**UNIVERSITY OF TOLEDO**

**Minutes of the Faculty Senate Meeting of February 13, 2024**

**FACULTY SENATE**

**http://www.utoledo.edu/facsenate** Approved @ FS on 2/27/2024

**Summary of Discussion**

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

**President Rouillard:** Okay, Senator Smith.

**Senator Smith:** Hi.

**President Rouillard:** Do you want to call the roll for us?

**Senator Smith:** I will do that. Good afternoon, everyone. There have been a few changes to the roster since our last meeting. Again, correct me if need be.

**Present:** Ammon Allred. Tomer Avidor-Reiss, Gabriella Baki, Sharon Barnes, John Bellizzi, Sheri Benton, Terry Bigioni, David Black (proxy for R. Padillo), Timothy Brakel, Ritu Chakravarti, Carmen Cioc, Daniel Compora, Vicki Dagostino-Kalniz, Holly Eichner, Hossein Elgafy, Elyce Ervin, Diana Franz (proxy for K. Green), Cyrus Hagigat (proxy for A. Jayatissa), Sally Harmych, Renee Heberle, Samir Hefzy, Cindy Herrera, Mitchell Howard, Gary Insch, Dinkar Kaw, Lauren Koch, Revathy Kumar, Linda Lewin, Kimberly McBride, Daniel McInnis, Thomas McLoughlin, Kimberly Nigem, Katherine O’Connell, Mahasin Osman, Elaine Reeves, 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, James Van Hook, Jerry Van Hoy, Randall Vesely, Donald Wedding

**Excused Absence:** Deborah Coulter-Harris, Jason Huntley, Catherine Johnson, Jennifer Reynolds **Unexcused Absence:** Elissar Andari, Bruce Bamber, Diana Franz, Colin Gilstrap, Daniel McInnis, Kasey Tucker-Gail, Aela Vey

**Senator Smith cont’d:** If I missed you somehow, please let me know in the Chat and I will catch up. Thank you.

**President Rouillard:** Senator Smith, do we have a quorum?

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

**President Rouillard:** Very good, thank you. Our first order of business is to adopt the agenda. The agenda should be on your screen. You’ll notice that we have a slightly different order today because of the importance in some of our discussion topics. We are going to begin with that after the Executive Committee report, and then we will proceed to a brief report from the provost and academic reports. Is there a motion to approve the agenda?

**Senator Semaan:** So moved.

**Senator Herrera:** Second.

**President Rouillard:** All those in favor in this room, please do a voice vote of aye, nay, or abstain.

**Senators:** Aye.

**President Rouillard:** Any nays? Hearing none. And those online if you would do a quick vote in the Chat box. Senators only, please. The agenda passed. ***Agenda Passed.***

The next item is approval of the Minutes from January 30th, which Quinetta circulated. All those in favor of approving the Minutes, please signify by aye, nay, or abstain in the Chat box. And aye, nay, or abstain by voice vote in the room. Any nays? Hearing none. Hearing abstains? Hearing none. The Minutes passed. ***Motion Passed.***

We will proceed to the Executive report, and I hope people online can hear. If you are having trouble, please let me know. So, as I just said, we're going to be doing something different today. We are going to move to discussion of current issues on campus, the Faculty Senate survey report and program prioritization. At our last meeting, the Faculty Senate Executive promised to report back on faculty review and response to administration’s proposals for program suspensions. When we have completed our inquiries, we can report back the following circumstances.

In CAL, the music faculty learned that the BM was proposed by administration for suspension on the day the list was released, contrary to the fact that the faculty had in fact agreed to suspend the BA and keep the BM. The Provost’s website says that the admission to the BM will be suspended and merged into the BA of music, which in itself is a bit confusing.

The BA in Urban Studies has had no faculty discussion regarding its suspension since it is an interdisciplinary program, and it appears unclear who “owns” the program; Geography referred me to Sociology and Sociology referred me to Geography in reference to the BA in Urban Studies. Patrick Lawrence did offer that other departments who offer courses in this program were notified this BA was to be inactivated, but that does not indicate that faculty approved, disapproved, or even had the opportunity to discuss.

The BAs in French and German are proposed for suspension, though the department of WLC is developing an over-arching major with concentrations. While other programs in CAL have been afforded extra time to develop their new or modified programs, WLC has not.

Finally, department faculty have agreed to suspend the BA in Media Communications and create a Media Communications Concentration within the Communications BA. However, this is different from agreeing to suspend the program. I was asked to note that the senior faculty who were instrumental in creating the Media Communications major felt that they had no opportunity for input.

None of these items have yet come before college council.

Regarding the DE programs in JHCOE, faculty were not aware that these were still on the books. Their Ph.D. programs, however, are continuing. There are 3 BE programs currently awaiting chair signature for suspension: 2 in music and 1 in art. The faculty had not discussed these by the time the list was released but are scheduled for discussion by JHCOE faculty this Friday. I do not see these on the lists forwarded to me. The ME in Art is on the list but has not been discussed this year. I am told that CAL wants this closed.

The Pharmacy College Council has agreed to the programs targeted for suspension, that is the BSPS in Medicinal Biology/Chemistry, the BSPS in Pharmacy Admin and the BSPS in Pharmacology and Toxicology.

Regarding the MSBS Master’s degree program in bioinformatics in COMLS: faculty reported that the COMLS dean made the decision a couple of years ago that anyone who applied for this program would receive neither stipend or tuition waiver and that for several years now no one has applied to this program. Thus the program was targeted for removal due to low (i.e. no) enrollment, which is not surprising since there was no stipend or tuition waiver. Additionally, faculty indicated that they were in agreement with the decision. One indicated they wouldn’t be able to have the program regardless due to lack of available internship-like activities in the community that were supposed to be part of it.

Faculty in nursing said Dean Powell announced suspension but there was no discussion. Many of the Nursing grad programs targeted are in fact more like concentrations rather than separate programs.

In COBI, we have learned that faculty have voted to suspend the International Business Masters; however, as yet there has been no faculty vote on suspending the 3 Associate programs.

The Blade reported yesterday that HHS has suspended every MPH program with the exception of the Generalist program. This is incorrect. The MPH will now be coded as a single degree with multiple options.

We will continue to monitor this. If there are errors in status summary, please send me an email. Clearly there has been a great deal of miscommunication, confusion, and in some cases, little room for faculty input. These lists were precipitous at best and will negatively affect enrollment for the fall.

We also remind administration today that the CIM message about our core courses being required to be submitted to OT36 is an infringement on our FS constitution which charges us to review and respond to programmatic changes. FS has never voted on this requirement; we have brought this up with the interim provost who believes this to be an administrative prerogative. Please consider this in our discussion today.

We also remind administration today that the CIM message notifying the FS Programs Committee that proposals for program suspension require no action on our part is also a violation of our FS constitution for the same reason above.

Interim Provost Molitor has previously indicated that these proposals must come before FS, though apparently for him, that is in the form of notification. As I interpret our constitution, review and response is different from mere notification. Please keep this in mind during our discussion.

While it is important that any institution review its programs, it is important that this be done in a thoughtful, deliberate, and strategic manner. The rushed deadline schedule, the determination to announce a very long list of suspensions before announcing alternatives and modifications, the sole criteria of low-enrollment, are anything but thoughtful, deliberate, and strategic.

The most serious issue facing this institution is enrollment. Another recent Blade report shows us falling behind BGSU. Instead of a determined, systematic, thorough address of this issue, our administration has chosen to distract us and themselves from enrollment with program suspension. Fewer majors also means fewer students in core courses.

One of the questions not addressed in all this is WHY we have such a long list of low-enrolled programs. I believe that our faculty are dedicated to our students, programs, and disciplines. Has administration been equally dedicated to supporting, promoting, and marketing all of our programs to potential and current students? And if it has not aggressively supported and promoted the current list of programs for suspension, can we trust that they will do so with new programs or recoded programs?

The renewed emphasis on STEM has now evolved into STEM-H. Will we now organize and limit our programs only according to the latest acronym? While one may point to the number of HHS and Nursing programs targeted for suspension, I will point to the number of BA programs targeted for further exploration: Sociology, Anthropology, Philosophy, Spanish. Along with French and German majors, CAL stands to lose numerous majors. This will hardly make for a robust liberal arts college. Is there an unwritten mandate to transition UT to a polytechnic institute as became evident during the Jacobs administration?

I ask again: how will NOT having this long list of programs in our catalog INCREASE enrollment? Can we afford to lose even low-enrolled programs at a time when every individual, registered student counts? Why are we not spending our time and energy on enrollment initiatives that promote all the opportunities available to our students?

That ends the Executive Committee report. Are there members of the [Executive] Committee who would like to add anything? If so, please raise your hand and we will do our best. Gregory Stone wrote in the Chat, “I am interested to hear if the Provost’s Office will be attempting to correct the misinformation in recent media reports yesterday. It makes it even harder to recruit when media is telling people your program is closing when it is not.” Patrick Lawrence says [in the Chat box], “The BA Urban Studies program was overseen by the Department of Sociology faculty advisors in that department, not geography.”

All right, so if there are no further about the Executive Committee report, we will move to discussion of first, the Faculty Senate survey report. I believe President-Elect McBride is on WebEx.

**President-Elect McBride:** Yes, thank you, President Rouillard.

**President Rouillard:** Do we have a copy of that to pull up? Or President-Elect McBride, do you want to share your screen?

**President-Elect McBride:** I'm actually having problems with that; so, if you guys can pull it up, that would be great.

**President Rouillard:** Okay, thanks. So this was circulated to you, I believe at around the time of our last meeting. Is there anybody who would like to open the discussion on this survey? Any hands online?

**Senator Heberle:** President Rouillard.

**President Rouillard:** Yes?

**Senator Heberle:** I wonder if you want to move to action steps unless President-Elect McBride had a particular insight after studying and assessing the material.

**President Rouillard:** President-Elect McBride, did you hear that?

**President-Elect McBride:** I did. I was planning to just open the floor for comments and some prompts. Just, you know, thinking about what action we need to take, if any. Priorities among any of the issues raised, certainly program prioritization would be part of that discussion. And if we can start thinking about strategies for response. Those three things would be very helpful.

**President Rouillard:** Did you have some suggested strategies or next steps that you wanted to propose, Senator Heberle? I’m not---

**Senator Heberle:** I know you’re not. I have heard for the last many years a lot of discontent with the Chief Financial Officer, Matt Schroeder. I know that there’s been some talk behind the scenes about how to express that discontent. I think Faculty Senate options are limited in some sense in how we express our discontent aside from peppering people with questions when they come here or discussing via the Exec committee. So, I would suggest that we think about the limits and the obvious lack of concern for faculty governance around the small share of the university governance that we have. That is around curriculum, around programming, around our expertise as faculty. If we don’t trust the data, if we don’t trust Huron, if we don’t trust what is happening, then we need to find a way of expressing that in general rather than tinkering around the details of what this looks like on any given day in the week.

**President Rouillard:** I do want to highlight the fact that the survey reports that 80% of the respondents disagree or strongly disagree with the statement, ‘I trust the financial information coming from the Office of Finance.’ Any other comments on this faculty survey?

**Senator Barnes:** I wanted to just highlight the results that reflected faculty morale, generally. This is a point I've been sort of ‘harping’ on as someone who's been here a really long time. It's not my morale that they need to be worried about. It’s the number of faculty, particularly folks that are recently hired, maybe pre-tenure. These folks are really being incentivized to leave. And if Matt Schroeder’s estimate, the infamous ‘300 too many faculty’ is accurate, I think we should be more mindful about which faculty we think need to go. I'm not trying to get myself out of a job or early retirement incentive, but we need to be super sensitive to the health of the institution long-term being tied up in the young faculty who are really being incentivized to look for work elsewhere.

**President Rouillard:** Did you have a question?

**Terrell…. Student:** Could you explain how faculty are being incentivized to go elsewhere?

**Senator Barnes:** Because of the attacks on their degree programs. I mean, and I think most folks who go into this line of work are really interested in their research subject, right? So, I am an odd ball who really likes to teach Intro to Gender Studies. But folks really, you know, like live and breathe for those upper-level classes. And if they eliminate our degrees, there’s no incentive to stay and do the research that they need to do to get promotion and do any of that other business.

**President Rouillard:** Thank you. Ally Day, you had your hand-up?

**Professor Allyson Day:** Yes. Hi, Ally from Arts and Letters. Dr. Barnes, you took some of the words right out of my mouth. But I was thinking about faculty morale and some place in the survey, three quarters of faculty were reporting that they're either looking for another job or they know someone who is. That is really time-consuming. Right? So, if we are all looking for work outside of the university because we can’t teach our upper-level classes, because we don’t have research funding to do the research that we have PhDs in, then that is also taxing the university because we have one foot out of the door, right? So we’re not able to put 100% of our effort into the teaching and the service that our students deserve, because being on the job market is such a time-consuming task in addition to our publishing and other research initiatives. So, I wanted to highlight that. Those numbers are really striking and concerning to me. But the other thing I just wanted to ask, back to the CFO question-- if this is indeed a strategy, could we do a vote of no confidence in our CFO as somebody who has to continue in his leadership position, regardless of the provost and presidency? And if so, what can that do? So, why would we not do a vote of no confidence if it looks like 80% of faculty have no confidence in the administrative capacity at the financial level of this institution? And that's a sincere question. That's not like a-I really truly want to know what the path forward for that would be.

**President Rouillard:** We can certainly do that.

**Senator Heberle:** I want to follow-up again on that. It also seems to me that it might be helpful given the breadth and depth of the experience of some of us, having been around the block a few times with this type of thing. But this looks more like a West Virginia situation, in terms of liberal arts on this campus. Do we want to construct a list of demands, say what it is that we want, rather than saying our morale is low. You know, I am pissed off. My morale is fine. I have a great time. I love my classes. I'm fine for right now, anyhow…. The institution is not fine. So, I am suggesting maybe a list of concrete demands moving forward that we ask something of this administration to do differently instead of just always saying, you’re not doing it right.

**President Rouillard:** So you’re advocating that we construct a list of what we want to see at this institution?

**Senator Heberle:** Well, how do we want faculty governance to be moving forward, what we want to see at this institution? I am talking about strategy, concrete things that we want to see in terms of communication, and in terms of faculty governance, and in terms of how this process moves forward from right now, because right now we are in a bad spot. So, how do we move forward from here? A list of action demands around how they treat us in terms of these kinds of decision making based on the -- I read the Huron report this afternoon and I was like, yeah, that is what they are doing. And so, in a sense, we had a warning, but we didn't have any communication.

**President Rouillard:** I do want to go back to the issues of campus morale. I did try to address this with the Trustees in, I forget now if it was January or December. I expressed the fact that morale was very low, and one of the Trustees was quite irate and didn’t believe me and said, well, ‘how could morale on campus be low? We were headed towards a MAC championship.’ And so, that told me a great deal.

**Professor Ashley Pryor:** I have a question.Did Faculty Senate forward the survey to administration?

**President Rouillard:** We have already forwarded it to administrators and to the secretary of the Board of Trustees for distribution. And I am told that it was distributed to the Trustees through another means.

**Terrell…Student:** I want to know where is this distrust from the CFO coming from. Do you guys feel that there’s a lack of transparency around that?

**President Rouillard:** Certainly, from the survey, 80% of the respondents said they did not trust the numbers coming out of the Finance Office. Any other comments? Are there comments online? Okay, there is something in the Chat box again about ‘a vote of no confidence in the CFO. A list of action demands on what we want faculty governance to look like and how we move forward.’ I would also say what we want the curriculum to look like. Deb Orloff wrote, ‘If they're judging morale through the lens of sports that's very telling and sad.’ JamieTaylor wrote, ‘I resent Senator Day’s implication that we are not doing our jobs because some folks have a foot out of the door or something. Whether or not I'm on the market or not, I'm doing my job in terms of teaching professional activity and service. That is my job.’ Are there any hands up online? Are there any other comments in the room on this survey?

**Senator McInnis:** I read, and I am trying to find the right word. It's not heartening. Maybe it's just important that there was so much in this about the reduction in staff and the direct impact on all the faculty across the campus because I did not know the students. I did not know, for instance, that this was impacting the health programs as much as it was. It was very helpful for me to hear specifics exactly why the reduction in staff has resulted in -- we can say, like, who cares? I can understand a little bit, like when the Honors’ secretary left for another position more than a year ago. I didn’t keep a list of all the things that went… because we didn’t have that contact person. But then maybe I was thinking that why would I do that when I have so many other things to do? Maybe one of those concrete things that Dr. Heberle is suggesting is that the Education Department says these are the challenges we face now that we don’t have this person.

**President Rouillard:** That would be a good action step as well. The other thing I want to point out is that Faculty Senate Exec. recently had a meeting with Matt Schroeder, Sabrina Taylor, and some members from Athletics. We were shown a PowerPoint, which I have requested. And one of the statements that Athletics chose to highlight was to show that they too were feeling the crunch, even though it was admitted at the beginning of the presentation that there had been no budget cuts to Athletics. Someone from Athletics said, well, we haven’t even been able to hire new staff to take on extra duties. The faculty members who were there were quite amused because we have not been able to hire new staff, because we've lost staff. So, life is a little different in different areas of the campus.

**Senator Smith:** President Rouillard, Barbara Miner has her hand up.

**President Rouillard:** Yes, Professor Miner?

**Professor Barbara Miner:** Thank you. I did read the survey results. I found it very sad. But I wanted to speak to the question of why perhaps people are feeling insecure or distrustful of the information coming from the CFO. I think part of –for me, personally—what has happened over the last few years is that information will be rolled out about the situation at the University [such as] 'We are this much in the hole. These are things that have to happen, and they have to happen rapidly.’ And then those things take place. Then the next thing we hear is ‘That didn’t do it. That did not plug the hole. There is more that has to be addressed and it has to happen instantly.’ So there is no, well, I have not experienced a period of sort of spaces when people say, okay, you know, long-term, how are we going to work to fix this? Now, I've worked on the RRC Committee. The traction that I think we hoped for to help bait some of the loss of students has not been picked up or embraced by either the administration or even some of the faculty with whom I've spoken. So, I guess the reason I'm linking that with the other piece is that I can’t get a sense of really where we are going as a university, and I can’t get a sense beyond now. There is a new sort of focus of STEM-H, and I don't see that fixing the budget and I don't see it necessarily fixing the recruitment issue.

I find it hard to believe that Bowling Green has this all figured out. I have however seen, and I know because I have a spouse who works there, that going back to Dr. Sidney Ribeau, they have had presidents who when offered their bonuses, have declined the bonuses, and plowed those back into scholarships for students. There seems to be an atmosphere of caring on the part of administration, even very tangentially. For instance, folks at BG can eat at the Student Union, faculty can eat at the Student Union, I think once a month for free just to support the faculty. I'm waiting for that kind of ‘hey, we're in the trenches with you’ kind of feeling coming from the upper administration, and I'm just not seeing it so that's it. So, that’s it.

**President Rouillard:** I would like to remind people that part of the rhetoric that administration uses is ‘well, we dropped so much enrollment over the last decade, we got to cut our budgets and blah, blah, blah.’ We have been cutting our budgets. Do any of you remember a year when we did not cut the budget? So, we have in fact been adjusting all along. But for some reason, it is not enough.

**Professor Aliaksandra Amialchuk:** I’m not sure…I think the general theme of the results from the survey is that faculty feels disenfranchised by the decisions made at the university. These decisions are made by administrators. All these initiatives are starting to take away…summer courses and now this, program suspensions. It seems like it is one-sided. It seems like they are not asking any input from the faculty or bodies that represent faculty like college counsels, etc.

**President Rouillard:** That’s why we’re insisting on the responsibilities we are charged with under our Constitution. And we will discuss these program suspensions in Faculty Senate. As they come through the CIM system, we will discuss them. I do not believe that these are simply ‘for information only’ and that no action is required. Action is required.

**Professor** **Aliaksandra** **Amialchuk:** Yes, I think that is the source of faculty morale. Decisions are being made behind our backs and then introduced and announced to everybody on the University’s website. It is not ok.

**President Rouillard:** That’s right. Did you have a comment, Professor Pryor?

**Professor Ashley Pryor:** Just to clarify the question. I heard a couple of comments to vote no confidence directed at the CFO. I guess my clarifying question is, and this is sort of my current… my colleague...The issues extend beyond just seeing the…financial. It seems to happen to deal with a broader cultural … too. So, I am wondering why a call would be specifically targeted at the CFO? And maybe I just don’t know, but that would be a question.  Here I was asking why the vote of no-confidence was targeting the CFO specifically, when the concerns being expressed seemed to have more to do with a general concern about the present culture at the University.

**Senator Heberle:** The way I’m interpreting what’s happening right now with the suspensions and the discourses about saying upper division are producing the numbers of low-enrolled classes is that it is all the efficiency of faculty labor on campus. Bottom line, it is all about the return on investment IN faculty. That is what this is about. And that is what they are trying to rationalize and create a plan for rationalizing and rendering more efficient, the hours we spend as faculty members with relationship to our salaries and with relationship to credit per hour (credits) that we are producing. So my interest would be in the context, especially since the amount of work that the Senate Committee on Retention put in, could one of our demands—

**Prof. Pryor:** I didn’t say anything important--- Here I am trying to clarify that I was not proposing a vote of no confidence, but asking a question about the context in which a vote of no confidene was being raised.

**Senator Heberle:** I know. Perhaps a demand for a focus in how enrollment and recruitment efforts over the last several years have impacted our finances? Because the Huron report obviously shows how the faculty impact, and our workloads impact finances. But I didn’t see anything in that about the efforts of various administrative offices that are related to enrollment and retention.

**President Rouillard:** So, you are asking for an assessment of different components that deal with enrollment and how they have generated revenue?

**Senator Heberle:** Yes, what is the relationship between efforts put into recruitment and retention and our financial liabilities? Faculty are now considered liabilities because, obviously we’re not teaching enough credit hours and being efficient enough, and we need to increase our workloads. That is all in the Huron report. But I'm not seeing that other side, the people here who have been working on it so far, and that is to try to figure out how recruitment and retention can be a response to this, instead of this really erratic suspension process.

And another thing that really annoyed me was that the whole suspension process came from this administrative bird's eye view from way out there where they didn't even recognize that it's important to communicate. There's a difference between eliminating the bachelor's degree program, if you already have a Bachelor of Science degree program, and that's not going to impact the same way as eliminating a bachelor’s degree program like Music. I mean, that could have been separated out. Those two discussions could be ‘we’re just cleaning up the Banner system.’ Right? ‘We are just getting rid of the…’ And then over here there’s substantive stuff. There’s stuff that actually matters. And so, all that gets mixed together and the Blade gets a hold of it. And the Blade says, oh, they are suspending everything and we’re going to be another West Virginia. Like, I just think that is stupid.

**Senator McInnis:** I just want to make clear of my comments earlier about staffing. For instance, with the elimination of the secretary position, I do think that sometimes some admins are aware of, like, oh, okay, the staff isn't there anymore and so we do need to have some responsibility for those things. And we have two incredible wonderful and capable staff members who are in Honors, who have taken on all of this stuff. I want to make sure that they’re given credit where credit is due. But maybe a better example would be the success coaches. I noticed that there were some comments about that in this report. And in that, I will just reflect from my own experiences to students coming to me and talking to me about what they're missing with that. I think that is something that hits hard. I know my colleagues share that.

**President Rouillard:** Regarding the staff positions, I will point out that there is one secretary in our college who is doing two departments now. She's doing English and Foreign Languages. I think there is a secretary doing Economics and Sociology. Then there is a secretary who is doing Art, Theatre, Film and Music and is traveling between two campuses.

**Senator McInnis:** I think the two staff members in Honors who are taking on those responsibilities, the last thing that I would just add is that has been added to their already wide portfolio of many things.

**President Rouillard:** Exactly.

**Senator Heberle:** There is one more added to that list, President Rouillard. The person who works for Political Science is also working for Geography and Planning, and now History (last summer). So, three really active huge departments.

**President Rouillard:** Okay, and that was recent? Was that recent?

**Senator Heberle:** History was added last summer.

**President Rouillard:** All right. So, Senator Smith says, “My concern is, how do we ever come back from this? Once programs are suspended or eliminated, can that be reversed in the event of enrollment upturns?”

**Senator Lewin:** I would add, once a program is suspended you cannot accept applicants into that program. So, the term “suspension” assumes that it is going to come back once we’ve done some advance work, but even the advance work won’t work if you cannot recruit and admit.

**President Rouillard:** Right.

**Senator Lewin:** So, it is essentially an elimination when we use the term “suspension.”

**President Rouillard:** Right.

**Senator Lewin:** You cannot recruit into a suspended program.

**President Rouillard:** Exactly.

**Senator Lewin:** So then it is a five-year hiatus. But in the meantime, what is the action plan? So, it just sits there and then it gets eliminated? Or is there some response that will improve recruitment into those areas?

**President Rouillard:** Well, a suspended program stays on the books for five years, as you pointed out. And at that point, if there's been no action taken, it is automatically eliminated. There have been some CIM program suspension forms that have come through with the statements, well, we’re suspending admission for now, but we want to bring it back. But again, to your point, it's a conundrum. How do you admit students to a suspended program?

**Senator Smith:** President Rouillard, I think that is especially true for undergraduates. I know Senator Taylor has a comment in the Chat about the masters. But once we’ve lost them -- I mean, if they can’t get the program they want here, we’ve lost them. And I just worry about how we come back from that.

**President Rouillard:** Senator Taylor points out that “We restarted suspended programs in “Masters of Public Administration.” Past-President Insch.

**Past-President Insch:** I was just going to say the same thing that Senator Taylor just said. We currently, in the College of Business, suspended our Executive master’s program and we are coming up on the five-year program. We’re going through a review right now to doing some focus groups, and going out and getting information, and redesigning the program in order to make a case that if there is demand for it, we want to reinstate it. And if there isn’t a demand for it, then it should remain suspended and it will go away. So, it is always a way back, you just have to go out and do the research and create the rationale as to why you would bring the program back. The challenge of course, is that you need a certain number because there are costs associated. And I think that's the part of that that the administration needs to help us understand, what costs are counting towards a program and what tuition is counting so they can give us a real number on, some sense of revenue exceeding expenses. But yes, so once it is suspended, it doesn’t necessarily mean it is gone forever. You just need to make a case for why you would bring it back. And I think Senator Taylor’s program in Public Administration is a good example of them doing that homework and then going out and marketing the program, and getting the students that they need to run it.

**President Rouillard:** Senator Taylor, when you reactivated the Masters of Public Administration, which came first, your understanding of market and work force needs or students coming to you and saying, if you had a Masters of Public Administration, I would enroll here?

**Senator Taylor:** We have been doing market analysis and then there was also interest from the broader administration. It was not from the students necessarily directly. But we had been doing some market analysis and pointing out the size of other programs in the region, and, I mean, it was helpful. And also, broader job trends.

**President Rouillard:** Okay. But there is certainly a cost associated with that, too?

**Senator Taylor:** Absolutely, it was not free.

**President Rouillard:** We also have some students in the back of the room. Do any of you have anything you’d like to bring to our attention? Are there any concerns that you have that you would like to address?

**Lucas Will, Student Government President:** I think there’s quite a few concerns.

**President Rouillard:** Alright, well, go ahead.

**Lucas Will, Student Government President:** Basically, you touched on what we know, but we know significantly less than you do. So, it is very good to see things from the faculty perspective because while it is our potential degrees that’s being tampered with, it really is like your life work [sometimes] that is being thrown out of the window at the bottom. I don't even know. I really don't. And that's not me being facetious. I don't see the reasoning behind it.

**President Rouillard:** Well, there are a couple of things that I do want to bring to your attention. And that is, by state mandate, if your program is suspended before you finish it or if they decide they want to end the program while there are still majors in it, by law, they have to teach you out. And my advice to you is, don't let them suggest to you that you move to another program if that's not what you want to do, and don't let them suggest to you that you can go to Bowling Green and finish it. There is a state mandate, hold them to it. Michael, did you have anything you want to bring up?

**Michael…, Student:** I mean if anything, it is what I think with German. When I heard they were cancelling the German program, I went to Dr. Emonds, because I've been thinking by adding German, and she recommended that I add it ASAP. So, I got it added on there, because I know, thankfully, that if something happens, I can finish it out. So, that is really it.

**President Rouillard:** And so, a student like Michael benefits from our wide variety of programs. He is a French major, a Spanish major and he's going to be a German major. And with study abroad, this is very, very possible. And he already speaks Arabic. You know, the ‘polyglot want to be’ is quite envious. Any other students who want to say anything?

**Lucas Will, Student Government President:** So, also touching on student concerns. I never thought that a college, what many students would be concerned about is how many students are coming into the college, the enrollment numbers. And that is what so many students are worried about. Because students see things being cut and they immediately think that we’re going to have fewer students as what’s definitely going to be the case. So how when we’re trying to convince other potential students to come here, how are we supposed to sell it when we are consistently cutting our services? Our success coaches haven’t been mentioned, our classes, our secretaries. They are really making this an uninviting space, and it's really hard to sell it to students.

**President Rouillard:** Would you say that across your courses and your classmates, are students thinking about transferring based on what’s been happening?

**Lucas Will, Student Government President:** I know students that already have.

**President Rouillard:** That’s very troubling.

**Michael…. Student:** One other thing I wanted to add, I looked at Bowling Green’s course catalogs. I don’t know how accurate they are on the website, but I come from a world where at least we have a lot of course offerings offered, at least the Foreign Language department. Our course offerings appeal to me a lot more than Bowling Green’s, because it seems like we have a lot more electives, a lot more dabbles in certain areas. We have like, for example, Spanish; we have cinema, we have translation, we have... Bowling Green doesn’t have a lot of those classes from what I’ve seen from their course catalog. But the problem is when we have limited staff and they’re cutting programs, students can’t get in on these wonderful learning opportunities and education opportunities. There are several classes that I still haven't been able to take, but I am waiting [for them] to hopefully come back. There are certain things that students cannot get because they are not being offered. So, frustrating time. I mean, thankful for a student like me, I'm giving myself time to just go through college. But for students who want to graduate in four years, it's not fair to them. They are not getting all the parts of the education that they want.

**President Rouillard:** That’s important. That’s important for us, and for administration to hear. Are there any comments online? Professor Amialchuk, you had your hand up.

**Professor Aliaksandra Amialchuk:** Yes. The Provost has decided to come out with this initiative to cut programs as part of implementing this universal strategic plan. So, why don’t we, Faculty Senate, do the same? Why don’t we come up with some initiatives that would be accepted by faculty and students?

**President Rouillard:** All right, so you are recommending an ad hoc committee?

**Professor Aliaksandra Amialchuk:** [Indecipherable]…

**President Rouillard:** Well, I would also say that it could be an ad hoc committee that include students. One of the other voices that has been missing in this process has been the student voice. How many of you have been consulted about these program suspensions?

**Lucas Will, Student Government President:** I have.

**President Rouillard:** Oh, you have been?

**Lucas Will, Student Government President:** As the student body president, but I think I’m the only one.

**President Rouillard:** Okay. I'm sure that you have some insights that would be very useful in terms of developing the curriculum, so we could certainly put out a call for an ad hoc committee. Are there people here who would be interested in such a committee with students and faculty to present a different version of reimagining the curriculum or the process? I see the students are interested and Professor Amialchuk is interested. Is there anyone online who would be interested? I can put out a call for that and I can join you. Are you interested in that as well?

**Senator Heberle:** I'm not sure. I'm thinking about what that means and what it would do. I would also maybe suggest that we go back to the question. Mostly because I read through the Huron report, and I understand the gist of it. I think it is another part of the consultancy industry doing its job to downsize universities, instead of making demands on the legislature to fund them and instead of working on enrollment and enhancing the reputation of the university. So, I still wonder if there aren’t more concrete demands that we can make as a body as faculty and students together along with administration that would shift the narrative, shift the discourse in terms of putting them on the defensive beyond and without having to (as faculty and students) figure out an alternative to the Huron report. I think that's a big ask and I think it's -- I’m just not sure what it means.

**President Rouillard:** Yeah. I don’t think that’s what Professor Amialchuk is suggesting.

**Professor Aliaksandra Amialchuk:** Well, kind of. I understand the need to include administration on all these initiatives, but at the same time, I wish they would let us know what problems, because they are our problems.

**Senator Heberle:** Right.

**Professor Aliaksandra Amialchuk:** We are losing our students, dealing with a limited budget, they are invading our curriculum, and it seems like all the initiatives are coming from administration right now. They should also partake in this strategic plan and new initiatives…plan in regard to creating… figuring out all the things that the administration are not.

**Unknown Speaker, Student:** Ma’am, I’m very sorry, I didn’t get your name. But the Huron report from my media…[Indecipherable]…just in November…So, I’ll do my research on that. But I would think your proposed work with the faculty and students, I don't know what the capacity of which we would work with you guys. I'm very new to getting involved on campus, I’m a commuter. With this provision thing, it may not be the best way for students and the Faculty Senate to work together on putting administration on…

**Senator Heberle:** Well, I am a political scientist and I think about relationships of power. . And I think that the faculty, there extraordinary committee that did extraordinary work on retention and recruitment last year---

**President Rouillard:** Yes, and they continue.

**Senator Heberle:** And they dedicated hours in doing that work and it is not---

**President Rouillard:** They continue that work.

**Senator Heberle:** It is not having any impact on how this institution is functioning from the administrative point of view. The administration is supposed to work for us. We’re not supposed to work for them. They work for us! It is their job to make it possible for us to do our job---

**President Rouillard:** Right.

**Senator Heberle:** And we’re doing our job. It is not our job to fill in budget gaps, and it’s not our job to come up with a countering economic strategic plan for the university to be profitable. And so, my concern is from our perspective as faculty and students, how do we best use our expertise to tell the administration what we think their job is to support, in terms of supporting us? Not to come up with a counter plan-so to speak. I may still not be understanding what your, Professor Amialchuk, mission is here. But it does seem to me that we’ve done that, and it has had an impact, I think, and I certainly wouldn’t discount their work. Lots of people in this room worked a lot on it. So, I'm just trying to think about what's effective in terms of the fact that we are being ruled here--we’re not part of a shared governance--and we need to take some power back. But I don’t know how to do that at this point.

**President Rouillard:** Okay, next is Professor Pryor and then we have a hand up online, Senator Eichner.

**Professor Ashley Pryor:** Thank you for allowing me to speak. I am not a senator. Dear friend and colleague, as someone who worked on the RR Committee, I would like to just offer maybe some…I don’t think demands are the best way to go with this. I think every time we can open-up a conversation…and part of that is like the survey, which is very powerful, and discussions like this. It is very clear that the faculty has a true, a more authentic expression of collaboration. I am concerned a little bit concerned about, in my own experience, demanding things. Votes of no confidence do not build the kind of results I think that we're interested in, but calls for renewals and collaboration, I think probably will get us a little further.  Here I am stating that I do not think approaching this with a list of demands or with a vote of no confidence is strategically sound.  Rather, continuing our efforts to continuing our efforts to collaborate and find ways to have our voices heard and included in the process is better.

**President Rouillard:** Okay, thank you. Senator Eichner, you’re next.

**Senator Eichner:** I mean, I agree with a lot of what’s being said. I think there's ways that we have to open communication, but I do think we, as a faculty have to be stronger. We have to say what we need. I like the statement about that the administration is supposed to be working for us. I feel in my job every day, I am held accountable for the shortcomings of administration. I'm working in a department that has gone from four staff to two. We had two faculty that left. As a lecturer, I'm holding the job and the fort down for our other lecturer who left and a full faculty member, who was a full professor. I'm asked to do three jobs in one every day. There's a threat looming constantly that if I can't maintain it, the program's going to get shut down. Administration's not doing anything to support me, but I'm being held accountable by administration to increase enrollment and secure their budget. I think we, as a faculty have a lot of power and we need to use it and stand up and say, enough. We don't need to be bullied. We should be engaged as partners in these discussions, but I think that when we're asked to be accountable, we also have to hold administration accountable. And I think that has been an issue. They've taken too much power and control, and they have no problem making demands of us. I think we need to figure out what our demands are. Thank you.

**President Rouillard:** Thank you for that comment. And thank you for reminding us of the pride that we take in our work every day. The enthusiasm with which we approach our disciplines, and I think that, I'll speak for myself, it's the lack of regard for the value of my discipline. It may not be a big program, but we change lives too. Everybody on this campus who walks into a classroom, changes lives. We are constantly told that every single student matters. We can't afford to lose students. But here we are ready to push some out the door. Michael, did you have something you wanted to say?

**Michael…, Student:** I wanted to add on to the discussion about having to carry the whole burden of all these classes. That is exactly what we’re saying in the Foreign Language Department. Like you for example, you are basically carrying the whole load of all the high-level French classes and so is Dr. Emonds as well. And in Spanish as well, it is a whole other situation. I really do feel bad for you guys. It seems like you guys got to have to carry out so much and ultimately, there is so much you can do. All this is questioning myself, because obviously this seems like the University—I made this point last week—it seems like the University has a lot of money for campus upgrades, budgets for like restaurants, and all this cool stuff for the medical engineering program. Would it really be that much more detrimental if we just got one more professor for each of these little subjects, really?

**President Rouillard:** That is a good question, and I am sure there are other departments for whom that would also resonate.

**Michael…, Student:** But just Foreign Languages, it is not fair for all the staff to have to take on the whole load.

**President Rouillard:** But do know that individual faculty, when we go into the classroom, whether it's for an extra course, it doesn’t matter, we love our disciplines. We love our students, and we are going to do what you need for us to do because we feel deeply about our disciplines. And Terrell, you had a question as well or a comment?

**Terrell…, Student:** I had a comment. With the conversation at hand, I don't think that we need to be ‘tiptoeing’ around the administration. I don't think we must be inflammatory, but we should not feel disempowered. I don't think that the teachers or the Faculty Senate has to go carry this on your back alone. I think students would join you if students knew. I don’t think a lot of students know this is going on. They don’t read their emails in school, as they are adults living life. Like, if we were to spread the word. I know it is a lot. I get that-- it is not your job. You guys have a lot already, but we must be vigilant. We have to get this out here. I would go so far to say to protest because we have to let the administration know that we are not playing and that this is important to us, and that we want change, and we want action. We’ve been receiving the run around and [them] keep giving us all these political statements, and it’s just ‘business as usual.

**President Rouillard:** I think it would be very important for us to work together. The young man in the back here.

**Unknown Speaker, Student:** I must agree, students have no idea what's going on. The only reason that I had any idea was because of my involvement in Student Government and him, Will Lucas, being so on top of it and spreading the news so well. Going on to do my research report, having this meeting, I was met with nothing but probably a paragraph-and-a-half on WTOL- and that was posted about 18 hours ago. So students have no idea what’s going on. I reached out to the organizations that I'm a part of, trying to bring more members here. I know my statements, but the student body does not know that this is happening.

**President Rouillard:** Am I correct in remembering that you have no way of communicating with students other than students who show up for Student Government meetings?

**Will Lucas, Student Government President:** We have our social media, which we can reach at-most 4,000 students. But I don't have a way to email all the students or send anything out. So, there’s no guarantee.

**President Rouillard:** Student Government is meeting tonight?

**Will Lucas, Student Government President:** Yes.

**President Rouillard:** At what time?

**Will Lucas, Student Government President:** 8:15, in the Student Union, room 2592.

**President Rouillard:** I can come to that meeting tonight if that would be helpful. Is there anybody else who would like to join me at the Student Government meeting at 8:15 in the Student Union? <Silence> Okay, if you change your mind, we will be in the Student Union. What was the room number again?

**Will Lucas, Student Government President:** Student Union, room2592.

**President Rouillard:** Okay. Anything else?

**Senator Barnes:** Going back to the survey and hearing about all the issues, one of my big frustrations is how the metric keeps changing. When the problem was low-enrolled upper-level classes, we thought we had plan for that. And then it became, “You have too many degree programs,” which there is really no remedy for that. And so, what I’m hearing in response to a lot of questions is the acknowledgment that eliminating bachelor’s degrees will not save money in the short term, but that it will save money in the long term, assuming that faculty who can’t be fired or moved somewhere else will age out of their jobs and programs will be forced to close because they are squeezed down to the point that they can’t deliver the degree anymore. But recently I’ve been hearing the Provost and other folks say, “Well, we’re going to free-up faculty when we cancel these programs or suspend them; we’re going to free-up faculty to do the work that will sort of create enrollment” or whatever. As a person in an interdisciplinary program with a degree in another field, they could farm me out to another department. But so many of you all have degrees in specific areas, [and can’t be moved to other disciplines], I don’t understand the logic of that. Truly, how does that save money?

**President Rouillard:** In the Blade article today, there was an emeritus faculty, David Dignam, and I don't know if he's online right now. But he was interviewed, and he made the point - the French program, are you going to send the prof. over to teach chemistry? You know, I'm interested in a lot of things, but I don't think it would be safe. So as you say, there’s a limit. There's a limit to how people can be redeployed if you will---

**Professor David Dignam:** Good evening.

**President Rouillard:** David, are you there?

**Professor David Dignam:** Oh, yes.

**President Rouillard:** Did you have something you wanted to say to Senate?

**Professor David Dignam:** Yes. Why can’t people who teach French teach chemistry? I mean, obviously. I don’t know, this whole thing seems outrageous. The Foreign Language Department, they basically lost faculty and support over the last, I would guess 10 years or so. So, why would you be surprised that enrollment would drop?

**President Rouillard:** And I think that somebody has already brought up the issue of feeling like we’re being blamed for low enrollment. If you don't support a program, if you choke a program, that program will be low enrolled and eventually will have no students. And it's then only too convenient to say, well, students aren't interested. Well, you know, if you don't have the personnel to offer the variety, or to adapt the program to what students want, you won't have students. This is very true.

**Professor David Dignam:** I believe it is called ‘poisoning the well.’

**President Rouillard:** That would be a very good way of describing it.

**Professor Aliaksandra Amialchuk:** Quick comment regarding faculty participation. I noticed since this…a lot of faculty express concerns about going forward with their opinions. Some faculty told me, you are a full professor, you can say whatever you want, nobody can block your further promotions, the administration… [Indecipherable]… I think faculty don’t realize that they have a contract with the BOT, not the administration. Administrators have authority, but they are not supervisors for us. We can say whatever we want. I think we need to educate faculty that they can express their views/feelings openly, and there’s going to be no retaliation.

**President Rouillard:** There is in fact a no retaliation policy, a specific policy. And the other thing that I'd like to bring up, and I think Senator Lewin was bringing this up earlier before the meeting, is that this is why we have tenure. We have a responsibility to speak out for our colleagues who don't have tenure. That is a very, very important responsibility that I take seriously.

Anybody else with a hand up or a comment? Okay, well I thank you all for a very fruitful discussion. I'm going to ask senators please, please, do not leave because we need to have a quorum to do curriculum. The Provost agreed to give a short report at 5:20, so that we can start curriculum at 5:30. Provost Molitor, are you there? There he is.

**Provost Molitor:** Thank you, Dr. Rouillard, apologies I could not attend in person due to a last-minute conflict in my schedule. I had to hop online instead.

**President Rouillard:** That is perfectly fine.

**Provost Molitor:** Well, thank you. I would like to begin with a few quick updates regarding ongoing searches and application deadlines before I turn my attention to the preceding discussion. Negotiations with the preferred Provost candidate are nearly complete, and we expect an announcement within the next week or so. We would like to conclude the Arts and Letters dean search as soon as possible after the new Provost is formally announced. Video interviews with the first round of candidates for the College of Medicine and Life Sciences and the College of Nursing dean searches should be scheduled shortly if not already, and we will soon initiate a search for the Vice Provost of Enrollment Management and Student Success.

I would also like to remind everyone that nominations for Distinguished University Lecturer are due this Friday, February 16th, and applications for the Honors Program Director are due Monday, February 26th.

I do appreciate having the opportunity to address the results of the Faculty Experiences Survey that you just discussed. Thanks to Dr. Rouillard for sharing these results with Dr. Postel and other senior leaders including me. Given our current fiscal situation, we are not surprised by and share your concerns regarding findings that include poor morale and faculty attrition; a lack of resources to adequately support our tripartite mission of teaching, scholarship, and service; and most important, an adverse impact on student experience and outcomes.

These concerns demonstrate the need to undergo a review of our offerings and prioritize programs. The findings of your survey reinforce a conclusion at which we have already arrived. We have spread our resources too thin, and we do not have adequate resources to do everything we are currently doing. Again, reallocating our limited resources can provide an opportunity to improve existing programs and their associated student outcomes, which could increase retention and graduation rates. It can also provide an opportunity to develop and deliver new, innovative, and high demand programs. Both opportunities could improve our ability to both recruit and retain students, which could result in increased enrollment and associated tuition revenue. In short, we are trying to find a path to grow our way to a more stable budget vs. the continued prospect of enduring and absorbing budget cuts year after year.

If we maintain the status quo, we cannot reallocate our limited resources to improve existing programs or to develop new programs. At present, we do not have the ability to invest in areas of growth. It is getting more difficult to make commitments that even allow us to maintain some of our more successful programs in terms of enrollment. I certainly understand the angst our proposed changes to course and program offerings may create. But we cannot continue to operate the way we have done so in the past without jeopardizing the entire institution.

I also would like to address the notion that somehow our leadership has created or caused this situation. Our current situation is a result of a steep decline in enrollment and associated tuition revenue that has not been offset by a corresponding decrease in expenses. We can debate the causes and responsibility for this enrollment decline, but the reality is we are one of many institutions facing this challenge. During our college meetings, Dr. Postel provides a statistic that 800 four-year institutions in the US have seen substantial enrollment declines over the past decade, and 500 four-year institutions are showing warning signs of financial distress as a result. Flagship institutions such as Arizona, Connecticut, Penn State, Rutgers, and West Virginia are making drastic cuts.

We have and will continue to implement changes that will help us stabilize and potentially grow enrollment. But it will be a long time before we get back to where we once were in terms of enrollment, and it is likely we may never see enrollment numbers that we saw 10-15 years ago. Regardless of any missteps that have been made along the way, failing to act in a way that aligns the size of our institution with the size of our enrollment would be catastrophic. According to what I heard at the IUC provosts meeting last week, every four-year public institution in Ohio except for Ohio State is currently undergoing a similar process to reduce their program offerings to ensure they can adequately resource more highly enrolled programs. If this approach is so misguided, then you should ask why everyone else is taking this approach.

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

**President Rouillard:** Are there questions for the Provost?

**Senator Black:** Thank you for the update for hiring…Could we assume that the provost…[Indecipherable]…

**Provost Molitor:** Could you repeat that, I’m having a hard time hearing it?

**President Rouillard:** He is asking if the preferred candidate for provost has already chosen the CAL dean or had an impact on the CAL dean choice.

**Provost Molitor:** No, we are working to arrange this. Once the announcement is made, the provost candidate will have the opportunity to speak with the finalist. And that has not happened yet to my knowledge.

**President Rouillard:** Any other questions? Anybody online have a question for the Provost? Senator Barnes.

**Senator Barnes:** The question is about how are we deciding when we’re right-sized? Are we waiting for a balanced budget? Or are we comparing ourselves to other institutions with similar enrollments, looking at number of degree offerings and making decisions that way?

**President Rouillard:** Provost Molitor:

**Provost Molitor:** Yes?

**Senator Barnes:** The question is about how are we deciding when we’re right-size? Are we waiting for a balanced budget? Or are we comparing ourselves to other institutions with similar enrollments, looking at number of degree offerings and making decisions that way?

**Provost Molitor:** I would argue it's more of the former. In my discussions with other leaders, we don't have a ‘fixed’ number of programs in mind. The idea is to concentrate our resources on programs that have the opportunity to grow or bring in more enrollment. And to be honest, this process needs to continue because it is not just a matter of getting down to just a particular number. We are in a changing landscape, and we are clearly seeing changes in demand for particular disciplines. We are seeing changes in demand for particular occupations and employment needs. It must be more of a dynamic process. We’re not just doing this now and we’re going to stop for five or 10 or 15 years before doing this again. The world is moving too fast, and we need to continually evaluate our offerings so we can meet the needs and demands of our students and meet the needs and demands of our employers.

**President Rouillard:** Okay, we will take one final question for you from a student here.

**Provost Molitor:** Sure.

**Terrell…, Student:** I want to know, what disciplines and occupations are in demand?

**Provost Molitor:** What disciplines and occupations are in demand? We have a number of different disciplines and occupations in demand, in particular you've heard about this STEM-H focus. We know there's something along the lines in the state of Ohio itself, a projected half-a-million job openings that fall under the categories of our STEM-H disciplines. And there are demands from programs outside of STEM-H. For example, we know there are huge demands for educators, there are huge demands right now for lawyers given recent shortfalls. But you know what? In a few years, that may change. And so we have to continually keep our eye on that to make sure again, our offerings align with those demands.

**President Rouillard:** Did you have a follow-up?

**Terrell…, Student:** No.

**President Rouillard:** Okay. All right. Thank you very much, Provost Molitor. We greatly appreciate your time. We appreciate your flexibility to do this later in the meeting too.

**Provost Molitor:** You’re welcome.

**President Rouillard:** Okay. Thank you. All right, have a good evening. So that will bring us in to curriculum. We still have 90 participants online and the senators in that group and the senators in the room, I think we still have a quorum. So, we should be good to do curriculum. I have a summary report that was circulated to you. We will also have this time, a link to the course approval page. I think there’s a tab here. Okay, here it is. If you can share that, Quinetta, so that if people have questions about a particular course, we can pull out the forms for you.

So, we have seven new courses. And if you have questions, we have a tab open for the CIM course approve so we can look at the forms right online.

So, seven new courses. There are two in **Chemistry 4340, Mass Spectrometry**. It has been offered before as a special topic. They are restoring the restriction to CHEM and ENVE to register. It is co-listed with CEHM 6340.

The other **CHEM** course is **4839, Nanomaterials Science-** to respond to regional manufacturing and tech industries. And it is co-listed with CHEM 5839.

**President Rouillard cont’d:** Are there any questions? Anything you want to see about the CHEM courses? Anybody online wants to see anything from the CHEM course? Senator Bigioni, did you have something you wanted to say about the CHEM courses?

**Senator Bigioni:** Well, just a typo.

**President Rouillard:** Which typo?

**Senator Bigioni:** Those final nines should be zeroes. That's all right.

**President Rouillard:** Final nine?

**Senator Bigioni:** So, 4830 and 5830, that’s all.

**President Rouillard:** Oh, I see.

**Senator Bigioni:** It is on the other document that you have.

**President Rouillard:** Did John have a question?

**Professor John Bellizzi:** Yes. The major restriction that you have listed for CHEM 4340, that’s not correct. I am not sure where that came from because that is not in the proposal.

**President Rouillard:** Okay, I thought I saw it in there. Is there any other restriction for---?

**Professor John Bellizzi:** There is not. I believe there's a prerequisite for the course, but not a major restriction.

**President Rouillard:** It would be on a form. I just did a summary. So, at least that would be -- okay, any other questions or comments about CHEM? Okay, then we will go on to the group of data courses.

**DATA 4910**, **U/g Research in Data Science**: 1-6 with a max of 9.

**DATA 4940, Internship in Data Science**: Course can be repeated with a maximum of 10 hrs.

**DATA 4980, Advanced Topics in Data Science**. This can be repeated as well for 9 hrs.

**President Rouillard cont’d:** Any questions or need to see documents on this?

**Senator McLoughlin:** I think there was a comment up there about [the] expected enrollment for these courses.

**President Rouillard:** Was there somebody asking a question about the enrollment or potential enrollment?

**Senator Hefzy:** I am asking the question. What is expected average enrollment in each of these courses, as an average?

**President Rouillard:** Is there anybody online who can answer that or anybody in the room?

**Senator Bigioni:** I can speak to my course. Expected may be 10 with the cross-list.

**President Rouillard:** Senator Heberle, did you have a question?

**Senator Heberle:** I was just going to ask Senator Bigioni if these are just opportunity? I mean, we all have 4980s and 4940 kinds of things to make them available to individual students, so it's hard to say what actual enrollment will be. Right? Special topics, right?

**President Rouillard:** Well one is; one is internship.

**Senator Heberle:** What we do in my major is just create courses for students who meet our field experience requirement. But we do have a code attached to it, but then, of course, it has to be created as theirs. Does that make sense? So, this is like a course that is going to fill up with 10 students, the same way the regular courses, right?

**Senator Bigioni:** I'm sorry, I didn't hear enough of that to make full sense of what you said, Senator Heberle.

**President Rouillard:** Senator Heberle is asking if these are kind of like independent studies vs. classroom course?

**Senator Bigioni:** No, a classroom course.

**Senator Black:** I have a question about the alpha code. Are these the only courses with that alpha code or are there several others?

**President Rouillard:** Senator Bigioni, did you hear the question?

**Senator Bigioni:** I can only speak to my course, and that is the only one.

**President Rouillard:** These are the only course codes.

**Senator Bigioni:** I believe that is true also for the Mass Spec. course, but it is not my course so I can’t be absolutely certain, but I’m 99% sure. I can look it up, but we put these things together to have unique codes. So unless someone has made a mistake or has some other intent, that should be true.

**Professor David Krantz:** Let me comment on that. This is David Krantz, and I’m Chair for Curriculum for NSM. An important point about the two chemistry courses, and actually there's a third in there for a program, the Analytical Chemistry undergraduate certificate, so that is why it is being implemented. They’re being developed out of existing graduate courses with different sets of student learning objectives, so that’s reasonable. The question about the Data courses, there are other data courses. These just happened to be at the 4000 level, and they’re basically making formal courses for undergraduate participation in an interdisciplinary degree program within NSM.

**Senator Heberle:** In the College of Arts and Letters, there’s a Data Analytics program as well. So there’s Data Science in NSM and there’s Data Analytics, so that might have been causing some of the confusion.

**President Rouillard:** Okay. Anything else? We will move on to History. **HIST 4110, Sports, Race and Power in Apartheid South**: This course has been offered before the special topics. They want to make it a permanent course in the inventory. This course is also going to apply for the core. They will interrogate the ways in which politics of sports, race and power resistance intersected during the apartheid area in South Africa. Questions?

**Senator McLoughlin:** Quick question. It’s just the time with this discussion with all the cuts. We are proposing new courses, but I am concerned that -- I am assuming there is some agreement that the administration is going to support faculty lines and workloads to teach these courses that we are proposing. Obviously, the faculty should be in charge of it, ideally the curriculum. But, is there a support for these courses?

**President Rouillard:** Well, that is a good question. We will find out as we advance these things through CIM, if the Provost’s Office signs off on them.

**Senator McLoughlin:** Okay, alright. Thank you.

**President Rouillard:** No, good question. Was there another question? Jill Humphrys, did you have a question? Oh, maybe she’s leaving. The last new course is Physics 4630, **Semiconductors I**: 3 hr. lecture; pre-req of PHYS 2140; responding to Ohio industry. Are there any questions? Hearing none. Okay, we will vote on these seven new courses. All those who will approve online, please indicate in the Chat box, yes, no, or abstain. And we will do a voice vote in the room. All those in favor, please say aye, against, and abstain.

**Group of Senators:** Aye.

**President Rouillard:** All right. ***Motion Passed***. So that brings us to 19 course modifications. Please don’t be scared. There are blocks of courses that are doing very similar things, so it's not going to take us forever. So, these are the following:

**CHEE 1000:** Orientation and Computing for Chemical and Environmental Engineers: restore CHME & ENVE major restriction; revised SLOs according to ABET; 2 hrs. lecture; 1 hr. lab. -- Wait a minute, I think I overlapped two courses. Senator Bigioni, if you are there, this is the course that is restoring Chemical Engineering and Environment Engineering major restriction. Correct?

**Senator Bigioni:** That's a chemical engineering course, and I'm in chemistry, so I don't know.

**President Rouillard cont’d:** That is what I remember from the form. It has advised SLOs according to ABET accreditation needs, and this is a 2-hour course. I didn’t summarize the SLOs here because they were pretty much as long as my arm. And, if you would like to see them, we can pull the up the forms. Okay, next course modification.

**ENGL 4420 Renaissance Literature**: title change from Brit. Lit: Renaissance; change in catalog description: Study ~~Poetry and prose~~ of major authors, genres, and ideas, of the English Renaissance. ~~16~~~~th~~ ~~century, with emphasis on the Elizabeth period~~. Individual sections may focus on more specific topics. ~~Recommended: ENGL 3610, 3790, or 3810~~. Any questions or any need to see the form?

**INFS Business Process Automation and Integration**; new title, new catalog description, new prereqs. 3770 with a C (eliminating ~~3150~~); responding to recruiters who search for these specific skills. Stop me if you have questions.

**MATH 2620, Discrete Probability**: new pre-reqs with higher grade cutoffs.

**PHPR 4740, Cosmetic Science Laboratory I**: new pre-req of 3420 ~~(3020)~~

**SOCW 3300, Social Policy and Legislation**: updated SLOs to accord with accreditor.

**SOCW 3410, Social Work Research Practicum**: updated SLOs to accord with accreditor.

**SOCW 4120, Social Work Practice II**: updated SLOs to accord with accreditor; remove WAC designation.

**SOCW 4130, Social Work Practice III**: updated SLOs to accord with accreditor.

**SOCW 4200, Field Seminar II**: updated SLOs to accord with accreditor.

**SOCW 4220, Social Work Field Experience II**: updated SLOs to accord with accreditor; move to standard letter grade; adding the co-req of 4200.

**SOCW 4210 Field Seminar III**: updated SLOs to accord with accreditor.

**SOCW 4230 Field Experience III**: updated SLOs to accord with accreditor; co-req with accreditor; co-req with 4210.

**RCRT 4560, Recreational Therapy Interventions I**: adding pre-reqs – UG status in HH-RECT-BS and the following with a minimum of C: RCRT 1300, RCRT 1310, RCRT 3310, RCRT 4720; change in CIP code 512309.

**RCRT 4565, Recreational Therapy Interventions II**: adding pre-reqs. –UG status in HH-RECT-BS and the following with a minimum of C: RCRT 1300, RCRT 1310, RCRT 3310, RCRT 4720; change in CIP code 512309.

**RCRT 4570, Recreational Therapy Interventions III**: change of CIP code 512309

**RCRT 4730, Physical and Neurological Diagnosis and Conditions in Recreational Therapy Practice** –removing the co-list with RCRT 5730; adding pre-reqs –UG status in HH-RECT-BS and the following with a minimum of C: RCRT 1300, RCRT 1310, RCRT 3310, RCRT 4720; change of CIP code 512309 ~~510999~~

**RCRT 4790 Psychological Diagnosis and Conditions in Recreational Therapy Practice**—change in pre-reqs from 4730 with a D to: UG status in HH-RECT-BS and the following with a minimum of C: RCRT 4730, 4740, 4560.

**President Rouillard cont’d:** Are there any questions on those? Can we vote on those course modifications? All those online, please vote in the Chat box, yes, no, or abstain. Here in the room a voice vote, yes, no, or abstain. All those in favor of these course modifications, please signify by saying ‘aye,’ ‘nay’ or ‘abstain.’ ***Motion Passed.*** Thank you very much. That was very timely. Next is the Faculty Senate Academic Programs Committee chaired by Dan Compora. Senator Compora, are you there?

**Senator Compora:** I’m here. I have nine modifications and three new programs.

The first of the program modifications come from Natural Science & Mathematics, **Biology Ecology and Organismal Biology Concentration, BS.** Adding a combined bachelor’s to master’s pipeline programs, as follows: Combined bachelor’s to master’s – Biology/Ecology and Organismal Biology BS (with a minor in Env. Biology or Geology) to Environmental Science, MS Pipeline Program that permits undergraduate BIOM students to enroll and complete up to 9 hours of graduate courses before completing their undergraduate degree.

**SM-DSCI-BS-INDV: Data Science - Individualized Concentration, BS:** Adding a combined bachelor's to master's pipeline programs, as follows: Combined bachelor's to master's - Environmental Science BS to Environmental Science, MS Pipeline Program that permits undergraduate ENSC students to enroll and complete up to 9 hours of graduate courses before completing their undergraduate degree.

**Environmental Sciences, BS.** Adding a combined bachelor's to master's pipeline programs, as follows:Combined bachelor's to master's - Environmental Science BS to Environmental Science, MS Pipeline Program that permits undergraduate ENSC students to enroll and complete up to 9 hours of graduate courses before completing their undergraduate degree.

**Senator Compora cont’d:** Are there any questions on the above three? Okay, the next one is also (I believe) from NSM. This is the **Medical Laboratory Science, BS:** 1. To bring required credits hours and time to degree into line with other local and regional MLS programs. The UToledo MLS program currently requires 143 credit hours to complete and takes between 9 and 10 semesters for students to complete. Most other programs require 120 credits, and we require 9 credits more than the only other program over 120 credits. These additional credits result in additional semester(s) of study and tuition costs for our students and can have impacts on their financial aid.

2. To better align the curriculum with successfully completing the ASCP BOC certification exam demonstrating that the student has obtained the essential knowledge and skills for competent practice as a Medical Laboratory Scientist. Currently our graduating students struggle in their performance on this exam. By modernizing the sequence and amount of weight (credit hours of instruction) of the pre-clinical and clinical courses, we will improve student outcomes in their ability to obtain certification.

**Senator Compora cont’d:** Any questions on the above one? That was my biggest concern. Next is Arts & Letters, **Criminal Justice, BS**. This was another change to the BS: The current B.S. in Criminal Justice degree requires students to take a total of four Criminal Justice elective courses (12 credit hours) and 25 hours of general elective courses. The proposed program modification is for the required Criminal Justice electives to be increased to 6 CJ Elective classes (18 hours) and the General Electives to be changed to 19 hours. **Geography - Urban and Regional Planning Concentration, BA.** They changed three concentrations here. They added the BA to MA geography pipeline. The **Geography- Geography Information Science & Technology Concentration, BA.** Same thing. They added BA geography to MA geography pipeline. Then **Geography- Human and Environmental Geography Concentration, BA**. Again, they added a BA geography to MA Geography pipeline. None of these involved new courses.

The **Music- Guitar Concentration, BM**. It looks like I had it in two places. I apologize for that: The guitar updated required courses: replacing course, changing courses, and deleting course. See attachment "Changes for the BM Music – Guitar Concentration" for more details. Again, these were really nothing to be concerned about too much. It didn't involve any newer modified courses. So there was really no concern about this program modification. And I believe that's it for modifications. Did you have any questions or want me to go back on any of these?

**Senator Heberle:** Just one correction. Criminal justice is in HHS, not in Arts & Letters.

**Senator Compora:** I apologize for that. It's probably when I transferred it here Thank you. I will amend it. I will make sure that that’s noted. That was my mistake. It is not anybody's paperwork mistake, but I appreciate it. So, the new programs, all three, are from Natural Sciences & Mathematics. I know David is here, but it acknowledges the course on semiconductors has been approved, so I can now bring these three forward. The rationale for **Materials Science, BS** is the scientific breakthroughs and technological development now often require an interdisciplinary understanding of relationships between materials, properties, and fabrication processes. Coursework for the BS in Materials Science contains a foundation of fundamental physics, chemistry, and mathematics courses then builds to focus on key aspects of materials including structure, defects, diffusion, equilibria, phase transformations, and growth including behavior at the nanoscale. New or Modified Courses: PHYS 4630 Semiconductors 1 (3 credits): Undergraduate adaptation of PHYS 6630 Semiconductors 1 (3 credits). This is the **Materials Science, Undergraduate Certificate**: New or Modified Courses: PHYS 4630 Semiconductors 1 (3 credits): Undergraduate adaptation of PHYS 6630 Semiconductors 1 (3 credits). Then there’s the **Semiconductors Certificate:** New or Modified Courses: PHYS 4630 Semiconductors 1 (3 credits): Undergraduate adaptation of PHYS 6630 Semiconductors 1 (3 credits).

**Senator Compora cont’d:** If there were any questions, David, if you're still online, I appreciate your help on this, but I really had very few, if any questions on these and the committee. So, if not, then that completes the report for this.

**Senator Brakel:** Senator Compora, I want to go back to that program modification a BM in Music for Guitar. The only reason why I'm just questioning that now. I'm in support of the change. But the Music faculty had voted, at least to continue the Bachelor of Music degree. Right now, when I last checked and I have not checked today, the BM was being suspended. So, I wonder if it would be wise to make sure that was held off until we get that clarification? The BM has been accepted for continuation by the Provost’s Office.

**Senator Compora:** I mean, I could certainly bring it up for vote next time. I could withdraw this one from a consideration and we can wait until that clarification comes through. Is that what you’d like to propose, Senator Brakel?

**Senator Brakel:** Well, I am just wondering if it makes sense to do that clarification. Any thoughts?

**Senator Compora:** Well, honestly, it does makes sense to some extent. If I'm just grading it on the merits of the proposed changes, they look fine to me. I mean, I don't have any control over what anybody above me does, so I have no problem sending it to them and let them make that decision. But, you know, I certainly have no problem waiting a week either.

**Senator Brakel:** Like I said, the change for the guitar area.

**Professor David Krantz:** Dr. Brakel, this is David Krantz from NSM again. For everybody's understanding, can you briefly describe the difference between a BM in Music and a BA in Music?

**Senator Brakel:** A BA in Music is more of a general study in Music, whereas the Bachelor of Music is a performance degree for somebody who wants to go into use a performance. So there's more expectations with regard to what it would take to achieve a performance level. For example, private lessons in the BA, there's only four semesters that are required, whereas for the Bachelor of Music and Performance, it is eight semesters.

**Professor David Krantz:** As an example, where would musicology fall?

**Senator Brakel:** Well, we don’t have a musicology degree, but the closest for us would be the BA.

**Professor David Krantz:** All right, thank you.

**President Rouillard:** Are we ready to vote? Senator Compora, do you want to call for the vote?

**Senator Compora:** Unless anybody makes a motion to remove this, I'm going to put this forward with this for approval.

**President Rouillard:** There is no motion on the floor here.

**Senator Compora:** Okay. All those in favor please signify by voting yes, those against say no, or those with concerns may abstain.

**President Rouillard:** And those in the room. Those who approve these new program modifications, please signify by saying ‘aye.’ Any nays? Or abstain? Okay, thank you, Dan to you and your committee.

On the original Senate agenda, we had a report from the Core Curriculum Committee, and I don't think we circulated that list. Would people feel comfortable voting on the list of course applying for core if we can pull up the committee’s list or would you rather wait till the next meeting? What is your preference? There are seven minutes.

**Senator Barnes:** It is a pretty simple list. So, if you’re willing. There’s one that’s been in there since March, and I feel like they deserve an answer. Thanks for your patience. The Core Curriculum Committee did take up some other issues. We had an extensive discussion about the OT 36 requirement, but I'm just really concerned that we take a look at the courses. The Sports, Race and Power in South Africa applied for the global diversity core. We just approved the course today to be a permanent course, and the committee looked hard at the syllabus, and it looks like it meets the requirements. I actually put [on the screen all the information that is available] about those diversity courses, which is pretty narrow - another thing we're interested in pursuing as a committee. So, we recommended approval of that course. The Anthropology course was actually a reinstatement of a course. They lost a faculty member and couldn’t teach the course so retired it. Now they have someone who wants to teach it. So, we recommended that as well. All the Art courses are actually asking to be removed from the core due to lack of staffing and ineligibility for the OT-36 as they are studio courses. I had a conversation with Barbara Miner about this, but I’m sorry I can’t remember more. But she assured me, that was their intention. The Physics courses, it was a combined 5 credit hour course, and they want to split it to a 4 hour course and 1 credit hour lab. What's happening is the students will do poorly in one section and then they'll have to take the full 5 credit hours. And so, the department thinks that they will benefit students who only need to take one part, save the money obviously, and the students do not have to take all five over again. There were a lot of other programs that were affected by this, but I think it -- my sense, from the folks that I spoke to is that they would all be happy to see this change, because it would benefit their students as well. And then we have one course that we actually are recommending coming back for more information and it was a pharmacology course. It was applying for the Social Science core. We took a really hard look at the syllabus and there was a lot of drug interaction information. And then in the last couple of weeks the course really focused on the social issues. Actually, the library liaison on the committee actually found the textbook and said that the textbook is pretty good on the social issues, but it wasn't clear from the syllabus how much time they were going to spend on them. And since it was applying for the social science core, we felt that to be in the social science core, we didn't feel comfortable there was evidence that there was enough focus on social science elements at this point. We recommend sending it back and getting more information, and possibly doing some revisions to that syllabus. So that's that, the whole set.

**President Rouillard:** Did you do the math?

**Senator Barnes:** Oh, did I skip something? Oh, yes, the math. Sorry. They’ve already changed their placement guidelines, and so they want to update the courses to indicate which courses they need to take when.

**President Rouillard:** They are already in the core?

**Senator Barnes:** Yes. So that’s it. I think I can call for a vote. So folks in the room, if you approve of these changes, please say aye, and folks post it in the Chat.

**Group of Senators:** Aye.

**Senator Barnes:** Thank you. I’m so grateful, especially because that Sports class has been waiting awhile.

**President Rouillard:** Thank you and thank you all for considering those core courses. We have three minutes, are there any items from the floor? Are there any announcements?

**Senator Heberle:** I just want to encourage everyone to send ideas to the Faculty Senate Executive Committee of what action steps we might take regarding the survey or concerns about the changes.

**President Rouillard:** And that reminds me, I want to make a point of clarification about the report. If you read the Huron report closely, you will find that they admit that academics bring in a lot. And what I think they are most upset about, is that it has been provided, but we were still showing a very healthy revenue income through academics, which is rather interesting that they would say that.

**Professor Aliaksandra Amialchuk:** …The Provost…[Indecipherable]…

**President Rouillard:** The Faculty Senate Exec. report is in the Minutes. The Minutes will be posted on the website for anybody to view. I think the comments that came out of the discussion, certainly counted the ‘rose-mary.’ All right, may I have a motion to adjourn?

**Senator Barnes:** So moved.

**Senator McLoughlin:** Second.

**President Rouillard:** All those in favor, leave the room. **Meeting adjourned**.

**IV.** Meeting adjourned at 6:00 pm.

Respectfully submitted, Suzanne Smith

Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Administrative Secretary