

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of January 16, 2024
FACULTY SENATE

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

Approved @ FS on 1/30/2024

Summary of Discussion

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

President Rouillard: Alright, I have 4 o'clock. We will need to call the roll. Is Senator Barnes here?

Senator Barnes: Yes, I am.

President Rouillard: Okay, Senator Barnes, you generously offered to do the roll call today because Senator Coulter-Harris is on medical leave. So, we will miss her. Right now, we appreciate your efforts, and later in the meeting, we will have to elect a substitute secretary. So, I leave the floor to Senator Barnes.

Senator Barnes: Thank you. Again, apologies in advance for my efforts.

Present: Ammon Allred, Tomer Avidor-Reiss, Gabriella Baki, Sheri Benton, Terry Bigioni, Timothy Brakel, Ritu Chakravarti, Carmen Cioc, Daniel Compora, Vicki Dagostino-Kalniz, Maria Diakonova, Holly Eichner, Elyce Ervin, Karen Green, Sally Harmych, Renee Heberle, Cindy Herrera, Gary Insch, Ahalapitiya Jayatissa, Dinkar Kaw, Lauren Koch, Linda Lewin, Kimberly McBride, Daniel McInnis, Thomas McLoughlin, Kimberly Nigem, Catherine O'Connell, Elaine Reeves, Revathy Kumar, Linda Rouillard, Eric Sahloff, Paul Schaefer, Barry Scheuermann, Kathy Shan, Chunhua Shen, Stan Stepkowski, Steven Sucheck, Weiqing Sun, Jami Taylor, Kasey Tucker-Gail, Jerry Van Hoy, Aela Vely, Randall Vesely, Donald Wedding

Excused absence: Elissar Andari, Bruce Bamber, Deborah Coulter-Harris, Mitchell Howard, Catherine Johnson

Unexcused absence: John Bellizzi, Hossein Elgafy, Collin Gilstrap, Samir Hefzy, Jason Huntley, Mohamed Moussa, Mahasin Osman, Roberto Padilla, Jennifer Reynolds, Gaby Semaan, Puneet Sindhwani, William Taylor, James Van Hook

Senator Barnes cont'd: Aela Vely, sorry about mispronouncing your name. And apologies to everyone whose name I mangled.

President Rouillard: So, [do] we have a quorum? Senator Barnes, we have a quorum, correct?

Senator Barnes: Yes, by my count we do.

President Rouillard: Okay. Thank you very much. All right, the first order of business then is to adopt the agenda. Quinetta, could you put up the agenda for us again? Thank you. I will ask for a vote to adopt the agenda. Please do so by typing 'yes,' 'no' or 'abstain' in the Chat box. It looks like --- Does that look like a majority, Quinetta?

Quinetta Hubbard, Faculty Senate Administrative Secretary: Yes, it does.

President Rouillard: Okay. *Adoption of Agenda Passed.* Do we have two sets of Minutes or just the November Minutes to approve today?

Quinetta Hubbard, Faculty Senate Administrative Secretary: Both sets, November and December.

President Rouillard: Okay. The next order of business is the approval of the Minutes for November 21st and December 5th. First, are there any corrections or edits that need to be made? Hearing none. If not, please approve those Minutes by typing either 'yes,' 'no,' or abstain in the Chat box. Okay, have people typed in their vote for the Minutes in the Chat box?

Quinetta Hubbard, Faculty Senate Administrative Secretary: They are still coming in.

President Rouillard: Okay. Are we still having votes on Minutes? All right, well, then, perhaps what we can do while people are voting on the Minutes --- I can't tell.

Quinetta Hubbard, Faculty Senate Administrative Secretary: All yeses so far, President Rouillard.
Motion Passed.

President Rouillard: All right, so then we will move on to the Executive report. Let me find that file here. I had it open somewhere. Here we go. It is confusing when you have these files open. I am sorry for holding you up.

Senator Vesely: President Rouillard.

President Rouillard: Yes?

Senator Vesely: This is Randy Vesely.

President Rouillard: Yes?

Senator Vesely: When Senator Barnes was calling roll, I did not my name. She cut out my name and Don Wedding. We are both here.

President Rouillard: Okay, so, we will put that in there. I certainly lost my Executive report. I'm sorry for taking up this time. If you give me a minute, I will find it. I apologize for the hold-up.

Senator Barnes: If it makes you feel any better, that is my empty office there. I was on the remote desktop earlier and now I'm not, and somehow still my office, my messy office is for everyone to see there.

Senator Brakel: President Rouillard, while you are finding it, I will give a couple of updates with regards to the Ohio legislature.

President Rouillard: Sure. Thank you, Senator Brakel. Go ahead.

Senator Brakel: With regard to Senate Bill 83, you may recall that right before the Christmas holiday, the semester break, the House Committee approved Senate Bill 83. That has now been assigned by the Speaker to the House Committee on Rules and Regulations. We don't know at this time what's going to happen with that legislature, whether it will come directly to the full House for a vote or if it's going to be assigned to yet another committee. So, we will continue to follow that line.

Secondly, while this is not a budget appropriation year, it is a capital project appreciation year. Senator Sereno is already contacting all the university presidents. And basically, from what I understand, is trying to find out what's going on in the area of diversity, equity, and inclusion types of initiatives, DEI stuff. And so, that is going to be another thing that we will need to be following closely, the Capital Projects Bill that's coming forth.

President Rouillard: Thank you, Senator Brakel. That makes the presentation by VP Dilip Das, that much more important. I swear to you, I had an Executive report that I can no longer find on my computer. So, I'm going to have to do this by memory.

The Faculty Senate Exec. attended the January 12th ALT meeting on Friday. We received numerous updates about active job searches. There are two semifinalists coming to campus, and there will be open forums in person and online. The first person is Dr. Amy Hietapelto (pardon my pronunciation). She is coming to us from the University of Minnesota Duluth. She is business faculty. She has served as a dean of their college of business, and I believe she is currently an interim chancellor, if I am not mistaken. She will be here January 18th. There will be an open forum from 8:45-10 am. The second candidate comes on the 26th, and Faculty Senate Exec., correct me if I'm getting any of these dates wrong. And this is Dr. Abby Parrill, who comes to us from the University of Memphis. She is a scientist, and she has also served in upper administrative roles. And again, there will be an open forum at 8:45-10 am, both remote and in person. I will send out some subsequent messages with the links to attend these open forums if you can't be there in person.

We had an update for the CAL dean. There are four semifinalists. The finalists will be invited to campus for interviews and open forums in the second half of March. Am I correct with that, Provost Molitor if you are on the line?

Provost Molitor: Yes, I have an update on the searches in my report.

President Rouillard's Executive report cont'd: Okay. And we were also updated on the searches for the COMLS Dean and the Nursing Dean - They are still in the process of soliciting candidates.

We also got updates on things such as the workload forums, which are available at a link on the provost's website. Those are due mid-February, as I recall. We are urged to check our schedules to make sure that our schedules are correct because the teaching part of our workload forums will be updated automatically.

The other things we had updates on were program prioritization. The colleges have lists of the low-enrolled programs and the program slated for suspension. Those lists will also come to Faculty Senate. There was a distinction made between programs targeted for suspension or hiatus, and programs that are targeted for inactivation or closure. All of these things will be going through the appropriate shared governance bodies. So, department curriculum committees, college curriculum committees, Faculty Senate and Graduate College – all these things will be entered in CIM. Those deadlines are the second half of January, right, Provost Molitor? So these have to be entered between today and January 31st, if I'm not mistaken.

Provost Molitor: Right.

President Rouillard's Executive report cont'd: And Provost Molitor has promised that Faculty Senate will also get a list of those programs that are targeted for suspension or for inactivation.

I think those were the main updates. Does anybody else from the Executive Committee have anything to add to that? Okay, if not, that will conclude my Executive Committee report. That then brings us to a report from the Provost.

Provost Molitor: Thank you Dr. Rouillard. And actually, your memory is very good. I apologize if I will be duplicating some of what you said. So, I would like to first wish everyone a happy new year, and I

hope you had an enjoyable semester break. I also hope your spring 2024 semester is off to a good, but unfortunately chilly start.

As you are planning your course schedules for the Spring semester, just a reminder that Toledo will be in the path of a total solar eclipse on Monday April 8th, 2024. Classes will be in session on that date, but we are expecting heavy traffic and a lot of visitors to the University for this historic event. This could pose a challenge for commuting students to attend classes that day. Given this expectation, I would ask that you plan your Spring 2024 course schedules accordingly to ensure students will not be penalized for missing class that day. Please do not give any in-class exams or high-stakes assignments and provide options for students to join class remotely or view a recording of the session. Given the expected traffic, I will also request that deans and chairs provide instructors with longer commutes the option of teaching remotely, if possible, to do so. For instructors who choose to teach remotely, we cannot penalize students who may not have access and therefore are unable to participate.

Along with other leaders from around campus, our colleagues in the Department of Physics and Astronomy have been working to plan several exciting events and activities associated with the eclipse, including public viewing from the Glass Bowl. The peak of the eclipse will occur around 3:15 pm on Monday April 8th. I would request instructors holding class during this time release students early or allow students to arrive late so that they have an opportunity to view the eclipse. Special viewing glasses are available at the planetarium gift shop. And regardless of what time you hold class that day, I would encourage you to further engage your students by incorporating the eclipse event into your course materials and/or assignments, if possible, to do so.

A few updates on some ongoing searches. We will be hosting the two finalists for the Provost position at the end of this week and the beginning of next week. A UToledo News item was published on Friday advertising the candidate open forums this Thursday January 18th and next Monday January 22nd, both 8:30 – 10:00 am, both in the Savage Business Complex with options for remote participation via Webex. I hope you will be able to attend or tune-in. The four semifinalists for the College of Arts and Letters dean will be on campus this week and next, with anticipated finalist visits in mid- to late-February. Ads for the College of Medicine and Life Sciences and College of Nursing deans have been published and we are soliciting applications now. We anticipate virtual interviews in late February and early March, with semifinalist campus visits in mid-March. Also note that an internal call for an Honors Program director will be released later this week with the goal of finalizing this search before the end of March. Apologies for the delay in getting this out.

I will also be sending out an email to all faculty regarding the timeline for program prioritization we have laid out for early Spring 2024 semester. Based on conversations we had with the colleges before the break, department and college curriculum committees, along with the Faculty Senate Academic Programs and Graduate Council Curriculum Committee, will begin receiving notifications on programs suspending admissions over the next two weeks. Any required program modifications should be approved through the colleges and sent to the Faculty Senate Academic Programs or Graduate Council Curriculum Committee before mid-February.

I apologize for the aggressive timeline, but this reflects our desire to implement the required changes in time for the Fall 2024 semester. This timeframe is compressed by the fact that faculty workloads are due

by the end of February and students will begin registering for Fall 2024 and Spring 2025 classes when they return after Spring Break.

On a more positive note, before the break, Dr. Postel solicited deans and senior leaders to provide the top accomplishments in their respective colleges and areas during the past year. Thanks to the efforts of Meghan Cunningham and her team, these accomplishments were pared down to a list of the University of Toledo's top 23 for 2023 and published as a full-page ad in the Toledo Blade. I will be distributing this to all faculty and staff in Academic Affairs in case you didn't see it. These accomplishments include improved rankings, record six-year graduation rates, new and innovative programs we launched, transfer and articulation agreements that we implemented, and various successes in research and commercialization. These accomplishments are the direct result of the efforts of you and our faculty colleagues. So, I would like to thank you for all you do, especially during these challenging times, and I will look forward to seeing the top 24 for 2024 at the end of this year.

Thanks again for the opportunity to speak with you today, and I would be happy to answer any questions.

President Rouillard: There is one question in the Chat box. "What will happen for students who've been accepted into programs that are paused?"

Provost Molitor: Great question. This will be a conversation with each individual college as to how they want to proceed. We will have programs that have maybe already admitted one or two students for the fall 2024 semester. That conversation may be, 'okay, are there other programs these students may be willing to go into so that we can pause the program starting in fall 2024?' There may be other programs where you have more than a handful of students that were admitted and the colleges may just decide, 'well, let's keep the program going for another year and then suspend admissions the following year.' I would think that would be less likely given the programs that we are looking at for suspending admissions have had low enrollment for the past few years. But again, that will be a conversation with each college, and I will be getting a list of programs where it will be suspending admissions in each college. I will also be getting data on the number of students that have been admitted currently so that I can disseminate that data onto the colleges to figure out how we want to proceed there.

President Rouillard: Okay, there's another question in the Chat. "When will we see the lists?"

Provost Molitor: We are working on finalizing that right now; and as you mentioned with the timeline, ultimately, all this information will be submitted by the end of January. I'm hoping to get the full list out to the Faculty Senate and Graduate Council leadership a lot sooner, and I will be sending a list to the individual colleges to confirm that that's what they will be entering into the CIM system.

President Rouillard: Provost Molitor, I have a question. All of this prioritization is being driven by the Board of Trustees, correct?

Provost Molitor: Well, it is part of our strategic plan too, which was approved by the Board of Trustees. But ultimately, yes, the Board oversees the university, and they are certainly eager to see us pursue that initiative and our strategic plan.

President Rouillard: So, in the process of making these determinations or initiatives, we're often told that program prioritization is about aligning our programs with workforce needs. Can you tell me if either the Strategic Planning Committee or the Board of Trustees consulted any particular workforce

predictions? Did they use U.S. laborer statistic predictions? What guided this process of determining prioritization?

Provost Molitor: Actually, when we submitted the list to the colleges with their program data and identified those that are low enrolled, we also provided data that came from us (from the Huron consulting group) when they did our academic portfolio review last year. That included information on the labor market growth, in terms of expected growth jobs in particular disciplines. I will say it was a coarse analysis because it was associated with CIP codes of the discipline, rather than the level. So, for example, if you had something that was offered as an associate's degree, a bachelor's degree, and perhaps even a graduate degree, like a masters and a PhD under the same CIP code, they did not distinguish what the labor market would be for somebody who had an associate's degree in that particular discipline vs. a graduate level degree at that discipline. But there is some labor market data that was provided to the colleges.

President Rouillard: Could you send us those labor market statistics? I think it would be very useful for people to understand the purpose or the guiding principles for prioritization.

Provost Molitor: I'll make a note on that, yes. Thank you. All right, are there any other questions for the Provost?

President Rouillard: Okay, in that case, we will thank you very much for your time and effort. And just a reminder for everybody: our next meeting, January 30th will be face-to-face and remote, barring any disastrous weather events. But I appreciate your attendance today in the strictly remote format to save everybody tracking out there in bone chilling winds. So, thank you very much, Provost Molitor.

That brings us to our next report, which is from the Faculty Senate Academic Programs Committee, and the Chair is Dan Compora.

Senator Compora: Hello. Can you hear me?

President Rouillard: We sure can.

Senator Compora: Okay, good. I had three program modifications and Quinetta sent those out earlier. All three are from the College of Arts and Letters. The first two, [can] everybody see that okay?

President Rouillard: Yes, we can see it.

Senator Compora cont'd: Great. The first two are changes to the concentrations in **English – Creative Writing Concentration, BA**. And the other is **English – Literature Concentration, BA**. Pretty much it is just a change in the requirements, from 3000 to 4000 level to your scaffolding of learning. This is relatively a minor change.

The **Anthropology, BA** changes were very similar to the minor that we approved a couple of weeks ago, allowing some 2000 level courses. This is mainly done to ensure that people have enough options to graduate on time. So, the changes were relatively minor. Full disclosure, since I am member of the English Department, I did not vote on these at the department level. I saved my vote for the Curriculum Committee level. And of course, I cannot vote here today since I've already voted on them once. But I ask you to support these three programmatic changes.

President Rouillard: Are there is there any discussion of these changes or any questions about these changes? Okay, if not, do you want to call for a vote then Dan?

Senator Compora: Yes. All those in favor, please signify by putting ‘yes’ in the Chat box, ‘no’ if you disapprove, and ‘a’ if you abstain. Looking positive so far. Thank you. *Motion Passed.*

President Rouillard: Okay. So, that brings us to the Undergraduate Academic Committee. I will share my report. I’m hoping you can see this. We have nine items today. There are ten items on the report that went out – one had to be rolled back, so we have nine today. I should tell you that there are a total of about 30 items right now in our queue. We only had time - because of the break - to review as a committee these first ten or first nine items, but we will make every effort to stay as current as possible in upcoming reports. So, I’m hoping that our January 30th report will address the next 20 items. We are also trying to review these things in the order in which they come to us. Most of the changes today are pretty straightforward title changes, number changes, course catalog changes, or prerequisite changes.

The first one is **Art Education for the Pre-Primary and Primary Child**, AED 3100. The change proposed here is to go from the 2000 level to 3000 level. The department noted that several years ago they started using 2100 instead of 3100, with the intent of making it more accessible to students. Then one of the associate deans reviewed some of the rules and determined that it would be better if students could do this at 3100 level.

The second is **CHEM 3730, Physical Chemistry I**, is modifying its prereqs. It is removing organic chemistry and calculus III, and it is leaving the prereqs with those you see listed here.

Third is **EEES 2600**, Methods for Environmental Sciences. This is a name change from Methods Environmental Sciences to Techniques Environmental Sciences. There is also a catalog description change from which will now read: “Hands on active-learning course exploring a range of commonly used field and lab exercised for environmental sciences relevant to local environmental issues. Activities will focus on developing a testable hypothesis, data collection, data analysis and presenting results in a scientific format.” These changes are clarify the goals of the course.

The fourth is **Engl 3020** is a title change from Readings for Writers to: The Writing Career- Readings and Professionalization. It is not a new course. It is just a name change. This course can count toward both concentrations in the English major.

The next one was a course that we had to roll back for clarification.

The sixth course is **EXSC 3200, Advance Human Anatomy**. The changes include “No longer offering it in the summer semester and updating the prereqs. to include Exercise Science 2560/2460/2570/2470.

EXSC Science 3850, Cardiac Dysrhythmia Interpretation. They are adding some prereqs, and those are Exercise Science 2550/2460. Again, the same prereq. possibilities as in the previous course.

The next one is **EXSC 3860 Cardiac Dysrhythmia Lab**. Again, that same sequence of courses as possibilities for the prereqs.

Then **EXSC 4840, Fitness Internship II**. They are updating prereqs. to a C minimum requirement rather than a C-, or D- required for the program. They are changing the Kinesiology 4140 or Exercise Science 4140 to Kinesiology 4140 with a C grade or 4140 with a C grade.

The final one is **EXSC 4860, Clinical Exercise Lab** grades of C or better, now required for prereqs, and that is the extent for the change.

President Rouillard cont'd: Are there any questions on these proposed modifications? Does anybody need to see a syllabus for these courses? I believe Quinetta sent those out to you today. All right then, I will ask for a vote on these. If you approve these modifications, please type 'yes' in the Chat box, 'no' or 'abstain.' Okay. Has everybody voted on these? Quinetta, can you see if these has passed?

Quinetta Hubbard, Faculty Senate Administrative Secretary: It looks good here. Absolutely, yes.

President Rouillard: Okay, then I will sign those off and move them forward. *Motion Passed.* Okay, so the next item on the agenda is an election for a substitute Faculty Senate secretary. As you may or may not know, Senator Coulter-Harris is out on medical leave this semester. I will tell you that currently she is recuperating very nicely. But we still need to elect a substitute secretary. So, I will open the floor for nominations. These can be sub-nominations or you can nominate a colleague. Are there any nominations? Yes/no?

<Silence from Senators>

President Rouillard cont'd: Perhaps we need to draft some people? I really would appreciate someone stepping up to help us out.

President-Elect McBride: President Rouillard, I would like to nominate Suzanne Smith.

President Rouillard: Okay. Suzanne, would you be willing to do this?

Professor Suzanne Smith: Oh, I wasn't expecting that. Yes, I think I could do that.

President Rouillard: Okay, very good. President-Elect McBride, did you have anything else to add? Are there any other nominations?

Senator Brakel: Just for the formalization of that motion, I second Suzanne Smith being nominated for that.

President Rouillard: Okay, thank you.

Professor Smith: I am not officially a member of the Senate at this point.

President Rouillard: Okay, no, you do need to be a member of Senate. I have contacted Melissa Baluts, notifying her of the need for a replacement for Deborah. I have not received a response from that yet.

Senator Benton: President Rouillard, this is Sherri Benton. I am a member of the---

President Rouillard: Hi, Sherri.

Senator Benton: The [College of Arts and Letters Council] Executive Committee have been in conversation, and we all agreed for Suzanne to take that spot. I believe Melissa did send you an email, but it was later this afternoon.

President Rouillard: So, I probably haven't seen it yet. Okay, thank you. So that brings us back to Suzanne Smith's nomination, who can now stand for that nomination. Are there any other nominations?

Senator Brakel: I move that the nominations be closed.

President Rouillard: Is there a second?

Senator Compora: Second.

President Rouillard: Okay. In that case, we need to vote on closing the nominations. If you would please, indicate 'yes,' 'no,' or 'abstain' in the Chat box. Anybody else who needs to vote? How does that look, Quinetta?

Quinetta Hubbard, Faculty Senate Administrative Secretary: All yeses, and one abstain.

President Rouillard: And the majority of yeses?

Quinetta Hubbard, Faculty Senate Administrative Secretary: Yes.

President Rouillard: *Motion Passed.* Okay, very good. Thank you. And thank you, Suzanne. Congratulations, and thank you for your generosity in helping us out with this need.

Senator Smith: All right. Thank you, everyone. I appreciate it.

President Rouillard: The next item on our agenda is a report from VP Dilip Das. He and I were predicting and hoping for his report to start sometime around 5 o'clock. We went much more quickly than I predicted. So with your indulgence, I'd like to move items from the floor to this point in the meeting as we wait for VP Dilip Das to join us, if there are no objections to doing that. We've not had a whole lot of time in some of our recent meetings to have items from the floor. We have about 13 minutes at this point if you have issues that you want us to bring up with administration, if you have any other issues of concern--this would be a good time to bring those up. Any issues?

Senator Barnes: President Rouillard, can you hear me okay?

President Rouillard: Yes, I can hear you.

Senator Barnes: I am just asking that the Senate continue to pursue—as aggressively as we possibly can—the follow up on the awarding of race-based scholarships. We had a presentation from Janelle Schaller a month-and-a-half or so ago, maybe two months ago which she explained to us why the University (because of the Affirmative Action) is backing away from race-based scholarshiping, and they were trying to look for appropriate legal ways to distribute those funds. I just want to use the Senate's leverage to really make sure that the University is finding a way to distribute those scholarships so those students don't lose that money this year, if we possibly can. So, just asking that we continue to pursue that.

President Rouillard: Absolutely, we will do that. Has anybody here heard from colleagues at other institutions about whether they are considering this issue or not?

Provost Molitor: Linda, I just want to point out, this is actually very good timing because Dr. Das just jumped on.

President Rouillard: Oh, great. He might have an answer for us. All right, and before I turn it over to Dr. Das, are there any other items that you'd like to bring up at this time? Either questions for Faculty Senate to pursue or issues for us to consider this afternoon?

Senator Chakravarti: Hi President Rouillard. This is Dr. Chakravarti from the College of Medicine.

President Rouillard: Yes?

Senator Chakravarti: I sent you an email about IT changing the policy.

President Rouillard: Yes. I just saw that today, but I didn't have time to respond to it, but I will. Would you outline your concern for the rest of Faculty Senate? This was an IT policy.

Senator Chakravarti: Yes. Recently, I came across one change in the IT [policy] that all the computers we have in our lab, either produced by our research funds or college supported computers, none of us can have the admin. rights. So, if I want to download any software or any program, every time I have to reach out to IT for coming, and doing it, or approving it. It is a problem because we use so many softwares, especially these days, because all the data and analysis sequencing. We go across a lot of web servers and apps, and it has become a problem every time reaching out to somebody to request IT help. It's been a nightmare. So, I reached out to Dr. Rouillard---

President Rouillard: Right, you sent me that email. I did send an email to Bill McCreary and the answer didn't seem to frankly address the question, so I will follow-up on that again. Provost Molitor, do you have any insights about this for us?

Provost Molitor: How to facilitate the requests when you submit an IT Help Desk request?

President Rouillard: No, it's about getting administrative access to download software without going through IT.

Provost Molitor: Yes, I believe IT—for security reasons—has removed administrative access. So you have to work and submit an IT Help request to have them install the software for you.

President Rouillard: Senator Chakravarti, can you tell me how long you had to wait [for] when you put in a request?

Senator Chakravarti: So, one of our research requests was [submitted] before the holidays, probably a week before the holidays, and to date, my student has not received -- the thing has not been done. So, that limits us to do any (this is simply a software) analysis.

President Rouillard: Okay. I will follow up with Bill McCreary, and perhaps Provost Molitor can also do the same to see if that these kinds of requests can happen more quickly, can be fulfilled more quickly.

Provost Molitor: Yes, go ahead and forward that to me and I will certainly look into it.

President Rouillard: Okay, thank you, Provost Molitor. All right, anything else?

Senator Chakravarti: Yes, I have one more question.

President Rouillard: Sure.

Senator Chakravarti: Recently I have come across maintenance issues in our laboratories. I don't know whether this is the right forum, but I think all faculties and lab research people are here. So anything that we need for the maintenance guys [to do], plumbing requests or anything, it takes years to get it fulfilled.

I am stuck in my lab. We have leaky things. Our lab got flooded. We kept on requesting and there was no support from the maintenance. So, who is in charge of it and how do we make it work better?

President Rouillard: Does this have to go through Jason Toth, Provost Molitor?

Provost Molitor: There's a Facilities Maintenance request website. I assume that department secretaries usually enter the requests, and they maintain a list of anything that's been entered. So if you had a specific request that was submitted through the system, I'd be happy to follow-up with Jason and his group to see where that's at. And yes, I know we've had a number of issues regarding maintenance issues like flooding. But, yes, if you send that directly to me, I would be happy to forward that and look into what's going on there.

Senator Chakravarti: Okay. Thank you, Provost Molitor. And I apologize, my lab is old so it has a lot of maintenance issues and so you will get a couple of them.

President Rouillard: Okay, there's a comment in the Chat box from Steve Sucheck. "I've had the same issue. I put in a Help Desk request early in the holidays. I have software sitting on my desktop, but I can't install it. It's been close to a month, and I need it for grant writing."

All right, we can come back to issues from the floor after Dilip's presentation today. He is going to talk with us about some updates on DEI initiatives. So, Dilip, welcome to Faculty Senate.

Dr. Dilip Das, Vice President for Diversity, Equity and Inclusion: Thank you for inviting me, Dr. Rouillard. Good to be here. Welcome to the new semester to everybody online here, the first day of classes -- and nice, and cold and sunny. So I'm going to just share my screen if that's alright.

President Rouillard: Yes.

Dr. Das: We'll get started. Can everybody see the screen?

President Rouillard: Yes, we can see.

Dr. Das: So, we're in a new strategic plan, UToledo Reimagined Vision. We have, I think, a fairly well-established set of vision and goals in this strategic plan that really focuses on a sense of belonging for everybody and everything that that means -- and we will go through that just briefly. But here are some extracts from the vision of UToledo Reimagined, which prioritizes student success, health and wellbeing, which is Goal 1 of the plan. You all know that student success, of course, includes increasing our retention in graduation rates, but also being more and more attuned to the wellbeing of our students, given the significant mental health declines that we have experienced nationally, and certainly among our students, and particularly since the pandemic started. We also have some very clear language in there. The new strategic plan focused on creating a diverse community built on foundations of respect, inclusion and belonging. There are a lot of words in here, but they're really critical in really building a place where people want to be. They want to be in a diverse community. We know that Gen Z, especially these days, our students and a significant amount of value rests on the expectation of diverse, and respected, and inclusion and belonging. These are words that are in a sense of things that represent the students that come to us and that we have to embrace as well. Create a diverse community also is a reflection of our Toledo community, and we have work to do to reflect that community. Then embrace a people first culture, which is the direct words of Goal 5, and what all that implies, that sense of belonging, that sense of respect for differences particularly. And then finally, launching graduates who think critically and

collaborate in diverse environments, right? We know from data and research that the best solutions come from the largest set of ideas around the table. Not from one or two individuals, but from a diverse set of individuals around a table. There's enough research showing that to be the case, and that's kind of, again, the expectation of our students coming in as diverse and group work producing stellar outcomes.

Going on to the next one, this gets a little bit confusing. But what this refers to are two plans, and what I'm hoping is that we can merge them in some ways or keep them separate. Last fall we introduced to the inclusion officers at each college the unit DEI plan template. Then at the end of the semester all senior leaders and deans were presented with the notion of a strategic alignment plan that would be submitted in March to align the new UT strategic plan with each unit, each college in this case. So, I'm presenting two plans here, but there is an overlap with them, and we hope to go forward with both. The unit DEI plan, the first focus is through systematic, unbiased recruitment and hiring - create and sustain a diverse faculty and staff. This aligns with Goal 5. of the UToledo strategic plan and works in tandem with HR to create systematic and unbiased recruitment in hiring procedures. UDP 2, the second effort is to create a climate of belonging and inclusion, which is again focused on Goal. 5. These are the goals that we stipulated with the inclusion officers for each of the areas, and there are action items associated depending on each unit's plan. The third focus is student success – again, focused on Goal 1. And then the fourth is different from what we have seen in the past but aligns with an existing policy. Some of you may not have seen it before, but we have a longstanding supplier diversity policy, which actually reflects the state of Ohio threshold in thinking about public bureaucracies like the University of Toledo. According to the state, actually, the goal should be of at least 15% of public dollars that are expenditures that are provided to diverse suppliers/vendors. So, rather than, you know, hitting the Amazon button on a regular basis, we do a little extra work and in looking for local vendors. Right? And this is focused on community equity. And does it align with Goal 4. in the UToledo plan developing and promoting community engagement by supporting local and diverse vendors. So, I hope that's not too confusing. We're talking about two different things, but they are aligned, the unit DEI plan and the strategic alignment plan.

I'm going to jump into the strategic alignment plan, because this is the setup for each unit to align with the UToledo Reimagined. And what I've done here is populate the priorities for action with DEI focused on each of the goals. So, here is Goal 1, student success. What I've suggested is that we desegregate students. So, in other words, we look for data on student success outcomes by Pell Grant status, gender, and first-generation status so that we can start looking for patterns in retention GPA, DFW. Second, reviewing data on past rates and focusing on utilizing the Teaching Center, Gene, for best practices equity focus teaching. There's a lot of work happening across the University, thinking about the work that has happened nationally on equity focus teaching strategies. Jeanne Kusino at the Teaching Center is aware of many of these resources. I encourage us to think about how we can utilize those. And then the third one is about mental health practices and supporting and asking for help. We have a significant number of students on our campus who are reluctant to ask for help; whether it's academic, whether it's social, whether it's mental health. Just sort of an encouragement of the notion of asking for help, a very simple encouragement like that can make a difference. I know of a company, in fact, the College of Nursing held an event last semester in which the speaker said that in his company of 700 people, one of their top values is, it's good to ask for help. And believe it or not, a lot of students need reminders that it is good to ask for help because there is the view that, in some way, you're being weak by asking for help. The speaker at the College of Nursing last semester, was really reinforcing that notion.

I just wanted to share, too that when we're talking about student success, we have to keep in mind we are really deeply impacted. I don't know if you can see this slide, but it says, "a legacy of neglect." This is a study done by a group called Policy Matters Ohio. You may know this already, but we are in a situation in Ohio, and, of course, in Toledo where we have deep teacher vacancies. There are reasons for that. It's the 40th in the country, in terms of teaching salaries. I talked to a principal at Rodgers High School, who said every teacher that she knows and principals like her have second jobs. If you look at that salary, it's very difficult to support a family on a salary like that. Since the pandemic, 16,000 public school teachers have left. And as you can see on the fourth part, new teachers being certified fell far short of the number who are leaving. So, you have a really large and growing gaps. These are significant problems that are impacting the college readiness of students direct from high school. And so, the classroom result is long term subs without specialty certification. We see this pattern throughout the state, and obviously we also see that here in Toledo. So, I just used that as a reminder that when we're talking about student success, reminding students that getting help is good. This really critical, because many of our students are coming in with large gaps in their college readiness. Not because they can't handle the work, but because of the systems and the structures that really lead to long-term subs in the classroom and a lack of college readiness.

Going back to the strategic alignment plan, I just put this up there for those in health care. The Reimagined Goal 3, which is focused on healthcare includes sections on—well, might include, I'm just recommending this— might include sections a focus on learning for social determinants of health, SDOH and on health equity. We can see that every health care college and accreditation has now health equity as a key learning goal for students in those areas, whether it is the Medical College, Life Science, Nursing or Pharmacy. So, I just threw that out there. That's part of Goal 3.

And finally, Goal 5, which is a significant part of the work of DEI, is fostering a people centered culture. As you can imagine, you know, shifting the way that bureaucratic cultures operate is a challenge. I've listed five things to think about in putting in the strategic alignment plan- think about how to achieve a people centered culture. One is to raise the visibility and consistently encourage the reporting process, reporting a concern process. And utilizing that process so that we understand what the issues are on our campuses, and we can address them. Doug Huffner is working diligently in risk management to really streamline those operations. It's a tough job on a large set of campuses and he's working together with others, including HR, Student Affairs, Provost Office and myself in thinking about how the process of reporting concerns really leads toward [a] people centered culture. The second part is really thinking about department chairs to assist chairs with people issues. Most chairs coming into their role are not really trained or in some cases, understanding of the number of people issues that they will have to deal with as they take their chair. And I'll share bits of that toolkit in the last slide. Then our office sponsors people centered facilitated dialogues in which units can bring us into the unit and lead dialogues on things like generational differences, religious diversity and weathering in academia Those are just a couple of areas that we focus on and I'm happy to explain more about that. There are other opportunities within the Vizion and LinkedIn Learning on equity and inclusion that all can take part of. These are provided through our HR offerings and are free. And then finally, that notion of fostering of people centered culture, going back to the recruiting and retaining faculty and staff reflecting the reality of our diverse community and cultivating a sense of belonging for faculty and staff.

Finally, I mentioned that I would share with you what I found in the department chair toolkit. This is a toolkit that is used at the University of California system and supplemented by the University of California, San Diego. Each one of these sections contains links that go to each of these areas that provide, I think really solid and well-done links and resources under these particular areas. So, from the top one, abusive conduct and anti-bullying guidance— there are lots of excellent links and resources in there, going down into equity, diversity and inclusion, and the links they have focusing on that as well. I just want to throw this out as a way of sharing opportunities to think about developing a people centered culture and tools in this case, department chair toolkits to utilize toward that.

So, having said that, those are all the slides that I had to share. The idea was to bring to you this notion that we have two plans out there. One, that deans and senior leaders are aligning the UToledo Reimagined Strategic plan called the Strategic Alignment Plan. I'm suggesting that we embed the DEI principles and ideas into that. The second one is called the Unit DEI plan that the inclusion officers are forwarding within each of the colleges; there is overlap between them. As I suggested, there is a way of looking at this and thinking about how they both aligned. So, I'll stop there and I'm happy to engage with any questions that come up.

President Rouillard: Thank you, Dilip. Any questions, comments, reflections? While people are putting together their thoughts for questions, Dilip, I was particularly interested in the statistics that you presented from Policy Matters Ohio, outlining the really worrisome status of teaching and learning in our state.

The idea that we have lost 16,000 public teachers since 2020 is very, very concerning. And it's concerning to me on this campus because of program prioritization, which I fear is not taking into account the severe teacher shortage, both in our state and nationally. My concern is that we aren't thinking about workforce needs to include education. The workforce needs are often identified as 'technological needs,' the 'STEM focus.' I often think that that leads us to overlook education. What I would like are prioritization initiatives to think about, are the consequences of our decisions now on the teaching profession, and what are we doing to address it? Let's not make it worse by deemphasizing the liberal arts, which in forms a lot of teaching and learning, which also shapes the training of our future educators. Any other comments?

Senator Brakel: There's one in the Chat regarding Senate Bill 83. "If it becomes law, how does that impact the strategic plan?"

President Rouillard: Thank you for bringing that up.

Dr. Das: I'm happy to address that. I mean, it's unclear what the negotiations between the House and the Senate are revealing at this point. But from what everybody has seen in SB 83 is not really relevant to UToledo Strategic Plan, right? The UToledo Reimagined, the strategic plan, continues to move forward, and the alignment plan would embrace those values that are stipulated within the strategic plan. So, there isn't a lot of impact is what I guess I'm trying to say on these issues and certainly on our strategic plan.

President Rouillard: Well, to the extent that our curriculum includes requirements related to multiculturalism; SB 83, if it passes, could potentially have some consequences.

Dr. Das: It could have some. And as it passes, I and others will be coming to Faculty Senate to explicitly detail what those impacts may be.

President Rouillard: Okay. I note that Dan McInnis says that his current scholarship concerns K-4 teachers and their environment in the Toledo metro area. He'd love to participate in a dialogue about concerns being raised here regarding challenges faced by teachers and the hiring crisis. I would also like very much to participate in such a dialogue, and perhaps that could be done through Janine Kusina's center. I can forward that to her as a potential topic. And Sharon Barnes indicates that she has a couple of questions for you as well.

Senator Barnes: Thank you for your presentation, Dr. Das. I don't know if you heard my question and concern about the race-based scholarships that we heard a presentation here a couple months ago about why the University is putting them on hold, because of the Affirmative Action decision. But at that time, we were strongly encouraging Janelle to take the word back that we would really like the institution to find a way to distribute those resources to the students as quickly as possible, so we don't lose a year of scholarshiping, simply because we're not agile enough to change the funding agreements or move the operation to the Foundation. I know those are not 'small' things, but if we're going to put students' wellbeing first, getting that money into their hands is really, really really important. So, I just want to encourage you to keep doing the work on that end. And if you need support or if we can do anything to help make that happen, can we please continue those efforts? Let me just finish before you respond.

The other thing I wanted to ask about was in your data collection, you mentioned Pell eligible, first gen. and gender, but you didn't talk about race. I'm assuming you're not talking about race because of the Affirmative Action decision. Is that right?

Dr. Das: So, disaggregation by race and ethnicity has ended in our reports from Admissions at this point, yes.

Senator Barnes: Okay, that's what I figured. And then I just want to also say, in terms of the people first culture -- eliminating the success coaches, I recognize that it was a financial decision, but it was devastating for some of our students, particularly at least in my anecdotal experience with our students, first gen. students who are not well connected in other ways. One student in particular was telling me that the success coach was the only person she went to, to talk through problems and issues. And so, I think I recognize that was not an easy decision that was made. I don't know why it was made. But I just think that if we're going to really put the students' wellbeing first, we really need to think about how we're supporting them, and I recognize we have all those money constraints. Then one more point, which is, what is your relationship to the proposed elimination of the bachelor's degrees in African studies, Disability studies, Women's studies, some of the places where diversity is most being taught on campus?

Dr. Das: Okay, thank you for that. What I understand is that they will continue as minors and there are significant numbers of students who are taking Africana Studies, and Disability studies and Women's and Gender studies as minors, and that is a successful and continuing goal. So I don't necessarily see those as being too much diminished because of the lack of demand for those currently when we look at the numbers as majors, but as minors, they remain. So, that's my understanding of it. And then, of course, they're critical and understanding to our future, and understanding how our society works, and what are the forces inherent in them, and how to better understand them and critically think about them. Then getting back to the other question, Sharon, the first one you asked. What was the first one you asked, Sharon, sorry?

Senator Barnes: Race-based scholarships and---

Dr. Das: I can tell you this. Malaika Bell and I have been in constant contact and in discussions with Floyd Akins at the Foundation who is really working overtime. So, you know, he feels this deeply and wants to find solutions to distribute those dollars as quickly as possible, rather than leaving them on the table. He gets it. He understands that – and he’s working. His team is working feverishly to amend the agreements with donors, but you can imagine how long that takes. But in the meantime, you know, looking at it strategically so that you’re really thinking about the largest groups or chunks of those dollars, and tackling those first; and making sure that students who previously got them can continue to qualify, along with a larger pool of students in getting them. ~~right~~. And so, I know that Floyd is very focused on this and cares about this deeply. Malaika and I are working very closely with him and many others to make sure that a new system is in place so that those dollars are distributed.

Senator Barnes: I’m very glad to hear that. Thank you so much.

President Rouillard: Are there any other comments or questions? I notice that in the Chat box, Dan McInnis has expressed appreciation to Dr. Das for this information today. Janine Kusina said that she would be happy to continue the conversation about teaching and the challenges about teacher recruitment and so forth. Are there other comments or thoughts about this? Okay. Well, in that case, I will thank you, Dilip very much for that presentation and for that conversation. We appreciate your efforts. So, thank you.

Dr. Das: I encourage anybody to reach out to me via email, phone anytime if any questions arise or if you would like to engage as a unit. Dilip.das@utoledo.edu

President Rouillard: Very good. Thank you very much. We appreciate it. So, we can return now to items from the floor. Are there any? Okay, I’m seeing another comment regarding the elimination of success coaches. Okay. So, are there other issues that people would like to address? And if there are no issues, is there a move to adjourn?

Senator Brakel: So moved.

President Rouillard: Is there a second?

President-Elect McBride: I second.

President Rouillard: Okay. All those in favor of adjourning, please signify by saying aye. And please remember, January 30th, barring a blizzard, we will return to face-to-face as well as remote. But I would encourage as many of you to attend face to face as possible. Please remember we have a lot of curricular items to go through and so we need to make sure we have a quorum to do business. Thank you very much, everyone. Have a good evening. **Meeting adjourned.**

IV. Meeting adjourned at 5:30 pm.

Tape summary: Quinetta Hubbard
Faculty Senate Administrative Secretary

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