Summary of Discussion

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

President Van Hoy: Good afternoon. It's 4 o'clock. I'd like to call this meeting to order and ask Dr. Coulter-Harris to call the roll, please.

Senator Coulter-Harris: Good afternoon, everyone.

Present: Allred, Avidor-Reiss, Barnes, Bellizzi, Benton, Brakel, Chakravarti, Cheng, Cioc, Cochrane, Coulter-Harris, Diakonova, Eichner, Ekwenna, Elgafy, Ervin, Gilstrap, Giovannucci, Harmych, Heberle, Herrera, Howard, Javaid, Kalinoski, Kaw, Kistner, Koch, Krantz, Kumar, Lapitsky, Lee, McInnis, McLoughlin, Miner, Moussa, Nigem, O'Connell, Osman, Padilla, Pryor, Reinert, Rouillard, Sahloff, Schaefer, Scheuermann, Semaan, Sheng, Smith, Sucheck, Sun, J. Taylor, W. Taylor, Van Hook, Van Hoy, Yonker

Excused Absence: Bigioni, Dagostino-Kalinz, Dwyer, Gilstrap, Johnson, Kaw, O'Connell, Smith

Unexcused Absence: Sindhwani, Willey

Senator Coulter-Harris cont'd: We do have a quorum, President Van Hoy.

President Van Hoy: Thank you, Senator Coulter-Harris. I understand we are under a tornado warning, correct?

Interim Provost Molitor: It was sighted over Woodville heading northeast.

President Van Hoy: Going northeast?

Interim Provost Molitor: Yes.

President Van Hoy: Okay. So, I hope everyone who's online with us is somewhere safe. So our first order of business is to adopt the agenda. Is there a motion to adopt the agenda?

Senator Semaan: So moved.

Senator Lapitsky: Second.

President Van Hoy: All those in favor of approving the agenda, please say 'aye' in the room.

Group of Senators: Aye.

President Van Hoy cont'd: Any nays? Any abstentions? Hearing none. Online, please put yes, no, or abstain in the Chat. *Agenda Passed.* All right, then our next order of business is to adopt the September 10th, Faculty Senate Minutes. Is there a motion to adopt the Minutes?

Senator Barnes: So moved.

Senator Coulter-Harris: Second.

President Van Hoy: All those in favor of approving the Minutes, please say 'aye' in the room.

Group of Senators: Aye.

President Van Hoy cont'd: Any nays? Any abstentions? Hearing none. Those online, please put yes, no, or abstain in the Chat. All right, the Minutes have passed. ***Motion Approved.***

All right, next is the **Executive Committee report:** We have invited Larry Kelley, Executive Vice President for Finance and Administration and CFO to present at Senate in November. We have not chosen a date, but we plan to discuss it after tomorrow's Board of Trustees meeting.

After receiving several messages of concern from faculty, the Executive Committee has asked the Committee on Faculty Affairs to examine the role of Faculty Labor Relations at UToledo and other similar universities. The committee will investigate where faculty labor relations offices are located at different universities, and whether the location of these offices matters for the relationship between faculty and university administration. For example, is there a correlation between the location of faculty labor relations offices and faculty workplace autonomy, communication between faculty and administrators, or the creation of employment rules that apply to faculty? The Committee on Faculty Affairs will provide the Senate with a preliminary report this semester and a final report in Spring.

- Thank you to all who sent nominations for faculty to serve on the Academic Honors Committee. The Executive Committee will review the nominations on Friday and forward names to the Provost'office.

After consultation with the Provost's office, Graduate Council, and the Faculty Senate Committees on Undergraduate Curriculum and Academic Programs, we have agreed to a curriculum deadline of March 25, 2025. This is the deadline for new courses and course and program modifications that need to be in the Fall 2025 catalog. Because of potential curricular changes due to the ongoing college mergers, this deadline is a full month later than last year. We thank Mary Humphrys and Cathy Zimmer for their flexibility in setting this date.

Lynne Hamer, chair of the Committee on Undergraduate Curriculum, recommends that faculty aim to have their curriculum proposals to Senate by January or February, so they have time for minor revisions if required. Lynne also notes that submissions might be returned for revision for a number of reasons, but the most common ones to avoid are:

(1) failure to consult with departments or programs offering similar courses, to avoid duplication, and
(2) SLOs that are not observable.

A quick reminder that Starfish early alert reports are due this Friday, September 30. These reports help identify students at risk of failing classes and allows Student Affairs to contact them to offer help and support services. This is especially important for our 1000- and 2000-level courses. Please remember that while you can select a tracking item for every student in your classes, you do not have to do so. If you

wish, you can select only those students of high concern and may submit blanks for students where there are no concerns.

The Ad-hoc Committee on Recruitment and Retention is looking for volunteers to serve on the committee. If you are interested in serving on this storied ad-hoc committee, please contact committee chair Gary Insch or the Faculty Senate office.

Tomorrow (September 25, 2024), I will give the Faculty Senate report at the Board of Trustees meeting. I have sent my report to Quinetta to append to the minutes of today's Senate meeting.

Finally, the Executive Committee has asked Interim Provost Molitor to present his plan for academic program prioritization at the October 8 Senate meeting. As I understand it, this year's process is intended to identify undergraduate and graduate programs for investment and disinvestment. This is an important discussion that I urge all faculty to participate in.

President Van Hoy cont'd: Are there any Executive Committee members that would like to add anything? Hearing none. Okay, are there any questions or comments?

Senator Allred: I just want to follow-up with the Faculty Affairs comment you made, because as Chair of that committee, I'm just asking anyone who has data that would be relevant or things that they want to make sure included or considered to send them my way.

President Van Hoy: So, anyone who's got something to tell, is that what you're saying?

Senator Allred: Yes. Anything they want us to consider as we're looking through this, whether it's something they've encountered dealing with Faculty Affairs, point of data, I'm happy to collect those and to make sure that they get passed onto the committee and included in the report as relevant.

President Van Hoy: Alright, thank you very much. Okay, so, I believe it is time to hear from our Provost.

Interim Provost Molitor: Quick comment on the curricular deadlines. Please note that the registration for the following academic year will begin before the deadline. So it is possible that you will be submitting changes for the following fall semester that cannot be implemented because students are already registering for the class. Things like credit hour and prerequisite changes cannot be implemented after students start registering for those courses.

President Van Hoy: Right, but it's also the case that for the most part, workarounds will already have been scheduled because we are putting them in the schedule now for next year, and that is mostly what students will register for.

Interim Provost Molitor: Correct. But we can change what's on the schedule up until the point students start registering.

President Van Hoy: We are encouraging faculty to submit changes well before registration is live.

Interim Provost Molitor: Correct. Well, thank you, Dr. Van Hoy. As always, I appreciate the opportunity to meet with Faculty Senate. I wanted to start by thanking the Senate for the time you devoted to our discussion about academic advising and student success at the previous meeting, and I am looking forward to a discussion about program prioritization other issues at the next meeting. To solicit additional input, the Provost Office soon will be circulating draft plans for academic success and

engagement and for the program prioritization process. I hope everyone has the opportunity to review these draft plans and provide feedback.

We are populating six different committees to examine best practices, acceptable and unacceptable uses, to identify resources and risks, and to disseminate information regarding the use of AI-based tools within our academic and clinical enterprise. The curriculum committee will examine AI-based tools for instructors and will identify ways to ensure our students can competently, comfortably and properly utilize AI-based tools within their respective disciplines. Similarly, the research committee will examine AI-based tools and resources to enhance the ability of our faculty, students and research staff to conduct research and scholarship while ensuring proper use of these tools within our respective disciplines. The healthcare committee will examine AI-based tools and resources to enhance the quality of healthcare our clinical faculty, medical students, residents and clinical staff provide our patients, and to understand acceptable and unacceptable uses of AI-based tools in various clinical specialties.

We also are convening a professional development committee to identify training needs, to examine resources that can be utilized or adapted to provide this training, and to provide guidance for developing training materials for areas in which no training resources can be identified; a policy committee to examine legal and ethical issues associated with the use of AI-based tools in all aspects of University operations, and to identify areas that require the creation of new policies or modifications to existing policies; and a technology committee to identify AI-based tools that can be utilized to support and enhance all aspects of University operations, to identify areas that could benefit from the use of AI-based tools that do not yet exist, and to explore the feasibility of developing and deploying these AI-based tools.

Thanks to all that have volunteered to serve on one or more of these committees. I will be asking each of these committees to provide the university community with an opportunity to weigh in on these topics and to provide an avenue for submitting their ideas, needs, suggestions and concerns.

Finally, I would like to provide a brief update on my goals for the upcoming year. President Schroeder asked each of his senior leaders to provide a list of goals that include updates on progress and quantifiable performance as applicable. My list includes organizational changes such as integrating community engagement, DEI and student affairs into the Provost Office structure, completing searches to fill interim dean positions, finalizing college mergers and centralizing support functions such as advising, budget, IT, marketing and communications; student success initiatives such as implementing recommendations of the NISS engagement, improving access to mental health, increasing engagement with community partners and broadening access to experiential learning opportunities; enrollment initiatives including acting on recommendations from the Art & Science group and implementing a graduate strategic enrollment plan; and curricular initiatives including a second round of program prioritization, streamlining course and curricular offerings, and identifying areas of potential growth and investment.

These lists will be updated regularly with respect to progress being made toward each goal. I have shared this with the deans and will be sharing with other academic leaders, including Faculty Senate and Graduate Council leadership.

Thanks again for your time and I would be happy to answer any questions. All right, you're letting me off easy this week. You're saving it for two weeks.

President Van Hoy: Thank you, Provost Molitor. Barbara, I see your question in the Chat. At least the dates that I mentioned will be in the Executive Committee report that we email out after each meeting. And also, for the curricular deadlines, those are on the CIM system webpage. Okay, next we will have Valarie

Simmons-Walston and Dr. Monica Goodman. They are going explain to us the University's Carnegie elective community engagement reclassification application.

Dr. Valarie Simmons-Walston: Good afternoon, good afternoon. This is a quiet group. Y'all don't do much clapping. I wanted to clap, but I will govern myself accordingly.

President Van Hoy: It might be the weather.

Dr. Valarie Simmons-Walston: It might be. I'm in the Provost Office. So, I'm going to speak briefly about those accreditations. There's the economy community engagement accreditation and there's also the innovative economic prosperity accreditation that I'm going to talk briefly about. I'm going to give you a 40-ft view, high level overview, and Dr. Monica Holloway-Goodman is going to dig in a little deeper.

So, the good news is we hold both accreditations already. We are simply going through the reclassification process. So I'll start with Carnegie. The Carnegie classification for community engagement is a prestigious designation given to higher education institutions that that demonstrate a strong commitment to engaging with their communities. It is designed to recognize universities and colleges that incorporate community engagement into their mission, identity, and activities. So, certainly we qualify for the designation, but in order to continue to hold such designation, we have to submit documentation that says we are still engaged in our communities. Also, there is a college liaison for every college and so I'm sure Dr. Monica's going to talk more about that. But talking with your college liaison and going through them to provide information, data, whatever that we need is going to be your best route.

Lastly, I'll talk about the IEP, which is the Innovation and Economic Prosperity. It is awarded by the Association of Public Land-Grant universities to universities that demonstrate a strong commitment to regional economic development, innovation, and entrepreneurship. So again, we are collecting data and we will be collecting… that show our economic impact on the city of Toledo and even our regional impact. So, Dr. Monica, you can begin to approach the podium. Dr. Monica has graciously volunteered to lead this process of Carnegie. That deadline is April 01, 2025, and the IEP deadline is December 01, 2025. So, let's give her a round of applause.

Dr. Monica Holiday-Goodman:

So, thank you, thank you. I'm so accustomed to seeing you in the spring, But thank you, guys for having us and for [giving us] this opportunity just to share a little bit about, specifically, the Carnegie application, which is the first one that is coming up soon.

Over the summer we've met with a number of folks including the deans from the colleges, leaders of the non-academic units, we've met with your college liaisons, and just a number of people to sort of get the process started. This is definitely going to be a comprehensive process. So, this is something where we will be collecting information from across the university, and academic units and nonacademic units alike. But if you would please bear with me, I think one of the best ways to make sure that we get off on the right track is to make sure that we all understand what Carnegie defines community engagement. Oftentimes we use that term 'synonymously' with community service or community outreach. Carnegie doesn't see it exactly the same way. So, we want to make sure that when we are requesting information that everyone is aware of specifically what we are asking for in the questions. We will be asking for evidence of both community engagement, and community outreach, and community service. But I just wanted to take a second to go over the definition as Carnegie sees it. And forgive me, I should have printed this bigger; I

can't even read my own [notes], so I'm going to turn to the screen and read it from here: The Carnegie Foundation for the Advancement of Teaching defines community engagement as the collaboration between institution of higher education and their larger communities (local, regional/state, national and global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. So, those are the 'key' terms. The purpose of the community engagement partnership of knowledge and resources between colleges and universities and the public and private sectors to enrich scholarship, research and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. Isn't that beautiful?

Past-President Rouillard: It is.

Dr. Monica Holiday-Goodman:

And how comprehensive is that, right? That hits on virtually everything we do as a university, whether you be a student organization, whether you be in a class related to service learning, or whether you are a faculty person that is creating some scholarly work related to it. It includes everyone. So that is why we will be doing a very comprehensive search for information across the campus. For the renewal, one of the things we have to keep in mind is that 2015, when we were awarded the status (we applied in 2015 and was awarded in 2016), we showed a lot of information and collected data in regard to what we were doing.

So, not only do we have to show the number of students engaged in community, engaged courses, the number of faculty, the number of staff, the number of courses, etc., we have to show how we become more deeply, pervasively and integrated in community engagement since 2015. So not only do we have to connect collect the information, we have to compare ourselves to 2015, which will hopefully show some level of progression and growth. That is why this application maybe even a bit more difficult than the first one because we have to compare and see where we're growing.

One of the things I like about this though, and the webinars that we've gone to with the Carnegie folks, they do understand that we can't be perfect. So, if there's evidence that we need to grow in some area that we haven't quite made it there, we can definitely explain that too. So this is not a, 'you haven't done everything we told you to do, and it's a big X.' It's like, 'we didn't quite get to that, and this is where we plan to go and this is how we're going to do it.' I'm looking forward to that opportunity. This particular application also is a little different from the first one because in this one we will be looking for examples of faculty, staff and student scholarship related to community engagement.

We will be collecting information as I said, across the university in various ways related to poster presentations, articles, anything that has been written especially in a scholarly format related to community engagement. The beauty of this though, is that not only can we use this information for the Carnegie application, wouldn't it be wonderful for us to know within the university of all the things that we're doing? This is basically an opportunity to even teach ourselves, to show ourselves what we're doing. If we understand better what we ourselves are doing, then we can share that information much better with the community. I think we can definitely be known and shown as a university that is definitely working in the best, you know, representation as possible to serve the public. So, I'm really looking forward to that.

The project timeline that we've come up with, of course, data collection will be going on for about the next month or so – September 30 through October 30. We're going to be collecting data from academic units and

nonacademic units. So, within the colleges but also within division such as athletics, UTPD, UTMC, even the Professional Staff Association, Student Affairs, all number and types of units that we have that may have this type of information. However, we are going to be requesting that information be submitted to us by the unit, not by individuals. Because everybody is so proud of the work that they're doing and they would want their best work to be showcased, but I think it would be easier for us to categorize and sort of differentiate community service vs. community engagement if we got one big report from the unit and therefore, we can determine where it is going to go. We will be reporting numbers for all types of community engagement and community outreach and service. But I want to make sure that at least the respective units are understanding what they're submitting so that, you know, if someone has a question about why their particular project was included and another one was not, then that conversation could be had within the college or within the unit instead of coming from the community engagement office.

So, we're looking hopefully as we collect the data within the next month or so to come up with a nice draft of the proposal of the application, I should say by late fall semester. That will give us early spring semester to revise as needed and hopefully be on time for our April 1, 2025, submission date. Each college has a liaison that's been working with the Community Engagement Office for the last couple years now, and these folks are the liaisons for the colleges. I still have a couple of folks that I need to replace because people have left, particularly Medicine and Law and I'll work with their deans to get those people replaced. But what I recommend, and each college can do it however they want, but it would probably be easier to put together a subcommittee of folks within your college to collect this information. We are not expecting the liaison to do all the work themselves. But since we do have a section that is primarily on curricular engagement, we need someone that knows your curriculum. We need someone that knows your assessment processes, so someone that is knowledgeable about your curriculum, your assessment processes would probably be. In addition to maybe someone that understands your community outreach efforts within your college.

Dr. Ashley Pryor: I'm sorry to interrupt, but I'm Ashley Pryor. I'm in the Department of Philosophy, and [I]also continue to teach for Honors. Honors has recently undergone our transition. I know you visited our community engagement class, HON 3010 before. It has been a signature part of our existing curriculum. I worked with our former Dean to design the course using the Carnegie guidelines. So, I want to make sure Honors doesn't fall through the cracks as I do not see us listed on your slide.

Dr. Monica Holiday-Goodman: Believe me, I heard your name and---

Dr. Ashley Pryor: I'm happy to help. Community-engaged pedagogies are very important to me.

Dr. Valerie Simmons-Walston: Your dean can reach out to schedule an appointment.

Dr. Ashley Pryor: So, my new dean will be in CAL, but I want to make sure that Honors---

Dr. Valerie Simmons-Walston: Oh, Honors.

Dr. Ashley Pryor: So maybe our new director.

Dr. Monica Holiday-Goodman: It's Kasey Tucker-Gail.

Dr. Valerie Simmons-Walston: Yes, the director, Kasey Tucker-Gail. I'm sorry.

Dr. Ashley Pryor: Honors has fallen through the cracks on some things during this transition. So, thank you for allowing me to speak up on behalf of the program – [I'm] happy to help in any way I can.

Dr. Monica Holiday-Goodman: Your name was mentioned in the meeting that we have with the Provost Office representatives, Ashley. So, we will make sure to include you.

Interim Provost Molitor: Thank you for mentioning that, Ashley. Along those lines, we should probably engage with the University College as well which is also within the Provost Office.

Dr. Valerie Simmons-Walston: And just another last kind of closing remarks. In an effort to ensure that this application be submitted in just one voice, we have contracted with Dr. Barbara Floyd who has graciously agreed to be our writer. And so, we are all writing, answering all these questions, but then she is going to ensure that it will be delivered in one voice. We're very thankful to partner with her.

Past-President Rouillard: Thank you for this. This is very interesting. Do you know how many Ohio public universities have this classification?

Dr. Monica Holiday-Goodman: No, but that's a good question. We can probably find out because there is a list of folks that have the designation.

President Van Hoy: If you don't mind, can you repeat the question in the mic so everyone hears it?

Dr. Monica Holiday-Goodman: The question was, how many Ohio universities have this designation? I don't know offhand, but we can definitely find that out. I know our neighbor to the, what is it, the south?

Dr. Valerie Simmons-Walston: Yes.

Dr. Monica Holiday-Goodman: And I know they even use it in their promos.

Past-President Rouillard: I was struck by the language of the Carnegie classification that one of the goals is to address critical societal issues, which is the very part of the anti DEI legislation. And so, this is good language to use to rebut that. If our universities are losing these distinctions, I think our legislators should think about that before they propose things like Senate Bill 83.

Dr. Monica Holiday-Goodman: They have some very probing questions related to how we deal with things like, you know, social justice and all of that. It's going to be an opportunity to really put some words on the page in regards to how we are responding to these national and societal challenges.

Senator Avidor-Reiss: So, you mentioned that there are different levels, there are different categories. What is the current category that we are in?

Dr. Monica Holiday-Goodman: As far as? I'm sorry, can you explain?

Senator Avidor-Reiss: I don't know, are they different levels. How are we achieving these levels? Or is it one, you either have it or you don't?

Dr. Monica Holiday-Goodman: Right, you either have it or you don't. And this is an elected classification too. This is something that people have to apply for. The other type of classifications use the data that you have to determine what category you're in. This one you apply by submitting you information and then they say whether or not you meet the criteria or whether you don't. So, it's a little different than the other Carnegie classifications.

Senator Avidor-Reiss: A different question is, in 2015 we were a much larger university than we are right now. So, if they count how many students involved, are you going to normalize [it] to the size of the university? How are you dealing with this issue?

Dr. Monica Holiday-Goodman: Well, we also have to talk about the way the university has changed in a number of ways, not only in regard to the number of students and all of that, but also in regard to economic factors and all that. So, we will have to give a full reckoning of how the university has changed over the years. I think though, even though there's been dramatic changes in maybe the number of students and the number of faculty and alike, I think the community engagement work has largely remained in place. Not all, but largely. And many of those programs that we reported on in the 2015 application are either still in place or have completed their mission. So, it's not like we just let them go and they are just 'obliterated' because of the changes. They're still in place, and we probably have several new ones to report on as well.

Dr. Valerie Simmons-Walston: The number of students that we have is not going to count against us. We are going to focus on the great work that our students are doing, and of course, students, faculty and staff. So, just want to make sure you're clear on that.

Dr. Ashley Pryor: Apologies for talking again. I wanted you to know, when we fill out our ARPAS, there's actually a place to report activities that meet the Carnegie definition. And are you getting that data?

Dr. Monica Holiday-Goodman: I have reviewed that data. It is there and we definitely plan to use the data that we collect from the colleges to compare that. Unfortunately, it's not done consistently. If everyone were consistently reporting this out, we wouldn't have to go through all of this. So, what we're hoping is if we could get everybody in the practice of reporting this type of information, then ten years from now when we have to do this again, we can just grab it from Faculty180 or whatever it is. So that is what we're hoping to do.

Senator Avidor-Reiss: A follow-up question related. The Arts and Science report consulting did mention that the very important element for students that they are interested in are those kinds of activities with the community. So, the question is, are you going to make (during the process or after the process) a website that specifies all those activities and make it public so students can choose to get involved? And potentially, it can be a way for you to keep it maintained, aligned all the time other than once every five years.

Dr. Valerie Simmons-Walston: Yes.

Dr. Monica Holiday-Goodman: Yes.

Dr. Valerie Simmons-Walston: One and done.

Dr. Monica Holiday-Goodman: We plan to make the Committee Engagement Office a plug for this type of information so that from here on out, anything anybody wants to know about what the university is doing about community engagement is available. This is a self-study for us, in addition to a mechanism to inform the community of [our] work.

Interim Provost Molitor: I just wanted to answer the previous question about which other Ohio institutions. The publics are Bowling Green, Cleveland State, Akron, Wright State, Ohio State and interestingly, Owens Community College, which is the only community college in Ohio that's on list. Then there are a handful of private institutions.

Dr. Monica Holiday-Goodman: Thank you.

President Van Hoy: I saw that Senator Lee-Smith put a link in the Chat.

Dr. Monica Holiday-Goodman: Yes.

President Van Hoy: Senator Lee-Smith, do you want to unmute and explain?

Senator Lee-Smith: This is basically just the complete list of Ohio ones, and the link to Carnegie classification of institutions of higher education. https://carnegieclassifications.acenet.edu/wp-content/uploads/2024/01/Carnegie_CurrentClassifiedInstitutions.pdf

President Van Hoy: Okay, thank you.

Dr. Monica Holiday-Goodman: So, if anyone has any questions, my email address is on the last slide. We look forward to working with you all. Thank you.

President Van Hoy: Thank you. Hey, you guys. Come on down. Next, we will have Dean Marc Seigar from NSM and Song-Tao Liu who is the Chair of Biological Sciences. They are going to explain the process for the name change they proposed for the Department of Biological Sciences to the Department of Molecular Cell and Developmental Biology.

Dr. Song-Tao Liu, Chair of the Department of Biological Sciences: Thank you, Jerry and the Senate for giving us the time to state our reasoning why we propose the department name change. So currently our department name is the Department of Biological Sciences. We propose to change it to the Department of Molecular and Cell Developmental Biology. As you can see, it is just one name and so we call it MCDB.

The Department of Biology or Department of Biological Sciences have existed in UT for a long time, I think, so the reason we proposed to change, actually the trigger for us to think about this was mostly because some of the feedback from students. They want to see more modern biology, the names of modern biology being reflected in our departments. This discussion is on and off – it's been going on for a while. We started to take it seriously in 2021 when the program review of the department, in the report, experts actually mentioned the department actually fall in the area of cell and molecular biology. So, the Review Committee suggested that we rename the department along these lines.

This started the process. We asked our dean to ask the Provost Office. The Provost Office actually has a guideline how to change the name of a department. So, we followed the process and now we are here at Faculty Senate to give our presentation. At the department level, we had a lot of discussion. The department had, I believe, two votes and in the end, we came to the consensus, the name MCDB is going to be adopted. After that, we consulted the most relevant department…online. He is the Chair of the Department of Cell and Cancer Biology at the Medical School. He originally mentioned some concern, but after we decided on the name, MCDB, he also agreed, and [we] sent an email to Dr. Van Hoy. This is basically the on-campus consultation, right? After the other departments in the college did not have a problem with the name change, we decided to move forward with this presentation at Faculty Senate. So that's the general, quickly overview of the process.

The next slide I will explain the red ink. After we heard the students' feedback, we listened to the experts from the Program Review Committee. They also had to think about whether it was worth changing the name because again, the Department of Biology of Arts and Sciences has been at the University for so long – and we don't take it easy to just change the name. We do think the name can better align with the faculty expertise and department which fall in the molecular cellular and developmental biology. I just want to let the colleagues know, especially from other departments, most of our faculty are funded by federal grants, right? So, it has recognized our expertise.

- Also, **one of the three areas of research** excellence is called cell architecture dynamics. It's actually led by a former and another colleague in the department that consists of many colleagues from many departments on campus – and most of the faculty in our department are affiliated with research area of excellence. And so that's one thing we think we do have, the research expertise.
- The **second point** we want to point out, we did some research, and we checked department names at other institutions in Ohio. We do hope if we change the name, it can distinguish us from other institutions. Currently there is really only one university, Ohio State, which has a department name –their Biology Department has been divided in several departments. But all other universities do call their biology department either biology or biological sciences. So, I think that will make us stand out, some difference.
- The **third point.** Once this goes through, the department name can help us easily publicize our expertise to prospective students, and also the local and scientific community, and hopefully also funding agencies.

So those are the things that we hope that can change. Of course, one thing will remain unchanged. We are in the department of Natural Sciences and Mathematics and education is one of the main major notions. So, we will not change our education to the students, either current programs or planned programs. The Provost Office has told us that the course code file will stay with us so we don't have to change anything in the curriculum system.

I think that's my presentation. Any questions? Our dean is here if there's any questions for him.

President Van Hoy: Any questions?

Senator Cheng: So, one question relevant to the name change. Would that impact the potential of ranking?

Dr. Song-Tao Liu, Chair of the Department of Biological Sciences: Department?

Senator Cheng: Yes.

Dr. Song-Tao Liu, Chair of the Department of Biological Sciences: No. Hopefully not, right? There are different ways of ranking the department, right? Do you know how seriously the university joined efforts in terms of the department ranking?

Interim Provost Molitor: I doubt it would because we usually compare by discipline vs. name. A lot of these rankings are done by CIP code areas and so that presumably wouldn't change---

Senator Cheng: It'll be the same code?

Interim Provost Molitor: Yes. For example, you have EECS or ECE---

Senator Cheng: [Indecipherable]…

Interim Provost Molitor: Yes, but again, those are separate CIP codes.

Senator Brakel: I guess my question relates to the prospect of students who might be looking for a degree within your disciplines? You have a similarity to the College of Medicine department. How are we focusing students to the right area?

Dr. Song-Tao Liu, Chair of the Department of Biological Sciences: We are the department that focuses on undergraduate education, that is the major difference -- I hope, right? The Medical School will not start many undergraduate programs, right? I know they have some special programs, a collaborative program

with us, neuroscience. But I don't think that it is their intention to start as many [undergraduate] programs as the Main Campus.

Senator Brakel: I'm thinking about the high school student who really doesn't understand the difference between undergraduate and graduate programs. So, I'm just trying to get them routed to the right place.

Dean Marc Seigar, College of NSM: High school students typically look for program names, not necessarily department names.

President Van Hoy: Yes, major names. Right? So that should be something that maybe you should alert Web Development about or admission, or whoever controls that part of the website just in case it's an issue.

Jen Sorgenfrei, Executive Director of Marketing and Communications: I think we're good. We've got a couple of different tools built in to help students funnel themselves into either an undergraduate program, if they're a transfer student or if they're looking for graduate programs. There are multiple ways they may get to the website, but there are multiple ways that we're also funneling them to make sure students are getting to an undergraduate program page with relevant information to their needs.

President Van Hoy: Okay.

Dr. Song-Tao Liu, Chair of the Department of Biological Sciences: Thanks.

President Van Hoy: Thank you both. Okay, now we have Dan Compora who's going to give us a report for the Committee on Academic Regulations.

Dr. Dan Compora, Chair of the Committee on Academic Regulations: Hello. Can you hear me?

President Van Hoy: Yes.

Dr. Dan Compora: Good. This was sent out a couple weeks ago. I was supposed to present these at the September 10th meeting. We reviewed eight policies, but really eight documents. There were four policies that pretty much the major change was to split these into separate documents for policies and procedures. There were some minor wording changes to a couple of them, and we looked at the proposed wording changes and we added a couple of our own. I'll go through these quickly for you and I'll scroll down to the document.

The five that we suggest acceptance or urge approval of are: the course scheduling policy, the repeating a course policy, the repeating a course procedure, a grading policy and a grading procedure. I'll scroll down and show you some of the wording changes that were proposed. We didn't have any concerns with any of those. When it came to the academic dishonesty policy, this was a minor revision of really just dividing a document into two. There was a couple of sentences that would clarify AI. We tried to take that a little bit further, and I will show you some of our suggestions. There was also just one suggestion that we wanted to add to the academic dishonesty procedures. Currently as written, the academic dishonesty policy says that the student goes immediately to an academic grievance procedure. In practice, what students typically do is appeal this decision to a chair, then ultimately a dean and the academic grievance is really a last resort. And so, I'll show you the wording that we proposed there.

When it came to the course scheduling procedures, there were some concerns about clinical and professional programs requiring labs and perhaps other types of off-campus experiences. So we put in a suggestion for that, and I'll point that out to you. One concern was raised with regard to low enrolled sections, and this was raised by a committee member that the thresholds for low enrollment lack

systematic and justified rationale, especially for graduate courses. And Section E said, "I am against setting arbitrary numbers here and would challenge the original numbers in the document. I suggest removing these thresholds until the Provost's Office provides data back reasoning to support them." I explained to the member that even though we may disagree with these, they are in the policy as it is currently written. And we can advise changes to these policies, but ultimately these have to be passed through Legal Affairs first, and then they would eventually go to a 30-day review in which I encouraged Tim, who raised that concern at that time. We were really looking at relatively minor policy changes and really going into that, [it] represented something major. We agreed to raise it with Senate to let you guys know that this was a concern that we had, and we'll take up discussion from there.

Now, just to scroll through these policies really quickly. As you can see, most of this, I hope you can see that, it's probably small. Are you able to see that okay?

Senator Coulter-Harris: It is very small.

Dr. Dan Compora: I'll see if I can make it larger. It's a PDF, and I'm usually not good at enlarging PDFs. Is that better?

Group of Senators: Yes.

Dr. Dan Compora: And again, the ones that we had no problem with, we were just moving stuff out of the existing policy and moving it into a procedures document. And that's what happened here. Most of this was just moved, and then this became a procedures document. Minor changes here, but nobody had any concerns with them. I'm scrolling a little bit quickly. Please tell me if I'm going too fast. As you can see changing the dates. Again, most of this is minor wordsmithing here. I caution my committee about wordsmithing too much because these are going to go through a couple of more levels of review. So, when we get to my highlighted changes, I'm mostly concerned with getting the idea. I'm certainly open to wording improvements. But again, mostly very minor word changes on these policies. This looks like they went through and added, you know, complete grades equivalent of F. You know, again, this didn't really constitute major changes of the existing policies. I unfortunately did send these all to you, and I apologize for the information dump. It was a lot.

So, here we go. Again, these are ones that we had no real concerns with, "All course syllabi should provide the policies of the course instructor." That's added wording. We had no problem with it. There's some revision here. If you want to take a second to look through this again, the committee reviewed it, [and] did not find this to be really substantive. Is it ok to scroll down or anybody need a minute? They got rid of the intercessions wording here because we no longer have that. Again, minor policy and procedure changes. Once I get to the interesting stuff, it becomes highlighted. Here we go. There are some more changes here. Again, we reviewed this. There were several levels of comments before this document reached us, but again, we were okay with the document. I'll leave that up for a couple seconds in case anybody has any questions. I apologize. I did send these, but it really helps to see them at the time we approve and so I want to take my time here. It is okay to scroll down here?

President Van Hoy: Yes.

Dr. Dan Compora: Okay, thank you, Jerry. Again, the next review date is stated and, of course, course scheduling. Here's where we get into not necessarily the policy issue, but again there's very little change here – it's when we get to the procedures. This is the wording again; this was the best we could do. And again, I caution gets over wordsmithing it because like I said, it's going to be reviewed yet again.

But I know that can use some work. But again, I was trying to get the idea down for the next level of review. I'm certainly open to some changes here. But is there anything anybody would like to say? This is a suggestion from our committee that we needed to clarify this because there are some scheduling anomalies that these procedures would not cover otherwise.

President Van Hoy: Dan, you have a lot of hands up in the room.

Dr. Dan Compora: Good, good.

President Van Hoy: Let's start with Past-President Rouillard and then we will go to Interim Provost Molitor and then Senator Cochrane. Senator Cochrane, when it is your turn, you may have to come down here so the mic can catch you.

Past-President Rouillard: Dan.

Dr. Dan Compora: Yes?

Past-President Rouillard: I have several issues with this particular procedure, and I've spoken to several colleagues who also have these similar concerns. I think departments need to have the flexibility to schedule courses in a way that they know better than anyone else how to schedule. These stipulations that a certain percentage of courses need to be taught on Friday in a classroom, or the one-hour courses need to be scheduled on Fridays is not sensitive to students' scheduled constraints. We have students who are struggling with raising families, going to school full-time and working two or three jobs. The departments are much more; they have the history of how these schedules work or don't work. And I don't think that stipulating this percentage of courses having to have a Friday meeting is going to make that any easier. I don't think it's going to help enrollment. I don't think it's going to help retention. Anybody who has taught a Monday, Wednesday, Friday course knows that attendance is going to drop, which means that students are losing 1/3rd of the content material if they don't show up on that day. So, I really think that needs to be addressed.

Interim Provost Molitor: First of all, Dan, on your comment regarding the clinical lab stimulation experiential learning courses, please realize that this policy only applies to courses that are in general purpose classrooms. The courses you've identified are almost always in department controlled or specialized facilities, so that's why we didn't think that particular clause was necessary.

Dr. Dan Compora: The committee raised it, and I agree with you. I did make that point to the committee, but they wanted it. They felt the need to make it more clear in the procedure. But again, I understand. I wanted to convey the idea, although I do believe that the wording, as you can see with this long wording, it does feel like it came out of committee.

Linda, to answer your question or to address your report. I can always take this back to the committee. This Faculty Senate has the final say on all of these. Our committee reviewed them as they came to us and they did not raise the same concern, but that doesn't mean that it's not a concern and that is why we bring this to Senate of course. I'm more than happy to take this back to the committee. I'm also more than happy to take a vote on this one individually that indicates the Senate does not support this wording. So, I serve at the pleasure of Senate here.

Interim Provost Molitor: Please realize where this is coming from. We are reducing the number of classrooms on campus, and we have to do that out of necessity. We do not have the financial wherewithal to maintain all our buildings. If you look at our classroom usage, we are under utilizing our classrooms and this is a problem, particularly at the state level when we report this, which can adversely impact our

capital budget allocation. So one of the reasons for this procedure is to ensure that we are going to have rooms available for our face-to-face courses. Now, to Dr. Rouillard's comment about student success and access, I don't think scheduling all our courses Monday through Thursday at 10 am to 3 pm. meets the needs of all our students. I always taught Monday, Wednesday, Friday courses, and I didn't see drop-offs on Friday. I think students will attend courses, knowing their schedule ahead of time, knowing that they need to be there, that will work out. We may have to find alternatives for particular student groups, I understand that. But again, many of our courses are slotted into midday, Monday through Thursday time slots and that is just not feasible anymore because we will not have the classroom space for those courses.

Dr. Dan Compora: Any more questions?

Senator Cochrane: Yes, I have a couple concerns unique to this issue; I teach only graduate students to address the provost's question. But just for Senate, I would like them to be aware that in my college, when I returned to campus in August, I was told we have this new policy, and we need to now schedule our classes this way to which I was quite blindsided by this. Still being told we now have this policy that we have to use for summer classes, which my understanding are not due until October 14, and then for next year, schedules are due November 18. And as I understand, this policy is still under review. It has to go out for the 30-days or it is not policy. So, that is my first concern that I will share is that my college is being asked to act on this when it is not officially policy at this point.

I think to the provost, my other question was, where [does] this data exist to say this is an issue and problem? I do think this needs to be worked in my program. Again, I realize it may be 'get your violin out, too bad, Wendy.' I teach graduate students only. We have a very small cohort of twelve students that we bring in every year. I teach school psychology. We are a professional program, but I am teaching face-to-face classes, and I will agree not in the best way. It was here when I got here. We teach three, four-hour classes once a week. We moved them to the daytime many, many years ago to accommodate our students who were out in the schools. They have hours to complete, and it's very difficult with their work schedules and working around them. If we have to move everything to the evening. So, you know, I realize we're a small minority and I might just have to live with this and teach in the evening---

Interim Provost Molitor: And to your point, one of the things I asked to change is in this policy is I didn't think this can be done on a department-by-department basis. It should be done on a college level. So, I think that will give colleges more flexibility to do that kind of scheduling.

Senator Cochrane: The rest of it, I will wait until the policy comes out to provide my comments, but I do have concerns about this, [and] the enrollment too. Again, we have small programs, and I'm not sure if this means if we don't have that number of students at the 7,000 level that we will just delay graduate students' graduation now. So, that's all I wanted to share.

Interim Provost Molitor: Thank you.

Dr. Dan Compora: Well, thank you. Again, we did put in something to that, like what type of data would be helpful or used and somebody made this suggestion. And again, I sympathize with where you are on this because it's -- and looking at this as somebody who only teaches undergraduate, I did not think of these things. But thankfully, I had people on the committee who had similar concerns.

Senator Heberle: This might only be relevant to one program, I don't know. But the one-hour course being scheduled between 10 am and 3 pm. paired with another course, we have a one credit proseminar that is key to our success as a major, and we offer it one-hour a week. We don't have a 'paired thing.' So,

when you say, Provost Molitor that is would be done at a college level, does that mean the college gets to look at all the departments and see what kind of exemptions need to be made?

Interim Provost Molitor: Yes. So as long as it balances someone across the entire college.

Senator Heberle: Balances out, what do you mean?

Interim Provost Molitor: If a college looking at their course schedule in general purpose classrooms to meet these requirements, and you make an accommodation for a particular course in your department, that means another department may have to change, move their time or something. The Registrar has already sent out a preliminary analysis to the various colleges where they are relative to this policy.

President Van Hoy: And Senator Heberle, we primarily hold pro-seminar in department-controlled rooms, correct?

Senator Heberle: We can do that, yes.

Interim Provost Molitor: The department-controlled classrooms are exempt from this.

Senator Heberle: The other question I have and very concerned with. We have in the past tried to emphasize the departmental at college levels teaching more classes in the evening or after 4 pm, and I wonder if, I mean, I haven't heard that kind of discussion at all in terms of trying to get more balance between daytime and evening classes. So I'm just wondering why we don't take it more like that rather than creating a policy that then creates sort of a more difficult context for us to figure out in advance, like how all this stuff is going to fit. Does that make sense?

Interim Provost Molitor: Yes, and I agree. But again, realize where this is coming from. This is coming from the fact that we are decommissioning several spaces that have classrooms. And so, we're going to have a smaller footprint of general classrooms, and we must make sure we have a schedule where we can fit classes in the rooms at the times that are offered.

Senator Avidor-Reiss: My question is, is there any language in this document that prioritize student reference? Is there any wording that says that whenever you make decisions, it is top priority to have them in the best interest of our students? And I'll give an example. If there is a class that is very hard, very important program and it is 8 am, many students are unhappy in the class. We should prevent as much as possible where difficult courses are being offered at very strange times because of footprint and other things. Is there any language that says that this is important as the university considers the student is on a mission, and therefore this should be taken as consideration?

Dr. Dan Compora: Yes, there are a few statements. We added one as a suggestion. And then there's one down here, "the students need" and there's "students intending to register." So, there is language. Certainly, I think if we were to look through the whole document, we could probably find areas where we could add more emphasis on students, but there are some references to student need, but those are the ones I know of just offhand. I'm reading very quickly to see if I can find others.

Senator Avidor-Reiss: I wonder also if maybe regarding best practices. There is a lot of literature right now about early classes that they are not good for students, and we still have these early classes. Is there any language related to best practices, what should or should not be done?

Dr. Dan Compora: I don't recall. I apologize, I missed part of your question. I have to kind of put my head close to the speaker here.

President Van Hoy: Is there language about following best practices?

Dr. Dan Compora: Oh, okay. No, I don't recall that. Provost Molitor, do you know?

Interim Provost Molitor: No, I don't believe there is.

Dr. Dan Compora: I don't think there is either in this particular one. So I can finish, or would you like me to remove this from consideration?

President Van Hoy: We still have hands up, Dan.

Senator Cochrane: I guess my question to what I said at the beginning to the provost, if this is not a policy yet, do I have to (or others in my college) follow this? And for summer and next year, do we have to schedule our classes this way if it's not [a] policy yet?

Interim Provost Molitor: We are working towards moving everybody in this direction because yes, we are going to have some classrooms that are coming offline and so we need to get moving on this.

Senator Semaan: I would like to resound what Past-President Rouillard mentioned. It seems we have a little disconnect between some of the policies and knowing our students. We say that we are a commuter campus, we say our students need to work on certain days, and then we come up with policies that would make both of these things harder for our students. We say we are shooting for higher enrollment, and we make policies that may reduce our enrollment for students to go somewhere that would accommodate their schedules, but they need to be able to come to this university.

Interim Provost Molitor: So, all your students can attend class Monday through Thursday between 10 am and 3 pm? I don't think that necessarily is serving our students best. I think if we publish our schedules ahead of time and have schedules that are spread out through the day and through the week, I think we will perhaps be serving our students better than we are now.

Senator Semaan: I'm talking from what I've heard from students. Did we ask students about this stuff? I did.

Interim Provost Molitor: Okay, well we can conduct a larger survey, I think that would probably be a good idea.

President Van Hoy: As an advisor, I sit with students during registration all the time who tell me they need to have their classes on Monday/Wednesday or Tuesday/Thursday because they work Friday through Monday, and that's how they pay for school.

Interim Provost Molitor: Right. And I'm sure there are some students---

President Van Hoy: I'm sure that this might disparately impact some colleges, you know, Arts and Letters for example, by treating low income students differently than other students.

Interim Provost Molitor: And again, if you have a combination of undergraduate and graduate courses, you have nontraditional students, working professionals across a given college. I'm sure you can accommodate the needs of those students while fitting into this policy because these student groups are going to have different needs.

President Van Hoy: Okay, Dan. Oh, there's another hand up.

Senator Brakel: I want to piggyback a little bit on Provost Molitor's comments here. Because I know there's been several NDA??? students over the years that had difficult getting courses because of time

conflicts, day conflicts of classes. There'll be a class here that they need, and then there will be another class on let's just say 'logic' or whatever it happens to be, and there is a conflict, and the students get some really bizarre schedules. I would recommend this language, Dan: "departments are encouraged to consult with majors in other departments as to what might be the best schedule practice "-- something along that line.

Senator Heberle: I just want to add to that. I agreed with the problem of having our courses packed in on Tuesday, Wednesday and Thursday because then students can't take the courses they want because they meet at the same time, there's an overlap and all that. So my only problem is spreading out the times that we teach. I just don't know that some of this policy, like 50 % of the sections, should be scheduled to start between 9:35 am and 3 pm. If we can fit 50 % of sections outside of that time frame and still adhere to what it is to that people are raising here in terms of serving a commuter campus that has tight schedules in terms of workload. All my graduate students work either fulltime or parttime, so that is not just a graduate or nontraditional student issue.

Senator Semaan: Many travel back home on Fridays.

Senator Heberle cont'd: Yes, a lot travel home on Fridays so they can do other things. But I see the tension between trying to spread the courses out, so the students aren't all faced with that problem of scheduling, and that is a very legitimate issue to try to get departments to not just let people teach whatever they want. We don't; we always manage my department to try to balance out each other's courses, so we're not conflicting with each other. And we don't necessarily do that at the college level, and I think that's important. But I think this kind of policy is a little extreme in terms of trying to unpack that midday enrollment. So maybe if we could just relax some of those numbers -- that might help create flexibility with the encouragement that we make more. So, if you just relax some of the numbers, maybe people would feel more comfortable with the idea of getting to move in this direction. And, we don't even know what the classroom vs. classes thing looks like. I know you don't want to get stuck in that bind, but that would be my suggestion.

Dr. Dan Compora: That would be my suggestion.

President Van Hoy: Okay, Dan, so why don't we vote on the policies that are not controversial.

Dr. Dan Compora: Exactly. Just for clarity here, did you want me to remove both the policy and the procedure?

President Van Hoy: Let's keep them together.

Dr. Dan Compora: Okay, so the course policy and the course procedure will be exempted from this. Did you want to vote on the others that were less controversial because I think that there might be some issues with academic dishonesty?

President Van Hoy: Dan, just real quick. Ammon [Allred] had his hand up and I didn't see because of the sharing.

Senator Allred: Just really quickly. If it's not getting voted on, it's fine. But I guess to echo a little bit what Renee [Heberle] was saying, I'm not hearing anyone address having an issue with teaching in a more flexible time. I would hope that the provost and other administrators not impute motives, bad motives to faculty members in that sense. It's counterproductive. My understanding is that deans in the Provost Office already mostly control scheduling, and so I guess I'm wondering why we would put in writing

policies that constrain not just faculty, but the provost and the deans in the future when we already have the capacity to change how we schedule classes. It seems---

Interim Provost Molitor: I think it's an issue of transparency so everybody understands the rules we're playing by when we do make these schedules.

President Van Hoy: Did you hear that, Ammon?

Dr. Dan Compora: Yes, I heard that.

Senator Allred: Yes.

Dr. Dan Compora: I mean honestly when we reviewed the policy, again, I'm not involved in scheduling. I understand that the other people were probably more affected than I was and so I really relied on the guidance of the committee for this particular policy. I'm certainly willing to take it back to the committee. I would love to have you guys send me your concerns and suggestions so I can bring that to the committee as well.

President Van Hoy: Alright, everyone you heard that. Email your suggestions to Dan.

Dr. Dan Compora: Yes, that would be great. That would be really helpful because I will say that the committee did very good work on this. They spent quite a bit of time on it. We do have some junior faculty members on the committee who maybe haven't experienced some of the things that the people in the larger group of Senate have.

President Van Hoy: So Dan, we need to move on so please, I'd like to just vote.

Dr. Dan Compora: Do I just then vote on the other two? We will take out the course scheduling policy. I'll completely remove the repeating the course [policy], repeating the course procedure [policy] and the two grading policies [policies]. I could get votes on those; I would say that the Senate endorses these to progress to the next step. So, is it okay to take a vote or do I call for that, Jerry (President Van Hoy) or do you?

President Van Hoy: Yes, we are good.

Dr. Dan Compora: Okay. All those in favor say, 'aye.'

Group of Senators: Aye.

Dr. Dan Compora: Any nos? Any abstentions? Hearing none. Okay, so I will take those other two back to the committee. Do I have time to go through academic dishonesty, Jerry (President Van Hoy)?

President Van Hoy: No.

Dr. Dan Compora: Okay. This is one I thought would be a little controversial. Honestly, I think what is presented here is an improvement over what we have. Right now, we have a policy that does not acknowledge artificial intelligence at all. And while this is not winning the world's series on changing the policy for academic dishonesty, at least it wins the first ending. I do think that the university has been working on this for the last five years, but for various reasons it got nowhere.

President Van Hoy: We have another presentation we have to move on to.

Dr. Dan Compora: Okay, do you want me to postpone this to next time?

President Van Hoy: Yes indeed.

Provost Molitor: Just to add one thing, Dan. We do have an AI committee on policy and I'm sure this would be one of the things they are looking at as well.

Dr. Dan Compora: I'll bring this to the next committee meeting then.

President Van Hoy: We'll bring you back on October 08th.

Dr. Dan Compora: Sounds good.

President Van Hoy: Thank you, Dan. Senator Heberle?

Senator Heberle: I just wanted to add one more thing, and that is the enrollment paths and things like also are embedded in this we just tabled for more discussion. So, extend your comments about that as well. It's not a different policy; it is the same.

President Van Hoy: Thank you, Senator Heberle. Yes, it's in the procedures, right?

Dr. Dan Compora: Yes.

President Van Hoy: All right, we will do our best to squeeze in a presentation about the University's new branding campaign by Jen Sorgenfrei and Megan Cunningham.

Megan Cunningham, VP for Marketing and Communications: Thank you for the invitation for us to share the power to do brand. We appreciate it. I know it's been a long meeting here, but we have some creative assets to share, and we actually brought gifts. So [they are on] the back table for those who are interested. We have some power to do branding pens.

So I'm Megan Cunningham, Vice President for Marketing and Communications, and I'm joined by Jen Sorgenfrei, Executive Director on our team. I will start and then she'll take over so that we're not both talking the whole time.

So first [I] just wanted to let you know what our approach was when we went to this rebranding effort. Our main goals are to raise perceptions, increase enrollments and gain healthcare market share. So we were looking at what we were facing, be either low awareness and/or negative perceptions depending on the audience. What we wanted to accomplish, we were really looking for a unified identity across the entire Utoledo, right? We looked at both the academic side and the clinical side, which our team supports. And so, how do we want to do that? It is a refresh brand that we are 'stronger together.' We really wanted it to emotionally connect with our campus community as well as externally, and then with new breakthrough tactics associated with how we tell that UToledo story.

So quick timeline. The fall semester of last year we did a RFP process, and we did that separately for the hospital rebrand as well as the academic rebrand to see what was out there. Because not everybody specializes in both verticals, we were lucky enough to find a firm that we really liked that did. And so, in that process we partnered with BBK of Milwaukee. They are a branding firm that specifically works in three verticals, two of which we are in. They do healthcare, they do higher education and also travel tourism (that's their third). And so, we contracted with them the last day before winter break and then we got started right away in January with our research and discovery process. We provided a lot of existing materials to them, strategic plans, previous research that we've done with some local firms. We did a survey process as well. We worked on articulating the brand from that information, expressing it, and then activating it. So we launched our new, The Power To Do brand on July 15th for UToledo overarching, and

then we followed with the UToledo health brand on August 5th. I do want to note that throughout that process, we did connect specifically with some of the other consulting firms that the University had worked with. We did not want to duplicate efforts, we wanted to work together, right? BBK spoke specifically and directly with Arts and Science Group, with EAB, and with Huron. We didn't want to duplicate any of those efforts. We wanted to be moving in the same direction. And so, here's a little bit of that discovery process. We worked with stakeholder interviews, trends review, we did competitive audits, and [a] quantitative survey. So, if you may not recall getting invited to do that [quantitative] survey, we put the reminders when we did that survey in February, which seems like ages ago now, and then the focus groups were specific to patients. We wanted to talk to them and have them feel comfortable, sharing that information with us in person as opposed to over technology.

And so out of all of that work, here's a boiled-down into six overarching takeaways, right? The fusion of higher ed. and health. So, this is the first time that we have used the same tagline to market both the University's academic programs and our hospital clinical programs. That had not been done before, they had always been separate. Together with Toledo, so we've heard a lot about this through our other consultants as well as our own research about embracing that we are the city's university. It's not something that we need to overcome that we are located in Toledo. What are the benefits of being part of Toledo? The **community engagement process** that you heard from Monica and Valerie as part of that as well, right? High value came across, right? **We're not inexpensive, but you get high quality for the price,** right? And that is both accurate on our academic side as well as our healthcare side. We do **serve a lot of the community** who need our services and may not have private insurance or those types of things. So, **number four is about the characteristics of both those in our campus community** as well as those that interact with our University, right?

Determining hard working, and this matched the same research that we did back in 2018 when we were preparing for the previous Fueling Tomorrow's campaign. Those same attributes are still what is applicable to UToledo and our community. **That hard working determined 'gritty.'** People didn't like the word 'gritty,' but that came up again as who we are, right? Number five, present moment and future impact. This is always a challenge for those of us in higher education, right? Because you're preparing students for their futures. And so, you want to talk about what they will achieve after they leave UToledo, but you don't want to do too much of that to where you're not embracing the present moment- the impact that you're having now, the active research that you're doing now, the experience your students are having on your campus now. And then number six was really embracing the fact that **we have to take an approach as a challenger brand**. Our awareness is not as high as we perhaps like to think it is based on the research, right? So how do we take that and introduce us in new ways to people as opposed to just assuming they should already know about us, right? How do we embrace that and what we need to tell them about us?

And so, one of the reasons why we particularly liked BBK was their value-based approach to branding, and identifying the core value and then having people relate to that value. Human decision-making is based on emotions. And so, a good example about that is Coca-Cola, right? You look at their commercials, they don't advertise as a sugary carbonated beverage. That's not how they talk about themselves. Happiness is their core value, the whole share of Coke idea, right? And they're showing families and loved ones having great experiences and making memories while they're enjoying their Coca-Cola. So that is a good example. And so, we are looking at core values being that conjunction of our brand, our audience, and then our culture and competition, and where do we look there?

So our competitor audience. This gave you an idea of how we looked at other people's core values. The possibility that you see there for UToledo and the presence that you see for UTMC was what it was at the

time. So, Fueling Tomorrows was that possibility of our previous [campaign] we had used from 2019 until we launched the Power To Do earlier this year. And then for the University of Toledo Medical Center, that was the Open For You campaign that we had active once we ended that RFP process. So, these are the competitors that we looked at and some of their brand values.

And then based on our surveys and our stakeholder engagement, what are our core values for UToledo and UTMC? Not only what were the values that were important to people individually (we asked them that), but then also, what are the characteristics that you feel are most important to our institution and trying to find the marriage of both of those things. And so, you'll see that hard work determination. But UTMC audience was a little bit more about the care we provide which we weren't surprised to find out. You see the hard work associated with that as well. And so, taking all of that information, the core value that underlies our, The Power To Do campaign is resolved. I'm not reading all of them. I'm just reading this one because we worked really hard on what we mentioned when we said 'resolve.' I want to be clear, we're all on the same page there.

So when we talk about 'resolve,' it is "A firm determination to accomplish a goal and the act of finding solutions. It is an inner source of energy and catalyst to achieving success that bridges the present moment and promising future. Connected with hard work and perseverance, it contributes to growth and transformation. It takes raw inputs and applies energy for a transformational outcome. It is infused with opportunity and breaks through barriers of self-limitation and stagnation." That's a lot behind that one word of a core value of who we are. And so, you're not going to see the word 'resolve(d)' in our tagline, you're not going to see it on the billboards, but what does that mean? Now we've decided on resolved, what does that mean? And so, from there, we took the single-minded idea of who it is we are and what do we do, and that is amplifying the initiative of our people for transformative outcomes across both of our service lines, right?

The academic side and the healthcare side. We were calling it 'Ed' and 'Bed' when we went through the process. And so, then you take that single minded idea of what it is that we do and then you position it for your different audiences, right? They should be similar, but they are a little different. Our missions are a little bit different. You'll see some of the wording associated with that and that the same words are across both. So, the one on higher ed. talks about the fact that we have an academic medical center. You'll see UToledo Health talk about the infusion with teaching and research, right? Because we are together as one entity. Education is driven to help students unleash the best version of themselves on the healthcare side. We talk about how we work together to help people in our community. This is kind of the overarching mood that you should feel and see behind all the things that we do.

So, from there, I don't expect you to read all of this, but just so you can see how we bought it up. We have our core value, we have our single-minded idea on positioning. We thought about how do we want the brand personality to look, right? So for the University, we want students to come here. They have it feel vibrant, and energetic, and captivating, right? They want to be part of the UToledo community. It feels inviting, and motivating, and genuine. It acts driven, supportive collaborative, and the pillars of how we know we are who we are. So activating 'potential' is a big piece of it, right? Unlocking that potential in our students, so that they can achieve what they are looking to do.

The future focus opportunities, and so that goes with that combination of present and future oriented. The experiential learning opportunities, the support that they have on our campus for their successful outcomes. Then you'll see that interconnected impact with Toledo and you're going to see that on the healthcare side as well. And then reasons to believe: have some examples of some of the programs we can talk about today. UToledo Health [is] very similar. The brand personality is a little bit different, right?

Vibrant also, but also modern and clear. We wanted to feel welcoming for patients to come to our facility, motivating, and genuine. We wanted that driven, supportive and collaborative feeling. You see interconnected with the community? The majority of our patients do come from the South Toledo community, right? We don't pull our patients from as far geographically as we do some of our students. The comprehensiveness and intensiveness to care, and that's talking about the high quality, the expert care– the fact that we teach future generations of healthcare professionals is something we want to lean into. Then also the relentless pursuit of excellence. And so, we want to talk about having the opportunities to do clinical research and having leaders in their fields be the ones that are providing you care.

Now, I get to take a break. So, Jen is going to talk about how we took all this information to build a brand and how we executed it, created it.

Jen Sorgenfrei, Executive Director of Marketing and Communications: I get the fun part. And so, we had a steering committee of folks from both the university side and the clinical side who we worked with for this process to sort of bounce ideas off of them so that it wasn't just marketing in a vacuum saying, oh, I think this looks really pretty. And so, we worked with them and with BBK to come up with a couple of different creative executions of that Power To Do tagline and brand. This first slide is just sort of a mood board of where we landed with those creative assets. You can see it looks somewhat similar to the old branding, the Fueling Tomorrows. You will notice those bold university colors, some gridded out straight lines, but some of the things that we added in are sort of this university swoop. We call it 'the swoop.' It sorts of mimics the edge of the shield in our logo— the really bold hero photography that is close up. But all of the photography is really sort of a fly on the wall perspective. No one's looking straight on at the camera because we want to capture those moments as sort of spontaneous, not posed. So, [it's] a little bit different photography style, and then you'll see that Power To Do tagline. The 'To Do' is pulled out of UToledo so it is very ownable for us. That was sort of some of the new elements that we came up with.

We also took a look at our color palette. We are with the Rockets; we will always have midnight blue and gold as our colors. But every time we go through a rebranding phase like this, we do look at our color palette and we look at what can we do to freshen it up. The last time we did this with the Fueling For Us campaign, it was very beige and gray, and shades of pale yellow and shades of light blue. And so, when we worked with our steering committee, everyone universally, even from the healthcare side said, for the love of God, give us some color to play with; we need something to liven it up. And so, on the university side, you see the magenta pulled in in that ribbon if you've seen some of the materials so far with our Power To Do logo at the bottom. And then on the healthcare side, we've leaned in really hard to yellow as our primary color, which yellow is not a traditional healthcare marketing color. If you look at some of those other competitors on the slide Megan showed, there's a lot of pale hues and greens. But yellow is ownable for us, and so we are sticking with our yellow and blue. We introduced that turquoise and teal palette as a way to sort of cool that down and make it a little more relaxing as we try to create that environment for our patients. So, our next slide is our TV commercial.

Megan Cunningham, VP for Marketing and Communications: Fingers crossed this plays.

[Video Playing]

Jen Sorgenfrei, Executive Director of Marketing and Communications: So, thinking back to the brand colors that Megan talked about for the University, you see shots of our community in there, you see shots of ongoing research, and our students are engaged in those experiences. Those are things that they are able to do when they come here to pursue their degree and build that resume, so they are ready for those future opportunities.

We also did a website refresh. I think the question earlier was, how do people know they are getting into an undergraduate program instead of a graduate program. The version here on the left is our old website. So, if you click [on] what we call the 'hamburger menu' up there at the top, you can get to our academic programs. We try to make it a lot more front and center. That middle section, undergraduate programs, graduate programs and online programs. It gets them there with one click. The reason for that is, the number one way we get…submitted to enrollment is through the program pages and so we want to get people there as quickly as possible. The slider is gone. That blue area at the top is actually now ocean graphics. You will see a lot of that video that you saw in that commercial playing, showcasing our campus, showcasing students interaction. And again, we started with those key movers for enrollment. Again, it went from a very reputational focus before, which is great for our reputation. But, I think everyone agrees right now, our key business objective is enrollment, so we have a very enrollment focused webpage.

The driver for us as far as deadline on this was making sure our colleagues in enrollment had the materials that they needed for this current recruitment cycle. The application for 2025 admission opens on August 1, 2024. So all those recruiters needed view books, and program pages and alike to hit the road started in mid-July. We wanted to make sure they had view books in hand (we had 20,000 view books). You can see that new photography style, that new headline. There was a lot of 'flying the plane and building it at the same time,' but we were going to make sure they had what they needed so they can be on the road. And also, [we wanted] to make sure we had advertising in the market to give them some air cover so that there was some brand and visibility when they were doing school visits, and going to college fairs and other events in the region where they were doing the recruiting. Again, an inside shot of the view book there. You can see our bold headlines and the fly on the wall style.

Outdoor billboards, we actually purchased a lot more billboards just for that brand visibility around the state of Ohio. So more visibility around Cleveland, Columbus and Cincinnati.

Unknown Speaker: What about Fulton County?

Jen Sorgenfrei, Executive Director of Marketing and Communications: So Fulton County actually doesn't have a lot… [Indecipherable].

Dr. Ahsley Pryor: Congratulations on an excellent new marketing strategy.

Jen Sorgenfrei, Executive Director of Marketing and Communications: Well, we are getting one digital. Our digital strategy is segmented, and here you can see a few examples. We have divided this between prospects and peers' influencers. We will break it down a little later in the show, but a parent is not necessarily going to be on TikTok; a parent is going to be on Facebook and Instagram. But, our student is going to be on TikTok and Snapchat, and maybe a little Instagram, right? So, we want to segment those messages very specifically to the channel mix where those audiences are. And we want to make sure they are not getting the same message because they want to know different things about the 'search process,' right? So, making sure we are segmenting the message and the channel mix to the audience that we're focused on, and we have that opportunity with digital.

So, I'm going to run through healthcare real quick just so you can see UToledo Health and then the logo as well. We did some logo housekeeping for the health system, and it represents [I think] a little more closely the architecture that we used for the University side. So, it is probably not something that you will notice a lot unless you are in the College of Medicine.

Megan Cunningham, VP for Marketing and Communications: Where did it go? The video is MIA, I'm sorry.

Jen Sorgenfrei, Executive Director of Marketing and Communications: It is on our YouTube channel if you want to see it, because we are targeting the heck out of northwest Ohio.

Again, a website refresh for UToledo Health, UTMC. You can see the updated logo up there in the top left corner and then in that middle photo image is Dr. Song visiting with a patient. You can see that swoop coming in from the right. And then [we're] featuring news and events, and those are critical patient stories that we collected, new and innovative procedures that some of our providers are doing on that campus. Then our providers who are focused on the news, featuring their expertise as well as to our patients. So, a little bit of an update there. Some more outdoor billboards. We love our billboards. Here is Dr. [Obi] Ekwenna. He was very kind to come in on a Saturday morning. Thanks, Dr. Ekwenna if you're still on.

Megan Cunningham, VP for Marketing and Communications: The video is gone here too. So, sorry about that.

Jen Sorgenfrei, Executive Director of Marketing and Communications: We also have some print. So, print is not relevant for our enrollment audience, but still relevant for our healthcare audience. So again, considering where that challenge is and what audience we are trying to reach. So, Dr. Ferpa is on the left and Dr. Ekwenna is on the right. Both of their images lean into that yellow, but you can see turquoise coming in in the headline and then the swoop is in the corner there with the new logo. And so again, this is a little more in-depth about what we've been talking about: how do we decide where we are placing media and targeting which audience?

Each audience is different. So, a student want to know something different from a patient; a student wants to know something different than a parent or guidance counselor. And so, making sure we are putting the right message in front of the right people. We start with them by establishing compartments, figuring out who are we trying to talk to and understanding that audience, what is relevant to them, what they need to know to make a decision about the University of Toledo or University Health. And then we determine the…, how do they behave in our category: are they secret shoppers, are they somebody who really need to visit and see it and get a sense of it, and how do they respond to those messages? Then, how can we identify them and what stage of the process they're in? We created segments.

Again, we talked about the difference between students and parents for maybe alumni. Alumni is one of them we wanted to get in front. Alumni is a strong source of referral for us. We want to continue to engage with them. We've also tried to just build reputation through brand and visibility, and so this is also increasing our visibility across the state of Ohio in general. And then we establish the channels that best reach each of them. So, what's that channel is going to look like if it's out of Facebook? Is it a print ad? Is it just general visibility on television or different major markets across the state like the billboards? And then we deploy the access. You know, if I'm running an enrollment ad. via the *Toledo Blade,* a centerfold. Am I talking to parents or am I talking to students? So I want to make sure I am structuring those messages accordingly for that print advert compared to if I'm talking to students.

We've got two different versions of a video, right? So, my YouTube targeting is different for students vs. towards parents, and they are going to see different videos based on how I'm doing with that demographic target. Then we measure. We want to know what the ROI is. We want to know what is the cost for clinicals, what is the cost for conversion? Is it effective? Do we need to change out the message? There's one message that is performing really high and serving up a lot of impressions and another one is not really getting a response, then let's switch that out and make a change in the creative and update the

messaging. And so, that's an ongoing process we go through. Let me give you an example. On the healthcare side, actually, we do LinkedIn advertising toward referrals, right? So these are other providers that we want to refer patients to our system, and then we were underdelivering significantly and so we looked at what are the…that we were targeting linked in. Well, they had a lot of academic folks in there. And academic folks are going to teach; academic folks aren't necessarily going to refer patients, right? So we went through and we looked at how can we update the different professions, and it's not just physicians and professors, but it is also physician assistants, nurse practitioners and maybe a chiropractor, or it may be not just a MD, but a DO, right? So, updating the targeting in some of those modalities to make sure we're delivering impressions and getting the ROI that we're looking for.

Brand integration, we also worked internally. All/most of our colleges have key communicators and many of our departments. So we developed templates that they can use independently to develop flyers to promote different events that are happening for student engagement, social media graphics etc. And they all have access to this through an enterprise campus system that we use for marketing. We've also developed those for the health system to make sure that we are staying on brand there. Then in our storefront with many of your office managers or department secretaries probably [have] access to updated letterhead, templates, business cards. There are a couple different varieties there for both the university and the health system.

So, the one thought we want to leave you with is this is all beautiful and we had a lot of fun creating it. It was a lot of work. But a brand is far more than a tagline and an ad. campaign. It is beautiful creative. It is a promise. It is an experience. An authentic brand is a promise, [and] it is delivering on that too, right? So, it is not something that we in marketing can do alone. We ask for your help. When you've got great stories—Tomer, you hear me say this every time I see him—when you've got great stories about things that are happening in your class, in your lab, students that are really finding success, they've identified what their passion is and they are really able to pursue that, please share that with us, share it with the key communicator in your college. Those are the stories that we want to tell. When you think back to those brand pillars, what's the research excellence if you're getting new grants, if you're making new discoveries—we want to know about those so we can tell those stories. All of that goes back into our brand promise and what we're building universally for the University to be known as. We really do need everyone's help, to make that happen and to identify where those great stories are. So, happy to answer any questions you have.

Senator Coulter-Harris: Senator Benton has a question, a comment in the Chat.

Megan Cunningham, VP for Marketing and Communications: It says, does the toolkit share color codes, and font names and logos etc., like the Brand Guide pages did?

Jen Sorgenfrei, Executive Director of Marketing and Communications: Probably not a specific brand guide, but there are brands access in there that are available for download. It you visit utoledo.edu/offices/marketing/toolkit, or you can just go to the University's website and search marcomm toolkit, that will get you to the page. There are email signatures, PowerPoint templates, research presentations, virtual meeting backgrounds, and I think we even have like an Excel document with all the brand and colors if you are a data person. So, all of that is available on the MarCom webpage for download, both the university and Health Science Campus.

Megan Cunningham, VP for Marketing and Communications: So we are building up that brand guide. We were working on the specific shades of magenta and teal because it does look very different depending on what type of printer you print it on or digital access. So we were determining exactly the text colors we were going to move forward with, so we are very close. The font is Poppins, I can share

that. We are using it as one thought. Before we had two that we had to pay for and two alternates that we didn't have to pay for. So, there were four total that we were using. We went to one.

Jen Sorgenfrei, Executive Director of Marketing and Communications: It is a Google font so you don't have to pay for it. It is free and downloadable. IT has already helped us by pushing that out so you can have it on your computer.

Megan Cunningham, VP for Marketing and Communications: Yeah, it should be out there on your Word and in your email etc.

Senator Chakravarti: I want to congratulate you. It is such a nice effort. It is really good to see the question between the Main Campus and UToledo Health. It is really a good effort. So, I congratulate the team in putting effort and making it move forward. I'm not an expert in this, but I was just curious that the brand, the plus line that you showed…on that slide, UToledo four times on that slide. Some of them were not really solid font. So, is there any rationale for mixing unsolid and solid font?

Megan Cunningham, VP for Marketing and Communications: Yes. In that first mood board slide that you saw, that was to emphasize how the 'To Do' falls out of UToledo. But as we developed the campaign, most of that you were going to see [would be] in the digital applications where it comes through more clearly, right? So, we wanted to make sure that it was animated and readable. There are some circumstances that we can't do it in the outline format because it is not readable, and you will see that in iterations, but that was the very first mood board, so we found some better ways to do that.

Senator Chakravarti: Okay. Thank you.

President Van Hoy: Who else had their hand up online?

Senator Heberle: Senator Eichner asked where can she get a t-shirt.

Jen Sorgenfrei, Executive Director of Marketing and Communications: We are working on an online store, and we will share that with UToledo News when that is up and running. But I know also if you reach out to Sammy Spann's office, they purchased a large supply of them the first week of school, so he may be able to share (according to his inventory).

Megan Cunningham, VP for Marketing and Communications: And we've been working with departments that were looking for specific wearables that they wanted to order for their teams. So we were happy to help with that, but we did want to provide a storefront where people can purchase them.

President Van Hoy: Senator Miner, go ahead.

Senator Miner: Thank you. I just say as somebody in the art department and was used to looking at colors, and shapes and branding and whatnot, I cannot clap loudly enough for this effort on your part. Finally, I feel like we are really getting a visual out there that is fresh and representing the University, and I don't cringe when I have to hand out…for kids. So, I am thrilled about the billboards. I live in Bowling Green, and so if you can move a bunch of billboards down this way, I'd be thrilled. I would feel really happy about that. So, I just wanted to thank you and think the effort has been well worth it.

Megan Cunningham, VP for Marketing and Communications: Thank you for that positive feedback. We really appreciate that; we will share it with our whole team.

Senator Giovannucci: So, this may be a College of Medicine question. Obviously, the College of Medicine has academic scientists, physicians, and of course there are clinicians etc. The hospital has

overlap, right? So, is there guidance on using the UT Health and the academic University of Toledo logos? Not to conflate those two, but I guess it my---

Megan Cunningham, VP for Marketing and Communications: Right. We are pretty big sticklers for UToledo College of Medicine being for the academic side and UToledo Health being for the clinical services. We continue to have confusion where people say they graduated from UTMC or they had a surgery at the College of Medicine. That is an ongoing thing that we are still trying to make sure people understand the difference between the College of Medicine and the hospital, right? And so, that is part of why we wanted separate accent colors, right? Magenta is for academic uses and teal on purpose, right? But certainly, we want to identify people in whatever roles that are in. And sometimes it is for both, maybe they're doing academic research, and they are also clinician in that area. So, we can introduce them as both, right? They are AU Toledo medical professor, and they are also a cardiologist, or whatever their specialization is for UToledo Health. We like saying UToledo Health cardiologist, because it allows us to integrate that with UToledo a little better and not be so very specific on do they actually practice in the hospital itself, right? They may have a clinic over here, where are they, right? If you are a clinician within UToledo, you are a UToledo Health clinician.

Jen Sorgenfrei, Executive Director of Marketing and Communications: The decision training on what logo do I use, we always think about what does the audience…[Garbled]. So if we're talking to patients, we are going to lead with UToledo Health. And if we're talking to students, graduate students, prospects, faculty recruitment, we usually will then lead with the University logo.

Senator Giovannucci: That makes sense. I was thinking more on the prospective, particularly clinical chairs.

Jen Sorgenfrei, Executive Director of Marketing and Communications: Okay.

President Van Hoy: Any other questions?

Senator Lapitsky: Thank you both for a terrific presentation. It is really great to see a bold effort being taken to market what we've done at our university. One of the things that you had touched on, which I really like is engagement with other consulting groups that the University commissioned, and in particular the Arts and Science group. So, when the Faculty Senate's Retention and Recruitment Committee met with them in the spring, one of us was firmly admonished for using the term 'hands-on' as opposed to the creativity and innovation that they found to be the most effective identity. Did they provide a blessing, because I know they were very specific about the wording to use to engage our target audience?

Megan Cunningham, VP for Marketing and Communications: They didn't like the word 'hands-on?'

Senator Lapitsky: Yes, they admonished [the use of] the word firmly.

Megan Cunningham, VP for Marketing and Communications: Experiential learning is the phrase that is most often searched when looking for the key words we wanted to purchase, but we also look at alternatives, right? Like if Jen would say, allow the healthcare people be able to add other words.

Jen Sorgenfrei, Executive Director of Marketing and Communications: That didn't come up in our discussion when we were on with them and BBK all at the same time. But I do think that we somewhat universally in our materials refer to experiential learning. So, like, co-op and internship experiences, study-abroad experience, admission where service-learning experiences, laboratory experiences. So, we talk about them as experiences. I think we sort of shy away from 'hands-on' because it feels kind of

mechanical. And some of it is also scholarly activity, it is not necessarily hands-on research, right? So, we want to make it all inclusive as we possibly can.

Interim Provost Molitor: I wonder if it wasn't the concept or if it was the specific phrasing itself?

Senator Avidor-Reiss: [Indecipherable]…

Megan Cunningham, VP for Marketing and Communications: You see a lot of it in the messaging, right? We showed you the brand anthem…because you can see how it has similar language, but we have a large variety of different creative…out there. Different headlines to do more to connect and do -- Oh, gosh, I'm totally blanking out on examples. Creativity pieces and innovate your future, we have lots of different headlines, and different video and photo assets that we're sharing with that. So, 100%, you see the opportunities there and we want to show that experience, creative and innovative. So, it is in the execution of the creativity.

Senator Cheng: I have a comment regarding the…higher education. I believe if I remember correctly, it says the higher education…for the wellbeing of this community and the…for transformative changes. Would it make more sense to say "higher education for transformative changes" and "wellbeing for the community?" Because for example, astronomy may be stars of the universe, but not directly impacting the wellbeing of the community. It serves as a disservice for the model of the university, right? So, that is one of the transformative changes.

Megan Cunningham, VP for Marketing and Communications: The transformative outcomes were the single-minded idea about both of them… pillars. But we can take a look at that to make sure…feedback…

Senator **Cheng:** The impact of higher education.

Senator Lapitsky: One of the highlights of your presentation today was the improvements to the UToledo website, which now actually shows panels with success stories highlighting our students' achievements. With that said, one of the pain points we have on the academic program level is what we are, and what we're not allowed to show on our webpages. Are there any plans in place, or any room for discussion about creating flexibility in what we are allowed to show on our webpages so that we can have panels with such success stories as well?

Megan Cunningham, VP for Marketing and Communications: Are you talking about the academic program pages?

Senator Lapitsky: Department.

Megan Cunningham, VP for Marketing and Communications: Absolutely, 100%, we want you to put your success on your department pages.

Senator Lapitsky: Could you include the link so we can make sure to do the same kind of layout?

Megan Cunningham, VP for Marketing and Communications: We have different snippets. And, there are some areas where colleges do have that, like with the photo, and it says Megan underneath. So, yes, we have that.

Senator Lapitsky: And departments as well and not just colleges?

Jen Sorgenfrei, Executive Director of Marketing and Communications: ???… from NSM should be able to help you. She is sort of the web wizard over there. She is very well knowledgeable of all the snippets, so she should be able to help you.

Interim Provost Molitor: He's in Engineering.

Jen Sorgenfrei, Executive Director of Marketing and Communications: Oh, … I was clumping you two together, my bad.

Senator Lapitsky: Thank you.

President Van Hoy: All right, any other questions? Thank you very much. Okay, very quickly. My blood sugar is low. Are there any items from the floor? I'm not hearing any. Is there a motion to adjourn?

Senator Avidor-Reiss: So moved.

Senator Semaan: Second.

President Van Hoy: Thank you all. We are adjourned.

IV. Meeting adjourned at 6:08 pm.

Respectfully submitted,
Deborah Coulter-Harris   Tape summary: Quinetta Hubbard
Faculty Senate Executive Secretary   Faculty Senate Administrative Secretary

President Van Hoy's Report to the Board of Trustees on September 25, 2024

Faculty Senate has had two meetings since the start of the 2024-25 school year. At our August 27 meeting, Interim President Matt Schroeder presented his vision for the University of Toledo and answered questions submitted by faculty and staff. Although the conversation was wide-ranging, here are the major takeaways:

1. Faculty are generally receptive to the Interim President's vision of the University as a regional powerhouse with new student recruitment focused on the radius where we have traditionally recruited well.

2. Faculty are generally receptive to administrative cost reductions if they do not degrade the services we provide to faculty, staff, new and continuing students, or impede our ability to enroll new students and retain current students.

3. Faculty strongly believe declining enrollment is a crisis for the University. It is not enough to "right-size" the University. Other, similar, universities are growing enrollment while our enrollment is declining. Leadership in our enrollment enterprise is lacking and it is not clear that we are implementing the strategies offered by consultants, such as the Art and Science Group. Faculty are interested in helping to recruit students to the University but need help organizing those efforts.

4. Faculty question the wisdom of searching for a permanent provost while we have an interim president. This may lead to further administrative turnover in the near future if the next permanent president does not prefer the provost hired this year. Also, because the provost office is expanding to include more areas in Academic Affairs and changing to a new advising system, it is not yet clear what areas of expertise are needed in our next provost.

At our September 10 meeting, Interim Provost Scott Molitor presented the new, much expanded, provost office organization chart (in draft form) and discussed the planned change from decentralized/distributed advising to centralized advising. Most of the meeting was focused on discussing the data driving the centralized advising push. Here are the major takeaways:

1. Faculty are concerned that the provost office is being given too much responsibility without having an appropriate increase in resources and staffing to successfully serve students, faculty and staff in the division of Academic Affairs.

2. Faculty are skeptical of the data being used to justify the change to centralized advising. While it is clear that we need to continue to improve our retention and graduation rates, we were not presented with any data that convincingly showed centralized advising will achieve these goals.

3. There has been no discussion of how to achieve improved student retention and graduation rates by means other than centralized advising.

4. It is not clear that students have been involved in the discussion about centralized advising.

5. Although Interim Provost Molitor assured Faculty Senate that centralized advising will not be used to cut the number professional advising staff at the University, this continues to be a concern raised by faculty and staff.

We appreciate the willingness of Interim President Schroeder and Interim Provost Molitor to engage Faculty Senate in their planning for the future of the University. On October 2, Interim Provost Molitor will present his plan for academic program prioritization to Faculty Senate. We are hopeful that this year's prioritization process does not distract us from the important work of recruiting new students and retaining and graduating continuing students.

Submitted on behalf of Faculty Senate

Jerry Van Hoy
Faculty Senate President