

Faculty Experiences Survey Results

January 30, 2024

Prepared by the Faculty Senate Executive Committee

Purpose and Aims

The purpose of the survey was to assess the impact of recent budget cuts on faculty experiences in their Departments and Colleges.

The aim was to document faculty experiences so the Faculty Senate Executive Committee could share outcomes in a report to Faculty Senate and the UToledo Administration.

Methods

Participant Recruitment and Data Collection

University of Toledo Information Technology conducted a search to identify anyone listed as “faculty” in their email database. The search yielded a total of 2404 email addresses and included faculty from both the Main and Health Science campuses. The Office of Institutional Effectiveness then sent a recruitment email to the identified addresses with a message that described the nature and the purpose of the survey and provided a link to a Qualtrics Questionnaire (Qualtrics, Provo, UT). Periodic reminders were sent and the deadline to participate was extended by one week to maximize participation. Data were collected over a three-week period between October and November 2023. Individuals who chose to participate completed a self-administered, web-based questionnaire containing eight items, with the option to provide narrative comments. All data were anonymous and treated as confidential. Four hundred and fifty-nine questionnaires (19% response rate) were started and 371 (81%) were completed.

Measures

An eight-item questionnaire was developed by the Faculty Senate Executive Committee. The first four items measured demographic characteristics that included, faculty appointment, faculty rank, College of primary appointment, and department size. The next two items asked participants to select all the outcomes associated with budget cuts that they and/or their department had experienced. The last two items asked participants to respond to sets of statements measuring beliefs about the outcomes of budget cuts. Responses to each statement were measured using a 5-point Likert Scale with response options ranging from “Strongly Disagree” to “Strongly Agree.” All items, except for demographic measures, included text boxes to allow participants the opportunity to enter narrative comments.

Data Analysis

Quantitative data were analyzed using Qualtrics (Qualtrics, Provo, UT) to examine descriptive statistics. Qualitative data were analyzed using a thematic analytic technique discussed by Braun and Clarke (2012). During the initial stage of analysis, each response was independently analyzed, and broad thematic categories and coding labels were developed based on reoccurring themes and quotes within each thematic category. Themes were then organized into a broad categorical framework and further refinements to categories and coding labels were made. The final analytic step consisted of applying the framework to all data by annotating codes that indexed thematic categories and illustrative quotes.

Results

Numerical Findings

The analysis of demographic data indicated that the majority of participants (91%) were full-time, tenured (51%) faculty from mid-sized departments (48%) and all Colleges were represented. Results from descriptive statistical analyses performed on the four items assessing faculty experiences and beliefs are summarized in the tables presented below.

Table 1. Summary of Department-level Experiences

Question: Which of the following has happened to your department as a result of the recent budget cuts? Select all that apply.	
Prompt	Percentage (N=371)
The number of support staff in my department has been reduced	66 (246)
Our department now shares its support staff with other departments	60 (221)
My department has reduced the number of course offerings	54 (200)
My department has raised course enrollment caps	42 (157)
My department has cut or eliminated part-time faculty	64 (218)
My department has lost faculty lines to attrition (i.e. retirement or resignation)	74 (275)
My department has reduced funding for professional activities (i.e. research, travel, professional development)	71 (662)
My department has reduced summer course offerings	61 (227)
My department has lost faculty to other institutions	51 (189)
My department has cut programs	26 (98)
My department has cut or lost funding for graduate assistantships	62 (229)

Table 2. Summary of Individual Experiences

Question: Which of the following has happened to you, as a faculty member, as a result of the recent budget cuts? Select all that all.	
Prompt	Percentage (N=371)
I have lost funding for scholarly activities (e.g. research, travel)	42 (157)
My teaching load has increased	43 (160)
My service load has increased	45 (168)
My advising load has increased	25 (95)
Enrollment caps on my courses have increased	35 (130)
I have lost administrative support that I need to do my job effectively	48 (180)

Table 3. Summary of Faculty Belief and Experiences.

Question: Please indicate the extent to which you agree with the following statements	
Prompt	Percent responding “agree” or “strongly agree” (N=371)
I believe that programs in my department may be eliminated	58 (215)
I believe that my department may be eliminated	20 (76)
I believe my job may be eliminated	29 (106)
I am seeking a new job because of the budget cuts	36 (133)
My colleagues have told me that they are seeking new jobs because of the budget cuts	54 (199)
I know someone that has left UT because of the budget cuts	70 (261)
I believe the budget cuts are impacting my ability to deliver high quality education to my students	76 (282)
I believe the budget cuts have impacted my ability to conduct high quality research and scholarly activities	75 (278)

Table 4. Summary of Beliefs about the Budget Model

Question: Please indicate the extent to which you agree with the following statements	
Prompt	Percent responding “disagree” or “strongly disagree” (N=371)
I believe the budget reductions are wise	63 (229)
I understand UToledo’s budget model	69 (253)
I have seen and understand my College’s budget model	56 (217)
I understand and agree with the goals of the current program prioritization to invest in current workforce needs and trends	30 (183)
I understand and agree with the administration’s short-term and long-term fiscal plans	81 (298)
I trust the financial information coming from the Office of Finance	80 (294)
My Dean is making the right decisions about College-level budget cuts	36 (134)
The Provost is making the right decisions about the academic budget	57 (209)
The President is making the right choices about the University budget	71 (266)
The Board of Trustees is taking the university in the right direct	74 (272)
The budget cuts will improve the quality of students’ experiences, including academic outcomes	87 (318)

Narrative Findings

The results from the thematic analysis of narrative comments suggest that faculty have experienced a range of outcomes related to recent budget cuts. Salient themes included the loss of morale, a loss of resources, lack of trust in the administration and administrative decision-making, intentions to leave or retire from the university, and concern about the impact of budget cuts on student experiences and learning outcomes. The findings are organized by theme and illustrative quotes supporting themes are provided.

Loss of Morale

Loss of morale across units and personal feelings of demoralization were common among responses. Respondents reported that these feelings impacted the effort that they put into their work, their desire to be on campus when not required, their general job satisfaction, and their emotional health and well-being. Further, several respondents cited that low morale was impacting student experiences.

“Low morale; burnout; higher stress from constantly worrying about whether UT will still exist for the 30 more years I need it to before I retire; disconnection from my job as I consider other institutions for possible moves; higher teaching loads and class sizes make it harder to maintain class quality and to make the connections with students that are beneficial to their development, learning outcomes, and job placements; frankly, my career is being hurt as I lose time and resources for research.”

“The vision for the future now is directly and primarily influenced by revenue, and not education, research, or development. A huge decline in overall morale.”

“The morale issue is difficult, personally and with interactions with colleagues. It is tough to focus on my job doing teaching and research when nearly every conversation comes back to, who will be here next and who might be fired. Some of the best and hardest working colleagues I've known for years say they feel as though they are on auto-pilot and instead of going above and beyond like they always do are just trying to get through. This is especially true for lecturers. People feel that they are being looked at like numbers and not human beings.”

“It is impossible to quantify the psychologically damaging effect that the barrage of bad news that we get in our inboxes and see in the news has on a person. Fearing that I am not valued, that my subject matter is irrelevant and could be done by people far less qualified than I am, is a source of daily frustration.”

“These discussions have greatly impacted the morale in our dept and it has greatly impacted my ability to keep up with professional activities in my field as junior faculty.”

“The morale is so low in our department, not only amongst the faculty but also among the students as well. It makes it extremely difficult to recruit and retain students when so many important things are being cut. It also makes for a very toxic environment. Students are also having to extend their graduation deadline due to these cuts. In addition, we cannot compete with other Universities with these types of cuts, toxicity, and situations.”

“Morale is at the rock bottom, faculty are overwhelmed trying to manage teaching, research, extra service and additional secretary responsibilities due to lack of support staff.”

“It has been demoralizing to have to work harder than ever and then receive the messaging we get from administration. We are currently working without a contract and our raises were denied unless the union agreed to changing contract language to allow lecturers to be replaced by GAs. I am not clear how you can ask us to take on so much responsibility, to be the ones that literally keep the lights on at the University because we generate the tuition dollars and yet treat us with such disrespect.”

“Complete demoralization and feelings of abandonment by the university. I believe 50% of the department is on the job market and pursuing other positions that will not be filled.”

“Demoralization. The loss of graduate funding after we had accepted students with funding was especially upsetting. It felt so unethical.”

Loss of Resources

A loss of critical resources to support teaching and research was a common theme that emerged from the narrative data. Faculty reported losses of support in several areas, including the loss of human resources such as support staff, professional advisors, part-time faculty, and graduate students. Further, faculty reported several negative outcomes associated with the loss of resources such as increased workloads without compensation, threats to accreditation, inability to participate in professional activities, and challenges delivering high quality educational experiences to students.

“Budget cuts have significantly impacted our teaching laboratories. There is no money in the budget to repair, maintain or upgrade point of use equipment limiting the students' hands-on experience to equipment that is obsolete and/or functioning at minimum capacity. Software is not updated and therefore require older computers which are not supported by the University. There are many pieces still in the labs, in working order, but without computer support are no longer "functional". Staff struggle with the inability to stock the teaching labs with necessary disposables and are spending a significant amount of time in menial chores such as washing items meant

to be disposable (such as test tubes, culture vessels, etc.) for re-use rather than purchasing new. This impacts the amount and quality of data the students generate. The lack of state-of-the-art, functioning equipment IS recognized by the students. The fact that we REQUIRE them to take lab courses but cannot maintain the labs in a manner than provides a clear path to success IS being discussed by current and past students.”

“Support staff is as important as faculty if not more. The budget cut puts more workload to the support staff and slow down everything in the department. The increased workload would threaten the stability of current support staff. This is absolutely a negative feedback loop.”

“Within our department we have lost access to office supplies to do our job, funding for professional develop (although maintaining professional certification is a requirement for our roles), and faculty resources to grow our programs. At the same time, we have been required to take on more administrative tasks related to recruitment and marketing because we have lost our marketing and recruitment staff positions. I feel as if I am being required to do the job of three faculty but being paid a wage so low that I have to work a second job to pay my bills. The administration has made our culture impossible to tolerate and it seems purposeful so we will leave and they can close our programs. This makes not sense because my program generates a profit for the University. The recent budget cuts make it clear that the administration does not respect the teaching faculty of this institution.”

“The department was forced to close their doors on Saturdays, due to budget cuts that forced us to layoff all our student workers and some staff. Within the first week of the fall semester, students complained to the Provost Office, President's Office, and the BoT. My department received word to hire/re-hire student workers and one staff member to reopen the building. Our department's budget was severely reduced, and we are in the process of canceling subscriptions to resources that impact the educational and research needs of our students and faculty.”

“We can no longer do many student engagement activities because our secretary was cut. These activities were important for building relationships between faculty and students and between our students. This is very sad.”

“We are considered a top growth area for both the college and university and yet we have no way to advertise to leverage those advantages to drive enrollment. In a world of dual modality and online only offerings, no budget to push reach of these programs doom them to just local word of mouth or current students.”

“Loss of support staff has been so severe as to make it extremely difficult to maintain research activity and be competitive for external grant applications. External research funding in the department, college, and university will plummet in the coming years based on our current trajectory for support staff, tenured faculty, etc. We have not been allowed to replace the any of the last 6 tenured faculty who have retired (2) or left UT for other institutions (4) in just the last few years. Others are anticipated to depart in the near future. Apparently this administration's goal is to make the main campus a PUI.”

“There is no secretarial or administrative support and no support for maintaining or repairing equipment or instrumentation. There are not even receptionists to answer student questions. I spend tons of time doing things that someone making half as much money could do rather than spending more time on important things like securing external grants and improving the curriculum to attract new students. I don't understand how the administration feels this is efficient. I don't plan to continue working 60 or more hours per week, including during the summer when not paid, under these conditions.”

“Faculty are now custodians, lab managers, personal councilors, success coaches, secretaries, and financial officers, while being expected to do research and teach at an institution that doesn't support or value any of it. There is little point in writing grant proposals when we can expect countless things will go wrong in the understaffed and inexperienced RSP office and Grants Accounting office, and then HR holds up hiring, and then Legal denies our ability to do things that are simple elsewhere like get software or rent apartments for summer employees on grants. It's to the point that I dread getting a grant for how difficult UT will make the work. Anyone who succeeds here does it in spite of UT and should receive an award in overcoming serious obstructionism and incompetent leadership.”

“Budget cuts have led to loss of support staff such as secretaries, administrative assistants, academic advisors and laboratory technicians. Many of the daily duties performed by support staff now fall on the shoulders of remaining Faculty and Staff or are not performed at all. The increased workload, often in areas where faculty/staff lack the deep institutional knowledge that an academic advisor or administrative assistant would have impacts the quality of assistance available to students experiencing difficulties as well as significantly impacting the workload of faculty and staff. We ALL wear MANY hats now. Shared staff such as secretaries and advisors are stretched very thin to meet with and advise students in multiple programs. Student advisors have limited time and often students are redirected to faculty for course overrides for pre-requisites. Faculty have no significant knowledge of student schedules and will often provide overrides. Many times, scheduling or pre-requisite conflicts prevent students from meeting program needs for a timely graduation and are forced to extend their graduation date by up to a year due to lack of proper advising or misinformation given by inexperienced individuals lacking the necessary knowledge. The impact on the graduate program has been significant. Our ability to recruit quality graduate students is supported by our ability to provide "living wage" teaching stipends, scholarships and state-of-the-art laboratories. As stated in my comments about the impact of the budget cuts on my Department, budget cuts restricting the number of incoming graduate students significantly impacts my ability to teach as well as perform quality research.”

“UToledo entirely lacks the institutional capacity to support the research I was hired to conduct. HR takes months to process hiring paperwork for short-term and time-sensitive positions. RSP screws up budgets before grant submission as well as during the life of funded research. The P-card office suspends pcards when the approvers (NOT the pcard owner) are late approving reports, making it impossible to conduct time-sensitive research. There are simply nowhere enough COMPETENT staff here to support research because there are too few positions left and they are paid way too little. Any decent staff leave, and we are stuck with "support" staff who simply obstruct our ability to do our jobs. Why should anyone here even bother to write grants under these circumstances?”

“No graduate assistants. Quality of courses reduced.”

“No GAs to help with data collection for research projects.”

“I was offered a \$10,000 stipend when I came to UT in 2021 and was never "allowed" to use it by my dean because of budget cuts.”

Lack of Trust in Administration and Administrative Decision-Making

A lack of trust in administration and administrative decision-making was a key theme that emerged across responses. Faculty cited a lack of trust in both departmental and college leadership as well as a lack of trust in the Office of the Provost, The Office of Finance, the President, and the Board of Trustees. While many respondents understood the need for budget reductions due to diminishing revenue, they reported a lack of confidence in the decisions being made.

“I have no faith in administration, BG is thriving! Where’s all the transparency we were promised? Cuts are needed due to declining enrollment, but create work teams to address the issues instead of dictating and making the Chairs carry out the orders and they rarely even hold department meetings so we’re in the dark. I’m not sure what you all expected with the budget cuts to happen - but we’re massively underpaid.”

“The university did a bait and switch on us for the IBB budget model. They told us we were moving to that model which we planned for and then they backpedaled at the last minute leaving us floundering.”

“This top-down approach coupled with the lack of admin knowledge (or incompetence) has decimated a program which was one of the largest programs (until five years back) to almost tottering into oblivion. Students feedback is

ignored and students are clearly stating that they don't want to come back. There is no accountability or transparency in the actions. The dean's office get their personnel replaced ASAP (including secretaries) and none of the jobs that previous admin. did is being done by the current admin. New jobs have been created for assessment, recruitment, and other functions and the responsibility has been shifted associate deans to these newly hired personnel (BTW, these folks are replaced as soon as someone leaves)."

"UToledo used to be a place of optimism. It is literally a dying entity with no vision from the central administration about how to change course or hope for the future. Everything is a metric for cutting things. Why don't faculty vote No Confidence in the administration? The do nothing but peddle lies to us and blame us for institutional problems without taking any ownership or responsibility for anything."

"Ask anyone what the strategic plan of the university is in the past four years. They would not be able to say anything other than budget cuts. Upper administration has made budget cuts their strategic plan without a clear direction. Efforts should be spent on increasing revenue and building back the community and morale. The upper administration spent a lot of money and countless hours of many staff and faculty members on switching to a decentralized budget model with no effect. Then they tried to fire lecturers the same week UT aaup put out a relatively positive budget analysis report. Person in charge of university finances has too much power with little accountability and little vote of confidence. Unfortunately, humans look up to their leaders and lack of good leadership and accountability at the top permeates down the ranks to everyone impacting the entire university."

"I'm not sure what the administration of UT thinks this place is, but based on actions by the administration over the last year it is not a teaching university and absolutely not a research institution. Mostly it just seems to be a joke."

"Leaders lead. The absence of credible, knowledgeable leaders (President, BoT) is a huge disservice to the institution. There is not a single person on the BoT that has any experience in higher ed. You can't lead something well if you have no knowledge of how to run it well, what other institutions do, what the mission is, beyond making money and feathering you own nest. No university should ignore realities of the job market for our students, but leaders might do well to look at the data our own career services puts out about what employers are actually looking for. If all we want is credentialed workers, then maybe we should bring back the associates' degree."

"(1) There is no "College budget model." The college's budget is dictated by Finance and the only choice a dean can make is which positions to cut. (2) What are the administration's "short-term and long-term fiscal goals"? To blindly follow the cookie-cutter Huron report? The administration's senior leadership doesn't understand the needs of UT students -- so how could they possibly have either a short-term or long-term goal that is even remotely relevant? (3) I do not have confidence that deans, provost, or even the University President are actually making any decisions about the academic budget. Instead, it appears that budget is be determined by the Office of Finance alone."

"This is a failed administration. They prioritize administration over faculty, fluff over programs."

*"The university is being run by the Finance Office who have no investment in what the university actually does, or what it means. And apparently they don't know finance very well, either, since they only care about the expense side of the ledger and not the income side. The President thinks faculty provide no value or income for the university, but without us, why would students come? Students are clients, not customers buying a widget, and we provide the professional services they seek. They come to study with faculty. The fact that the President can't wrap his head around that and that he is likely parroting the Board and Finance, is a really bad sign for the health of this university *as a university*."*

"It's very easy to take out a meat cleaver and cut programs and faculty to trim budgets. However, making your institution attractive to students takes creative leadership. We do not have such leadership in my opinion. . BGSU must because they will have the largest freshman class in the past 20 years this year. What are they doing differently than UToledo? For years, we have been told by our Chair and Dean to recruit more students. Has there been any money available for even a flyer or brochure? No! For release time to recruit? No! For gas money to drive and recruit? No! Yet, the people hired by UToledo who were in charge of recruiting have been inept. What

about administrators who have zero interaction with students and make more money than me? Have they been cut and not replaced also at the same level as programs and faculty. Why not?"

"The budget cuts are due to declining enrollment, and the enrollment is declining due a CFO that is an accountant rather than a true CFO. He has no vision, no strategy, pays no attentions to the revenue side of the equation, has no understanding of the student experience, just cut, cut, cut. The new provost will be very weak in the face of an inactive president and an incompetent CFO. Any reasonable provost candidate would run for the hills, unless the position were to be taken as a stepping stone only. Administration should immediately adopt RRC report and act accordingly - create an organization that is strongly focused on selling the UT experience - an enrollment czar, with broad authority over key units. It's simply amazing that research awards have not grown at all over the past 15 years despite the fact that we are in a most-favored position with Rep Kaptur, who has been chair person/ranking member of a very powerful committee on the Hill. Heaven help us when she retires. A highly efficient waste."

"The president and provost and all the administration insist that we focus on the students and that we are student centered, but all I see are decisions being made that are NOT student centered. In a time when students are struggling more than ever with mental health, they fired all of the Success Coaches. They also decided not to support the Equity Champions program. As part of this program from the beginning, I saw the good it could do both for students and for the faculty. Giving faculty training in equity and inclusion helps them better serve the students. I saw the success and I saw the positive effect this had on students."

"The UT BOT have no idea how to manage a university. Their business' background and experience is appropriate for administering a B-level steakhouse or a coin operated car wash....I don't have any sense of what the vision for UT."

"Deans are looking elsewhere for employment, in and outside the university. Chairs just carry out orders, accountability is a joke! The Deans want to consolidate Colleges, input is not valued, stronger personalities get what they want, the rest of us wait and hope or never get anything because our Chair is not effective. Rotate Chair positions so that some departments can get better leadership."

"If they're using a business model, why do we still have the same CFO??? Any company would have fired him if the company was doing as badly financially as he claims we're doing. I also don't trust him or his numbers (especially compared to the independent analysis that tells a very different story). Further, I don't understand why all the people making the big decisions are people who know little to nothing about academia (it seems like the university is being run by the CFO and the board and, of course, they never ask the faculty to weigh in. We're the ones in the classrooms and working with students. They have no clue what or how much we do and what it takes to be a full time faculty member here! (not this this is anything new). I'm so disheartened and frustrated. This is total insanity and the whole university has become completely dysfunctional (Faculty 180 is a perfect example of a system that doesn't work - but that we have to use) and wastes so much time and energy. I'm SO tired of having my time wasted at every turn by the administration. Even though I love teaching, if I could afford to retire, I would!"

"The Board of Trustees is largely responsible for the budget situation because they ignored enrollment problems for many years."

"It is difficult to answer these questions because the Admin has proven itself untrustworthy and incompetent."

"Board of Trustees don't appear to understand the short and long term impacts on the quality of the university and it's services, colleges, programs, students and faculty regarding the management of the budget and cuts. Goals will not be obtainable."

"Any effort to de-fund higher education and its support infrastructure will backfire, but I doubt that those benefitting from the cuts will ever be scrutinized because they will leave UT before they are called on to answer for their administrative abuses. We have seen that with Jacobs and other former administrators."

"From everything I have seen recently, every decision this administration has made is in direct opposition to its stated goals, priorities, and mission. It almost appears that the administration is intentionally trying to put UT out of business. I wonder who would benefit most from such a strategy."

Intentions to Leave or Retire from the University

Several faculty members reported that they and/or their colleagues were intending to leave or retire, or had left/retired, in response to diminishing resources and increasing workloads. Further, it was reported that failure to replace faculty has led to significant strains for those remaining. Reported outcomes included the possibility of losing accreditation, the inability to maintain in-demand courses/programs due to faculty shortages, decreased time for scholarly and professional activities, less time for mentorship, increased teaching demands, and a general sense of underappreciation.

"The Administration's strategy of reducing headcount is working, but a lot of our best and brightest that are leaving. They don't seem to understand or appreciate (or care) that it is our best people that we tend to lose first, since they have the easiest time moving to a new institution. They don't seem to understand or appreciate (or care) that this brain-drain is degrading the quality of UT and therefore our value proposition. We used to say things like UT punches well above its weight, and that there are a surprising number of world class things going on at UT, and so on. It is becoming harder and harder to make those arguments, that sales pitch, when we are losing so many of our best people."

"Morale in the college sucks. Most faculty are looking for a position at other institutions or calculating their STRS for retirement."

"Loss of strong faculty to 'greener pastures' resulting in even heavier workload for those remaining."

"I am in a strictly clinical department. The balance between our academic role (teaching medical students and residents) and our clinical revenue generation is severely tilted toward revenue generation. Any activities that are required that are not clinical in nature are expected to come out of academic FTEs. The importance of my role as a faculty educator is greatly diminished in importance by these actions. It makes me want to desperately leave the institution. I am not the only one with this view."

"People are afraid of losing their jobs. That is why people are leaving the department for other institutions or thinking of retiring early."

"Stressful work environment due to uncertainty about funding my research travel, my course load, summer teaching and whether I will keep my job due to the statement by the administration that there are 300 too many faculties. Less support from department secretary due to her now sharing load with other departments. All this directly impedes my ability to do my job and makes me want to quit and find a better school that appreciates talented researchers and teachers."

"I am now seeking employment elsewhere, as the adjunct rates at UT are very low and clearly not growing in light of these budget cuts. There are also fewer adjunct faculty in my department, giving a feeling of scarcity."

"I am looking for a position elsewhere (non-academic)."

"I look for ways to retire early. I have X (redacted for privacy) years left and am frightened I may not make it. I wish I would not left my 9-5 job 20 years ago. I have begun to work to contract and from home as much as possible. My mental health is worth more than the PTSD I get from coming to campus sometimes."

"My colleague and I are asking ourselves "Why are we remaining at UT?""

"I'm not sure what you all expected with the budget cuts to happen - but we're massively underpaid compared to competing institutions, private or public, and many are looking for other opportunities outside of UTMC now."

"I know that all of the junior faculty in my department are looking for jobs. They do not feel safe in their roles."

"I've got 2 years left in me at this pace."

"My opinion is that the damage done is irreversible, or that it would take several years to recover. In particular this past administration is destroying in two years what took us decades to build. I'm looking for a more supportive environment and when I find it I'll leave. I put so much effort in this University, and it is so frustrating to see it is all for nothing."

"The budget cuts and the general climate toward faculty at UToledo (especially those in small programs) has forced me to consider employment elsewhere and I've put myself on the market with the goal of leaving by next year."

"Our budget for teaching assistants was cut by 25%. Due to the sources of funding for research grants in our field (i.e. agencies who will not pay full graduate student stipends + tuition), it is now nearly impossible for me to support graduate students. Faculty morale is at an all-time low. Faculty have absolutely no trust in the administration to the point where no one even bothers to attend meetings with the Dean because we are tired of being lied to and gas-lighted. All Faculty who are at all productive are actively seeking to leave. UToledo has become a miserable, toxic environment."

"With several faculty departures for various reasons and no replacements, we have been inundated with service work. Couple that to having lost virtually all of our secretarial and purchasing support, we now have to do all of that ourselves. I have found both my teaching and research have suffered drastically as a result."

"The failure to replace faculty will keep us from getting accreditation."

"We've had many retirements without the lines being replaced so the few people remaining have to pick up extra work that would have been done by those people (service in particular). Those of us who advise now have more advisees. We are all doing an absurd amount of service. Everyone in my department is exhausted and stressed out. Reducing part-timers means offering fewer classes and this negatively impacts students (when fewer sections are offered, and some classes must run less frequently, more scheduling conflicts occur and that makes it more difficult for students to meet their requirements so they can graduate in a timely manner."

Concern about the Impact of Budget Cuts on Student Experiences and Learning Outcomes

"Because of the budget impact on the faculty and the department itself, the number of students enrolling has significantly decreased. Prospective students are not dumb, and can see when a department is suffering. There are plenty of other institutions in the area that can offer what we don't have."

"We have lost highly qualified students to other Universities and other University graduate programs due to the cost of tuition and also to the lack of scholarships and graduate assistantships. The faculty in my particular program has been on overload since 2020 due to the loss of faculty lines."

"Our dissertation numbers have skyrocketed due to faculty eliminations. Most faculty are currently chairing anywhere between 5-15 dissertations simultaneously. This is unfair to students."

"Reduced externship spots for students."

"The students know everything that is going on, they are not stupid. Suits tell them everything is rosy while they see and feel the dysfunction. ParkUToledo can tell if they parked too close to the lines, but it can't catch the bad guys stealing their catalytic converter."

"Our ability to meet students' needs has never been lower with the loss of support staff leaving students without easy access to the answers they need. As our graduate program shrinks it is more difficult to cover courses and provide quality instruction. We have also lost some faculty to other schools, driven out by the lack of stability and support. This includes X (name redacted) (with millions of dollars in funding), whose departure leaves our large X (name redacted) program unable to cover its courses with the two remaining (name redacted) in our department, leaving this significant revenue generating program on the brink of collapse."

"We do not have any support for continuing student engagement."

"It is difficult to advise and attend to students when faculty lines are not being replaced. With less faculty and staff, faculty are expected to recruit more and be available for events that are not scheduled during their work week. The faculty morale is at an all time low. When morale is low, faculty intentionally do less for and with students, they are NOT present on campus and students know it."

"We (a degree area of the Department) are unable to fill classes with the required specialist specific students needed."

"Faculty are teaching overloads, reducing the quality of the student experience because of faculty overwork."

"I used to send my students (whether they went or not I do not know) to their success coaches for non-class related problems all the time. I now do not have a place to send them, or I have to find the resources on campus for them (the job the success coach was doing)."

"It is unclear what the target demographic and mission is. We are an open enrollment university and yet have NEVER provided suitable resources to help our many underprepared students get up to speed. Instead, most of the discussion and focus seems to be funneling money to a few programs that will elevate us to R1 status. We don't have the resources to do both. Option two can't happen before option one unless we change admissions."

"Students in my classes express concern about their ability to successfully complete their degrees. They are concerned about classes being offered when they need them, faculty and advisors being available to help them plan, and support staff being available to them. They have expressed particular concern about the cuts to the Student Success staff over the summer (2023)."

"Student complaints and experiences are more important than my opinions and experiences. Student complaints are rampant online regarding parking, problems in the dorms, uncooked or undercooked food, roaches in the student union, course cancellations, and on and on. As Jeff Bezos pointed out... "If you make customers unhappy in the physical world, they might each tell 6 friends. If you make customers unhappy on the internet, they can each tell 6,000 friends." And the administration wonders why enrollment has plummeted under President Postel's leadership."

"Students are leaving because of the limited course offerings. Received lots of complaints from students with sudden, last minute class cancellation."

References

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