**UNIVERSITY OF TOLEDO**

**Minutes of the Faculty Senate Meeting of April 09, 2024**

**FACULTY SENATE**

 **http://www.utoledo.edu/facsenate** Approved @ FS on 4/23/2024

**Summary of Discussion**

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

**President Rouillard:** Good afternoon. It’s 4 o’clock. I’d like to call this meeting to order and ask Dr. Suzanne Smith to call the roll, please.

**Senator Smith:** Good afternoon, everyone.

**Present:** Ammon Allred, Rafael Garcia-Mata (proxy for T. Avidor-Reiss), Gabriela Baki, Sharon Barnes, John Bellizzi, Sheri Benton, David Black (proxy for R. Padillo), Timothy Brakel, Ritu Chakravarti, Carmen Cioc, Daniel Compora, Vicki Dagostino-Kalnik, Maria Diakonova, Holly Eichner, Hossein Elgafy, Elyce Ervin, Cyrus Hagigat (proxy for A. Jayatissa), Sally Harmych, Rene Heberle, Samir Hefzy, Cindy Herrera, Mitchell Howard, Jason Huntley, Gary Insch, Dinkar Kaw, Lauren Koch, Revathy Kumar, Linda Lewin, Kimberly McBride, Daniel McInnis, Thomas McLoughlin, Mohamed Moussa, Kimberly Nigem, Katherine O’Connell, Mohamed Moussa, Elaine Reeves, Jennifer Reynolds, Linda Rouillard, Eric Sahloff, Paul Schaefer, Barry Scheuermann, Gaby Semaan, Kathy Shan, Chunhua Sheng, Puneet Sindhwani, Suzanne Smith, Stan Stepkowski, Steven Sucheck, Weiqing Sun, Jami Taylor, William Taylor, Kasey Tucker-Gail, Jerry Van Hoy, Aela Vely, Randall Vesely, Donald Wedding

**Excused Absences:** Deborah Coulter-Harris.

**Unexcused Absences:** Elissar Andari, Bruce Bamber, Terry Bigioni, Diana Frantz, Collin Gilstrap, James Van Hook.

**Senator Smith cont’d:** President Rouillard, we have a quorum.

**President Rouillard:** All right, our next order of business is to adopt the agenda. If you approve adopting the agenda, please signify in the room by saying, ‘aye.’

**Group of Senators:** Aye.

**President Rouillard:** Any nays or abstains? Hearing none. And online, please type in ‘yes,’ ‘no,’ or ‘abstain.’ ***Agenda Passed.*** Okay, thank you. The next order of business is approval of the Minutes for March 26th.

**Quinetta Hubbard, Faculty Senate Administrative Secretary:** March 12th.

**President Rouillard:** I’m sorry, March 12th. Quinetta, those already went out?

**Quinetta Hubbard, Faculty Senate Administrative Secretary:** Yes.

**President Rouillard:** Okay. So, all those in favor of approving the Minutes from March 12th, if you are online, please signify by ‘yes,’ ‘no,’ or ‘abstain’ in the Chat box. And those here, face-to-face, please indicate if you approve the Minutes by saying, ‘aye.’

**Group of Senators:** Aye.

**President Rouillard:** Any nays or abstentions? Okay, while we are waiting for the online votes to come in, we’ll move to the **Executive Committee report**: You should have received the link to vote in the Faculty Senate elections which open today and close on Friday, April 19 at 5pm. That will allow us to establish the new Faculty Senate membership for 2024-2025. Our last meeting of the year is April 23, here in NI 1027, from 4-5. The new Faculty Senate will be seated at the first meeting of 2024-2035 on April 23 here in NI 1027 from 5-6. At that time we will vote for members of the FSEC.

Dean evaluations closed on Friday, April 5 and results will be sent to the deans and the provost.

Here are some of the announcements and updates from the April 5 ALT meeting. University College is now in the Provost office and Barbara Kopp-Miller is now associate VP of online learning. The JHCOE and CAL, and the HHS and CON mergers should be completed by fall 2025. Mohammed Elahinia is interim dean of COE; a search for the permanent dean of COE will begin in fall 2024. Rebecca Zietlow is the interim dean of COL through June 2025. COMLS expects to have a new dean in place by July 1, 2024. Mark Merrick will serve as the interim dean of CON. Once again, we have returned to the realm of interim leadership and structural reshuffling which distracts us from the urgent business of enrollment management which is also under interim leadership.

Program Prioritization: the deadline for programs targeted for exploration has been pushed back a bit. One of the justifications for program suspensions and exploration is to reduce small classes as part of faculty workload and reassign them to courses with larger enrollments. I note again that faculty workload is more than teaching load: it encompasses scholarship and research, as well as service. And service includes participation in shared governance. The Huron consultants and our administration seem to forget this, or wish to ignore this. They also ignore the difference between community colleges and universities. While one is not better than the other, they have different missions and require different credentials and different duties.

The provost demonstrated the new dashboard related to this, showing regional enrollments in similar programs. In spite of funding cuts, the provost also reported an increase in graduate enrollment, especially due to international agreements in COBI.

 I believe that there are some members of the Executive Committee who have some information to add. I know that Tim Brakel posted something in the Chat, and I know that Kim McBride has something to add as well. Tim, do you want to go ahead?

**Senator Brakel:** Senator Brakel, you’re still muted.

**Senator Barnes:** Unmute [yourself], Senator Brakel.

**Senator Brakel:** Let’s try this again. There are three bills that you want to keep in mind right now. The Senate is starting their hearing on the capital projects bills this week. The University of Toledo’s hearing is not until sometime in May, off the top of my head, so you would want to watch for further news on that as it comes available. And then tomorrow, the House Committee on higher education is meeting and there are two bills before that. One is House Bill 183, which is dealing with single sex bathroom access at universities and in public schools. That would be the fifth hearing on that and a possible vote to bring it out to committee. The other will be the first hearing on House Bill 394, which is being referred to as Senate Bill 83 Light. It's basically dealing with diversity statements. You recall what the attorney general [stated] in his little memo at the start of the year, it's basically taking those issues and trying to pass a law in the House about those particular issues.

**President Rouillard:** Thank you, Senator Brakel. And President-Elect McBride, you had an announcement that you wanted to share with Senate.

**President-Elect McBride:** Yes, I do. Good my video is working. Thank you, President Rouillard, Members of the Executive Committee, Senators, and Guests.

I appreciate having the opportunity to address the Senate this afternoon to share an announcement. I have accepted a position at Washington State University where I will be one of two faculty responsible for developing and implementing a state-funded, multi-campus initiative to offer the first undergraduate degree program in Public Health across the WSU system. Go Cougs! I am excited to embark on this journey as the next step in my academic career.

Clearly, this means that I will not have the distinct honor of serving as Faculty Senate President this next year. I truly count this as one of my biggest regrets about accepting a new opportunity. However, I assure you that the Faculty Senate Executive Committee is committed to identifying an outstanding candidate that is eligible to serve in the President role. We welcome nominations from senators.

I do want to take this opportunity to thank my colleagues who have supported, encouraged, and mentored me during me time at UToledo; some of whom I consider part of my extended family. You know who you are. I do want to say 5 names. The first 4 are social justice warriors who work tirelessly to ensure that ALL students feel welcomed and respected on our campus. Thank you, Malaika Bell (office of DEI), Aliah Jones (OMSS), Danielle Lutman (Eberly Center), and Danielle van Fleet (Ryan White). The last person I want to acknowledge is Dr. Sammy Spann. Your relentless enthusiasm and deep commitment to student success is simply awe inspiring!

Finally, I would like to acknowledge all of you Senators and members of the FSEC who have generously donated your time because you are committed to shared governance. We are in a moment in higher education that requires us to all work together to find creative and constructive solutions to challenges that we have never faced. I am confident that the bright, talented faculty, staff, and administrators at Utoledo will be able to develop and implement strategies to facilitate shared success in a student-centered manner consistent with excellence. Again, it has been an honor and a pleasure to work with you all. Go Rockets! Thank you.

**President Rouillard:** Thanks, President-Elect McBride. We wish you well in your new position. We will miss you. You’ve done some very good work here and we appreciate all your contributions to the academic mission and to shared governance. You will be very missed. Is there anybody else from the Executive Committee has anything to add at this time? If not, then we will move to the reports and we will begin with Interim Provost Molitor.

**Provost Molitor:** Thank you. And just one minor correction. Barb Kopp-Miller will be just returning to an AP role online, but that’s effective July 1. So for the remainder of the year, she’s still Dean of the University College.

**President Rouillard:** Okay, thank you for that correction.

**Provost Molitor:** Thank you. Just a few quick updates. I will be shortly sending an email to all faculty with a recording link and materials from the final Academic Leadership Team meeting of the Spring 2024 semester. This email will also include a link to the program data dashboard developed by IR that I discussed at the March 26th Faculty Senate meeting. We will soon begin the search for the Executive Vice Provost for Enrollment Management, and I would like to thank Dr. Gary Insch and Bryan Bosch from the Faculty Senate Recruiting and Retention Committee for agreeing to serve on this committee. We are heading into the final stages of the of the College of Medicine and Life Sciences dean search, as the two remaining finalists will be visiting campus next week.

Over a week ago, I announced the suspension of the Nursing dean search, and I am restarting the process for a merger between the College of Health and Human Services and the College of Nursing. I want to thank the members of the search committee for their work, and I apologize that the merger decision was not made earlier in the search process.

Again, this revival of discussions surrounding college mergers is related to concerns surrounding resources to accomplish goals of our overall strategic plan and the strategic alignment plans submitted by the individual colleges. We have ambitious goals related for delivering relevant and innovative academic programs, recruiting and enrollment and student success. Initiatives to achieve these goals are moving forward in an environment with ongoing financial challenges.

And again, I am concerned that smaller colleges will not have the staffing to fully implement university-wide initiatives for recruitment and retention at the college level. Pooling of resources through mergers can alleviate this concern. I would like to strongly emphasize that I do not view this pooling of resources as an opportunity to reduce budgets or to eliminate staff positions. Even with merged colleges, we will at least need the staff we currently have, if not more staff, to effectively implement these initiatives, and to ensure all programs, large and small, can benefit from them.

As with the proposed merger between the College of Arts and Letters and the Judith Herb College of Education, there are opportunities for curricular innovation, scholarship, and service that a merger between Nursing and Health and Human Services will afford. I understand that we do not have to merge colleges to realize these opportunities, but combining colleges can remove barriers to help facilitate our success in these initiatives. When these and other factors are taken into consideration, I believe that the benefits of merging these two colleges outweighs the cost in terms of the time and effort that a merger requires.

This past Friday, I separately met with faculty from both colleges to discuss these plans. As with the I requested the formation of a joint committee with 3 – 4 faculty from each college, along with a representative of each dean. The committee will explore the benefits and challenges of the proposed merger and operational issues such as administrative structure, governance structure, bylaws, and elaborations. The deliverable would be a brief report for the respective deans and me summarizing these findings. The Provost Office has assembled a separate merger operations group to address operational issues in our proposed mergers such as registration, reporting, catalogs, and websites.

Although there is not much time left in the academic year, I would like to get this work started before the end of Spring 2024, with tasks identified that could be investigated and/or addressed by administration during Summer 2024. The goal is to provide the committee everything they need to immediately resume their work upon returning for the Fall 2024 semester. If no significant barriers are identified, I would present a merger proposal for Senate, President, and BOT approval during Spring 2025 with the goal of having the merged college in place July 1, 2025, to begin the 2025-2026 academic year.

To conclude on a positive note, I hope everyone was able to participate in our eclipse events yesterday. What a spectacular day, and what an amazing event to witness. Wonderful weather, great attendance, and a lot of energy and enthusiasm on Centennial Mall and in the Glass Bowl. We could not have scripted it any better. An event like this requires a lot of effort from a lot of people. Many thanks to the Department of Physics and Astronomy, Ritter Planetarium, the College of Natural Sciences and Mathematics, the Department of Communication, the Department of Geography and Planning, Athletics and Special Events, the Division of Student Affairs, Marketing and Communications, Enrollment Management, Accessibility and Disability Services, Facilities, Auxiliary Services, the Office of Community Engagement, the University of Toledo Foundation, the University of Toledo Police Department, Park UToledo and the Office of the President. Special thanks to Laura Malkuian in my office who went above and beyond to coordinate and keep everything on track.

Thanks for your time and I would be happy to answer any questions. Yes, Dr. McLoughlin?

**Senator McLoughlin:** Thank you, sir. Tom McLoughlin, Health and Human Services. Just a comment and two questions if you wouldn’t mind- I know you are very busy. The first was, thank you for the forum that you held with Health and Human Services. It is really wonderful to talk about these ideas as opposed to email. Having face-to-face, obviously, it was an interesting conversation, but at least you felt the concerns from some of the faculty. But just having face-to-face was wonderful, so thank you for offering that.

**Provost Molitor:** You’re welcome.

**Senator McLoughlin:** I guess my first question is, a couple of months ago, (I can’t remember exactly when) you weren’t convinced that this merger was the right idea, like, how much cost savings it would be. What happened in the interim that convinced you that this is now the right path to go?

**Provost Molitor:** That actually was in September.

**Senator McLoughlin:** September?

**Provost Molitor:** That was within a week of me starting as Interim Provost.

**Senator McLoughlin:** Right.

**Provost Molitor:** And I just did not have enough information.

**Senator McLoughlin:** Okay.

**Provost Molitor:** Now that I see what we need to accomplish, I believe this is the right direction.

**Senator McLoughlin:** Okay.

**Provost Molitor:** What was your second question?

**Senator McLoughlin:** The second one was, and this is not a question about your decision or anything of that nature. It is more of the process of.

**Provost Molitor:** Sure.

**Senator McLoughlin:** Right now we have the dean survey going on. The decision about moving forward, why make the decision about who is going to be leading going forward prior to getting any input from the Faculty Senate? Not about the decision that was made about, but any of these decisions in the future, allowing the Faculty Senate to voice input into some of the decisions that are made in leadership positions. Your thought about why?

**Provost Molitor:** Thank you, I appreciate that. I know the dean surveys are underway and I am certainly happy to look at those results. I also have my review of deans’ performances and at this point, I believe my selection is the right person to lead this merger. If additional information comes to light that makes me change my mind, then I will reconsider that. I don't think it will, but obviously, that is a possibility. And that goes with any leader, including myself. At any point the President may change his mind about my leadership.

**Senator McLoughlin:** Right. It wasn’t about the selection of Dean Merrick---

**Provost Molitor:** Yes, I understand.

**Senator McLoughlin:** It was more about, and I’ll speak for myself and maybe some of the faculty in my college are concerned that, does faculty members have really a say or any input in the decisions that are made within the University? So, allowing that input to be processed before a big decision is going to be made?

**Provost Molitor:** I appreciate that.

**Senator McLoughlin:** And thank you.

**Provost Molitor:** We do have to move forward with the current state…

**Senator McLoughlin:** I appreciate it.

**Provost Molitor:** Your hand was up, Dr. Avidor-Reiss.

**Senator Avidor-Reiss:** Can you give an example of the significant benefit for merging the colleges?

**Provost Molitor:** Yes. Think about it in terms of the staffing. Suppose in each college you have one person devoted to enrollment management or marketing and communications (which is the case in many of the smaller colleges). Now you merge the college, and you have two staff in that regard. You have somebody who can specialize more on communications; you have somebody who can specialize more on enrollment management. This gives you a backup so that the same person doesn’t always go to the same events. ~~Y~~ou have continuity if somebody is out. These are some of the examples in terms of the staffing.

Then we can talk about academic issues related to curricular relationships. For example, in the College of Human and Health Services, they have this new Bachelor of Science in Health Sciences. And in the College of Nursing, we have many students in a pre-nursing non-degree program. If we set up something to have a nursing track, a pre nursing track in the bachelor of science and health sciences, you then have students in a degree program track and if they change their minds about going into nursing, or if they don't make it into the upper-level nursing program, then they have an opportunity to complete their degree seamlessly. There are also other interests in common in terms of scholarship and research. I do believe there are several advantages and opportunities there.

**President Rouillard:** I’d like to follow-up on Senator McLoughlin’s comment about Faculty Senate input. One of the things I do appreciate about the way you are approaching the mergers is that you are taking the time to do it, as opposed to doing it in ‘15 minutes.’ And I think that does allow time for the faculty in these colleges to assure Faculty Senate that they endorse these mergers.

**Provost Molitor:** Thank you.

**President Rouillard:** So this time lag, I think can still address the responsibility of Faculty Senate having some input in these decisions.

**Provost Molitor:** Yes, and I appreciate that comment. That was another reason in the fall I believed I was going to have to do this in a very short time span. I do want to make sure that we have the right information, and we do this the right way, because that’s what the best decisions are going to…

**President Rouillard:** But it still troubles me, though, that we are continually on this path of restructuring. Well, you can call it ‘restructuring,’ but you can also call it reshuffling. And that's a reflection of past administrations. You know, at some point, one wants to be able to know that the chair you’re going to sit in isn’t going to move on you.

**Provost Molitor:** I feel like I’d like to know that too. Yes, this has been a very chaotic, hectic year to say the least. Another reason I wanted to get this going as soon as possible is that I would really like next year to be more calm.

**President Rouillard:** It is not just next year, Provost Molitor. It is the history of this institution.

**Provost Molitor:** Correct.

**President Rouillard:** I mean, I’ve been here for over 23 years, and this has been the norm.

**Provost Molitor:** Yes, and I appreciate that. I would like some calmness and stability myself, so noted. Thank you. I'll take that as friendly amendment---

**Senator McLoughlin:** One last thing. And thank you for that comment. You are in a new position and hopefully we’ve provided you with some peace, just a little bit of grace starting off. Hopefully you can appreciate that kind of calm. To build upon President Rouillard’s wonderful comment, though, in the College of Health and Human Services, I lost count; I think this is my fifth new college in 20 years.

**Senator Barnes:** Oh, wow.

**Senator McLoughlin:** So, the faculty are a little bit---

**Provost Molitor:** I understand that.

**Senator McLoughlin:** So, have a little bit of understanding. Now, it is going to be a little bit aggressive. We are trying to form advisory committees etc. But the faculty may not be ready to jump forward and be all that excited. Just have a little grace and understanding with us that we been traumatized by the constant---

**Provost Molitor:** I appreciate that.

**Senator McLoughlin:** Well, we’ll come around, I think.

**Provost Molitor:** And that message was made to me loud and clear in your meeting. I’m not saying that as a kind of a ‘critical’ comment.’ It really was something I needed to hear, and it is something I need to know as we move through this process. I do appreciate it, and I do think it was a challenging meeting for me, but at the same time, it was very important, and I thought I received a lot of good information.

**President Rouillard:** Are there any questions online? I do see that Senator Heberle has a question about capital spending, probably in response to Senator Brakel’s comment.

**Provost Molitor:** I can answer that. What is happening with capital spending? The Senate is calling the university presidents to Columbus for hearings to talk about their needs regarding capital spending. I do know that Dr. Postel hosted Senator Cirino a few weeks ago and showed him around campus and showed him some of the challenges we have regarding our capital needs. We are not quite sure what will come out of this. We are hoping that we would at least get what we typically would get. We are hoping, if anything, we might be able to secure some more capital funds here.

**President Rouillard:** Any other questions?

**Senator Cheng:** I would like to ask Provost Molitor, do you think we are going to have a new position if Mike Toole leave the college?

**Provost Molitor:** Can you repeat that, Dr. Cheng? I’m sorry.

**Senator Cheng:** Do you think we are going to replace a couple faculty positions since Michael Toole left the University?

**Provost Molitor:** Are you asking about replacing faculty that leave the University?

**Senator Cheng:** Yes, in the College of Engineering.

**Senator Molitor:** Well, it’s not just your college, it’s every college. We are really in a difficult situation financially. What we are trying to do is to strategically evaluate all requests to fill vacant lines. There are several situations where we have had tenured faculty leave and we’ve had to replace those with lecturers or visiting assistant professors. It’s a challenging environment right now. We are trying to be responsible stewards of the resources we have, but at the same time, meeting the obligations we need to meet. Certainly, first and foremost in terms of our students, but also in terms of scholarships and service.

**Senator Cheng:** Okay, what about the national search for the dean that we’re staring in the fall, 2024? Right?

**Provost Molitor:** Yes, we will start a search for the permanent Engineering dean in fall of 2024.

**Senator Cheng:** Okay, thank you.

**Senator Black:** Do you know what the current portion of lecturers there are to tenured track?

**Provost Molitor:** I don’t have that information off the top of my head, but I can tell you it’s increasing, no doubt. If you look over the last 10 to 15 years, the percentage of lectures has increased. I will also say the percentage of visiting assistant professors has also increased dramatically over that time.

**Senator Black:** Has that affected our reputation?

**Provost Molitor:** I think it certainly is a consideration. We are hearing this all the time; we will presumably achieve R1 status next year given the metrics and the changes that the Carnegie classification system made. But the question is, are we going to be able to maintain R1 status? I hope we can, but I don’t know. It is a very challenging financial environment right now.

**President Rouillard:** Anything else? Okay, then we will -- Oh, Kasey Tucker-Gail wrote in the Chat, “What about the programs leaving HHS? Can you speak to that?”

**Provost Molitor:** At this point, we had this conversation with the HHS faculty. We want faculty to explore what is the best fit, and as a last resort, any programs that are currently in HHS could remain in the merged college. The dean has started conversations with some of these programs, and some faculty in some of these programs have indicated the desire to go with other colleges based on their expertise and their alignment. We have not made any final decisions regarding which programs will remain in the merged college and which programs will go elsewhere. What we thought was the overall larger committee will focus on the merger itself between HHS and Nursing. Then Dean Merrick will be having conversations with faculty in the individual programs that would not remain in the merged college. If the decision is to go with another college, we will reach out to that college and then have conversations on that as well.

**President Rouillard:** Thank you very much. We will move next to the Undergraduate Curriculum report. Those of you online, can you see the curriculum report?

**Senator Smith:** Yes, we can.

**President Rouillard:** This is a very short list of mostly kind of mechanical modifications and there are several blocks of courses. This will actually go fairly quickly, I think. So the first two changes are from **AL, the Field Experience & Internship (4940) and the Senior Capstone (4950)** course. All we’re doing here is removing prereqs.

Then we have two courses from Civil Engineering, **CIVE 1170, Fluid Mechanics for Civil Engineers.** It is fixing a typo in the catalog description and restricting enrollment only for environmental engineering and civil engineering students. **CIVE 3120, Engineering Systems Analysis.** Again, it is an update to the catalog description and allowing only the environmental and civil engineering majors to register. Stop me as we go along if you have any questions, please.

Then **DST 2020, Introduction to Disability Studies**. This is an updated course description mainly to more accurately reflect how faculty are teaching the course.

Now, Math has several changes, but again, we've seen these modifications before. They are updating the prereqs. So, this is applying to **Math 1730, 1750, 1830 and 1850.** As in the previous courses that we saw, they are simply updating in the catalog these prereqs that have, in fact, been in effect for a couple of years now. There’s one, **Math 2460,** which is the same thing. **Math 2600** and **2640** also updated the SLOs in some cases. So, that is that black of math courses. Then there is **Pharmacy course, 4740**, which is correcting the new prereq. Then there is **Political Science 1200**, which is changing the catalog description and eliminating the stipulation that it’s not for major credit. Are there any questions?

**Senator Barnes:** Just really quick. What does the AL letter stand for?

**President Rouillard:** Those are for some college internships.

**Provost Molitor:** It is University College Adult and Lifelong Learning.

**Senator Heberle:** Oh, I thought it was Arts and Letters, I’m sorry.

**Senator Barnes:** Is it different from what we see in ALS?

**Provost Molitor:** You mean, Adult and---

**Senator Heberle:** AL refers to the College of Arts and Letters.

**Provost Molitor:** No, no, no.

**Senator Barnes:** Is it just a University College level course?

**President Rouillard:** So, something out of University College perhaps?

**Provost Molitor:** Yes. This is University College. This is for their University Studies, which used to be the individualized studies program.

**Senator Barnes:** Got it. Thank you.

**President Rouillard:** And so, they are just removing prereqs for the internship and---

**Provost Molitor:** Arts and Letters has a code of AR, not AL.

**Senator Heberle:** Sorry. Thank you.

**President Rouillard:** Any other questions? All right, then I will ask you to vote on these modifications. if you're online please type into the Chat box, ‘yes,’ ‘no.’ or ‘abstain.’ And if you are in the room, I would ask for a voice vote. All those who approve these course modifications, please signify by saying ‘aye,’

**Group of Senators:** Aye.

**President Rouillard:** Anybody opposed or abstain. ***Motion Passed.*** Very good. Thank you. Next is the Academic Programs report from Senator Dan Compora. Dan, are you there?

**Senator Compora:** I’m here.

**President Rouillard:** There you go. Very good.

**Senator Compora:** Okay. So, Quinetta, as soon you stop sharing, I can start. Now my turn. There we go. One program change and one new certificate this week. The **Management BBA**, all it did was deactivate one course, which was Management 4210, and the program was simply updated to reflect this change. It also changed the contact person as well. The second one is the **Civic Thought and Leadership Certificate**. This interdisciplinary program of studies integrates courses that will provide students with the intellectual formation and practical skills that will enable them to navigate the challenges of American civic life and leadership in business academia and the public square. I decided to put this up for you. This is their list of requirements along with the plan of study. Can you see that okay?

**Provost Molitor:** Barely. Magnify it a bit.

**President Rouillard:** You’ve got courses that have not yet been created. And so, we cannot approve a certificate with courses that do not yet exist. The courses came into the Undergraduate Curriculum Committee last Friday at 11 am. We were scheduled to have our Curriculum [Committee] meeting, but we didn’t have a quorum and secondly, the list that was prepared for that meeting did not include these courses because they were not yet submitted.

**Senator Compora:** Okay.

**President Rouillard:** So, we can’t do anything with the certificate today.

**Senator Compora:** Okay, so it is really then just the Management BBA. So, it is just going to be this very small change in the Management program. Let me zoom this for you so you could see that a little better. Is that zoomed enough? Can you read that?

**President Rouillard:** Alright, I can read it out for you.

**Provost Molitor:** You can zoom in if you hit that 100% plus button.

**Senator Compora:** Is that better?

**Unknown Speaker:** Yeah.

**President Rouillard:** So, it is deactivating Management 4210. Any questions about that? Okay, Senator Compora, do you want to call for a vote, please?

**Senator Compora:** Yes. All those in favor of approving the change to the Management BBA, please signify by saying, ‘yes’ or putting ‘yes’ in the Chat. Or ‘no’ if you do not approve or ‘abstain’ if you wish to abstain. That is the conclusion of my report.

**President Rouillard:** Thanks, Senator Compora. Here, in the room we need a voice vote.

**Provost Molitor:** Is your—Oh, I’m sorry. Go ahead with the voice vote.

**President Rouillard:** Okay. All those who approve of this program modification, please signify by saying ‘aye.’

**Group of Senators:** Aye.

**President Rouillard:** Any ‘abstentions?’ any ‘nays?’ ***Motion Passed.*** Okay, it passes in the room, and I’ll let Quinetta---

**Provost Molitor:** Is your committee going to be able to meet, and are you going to present these remaining items at the final meeting?

**President Rouillard:** We will probably have one more meeting with the Curriculum Committee. That would be two weeks from last Friday.

**Provost Molitor:** Okay.

**President Rouillard:** And then they will be discussed at that point.

**Provost Molitor:** Okay.

**President Rouillard:** All right, that brings us to a quick announcement from Core Curriculum, Senator Barnes.

**Senator Barnes:** Thank you. We don’t have any new courses to consider, but I did want to just remind people that we are staffing a committee to create learning outcomes for the multicultural core courses, the U.S. and the Non-U.S., or Global or Non-Western. We will also be taking up the question of what that course is actually doing [is it “nonUS,” or “global” or “non-Western” in focus?]. So, if you are interested, please contact me or Alana Malik in the Provost’s office. And please, if you know who your college curriculum authority is, let them know. I haven’t had a chance to reach out to them, but I’m going to try to get at least somebody from every college. I'd like to have folks who actually teach the courses working on the project. I’m trying to get the committee scheduled and fully staffed before the end of this semester so we can start in the fall. Thank you.

**President Rouillard:** Any questions for Senator Barnes? Okay, thank you. And that leads us to our other business, which is a report from the ad hoc Recruitment and Retention Committee by Dr. Yakov Lapitsky and Dr. Tomer Avidor-Reiss.

**Dr. Yakov Lapitsky, Co-Chair of the Recruitment and Retention Committee:** Thank you very much, President Rouillard. For those of you I have not yet had a chance to meet, my name is Yakov Lapitsky. I am a professor in Chemical Engineering, and also Co-Chair of the RRC, Recruitment and Retention Committee. And what my colleague, the committee Chair, Tomer Avidor-Reiss and I would like to do in this final report, which I believe will be our RRC swan song, at least in our current roles, is to give you an update on what has been done since we delivered our last year’s recommendations as a committee to the Faculty Senate and to the administration. Let’s see if we can get the slides up.

**Senator Avidor-Reiss:** Can you see the report online?

**Senator Smith:** We cannot. Oh, there it goes.

**Dr. Lapitsky:** All right, thank you very much. So, the work that will be presented today are our final recommendations. It is the work of five hardworking diverse subcommittees who represent eight different colleges. They investigated different enrollment-related topics, including our institutional organization, our recruitment events, development of timely new programs and relationships, retention, and development of an institutional value proposition which we can use internally, to reaffirm our institutional identity, and for the outside world, to advertise what distinguishes us from our competitors.

To remind you of why this committee was created, although in recent years we've heard a lot about external factors that have decreased enrollment, both within our state and nationwide, such as COVID, reduced numbers of high school seniors graduating, or eroding public trust in higher education, as you can see from these enrollment numbers from the fall, which are normalized to the 2015 numbers, there are several institutions within our state that managed to weather the storm pretty well, including our neighbors in Bowling Green, and in the case of Cincinnati, they actually managed to raise their enrollment under these conditions. Unfortunately, as all of us know too well, University of Toledo is not one of these institutions. And though, looking at the latest numbers, it looks like our downward slope has started to taper off a bit. We are still declining at a rate that’s every bit as high, or perhaps even higher than anyone else within the state, and we really view this continued decline of enrollments and the budget cuts that come along with them as an existential challenge that threatens every aspect of our institutional mission. Given the urgency of tackling this crisis, what we’ve done is establish a committee whose responsibilities are listed on this slide. In the nutshell, the goal of this committee was to study the problem and to develop recommendations of how faculty and staff can work together in partnership with the administration to reverse this declining enrollment trend.

So, after spending much of last academic year doing these things, in April of last year, we delivered a report to the Faculty Senate and the administration where we dissected the problems underlying our enrollment trajectory and offered roughly 60 distinct recommendations for improving our recruitment and retention outcomes. Over the summer, the administration, the senior leadership team of people whose names are listed on this slide, have gone through this report, responded to each of the recommendations and classified them and color coded them into three groups. The first, green, were the recommendations that they felt the University of Toledo was already doing. The second, yellow, were things that they were considering doing. And red, were recommendations they felt was not a good fit for the University of Toledo, in which case, they gave us an answer for why. In the case of these green and yellow items, they also informed us of the cognizant parties within the administration in whose wheelhouses these recommendations fell. So using this response as our departure point, what the RRC did this year is they met with administrators across campus as well as with several of the University of Toledo’s external consultants to discuss implementation of the recommendations from last year, where we were specifically looking to learn more about which of the recommendations were being implemented, or planned for implementation, which were not being implemented and exactly why (get some more clarity on that), and what could faculty and staff do to help remove some of the impediments to the implementation of things that can improve our institution’s enrollment. Based on this feedback, our committee has refined some of the recommendations from last year and further advised the administration on their implementation, and also prepared a final report on the findings and recommendations for things that we believe should be done over the next year. Today, you are hearing the oral version of this report. Next week we will also forward the roughly 30 pages or so, excluding appendices, written version of that once we have a chance to iron out the remaining wrinkles in that.

As far as the committee’s timeline, this year we had 12 committee-wide meetings, in addition to which there are a lot of subcommittee meetings, as well as meetings between individual RRC members and various administrators. In the end of November, Tomer and I had delivered a presentation on the committee's preliminary report, and today, we are giving a final account for what the committee has accomplished during this year.

So here are the overall findings and recommendations from the committee. At the end of last year’s Faculty Senate, our overall recommendation was to take steps to break down the silos that exists between the various offices related to recruitment and retention and strengthen the alignment between the responsibility for tackling our enrollment challenges with the authority to be able to do so effectively. To do this, the RRC recommended that one of our institution’s high-level administrators would be given the authority to govern all aspects related to this effort. This administrator was to direct all offices related to student recruitment and experience on our campus, which, to the detriment of our recruitment and our students’ experience, often work in solos with imperfect alignment between their priorities and practices. To support these efforts, we proposed that a student and faculty advisory board should be formed to aid with this continuous improvement of the University of Toledo’s recruitment and retention efforts, and to provide a broader perspective to this administrator.

So, the overall response was that in the fall of 2023, we were encouraged to learn the University’s administration expanded the future provost’s responsibility to include enrollment, which was viewed as an important step for creating one central authority which would oversee all these efforts. In the spring, however, we learned that this decision was reversed. Despite this reversal, though, the administration has done quite a bit in terms of creating a number of committees that served to break down some the silos that exist on our campus, and to improve enrollment. Another encouraging development over the last year was that it seems that the University of Toledo is investing into the planning of enhanced student recruitment. So, this is an example, for instance, the fact that three different consultant groups were hired to assist with our recruitment challenges. The Arts and Science Group [was hired] to help formulate our value proposition. The Huron Consulting Group, which helped formulate our enrollment goals and developed both short-term and long-term strategic plans. And Echo Delta worked on improving our campus visits and their tailoring to the Generation Z prospective students visiting our campus. Additionally, our campus Master Plan now includes plans for a welcome center, which will be used for on-campus recruitment events. Also, our Enrollment Management Office has been hard at work developing key partnerships in modernizing the way that we manage our enrollment funnel and exploring ways in which we can increase incentives for our student tour guides, whose recruitment has been a significant challenge in recent years. Additionally, the administration has engaged us [the RRC] and invited us to participate in a number of enrollment-related, university-wide committees. We don’t have time to talk about all of these, but the two I'd like to highlight that you'll hear more about in this presentation are the Arts and Science work group, where through collaboration between the Arts and Science Group consultant team and the University of Toledo team, a large-scale market study has been developed, which based on our consultants’ quantitative data models revealed a UToledo value proposition that is both authentic to our values as an institution and has potential to significantly strengthen our enrollment outcomes. The other committee that I'd like to highlight here is the Academic Committee for Enrollment or ACE, which is a university-wide committee that looks at recruitment related issues.

Despite all these activities, however and encouraging developments, there are some challenges that persist at the University of Toledo which our committee believes is threatening the success of many of these exciting initiatives that you just heard about. The first is that, as an institution, we're very slow in adopting recommendations, both from the RRC and the paid external consultants that offers these recommendations. An example that we have is that the Arts and Science gave their report in October and — six months or so later — we still have not really announced our intent and institutional commitment to pursue this initiative. Another one is that there still remain significant bottlenecks in communications between Enrollment Management and the faculty, which causes the communication to be unreliable. We’ve heard a lot about the reshuffling — there’s been a lot of turnover of administrators, so there’s a lack of stable leadership. And finally, the administrative offices, despite progress that’s been made, remain siloed. The overall recommendation that we would like to make in light of the progress that’s been made of these persistent challenges, is that, to improve our enrollment, plans for improvement really needs to be transferred into a bold and timely action. So, that would be a take home message if you remember one thing from this presentation.

With that, we’re going to jump into the reports from our subcommittees, after which we both will summarize the overall takeaways in terms of findings and recommendations. The subcommittees each chose a few recommendations from last year to focus on and analyze. And like we did last year in the interest of time, we're not going to cover all of them. We're just going to highlight a few and we'll share both the slides and the written report with everyone to read over what was skipped. And with that, I'll pass the floor to my colleague, Tomer Avidor-Reiss who will get us started with that.

**Dr. Tomer Avidor-Reiss, Co-Chair of Recruitment and Retention Committee:** Thank you, Yakov. So, you’ve got some introduction to kind of the ideas that the committee had made. We are going to work now to go one-by-one with the subcommittees. There will be a certain pattern. We are basically going to first speak about what was the recommendation we made, and then what was the response of the University, and then the subcommittee findings and the recommendations.

So, I am going to start with the Advertising and Value Position Committee. They divided this into two different sections. The discussion about hybrid recruitment, and then discussion about the valuable proposition called PPP Plan. So, if we were to discuss the hybrid recommendation, the recommendation we got last year was proposed to implement a hybrid recruitment effort, both the university level and college-specific, with a unified valuable position message. If we look at the initial response by administration, it focused really about the value of the university-level, and don't really discuss too much on the college- level. We think there was a misunderstanding of what we recommended, because we did not ask to cancel the university-level recruitment effort. We wanted a hybrid one where there’s a combination of both. I believe that the Interim VP that was here a couple of weeks ago, he acknowledged and now has regular understanding of the point. Also, they took some of the external committee’s suggestions that the University hired. Also, I think it is good to have some college specific areas.

The PPP Plan – So, the recommendation that we made was to use university-wide and college-specific value proposition called PPP Plan based on three components: practical, partnerships, and place. The administration was positive and welcomed this approach. However, shorty after this discussion, the Arts and Science Group made its conclusion. So, this committee, like many other committees discussed with different high-level administrators as well as with the Arts and Science Group to see what can be done. But what we really strongly recommend adopting is the Art and Science recommendation. A lot of what I’m going to tell you is really taking from the Art and Science recommendations. So, the key finding was they concluded that if the University flattens its position around creativity and innovation, it can grow its enrollment by more than 80% (according to the committee). If it is only partially correct, we would transform the rates we are right now.

The specific recommendation that they made is divided in three parts. First, is to have a distinctive intentional focus on developing students’ innovation and creative mindsets. This is something related to how we teach and how we do extracurricular activities. The other one is providing students with career accelerated credential that go beyond the student’s degree program. The third one is once we are doing those activities, to also engage the city of Toledo with activity and resources for students to perform those different learning experiences. To receive the full benefit of this strategy, the Arts and Science Group recommended immediate action - and I think this is the thing they are going to need from us, immediate and bold because we are really slow. Implement the strategies across all— again, this cannot be one college or only STEM H, it must be across all UToledo programs. And again, this must be done. It’s a reason why it must be bold and immediate. It must be bold enough to make a substantive-difference in the student experience. The students that think we’ve changed and understand this change would be the best ambassadors to help us increase our enrollment. It must be visible enough to make a splash in the higher ed market so that we engage something from this effort. Now, the recommendation of the Art and Science Group is not identical to the PPP Plan, but in spirit, it is very similar. So the subcommittee as well as the…Committee gives their strongest support of the recommendation of this Arts and Science Group. Now, it is important to understand that in addition to increasing enrollment, it is likely to have a more general impact because establishing a strong creativity and innovation identity for the University of Toledo will also transform to our institution morale and will strengthen student retention and faculty productivity. We all are proud of our programs etc., but we want people to know about it. So the recommendation again, UToledo must boldly adopt the Art and Science Group’s recommendations without delay to benefit fully from their plan. Then we proposed the committee to discuss the first two stages for that. The first stage is to right now, immediately this semester to document the creativity and innovation fostering activities now happening in all the academic units. It is a lot happening here and most of us don’t know, so it needs to be documented. Another thing is to really start, hopefully in the fall addressing new marketing activities, and also start to review activities that may be a way to strengthen the activity problems. Just a couple of examples of a specific suggestion that the subcommittee made. For example, not all activity is equal. There are different levels. They recommended adopting the American Association of Colleges and Universities creative thinking value rubric. This is a rubric that tells you the different levels of creativity. It will help the faculty to identify what they’re doing…and then we can see… Then identify how much creativity and highlight the courses that intentionally foster creativity with a special designation. Now, one thing that is very important that came up in the discussion about this idea of innovation and creativity is that why highlight and strengthen creativity and innovation…academic program. They do not seek to dictate how the courses are designed and taught by the faculty. So, we are not done here, telling the faculty what to do. Faculty must have the freedom how to do it. We must implement ways that one can improve if it fits the class needs.

So now I’m going to move on to a second committee, Institutional Organization for Enhanced Recruitment. The recommendation that was made last year was to appoint a faculty, staff, and student recruitment and retention advisory board to aid and advise the Chief Enrollment Officer in the continuous improvement of UToledo’s recruitment and retention efforts. The initial response from the administration was that there is such a committee for enrollment that Yakov mentioned. It has representatives from each college and related campus officers. It informs college representatives on recruitment related opportunity and activities. The Academic Affairs is recognizing the University Recruitment and Retention Committee, now called ‘Roundtable.’ This is led by some of administration and others. The University did send an invitation to the Recruitment and Retention Committee to join, and we were able to find some members.

This subcommittee, Institutional Organization for Enhanced Recruitment, had representatives that were added to both ACE and Roundtable. The subcommittee interviewed college representatives serving on the ACE on their experiences. So, the findings, again, I’ll give you the short list. The purpose of the ACE was generally to allow administration and college representatives to meet and share information regarding recruitment efforts. So, it is a small kind of activity. And the sharing of information with college personnel still relies on a single ACE representative with little guidance on expectations regarding information sharing. So, this looks like it is improving because we actually met today, the ACE. So we had people from different departments discuss what was on their minds. So, good progress; an opportunity to have bottom-up communication. The recommendation here is to have an organizational information flow chart at both University and college levels, and it should be developed disseminate for different programs.

This is yours. So, Yakov is going to continue, and I will come back later.

**Dr. Lapitsky, Co-Chair of Recruitment and Retention Committee:** All right. So, the other recommendation was that the enrollment-related efforts should be communicated directly to faculty and staff to try to bypass the bottleneck in communication that exist in the Deans’ offices. Recently one approach that was tried by the Enrollment Management Office is to put-out an occasional newsletter. They initially thought of this as something for their own department, but this is actually great information for everyone to know what is being done so we know what improvement is being made.

The third subcommittee was the Recruitment Events subcommittee. One of the recommendations last year that they investigated was the relocation of financial resources toward critical recruitment efforts, including college-based recruiters, campus tours/experience days, university website improvement, and advertisement. The response initially received from the administration was that, working together with the ACE, the quality of this experience has been improved over the last one or two years by giving colleges more time to highlight their programs and facilities, spending money on signage to direct guests, and by making improvement to web pages. To understand this better, the subcommittee went out to meet with several University of Toledo administrators, as well as administrators from Toledo Public schools, including its Superintendent Dr. Romules Durant and his colleagues, to understand how our recruitment efforts are being perceived by our feeder schools. What they found, which was perhaps the most troubling finding [from this subcommittee], from this meeting with TPS is that TPS administration believes that our engagement with their schools, despite the [UToledo] administration’s view that we have a strong presence, is insufficient and we let our competitors such as Eastern Michigan and BGSU, poach students from our own backyard — even those students who have prior college credits with us. So, to help address this, one of the recommendations that this subcommittee offered, was to develop a faculty outreach workforce to identify faculty members from each discipline who would visit schools, through either classroom visits or school assemblies, to educate our teachers and students about their disciplines and some of the opportunities that are waiting for them at our institution. Importantly also, the subcommittee actually have scheduled another meeting with TPS upper-level administration next week, and they’ve also connected our Assistant VP of Undergraduate Admissions to sit with the administrators to continue these ongoing discussions. Tomer, I believe it is back to you.

**Dr. Avidor-Reiss, Co-Chair of Retention Recruitment Committee:** Okay, so, the next subcommittee is the New Programs, Incentive, and Relationship Development. In this case, there were three discussions that we had recommended last year which are: to improve access to the CCP coursework for area educational partners. Strengthen department-level engagement with community colleges and high schools. Also, reduce fees for online students. The administrations’ response to that was CCP is a complex effort requiring the partnership of Admissions, University College, and departments. We are actually losing CCP students because UToledo has more rigid interpretation requirements for certifying high school teachers than other universities. Secondly, the Transfer Center is working on agreements with colleges – this is what the University is saying. And then administration also wants to reduce fees for the online student, but yet to identify ways to implement that. The method here was discussion with department chairs and UToledo administration as well as local school administrators and program directors. THE RRC’s key preliminary findings of this committee was administration has failed on how to proceed with CCP. And as a result, CCP partnerships with nearby school districts are actually being developed at the college/department level. And regarding the fees, currently online students must pay for services that do not use. It’s about $100 dollars per credit hour, and this reduces our competitiveness to nearby institutions. So, the recommendation is we need to find a way to prioritize the implementation of a certificate program for K-12 educators so that they become qualified to teach CCP courses. Also develop a grassroots approach that empowers individual departments to engage with local colleges so they can, for example, utilize faculty to act as UToledo community college contacts or organizing joint workshops and seminars with local institutions. Regarding the fees, we recommend developing fee itemization that would allow online students to select from a ‘menu’ of services and only pay for what they need.

The next committee is Retention. It will actually divide its activity into two main points. One, initial response to struggling students. Second, remediation activities. The initial response to struggling students was, faculty could utilize Starfish to identify struggling students and direct them to University resources such as the Writing Center. Two, Utoledo is looking for new innovators that do not require additional staff. Again, discussions. And in this case, the committee discussed with Julie Fisher-Kenny and inquired about how to handle the loss of success coaches. The findings here is an area system was setup to send automated emails to students with links to specific resources. And Julie will reach out to students with more than three flags in the early alert system. So, that’s how we will deal with that. The implementation again, only a couple would be good: A system should be in place that notifies a student’s academic advisor when a course has been dropped. This is so advisors can see the problems coming and try to get them help. Many faculty—and that’s another thing with this meeting; we understand that many faculty members are overwhelmed. And we do hope that the collaboration with administration and students can find ways to personalize retention without further overwhelming our faculty, because they are doing a lot of things beyond just teaching and research.

Regarding remediation activities, the administration response is that UToledo does not offer remedial coursework but has had success with co-remediation. Also, UToledo plans to reconstitute the Academic Affairs Retention Committee to coordinate and share best practices. I don’t know if this is helping. Provost Molitor, do you know if this committee was constituted?

**Provost Molitor:** The Academic Affairs Retention Committee, part of that is the Rocket Roundtable group.

**Dr. Avidor-Reiss, Co-Chair of Retention Recruitment Committee:** That is confirmed; that is what we thought. Thank you. So, the methods used by the committee is to collect data on the pilot remediation program used by Engineering. And also, they submitted a survey for department chairs to understand the efforts being made throughout the University – received 14 responses. Here are the key findings. The department chair’s survey and analysis pilot provide a proof-of-concept that faculty involvement increases retention. There are barriers here, but the retention efforts are barely discussed in departments with faculty actionable items. Also, currently faculty have no incentive or decision to learn current best practices. And faculty and advisors have large workloads and are increasingly overwhelmed. Here are the recommendations. To invest in a multipronged approach to increase faculty involvement in retention efforts. Maybe perform a survey, an administration-comprehensive-study of the relationship between faculty involvement practices and retention. And then, it is really important that administration should find ways to compensate faculty for their increased involvement in these efforts.

Okay, so here is the summary of our recommendation, the bottom-line. The overall RRC findings, the Utoledo administration established new internal and external committees to break the silos and recommend changes to current enrollment practices. So, this is a positive thing the University is doing by having activities around that. However, the University has slowly and indecisively reacted to these committees, as well as to last year’s RRC recommendation. And Utoledo administration has a rigid interpretation of rules, a fear of change, and hesitations in troubleshooting bureaucratic challenges, which are really needed in the environment we’re in. Also, it is very important to have the availability of limited resources that complicates the retention of struggling students. So, here are some key recommendations. You heard a lot about the Arts and Science Group’s report. It is critical and it could be transformative to the University. It goes beyond just enrollment, but it is the spirit of who we are. So, we want a swift adoption and bold implementation of the Arts and Science Group’s recommendation. Also, to expand mechanisms for bottom-up faculty to administration communication (we’ve heard today some comments related to this). Finally, to pilot a faculty outreach program to advertise.

Our recommendation for next year, we do hope the committee would continue its initiative even though Yakov and me are not sure we are the right people to. We may need new leadership, new blood, and other ideas. We kind of communicated here the different things that they want. But the most important thing to do is to implement the Arts and Science Group. Then develop a communication plan for educating recruiters. Also, strengthen ties with local school districts by identifying faculty members who will visit the schools and educate students and teachers about their disciplines. And lastly, develop a more effective and reliable Enrollment Management Academic Department communication plan.

So, the summary of the summary-- the final statement. Overall, the administration recognizes that UToledo’s past approach is lacking engagement in various planning activities. However, the administration only slowly and incompletely acts on the recommendations it receives. Many faculty members, despite being overloaded, are willing to collaborate with the administration to help resolve UToledo environment’s crisis and we do hope this collaboration would help us go in the right direction.

So with that, this is the committee members. Some of them are [currently] online. Yakov, you can join me. Are there any questions?

**President Rouillard:** I’m going to change this so we can see the Chat box. There are lots of comments here regarding some enrollment information. And thanks to you also for all of your hard work.

**Senator Barnes:** There was a question at the end.

**President Rouillard:** This one?

**Senator Barnes:** Go up.

**President Rouillard:** Oh, Okay. “What can we do different this time to make sure these recommendations are implemented and that there is also some type of accountability?”

**Dr. Avidor-Reiss, Co-Chair of Retention and Recruitment Committee:** I think we need to keep speaking with administration. I can tell you that right now we’re working with Provost Molitor quite a lot this semester. I think change in leadership is not positive, it is a problem. I think it is very important that the President has to take a stance here. He’s been hearing this message a second year. We need leadership from the President to believe that, and really buy-in from the faculty that we can all work together, faculty with administration. Yakov, do you have anything to add?

**Dr. Lapitsky, Co-Chair of Retention and Recruitment Committee:** No, I think that covers it pretty well. We will continue amplifying the message and continue engaging in a positive…

**Provost Molitor:** And I just want to add, we do appreciate all the work you’re doing, and we really appreciate the engagement of the faculty on all this. So, I do appreciate the comment on accountability. I just want you to know, this is the Board of Trustees’ number one priority right now. Enrollment is everything with them. And so, that is where the accountability is also coming from.

**Dr. Lapitsky, Co-Chair of Retention and Recruitment Committee:** We appreciate that, Provost Molitor. That is a great answer.

**President Rouillard:** I greatly appreciate your clarification regarding the implementation of the A&S report. You’re looking for faculty to show you what we already do that qualifies as creative and innovative so that we don’t have to slow down this process by reinventing all of our courses. And I think that that’s the key to implementing this very, very quickly. I would like to respond to your issue, though about the credentials high school teachers [need] to teach CCP.

**Dr. Avidor-Reiss, Co-Chair of Retention and Recruitment Committee:** Can I reply just for a second?

**President Rouillard:** Sure.

**Dr. Avidor-Reiss, Co-Chair of Retention and Recruitment Committee:** So, one of the reasons the rubric is very important is because what we see is many faculty already have innovation and creativity in their class. But some programs kind of dismiss it and don’t recognize it. So, I think one way is to have somebody from the Provost Office or department chairs to…is one other aspect of it.

**President Rouillard:** Exactly. And I do think we’re going to find a lot of our courses do in fact invite innovation and creativity. But the issue about the high school teacher credentialing, it is by state law that CCP teachers in high schools have to have a master’s degree, is it not?

**Provost Molitor:** That is our HLC requirements; that’s how we credential instructors to teach our classes so that has to apply to College Credit Plus.

**President Rouillard:** I thought, though, it was also state.

**Provost Molitor:** Well, the state and HLC are looking at these requirements.

**President Rouillard:** Oh, okay.

**Provost Molitor:** Now the state is interested in credentials, our high school teachers. I will say, as an institution, I’m not a ‘fan’ of having high school teachers teach our courses. Okay, we’re the University of Toledo and our own instructors should be teaching our courses wherever possible. And so, my preferred approach to CCP, is the expansion of online. I think we are very successful in that regard. We’re kind of recognized as a model across the state for college credit plus courses that are delivered online.

**President Rouillard:** And what I’ve seen when I attended high school programs where they introduce students and their parents to CCP, is that the school districts are rather hesitant against too much promotion of CCP because they see it as endangering their advanced placement programs.

**Provost Molitor:** Yes.

**President Rouillard:** And they see it as endangering employment of the employment of their teachers. And so, you know, kind of becomes a battle between our employment strategies and their employment strategies. But there is this other component of wanting to make sure that the courses are equivalent. And to do that, you kind of have to have a basic minimum credential. And so, that that's my concern. But if the state changes that definition then we should work within that definition. I know there are some people that identified other institutions that are not interpreting things this strictly---

**Provost Molitor:** That is correct.

**President Rouillard:** And that explains why Bowling Green has such an influx of CCP students. And if the state does in fact change that, you know.

**Provost Molitor**: And initially Bowling Green was kind of, my understanding was that the state was a little bit unhappy with how they were moving forward with this. But I don’t know if that is now added… the day. Tim [Brakel], do you want to provide an update on the CCP legislation? Is that one of the bills you talk about?

**Senator Brakel:** No, that is not a bill that I talk about. The thing that I was going to mention very quickly and what I put in the Chat. The Michigan report was saying that in 22, they were a little under 101- thousand births in the state. And by 2050, they are anticipating that it will be less than 80-thousand births per year. So, this issue of enrollment is something that we really got to get on now, immediately.

**President Rouillard:** Thank you, Senator Brakel. Is there something else in the chat? This is from Barbara Miner. Okay, it is a comment. We can save the comments for the Minutes. Are there any other questions or comments from the floor?

**Senator Lewin:** I am concerned that Bowling Green is winning the race, but they may have pulled back from it suddenly if the state comes in and says you haven’t been doing this right. In the meantime, we are still losing students to that competition. Is it some of their compromise format? For instance, UT faculty were inviting guest speakers to CCP classes. We would be more visible. We would maybe bring recruiting materials with us. So, bring someone from Enrollment Management with us when we give highlighted guest lecturing in high schools. Is that a compromise that could be considered so we can still maintain some kind of market visibility about that until the state comes down on what BG is doing, because they are getting the market share?

**Provost Molitor:** I know we’ve had conversations about faculty in high school classrooms, but in terms of just the delivery of college credit plus courses, ultimately there is one instructor. So if you do come give a guest lecture, it doesn't affect whether or not that course, you know, the instructor would be credential.

**Senator Lewin:** But the point would be that we have visibility.

**Provost Molitor:** Sure. I know that was something that the various, I forgot if it was Echo-Delta or Huron talked about it with us.

**Dr. Avidor-Reiss, Co-Chair of Recruitment and Retention Committee:** [Indecipherable]… Today… discussion…

**Provost Molitor:** Yes.

**President Rouillard:** I think the other initiatives or points that your committee has identified are right. Communication at this institution has historically been very difficult. And it is very difficult to get all of the information you need. For some reason, we don’t communicate well. And I think that’s been a huge component of a lot of the retention and enrollment issues.

**Dr. Avidor-Reiss, Co-Chair of Recruitment and Retention Committee:** I think one of the observations that I can make is that administration sticks with the dean office and a lot of information gets stuck there and it does not really move. So, we rely heavily on the deans’ offices, which are now also cut and doesn’t have enough people to operate properly. So, if administration can start opening direct lines to departments and faculty, that would be one gated option. I personally think the Provost and the President should visit every college, every semester to make sure there is enough discussion. I know the President started, but this should become a tradition for all the higher administrators.

**President Rouillard:** Yes. And so, Senator Osman asks, “What would be the benefits for UToledo to have high school teachers teach our courses? I think it defeats the purpose of having high school students take courses at UT, doesn’t it?”

**Unknown Speaker:** It doesn’t generate FTEs for us, doesn’t it?

**President Rouillard:** Yes, it does. But my problem with it is that high school teachers who are teaching this as a high school course, it seems to me that when you have at least one level of credentialing of a master's degree, I think you have a slightly different vision of what a college level course should be. And the high school teachers are under a lot of pressure as it is. And so, I think if we don't help them to get those degrees, and I think initially the hope was that this would bring high school teachers to our master’s programs. And, you know, that could be a really important way of driving enrollment, too. But if we're really going to commit to having a college level, college quality courses, I think we have to at least stress the credentialing of the teachers as well.

**Provost Molitor:** And to your point you made before, there’s no incentives for a high school teacher to teach college credit plus courses. It’s not like you all of a sudden you get a pay raise because you’re teaching college credit plus courses. So, I---

**President Rouillard:** But if you have a master’s degree, you might be able to get a difference.

**Provost Molitor:** But most teachers get a master’s degree in education, which is great. But if they want to teach a French course, or an English course, or an engineering course, that doesn’t help.

**President Rouillard:** But my understanding is that if they have a master’s in a discipline they’re not teaching, but have some experience at the graduate level in this other discipline---

**Provost Molitor:** Eighteen credit hours. That used to be the previous requirements, but they don’t---

**President Rouillard:** They would still qualify.

**Provost Molitor:** Yes.

**President Rouillard:** And if somebody has a master’s degree in education, I will say is very qualified to teach a college level course in their discipline.

**Provost Molitor:** You have to, again, talk about what the discipline is and the disciplinary requirements.

**President Rouillard:** Right. But they wouldn't be engineering courses in high school?

**Provost Molitor:** Well, we have requested that. We’ve had teachers ask to teach engineering courses---

**President Rouillard:** Okay.

**Provost Molitor:** And they don’t meet the standard for, you know.

**Dr. Lapitsky, Co-Chair of Retention and Recruitment Committee:** And just to clarify the recommendation from the subcommittee. Their recommendation was to have exactly that situation — have someone with an M.Ed. teach a course in a discipline, other than the discipline of their master’s degree.

**President Rouillard:** I’m just watching the Chat box. Senator Heberle is talking about engaging more with the Blade. Senator Miner is talking about getting high school students into our physical classrooms.

**Provost Molitor:** That would be obviously the best.

**President Rouillard:** Although not Carnegie Hall. Not those types of classrooms<laughter>.

**Provost Molitor:** I agree, in an ideal world, getting them on our campus and taking our courses. In addition to online, I think we offer some great online experiences as well. But, yes, that would be fantastic. And that’s the model we have with Toledo Early College.

**President Rouillard:** But we’re not getting students from Toledo Early College. They are matriculating---

**Provost Molitor:** Some enroll here, and some go elsewhere.

**President Rouillard:** Yeah.

**Provost Molitor:** And that is another problem with CCP, you would identify this with students who take CCP through Owens or Bowling Green, and lot of those students end up going to other institutions.

**President Rouillard:** Yeah. But I think you’ve identified a lot of good strategies and when you get a chance to stroll through the Chat box, I think you’ll see a great deal of appreciation from the faculty for all of the work you and your committee have done. And so, I would very much like to thank you again for that.

[Applause]

**President Rouillard cont’d:** Okay, are there any items from the floor? And any items from the Chat box online?

**Senator McLoughlin:** Just a quick question.

**President Rouillard:** Yes?

**Senator McLoughlin:** I’ve identified with you some potential concerns with the dean’s survey. Were faculty able to successfully complete the deans’ surveys?

**President Rouillard:** We contacted Lisa Taylor and I believe she followed-up on every ‘hiccup’ that I know of. We’ve forwarded names as we got them.

**Senator McLoughlin:** Okay.

**President Rouillard:** And have people seen the link for elections?

**Senator McLoughlin:** No, it’s not working.

**Senator Lewin:** No, I wasn’t able to access the dean’s survey.

**President Rouillard:** But not everybody’s dean was being evaluated and that’s why. But has anybody started voting in the elections yet?

**Senator McLoughlin:** I received notice that some faculty haven’t received the link yet.

**President Rouillard:** Provost Molitor, you said that the link is going to go live today?

**Provost Molitor:** It doesn’t get sent from the system. Quinetta sends that email.

**President Rouillard:** Well, we sent the message.

**Provost Molitor:** Yes, so there should be a hyperlink in that message, just like the first round of elections.

**President Rouillard:** Okay, who has---?

**Provost Molitor:** Don’t you have a copy of that message? I’m sorry, I’ll send you what you sent last year.

**Quinetta Hubbard, Faculty Senate Administrative Secretary:** Okay.

**Provost Molitor:** I apologize about that.

**President Rouillard:** Okay, great. Thank you.

**Dr. Avidor-Reiss, Co-Chair of Recruitment and Retention Committee:** Just one comment. We will keep the PowerPoint and on Monday, hopefully early next week we will forward it for you guys to share.

**President Rouillard:** Okay, great. Thank you. Can you save the comments in the Chat box?

**Quinetta Hubbard, Faculty Senate Administrative Secretary:** Yes, I will.

**President Rouillard:** So that Tomer and the committee can have all that information. If there’s no other business or items from the floor, is there a motion to adjourn?

**Senator Barnes:** So moved.

**President Rouillard:** Is there a second?

**Senator McLoughlin:** Second.

**President Rouillard:** And online, do people agree to adjourning. Okay, I can see that. Thank you again, Yakov and Tomer for your report. We greatly appreciate it. Okay, see you in two weeks. **Meeting adjourned.**

**IV.** Meeting adjourned at 5:43 pm.

Respectfully submitted: Suzanne Smith

 Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard

 Faculty Senate Office Administrative Secretary