

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of February 14, 2023
FACULTY SENATE

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

Approved @ FS on 2/28/2023

Summary of Discussion

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

President Insch: Good afternoon, everyone. Welcome to the Faculty Senate meeting of February 14, 2023. Happy Valentine's Day. We will start the meeting with the roll call by Secretary Coulter-Harris.

Senator Coulter-Harris: Good afternoon, Faculty Senate and happy Valentine's Day.

Present: Ammon Allred, Peter Andreanna, Tomer Avidor-Reiss, Gabriella Baki, Sheri Benton, Terry Bigioni, Jillian Bornak, Eric Chaffee, Carmen Cioc, Daniel Compora, Deborah Coulter-Harris, Vicki Dagostino-Kalniz, Maria Diakonova, Lucy Duhon, Anthony Edgington, Hossein Elgafy, Ahmed El-Zawahry, Collin Gilstrap, Karen Green, Sally Harmych, Samir Hefzy, Cindy Herrera, Mitchell Howard, Gary Insch, Alap Jayatissa, Catherine Johnson, Michael Kistner, Lauren Koch, David Krantz, David Kujawa, Patrick, Lawrence, Glenn Lipscomb, Kimberly McBride, Alexia Metz, Julie Murphy, Amanda Murray, Kimberly Nigem, Carla Pattin, Elaine Reeves, Jennifer Reynolds, Linda Rouillard, Paul Schaefer, Barry Scheuermann, Kathy Shan, Suzanne Smith, Stan Stepkowski, Robert Steven, Lee Strang, Steven Sucheck, Weiqing Sun, Jami Taylor, Berhane Teclehaimanot, Robert Topp, Jerry Van Hoy, Randall Vesely,

Excused Absence: Jason Huntley, Mohamed Moussa, Mohamed Osman, Don Wedding

Unexcused Absence: Elissar Andari, Prabir Chaudhuri, Grant Norte, Yvette Perry, Puneet Sindwani, James Van Hook

Senator Coulter-Harris cont'd: President Insch, we have a quorum.

President Insch: Thank you very much. We will now move on to our next item on the agenda, which is approval of the January 31st, Faculty Senate Minutes. I hope you've had a chance to review those. I would entertain a motion to accept the Minutes.

Senator Johnson: So moved.

Senator Green: Second.

President Insch: All right, all in favor of approving the Minutes please say, 'aye' or put 'yes' in the Chat. If you would like to disagree, please put 'no'---

Senator Dagostino-Kalniz: Excuse me for a moment. This is Vicki Dagostino and I just wanted to make sure my name was added to the excused absences from the last Minutes.

President Insch: Thank you. I apologize; I did not stop for that.

Senator Dagostino-Kalniz: Okay.

President Insch: Did you get that?

Senator Coulter-Harris: Well, I have you down, Senator Dagostino as an excused absence on January 17.

Senator Dagostino-Kalniz: Yes, I have excused absences for several dates and I think those got forwarded to you.

Senator Coulter-Harris: So January 31st was an excused absence also? I thought you were here.

Senator Dagostino-Kalniz: I've been there for some, but I sent a list of dates that I have classes and I couldn't be there. But I can forward those to you if that helps.

Senator Coulter-Harris: Yes, please. Thank you.

Senator Dagostino-Kalniz: Thank you.

President Insch: Thank you so much. I appreciate that. Any other comments on the Minutes? I apologize for rushing past that.

Senator Metz: I have a comment. Senator Coulter-Harris, this is Alexia Metz. I was marked absent on the 31st and I attended.

President Insch: Okay.

Senator Coulter-Harris: Who is that?

Senator Metz: Alexia Metz.

Senator Coulter-Harris: Yes, I had you as absent. Did you come in late that day, Senator Metz?

Senator Metz: No, but I'm just not confident that by microphone always unmute quick enough for you to hear me.

Senator Coulter-Harris: Oh. Well, then just email me. If I marked you absent, we can always rectify that. Now, you did not answer today, but you are obviously here.

Senator Metz: Correct.

Senator Coulter-Harris: Okay, thank you, Senator Metz.

President Insch: Any other comments on the Minutes? Thank you very much. I appreciate it.

Senator Vesely: I have the same problem with last meeting, but I came in late. I believe I'm still marked absent on your list.

Senator Coulter-Harris: What is your last name?

Senator Vesely: Vesely.

Senator Coulter-Harris: Yes, you were marked absent. And you came in late?

Senator Vesely: Yes.

Senator Coulter-Harris: So when you do that, please put it in the Chat that you are here and I will see that.

Senator Vesely: No problem. Thank you, Senator Coulter-Harris.

Senator Coulter-Harris: Thank you, Senator Vesely. Otherwise, I will just have you down as absent if you did not respond. And that's for everyone. If you come in late, just put it in the Chat that you are here.

Senator Dagostino-Kalniz: Senator Coulter-Harris, this is Vicki Dagostino. I'm sorry to keep interrupting, but I was here. I was there on the 31st and I sat here, so I'm not sure why I got marked absent on that date.

Senator Coulter-Harris: So, did you come in late?

Senator Dagostino-Kalniz: No, I was there from the beginning.

Senator Coulter-Harris: I'm sorry, I apologize for that.

Dagostino-Kalniz: No problem.

President Insch: Thank you. Any other comments on the Minutes? Okay, without prolonging this then, and again, I apologize for rushing along there. So anybody who votes 'yes,' put it in the chat. I think we have probably five 'ayes' here I would suspect. Then if you vote 'no,' put 'n' in the Chat, and if you would like to abstain, put an 'a.' I can't see the Chat, but I suspect that probably went okay.

Senator Coulter-Harris: Yes, it did.

President Insch: Okay, that passed. *Motion Passed.* So, good afternoon my friends.

I'll move on to my report. It is with a heavy heart that I start the *Faculty Senate Executive Report*. Like, you the news regarding our neighbors, colleagues and friends at Michigan State was to complete and devastating shock. Our thoughts and prayers, join those of our united community for the victims' families and those still under medical care. As we grieve together, let us keep our hearts and arms outstretched to those among us who may need extra attention, time and love during this difficult period. Thank you.

[Pause]

So, over the past two weeks, the Faculty Senate Executive Committee and the Faculty Senate committees have been extremely active. I appreciate the service of these dedicated faculty members and all that they do. As many of you know, the Board of Trustees approved the new five-year Strategic Plan and the accompanying Financial Plan at their Board meeting last week. Senator Jason Huntley and Anne Fulkerson will be here on March 28th to discuss the Strategic Plan with the Senate. I encourage you to review the Strategic Plan and bring any questions you may have to that meeting. Or, if you have questions in the interim, feel free to contact Jason or Anne

I was also able to present a brief report to the Board of Trustees regarding the Senate's activities with course and program review, recruitment and retention, budget concerns, and the progress on the Dean's evaluation survey. Regarding the Dean's evaluation - the survey was recently sent out last Tuesday, February 7th. If you were one of the seven colleges involved, and they were Business, Education, Engineering, Honors, Law, Medicine and Life Sciences, and Nursing; please fill out the survey and encourage your colleagues to do the same. The survey for the Honors College is out there if you'd like to fill it out, though Godspeed to Dean Appel and all that she is doing. So, the rest of those six colleges, please inform your colleagues to please look for that on the 7th, it came out on February 7th; responses are due by February 26th.

The Senate continues to work on two technology issues, specifically, again, the technology facing faculty, including researching technology that would allow to enhance student experience with running hybrid classes with synchronous online student participation. We're trying to get information on how to help in that situation. There will be a survey forthcoming after spring break to kind of gather information and work on that. We're also going to be sending to the committee a policy to figure out about AI intrusion in the classroom and student use of ChatGPT, and other software like that. So, if you have any questions, or concerns or comments on what you think that policy should look like, please let me know and we will forward that on to the committee.

The Recruitment and Retention Committee and their sub-committees continue their important work. Recently, faculty and staff received a survey regarding retention efforts here at the University of Toledo.

If you have not had the opportunity to fill out this short survey, please do so as soon as possible. Also, I recently sent out a survey created by the subcommittee gathering retention practices of our peers. The subcommittee put together a survey and then they gathered for me the email addresses of Faculty Senate Presidents at our peer and aspirational colleges and schools, universities. I sent an email to those seven Faculty Senate Presidents, asking if they will be willing to distribute that survey to their faculty, so that we can gather some peer information. Obviously, we agreed that we would be more than happy to share the data with them, anybody who participated. I'm very excited to hear the reports from these two subcommittees as I've seen some preliminary results and the results are very interesting. Okay, now so the major topic of conversation for the past few days, the summer schedule. I'll give you a brief history. Faculty Senate first became aware of the planned changes for the summer schedule when the changes were announced at an ALT meeting a week ago Friday. At that time, the plan was announced to "ghost" certain classes with low enrollments, and some other classes under review would have their class caps reduced to zero, and then start a waiting list for students who wanted to enroll. Unfortunately, the execution of that plan early last week resulted in a number of classes disappearing from the schedule, so students could not see them to enroll in them. Many faculty, staff, and administrators were soon receiving phone calls from concerned students and parents. To better understand the situation, Linda Rouillard and I met with Scott Molitor last Thursday and discovered that the Provost Office decided to reevaluate classes on the summer schedule, and hide them on the website until the Provost Office reviewed the viability of the classes.

To make a long story even longer. Subsequently, I met virtually with the Provost on Friday and had a long phone conversation with CFO Matt Schroeder yesterday morning. Yesterday at 10 am, the Faculty Senate Executive Committee met with the Provost and her team. Collin Gilstrap, the Chair of the Faculty Senate Committee on Budgets, was also in attendance and presented a brief analysis of his understanding of how to calculate the profitability of summer classes. Okay, lots of meetings and conversations. In a nutshell, there's my understanding of where we are, and where we are going. Scott Molitor is here and after my report, he is prepared to answer any of your questions. So, the metric for the classes that remain on the schedule, as I understand it, was this: any class that was part of a 12-month plan of study program, nursing, for example, was left on the schedule. Classes that were part of the student's plan of study and entered into the system as a summer course were left on the schedule. And if the course appeared as a required course for a student to graduate, it was left on the schedule. During the initial phase, classes that did not fit these criteria were for the most part hidden from students.

The Provost Office is currently reviewing the hidden classes. We were told yesterday that the revised schedule would be released, hopefully, by the end of the week. It is still unclear to me what the criteria are for approving a course for inclusion on the summer schedule, and I'm hopeful that Dr. Molitor can provide more insight on this issue. I should say that the faculty, student, parent and college administrative response to this was loud and clear and heard. The Provost is very aware of the situation and all of our concerns. The Provost has accepted responsibility for the confusion. However, we know that the past cannot be changed. The Faculty Senate Executive Committee agreed to work with the Provost and her team to resolve the issues as soon as possible, and plan together to avoid similar mishaps in the future. To that end, the Faculty Senate Budget Committee will be joining members of the Provost team on a committee that discusses and plans future responses to budget challenges and their potential impact on scheduling. We remain hopeful that the President will see the need to establish a University Budget Oversight Committee that is charged with reviewing the IBB model and its assumptions, and assist on colleges and various other academic support units with their budget concerns. So that is where we are on that, and I'm sure Scott has an update for us. I really appreciate him being here.

Now, as I close, some good news. On March 17th from 2-4 pm, the Office of Faculty Affairs in conjunction with the Faculty Senate will be holding a workshop entitled, Tenure and Promotion Workshop Preparing Your Materials Review. This workshop will take place remotely. You will receive some information about it soon. The RSVP date for participating is February 28, 2023. The workshop is for faculty who are going up for tenure and promotion in the next couple of years. There will be a panel to help answer any questions regarding the process. Please advise any colleagues in your college who may be considering applying for tenure and promotion in the near future about this workshop.

And as mentioned in our last meeting, the Faculty Senate will be co-hosting the tenure recognition, reception and ceremony. Unfortunately, the date needed to be changed. The event now will be held on March 14th at 6 pm in the Brady Center right after our Faculty Senate meeting. This also necessitated the changing of location for the March 14th meeting from the Health Science Campus to the SSOE Room. So my apologies for any inconvenience in the change of location that that might cause you. So on March 14th, we will be meeting on the Engineering Campus and we will be closing about 5:45 pm to head down to the Brady Center to celebrate this great event in our colleagues' lives. I am reissuing a special invitation to all faculty to join us. In particular, I am asking each senator to make a small sacrifice and come to the Faculty Senate meeting in-person on March 14th, and then join us as we proceed down the hall to the reception.

My friends, that is my report. I am now willing to hear any questions and open the floor to any of the Faculty Senate Executive Committee members who may have something to add. All right, thank you so much for all that you do. We will move to---

Senator Avidor-Reiss: I have a question, President Insch.

President Insch: Yes? Please.

Senator Avidor-Reiss: So, I have heard from my colleagues that they got the Dean's survey, but wasn't sure it is real. The reason they were concerned is because the area code was 919, and because not all faculty received it. So, I think there is some confusion and you need to make sure that all faculty are aware that this is not a fake server.

President Insch: Okay, well, you may be able to help me with that because the way I sent it the first time, is the way I would send it the second time. So I don't know why that number is showing up. But you can just alleviate any concerns and help them know that we're going to be re-sending it again, probably at the beginning of next week. So hopefully, we can figure out what that is by then. But if you could help us publicize it, that would be helpful as well. If someone did not receive it, who thinks they should receive it, have them send me an email and I will forward that on to Lisa to have her send them one. Because I've had a couple of other faculty say that they haven't received it either, and so they sent me their email and I just sent it to Lisa. So, send me the email address and the faculty member who didn't get it and I will be happy to forward it for them.

Senator Gilstap: Also check the quarantine.

President Insch: Yes, it's also being caught in the quarantine, or your Junk, or Spam folders as well. So make sure you're looking in those, which is kind of annoying. Thank you, Senator Gilstrap. So, does that answer your question, sir?

Senator Avidor-Reiss: Yes.

President Insch: Perfect. All right, now, there is a ‘handsome man’ with the headphones. All right, Scott. Let me also tell you that Provost Dickson has something going on today. That’s why she is not here. It's been in her planning for a while, so that's why she is not with us. She sends, obviously her apologies and Scott has bravely stepped into the fray for her. So, do you have a report first and then questions or?

Vice Provost Molitor: Actually, I do not have a report on her behalf. I just was going to get into the summer scheduling if that's okay.

President Insch: That’s great. Just go ahead and give us an update and correct all the ‘misinformation’ I just said.

Vice Provost Molitor: No, you’ve got it right. Thank you, President Insch, for the invitation. Risa sends her apologies that she could not attend due a scheduling conflict. And on behalf of Risa and the Provost Office team, I would like to apologize for the disruption and confusion regarding the summer schedule. We realize this was poorly timed, poorly communicated and may have adverse consequences for our students. That being said, we do not believe we had any better alternatives given the current situation, and we are working to quickly resolve this situation and to mitigate any adverse consequences. I am here to explain what happened and why, and how we intend to proceed moving forward.

For some context, the issues with the summer schedule are part of larger trends. We have experienced a substantial drop in enrollment and the corresponding tuition revenue over the past six years. Academic Affairs is looking for ways to decrease expenditures to offset this decrease in revenues. And it should be noted that this is not a new issue. Budget cuts associated with decreasing tuition revenue have resulted in shortfalls to our summer instructional budget the past two years. Over three million dollars in strategic reinvestment funds were utilized to cover this shortfall during Summer 2021 and Summer 2022. Unfortunately, these one-time funds are no longer available, which is why we are in the current situation.

Academic Affairs has been working to identify ways to reduce expenditures to meet budget targets provided in the five-year financial plan presented to the Board last Wednesday. To address these budget targets, the team has been discussing various strategies, and one focused on a thorough review of our course schedule to identify efficiencies that could reduce the overall cost of part-time, overload and summer instruction. During these discussions, we realized the need to conduct this review for Summer 2023 immediately to ensure we had the remaining budget to cover instructional costs in the absence of strategic reinvestment funding.

On the afternoon of Wednesday February 1st, we met with the Registrar to discuss options to adjust the Summer schedule knowing that the schedule had been published and Summer registration was set to open on Wednesday February 8th. Options included delaying the start of Summer registration, proceeding as is and cancelling sections later, or pulling courses off the schedule immediately and adding courses back once we had a better idea of what the budget allows. We asked the Registrar to gather information on courses we were obligated to keep on the Summer schedule based on published plans of study and courses required for students graduating Summer and Fall 2023.

We subsequently discussed this situation and options to proceed with deans, associate deans and chairs at the Academic Leadership Team meeting that was scheduled for the morning of Friday February 3rd. That afternoon we convened a meeting with college-level directors of advising and student services to obtain their perspective on how best to approach this process. With the approval of the Provost, I authorized the Registrar to hide sections on the Summer 2023 schedule that were not required for published plans of study and were not required for Summer and Fall 2023 graduates. This process was completed on the afternoon of Monday February 6th, just a little over one day before Summer registration was scheduled to open. Approximately half of the 460 didactic sections offered by six colleges – Arts and Letters, Business and Innovation, Education, Engineering, Health and Human Services, and Natural Sciences and Mathematics – were hidden.

We realized that this decision would result in a lot of turmoil, especially among students and advisors that had been creating plans for Summer 2023 and would be ready to register on February 8th when Summer registration opened. Not knowing how many of the Summer 2023 courses we could afford to offer, we felt that this was the best approach out of a set of bad options. Delaying registration or cancelling sections after registration opened would give students and advisors less time to make adjustments, especially with the start of Fall 2023 and Spring 2024 registration scheduled for mid-March. We also discussed creating waitlists and capping courses at zero but thought this would give a false sense of security to students since in past practice students on waitlists are generally accommodated. Ultimately, we decided the best course was to pull back on published sections immediately and add sections back to the schedule pending input from colleges and availability of funding.

After adjusting the schedule on Monday February 6th, we asked the colleges to review sections that were hidden to identify students that were missed during our first pass. This list was distributed to deans, associate deans, chairs, and college-level directors of advising and student services. We asked for feedback by the end of the day of Friday, February 10th. Last night we distributed a list of 110 hidden sections to the colleges that should be opened based on the feedback we received last week. We are also asking for estimates of the instructional costs that would be associated with delivering these 110 sections along with the courses already open on the Summer 2023 schedule. Pending the availability of funds, we will make schedule adjustments before the end of the day on Friday, February 17th and send a communication to students and advisors regarding any schedule changes.

Again, we would like to apologize for the disruption and confusion that resulted from this process. But please realize this had to be done considering our current budgetary limitations. The mistake we made was not realizing we needed to complete this review and revision of the Summer 2023 schedule before it was published prior to the opening of registration.

It is important to note that this process will continue into the next fiscal year with the Fall 2023 and Spring 2024 schedules, which have recently been published in preparation for the opening of registration on March 17th. Again, our goal is to reduce the cost of part-time and overload instruction by identifying sections that may not need to be offered. We have started collecting data and will work quickly with the colleges to identify sections that could be removed from these schedules. Although there isn't much time until registration opens for Fall 2023 and Spring 2024, we believe have enough time with your support to

complete this review, make adjustments, and communicate these changes to avoid any unnecessary turmoil.

Thanks again for giving me the time to explain this situation, and I would be happy to take any questions at this time.

Senator Coulter-Harris: Vice Provost Molitor, this is Deborah Coulter-Harris. I want to thank you for being here, and we appreciate you very much- you know that. It was kind of shocking for all of the lecturers to receive this news. You know, I looked back at summer 2022: it is no secret that the English Department offers very popular core courses that every student at the University needs for their degree. We had 20 online courses last summer. Fifty percent were completely filled, and the other 50% had only one or a few seats available. So, they were very profitable for the University, very profitable. The English Department has historically been very profitable for the University. So I was looking at the spreadsheet yesterday of those classes that had been canceled and then those classes that were on schedule. It seemed to me to be rather off balance, when you have tons of courses being offered in Mechanical Engineering and other engineering courses, when the English Department – and I’m standing up for the English Department – only has three currently listed; I find this to be so absurd. I’ve never seen anything like it. Also, doesn't this fly in the face of our recruitment and retention efforts? I mean, students are very, very upset about this. So, you know, that's what I have to say. Well, I mean, I've had a lot more to say about this because I wrote a solid argument against your plans. I think that there may be too many ‘cooks at the summer barbecue.’ So, you know, this is very disconcerting. And I just want to say this before I, you know, and you know that I respect you so much. Lecturer faculty: people don't understand that we only earn 50 to 60,000 a year, generally. So when you take away that extra money from us in the summer, we're going to have a hard time paying our bills, and especially with the cost of groceries going up 20%. So, are we becoming an institution that is so corporate that we are not looking at an equitable balance? There doesn't seem to be a balance between who's getting the most. It's like the ‘haves’ and the ‘have nots.’ I mean, it's so medieval. So anyway, that's all I have to say. I hope that there are going to be vast reconsiderations of humanities courses across the board that will also be offered this summer, as well as core courses. I thank you very much.

President Insch: Thank you very much, Senator Coulter-Harris.

Vice Provost Molitor: Thank you very much, Senator Coulter-Harris. I appreciate it. If you don't mind, I'd like to respond to a couple of things in here I heard, because I heard a couple different points. First, you are correct about the imbalance of courses across colleges. But again, that was based on a criteria of courses that appeared in published plans of study where students need to take these courses during a summer semester. The reason you did not see a lot of engineering courses hidden is because Engineering has the mandatory co-op plans, and they have published plans of study that show these courses will be offered in this summer. The same thing happened with Nursing, the College of Education and HHS which offer cohort-based undergraduate and graduate level programs, and have summer courses that appear in published plans of study. A second criteria was for courses that appeared on a student's degree audit as a course that needed to be completed for the student to graduate this summer. These two criteria comprised the initial pass for which courses to hide and which courses to remain. We realize this was a bit draconian, and we wanted to go back to the colleges and make sure that we are picking up all situations that required a summer course to be offered.

Senator Coulter-Harris: Why would we turn away revenue?

Vice Provost Molitor: Okay, now this is a great question.

Senator Coulter-Harris: Okay, why? It doesn't make any sense.

Vice Provost Molitor: This whole issue of course profitability and revenue is important. It is something that is frustrating for the Provost Office as well. But we also need to pay our bills. We only have a limited amount of funds available to pay for summer instruction. And that is---

Senator Coulter-Harris: But wouldn't summer instruction bring us money to pay our bills?

Vice Provost Molitor: Summer instruction brings you money, yes, it brings in tuition revenue. We're walking a tightrope here. We are trying to maximize the student credit hours that we're going to generate this summer given the limited funding we have to offer courses.

Senator Coulter-Harris: Okay. Well, it certainly is a tight rope. I don't know.

Vice Provost Molitor: It feels like it -- and I don't have a net under me <laughter>.

Senator Coulter-Harris: You're taking the 'heat,' Vice Provost Molitor. And we thank you very, very much.

Senator Vesely: Before shifting gears. Vice Provost Molitor, what were you planning on saving? How much? You know, before you shifted gears to this current plan and summer had the fork in it, how much are you planning on saving?

Vice Provost Molitor: : Over the past two summers, a total of over \$3 million dollars in one-time reinvestment funding was added to the budget to cover summer instruction. So that comes out to be around \$1.5 million of instructional costs each summer. This the potential shortfall we were looking at.

Senator Vesely: Okay, \$1.5 million. So now with the current plan, what are you projecting?

Vice Provost Molitor: The current plan is to make sure that we've analyzed what colleges have remaining in their instructional budgets. We want to get their estimates of what it will cost to offer the courses they want to offer and to figure out if we can do it or if we need to find sources of funding to offer these courses. Otherwise we're just going to have to go back to the colleges and ask them to prioritize among these courses they wish to offer.

Senator Vesely: So, Vice Provost Molitor, what do you think intuitively? I mean, you look at \$1.5 million dollars as pretty much 'change' in the overall scheme of things. Intuitively, what do you think about the number of students that you're going to lose to other institutions? You know, like I'm working in a graduate program in Education and my students and I live for summer work. I'm out there busting hump, trying to get students to come to my program and they can't get summer work. You must, I mean, beyond your job intuitively have a feeling about this, whether you are willing to share it honestly or not, that's up to you.

Senator Molitor: I agree. I think we are going to lose some tuition revenue and student credit hours as a result of this. I can't argue with that. Like I said, it's kind of a tightrope. What courses can we offer within our budget that will maximize student progress toward degree and the amount of revenue we collect?

Senator Vesely: It wasn't the heart answer I wanted from you, Vice Provost Molitor, but that's okay.

Senator Molitor: That's my honest answer.

Senator Vesely: Thank you, Vice Provost Molitor.

Senator Dagostino-Kalniz: I just wanted to sort of piggyback on what Senator Vesely's asking, and just ask a couple of questions. You know, in the College of Education, we haven't, at least in one of the programs (you know, we're broken into sort of two programs) offered summer classes for quite some time. And, you know, we do have a lot of students who are trying to go part-time, master students, doctoral students that now their degrees are getting prolonged, and prolonged, and prolonged because they don't have any summer classes. They're complaining. They're upset. And rightly so. I'm just wondering, you know, I know that it is based on budget numbers, but I can't help but wonder why some programs and some colleges don't get any summer courses? I mean, I think we're only offering in the College of Education maybe one class in the summer, and we've offered a couple of, like, statistics types of courses, but none of our other courses. So, I mean, I really feel like this is really going to hurt us in terms of retention and recruitment. Then we're going to get rid of GA-ships from my understanding in our college once these are up, so we can't help students to pay for their tuition, grad students. So it's just, it seems like it's very self-defeating and very demoralizing. I don't know if you can speak to that at all.

Vice Provost Molitor: Well, I understand the defeating and demoralizing part. Certainly, the Provost Office staff are not happy that we are going down this road either. We understand there could be adverse consequences for our students. Again, our priority is not to harm student success and student progress toward degree. This is why we keep going back and forth with the colleges on this. Now, with regards to your specific questions on your summer schedule, I don't have it in front of me, but I know we've had communications with your college dean's office about specific courses that needed to be offered, particularly those for cohorts that would be starting in the summer or starting in the fall. We are taking these requests under consideration. Although those courses did not appear to meet our initial criteria, it doesn't mean they can't be added in later if we have the instructional budget to cover it.

President-Elect Rouillard: I had a question for you, Vice Provost Molitor. Has the Finance Office communicated to you what other cuts have been made to units that are non-revenue generating before they've come to the academic units to start making cuts?

Vice Provost Molitor: We are still in FY23 budget and we are trying to make sure we don't overrun the budget that we have remaining. I wasn't in the conversation about the cuts that were made for FY23. In terms of FY24, we are starting the budget planning process now that they have presented the five-year financial plan to the Board. I believe they are looking at cuts across the board, including cuts for Academic Affairs.

President-Elect Rouillard: Could you ask the Provost Office in general, the Provost herself, that in these next rounds of budget planning that she, I'm going to use the word 'demand' that the Finance Office, number one, give much clearer and more thorough information than Academic Affairs have been getting? At yesterday's meeting, the Provost suggested to us that the Finance Office has been less than forthcoming with complete information. Could you ask the Provost to demand that the Finance Office show us where all the cuts are being made? I have the feeling that the first place is to the revenue generating unit, which is academics-- and that makes no sense. Thank you.

Vice Provost Molitor: Thank you, Dr. Rouillard.

Senator Topp: Can I jump on that also, because I don't think I'm alone in wondering? I appreciate your candidness and I appreciate the Provost Office is willing to take responsibility, but I'm a little curious actually, if you can speak more to the role of the Finance Office in making these decisions? I suspect it's not as siloed as the presentation that we're hearing right now is. And I think that this is not the first time we've had questions about the way in which Finance seems to think that it has an understanding of the academic affairs. I would hope that the Provost Office is in serious conversation about this. I'm hoping

you can get some clarity to this other academic body here, the Faculty Senate. In particular, given this, I've noticed you've been talking about a budget. We've been asking some questions about profit and revenue. And I appreciate that's probably because we don't understand the profit model for summer. It seems to me, like, there's a lot of questions as to how the Finance Office has created this model, which seems to be the thing that's created the crisis. In other words, why should we be so concerned about a crisis if it turns out to have been generated in certain ways by a budgeting model that we've never seen?

Vice Provost Molitor: Yes, there are frustrations about the budget that Academic Affairs has been given and the discussions about the budget that Academic Affairs will be given in future fiscal years. But I just want to make this clear: the decision about the summer schedule did not come from Finance. This came from Academic Affairs, knowing that we had this limited budget remaining for our summer instructional costs.

Senator Johnson: Hi, Vice Provost Molitor. This is Katie Johnson and I'm in the College of Business. I guess I have two questions. One, kind of piggybacks, I think, on what we're talking around, but maybe nobody asked it directly. You're talking about kind of a budget, but we are talking about revenue that will be generated by the classes. So I think in the College of Business, we are looking at each other and we're like, our undergraduate students know that you don't look at cost. You look at the net income after the cost and the revenue. So, my question is, if Finance is imposing this on us, that's shows a real lack of financial acumen to run a business like that. Right? You know Frito Lay doesn't stop making Doritos because it costs us money to stop making them, because they're not going to sell them if they don't make them. So, I think we need to have as a University, have a real conversation about why there's a budget for teaching. For example, one of the classes canceled out of College of Business was an instructor taught class—so, pretty cheap—with 60 students in that class. That class would've made, like, \$30k. So even if students don't need to take it, we are leaving money on the table. So I think looking at a budget as opposed to profitability of classes is something that -- you know, I don't know if you have control over that. You are probably kind of sick of answering questions about the Finance Office and stuff, and we appreciate you answering these questions. But, I think we need to look at the profit, not -- you know, cutting cost is not the way to look at it when we actually need money.

Then my second question, just quickly. The instructional cost doesn't seem like it should fluctuate that wildly. Like, should we have not known what we had left basically in, you know, in December or January, right? So, unless we had a lot of instructional costs go up all of a sudden in February, which seems unlikely, you know, maybe we could have done this a little earlier.

Vice Provost Molitor: If I can get to your second question first. Part of the issue is the way we have budgeted for summer instruction. It turns out at some point—and I'll tell you right off the top that Risa does not like this model—the summer instructional budget was combined with the budget that was used for part-time faculty and overload during the fall and spring semesters. Because we haven't been able to replace full-time faculty, many colleges are using more part timers and VAPs, and that is drawing down from the instructional budget during the academic year. Risa is taking a hard look at this and really wants to go back to a model where we separate and isolate the summer instructional budget from the academic year instructional budget. So we are going to be looking at the fall and spring schedules as well to see if we can adjust offerings and reduce instructional costs. Of course, we are also transitioning to an IBB budget model, and how this is going to fit together is still a work in progress.

And yes, you're absolutely correct about your first point. We don't want to reduce student tuition and income from that. Again, our goal is to reduce instructional costs without impeding student success and without losing tuition revenue. Like I said, it is like walking a tightrope and the way we have done this

for this summer was too rushed to succeed. When we are doing this analysis in future semesters, we will look carefully at how we can minimize the number of courses that we offer while at the same time accommodating student progress and maximizing the amount of student credit hours.

We don't necessarily want to look at this on a course by course basis. There's a lot of conversation about course profitability. But you don't necessarily want to focus on an individual course. You should look at individual students or individual programs. In some programs you may have students who are taking an upper-level course that's required or an elective, or a specialized course that may require a faculty member that earns a higher salary. But those students are also going to be enrolled in other courses, especially if they are going to take a full load of courses. So, in a sense, you really want to balance this programmatically vs. a course-by-course basis, because again, students that register for an individual course presumably are going to be registering for other courses. So, it's a more complicated conversation. The course profitability model has taken over in terms of what determines whether we offer these courses in the summer, when in fact, we need to look at programmatic or more holistic measures of "profitability." And really in the end, our focus needs to be on doing what is right for the students while keeping our doors open.

President Insch: Well, Vice Provost Molitor, we are going to move quickly to the Chat. We do have a guest speaker that's been waiting patiently and we have some business also.

Vice Provost Molitor: Okay.

President Insch: So the first was from Senator Jayaitssa. It's not clear whether courses were removed due to miscommunication or budget issues. Did that affect the College of Engineering?

Senator Molitor: As I've answered, it is a budget issue. And yes, there were effects in the College of Engineering at the graduate level and also in Engineering Technology, which does not have a mandatory co-op program.

President Insch: The next question is from Renee [Heberle]. Is the budget issue not related to numbers of students in the course? If not, how do we measure profitability? Again, not really your measure. You're looking at expenses because of the budget, correct?

Vice Provost Molitor: Yes.

President Insch: [Chat Question] Why was Mechanical Engineering not touched? We talked about that. That's part of a 12-month program probably. [Chat Question] Is there a possibility that a flat fee negotiated with the Union for summer teaching could in the future help the budget over the summer? We have some faculty making double the amount of others, doing the same work in the summer courses.

Vice Provost Molitor: Anything is possible.

President Insch: That is clearly a Union issue and they are currently in negotiations. So, Renee, you may want to bring it up with your union representative and they may have to tell you their thoughts.

Dr. Heberle: Trust me, I have. I just say it whenever I can, because it's too near and dear to my heart, in theory. So I have brought it to the Union, and I just bring it up whenever faculty is present talking about summer teaching because I think it's important to think about. Thanks.

President Insch: Well, thank you, Renee. We appreciate that. So the following question is interesting, I think. [Chat Question from Senator Taylor] So you are creating an incentive for program directors to put

together plans of study that include future summer courses to tie the hands of the University in managing their summer schedule? I'll leave out the last sentence.

Vice Provost Molitor: That's okay. I agree with the last part. It is a reasonable point. This is something we need to review. We may have to review published plans of study to determine what is best for students while reducing costs. I would like to think we are trying to prioritize what is best for the students, but ultimately we do need to make sure we are prioritizing the viability of this institution as well.

President Insch: Then the last comment is about the optics. I think that at this point, what's happened has happened. The real question is, if you have concerns or you have classes that you feel that should run, --and I'm going to speak for you, Vice Provost Molitor from one of our conversations and you can correct me -- it seems to me that if you have classes that you feel should run and there's a reason to run it, it wouldn't hurt to talk about the profitability of the class. And that's a conversation you want to have with your deans, and then they will communicate that back up to the Provost. That communication channel, I think is the one that has been established. I know the deans are hyper aware of this, and I'm sure that they are open to hearing your conversation, your thoughts on what classes should carry and why.

Vice Provost Molitor: And sending me repeated emails and phone calls --so, yes.

President Insch: Bob asked about the athletic director. If you have a specific question, Bob, shoot me off line, and I can get you access to their stuff. It's all on the MyUT, under the employee tab. Okay, great. Vice Provost Molitor, thank you my friend. We appreciate all that you do. We're slinging arrows at the wall. Not at you personally. Right?

Vice Provost Molitor: That's quite all right. I do appreciate everybody's concerns over this issue and rest assured we want to get this right.

President Insch: Yes, I know your sincerity.

Vice Provost Molitor: I appreciate that.

President Insch: And I know you're good hearted and work way too hard, so thank you for all you do.

Vice Provost Molitor: Thank you.

President Insch: We will move on then. Hopefully, we can get to our reports quickly, not that we want to rush any of that. We'll start off with Dr. Edgington and the Undergraduate Curriculum Committee.

Dr. Edgington: All, right, I think we can do this fairly quickly here. Hopefully, you can see the courses there on the screen. So we have 11 new course proposals and nine course modifications. So I'll jump in here to **ENG 4670, Asian American Literature**. "A study of the diverse traditions and key debates in Asian American and Transpacific literature."

We have **AR 1010, Liberal Arts Lab**. "Experienced-based learning course where students explore ideas and concepts through hands-on practice and engaged activities."

AR 1120, Liberal Arts Careers. "This class is designed to engage students in discovering their career values and occupational interests, skills, personality style, and behavior and work environment preferences. Students will learn to identify how different disciplines in Arts and Letters contribute to solving various issues and come to recognize ways in which their own talents and interests can be employed in professional and occupational settings. Additionally, students will learn about decision-making, goal-setting, action planning, and resumes."

NURS 3020, Nursing to Promote Wellness. “Focus on wellness and primary prevention across the lifespan. Introduction to nursing as a discipline. Emphasis on concepts of wellness, communication, lifespan, clinical judgment, and physiologic processes. Recognize individuals in context of family and community. Student experiences in community-based settings.”

NURS 3030, Evidence-Based Practice in Nursing. “Introduction to Evidence-Based Practice in nursing, including understanding nursing research (scientific evidence) and its application to nursing practice. Skills learned in this course include appraisal of nursing evidence, integration of the best evidence into nursing practice, and promoting ethical principles in the conduct of nursing research and evidence-based practice.”

NURS 3220, Medical-Surgical Nursing I. “Focus on holistic care of adults and older adults in acute-care setting experiencing health problems. Incorporates concepts of leadership and management with an emphasis on teamwork and communication. Recognizes individuals in context of family and community.”

NURS 3310, Mental Health Nursing. “Focus on nursing care of persons across the lifespan in the acute care setting with mental health issues. Emphasis on concepts related to coping and stress tolerance; emotion; cognitive function; and maladaptive behavior.”

NURS 3330, Pediatric Nursing. “The student has opportunities to gain experience in nursing care of infants, children and adolescents within families and groups. Clinical experiences are in wellness, acute and chronic care settings.”

NURS 4070, Family Health Nursing. “Focus on health, wellness and illness of child-bearing families and women across the lifespan. Emphasis on concepts of gas exchange, sexuality, reproduction, grief, mood and affect, family, safety, advocacy, and family communication. Recognizes individuals in context of family and community.”

NURS 4510, Population Health. “Focuses on the design and implementation of nursing care for aggregates and communities across the lifespan. Emphasis on professional nursing and health care concepts.”

NURS 4630, Management of Care. “This course focus on the principles and theories of management/leadership as a basis for provision of nursing care. Emphasis on the concepts of health care delivery, health care infrastructures, and attributes and roles of the registered nurse.”

Senator Edgington Cont’d: I’ll pause there for a second. Are there any questions or comments about any of the new course proposals?

President-Elect Rouillard: Senator Edgington, I have a question. This is a pretty extensive list of nursing courses. Are these going to replace other courses in the curriculum? I find it hard to believe they don’t have courses already about pediatric, nursing and family health. So, is this about the program reorganizing itself in some way? Do you know?

Senator Edgington: That’s a good question. I do not remember. Usually I’ll include any kind of notes they may have given me.

President-Elect Rouillard: Is Senator Topp here?

Senator Edgington: We have to speak with Nursing about that. If Nursing is online, we can talk with them. I don’t remember that being proposed.

President Insch: We have someone from Nursing here.

Senator Herrera: I can kind of explain this a little bit.

President Insch: Could you come to the mic so everyone can hear you?

Senator Herrera: Yes.

President Insch: I just know that someone is going to say, they can't hear you.

Senator Herrera: I usually speak loudly.

President Insch: Well, that is what I thought. Not you, but me, because that is what I thought. The microphone is right here

Senator Herrera: Where at? Over here?

President Insch: Yes, and look at the camera.

Senator Herrera: In the College of Nursing, yeah, they're kind of revamping the BSM undergraduate program. These are all courses that currently exist. It's just a few years back. We went through concept-based curriculum, and so some of the courses content was kind of merged together now that the next Gen in class exam is no longer really cohesive to that exam. So, it is just really renaming courses, distributing credit hours that currently exist, and actually resurrecting the pediatric nursing program course because that was integrated into family health crisis and different things like that. So these programs do already exist. You are correct. It's not like a brand new program. It's just renaming the courses, clarifying the content and credit hours.

President-Elect Rouillard: Okay. It sounds like it is more a course modification. But given that you've done these as new courses, does that mean you're going to remove the other courses from the catalog?

Senator Herrera: Yes.

President-Elect Rouillard: Okay.

Senator Herrera: Yes. These will completely replace the other courses. And I think that it had to do with, like, 50% of the course modifications, and that is why it was submitted that way.

Senator Edgington: Well, thank you very much. Any other questions, or comments on the new course proposals? Okay, hearing none and then I'll move down to the course modifications. So, we have four course modifications from Military Science: 1010, 1020, 2010, and 2020. The changes here basically are changes to credit hours. The 1000 level courses are moving from 3 credit hours to 1. Then the two 2000 level courses are moving from 3 credit hours to 2. And that's to bring in line with other programs in the state. Then we have GEPL 3615, Industrial Geography. The name change here is Economic Geography, and that will be changes to the long and short title and changes to course description. President Insch, I am hearing some echoing on my end. I'm not sure if it is from your computer or not. It's affecting people online ability to hear. Maybe just turn out the volume on the computer in the room there. Then there's Anthropology 3000, Environmental Anthropology. They are moving the prerequisite, which was Anthology 2800. ART 2010, Graphic and Design I. This is going to be a name change. It will now be called Graphic Design Print. The necessary changes to long and short titles and changes to the catalog description. Then ART 2020, Graphic Design II. This is also a name change, Graphic Design Web. And again, changes the long and short title and catalog description. COMM 3850, Research Method will now be known as research methods and everyday life. And again, the necessary changes with that. And that's

it. Those are our nine course modifications. Are there any questions or concerns regarding any of these course modifications? Hearing none. I believe that since this has come from a committee, we can move directly to vote. So online, please put in the Chat, 'yes' if you approve these new course proposals and modifications, or 'no' if you do not, and 'a' if you abstain. In the room, please say, 'yes' if you approve these course modifications and new course proposals.

President Insch: We have all five yeses.

Senator Edgington: Any nos in the room or any abstentions in the room?

President Insch: No.

Senator Edgington: All right. It looks like the Chat is mostly yeses, so I believe we are good. So, thank you all very much. *Motion Passed.*

Dr. Oluoch: [Indecipherable]

President Insch: Jared, do you have a question?

Dr. Oluoch: Yes, I have a question regarding the new proposal, the new program.

President Insch: I didn't quite hear that. I don't know if anybody was able to hear you on the Web.

Senator Edgington: I'm sorry, Jared, I can't hear the question. I'm sorry.

Dr. Oluoch: I'm asking, were you able to bring [forward] the one for cybersecurity, the new program proposal that was tabled last time?

Senator Edgington: I'm not sure if it was the last time. We had one a few meetings ago related to, I believe it was -- was it Pharmacy? Something did come back that we took away. In December, we had some courses that was from the last time -- actually, it was from EMS.

President Insch: Senator Edgington, I think in the next committee they're going to go back to the program [that Dr. Oluoch is referring to]. This committee is only on courses. The program stuff is in Senator Lawrence's committee.

Senator Edgington: Right.

Senator Lawrence: I'm all ready.

President Insch: Right. So, yeah, hit the 'pause' for a second and we will get to that right now. So thank you very much, Dr. Oluoch.

Dr. Oluoch: All right, thank you.

President Insch: No worries, my friend. Thanks, Senator Edgington. Senator Lawrence, you are up, buddy.

Senator Lawrence: Okay, give me a second here. All right, can you see the screen with our report? Are we good?

President Insch: No, not yet.

Senator Lawrence: One second, and I'll try that again. For some reason -- So I will try that one more time.

President Insch: There you go.

Senator Lawrence: Are we good?

President Insch: Yes.

Senator Lawrence: Okay. So our first item of business today is that we had to do a little procedural maneuver here. We are ready to go back and discuss the Cybersecurity new program that we tabled on January 17th. But in order to do that, I need to first put a motion on the table that will need to be second and voted on to bring that proposal back to the floor of Faculty Senate. So, I'm moving –we're not going to vote on it -but, I'm moving now to a motion to bring this proposal back to Senate. I need a second.

President-Elect Rouillard: Second.

Senator Lawrence: So now then vote, please, yes, no, or abstain.

President Insch: Five yeses, no no's, and no abstentions here in the room. *Motion Approved.*

Senator Lawrence: Okay, I will proceed then. So, yes, there was an issue raised when this was first presented on January 17. There were some concerns about potential overlap between this new program and Cybersecurity offering the College of Engineering with perhaps overlap with some programs in the College of Business and Innovation. The programs and the principals have had discussions and there are no conflicts. So, we are putting this here in our report. I'm going to go through the new programs as well again, but just a reminder, the Cybersecurity is a new major. It actually adjusted; originally it was 128 total hours. They removed one required 4 credit hours to get it back down. It's 124 total hours, and 48 in the core. We have a plan of study, learning objectives, and curriculum map. It includes seven new courses that Faculty Senate had already approved. I will pause for one second before I go through the other new programs, just to make sure there are no other further questions on the Cybersecurity. Hearing none and seeing none, I'm going to go through the rest of the programs today. We have two new certificates from Geography and Planning. One in Urban and Regional Planning. The other is in GIS and Technology. These are new certificates. Nine hours consisting of three courses in Planning. That is GEPL 4530, 4210, and 4700. Those are all existing courses. The GIS and Technology Certificate is three existing courses, GEPL 4110, 4180 and 4490. We have a minor in Language and Logistics from World Languages. This is a new minor, 18 hours. Three hours required course, one-hour specific language course and four course electives. We have student learning objectives and curriculum map has been completed for that one. In Political Science, we had a new concentration into an existing BA degree. This is a concentration in Global Studies. It's 120 hours, nine required major hours. The electives, both selected in department electives. This concentration in Political Science will replace an existing standalone BA, in Global Studies, which is a major in the College of Arts and Letters. The current students in the Global Studies majors will continue in that program. They're only a very small number of students in selecting the Global Studies in a stand-alone major. It has slowly declined; hence, this is an opportunity to capture that under an existing degree. The other benefit here is those students who choose the Global Studies concentration in the Political Science BA would be eligible for scholarships that are provided to undergraduates in Political Science. They would not have that ability if there was a stand-alone Global Studies. It is an added benefit, but the real issue here is just a small program of students who would be better served in the future if that program was offered as a concentration in an existing BA, Political Science. The last new program is a minor in Graphic Design, 18 hours and nine hours required. There's nine hours electives that are chosen from a list of courses. We have student learning objectives for that. In the interest of time, I think I'll just pause for a second and entertain any questions on these five new program proposals?

Okay, I'm going to move on to the program modifications because we're just doing one vote on all of these. Under the program modifications, Geography and Planning has three modifications to their existing BA concentrations. It's very simple here. They have what they refer to as a human geography requirement within the major. Those provide a list of courses. They are simply adding an existing course to GEPL 4310, to that list of courses to meet the Human Geography requirement. It doesn't change any of the degree requirements. It's just adding a course as an option under the degree requirements. Anthropology, the BA in Anthropology, the modification is adding Anthropology 4440. This is an existing course. It would be added as a course option among the methods requirement for the BA. And the next four, I think they're all sort of same batch. These are all the BFA degrees offered in the Department of Art. The 3-D Studies, the Graphic Interactive Design concentration, Photography, Digital Media, and the 3-D Studies. This is simply updating and clarifying course requirements in the major to give students options. It's just redistributing of a variety of course and program requirements within Art. It does not affect other courses or other programs outside of Art. They've updated the student learning outcomes. They've updated the plan of study and the curriculum map. It's a Bachelor of Fine Arts where the BFA is. Did somebody put a question in the Chat. I just saw that. So this is just reorganizing and making the delivery of their program more efficient. Allowing students options, but also a clear path to complete requirements and a timely graduation. Are there any questions on the program modification proposals I just presented? [Question from the Chat] What is GIS? Geographic Information Systems. Any other questions? Hearing none. We can move directly to vote. It does not require a second. They've all been approved and moved by the committee. So, 'yes,' 'no' or abstain verbally in the room or in Chat, please. Thank you.

President Insch: We have five 'yeses,' no 'no's' and no 'abstentions' here in the room.

Senator Lawrence: Thank you very much. That is my report. *Motion Passed.*

President Insch: Thank you, Senator Lawrence. We appreciate your help.

I have one small agenda item. The CBA and the Constitution talks about that if a department is changing their name or there is a reorganization within a college then that needs to be presented to the Faculty Senate for information. The Faculty Senate Executive Committee met yesterday morning and approved these two, so I'm bringing them to the full Senate for a vote. So the changes are pretty simple. The Department of Marketing and International Business, which is on the slide that somehow disappeared. They've sunset the international business major, and so the department and the college decided it would probably make more sense to not have it called the Department of Marketing and International Business, which had a great acronym of MIB. So the Department of Management is the change that they are recommending. Then we had a Department of Information Operations and Technology Management, IOTM. Basically, the two degrees within that program are information systems and supply chain management. Both of those are very common at other colleges. IOTM, if you kind of look at that in a catalog, you wouldn't really be quite sure what that is. So the department decided it would make more sense to call them what they are, Information Systems and Supply Chain Management. So that's the reason for those two changes. Are there any questions?

Senator Taylor: Yes. Where was this on the agenda?

President Insch: It wasn't. I'm sorry, it was actually part of my Executive Report, and I forgot to put it in the Executive Report. Are you okay with me adding it quickly? Or would you prefer I put it off to next meeting and put it on the agenda?

Senator Taylor: Yeah, I would rather see something like this on the agenda rather than as just part of the Executive Report.

President Insch: All right, fine. Thank you very much. I appreciate it. Moving on now, we do have a special guest with us today. I apologize that we are so late getting to you. I hope he's still with us. Mr. Akins has been patiently waiting. Hello, sir. Thank you so much for your patience, I appreciate it.

Mr. Akins: Akins is the last name. Thank you for making me a Vice Provost. I always wanted to be a vice provost.

President Insch: Did you really? Did I mess that up?

Mr. Akins: It is Vice President for Advancement, but that's okay.

President Insch: Oh, so you are a Vice President? Oh, I put you under the wrong person; you are actually under Matt. Sorry about that. But, thank you very much, sir. I appreciate it. I apologize for that. You're here to basically kind of help the Faculty Senate get a better understanding of philanthropy and all the great things that you're doing. So, thank you very much for your patience.

Mr. Akins: Well, because of the sake of time, I am going to have to -- Can I share my screen?

President Insch: Absolutely.

Mr. Akins: Give me a second here. It doesn't look like things are coming up.

President Insch: No, you're good. Thanks.

Mr. Akins: You have that?

President Insch: Yes, sir.

Senator Coulter-Harris: Yes, we can see it.

Mr. Akins: Perfect. So, thank you for having me, Floyd Akins. You caught me on the first-year anniversary of my arrival here at UT. It's been a pleasure to be a part of this University, and I'm glad to have the opportunity to chat with all of you. One of the things I was asked to do was, as said earlier, was to introduce myself. I have been here one year as I mentioned. Prior to that, I was at Michigan State, so I've been on the phone some today with some of my former colleagues there during this tough time. And, I have had spent three stents at big 10 schools and one stent at a SSC school, University of Tennessee, just southward of Iowa, Michigan State, Ohio State and the University of Tennessee. I've done some consulting work and executive search work before coming here to the University of Toledo. I actually looked at this position a number of years ago. The timing wasn't right and I'm glad that the timing was right this time for me to be a part of this. To be in this kind of role, it's critical to have a good rapport with the President. Dr. Postel and I have that rapport and we are planning to move this University to another level. To give you a little bit of history about this position, there has been instability in this role for a number of years here at UT. I'm the fourth vice president in a decade, to give you that example. I'm hoping to be able to stabilize the organization and take us to another level of fund raising. So I was asked the question in an email, what is the difference between the Advancement Office and the Foundation? It is pretty simple. The Foundation's responsibility is the fiduciary piece. All of the money that is raised for the University, on behalf of the University is brought into the Foundation and it is managed by the Foundation, and all of those disbursements then go to the University for the various causes, be it for programs, scholarship, faculty support, buildings etc. So, that is it in a nutshell. The difference in my role and Brenda Lee's role, who's the President of the Foundation is the fact that she's judiciary. I raise the money and oversee our team.

So, I'm going to go over a few things. One of the things I always like to point out, and this goes for you as well -- we save and change lives. That's what we do here. It's something that I have been proud of my entire career in higher education, and I really believe in this. Because of the roles that we all have, be it that we are staff, faculty, physicians, nurses, and you just go on right down the line, that is what we do. That's why we are here. I want to give you an idea as to what philanthropy looks like nationally. This was the 2010 number of contributions nationally. This comes from Giving USA. There were \$290 billion, plus dollars in philanthropy. You can see that the vast majority of those funds always comes from individuals. In that year, it was 73%. Corporations made up 15%. Foundations, 41%. Bequests, 22%. So in essence, really when you are looking at this chart, 80% of the funds come from individuals because even in that bequest below; those are individuals where that money comes from. So in 2021, these were the contributions. The 2022 figures have not come out yet. Those will probably be out some time in May, generally is when they come out, when we will get these numbers. However, if you go back to 2010 figure at 290, and now we're at 2021, this is how much money has been raised. This amount was raised in 2021. Again, you see that the vast majority of it comes from individuals, but the individual number has gone down by quite a bit. I mean, 6% over the last decade and Foundations have picked up a lot of that slack. When you look at this next slide, this is where the actual money goes to. As you can see, religion always has been number one. That has not changed since I have been in philanthropy. So at 27%, religion gets the most money. Education has always been number two, but if you see down there, Human Services is creeping up very quickly. That is the number that has changed over the years, and I think it has a lot to do with the new political climate that we are living in. There is just a lot more need that is going on in the world.

This is what our office looks like, the Advancement Office. As you can see, I'm in the upper left hand corner. This is our Advancement Services team. Barbara Fisher oversees that team. And as part of that, we have prospect research, information systems, advancement, communication events, and we have stewardship. So, all of that falls under her domain.

The next is alumni engagement and annual giving. That is something that some of you may know Billy Pierce, or William Pierce. He's the AVP for Alumni and Engagement, and now annual giving. When I arrived here a little over a year ago, I put annual giving under alumni engagement because that sends the proper message of what it is that we are here to do. It's not just engage with our alumni, but it's also to encourage our alumni to give resources to the University.

And then, finally, these are the front line fundraisers, some of whom, you know. You'll see some vacancies here. One vacancy is a new position that is going to be critical to our ability to raise funds here at the University. It is the Associate VP for development at the Medical Center. It is a position that we have not had here at UT and it's something that we're going to be developing, the grateful patient, fundraising program. Then we have our assistant VP, Jennifer Schaefer who oversees the Health Sciences and then we have Jennifer Brooket, who is the AVP who oversees Main Campus. Those are our front line fundraisers that report to them respectively.

This is the total giving, and I'm using 2010 again as a parameter so you can see where we've been and where we're going. The high point that you see in 2018, many of you have been in our building here at the Foundation on Dorr. That was a gift that was made to us in 2018. It was a \$32 million dollar gift. So that's why that number has gone to fifty and then you can see down the road there, you can see our numbers. Right now we're \$3 million dollars ahead of where we were this time last year. We have a \$40 million dollar goal. Some things are going on, so it is my belief that we're going to get pretty close to that number. However, I also set the goal at that number to inspire, to tell my team that this is what we should be aspiring to do on a regular basis. We have the capability. I believe with your support, we will see this

on the coming slides. I think that the work that you do, and the innovation that you have, and the input that you will be providing to us, I think this University has a capability of raising \$40 plus million a year. Another critical position that we have not had here at UT is the senior director of corporate and foundation engagement. I hired that person three months ago, Cindy Miller, who started working here. She's going to be working with many of you on your on grants to foundations, working on the corporate side as well. But mostly, it's going to be a lot of grant work, which we haven't done.

So, for faculty roles and fundraising: Faculty are responsible for personal participation in giving and advocating for fundraising, shaping, and monitoring the development plan, and a sound stewardship of philanthropic contributions. Faculty are advocating for fund raising, has made general approval for development efforts and public support for programs and priorities going forward. We invite you to become experts on strategic initiatives, especially in areas where you have particular interest and to be intentional about introducing to others to our work, or should I say, to your work. It's important for us. One of the things that I always share is we do not come up with the ideas. The ideas are coming from, you. They are coming from your deans, unit directors, whoever is on this call. We don't create the ideas. One of the things that we have been waiting for, and we all have been waiting for was resolved last week with the approval of the Strategic Plan. That Strategic Plan will help drive us and help us develop fundraising initiatives around that, that we can help move forward here at the University. And one of the things that we can do is coach on the things that are fundable here at the University We will tell you if it's a bad idea. However, in terms of the actual ideas themselves, those ideas comes from you. Shaping and monitoring the development plan has been left largely to staff with reports presented at Board meetings. Going forward, we'll invite discussion, critical thinking, generative input to plans for engaging alumni, donors and friends. So, one of the things that we like to do is to sit down with all of you in your various areas and expertise and to talk about what it is that you're trying to accomplish in your work and what kind of support that you need. What we do is listen to you and help develop the strategic plan to be able to move some of those items forward and proposals to donors, proposals to grant funding organizations, and corporations as well. So that is one of the things that we will provide to you. Also, the stewardship of contributions is very important as well. That is something that we rely heavily on in working with you.

Here is some of the updates. One of the things that is taking place here is the fact that we have been using the same CRM for more than 20 years. We have just signed a contract; we are going to be moving to Salesforce, using UC Innovation to help us implement our new sales force platform. That is going to take us probably two years or more to implement it. However, it's something that's going to be critical for us to be able to move forward. Some of the deans attended a case development for deans and academic leaders session back in January. And then we also, a couple of weeks ago, we had advanced resource training for our deans to help them in their ability to go out and work with donors to help raise money. We're also doing donor search and using donor search to do wealth screening. Wealth screening is where we take all of our data that we have on alumni and find out what are we capable of doing. The reason we're doing this is because of the bullet following the donor recognition event, which is the fact that we'll be going into a feasibility study. The feasibility study along with the wall screening will help us determine what the next campaign is going to look like for us. Our goal right now, and this could change, is silent phase starting in January 2024. It should not say capital campaign. It should say comprehensive campaign because some people get capital confused with buildings, and so it should be comprehensive, which will include buildings and it will include faculty support, scholarships, programmatic, etc. And of course, I've already mentioned to you the AVP candidate for UTMC that we're going to be hiring as well. Then, I am going to pop back up to the Donor Recognition event, which we have not had a donor recognition event since before COVID. And so, this is something that we're going to try to have this spring. We're looking for a

date right now. We had a conflict so we're trying to find another date to be able to have this. So, that's it in a nutshell.

I am going to stop sharing and I'm happy to take any questions that any of you might have. I should say that we were very pleased to have one of your colleagues, Gabrielle Baki, here last week and one of her students, Jada Alcontrainer, who came in to speak to our All Staff. I welcome any of you to have the opportunity to that. It is important for you to get to know us, but it is important for us to know what it is that you do, and the impact that you are having here at the University. It is good for people to hear the work that you are doing, so that we can go out and share that with our alumni and our friends to encourage them to give to the University. So, that is something that we're going to be doing more of. Gabrielle, I want to thank you again for coming over to do that. I really appreciate it. She was fantastic. We have a lot to be proud of here. One of the things I want to mention. Going back to my experience working at those other institutions, and I just want you to hear this very clearly. I think what those other institutions, you know, I talk about Ohio State, Ohio State, other than size, is the only difference between Ohio State and Toledo in my opinion. You know, having worked there. They talk about everything that they do and that is something that we just don't do, and we have to get better at that. I think the depth and breadth of this institution is remarkable, and I think it's something that we really need to start celebrating, advertising, and bringing more people into the fold. That's where the dollars are going to come in. And speaking of that, dollars come in through passion. There may be some people out there who are going to give you a gift, make a gift to your various areas and those gifts tend to be what I call a 'loyalty gift.' That is because, yes, they graduated from there, but, the passion gift, that's where the large gifts come from. What is that person's passion? We have to be able to tap into the passion of anyone who is making a gift to this University. That is where the largest gifts come in through. It's with support from you and involvement from you that we'll be able to do that.

President Insch: Thank you very much. Can you see the Chat on your screen there? Because you can might be able to see me as easily as I can, I don't know.

Mr. Akins: I would say, no.

President Insch: I'll ask you real quick. So one question is, do you work at UT or the Foundation?

Mr. Akins: So I am a University employee. I work at the Foundation. So all of the Foundation, everyone who reports to me, they are Foundation employees.

President Insch: So you---

Mr. Akins: Go ahead.

President Insch: I was going to say, so technically, if I understand that, you are technically the UT employee and the rest of them work for the Foundation. Is that accurate?

Mr. Akins: Correct, that's accurate.

President Insch: There was a question of how do you spend these funds? I am not sure what "these" funds refers to. So, maybe, Jay, if you want to clarify that.

Mr. Akins: I can see the Chat now, so let me -- yeah, I don't know what that means either, "these funds." We spend these funds in accordance with how the donor has asked us to spend them as long as it is in line with the University mission. Does that answer that question?

President Insch Yeah, I think that is good. The next question.

Mr. Akins: What is the distribution of last year's giving to Toledo activities and programs? That's an ongoing question. Last year, let's talk about what we raised. We raised about 24.6. I can't answer the distribution number, but I'll be happy to get that for you.

Senator Avidor-Reiss: Maybe if I can jump-in and ask a question related to that. Maybe you also help to get rid of this rumor. So one of the rumors that is going around is the Foundation is able to channel money by convincing donors to send money to certain places. There is a feeling that a lot of the money go to sports activities, rather than academic activity. Can you speak about that?

Mr. Akins: Sure. That is false and I'm glad you brought it up. First of all, every university suffers from that, there is the feeling that athletics gets everything. But, that's not always the case. For instance, we have a lot of money that we give for scholarships and one of the things that we have to correct, and I learned this from Dr. Postel. Here's something that's very interesting about University of Toledo. Eighty percent of the scholarships that students receive, or let's put it this way. Most universities, when they give away scholarships, 80% of those scholarships are need-based scholarships and 20% is merit. We are opposite. Eighty percent of our scholarships are actually merit and 20% are need. We have to reverse that. That is why we have had this push to raise money for need-base scholarships. It is also my understanding that we are going to be getting some support from the state on this as well, from what I just heard recently, but that is one of the things that we have to correct in terms of where the money is actually going. The gifts that have come in this year, some of the largest gifts that came in (right as I was arriving), you have the Neff gift that came in. We celebrated the Herb gift for the College of Education. There's a lot of gifts that are coming in to the University that are not directly related to athletics. But let's face it, some people are very passionate about athletics and that's why we all have to tell our story for what it is that we do. [Question from the Chat] Is Nick Butler still at the Foundation? No. Nick Butler left and took a position for St. Francis High School. That is where he graduated, and he is going to be a fundraiser there and we are going to be replacing that position. [Question from the Chat] Benchmarking? That is something that we are actually working on. One of the things that I have been called to do here is to really analyze what it is that we need to be able to move this organization to the next level. If you are going to just use the MAC institutions, we are comparable with the MAC institution in terms of the amount of staff. Where we are lacking is the amount of money that we have been raising. We have not been raising the kind of money we need. If you look at Ohio University, they are in the 40 s, in terms of what they raised. BGU, they raised a little bit more than we did last year. I think they were at \$29 million. We were at \$24.6Million. We do not compare ourselves. Looking at Miami as a totally different beast, because they've been doing this for quite some time. [Question from Chat] What effect do you believe the recent decision about restricting the summer schedule have on fundraising efforts?

Mr. Akins: I do not see any impact on that at all.

President Insch: So since you are starting, just one quick question from me. We're starting a comprehensive campaign I assuming that the feasibility study portion of that is going to determine the amount of that campaign, so you're not really focusing on...Because we were in a campaign before and then with all the changes, it kind of 'fizzled out,' I guess. So, are you willing to talk about a range yet, or is that all part of the feasibility study?

Mr. Akins: That is all part of the feasibility, and I'm not willing to talk about it right at this moment. I've got to manage expectations in terms of it and I don't have the data to help me, help us make that decision.

President Insch: Sure. I'm assuming that eventually part of that will be going to the different colleges and asking for a wish list of things that they would like to focus their portion of their campaign on. Is that correct?

Mr. Akins: That is absolutely correct. Also, I would imagine that, that wish list will be in line with the strategic plan.

President Insch: Are there any other questions for Mr. Akins? It doesn't look like there are. Thank you again so much, sir. We really appreciate your time and specifically your patience waiting to get on, and I really appreciate all you're doing. I'm sure that we are more than willing to help do our part to move the University forward with you. So thank you.

Mr. Akins: Thank you. You all take care.

President Insch: Have a great evening.

Mr. Akins: You too as well.

President Insch: All right, I believe that as the end of our agenda. Is there any other business that needs to come before the Senate?

Senator Steven: President Insch, I just want to make a motion to amend the agenda so we can continue your discussion and quickly finish that department name change proposal.

President-Elect Rouillard: Second.

President Insch: There was the second to that quickly to amend the agenda. All in favor say, 'yes,' or 'no,' or 'abstain.' We have five yeses here, no no's, and no abstentions. Again, my apologies. Thank you,

Senator Lawrence: *Motion Passed.*

President Insch: This all happened kind of quickly. Unfortunately, we lost the first slide, which was talking about the Department of Management and International Business is requesting that they be known as the Department of Management. Again, because the international management majors have dwindling participation, it makes more sense to change the department to the Department of Marketing. Then the Department of Information Operations Technology Management is a bit of a mouthful and they really have two programs information systems and supply chain. So, it just makes more sense to call them what they are and that can actually help locate the program that students are looking for easier. Are there any questions about the two changes, the Department of Marketing and the Department of Information Systems and Supply Chain Management? I do not see or hear any, so if you are in favor of these changes, please put a 'yes' in the Chat for me. If you are opposed, put a 'no.' If you would like to abstain, put an 'a.' I have five yeses here. Patrick, thank you so much. Thank you, Jami for bringing that to my attention. Is there anything else that needs to come before the body of the Senate? I'm not hearing any. Thank you all for all you do. We will keep Scott and the Provost on the summer schedule and hopefully we can get that resolved quickly. If you have any questions or concerns about that or anything else, please, let me or President-Elect Rouillard know. If not, I will entertain a motion to adjourn.

Senator Hefzy: So moved.

President-Elect Rouillard: Second.

President Insch: I appreciate the enthusiasm on that one. You all have a great week and keep on doing what you're doing. Thank you very much.

IV. Meeting adjourned at 6:00 p.m.

Respectfully submitted: Deborah Coulter-Harris
Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Executive Secretary