Faculty Senate Minutes of Meeting DRAFT

Regularly scheduled meeting of the Faculty Senate of Rochester Institute of Technology

Thursday, October 15, 2026 12:15 - 1:50 PM Slaughter Hall 2220-2240

Attendance: See Below

Agenda Item No. 1: Call to Order; K. Barone(12:16)
K. Barone calls the meeting to order at 12:18 PM
Agenda Item No. 2: Approval of Agenda; R. Zanibbi (12:17)
Motion to approve the Agenda as it is presented (K. Barone/A. McClaren) **Motion passes without objection**

Agenda Item No. 3: Communications Officer's Report/Approval of Minutes; M. Laver (12:18)
Motion to approve the Agenda as it is presented (M. Laver/S. Johnson) **Motion passes without objection** INSERT APPROVED MEETING MINUTES FROM LAST MEETING

Agenda Item No. 4: Executive Committee Report; M. Laver (12:19)
Recent and Upcoming Events ● On Oct. 13, the RIT chapter of the American Association for University Professors (AAUP) had a 'teach-in' on "Demystifying Compensation at RIT." The slides from that presentation are available from the AAUP@RIT web site (link). ● 3rd Regional (Western NY/NYC) Senate Leadership Summit Sat, Oct. 24 at St. John Fisher ● Board of Trustees Meeting tomorrow (Friday, Oct. 16). The budget for this academic year will be finalized at the meeting, among other activities. Senate Business 1. Nov 5 meeting – hold. The senate executive will inform senators by early next week whether to release the hold for our scheduled Nov. 5 meeting. 2. University Advisory Committee on Gender-Related Experience (UACGRE)

a. Anonymous form**:** comments and questions for the committee: https://docs.google.com/forms/d/e/1FAIpQLScLfuEYs39XdLbRwaQv5hgX4O_RLVnBEuU10iOxeqafFm2JlA/viewform?usp=publish-editor

3. Calendar Committee Vote:
   Need to select two senate representatives for University 'Calendar Committee'
   a. A ballot has been put up on Qualtrics here: **https://rit.az1.qualtrics.com/jfe/form/SV_5bVKL79nJz0li6O (**only voting senators should complete the ballot – please vote only once**)**
   b. Links to RIT web pages have been included with the candidate names, to provide additional information (esp. for candidates you do not know/know well).
   c. You will need to select two candidates, as we will need two representatives on the committee**.** We will report the outcome of the vote later in the meeting.
4. The task force on longer evaluation cycles for senior faculty (Principal Lecturers and Full Professors) will meet with the Provost (Prabu David) and Vice-Provost for Academic Affairs (Chris Licata) about a draft policy revision by early next month.

On Deck

1. PhD Funding/Admin Model: In an upcoming meeting we will report information from the Provost and the senate executive re: our procedures for supporting PhD programs across the institution (related to Graduate Tuition Task Force report, available here; see minutes from Oct 1 meeting).
2. BS in AI Electives (link to list of proposals)**.** FSEC will provide a set of upper-year courses (300+) requiring at most one elective outside of the BS in AI core; will select and share with degree program leadership (+senate) soon. Possible charge to ICC, TBD.
3. 2026/2027 Charges for Executive Committee (FSEC)
   a. No new charges this year, (most charges from last year completed/stopped).
   b. Charge on computer access privileges will continue this year with additional help from Eric Wiliams (GIS),
   c. Revision of the grievance policy is continuing, a draft is being produced.
   d. along with producing a draft revision of the Grievance Policy, to be completed in consultation with the Faculty Affairs Committee (FAC).

Resources and Information for Senators

Agenda Item No. 5: Shared Governance Update; P. Jesse/Georgeanne Hogan (12:23)

Staff Council

-Like everybody else, our discussions right now are around the Operational Effectiveness initiative. Staff council is forming an ad hoc committee of staff council reps and other staff

across the institute who could provide key feedback to the council as the initiative moves forward.

Student Government: 3 pawprints

-Number one is to stop RIT from using AI instead of student note takers. I think y'all were talking about this last time. An email was sent out to all students who either use transcripts or note takers and things like that. And it was not supposed to be sent out to everyone. It wasn't supposed to suggest that DAS or PSO was saying that's the only option. Instead of saying, "Hey, we don't have enough people there to actually take notes. There's an option if you want to use AI with your transcripts to get them faster and make it easier for you if you don't have anything besides your class." So we clarified that. We have responded to that Pawprint already.

-The other one is to remove AI ads from campus. It's something else that has already been responded to. We're in contact with RIT brand management in the advertising and marketing department. So we're in discussion with them right now and trying to get specific things done. That's with our wellbeing chair. So she's working on that right now.

-And the last one is don't make AI a part of general education. We have not responded to this one yet because that was last week, but we're working on that now; our academics and co-op chair last year and our president this year now actually has that.

Comments and Questions

R. Zanibbi: For those of us who didn't notice, where are these ads being found on campus?

P. Jesse: I would say the part that they said specifically in the pawprint, because we can only go off of what the petitioner writes. They are talking about on the shuttles. There's a lot of AI and Gemini ads that say, "Oh, use Gemini for your work. Use Gemini for your homework." And people are saying, oh, well we can't, so why is there an ad?

Agenda Item No. 6: Spring 2026 RIT Faculty Services Questionnaire Results; R. Zanibb/T. Worrelli (12:26)

Please see presentation linked at the bottom of this agenda item

Questionnaire

-Administered to RIT faculty via Qualtrics, Spring 2026

-Staff were very well rated! Please take this back to Staff Council!

-472 respondents!

Goals

-Determine available services that faculty are aware of (broadly)

-Collect satisfaction data & comments for key services used by faculty (i.e., faculty selected which services to rate/comment on in detail)

Results

-broken out by functional area as well as subservices

-a notable area of satisfaction is the library, especially subject librarians

Remainder of Questionnaire: Details

-By group, which specific services used, with option to indicate an unlisted service

-Option to comment on each of these specifically

-Open response at end to comment on any additional services offered at RIT

Next Steps

-There are numerous comments, senate executive will review and release these with data where we can soon

-Tracy also has summary report that we will review and share out.

-Questionnaire itself available on Google Drive

Questions/Comments

L. Villasmil: Any reason why we chose the highest ratings rather than the lowest?

R. Zanibbi: I thought I would break with my tradition of reporting out bad news! In reality, I thought it was important to highlight areas of success since the library really stood out, but am happy to talk about areas rated lower as well, and the library really did stand out and I thought that warranted a mention.

P. Padmanabhan: Interesting data and there's a lot of data. So my question for the FSEC is what's the plan going forward? Are you going to submit some charges or are you going to create a task force?

R. Zanibbi: My hope would be, and I haven't talked to FSEC about this, so feel free to disagree with me. The data's not so large that even looking at it myself is unmanageable, but we'll look at it all together. And what we'll do is produce a summary, share every raw number that we feel is appropriate. And then I think as a Senate body, we can decide whether additional charges are appropriate. I think in many cases though, having seen the data a couple times, most of what is shared or reflected there is consistent with what we've been doing and the bodies we have already. So for example, RSC, Blanca has some charges that address some of the things that come up in the comments. But yes, we'll report back with more actionable information and then we'll decide.

J. Lanzafame: Might be worth sharing this data with the Operational Efficiency Group since these might inform decisions.

R. Zanibbi: I think that is the plan, but I want to make sure that the FSEC body has reviewed carefully and shared out at Senate first. But yeah, the plan is to share this with the administrators as well. I think they would find this information useful. With that, again, the questionnaire is available online. If you want more context, we are going to share more numbers and we are going to bring it back to Senate for discussion and we will share this information with the administrators as well. I want to congratulate the library on doing exceptionally well under

duress, and I want to thank the staff again for making this place run as well as it does. Thank you.

Faculty Services Questionnaire Presentation

Agenda Item No. 7: RIT Ombuds Office info presentation; J. Johnston/A. Meyer (12:44)

Come Visit the Ombuds Office When:

- You feel you have been treated unfairly
- Attempts to resolve a conflict have been unsuccessful
- You need help facilitating communication
- The regulation, policy or procedure that might apply in your situation is not clear
- Navigating concerns
- You are unsure of where to go or what options exist to solve an issue

Scope of the Ombuds Office

We Do

-Listen and support confidentially and impartially
-Help discuss options, strategies and steps for resolution
-Coach individuals through the conflict management and resolution processes

We do not:

-Serve as an office of notice to the University
-Have administrative decision-making authority
-Advocate for individuals in a dispute but will advocate for a fair process

What We Do

- Meet with visitors - students/staff/faculty/parents
- Anonymous fact finding
- Attend governance meetings
- Group presentations
- Policy review
- Mediations and facilitated conversations
- Identify and report trends

Questions/Comments

-M. Anselm: You mentioned trends and I saw on a couple of slides there's things on policy you're willing to look at. I'm just curious, have you heard anything about AI from any of the students or faculty? I know some of our faculty are a little upset about what's happening with AI, maybe even in the context of policy. Have you heard anything yet?
-J. Johnston: I am actually meeting with a student tomorrow morning who is concerned their professor is using AI in the classroom. I think we're hearing things both ways. People are really excited about what AI can do, but also people are nervous about it. So yes, we've definitely heard different things about AI.
-M. Anselm: Anything you can share?

-J. Johnston: Well, I just did (!), but in general, no these conversations are confidential.
A Meyer: Whatever the visitor is asking us, we provide them options and then if they say, "Hey, can you take this to so and so?" We will. But if we are starting to hear something from multiple people, there might be avenues where we would take it to Dr. Sanders or take it to a dean or a department chair, that kind of thing.
-I Mardini: So that's a really good question and I'm thinking I would like to know what other problems that are AI related. And also I'm thinking it would be great if we get to know if there's a pool of problems or symptoms that you feel if you share with us, we can maybe work on it either in colleges or in the Senate in a way that we can mitigate and be proactively helping the students.
J. Johnston: I would say that right now the ones that have come to mind in the past where we've definitely met that threshold was challenges with the academic dishonesty policy. I can tell you over the last week we've also heard a number regarding faculty having assignments during the break. So those would be small, minor things. I don't think we've seen anything that fits AI specifically that would rise to that level of sharing with you all.
-C. Hull: I teach all morning on Tuesdays and Thursdays and I asked the students that I have in my various sections today if they know about the ombudsman. Now one section kind of randomly has almost all freshmen and the other section of the same class doesn't, but I got similar answers in both classes. Most people didn't know what the ombudsman is and you mentioned that several students had mentioned that during break one of their professors had an assignment opened during break and was due Sunday. They thought they were on break so they weren't checking and so they got the assignments and I said well there's a policy about that you should go see the ombuds. I'm wondering if there's a way for you to be more visible; from a retention perspective if students are aware they have recent recourse when things happen to them maybe they'll be less likely to drop out. Is there a way for you guys to be better known among the students?
-J. Johnston: We're working on that. We do the open house during orientation. We get in front of all the RAs, we get in front of all the OAs. We teach seven of the first year classes 365. And we try to get out in front of clubs and we're always a student government and we split student government because that's to be honest the fun one of these three governance meetings.
-A Meyer: I would just add the challenge to our office is because people don't want to know about us till that moment when they need us. And so we are, like Joe said, at all the things but at the beginning of the year people are like, well things are great. I don't need the ombuds. So that's why we're constantly getting out there to do these presentations. But word of mouth, we get a lot of people that say, "Oh, someone in my class was in your 365 section and so they told me." We also are getting ready to send a parent letter out. So we send an email/letter out to all incoming parents to say, "Hey, we're a resource. Please come see us or send your students our way as well." So if you have other suggestions or ideas, please share them! We gave out a number of donuts last week. We were out on the quarter mile. We mostly reach students through that as well. So we're constantly trying to get out there.
-R. Zanibbi: Do we need a mechanism to communicate with faculty about assignment work to be done over break? Most faculty are likely not doing this knowingly.
-L. Villasmil: When you are a freshman, a sophomore, who is going to be paying attention to a latter? I learned a long time ago, my students don't read the syllabus, but all the information is there. From a faculty point of view, sometimes we didn't even know. I didn't even know when I started to work that I have to respect breaks. Other professors, like one of my son’s professors

don't care. So a solution is perhaps they have a banner in the department et cetera to remind the students. All the time it's at the back of their head because they are not going to know.
P. Jesse: I was kind of saying something similar. I think y'all have done a great job of reaching out, but also the people who are in student government or an RA, they know already, or at least they have the access to get to someone who does know. I think it's very isolating when you don't have that voice of leadership already or you don't have a platform or something to pick up or you're not in a room where people are having confidence. As a first year, I think you're getting so much information back to back to back. I'm just trying to get to my classes. I'm just trying to do my laundry. I think maybe a great idea could be even having it listed online in MyCourses at the top by Starfish. I mean Starfish is there, why not the onboard office. Even having it on campus housing. If we're having it where we're talking about Fall Fest or we're talking about Fringe Fest, I think students could know about Ombuds without having to search for it.
-A Meyer: We have plenty of brochures. So if you are having events and you want to grab some, we're happy to do that. Or anytime we're asked to come table at an event, we're happy to do that as well. So include us in all the things. Yeah. Thank you. That's an excellent suggestion.I think maybe the blackout periods for when assignments should be due should also be available on MyCourses.
-L. Villasmil: I Just want to emphasize, I was thinking that's a good idea in MyCourses that you have just a very simple line. Having it also in my syllabus with a very, very, very compact notice and it's mandatory. So every student is going to see it.
-P. Jesse: I think it might be a good idea to send that out maybe to the teachers again, to professors and staff and faculty beforehand like, "Hey, this reminder you can't do this right before break." Might be useful. I know we're trying to do another policy push on our side.
R. Zanibbi: It would be useful. I've requested it about 10 times. So I think we need to actually make sure that happens. Because I think it's unfortunate for the faculty and the students, right? That's a good idea.
-C. Sanders: I agree with her comment. Okay. It happens again and again and I'm hearing the same thing. So we need to find a solution to make sure that it doesn't happen again. Agreed.

Ombuds Presentation

Agenda Item No. 8: Disability Services Office (DSO) questions and discussion; K. Torres (1:05)

-My intention is to be brief and to leave time for open conversation

-**Couple of updates:**

-1374 completed exams since August

-435 student appointments this semester

-we have had over 1000 new students register with us over the last year.

-2816 students registered with accommodations this semester

-about 90 students still actively deciding whether to request accommodations

Questions/Comments

B. Thomas: Two questions. Number one, there are several students who I received DSO notices for. And when I approach them, I don't know why they requested this. That becomes a problem to manage when you have a lot of individuals. The second one is the flex plan. Why can't we just have one flex plan for a class? Why do we not we have multiple flex plans for several students in one single class?

K. Torres: So the answer to the second question is we did change it. So now it's only one flex plan per section. So if you have multiple sections and they may be the same class or they may be broken into different labs or different meeting groups, you would have to do one for each of those labs, but you can copy it from lab one to lab two, three, four, if you are the same teacher of notice. There's no way that we can do it where we copy it if you're co-teaching. And so teacher one goes in and does the flex plan, but then the second professor also has it. There's no way to copy from one to another within the system. If you message us and tell us what it is you're looking for, we can go in and manually cut and paste and apply it. We don't mind doing that if you let us know, but we don't know which one you're asking for if you don't tell us. For the first question, students have the option to request one accommodation or all of their accommodations in each of their classes or in just one class. Often students before they get into a class, they'll ask for all. It's easier, right? They can click one button instead of going through and sorting through which accommodation really makes sense. They haven't necessarily read the syllabus yet. They haven't met with their professor. They just want to make sure that you know on day one that they have accommodations and then they may see there's no exams in this class. So testing doesn't apply. This class is all lab work. Okay, extensions don't apply. This is going to be group presentations. Well, I'm probably going to attend and I might not need my flex plan. But when they submitted it, which most students submit the week prior to classes beginning, they haven't read their syllabus, they haven't met with their faculty, and they're doing it to be proactive, but it is at their discretion.

J. Cody: I have a question about the percentage of students who use DSO. And is that increasing every year? Is it plateauing? What are you looking at here?

K. Torres:So we are at least 15% across all colleges. Some are closer to 20%. So if you feel as though you may have a disproportionate amount, you may, but again, we hover below 20 in all colleges, but the student self-report data that we've received and that is collected by the institution lets us know that it's closer to 40% of students on campus who would indicate that they're neurodivergent. Many of those don't then also identify that they're a student with a disability. The disconnect between those two populations is pretty great. But that may mean that in your class you have a certain percentage of students who self-disclose and had accommodations and another percentage of students that you are thinking they have some really nuanced needs and there's nothing formal to go with that. And if that is your current experience, you would be right. That would be right where that data is showing us right now.

J. Cody: Actually, I'm sort of referring to a trend, historic trend at the institute and where are we going? Is it just always climbing linearly?

K. Torres: So a couple of things kind of compounded that, right? So we know that post-pandemic students were much more likely to self-disclose, particularly with mental health diagnoses, which is our top diagnosis in DSO. Students who are immunocompromised now

recognize that they have rights and may need accommodations. So that's a population that historically did not register with disability services that now does register. And that's our second largest group of students, students with chronic health concerns or health needs. And then we still have the students who we would have historically thought about serving, right? Students with ADHD and learning disabilities, students on the autism spectrum, students with low vision, deaf, hard of hearing. You may think of those populations as our historic group, but again, those groups that are really growing are going to be mental health and chronic health. And both of those are true nationally. This is the one student population I'm going to tell you is not projected to shrink in the next 10 years.

R. Olson: Any analysis of what the maximum number of students is that RIT can support?

K. Torres: So we do know that we are almost double the national recommendation for caseloads. So you should have approximately 400 to 600 students on a given caseload. 400 is the recommended ratio. We did get a new senior access coordinator last year, so the university did in fact see that our numbers are growing and has invested resources within the team. We are moving next fall to the first floor of Eastman. So again, acknowledging that our testing is going up. The university has committed to providing an upgraded testing facility for students with disabilities. So I think that there are some clear indicators that they're noticing the same patterns that we are and responding to those. I wouldn't be able to say what our absolute capacity is. Our capacity to do it beyond compliance is where it gets tricky because we would really like to see more meaningful interactions with students rather than processing paperwork and meeting with you on a one off. We would rather be able to have relationships and make an impact on retention and persistence.

L. Villasmil: Okay, first I want to compliment all the work that you have done so far. And now I'm going to make public a question I asked you privately. Are you being heard? Because this is the population that is going to be increased. This is the kind of student we would like to help and educate. Are you getting the resources to deal with the amount of students, particularly those that are higher functioning, they essentially only need paperwork and guidance. But when I see the increase in these individuals that really need guidance and that is a demand on human resources. So you need resources.

K. Torres: So what we did this year to address that is we took on a group of interns from the school of social work at Nazareth to be able to provide students with one-on-one coaching. So now there's a point person who you can opt into the support, you can meet with on a biweekly basis to try to get some good transition support. Really thinking about an incoming student who indicated that you have always had a closer relationship with your case manager or you've been more frequent to your school counselor and now you are trying to manage this. And we're asking you to manage quite a lot of complex departments. All your needs aren't in one place on university campus. You have to know how to navigate those. And so our goal is to be able to serve as that first point of contact. We are by no means a one stop shop, but if we can be scaled as a first stop shop, like come here, we will help you find. We are probably Joe and Ashley's biggest referral.

A Ross: But for the accessibility, for digital websites, for access, the ADA, that's new in spring. So we're a private university and I understand that. However, what are we going to do with websites? Is there accessibility? Is it good? Do we have goals? Is it going to be improved? That's my question.

K. Thank you. I'm also very worried about that. But last year the public institutions got delayed one year. The policies that apply to private schools have not yet been delayed. So we are still due for entire web accessibility by May. That may or may not change. That is a federal regulation and it applies to everything that you post in your MyCourses shell, everything that's posted on social media, any technology and if you can access it through technology, it is expected to be web compliant with the ADA. We are in talks with the Center for Teaching and Learning along with some other resources to see really where that initiative is on campus and what communication has gone out to faculty and what resources there are about that. We would not be the owners of that policy or the folks who were really responsible with helping to create web accessibility where that's not our background, but we're certainly looking to partner to at least increase knowledge and awareness and resources.

J. Capps: How does RIT compare to other universities?

K. Torres: We expect about 20 to 25% of college age students to fall into this category. Not necessarily self-disclosed, but we expect about 20 to 25% at any institution of scale. It's going to of course be a higher percentage in a community college demographic than it is at an institution such as RIT. But typically students have self-reported closer to that 9 to 12%. So we are a higher percent of students who self-disposed and registered with our DSO than many of our peer institutions, but they are also seeing the trends increasing. So that's national.

P. Jess: I'm interested in the options of testing locations that y'all provide the students with those accommodations. Is it something where a student can talk to a professor and decide the area that's good for their accommodation or is that location that they own?

K. Torres: So we offer a testing center with DSO. So the students can choose to take it with us in the testing center or they can work individually with their professor to determine if they're taking their test in class, in their professor's office hours, if there's departmental resources available. College science math, for example, does a really phenomenal job of hosting some of their large scale exams just because of the volume of students that they're seeing. So they are able to have an extended time room and then a room with extended time for double time. So they intentionally are able to scale it that way. We're working with other colleges to offer hours beyond our testing center. So students who are interested are currently scheduling earlier than we are advertised. So 7:00 AM starts and some are staying until classes end, so 9:10 PM.

A Adrian: Thanks for coming and speaking to us again. Thanks for all the work you do to support students. I think we all really appreciate that. I know we talked about this last year and I just want to share again, folks in the College of Art and Design, a lot of faculty continue to have concerns with Genio due to many reasons that you are very well aware of just as far as privacy and intellectual property. As we're talking about AI and I know it's a European company and there are regulations about how those recordings are shared, we feel like we just have little control over it. So I would just continue to share those concerns. I think faculty are feeling kind of pinched in a lot of different ways and feel that they don't have recourse, whether that is to say I don't feel comfortable having Genio use in this class or being given some guidance from the administration of how we can allow our classroom to know, hey, there is recording that can potentially be going on in this class. You all should be made aware of that. It feels not very transparent that that is going on and students are not made aware of it, and we're not clear how to inform students. So I just wanted to communicate that.

K. Torres: Absolutely. My recommendation for how you could share out with students is if you have a syllabus statement that says you do not permit recording in your class, you can add a line that says unless there is an accommodation. And then you've already broached this with students. I expect that you're not recording except there may be students in this class who at some point in time have worked with the DSO and have the accommodation to record. You've put it out there, but you've also explained what your expectations are. No one in this class is recording unless there is an accommodation in place. So students can ask questions like how would I know or would I know? In which case you would say, I'm not able to share if a student has that in class or who that student would be, but please know no one will be recording unless they're using this university vetted and approved accommodation.

A Adrian: I would just say that's helpful to hear. That's a rather chilling kind of statement to give in front of a class of creative individuals that we're asking them to be vulnerable and share stories and then say you may be recorded and we can't tell you when or where or how it's going to be used necessarily.

R. Zanibbi: In that instance, is it a problem where at the beginning of the class we say, there is no recording for this portion of the class.

K. Torres: That is fine.

A Adrian: All. Well, I would say that is helpful. It's not something that I've said to a class and I would want them to know that they may be recorded. That doesn't address the fact that students may feel quite uncomfortable in those classes knowing that they're sharing things that they may not want to have recorded. This isn't an excuse or justification that just because we all know if you have children going to college at the moment, people do turn their phones on. So it's not, even if without that policy, that in itself isn't sort of proof. There is needed trust there. And I agree it's important to establish it and to be honest about it, but this is for an accommodation. But I don't need to co-sign a student turning their phone on in class. I need to co-sign and agree to accepting Genio and perhaps not informing the other students in class. I just wanted to add to that. The other piece, you're always allowed to tell students that at this point no notes are being taken. We're having a vulnerable conversation and there is no need for anyone to be taking notes on someone else's lived experience. It's appropriate to say at this time, no notes. And that would mean the same for a student who's recording with Genio, put your Genio away, turn off the recording as it would for pencils down, keyboards away, laptops closed, whatever the expectation is in that moment when we're having that vulnerable conversation, no one should be recording that unless you're testing them on it.

R. Zanibbi: I think we will come back to the Genio question in a bit. Please go ahead.

I Mardini: I'll first start by the fact that the discussion didn't address the first point that Amy mentioned, which is the fact that the faculty don't feel comfortable with the idea. The fact that the faculty don't feel comfortable with the idea, the chilling effect. Once you tell someone you're being recorded, immediately in the twinkling of the eye, creativity is gone.. So the three main things I want to mention aside from that is that when the students have the ability to opt for all accommodations, and then I meet with the student and like, oh no, it's for another class, I don't need anything for this class. So that is offloading an unnecessary amount of work into the faculty. The other thing too is with the higher increase of accommodation, my worry is that we're going to get to the point where we're treating all our students with kid gloves. It's very

comfortable in the beginning, but that really sets them to a failure in the professional world. That's a really great concern for me. And the last question I have is whether we have an alternative for Genio or something that is local instead of some third party..

K. Torres: I'm going to start with your third question. We would love it if somebody at RIT applied for a grant or seed money and designed a note taking platform that was exclusively our IT property and was able to help us scale. Again, we're talking about, we have out of those 2,800 students, about half, maybe a third are approved for some form of note taking, which would mean that it could be quite sizable of an operation. So I don't want to minimize the amount of work that it could potentially take to scale a product like that. But we would be happy to partner and to talk about what it is we would be needing, what the list would look like if somebody was interested. We don't have the experience in terms of designing that type of technology.

R. Zanibbi: Is there a commercial product we could use on site:

K. Torres: We did look into this again last semester. I looked at 18 different other options. We narrowed it down to eight that we presented to the faculty advisory committee. Of those, none of them met our RIT IT type policies. None of them would be something that we had more confidence in or had more safety or more regulation. We did look into some of the AI features that Genio had and we have disabled those that have raised additional concerns. So again, we are constantly listening and looking to see how is this being used and we are actively making changes and disabling additional features when concerns are raised. So there were concerns about what portions of this may be using OpenAI and what OpenAI's policies were. Again, this meets our standards. We brought this back to both legal recently and to the IT folks, but we've erred on the side of caution and we've disabled some of the other features like the study notes feature, which leans into AI more and isn't required for students in terms of access. Your second question was about students being prepared to enter the workforce. We have been working with schools who've been concerned regarding that. So CET, for example, who was looking into a first year flex plan compared to what they thought would be reasonable by year four in terms of more departmental flex plans and getting an understanding for how we are scaffolding supports for students as we get them more appropriately aligned towards their workforce. And then we're also doing work in terms of reminding students about the diverse hiring initiative on campus and about the workforce accommodation process once they get out and they have access to accommodations in the workplace. Some of which may look like a student who had a flex plan in college may have the ability to have a remote day that they use for that type of accommodation. I'm still going to work, but today I'll work from home. So we are talking about how these would translate in the workforce and that they're not meant to be identical. The first is about confidentiality. So if you have identified a student who could be a note taker in your class, you meet with me and we talk about what your individual class needs are. If you provide notes to your students so there's no need for notes, there are ways that we can work with you to support a professor who has concerns regarding Genio in their class. My goal is to get a student notes. My goal is not to fund Genio. I have no stake in that game. It's just the best option that we have and that we're able to scale to the size that we need at RIT.

R. Zanibbi: I think to facilitate that, if you could have that conversation we talked about last time, and I would like to know the outcome. If there is an accommodation, let me know. If there isn't let me know. And I trust everyone did what they could. I am still curious about the possibility of an on campus solution.

K. Leipold: I know in the past students have had accommodations for word processing. Do we see or do we expect to see students having accommodations that allow AI or prohibit the use of AI? If a professor instructs them that they have to use AI and they have an accommodation that says, no, I'm not able to as an accommodation. Or do we see them saying I have to have access to Copilot to be able to take this class?

K. Torres: No. Both of those sound really unreasonable based on what your student learning outcomes and objectives would be.

C. Hull: A couple of comments. One, I really like the idea of a note taker in that class so that we don't need Genio. That sounds like a really clever solution. I will also say with respect to students recording other students, I have instituted the policy in my class that all the phones and computers get put away at the beginning of class. You can't take it out again until the end. I have an exception to the note taker and I have one student who has an accommodation that says he can take notes on a keyboard and I let him do that. Everybody else, so only two people could potentially be recording in my classroom. I also have a lot of conversations with people who might say things that they wouldn't want recorded. And then I make them identify themselves at the beginning. I will also say that I have for about 20 years had to do with the entrepreneurial infrastructure of RIT. We have a really strong infrastructure for developing something. If there's an actual market, a known market to something like a replacement that has these other features, there are people who can handle the business side of that. If there are people who can do the coding side of that, we could build that.

M. Laver: I have a quick question for you and it has to do around federal regulations. So oftentimes when I talk about accommodations, not that I talk about it a lot, but oftentimes you sort of get the standard answer that it's ADA compliance. And I know that's a thing and I appreciate it and I respect it. But how much of the accommodations at RIT, for example, you and I had a conversation about the accommodations about being able to listen to music in class and headphones. How much of that falls under federal regulations and how much of that is really just a decision that RIT is making to accommodate student need? And that's not a value judgment. I just kind of want to know where it falls in terms of federal regulation.

K. Torres: So federal regulation requires that we have an individual process for students who need accommodations. And in that process, there are three ways you can be identified as an individual with a disability. One, you could present with a history of being seen as an individual with a disability. So did you have an IEP? Did you have a 504? The second one is has somebody treated you like an individual with a disability? That is providing a temporary accommodation in your class for a student because they told you that they had ADHD. We've never verified it, but now we've accommodated it. Okay, you've been treated as essentially falling within this protected class. And the third is going through a thorough accommodation process and providing documentation and self-report. And the self-report is key to what your ultimate question is about because the self-report is where we get what the students are requesting. So our accommodations are all student-led. Students identify this is what has worked for them in the past. This is what I'm seeking. These are what my areas of challenge are. This is the area where I think I do really well. We really highlight that part because we do want to make sure that our students know that they're doing things that are unique and phenomenal as well because again, we want to foster that grit and that persistence, but that's where students will ask. The problem we've run into, and I'm sure that this is not groundbreaking, is that K-12 has done a lot outside the box in terms of

how they provide accommodations. So that first category of history of students have come in and they had access to headphones in K-12. They had access to their fidget spinner in K-12. They had access to a solo testing room. And that's where a lot of students' requests originate. I have this, it works for me. Here's my documentation that says I had it. And then our job at RIT is to determine whether or not this is A, reasonable, which is where my question always is with all of you. Their first question is, hey, I have a concern about this accommodation. Is it reasonable? Let's talk about that because what's reasonable in one class may not be reasonable in another. Most accommodations are based under the presumption that you are teaching a lecture based class. That's not really our IT. So when you get accommodations where your headphones are not appropriate because you're working with technology or machinery and you could be in jeopardy if you don't hear that, yeah, I agree. Maybe that's not a reasonable accommodation for your class. And then the third that we're constantly reassessing and realigning with our peer institutions. So a number of accommodations were pruned last year. This summer we pruned another dozen or so accommodations that we said, "Is this really best practice? Is this really doing what we think it is? And which part of this is accommodation and which part of this is something that a student could just ask? If you just ask your professor, can I have this fidget spinner?" Your professor probably doesn't notice unless you are using it in a way that is obvious and distracting and not appropriate. So we probably don't need to be in the business of approving fidget spinners because you could probably just have one under the desk and nobody knows. And if it's a problem and you come back to us and say, "I do need it," I'm going to ask what you did in class that meant that it wasn't appropriate, right?

R. Olson: Clyde, let's talk about that. I've got some thoughts. Also relevant to that from the Department of Cybersecurity. My question was just actually kind of following off the last one again. Why is it that, and this is not a criticism, I'm just trying to understand the rationale. Why is it that RIT seems to generally approve a broader range of accommodations than any of our peer institutions?

K. Torres: It's what our students are coming in with. And the fact that we have students who are coming in with significantly more complex access needs. So our student population, about two thirds of our student population has more than one disability. So we're not talking about straight typical LD learning disability. We're now talking about two or three comorbid conditions that will manifest in different ways. So what may be an accommodation for executive functioning may not address the mental health impact, may not address the chronic physical health. So they're compounded variables. Thank you.

L. Villasmil: That's a good question. I'm a good observer; I've been here 20 years and I see how the population changes and I think, according to my students, by word of mouth, is that they feel welcome here.

K. Torres: And that's what you see evolving over time. When you have an intentionally inclusive institution, you're going to find that you're going to attract folks who'd like to be included.

DSO Presentation

Agenda Item No. 9: New Business (1:42)

Election Results:

-Clyde Hull and Sorim Chung got the most votes, so congratulations to these two who will serve on the Calendar Committee.

Questions about the Operational Efficiency

-J. Capps: I guess there are a lot of questions that we've been hearing from our constituents about this endeavor. When will we know more? And I think one question that's come up has been, since we're all interested in efficiency, how much are Bain being paid?

-P. David: This question has come up. I'm sure they're paid well. The thinking is whatever it is that they're being paid, we should realize enough and it's over time, right? So that's been the general thinking.

-J. Capps: Are they being paid more than a full professor in the college of business?

-P. David: Yeah, I'm sure they are. Yeah. I don't know the details, but I'm sure they're paid well. It's a big team and the work will take a year. And let me just say what I really wanted to talk about was that there is in the president's memo, that is the operational excellence exercise, but there is also a parallel exercise to evaluate academic programs. So Bain is not going to do anything about the academic program review. So we have a big task ahead of us collectively to come up with a process to evaluate academic programs and what are the values that we are supposed to use and how are we going to go about doing that? So that's a major lift and over the next four to six months we should make progress on that.

-A. McGowan: Who will be reviewing the academic programs?

-P. David: That’s a process we have to collectively determine

-R. Zanibbi: I will note, Dr. David, that when we did this for the master's program last year grad council played a role because they're responsible for graduate curriculum. So it may fall to one of the Senate curricular bodies such as ICC for undergrad.

-L. Villasmil: I might have missed it. Can you put together a timeline for the charges, how the committees are progressing or are we going to wait until the end?

-R. Zanibbi: They are going to be required to submit reports. For the chairs who are here, just as a reminder, your first draft reports are due November one or two. So we're going to have interim reports to review them and the Senate executive will report based on that. All the committees receive mail from the executive telling them to prioritize their charges, to not try and do them all at once, but reminding them that they are expected to submit a report in November and that the executive would review those reports, report out to Senate on progress, talk about any opportunities and concerns and move from there. So you will be getting feedback soon.

-B. Callari and L. Monet: I'm Bridget. This is Lisa. Together we make up Tamaira. We'll be helping out in her absence and while we're waiting to hire someone to cover her.

-R. Zanibbi: Thank you both very much. They were asked on very short notice to take over this role. I want to thank them both sincerely. We've already had some very productive discussions and we're going to have some more. Thank you very much.

Use of Genio in the classroom

-I Mardini: My main concern is about Genio and a lot of the problems that come with it. The fact that students are being recorded without their consent and without disclosure is problematic. The fact that in the AI recording, we have no idea what's going to happen after that. We have seen the AI companies that say, hey, we protect your privacy, but then they go bankrupt and then a company buys them and then buys all the information. And then suddenly all the information, very sensitive information is exposed. One thing that is really dangerous nowadays is the voice print. Once an AI machine records your voice, they could call the student's parent. They're like, "Hey, I'm really in danger." I have read so many stories about that. What we're doing here is with the Genio and AI recording is that we have high fidelity microphone inside the classroom recording every conversation. And unfortunately we cannot rely on the students to pause and record all the time in a way that it's only related to the discussion. And of course, another concern is when you force a teacher to use a recording, so in a way they lose agency and intellectual property over what they're doing. I've been developing my courses, my classes for over 10 years now, in some cases 15 years. And next thing I know, I am forced to get an AI recording to get all the information on a silver platter for who knows what, somewhere in another third party situation. So I would like to talk in detail about that when I present the motion, but hopefully this would give you just an idea about the main things that I wanted to cover in that motion. Thank you.

Agenda Item No. 11: Adjournment; R. Zanibbi (1:50)

Meeting is adjourned by R. Zanibbi.

Attendance 10/15/2026

Name	Relationship to Senate	Attended	Name	Relationship to Senate	Attended
Adams, Jake	Alternate GCCIS Senator		Kwasinski, Andres	Alternate KGCOE Senator	
Adrion, Amy	Alternate CAD Senator	X	Lanzafame, Joseph	Treasurer/COS Senator	X
Alm, Cecilia	CLA Senator		Lapizco-Encinas, Blanca	KGCOE Senator	X
Aloisio, Rebecca	CAD Senator	X	Laver, Michael	Communications Officer/CLA Senator	X
Anselm, Martin	CET Senator	X	Leipold, Kate	Alternate KGCOE Senator	X
Arena, Jason	Alternate CAD Senator		Mardini, Ihab	CAD Senator	X
Barone, Keri	Vice Chair/CLA Senator	X	McCalley, Carmody	Alternate COS Senator	
Beck, Makini	SOIS Senator		McGowan, Aaron	COS Senator	X
Bonzo, John	KGCOE Senator	X	McLaren, Amy	CAD Senator	x
Boyd, Peter	Alternate SOIS Senator		Officer, Cindy	Alternate NTID Senator	
Brady, Kathleen	NTID Senator	X	Olson, Rob	GCCIS Senator	X
Brown, Jeremy	GCCIS Senator		O'Neil, Jennifer	Alternate CET Senator	
Brown, Tamaira	Senate Coordinator		Osgood, Robert	Alternate CHST Senator	
Burnette, Jeff	CLA Senator		Osier, Michael	COS Alternate Senator	X
Butler, Janine	NTID Senator	X	Padmanabhan, Poornima	KGCOE Senator	X

Butler, Joshua	Alternate NTID Senator		Reinicke, Bryan	Alternate SCB Senator	
Capps, John	CLA Senator	X	Reisch, Mark	CAD Senator	X
Chiavaroli, Julius	GIS Senator	X	Rich, Lexi	CET Senator	X
Chung, Sorim	SCB Senator	X	Richmond, Michael	Alternate COS Senator	
Cody, Jeremy	COS Senator	X	Ross, Annemarie	NTID Senator	X
Coppenbarger, Matthew	COS Senator		Sanders, Cynthia	NTID Senator	X
David, Prabu	Provost	X	Scales, Rebecca	Alternate CLA Senator	X
Davis, Stacey	NTID Senator	X	Song, Qian	SCB Senator	X
De Wit Paul, Alissa	Alternate GIS Senator		St. Jacques, Robert	Alternate GCCIS Senator	
Dickens, Holly	Alternate CET Senator		Staff Council Rep	Georgeanne Hogan	X
DiRisio, Keli	CAD Senator		Student Government Rep	Peyton Jesse	X
Ghazle, Hamad	Operations Officer/CHST Senator	X	Sweeney, Kevin	Alternate SCB Senator	
Hartpence, Bruce	Alternate GCCIS Senator		Thomas, Bolaji	CHST Senator	X
Hoople, Jason	Alternate KGCOE Senator		Vahid, Alireza	KGCOE Senator	
Hull, Clyde	SCB Senator	X	Villasmil, Larry	CET Senator	X
Ientilucci, Emmett	COS Senator	X	Warp, Melissa	Alternate CAD Senator	
Jadamba, Basca	COS Senator	X	Weeden, Elissa	GCCIS Senator	X
Johnson, Scott	GCCIS Senator	X	Wiandt, Tamas	Alternate COS Senator	
Kavin, Denise	Alternate NTID Senator		Yu, Zhe	Alternate GCCIS Senator	
Kolodziej, Jason	KGCOE Senator		Zanibbi, Richard	Chair/GCCIS Senator	X

Krutz, Daniel	Alternate GCCIS Senator		Zemcov, Michael	COS Senator	X

Interpreters: Nic Crouse-Dickerson and Sonya Chavis
Student Assistant: Ella Kolodziej
Presenters: Joe Johnston, Ashley Meyer, Kate Torres