

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of February 10, 2026
FACULTY SENATE

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

Approved @ FS on 2/24/2026

Summary of Discussion

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

FS President Avidor-Reiss: It is 4 o'clock and we are ready to start. The first item like always is Secretary Khanna with roll call.

Senator Khanna: Thank you, Tomer. Good afternoon, Senators.

Roll Call 2025-2026

Present: Allred, Avidor-Reiss, Balthus, Barnes, Bellizzi, Benton, Bigioni, Bornak, Cheng, Cochrane, Duggan, Dwyer, Eichner, Elgafy, Fresenko, Gibbon, Gilstrap, Giovannucci, Glassman, Haller, Hamer, Harnych (proxy for B. Bamber), Heberle, Kalinowski, Khanna, Kistner, Krantz, Krishnamurthy (proxy for W. Taylor), Kumar, Lapitsky, Lawrence, Lee-Smith, Martin, McLoughlin, Miner, Mungo, Padilla, Pryor, Reinert, Sahloff, Smith, Song-Tao (proxy for M. Diakonova) Steven, Stoltz, Van Hoy, Wedding, Willey, Yonker

Excused Absence: Brakel, Green, Hamouda, Machalow, Javaid, Sheng

Unexcused Absence: Assaly, Cooper, Ekwenna, Kaw, Moussa, Nazzal, Osman, Semaan

Senator Khanna: Tomer, I can confidently say we have a quorum.

FS President Avidor-Reiss: Hallelujah.

Senator Khanna: Thank you.

FS President Avidor-Reiss: Okay, we are now going to the second item which is adopting the agenda. Again, we are going to do it by voting by general consent. Are there any motions to change the agenda? There is nothing. Since there is no motion then the agenda stands approved. ***Agenda Approved.***

We are going to go to the next item which is adopting the Minutes. Again, we are going to use voting by general consent. Are there any corrections for the Minutes? Online? Since there are no corrections, the Minutes stand approved. ***Motion Passed.***

So now we are going to go to the ***Executive Committee report:*** On January 30, members of the Faculty Senate Executive Committee met with President Holloway and Provost McKinney and held a biweekly executive meeting.

1. Faculty Senate Executive Committee met with President Holloway and Provost McKinney, and Vice Provost Angela Paprocki (Academic Success and Institutional Effectiveness and Chief of Academic Operations) discussed the following:
 - a. The president provided an update on enrollment trends, noting positive indicators in direct high school enrollment and recognizing that we must continue working to realize these gains and improve our enrollment. The provost shared an example of how initiatives like the Michigan

initiative are moving forward. He met with officials at Washtenaw Community College, who told him that UToledo programs are very important to their students. The in-state tuition agreement is a “game changer,” they said.

- b. In response to our question, the president informed us that UToledo has not been asked to develop or sign the “university compact,” a new version of which the federal Department of Education is developing.
- c. The president and provost informed us that they are addressing concerns about the Lab Fee taxes. We would like to thank Barbara Miner, the chair of the arts department, for highlighting this issue.
- d. In response to our question, the provost clarified that the plan is to keep the rolling research overhead account, but reminded us that departments need to provide a rationale for it. We discussed other ways units might need to roll over budget surpluses at the end of the year.
- e. We discussed a concern that some centralized advisors may redirect students to other programs based on subjective criteria. We ask that faculty who become aware of similar concerns contact Vice Provost Angela Paprocki with information about the matter so she can address it. We also confirmed that faculty should connect with Adam Hintz about concerns regarding adviser training, particularly regarding encouraging students to choose one college/major over another.

2. Regarding the most recent biweekly Faculty Senate Executive Committee meeting:
 - a. We again discussed the request from the provost's office to streamline the process for removing inactive elective courses from catalogs. The provost's office staff requests that administrative adjustments be made "to remove references to inactive courses from catalog pages that delineate program requirements." To ensure departments and programs are fully aware of the consequences, the provost's office will provide a list with a time limit to all chairs, program directors, and associate deans and ask them to flag any concerns.

We also asked the provost's office to develop a systematic approach to inform all other affected programs when a course is inactivated or canceled. This may also be a responsibility of the Faculty Senate, as we manage and review the curriculum and must flag issues like this. Suggestions are welcome.
 - b. We plan to invite the VP of enrollment to present to FS.
3. As in the past, to enhance communication with faculty, the Executive Committee will email reports and PowerPoint slides from our meetings to all faculty following Senate meetings.

FS President Avidor-Reiss cont'd: Are there any additional statements from the Faculty Senate Executive Committee members? Any concerns, questions from members? Yes, Sharon?

Senator Bigioni: Would you repeat the point where you thanked Barb Miner for raising it?

Past-President Van Hoy: Lab fees.

FS President Avidor-Reiss: Lab fees.

Senator Barnes: Thank you.

FS President Avidor-Reiss: Okay, so now we're going to move on---

Senator Bigioni: I have a question.

FS President Avidor-Reiss: Yes?

Senator Bigioni: Could you please clarify with regard to the deactivating courses? Our online catalog, is that a snapshot of the courses at the beginning of the year or is that updated to reflect what's active in CIM over the course of the year?

Dr. Scott Molitor, Vice Provost: [He's referring to] The inactive courses that are removed through the course of the year.

Senator Bigioni: So if you were to inactivate a course today and if I were to look for it next week in our online catalog, and I am not talking about CIM, you know, the public facing on the online catalog, would they be gone?

Dr. Scott Molitor, Vice Provost: I'll check with Cathy Zimmer on that question.

Senator Bigioni: Okay, just in the context of the timelines for the department to respond to your deactivations. That's all my concern is.

Past-President Van Hoy: Those catalog years, they are presented by academic year.

Dr. Scott Molitor, Vice Provost: The program requirements, correct.

Past-President Van Hoy: But not the courses?

Dr. Scott Molitor, Vice Provost: Courses may be removed as they are now. I'm going to check.

Past-President Van Hoy: Okay.

Senator Bigioni: Thanks, Scott.

FS President Avidor-Reiss: Is there any other questions? Okay. So our President is next.

Dr. Holloway, President of The University of Toledo: Thank you all and thanks for the time as always. Thanks for everything that you do for UToledo and for our students. So, just a few quick updates and I'm happy to take questions either when I'm done or when the provost is done depending on your pleasure.

So first a couple of senior leadership announcements. So, one is that we're pleased to welcome to the University of Toledo of Daniel Frattarelli as the new Chief Position Executive. The chief position executive is the executive leader of the University of Toledo's positions, the University's Physician Group. Dr. Frada Alli joins us from Bomont, the Bomont Health system where he has actually served in that same role, and so we're excited to have him with us. He'll be joining us in a few weeks. I forgot the date. This also is the first week for the new Vice President for Research, Dr. Grace Bochenek. She started with us on Monday. She is diving in. Scott [Hall] was here before and now he left. But she and Scott Hall, as well as Frank are kind of debriefing with each other and doing their downloads into her brain. She's an important piece of what we need moving forward.

A couple of things about some of the initiatives that I've talked about. One is Advantage Toledo, the idea that all of our undergraduates should have a professional experience-based learning opportunity. This is something that is moving forward. It's in the capable hands of the Provost who may say more about it, but they're working on some of the basic issues of knowing how we actually currently provide these kinds of opportunities for students since we haven't always completely tracked them. They're trying to build the systems to do that. They're also looking at how we define these experiences. I will note that the ODHE is actually starting as kind of a working group that is thinking about similar questions, how do you define this kind of experience-based learning opportunity that helps develop students for their lives professionally post-graduation. There are two ways to do it. One is you say it's something from a list of experiences. The other is, it's something that provides certain learning opportunities, focuses on certain learning outcomes, working in teams, communication, creativity, whatever those outcomes may be. The state is leaning towards that second form focused on the set of outcomes rather than a list of it's this, this or this. I think we're leaning in the same kind of direction. But anyway, that's work that is ongoing.

Innovate Toledo, which is really about doing interdisciplinary work across the institution that's inspired by the needs and opportunities of the region. That's sort of number one item for Grace Bochenek now that she is here with us. She has ideas on that, so I want her to be able to put her stamp on that. So, we've

looked at resourcing that activity as part of the budget development process and hopefully over the next few weeks we can crystallize that with her input now.

Healthy Toledo, which is really about the University living into its responsibility to support the health of the region in the hands of Charles Callahan, our EVP for health. A lot of activity going on there. But one is that we have just offered to join a coalition being led by Ohio University focused on rural health and to serve as a hub in their rural health proposal. This is an activity that's going after \$50 million of funds that are available to the state through a new program that was in the Big Beautiful Bill Act. And so, we're going after that funding to support really a statewide activity in rural health, again, being led by Ohio University.

So, those are things going on. But speaking of the federal government, a few things of notes: You may have noticed that most of the budget got passed a week or so ago. Most importantly for us, the budgets that fund the major research funding organizations within the federal government, the Department of Energy, NIH, Department of Defense, National Science Foundation. Their budgets were moved through with essentially the same level as last fiscal year. And so, that's a good thing. The various threats to reduce those by 40 to 50 % didn't happen. Equally important in most of those bills, there's language that says that those agencies cannot arbitrarily change the indirect cost rates down to 15 % or something like that. The executive is still pursuing some of the legal actions around that, and so there are still cases in court in which so far universities and our coalitions have prevailed in these cases. But there are still some cases working their way through the courts that the executive may choose to appeal to the Supreme Court. However, having language and legislation is essentially unassailable, but up until now that language has only been attached to the NIH funding bill. So, there are still some legal changes to work through. Equally important in that, I would say that the legislative branch of the federal government is pretty clear that the current indirect cost system will not prevail in the long run. So, they've said don't change it now, don't change it precipitously, but they do want a new system. Some of the legislation that has just passed through Congress explicitly calls out what's being called the FAIR model, which among other things expunges the word 'indirect costs' from our vocabulary, and instead breaks research funding costs up into several categories, some of which contain what we used to call indirect costs, but to try to make things more transparent. In any event, the point I'm signaling is the indirect cost discussion is not done. And indeed, the federal government seems pretty determined to build a new model, but there are relatively cool heads prevailing to say no, no, no, it can't just be arbitrarily 15 %, but rather we need a model that captures the actual costs of doing research that aren't captured in the direct costs of particular projects. So, in any event, things are mostly in a good place but stay tuned because more will happen there.

Equally at the federal level. As you know, there's been a lot of concern around college campuses around immigration enforcement actions on campuses. There were some protests at the University of Toledo last week and indeed across the state and indeed across the country. And so, it is an issue of concern both to our students, to our faculty, and also to those providing healthcare. We have reviewed the guidance that we already had up that is on the international student website about what to do in interactions with federal law enforcement who are doing immigration enforcement actions. We've reviewed that and we've updated it a little bit and also put a link to a document on the Legal Affairs website that goes into some more detail as well, including some phone numbers. So basically, we're trying to distribute the message to folks that if you see certain kinds of things happening on campus, these are the numbers to call so that we can make sure the right people are there. I can't tell you that that will result in particular outcome, but we can at least make sure that the right people are there should an enforcement action occur on campus.

Tomer mentioned enrollment, so let me say a little bit about that. Spring enrollment was down about 2.6 %. This is zero surprise. It is not news. The Blade thought it was news, the TV thought it was news. Ninety percent of spring enrollment is based on fall enrollment. Fall enrollment was down. It's the same story. Nevertheless, it's not a surprise to us, but it is a fact that spring enrollment is down compared to last spring. Within that there are a couple of areas that are of particular focus for me. One is transferring students; first-year transfer students for spring were down. Application starts were up, but application completions were down. And so, that's indicated some work that Enrollment Management has to do with their admissions advisors who work with transfer students, to work with those students to make sure applications are completed. The other place we saw enrollment down is in graduate students. There are a lot of reasons for that. The challenge with graduate student enrollment, of course, is that it's pretty opaque to us centrally because graduate student enrollment is fairly distributed. So, I do want folks to know that graduate student enrollment was down a bit this spring. These aren't huge numbers because it's spring; it's just something we need to pay attention to. Graduate student enrollment was up in the fall. It would be good to see new graduate students up again next fall. And so, I urge departments to really pay attention to those admissions processes, get students admitted as quickly as you can, and get students interested because it gets them committed. For international students, it provides extra time that may help them get visa approval. We do still see lots of slowdowns in visa approvals. We had students we admitted for the fall who didn't get their visas in time, and we said, come back in the spring and they still didn't get their visas in time. So, we do still see that challenge. We don't have full control over that. We don't have much control over that. But there are things we can do as a university, and one of those is make sure that we get students submitted in as timely fashion as we can at the gradual level. For the fall, its early days, Tomer alluded to this. The most indicative group of students right now are direct from high school, right? The traditional college student. We started applying for college last August, September, October or November. Those are the students who are most active at this moment in time. What we see with that group of students is we're about 25 % of the way to our goal for that group of students - that's good. We see that the number of students who have paid deposits is significantly up over 10 %. That doesn't mean that'll hold to the end, but that's an important indicator at this point. When they pay a deposit, they're more committed. And so, we are seeing that with the direct from high school students, we're getting them in and we're getting them admitted. Most importantly, though, and we put a lot of focus on this, we're getting them to convert from 'you're admitted,' to 'you've paid a deposit,' to 'you've made that step of commitment.' The next thing for those students in some sense is that they complete their FAFSA and we package their financial aid. We were focused on getting students to complete their FAFSA a week ago, so we put out a message to those students, a priority date to complete their FAFSA, February 3, I think it was. The reason for that is there's some federal financial aid that's limited and will run out. So, if you complete it early, we'll get you that aid early and you'll get it. But also, it creates a sense of urgency for these students because we want to package aid before most everybody else in the state so that those students will see that they can afford to be here and they'll be more committed to us. So, our goal is to package aid at the end of February. And that's probably it on fall enrollment.

We are paying attention to transfer students in for fall. Same set of issues as I mentioned before, we need to do, and this is on us and Enrollment Management, we need to do more to get them to complete their application so that we can admit them so that they can be here. Tomer mentioned and Mitchell might add to it. We've also done a lot of work trying to build up our partnerships. Tomer mentioned Washtenaw Community College up in Michigan. A group of us just went out to Tera State who are very interested. We already have a group of students from there, but they're very interested in sending us more, so we're trying

to develop those partnerships as well. Again, I would emphasize the fall, for the departments, for graduate admissions-- making sure that that we move forward on that is an important piece of the fall. I'll stop there. Happy to take questions or we can wait till after Mitchell speaks and we can take questions as a group, whatever works.

Provost McKinney: I like this little announcement here, 57 degrees.

Past-President Van Hoy: And mostly sunny.

Provost McKinney: Yes, that is great. So, there's always the risk when President and I are at the same meeting and we're giving remarks that we're going to repeat each other.

Dr. Holloway, President of The University of Toledo: That's right, I go first <laughter>.

Provost McKinney: That's it. We sometimes confer and share notes so we won't. But let me start with an item that the President mentioned and that is the update and the activities that we've been engaged in on potential immigration enforcement activity on campus. I'm going to ask Scott to put links into the Chat box. The first link is to the Office of International Programs webpage. Here you will find the document which will be second link that is from the General Counsel's Office responding to local, state, and federal law enforcement that the President mentioned. I think the first link to the International Programs webpage, I think, also provides some additional very good information. For example, other immigration related issues, issues with entering the U.S., and loss of passport, detainment and U.S. port of entry, immediate threat of deportation. There you will also find phone numbers which you can consult and call. And then the link to the document that the president mentioned responding to local, state, and federal law enforcement. So, all of those resources are for individuals. We were hearing concerns, particularly after national events, events in the media of questions of okay, what happens if there is enforcement action on our campus? And so, we wanted to make sure that you have that information. I would ask faculty, chairs to distribute this information with your colleagues, with your students, graduate students and international students so there is a widespread of knowledge that these resources are available.

You also received, and I think it was last week, from the Provost Office, a survey from the Complete College America Survey. This survey, and I'm calling it to your attention again, and I believe we also have a link that will be in the Chat box that you can click on. If you recall receiving that email and you're still like, oh, I need to go in and complete the survey, I really encourage you to do so. This information that we're asking from faculty will help our Student Engagement Success team in developing strategies that are intended to help us enhance and increase our efforts related to student success: Our retention activities, persistence. Our graduation of our students, career focused activities. So please, if you will, take the time. I remember reading in my email; it may have said something like 15 minutes to complete but that's always an overestimate and will likely be less than that.

Past-President Avidor-Reiss: It said 30 minutes.

Provost McKinney: Oh, did it say 30 minutes?

Past-President Van Hoy: It said 30 minutes, but I'm pretty sure it took me 45 minutes.

Provost McKinney: Oh no, now he said it took him 45 minutes - oh my god. Thank you for that.

Past-President Van Hoy: Well, at least I did it.

Provost McKinney: Yes, he did it. And so, he challenges you to also compete.

So, I will also call your attention on the Provost website on our awards page. We have a handy dandy link, I believe, for the award. Yes, Scott saying yes, we do. So, all faculty are encouraged to nominate deserving colleagues for the Rathbun Outreach and Engagement Award. The nomination deadline on that award is coming up very quickly, February 20th. This recognizes outstanding outreach and engagement scholarships in any field, discipline, or area at the university. All full-time faculty members in all colleges are eligible to receive the award. The award will be presented at the April awards ceremony and comes with a \$750 honor variance. So please note that nomination deadline is coming up.

Also, in terms of applying and nominating -- This is from the Provost website on our Office of Undergraduate Research, we are accepting proposals for two programs this summer for the first year's Summer Research Experience and the Undergraduate Summer Research and Creative Activity program. Those applications are due by March 10th, and you can find them on the website where students are mentored by faculty and have to partner with faculty. So, faculty, make sure you're distributing this information to your students that you will be able to mentor, and they will receive funding for their summer research activity.

Well, I started to say 'finally' but I have two other announcements. Faculty 180, that draws many smiles in the ring. Yes, as Jerry [Van Hoy] chuckles. Oh, that's a turtle?

Past-President Van Hoy: Yes.

Provost McKinney: All right, that was more of a turtle than a chuckle. But here's the good news. We are asking for faculty volunteers to serve on the committee to evaluate our faculty reporting and evaluation system because an RFP is being developed to consider replacing a new system for faculty evaluation and reporting. I said, and Scott, you know, shared with me, it's the end of---

Dr. Scott Molitor, Vice Provost: June 20, 2027, is when the contract expires within the portfolio.

Provost McKinney: June 20, 2027. And so, we want to have in place the system that will be evaluated and selected by faculty. And so, if you would like to volunteer as part of this committee, so when we have those turtles, we say, well, I'm sorry, faculty, you selected this system.

Past-President Van Hoy: The system?

Provost McKinney: Well, the new system, yes. Please send your interests and names to Scott Molitor. I will say to me but then it might get 'lost' and I do not want it to get lost <laughter>. Yes, Tomer?

FS President Avidor-Reiss: I do have a question regarding that. When Faculty 180 came, it was a huge amount of work. Faculty spent a lot of time building the database and that information is there. So, the question is twofold. First, is there an option not to change it because every change puts a lot of effort on property, and that is option number one? And option two, if you change, it must be in a way that all the information is forwarded to this, and we don't need to work from scratch because that's what we did the last time. We don't need to put everything from scratch inside.

Provost McKinney: Yes, so it is an option not to change. The option is driven by, and decisions are driven by a faculty and their participation and input in this process. So, if there is no change now, if there

is a change, I'm going to bet that yes, this task of migrating the data would be a very important issue there.

Finally, a last link that I would call your attention to, and this just went up and I saw it I think today and I said, you know, I'm going to share with the Faculty Senate and particularly in terms of the teaching and learning front. This is our AI, Artificial Intelligence, UToledo webpage. When I say, work in progress, I think this first iteration, I would call your attention to the teaching and learning section particularly. There are also other sections advancing research and innovation. But in the teaching and learning section, I've had a number of questions from faculty asking what about resources? You will find their teaching and learning with AI in a series of short videos: What is artificial intelligence? Using AI responsibly in academic work. Evaluating AI generating content for academic work. Privacy, ethics and copyright when using AI. A number of resources and short videos. They're also library guys that are disciplined specifically. I have asked working with Jean in our Center for Excellence in Teaching and Learning that we are going to be building out a fuller schedule of activities centered on teaching and learning around AI, and then we will come to a future Faculty Senate meeting and share that schedule with you and those activities surrounding AI. But a start, a good start I think is the information that's provided at that webpage. Very good. And so now I think we can go to questions.

FS President Avidor-Reiss: Do we have questions for the President or Provost? I see one comment here for you: "Faculty 180 is a nightmare."

Provost McKinney: Very good.

Dr. Scott Molitor, Vice Provost: Perhaps we have a volunteer<laughter>.

Provost McKinney: Barbara, I'm not going to say you're volunteering for the committee <laughter>. But thank you for that comment.

Senator Cochrane: I have a question.

Provost McKinney: Go ahead.

Senator Cochrane: With Faculty 180, so it expires in June when no one is here, and the academic personnel calendar, people are going to be inserting their stuff come back in August and learn this new system?

Dr. Scott Molitor, Vice Provost: So, part of the RFP would be training and onboarding and transitioning if we do switch vendors. That would occur the academic year before June 2027. So, that would be part of the contract.

Senator Cochrane: Good.

Provost McKinney: So, starting fall 2020, this coming fall/spring.

FS President Avidor-Reiss: So, it's starting a year from now?

Provost McKinney: Yes.

Past-President Van Hoy: So, the discussion about an RFP for Factory 180 made me think about last academic year when a committee was put together to evaluate the bookstore. Whatever happened?

Dr. Scott Molitor, Vice Provost: That is still ongoing and we're working with Auxiliary Services on this because it also involves spirit wear and whether we're going to have a brick and mortar or an electronic only storefront for textbooks. There's an issue with the gateway location, we're not sure what's going to happen. So, a number of things are going on there. But we do have input; we had Faculty Senate's recommendations for participants who've been meeting with us regularly. We put together requirements for the textbooks itself, and now we're going to transition to a larger committee, or I should say a different committee that takes into account spirit-wear. We don't know if it's going to be one RFP together, or if we're going to go with a separate RFP for textbooks and a separate one for spirit-wear which a single vendor could submit to both.

Senator Pryor: I have a spirit-wear where there is the idea of books to be like a variety of things the bookstore traditionally does have...that would make people want, like in other words, they're textbooks, but there's a range of other books and they seem to be forgotten in their current arrangements.

Provost McKinney: Yes.

FS President Avidor-Reiss: I saw a question online.

Senator Bornak: Regarding the committee to evaluate Faculty 180, what's the deadline for volunteering a name?

Dr. Scott Molitor, Vice Provost: How about the end of next week?

Senator Bornak: Sounds good. Roughly what time or when do you guys think you'll actually start doing work in it?

Dr. Scott Molitor, Vice Provost: The RFP was just issued and I believe vendors have 30 to 45 days to submit, so we won't start reviewing proposals until after that deadline. So, we have a little time.

FS President Avidor-Reiss: Okay. Any more questions? Maybe in the meantime I will ask the question. So, do you know if there was any activity of the enforcement with the University of Toledo regarding deportation? Or is it that we are [only] afraid it will happen and we are acting accordingly? Has there been anything that actually happened?

Dr. Holloway, President of The University of Toledo: No, nothing has happened.

Senator Wedding: Why don't we send out some sort of questionnaire to the faculty as a whole, asking them what improvements should be made to Faculty 180? I don't see putting together a committee without some kind of input from the faculty as a whole is worth much. I mean the faculty are the ones that are having to deal with this mess, and they have their own problems that they can bring forward that might be useful. So, I don't know why we would not first do something to get feedback from the faculty. Maybe only some faculty respond and others won't, but we'll get some info.

Provost McKinney: I think the committee once formed could very well take down that task and survey.

Dr. Scott Molitor, Vice Provost: Absolutely.

Senator Wedding: And it ought to be announced well even in the Senate and other places. They ought to be broadcast abroad because the faculty sometimes isn't tuned in.

Vice Provost McKinney: That's a very good point.

FS President Avidor-Reiss: Okay, any other questions? Maybe I'll keep people thinking about the question, maybe for you, President Holloway. Regarding the FAFSA form, once the student goes through the process and does the formal thing with the university, are they committed to the university, or can they take the money and go elsewhere? Can they take this form and move to another university?

Dr. Holloway, President of The University of Toledo: So, there's no money for them to take. They fill out the FAFSA, and on the FAFSA they list schools they would like to submit that to. When they submit to the University of Toledo, we go back to them and say, here's your financial aid package, and that helps then go, oh yes, I can afford the University. It doesn't mean that they'll come here but there is a psychological piece involved there. Once you know you can afford our school, you kind of like, okay, I'm done; I've been admitted; I've been shown that I can afford it etc. and stop thinking about that. So, it's important to package early for that reason. It in no way ties the students irrevocably to the University.

FS President Avidor-Reiss: Good. Do we see any other questions? No? Thank you. Next, we have the Budget Committee report, Margaret Hoogland.

Margeret Hoogland, Chair of the Budget Committee: Hello, can you hear me?

FS President Avidor-Reiss: Yes, we can.

Margeret Hoogland, Chair of the Budget Committee: Okay perfect. So, hi everybody. Margaret Hoogland here. I just want to give you a quick recap of what we learned on the January 09th meeting with the Vice President Schroeder, Provost McKinney, Lina Atwood, Heidi, and Cindy from my committee were with me. We focused a lot on the process. Vice President Schroeder emphasized that especially when it comes to health care related issues, we should contact him directly. He did mention two names. It's in the transcript on the committee website if you want to look at it. A lot of the issues were touched on by the provost and the president's reports today and are confirmed by what we learned on January 09th. There is progress moving forward. The budget system is moving along. What I did learn this morning that I do could not share with you on January 09th is that I am working with the mid-American Conference Academic Leadership Development Program fellows. Yes, that is a long word. But we have a series of questions that we asked Vice President Schroeder, Lena Atwood and the team to respond to. So, we do have a budget model. It is an incremental budget model. Going forward, the plan is if you do have a program and you want to maintain the program for the future program prioritization, you do need to consider figuring out a way to graduate at least three students. And the Provost emphasized that this is really a faculty responsibility, faculty driven initiative. Now you might ask okay, well, what in the world does that have to do with the budget model? Well, if you think about it, to maintain R1 status, we all need to pitch in and work together. And I do really appreciate both the Provost and the president in fast tracking the timeline for the budget. I started the process of meeting with Vice President Schroeder to go over the March 24th report before it's actually presented. I will circle-back with you. I will say be very persistent and very patient when trying to contact our administrators. It's just like everybody else, they're very busy, so don't give up if at first you do not receive a response. Is there anything else I can answer for you? I know that was really brief.

FS President Avidor-Reiss: Any questions online?

Senator Khanna: Barbara Miner raised her hand.

Senator Miner: Hi, thank you. Could you go back for a second? You said graduating three students, could you explain that because I was under the impression that according to the state over a three-year period, we need to have five students graduating. So, I'm confused about numbers and what that means. I would also like to better understand, you indicated and perhaps I'm just feeling paranoid that it was up to the faculty to take charge. I understand the collaborative aspect of recruiting and trust me, I do three-hour student tours on a weekly basis. So, I'm trying to understand the implications of what you shared. Thank you.

Margeret Hoogland, Chair of the Committee on Budget Committee: Sure, Professor Miner, I will do my best. So, you were correct, I misspoke; it is five over a three-year period. So, the question we posed specifically about that to the provost was, what to do about the programs that are currently inactive or to put a pause on them? So, the onus is on programs, colleges, centers, departments, you name it, to consider, okay, what can we do to take an existing program and reformat it, revise it, add in some new things that'll attract new students and then reopen it with the goal of graduating at least five students in that three-year period? Does that make a little more sense?

Senator Miner: Yes, I appreciate that, and I hope that in fact what you were referring to is what we in our college have been actively doing rapidly. So, I appreciate that. That was helpful. Thank you.

Margeret Hoogland, Chair of the Budget Committee: Sure, sorry for any confusion and panic I might have caused.

FS President Avidor-Reiss: Any other questions in the room? No, okay.

Margeret Hoogland, Chair of the Budget Committee: Thank you.

FS President Avidor-Reiss: Thank you. So, the next is the Undergraduate Curriculum Committee, chaired by Robert and Lynne.

Senator Hamer: Hi, I am presenting from Teams and thank you Quinetta for sharing this. Okay, if you want to go to the next slide. We have a little introduction this time. Some questions have come up about deadlines because we're hitting 'crunch time.' Just so you know, we're holding one-and-a-half-hour meetings weekly to get courses through. The co-chairs are responding to emails if submitters have questions or concerns, so please encourage your faculty to contact Robert or me if they have questions. The other thing I want to say here is (I should have made a bullet for it) we are consistently impressed and pleased and really celebrate the quality of the curriculum and the pedagogy that we see coming through this committee. UT has wonderful teachers who create wonderful materials and it really is a pleasure to get to look at them, even though some of them need to be sent back because they're pretty messy.

Regarding deadlines, the proposed deadline is March 10, and that is also the date of a Faculty Senate meeting. We will be presenting the last list of courses to be approved to meet that deadline for the fall 2026, implementation and inclusion in the course catalog. We'll be presenting at that March 10th meeting and forwarding the approvals to the Provost that day. That said, we will do our best to submit all courses to Faculty Senate that make it through other levels of approval and are in our UGCC-queue by March 3rd. However, if the committee finds problems with the proposal and syllabus, it will be sent back instead of forwarded and at that point there will not be time for revision. Just a note to reduce 'panic' a little bit. If someone is submitting a course revision that doesn't involve a title or description change, the catalog deadline is not as important. And we will be continuing to review and recommend courses through the

final Faculty Senate meeting of the year. Those that are not in by then will roll forward and be in our queue at the beginning of next semester. Any comments, questions on that?

Dr. Scott Molitor, Vice Provost: Just to clarify, it has to do with the March 10th deadline. It has to do with changes for registration for fall 2026 and spring 2027, things like prerequisites, credit hour changes, grading system changes and a few other items. I posted the link on the website. And so, anything you approve after March 10th, won't take effect in the fall 26 spring 2027 core schedule, but can still take effect in the fall catalog that will be published in June or July.

Senator Hamer: I had that wrong then. Thank you, Scott.

Dr. Scott Molitor, Vice Provost: No problem.

FS President Avidor-Reiss: What would you recommend the realistic deadline for people if they assume that there may be a round of correction? What is the deadline that you would allow them to send with a lot of corrections?

Senator Hamer: You know, I'm sorry, I didn't quite hear the question.

FS President Avidor-Reiss: Considering the deadline is March 3rd or 10th, if people assume that there may be one round of correction, what would be your recommended time? By what date do they need to send their program forward to you guys so they will have a chance to get one round of corrections? Is it February 20th?

Senator Hamer: Okay. If I understood that correctly, if there are corrections in what is submitted to us by March 3rd, if it's a very simple correction, they might be able to turn it right around. We'll need it for a day, though, or maybe two days. So, people should be watching that. As far as when to get it submitted to get up through the queue, there are between three and five levels of approval for each course once it leaves the initiator before it gets to us. And so, I recommend that people really stay on that as we get up toward the deadline here; look and see who has to approve the course and that would be the same if there's a correction, look and see who has to approve the correction and call them pretty insistently to make sure it gets through.

FS President Avidor-Reiss: Perfect. Thank you.

Senator Hamer: Great. Okay, so these are just kind of the big errors that you might want to share with faculty, e.g. common errors to avoid. This is a reminder; this is nothing new. It has all been talked about before and it's on the provost page. What we see most often, though, are syllabus errors- an old syllabus that's been revised and have remnants of an old course. Also, this one is probably our most common return- syllabus must include a complete sample schedule. We are getting a lot of syllabi that do not have a schedule or just have a list of topics. It needs to be formatted like a schedule. The Provost provides us with a terrific template for that. So, people need to do that. The SLOs or sometime called CLOs, as long as it is consistent between the syllabus and the proposal, whether you call it 'student learning' or 'course learning,' we do not mind. Sometimes people feel that they need to include just the accreditation information, but the accreditation information must be translated to be an actual learning outcome. By that, we mean the second bullet there, they must be action verbs: observable and measurable. We cannot observe or measure learning, observing or understanding. So, it would need to be demonstrate, understanding, identify, or 'describe.' Another thing we see is that as people are revising, sometimes they

revise the SLOs and CLOs on the syllabus, but not on the proposal or vice versa. And so please check that before they hit 'send.' People are pretty good at documenting and explaining what they mean by checking for overlap with other departments or that they did not have to check for overlap. We really encourage people to write a full sentence or two of what they did, why they thought that was the right thing to do, and the result. Usually it's fairly obvious to us, but it is better to be thorough with that.

We're seeing a lot of this in the last month. When there's a cross listed undergraduate and graduate course, people need to attach a separate syllabus for each of the levels. I could have proofread that a little bit better. So, two syllabi, one for each level. We're checking to make sure that the SLOs are different for undergraduate and graduate. We're checking that the assignments and requirements are different for undergraduate and graduate. Only for us, only the SLOs from the undergraduate syllabus should be on the CIM proposal. Similarly, the graduate course, they should have only the graduate SLOs, but they need to attach both syllabi, otherwise we have no way of checking to see if it's differentiated, and that's part of our job. So, it's not a complete list. In general, you need to be neat, accurate, and complete. Contact us if you have questions. And we have a terrific committee that is working really hard to get things done. So, we can have some questions if there are some later, but these are the ones that we're recommending for approval:

CHEM 1200 Problem Solving in General Chemistry,
COMM 2000 Media Communication and Society
COMM 2300 Photojournalism
DST 4700 Eugenics Past and Present
DST 4900 Disability and Social Services: Housing Health and Habilitation
ENGL 3030 Careers for English Majors
COMM 2720 Intro to Public Relations
COMM 3730 Modern Dating and Communication
COMM 4840 Advanced Interpersonal Communication
GNEN 2980 Special Topics in Engineering
PSY 2101 Happy Minds: Science and Practice of Well Being
RCBS 3120 Resp Care Practice I
RCBS 3220 Resp Care Practice II
RCBS 3230 Cardio Pulm Diagnostics II
RCBS 3300 Advanced Cardiac Life Support
RCBS 4150 Neonatal/Pediatric Respiratory Care

***The following courses are not for recommendation but have followed CIM procedure, and proposal & syllabus meet standards, so they can be forward (from UGCC meetings 1-29-2026 & 2-6-2026)

CLT 2750 Complex Leadership Challenges
CLT 4900 Constitutional Studies

Senator Hamer cont'd: Any questions or comments?

FS President Avidor-Reiss: Anything online? Okay, Lynne, you can move to a vote.

Senator Hamer: Can we move to a vote?

FS President Avidor-Reiss: Yes, just call it.

Senator Hamer: Well, all those in favor of approving of approving these or forwarding them say, 'aye.'

Group of Senators: Aye.

Senator Hamer: Any opposition, please signify with a 'no?' Hearing none. Alright, it looks like it passed. Thank you all. *Motion Passed.*

FS President Avidor-Reiss: Thank you. Next is the Faculty Senate Creativity and Innovation Designation, presented by Ashley.

Senator Pryor: The faculty set up designation.

FS President Avidor-Reiss: Okay, prefect.

Senator Pryor: It is beautiful we have the sun appearing and the prospect of Faculty 180 going by <laughter>. I had no idea this would be such a wonderful day.

Past-President Van Hoy: Are you volunteering to be on the committee <laughter>?

Senator Pryor: I would be happy to fill out the survey. So, the other happy announcement is nice to see the masses happy. The CRE designation, we are open for business. So, I'll talk a little bit about that. I thought maybe first it could be very helpful just to pull up the Provost website because we have everything you really need to know about the process there and we are...into the CIM system. So really, a course right now only applies to undergraduate courses... creating a new course, that process and course modification. So, as soon as you click that box in CIM, you will see a suite of options. There's WAC, so if you're familiar with WAC, that is listed as well. I think we're the first one and then it also magically unfolds the options.

Senator Khanna: Can you stand next to the mic, please?

Senator Pryor: Of course, sure. And then in CIM you can unfold these boxes where you just simply type in your answers. So, if we could just scroll very slowly through this from the beginning. This is what the website looks like. Again, it's under the curriculum banner on the Provost website. Here we talk about what is the CRE designation. If you are considering applying, it is absolutely voluntary. Here are visibility, recognition, student development, and institutional mission. Then we walk you through on the site of what qualifies a course with CRE designation. And basically here, I know it---

Senator Khanna: One second, Ashley. Can folks hear us online? I'm sorry to interrupt you, Ashley.

Senator Pryor: No, it is an important thing to do.

Senator Javaid: Yes, we can.

Senator Khanna: I am getting a lot of messages stating they can't hear us.

Past-President Van Hoy: Some are saying 'no,' 'barely' and 'yes, we can.' So, it is mixed.

Dr. Scott Molitor, Vice Provost: It's true.

Senator Khanna: I'm wondering if we're using---

Senator Pryor: Is this better?

Senator Khanna: Ashley, maybe you want to stand over here. I have a feeling that maybe it is this microphone. Can you folks hear me better online?

Senator Javaid: Yes, very loud and clear.

Senator Khanna: That is probably what happened. Sorry about that.

Senator Pryor: No, thanks. Then I can scroll through---

Senator Khanna: Don't tell anybody that I'm an electrical engineer by the way.

Senator Pryor: Okay. Are you hearing me now better everybody?

Senator Javaid: Yes.

Senator Pryor: Okay, thank you. Sorry about this. So, the next thing on this site is we outlined the four major criteria inherent in the definition that the committee worked some months ago to develop. And we try to give specific examples to guide you through what something might look like. Then how to apply? So really this again is part of the normal application process of, you know, you're putting in a course modification, you're putting in a new course. If you choose the CRE option, just this additional bit. So, you're already going to be putting in a course syllabus for any of these processes. You will see there's a place to put 'attach relevant documents.' Here is a brief narrative, one to two pages explaining how your course meets at least three of the CRE criteria, and there is a place to provide specific examples of assignments and assessment criteria that foster creative and innovative thinking. We provide that master definition for you, sub themes, and then we have just shown sort of like a hypothetical way we will be looking at this in the committee, giving examples of something that really doesn't cut it to this is like a robust expression of this part of the definition. And then we are basically meeting as a committee and just comparing our notes. With the idea that we want to highlight all the wonderful things that people are already doing. So, we do hope that every college will take this as an opportunity. If you have things going through the pipeline already, consider just looking at what you already have, does it meet this? If not, maybe there's small tweaks you would like to just consider or as you move forward in your curricular development to just to consider this as part of the process. We have tips for success, common questions. The one question I can already sort of look at in advance is just this is an iterative process. We don't want to deny things; we may have some suggestions and then we will just try to really help. Like we were looking at this one part of the course perhaps you would consider 'x, y, and z' or something else, but we are here to help. So, maybe we don't even need to look at the PowerPoint, because everything's on this site. I'd be happy to pull it up if anyone has questions.

FS President Avidor-Reiss: Thank you. Anyone online have any questions?

Past-President Van Hoy: And Ashley, you're taking proposals for the CRE designation now?

Senator Pryor: Yes, we are open to business. The shingle is up.

FS President Avidor-Reiss: Please, I have a question. What happen if I already, let's say, submitted a course correction that is in the pipeline right now and I want to introduce it with this CRE new designation? Do they need to wait for the whole round to be accepted, or can they send you the committee's information and then you can make edits to the application and move it along in the system?

Senator Pryor: I'm very open to that latter option. This is where I'm really glad that Scott is here, but I don't know if he heard that, this would be a good question if whether CIM itself can allow such a thing.

FS President Avidor-Reiss: Yeah, so Scott maybe a question for you related. What happened when faculty made the changes, there are a lot of changes to many courses right now. But now they want the summary of the process to be included in the designation right now.

Dr. Scott Molitor, Vice Provost: Yes.

FS President Avidor-Reiss: How can they do it?

Dr. Scott Molitor, Vice Provost: It's on the CIM Course Modification and New Course Proposal page. There are check boxes that will say, you know, is this course an honors course? Is it a WAC course? Is it a CRE course? As soon as they check that box, then another set of boxes opens up to ask for the information that asks for the committee for review and then it will go to them in the workflow.

FS President Avidor-Reiss: What happens if you only submitted a correction? Your process is going to be---

Senator Pryor: It is in the pipeline.

FS President Avidor-Reiss: And now you want another college---

Dr. Scott Molitor, Vice Provost: Go back to Kathy, just let her know you want...to make corrections.

Senator Pryor: So, yes, we'd be delighted. Any other questions?

FS President Avidor-Reiss: Is there anything online?

Quinetta Hubbard, Faculty Senate Administrative Secretary: No. And also, I'm very happy to meet with anyone in departments or if there's some questions, we're very happy to do it. And thanks to my colleague.

Quinetta Hubbard, Faculty Senate Administrative Secretary: No, Barbara hands up.

Senator Pryor: Oh, Barbara has some things to say too.

Senator Miner: I just wanted to add, thankfully the CIM system isn't as bad as Faculty 180, and I appreciate that. This really, I don't think this should be an onerous task to get this accomplished. The way that I'm personally looking at it is that it checks a number of boxes to get this designation. So, Advantage Toledo, and these kinds of experiential learning focused assignments are important, at least for my department because we can point to these for recruiting, we can point to these kinds of experiences when I'm talking to parents, we can point to this designator as part of our self-studies. In addition, the Arts and Sciences group that met some time ago and came and gave a report to the institution, one of the things they highlighted was creativity and creative thinking as being something that students are looking for. And so, while this is one more step, I don't think it is a huge burden because my guess is that faculty are already doing these things selfishly because it makes for a more interesting course for them to teach. So, I feel as though it may initially be off-putting, but I really don't feel like this is something that's going to be awful. I think we'll get used to it and I think it'll be beneficial. So that's it.

Senator Pryor: I was laughing Barbara because I was just thinking of our tagline, ‘the CRE designation, it's not awful’ <laughter>.

Senator Miner: I think that's perfect <laughter>.

Senator Pryor: Any other questions, comments or concerns? Thank you all.

FS President Avidor-Reiss: Thank you. Next is Sharon Barnes, the Curriculum Committee.

Senator Barnes: Do you want me over there?

Senator Khanna: I'm not sure, I think over here.

Senator Barnes: Hi, everyone. Hope you can hear me online. The Curriculum Committee met on January 27th. We had two agenda items. The first was to review the provosts task force on the Gen Ed. meeting. That meeting happened, gosh, I don't remember the date, sorry. We had approximately 50 people there; a mix of faculty and administrators. We heard a presentation from Dean Ritter presenting some student surveys they've done about what students wanted from General Ed. There was a survey of UT students and UT faculty about what we want or liked about Gen Ed., and they presented a set of best practices in Gen Ed. around the country. Then we broke into groups and each group developed a Gen Ed. model, presented it to the entire room and then entertained questions. It was a very productive conversation and Dean Ritter and Dean Gregory, who are co-chairing the committee, said that they would present the models to the Core Curriculum Committee, which they did do last week but also, they're going to share it with other groups and constituencies. They're also forming other ways for people to provide feedback if folks are interested in talking about Gen Ed.

Just as a reminder, the principal agenda is to attend to the new requirements of the state, but also to use the opportunity to look at our Gen Ed. model and see if we need to do other ‘tweaking’ at the same time. It was very heartening to me personally that almost every single presentation really validated what we are already doing in our core, and I was quite happy to see that. But I think there were some interesting additions like interest in first-year experience, for example. That was quite popular amongst students and faculty, and then various iterations of experiential learning, co-op type internship type things. In some cases, those things were listed as separate things and in one way or another, many of them were also popular- some more popular than others. Maybe that's my ignorance about not knowing the difference.

So, look for more opportunities to provide feedback or get involved on that Gen Ed. conversation if you want it. So that's it. Should I let me see maybe folks have questions about that. Any online, unmute and make yourself known? Okay.

Senator Khanna: Justin, were you going to say something?

Senator Reinert: No, sorry.

Senator Barnes: Okay, so the other part of our agenda is that we met to review and vote on courses or make a recommendation for you. So, you can see these math courses. All of them have been revised to work on their SLOs to make sure they are appropriately accommodating OT 36 - a simple, straightforward vote. And then, the only other course that we considered, American National Government and Civics. This is actually a course that we approved last November or October. So, we approved it on the 23rd. I must have the dates backwards. On October 23rd, we approved it and then Faculty Senate

actually already approved it on November 6, but it got hung up at the Undergraduate Curriculum Committee because of some language around their SLOs, which is exactly what Lynn just described. They had some like knowledge of, and so they had to add demonstrate knowledge of. So, there were two examples of that that caused them to send this back to us to be reapproved. So, unless folks have questions and I did bring my laptop so I could pull stuff up and share it if folks had questions of any of this. But if there are no reasons to question or vote no, as a consent and agenda item, we actually, I don't think even need a vote. Do we still need the vote?

FS President Avidor-Reiss: We just need to see if there are no concerns.

Senator Barnes: Are there any concerns about any of these items? Hearing none. In which case do I assume that we can just go ahead and pass. I don't think we actually have to vote, is that right? Does anybody remember? We did this last time.

Dr. Scott Molitor, Vice Provost: You don't need a motion.

Senator Barnes: No, I don't think so, but I still need a vote. So, can I have a vote? Yes, if everyone is okay with approving this?

Past-President Van Hoy: It would be good if we can see the Chat to see what people are voting.

Senator Barnes: Yes, the committee would like to recommend all of them be approved.

Past-President Van Hoy: It looks like people are already voting in the Chat.

Senator Barnes: Thank you. Sorry, I wasn't clear about that. I forgot the process.

Past-President Van Hoy: Would you like us to vote in the room too?

Senator Barnes: Yes, please. All those in favor?

Group of Senators: Aye.

Senator Barnes cont'd: Any opposed? Any abstentions? Hearing or seeing none. Thank you very much. *Motion Passed.* That's it.

FS President Avidor-Reiss: Hallelujah. Very good. So, the next item on the agenda is items from the floor. Is there anything that a Faculty Senate member wants to raise?

Past-President Van Hoy: Terry Bigioni has his hand up.

Senator Bigioni: I just want to make an announcement.

FS President Avidor-Reiss: Yes, go for it.

Senator Bigioni: I just like to call everybody's attention to the starting again of our Saturday Morning Science program this Saturday. So, it's a bunch of science-oriented talks for the general public and it is in Wolf Hall. Room 1205. The talks start at 10am. There's a light breakfast beforehand. It's a very well attended, very popular series, and our first speaker on Saturday is a very popular guy in our circles too. And you're all looking at him. It's Tomer! Tomer, I'm sure you can advertise your talk better than I can. Would you like to say a few things?

FS President Avidor-Reiss: Do I want to say a few things? Yes. Why not? So, this is going to be about our research, which is of course, stems...It's going to be a review of what we did the last 20 years from very basic genetics in fruit flies, up to the latest in Mammalian and ideas for diagnostic and actually some treatment that we are proposing. So it's going to go through from basic to translation.

Senator Wedding: What time and when the breakfast?

Senator Bigioni: It's usually at least by 9:30 am., but sometimes a little earlier than that. So at least half an hour before the talk begins.

Senator Wedding: Where?

Senator Bigioni: Wolf Hall, room 1205.

Senator Wedding: You're going to have the breakfast in that room?

Senator Bigioni: It is just outside of the room. It's all set up outside of the room. So, in that hallway people can congregate, chat, socialize, and then head in for the talk by 10:00 am. and Tomer will 'wow' us all. Since the next talk is in one week before we meet again, I'll just advertise that one too, which is on the 21st, the following Saturday. The title of that talk is Weaving Science and Style, the Chemistry of Fashion and Textiles. That's going to be given by Marissa Stevenson from the Toledo Museum of Arts. So that should be a great one too. So, I hope to see you all there.

FS President Avidor-Reiss: Thank you, Terry for that. Any other announcements or comments?

Senator Pryor: [Indecipherable]... So, the exhibition is in Carlson Library.

FS President Avidor-Reiss: When is that?

Senator Pryor: It's now.

FS President Avidor-Reiss: It's right now. Okay. Good. Excellent. A lot of things. Anything else? Okay, so if there is no objection, this meeting is adjourned.

IV. Meeting adjourned at 5:26 pm.

Respectfully submitted,
Dr. Raghav Khanna
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative Secretary