only with the committee members or also with whom they have to deal with, with respect to doing their jobs, and then also longer projects may take place so with less disruption. We were involved in that ourselves or our committee. Reworking the whole Constitution took a couple of years actually, and then there were people moving in and out. It would have been nicer if we had a better flow with the same people.

And then finally yes, we do have some disadvantage where decreased potential for participation leading to less diversity of opinion, getting stuck with members for two years, possibly being less effective than if there was more rotation, and finally, the incoming Faculty Senate president—this was considered to be maybe a perk—to be able to pick the chairs of the different committees to have a little bit influence over leadership and direction. But they would have less ability to do so if there's a two-year term. So, our committee recommends, based on the fact that we think the advantages outweigh the disadvantages, we say that yes, the **ad hoc committees should be one-year terms, but the standing committee members and chairs shall serve two-year terms. However, members may elect to serve a one-year term**. So, this eliminates the issue that some members might say, yes, I don't want to have a two-year commitment here; I just want one. So yes, you have that option, [you can say] I prefer the two. The Committee on Committees can say and kind of push for two years, but if the member is really concerned about that, then they can select to have just a one-year term. Any comments, questions on that proposal? **Below is the second recommendation:**

2) Extending the FS committee term limit from one year to a preferred two-year period. Our committee was informed that much effort is spent at the start of each academic year trying to populate the many FS committees and to select the chairs of these committees. This work would decrease if the term for committee membership was extended to two years from the current one year.

Advantages:

1. Less time is spent populating committees.
2. Members will have the knowledge of their committee membership for workload discussion purposes before the second year of their term begins. As it stands with a one-year commitment, which is usually made in the summer, the workload discussion for the upcoming academic year has already passed.
3. Strengthened institutional memory and increased efficiency as members gain familiarity with their duties and maintain established relationships.
4. Longer projects may take place with less disruption.

Potential Disadvantages:

1. Decreased potential for participation leading to less diversity of opinion.
2. Getting "stuck" for two years with possible ineffective committees, chairs or individual members.
3. The incoming FS president will not have the ability to choose all the chairs of the committees and will therefore have less influence over leadership and direction.

Our committee believes the advantages outweigh the potential disadvantages, so we propose the following amendment to **Bylaws VIII.4:**

Except as provided in the sections describing particular standing committees providing for a longer term, appointments to standing and ad hoc committees and appointment of chairs shall be made ~~anew~~ each year, **as necessary**, following Senate elections. **Ad hoc committee members and chairs shall serve one-year terms while the standing committee members and chairs shall serve two-year terms; however, members may elect to serve a one-year term.**

President Avidor-Reiss: I see a comment in the Chat.

Senator Steven: So, she (Deborah Machalow) is asking about voting as a package. Yes, I suggest voting as a package because I suspect to go through, all three. But if it doesn't pass, all three then I would break it down individually. And I'm not hearing any discussion so far, so, so far so good. I think.

President Avidor-Reiss: Okay.

Senator Steven: Okay, number three. The last is with regard to the format of our Faculty Senate meetings. We'd like to write in, and this was discussion based on the committee itself. The Faculty Senate Executive Committee, as a matter of fact, maybe has an opinion opposite to this where they prefer a more in-person schedule. But seeing the 'five or six' people that I see in person compared to the '60' or so that are online, I don't think we're going to have a problem with this change as well. So yes, since 2020 we've had a hybrid option for our meetings, but this is not written in the bylaws, so we just like to add one sentence: "All regular meetings shall be conducted in a hybrid format, allowing both in-person and remote participation." So, this is just formalizing our current practice to allow continued flexibility, convenience, and accessibility. It is going to maximize participation. Of course, disadvantages as we've seen, technical challenges disrupting the proceedings, managing the hybrid meetings is a little more of a challenge, and maybe participants are less engaged resulting in less depth of discussion. But I can sleep just as easily in-person as I can online, so I'm not too worried about that <laughter>. Just kidding. Alright, any discussions or questions with respect to any three of these proposed changes? **Below is the third recommendation:**

3) Require FS meetings to take place in a hybrid format. Since 2020, FS meetings have included an online remote attendance option. To formalize this practice and provide clarity regarding faculty senate meeting structure, our committee proposes the following amendment to **Bylaws V.1:**

Regular meetings of the Faculty Senate shall be held biweekly during the Fall and Spring semesters. If no agenda items are received for a regular meeting, the President of Faculty Senate shall be empowered to cancel the meeting and the Faculty Senate will convene at its next regularly scheduled meeting. **All regular meetings shall be conducted in a hybrid format, allowing both in-person and remote participation.** The time for regular Faculty Senate meetings shall be from 4:00 p.m. until 6:00 p.m. with the day and location to be determined through a majority vote of the new Senate. An equal number of meetings shall occur on each campus.

Advantages:

1. Formalizing our current practice to allow continued flexibility, convenience and accessibility.
2. Maximizes participation.

Potential Disadvantages:

1. Technical challenges may disrupt proceedings.
2. Managing hybrid meetings is more of a challenge.
3. Participants may be less engaged resulting in less depth of discussion.

President Avidor-Reiss: Yes, we have Sharon.

Senator Barnes: I'm wondering if the folks online would respond to that last potential disadvantage, you may be less engaged and that could result in less depth in our discussions. How do the online folks feel, those of you who regularly attend online? Are you distracted? Are you working on other things?

Senator Steven: Can I comment?

President Avidor-Reiss: Yes, go ahead.

Senator Steven: Being online, and yes, I attend the majority of times online, (I do come in occasionally in person) but, I don't find it a problem being online other than technical challenges. And I'm a little disappointed that our university can't get it together to have a room where we can have a meeting such as this without any technical difficulty. And I do see that there's a lot of participation from online individuals historically. So, personally I don't see it as a problem myself and what I view from others.

President Avidor-Reiss: So, Rob, I just want to update you that today we do have technical help here in the room. Hopefully this practice will stay along so there will be less technical issues.

Senator Steven: Perfect.

President Avidor-Reiss: Okay, because of time, maybe we can move on and have the vote, can you propose a vote.

Senator Steven: Right, sure. If there's no further discussion, we can go to a vote. All in favor can say 'aye' in person. If you're online just write yes or opposed or say no in the room. Any abstentions in the room? Any abstentions online, write abstain?

President Avidor-Reiss: Write or say yes.

Senator Steven: Looking for a simple majority here.

President Avidor-Reiss: Okay. Hallelujah, you made it. *Motion Unanimously Passed.* Very good. Thank you, Rob. So, we are now moving to the last item, our Vice Provost Dean for Students Sammy Spann.

Dr. Sammy Spann, Vice Provost Dean for Students: I have some pendants here for you. It is Rocks's birthday, so we have pendants for you. If you want one, you can pass them around.

President Avidor-Reiss: That is the reason we want you to come, you give presents<laughter>.

Dr. Sammy Spann, Vice Provost Dean for Students: Yes. Good afternoon, everyone. I will not bore you, I will kind of make this quick. I wanted to give updates about The Division of Student Affairs as we are gearing up for the New Year, but also kind of winding this year down as well. The Division of Student Affairs, which sits in the Academic Affairs under the Provost, is kind of gearing up for the winter break. I want to give you some updates. One of the things that we have in Student Affairs is the Case Center for student advocacy of student experience. That office is now going into its fourth year, and it has been one of the strongest touch points on the University's campus. It's not like a one stop shop. If students need help, they always can go to the phone number, (419)530-HELP. They also have 'report a concern' at the bottom of every website, so when you have an issue in your classrooms or you're concerned about a student---

President Avidor-Reiss: Which one do you want us to share?

Dr. Sammy Spann, Vice Provost Dean for Students: Oh, no, just email it out to everyone. I'm just going to give the highlights. I'm sorry. You have received the email with updates on all the events and things that have been happening, just so you can see what's going on. Just so you don't think I just sit in the office and 'twiddle my thumb.' We have a staff of about 50 members, individuals in Student Affairs, who are continuously doing things. We have the late-night breakfast tonight over in the Student Union Dining Hall. I think the Provost is going to be there and the President will be there serving late night breakfast and a lot of other things.

But back to the Case Center--that office is designed for students to kind of get a one stop shop. What we created in that center is what we call touchpoints. Any student who comes through there gets multiple touch points. I've gotten faculty who've brought students to us. What we try to do is when we reach out to help a student, we make sure that we reach out to them four more times throughout the semester of the year, so they won't look at it as my professor or the dean really cares about me, they see it as the University. So, the first touchpoint may be from me or the Associate Dean, Dr. Julie Fisher-Kenney, or others. But the follow-up would be from other people within the division or in the college, if it's a student in your college. That gives that feeling of wow, my university really does care about me.

This year we have a thrift shop where we got a lot of clothes and kitchen items from a lot of faculty and staff around campus. We had over 500 students come through to get things. It is free for students. We do this every year, and every year gets larger, and larger, and larger. The Food Pantry had over 1300 students come through there. This year a lot of our food is coming from a variety of places, and we are continuously growing that program. We have one here on the Health Science Campus as well that has also been doing really well.

The Conduct Office and Advocacy has seen over 800 student cases and that is a lot. It's increasing every year. Mental health is increasing every year. We work very closely with our counseling center, and making

sure the students not only just have the help and supportive counseling, but outside of counseling, outside of classroom, they have support and resources available for them. A concern came up a couple of weeks ago, what's going to happen with the students who are staying on campus? Dining is closing and other things won't be available for students; our international students who are going to be staying here, what's going to happen? Well, the University as a whole is doing a lot to help our students stay fed, but also feel like they have a sense of belonging. They're hosting a community meal on campus for residents' halls. I think we're going to have a breakfast over at Uncle John twice during the break and we're going to email all the students who are staying in the residential halls to come over and have breakfast with us. I believe the Provost and the President will be there as well just to show the support that we have at the institution. That will be free for the students to do that as well. We are going to be bringing meal kits; the Student Government is going to be passing out meal kits for the students. CASE is also going to be providing meal kits and dishes so they can [also] use pots and pans in the dormitories as well. The Pantry will be open one day in December, on December 16, but we also will have pop-ups in the residential halls where there will be food available for students who will need it. So, there will be a lot of ongoing things throughout the holidays, the winter break, to kind of support the students in that manner.

In the Division of Student Affairs, we have two vans. There are going to be some trips to Walmart, so we will be going to take students from the dormitories to Walmart as well. So those are just some of the things that are going to be going on. I know there's been emails from faculty to our area saying, hey, I have a student who lives on campus, I'm concerned about them; they're from California, they're from China or wherever. Those students are going to continuously have some communication going over the summer and support for them as well. We have partnered with local restaurants such as Stubborn Brothers, Rice Bullevart, Pappa John's, and Pancake House that also allowed us to have vouchers to give students in need. Every student that comes through the Food Pantry has to swipe their ID, and we track those students. Students who come multiple times, we pull them up in Banner, you know, kind of look at their demographics and see what kind of situation they're in and offer support that way as well. All of this is being done by the staff within The Division of Student Affairs.

Last thing I want to kind of go over, and then I can go to some questions, the Office of Student Involvement is now getting ready to be relocated. They're getting their new office called the Office of Student Engagement and Connections. We took the staff from the Office of Multicultural Student Success, and we re-engineered the Student Involvement Office to include connections, service learning, civic engagement, and other things. They're going from three times the size that they are now with twice as many staff. We're putting a budget in there so we can do more programmatic efforts, collaboration with students, and also experiential learning. We're going to have about 30 to 35 student-workers working in that space, mostly work-study students, to kind of help those students get experience of putting programs together and things of that nature. We also are going to have a ribbon cutting for the ceremonial and we will definitely invite Faculty Senate to that.

Those are just the tidbits of things that I want to just give you as far as updates. A lot of other things that we do in Student Affairs are things we don't talk about. Mental health is one big thing that has been kind of plaguing every university. Hospital visits, we have an on-call phone that operates 24 hours a day, and it rotates between me and other senior leader leaders within Student Affairs. We get three to four calls a week. Sometimes we have to go to the hospital; sometimes they call us to classrooms to help support our faculty when they need support. So those are a lot of the underbelly things that go on. So, if you ever wonder what

we're doing in Student Affairs, it is not just making posters and passing out cookies. There's actually a little bit more than that. And I'll be happy to answer any questions that you may have for me. Yes?

Dr. Andrew Fribley (College of Medicine): So, my question was how is the Food Pantry supported and is there a mechanism that faculty can support it?

Dr. Sammy Spann, Vice Provost Dean for Students: The Food Pantry is supported by donations and faculty, staff and students have been able to donate. We do have a budget that we have, that we have collected funds for purchasing items and food. The Ohio Northwest Food Bank charges \$0.19 per pound for food, so when Kroger's and others take their food and give it to the Food Bank, we can go and buy it. We do try to get frozen items; we try to get food and vegetables if they don't look 'suspect.' We do try to do those things. We have a lot of support in that area. UTPD is doing a Rocket Refuel Drive and received over 1900 items. Rocket Athletics Department is doing a Clash of the Cans. They've raised \$2,500 and over 3000 items. Kai Omega, 75 pounds. The College of Natural Sciences and COBI donated money and support. And there's other things on this list, and I did email this all to you all. But if you are interested, please, just always give us a call and we can work something out individually or if you have a student that you're concerned about, we can reach out to the student and try to bring those resources to the student as well.

Dr. Scott Molitor, Vice Provost: Sam, do you have a foundation account for the Food Pantry?

Dr. Sammy Spann, Vice Provost Dean for Students: Yes, I do have a foundation account for the Food Pantry. You can donate to the Food Pantry, or you could even donate to the Student Affairs Rocket Aid. That money, those funds are used in a variety of ways. I don't say this a lot publicly, but when you have a student who is maybe a senior and they owe [\$1,400] to the University, we pull them in and we work with them individually. We go to the parents; we try to see how we can find funding. And what's left over, we sometimes give them the support out of that, out of that budget. That funding comes from faculty and staff. We've gotten quite a few donations, even recently from our President who made a significant donation that we have to help students out. Yes?

Senator Barnes: Sharon Barnes, Department of Women's and Gender Studies. Sammy, I want to thank you personally for the outreach that you've done, not just for our students, which I know has been incredible, but what you're doing for all the students - you personally are doing with great generosity of spirit and time etc. It really means a lot to our students and certainly means a lot to us as faculty members. Truly, thank you! My question is, how many people are answering these phones? And if there's one message (or two or three, however many you need) that you could give to us as faculty members that we could advocate for resources or for students, in what way can we be supportive of the work that you're doing to support our students?

Dr. Sammy Spann, Vice Provost Dean for Students: Well, your personal thanks mean a lot. What you're doing, what you have done, and the students that we've worked with, you've been open, accessible. I mean, you bring the students to your office to talk to them. I mean we can go down the list on what you've done, that's what faculty can do because we don't want to ever look like it's [only] the dean, right? That's one thing I'm trying to get away from. The reason why I created the Case Center was that it wouldn't look like I'm going to go to the dean. I want to look at it as the University. And so, you are part of the University. Those touch points, I may call you to say, hey, we work with a student who is not doing so well, could you check

up on them, I know they're in your class? And over 90 % of the faculty members get back to me instantly. So, continue to do things like that. Money, resources, that's all fluid. You have to make things a priority. We don't have a financial issue, we have a priority issue, and you have to make those things a priority. The students' well-being, engagement, connections, and all of that is a priority. So that's what we can get the most out of faculty, when they connect with us and work with us. Your deans have been amazing, by the way. I have not had a student who's come to me with an issue and reached out to any of the deans that they have not connected with us. The College of Business' Dean -- we had a student who was a senior and she owed \$15,000. We worked with that student. We reached out to their country, and we reached out to their family members, and we got it down to like \$7,000. Then we got the students to pull \$2,000 out of their pocket, and then the dean came up with the additional funding to pay the rest. So now that student is graduating this December because of the support that they've received. And it's not always about getting all the money from one location. It's about working the system, making them a priority. So that's how you can continue to help us and we will continue to work with you. Thank you. Yes?

Senator Semaan: I cannot but second what Sharon mentioned about thanking you for your dedicated leadership and involvement Sammy, and all of those in the office as well, those 50 who are dedicated too, Julie, Elijah, and many others. I would like you to know that students do talk to us as faculty, mentioning how much they appreciate and they feel that they belong [here] because of the work that your office is doing. So, maybe a call to our administration. We know that we always have budget cuts. Maybe we can think of this as one of the most important enrollment and retention parts as well that we have, and maybe for a change we can increase budget instead of cutting next year.

Dr. Sammy Spann, Vice Provost Dean for Students: I will tell you that in our provost meetings we're talking about aspirations and goals and sitting and looking at how to re-tune things. With the recreation of the OSEC office, the Office of Student Engagement and Connections, we're looking at trying to bring funding in for not just more programming, but more support services. So, that is in the conversation. But I do appreciate the support that you're doing and the shout out and the love you're giving me.

President-Elect Heberle: I third all that stuff, all that. I'm not very graceful, I'm sorry. Where is the office? Where is the new space?

Dr. Sammy Spann, Vice Provost Dean for Students: Well, for those who have been here for a long time, it used to be the bowling alley, then it turned to the computer lab, then it turned into my office, the Office Engagement.

President-Elect Heberle: The bowling alley?

Dr. Sammy Spann, Vice Provost Dean for Students: It's on the first floor in Student Union, it was Upward Bound space. I'm trying to figure out how to say it.

President-Elect Heberle: By Chick-fil-A?

Dr. Sammy Spann, Vice Provost Dean for Students: When you leave Chick-fil-A, you go around the corner. It's way back in the corner.

Dr. Scott Molitor: So, it is on the north side of the first floor of the Student Union.

Dr. Sammy Spann, Vice Provost Dean for Students: The location you're talking about now is the current Office of Student Engagement. We're actually going to shut that down. We're moving them to a larger space, which is like four times the space, and there's going to be eight people in there. We're trying to bring back spring concerts because the students are really big in that. So, it's right there and we're excited. We're going to have a ribbon cutting. They're almost done. They'll be done by December 23rd with the renovation. Thanks.

President-Elect Heberle: Super. Any other questions online? Monita Mungo wrote "Thank you for all that you do, Sammy!" and Barbara Miner wrote "Thanks for all of this work Sammy, you make such a great difference."

President Avidor-Reiss: The link to donate, is this on your website?

Dr. Sammy Spann, Vice Provost Dean for Students: Yes, it's on Student Affairs website, but I will give the link to make the donation to the foundation account. It is not an endowment; it is actually money that comes in and goes right back out. You also can specify the things that you want it to go towards, if it's a food pantry, scholarships or any other things to support students. We do help students with tuition, but also, we help them with things such as issues with housing, and things of that nature as well.

President Avidor-Reiss: Thank you. Thank you for all your services.

Dr. Sammy Spann, Vice Provost Dean for Students: Oh wow, I must be mindful. I got to bring more gifts <laughter>.

President-Elect Heberle: Just one final thing. Are there any systemic things that you would recommend or talk with us that we can advocate that could use a change because students, (I know it's a one-on-one process, I know it's a cultural process of doing the work you do,) but I'm just wondering if with your experience if there's any systemic changes (I'm kind of putting you on the spot), just anything that you would recommend generally that we could work on together as faculty, administration and staff?

Dr. Sammy Spann, Vice Provost Dean for Students: Grace.

President-Elect Heberle: Grace?

Dr. Sammy Spann, Vice Provost Dean for Students: I think right now with mental health, and I don't want to use that as a copout. I don't want that one word to encompass everything, but with the way things are going now with our students, the insecurity of just everything that's going on in society is really, it is really hard, right? I had a young lady who identified as part of the LGBTQ community make a comment, 'I don't feel like being here anymore. I don't want to be here, I don't think I [feel] wanted.' We have to counter that with showing that they do matter. We do want them there. And it's not just her. I mean, I can go down the list on multiple scenarios like that. So, that 'grace' part is what we need the most. Thank you all so very much.

President Avidor-Reiss: So, we have 20 minutes. I'm wondering Sharon if you want to present now. Really this is a question, can we do a quick vote to allow Sharon (because she is not on the agenda) to present her committee's information?

Senator Semaan: So moved.

Past-President Van Hoy: Second.

President Avidor-Reiss: Okay, all those in favor for allowing Sharon to present for her committee, vote and/or say, yes, no or abstain. ***Motion Passed.***

Senator Barnes: I'll be quick.

President Avidor-Reiss: Yes, she promised to be quick, so thanks.

Senator Barnes: I just wanted to give a quick update from the core curriculum committee. We met twice in the last three weeks to just make sure we caught any courses that came through to our committee prior to the end of the term. Because you know how stressful it is if you're needing a slew of approvals, and then you get hung up over a break. So, two issues emerged, one of which is to approve two courses and the other was the Provost's Taskforce on general education. And so, at the top there in italics is the charge for that committee: *To revise and reinvigorate its general education core curriculum to ensure it remains relevant, rigorous, and responsive to the needs of today's students, tomorrow's workforce and the communities we serve. This revision process will balance compliance with state requirements and a forward-looking vision that transforms general education into a distinctive hallmark of an UToledo undergraduate degree. This work is central to UToledo's mission of preparing graduates to thrive in and contribute significantly to a constantly changing global community. By reimagining general education, we will not only meet state and accreditation requirements but also distinguish UToledo as a leader in transformative undergrad education.* This came from the two folks who have been asked to chair this committee, Dean Gregory and Dean---

Dr. Scott Molitor, Vice Provost: Dean Ritter.

Senator Barnes: Thank you. I couldn't think of her last name. So, the committee and some of us responded individually. We're meeting with the two co-chairs on Friday. But the committee had a lot of discussion about what this means in terms of who controls curriculum and what our responsibility and role is in the sense that we see this as the responsibility of this committee to do this work. So, we absolutely don't want to set up some conflictual relationship before even meeting, but we certainly see that this has been the charge of our committee years. So, we're sort of trying to figure out what it means, absolutely respecting that the provost certainly has the right to initiate initiatives that he thinks are important and significant for the University. So, we're looking forward to that meeting, learning more about what's behind the charge, what we see as priorities. But we're certainly looking for feedback from the Faculty Senate about where the Senate sees us as a committee and what our responsibility is there. So, if you have feedback about that, I'm the Chair of the committee, I'll be happy to field it. A couple of folks can't attend the meeting on Friday, but everyone on the committee is interested and committed to being part of that process. So, that being said, if you have feedback, please, please share.

The two courses which are listed: **COMM 2840, Interpersonal Communication** and **COMM 2000, Media, Communication and Society**. Both were approved by the committee initially, but they didn't do the OT36 business and both were interested in doing it. They've been working with Alana to make sure they get everything, (as I like to say) "all the T's dotted and all the i's crossed," to get everything squared away

for that. They have done that and the committee unanimously approved the courses, so I am seeking your consent to approve them as well so those courses can move forward. And as far as I understand it, this is a consent agenda item, so if no one objects, then we can consider these two passed. Am I wrong? You're looking at me as if I am wrong.

President-Elect Heberle: No, you're fine. I was just making a face.

Senator Barnes: So if anyone objects, please post on the Chat or if there are questions or comments in the room---

President Avidor-Reiss: Let me just clarify with Rob because we have never really used the consent for this type---

Senator Barnes: Oh, I thought we had. I think I have.

Senator Steven: You are going to need to use the microphone, Tomer.

President Avidor-Reiss: Rob, I just want to make sure that it is okay to use this consent for courses.

President-Elect Heberle: What it is, is you're recommending to us, so we don't need a motion, right? We still need to vote.

Senator Barnes: Oh, do we still need a vote?

President-Elect Heberle: Yes, we need a vote.

President Avidor-Reiss: So, is it okay to use this consent---

President-Elect Heberle: No.

Senator Steven: Well, actually written in the Constitution and Rules we do it abnormally on normal occasions. Things that come from the committee are supposed to be by consent and then you say, okay, it is accepted unless there's some argument against.

Past-President Van Hoy: So, she's doing it right.

President Avidor-Reiss: Thank you, I did not know that.

Senator Barnes: Are there any objections to these two courses?

Senator Hamer: At this point, have you changed what the requirements are to be core? No? This is just that your committee has determined that these five courses meet their requirements.

Senator Barnes: Just the two.

Senator Hamer: Just the two?

Senator Barnes: Just the two, the COMM 2840.

Senator Hamer: Oh, the first three others were actually sent back.

Senator Barnes: The others were actually sent back with concerns about student learning outcomes. They didn't appear measurable or they didn't appear; what was the other reason? There were more than one set of outcomes in one of the syllabi, and it was just really hard to determine, which actually the student learning outcomes were. So those mostly, I think, came from World Languages and Cultures. We did not approve those, just those two COMM ones.

President-Elect Heberle: We are only voting on the two COMM classes.

Past-President Van Hoy: We are not voting at all.

President-Elect Heberle: Oh, we are not voting at all. We are only asking if there are objections.

Senator Barnes: I promised this would go quickly and apparently, I am a liar <laughter>. So, no objections.
Motion Passed. Thank you very much for your time. Go ahead, Gaby.

Senator Semaan: It is not part of OT36, but it could be approved by the Ohio Tags. So that might be something to consider that they are approved to be transferred even if they are not part of OT36, because OT36 is humanities and these might be considered as different types of courses that are already approved by the Ohio Tags.

Senator Barnes: I think our concern with those courses was actually related to what we saw in the syllabi, not so much are they going to be approved by OT36 or whether they were in Tags. We were just thinking they didn't look measurable, and you know, we have the expert, Alana Malik, at the table so she's helping us with that. Apologies for taking so long. Thank you very much.

President Avidor-Reiss: Okay, so we learned from the committee that we can use this same process in the future to make things move quicker. Okay, the next item is, do we have any item from the floor? Anything online? Are there any comments here? I think it is for Sammy from before. Okay, so if there is no item from the floor then we go to the final item on the agenda which is adjournment. Which is if there are no objections, this meeting is adjourned. Do we have any objections? Hearing no objections. So, we are done. Thank you all.

IV. Meeting adjourned at 5:50pm.

Respectfully submitted,
Dr. Deborah Coulter-Harris
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative Secretary