

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of December 03, 2024
FACULTY SENATE
<http://www.utoledo.edu/facsenate>

Approved at FS on 01/14/2025

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, everyone. Welcome to the last Senate meeting of this semester. Senator Coulter-Harris, will you please call the roll?

Senator Coulter-Harris: Absolutely. Good afternoon, Senators.

Present: Allred, Avidor-Reiss, Barnes, Bellizzi, Benton, Brakel, Cheng, Cioc, Cochrane, Coulter-Harris, Dagostino-Kalinz, Diakonova, Dwyer, Eichner, Elgafy, Giovannucci, Harnych, Heberle, Herrera, Howard, Javaid, Kalinoski, Kaw, Kistner, Koch, Krantz, Kumar, Lapitsky, Lee, McInnis, Miner, Nigem, O'Connell, Osman, Padilla, Pryor, Reinert, Rouillard, Sahloff, Scheuermann, Semaan, Servick, Sheng, Sun, J. Taylor, W. Taylor, Van Hook, Van Hoy, Yonker

Excused Absence: Bigioni, Chakravarti, Ekwenna, Ervin, Gilstrap, Johnson, Mccloughlin, Moussa, Schaefer, T. Smith

Unexcused Absence: Sindhwani, Suchek, Willey

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

President Van Hoy: Thank you, Senator Coulter-Harris.

Senator Coulter-Harris: You're welcome.

President Van Hoy: The first order of business today is to adopt the agenda. Is there a motion?

Senator Kalinoski: So moved.

President Van Hoy: Thank you, Senator Kalinoski.

Senator Giovannucci: Second.

President Van Hoy: Thanks, Senator Giovannucci. Okay. All those in favor online, put yes, no, or abstain in the Chat. In the room, in favor say 'aye.' Any nays? Any abstentions? It passed in the room. I assume it passed online. ***Motion Passed.***

The second order of business is to approve the Minutes. We have two sets of Minutes. One from November 5th and one from November 19th. The Minutes were sent out earlier today. Is there any discussion of the Minutes? Hearing none. Any corrections? Hearing none. Let's call for a vote. Is there a motion?

Senator Avidor-Reiss: So moved.

President Van Hoy: Second?

Senator Padillai: Second.

President Van Hoy: Thank you, Senator Padillai. Okay, online, please put yes, no, or abstain for approval of the Minutes in the Chat. In the room, all those in favor say ‘aye.’ Any opposed? Any abstentions?

Motion Passed.

Alright, next is the Executive Committee report. This is not officially part of the report, but I would just like to say thank you to everyone who participated in the Senate football night on November 20th. We packed the suite. We had a great time. We got to know each other better. And for those of you who are naysayers, I’m sticking my tongue out at you <laughter>. Alright, we lost. But we didn’t care that we lost, [because] we had a great time. The food was quite good. It was a whole meal and desserts, not that I can eat them.

Okay, on to the ***Executive Committee Report:*** Thank you, again, for everyone who volunteered to serve on the Provost Office Bookstore Committee. We received six nominations, one of whom has been recommended to Mary Humphrys, and the other volunteers have been informed of our decision.

Thank you to all who volunteered to serve on the search committee for vice president of research. All the names we received have been forwarded to the interim president’s office for consideration.

Yesterday you should have received an email from me asking for faculty volunteers to serve on the interim provost’s university-wide program prioritization committee. This committee will review college proposals for dealing with the programs on this year’s program prioritization list and will review the college proposals seeking program investment funds. The program prioritization committee will make recommendations to Interim Provost Molitor who will make final decisions. Volunteers are needed from all academic colleges, so please send your nominations to the Faculty Senate office by Monday, December 9 at 5:00pm.

Education Executives, the firm advising the search for a permanent university president, has created an email address to nominate potential presidential candidates. They request that you submit names without informing the potential candidate of your nomination. They prefer to make first contact. If you know of an experienced leader who may be a good fit for UToledo’s permanent president, the email address is utoledo.president@edexsearch.com.

I received several inquiries about the sabbatical decisions made for next year. I asked Interim Provost Molitor to provide information on the process. He said there were 31 or 32 applications, and 24 sabbaticals were awarded. The Collective Bargaining Agreement (CBA) requires the administration to try to award sabbaticals based on historical averages, which is around 25.

All the denied sabbatical applicants had taken their previous sabbaticals during the 2017-18 academic year. All that were approved had not had a sabbatical yet or had their previous sabbatical before the 2017-18 academic year. The interim provost noted that this aligns with the process outlined in the CBA. He also said that he has utilized this same process throughout his time in the Office of the Provost and included that everyone who was denied last year and reapplied was approved this year.

I asked all the Senate committee chairs if they had any end of semester reports or updates. All, except for Undergraduate Curriculum, responded that they will have updates or reports for us early next semester. We look forward to hearing those updates after the winter break.

Finally, the Executive Committee is looking for the next president-elect of Faculty Senate. If you are interested, please let us know. It is a rewarding experience that gives you access to both the university

president and provost, other decision makers, and helps you to network with faculty across the university. We recognize that the role of Senate president is a big commitment, so the EC has been talking with the provost and president about institutionalizing course releases for the Faculty Senate President and both have agreed to do so. Again, please let a member of the Executive Committee know if you are interested in this opportunity to serve the university and develop your leadership skills.

President Van Hoy cont'd: Would any members of the Executive Committee like to add anything to this report? Are there any questions? So, Barbara Miner says in the chat “I checked, and I did not see an email from you regarding nominations for the prioritization investment review committee.” Okay. We can certainly resend it. I would say check all your different folders in Outlook as well. If you use the focused setting, look in your Spam filter. There’s now that new filter for promotions; maybe it sounded like a promotion to the AI so look there, but we can also send it to you again. Any other questions?

Senator Miner: When was it sent?

President Van Hoy: It was sent yesterday morning and other people definitely got it. So, okay, I think that is it for this portion. Provost Molitor, it is time for your report.

Interim Provost Molitor: Thank you, Dr. Van Hoy. I hope everyone had a safe and enjoyable Thanksgiving holiday. I appreciate the feedback we have been receiving on the student success plan. Angela Paprocki and her colleagues continue to meet with and receive feedback from various groups as we work to finalize and implement this plan. I also appreciate the feedback that our colleagues from the College of Engineering and the College of Law have provided on their interim deans. I am reviewing the results and will decide shortly whether to appoint each permanently to their respective positions as an alternative to conducting national searches. A similar survey for the interim dean of the College of Medicine and Life Sciences will be distributed to their faculty later this week.

We are finishing our testing of a revised process for submission of 2025-2026 workload documents and hope to have this process widely released before the Fall 2024 semester ends. Again, the goal is to provide a PDF version of the workload form for faculty and chairs vs. online entry via our current Dynamic Forms system. As discussed at the previous Faculty Senate meeting, we will also consider course re-development proposals from faculty that provide for course release if approved by their chairs and deans.

The colleges are finalizing their submissions for the low-enrolled programs that are under review for the next round of program prioritization. I have requested assistance from the leadership of Faculty Senate and Graduate Council to identify faculty that would be willing to serve on a University-wide committee that will review these submissions as well as the investment proposals that will follow. If you are interested in serving in this capacity, please reach out to the Faculty Senate office before the semester break begins so I can populate this committee as soon as we return after the break.

As a reminder since this is the last week of Fall 2024 classes, we will be having two commencement ceremonies on Saturday, December 14 at Savage Arena. The 9 am ceremony will include undergraduate, graduate, J.D. and Ph.D. candidates from the College of Arts & Letters, the John B. and Lillian E. Neff College of Business & Innovation, the Judith Herb College of Education, the College of Law, the College of Medicine & Life Sciences, the College of Natural Sciences & Mathematics, and the College of Pharmacy & Pharmaceutical Sciences. The 1 pm ceremony will include undergraduate, graduate and

Ph.D. candidates from the College of Engineering, the College of Health & Human Services, the College of Nursing and University College. Dr. Van Hoy will serve as the grand marshal for the AM (?) ceremony, and Dr. Barbara Saltzman, chair of Graduate Council, will serve as the grand marshal for the PM ceremony. I hope to see everyone there.

I also wanted to remind everyone that this evening after the Faculty Senate meeting ends, we are hosting in Doermann Theatre the first in a series of events with the Toledo Blade. The title of this first event is “Exploring Leadership in Today’s World,” and includes Andrew Card, former Chief of Staff under President George W. Bush, as one of the panelists. Our own Dr. Imran Ali, Interim Dean of the College of Medicine and Life Sciences, will provide opening remarks. I hope to see everyone there as well.

And as this is the final Faculty Senate meeting of the Fall 2024 semester, I hope everyone has a safe, enjoyable, and restful semester break. I’ll look forward to reconnecting with everyone at the first Spring 2025 Faculty Senate meeting. Thanks as always for your time, and I would be happy to take any questions.

Senator Semaan: Thank you, Provost Molitor for all that you’re doing. Just a quick question. I know that the 19th, we voted as a Senate on the scheduling policy.

Interim Provost Molitor: Yes.

Senator Semaan cont’d: Two weeks or four weeks before that we heard what the Student Government stand on that is. On November 22nd, we got an email saying that that policy was signed.

Interim Provost Molitor: Yes.

Senator Semaan cont’d: It was posted to be effective immediately. Can you please help me understand how such an approach from the administration towards what the faculty says, what the students want and say is building better communication, and building trust, and building a place where faculty voices and students’ voices are important? And how does that help those who are going to provide feedback on anything else, encourage them to do so?

Interim Provost Molitor: Thank you. The final policy that was approved did incorporate some of the feedback we received. It certainly did not address all the issues that the Student Government and the Faculty Senate did provide. But we are implementing this process and moving forward because we need to plan for reduced classroom capacity with our implementation of our multi-campus master plan. We will implement this process and see how it works. If things need to be modified and changed, we will certainly come back and have that discussion with both the Faculty Senate and the Student Government.

Senator Avidor-Reiss: I just want to follow-up. I went last week to see a class at 8 am with students. I arrived five minutes before—this was a classroom with about 100 students—and there were very few students there. They slowly came to the class, but this was an example of very bad timing. We need this university to understand that the students, most students do not like 8 am classes with only a few exceptions. We need to really adapt and understand the population that we are serving.

Interim Provost Molitor: Absolutely, and the different populations we are serving and emphasizing student success. Ultimately, we need to work with the colleges to understand which populations those early morning classes serve the best and which do not. I agree that for a classroom of 100 undergraduates,

1000-level and 2000-level, 8 am class is probably not the best. Some colleges are already doing this. I agree, this will certainly be a work in progress.

Senator Allred: Hi, Provost Molitor. So, I have a couple questions about the faculty prioritization committee that you're forming. And for reasons that will be clear in a second, I should also mention that these are questions that are coming from folks in my college who asked me to ask them. By and large, we're really appreciative that there's some effort here or that there's concern about shared governance. But there's two, a brief comment and then sort of a question that I was asked to ask. The first is wondering whether or not there will be an attempt to make sure there were not folks populating the committee who worked in programs that were on the potential list. Since I'm on that, obviously that is not a question for me, but you know, that's what it is. So, that is one question.

The other, some folks were sort of concerned that even though we are in fear of shared governance etc., given that so much of this conversation has been about the way in which deans are going to be prioritizing their budget and prioritizing the offerings within the college, there's a concern about a university-wide faculty committee then sort of overseeing what in a lot of ways ought to be the decisions reached between the dean and provost about programs. Again, given that a lot of the programs are in my college, there's a lot of concern that university-wide faculty representation might not always be best positioned anymore; then we will be well-positioned in evaluating what programs the deans want to prioritize in their college. There's some sort of concern there about balancing this appreciation for shared governance with making sure that ultimately deans are able to sort of control what their program looks like in consultation with you. Thanks.

Interim Provost Molitor: Thank you, I appreciate both those comments. On the issue regarding individuals who may be associated with programs on the list, or even colleges that have programs on the list, there will not be any limitations there. Those individuals will be given fair consideration to participate in the committee. However, I would want the committee chair to setup a process, by which those individuals would have to recuse themselves from any discussion of those specific programs. In terms of this idea of a university-wide committee where we have folks from outside the individual disciplines making recommendations, I certainly appreciate and understand that. However, I want to have an objective review to provide recommendations to me; so having people with diverse backgrounds and diverse experiences would help us arrive at decisions that are more objective and based on the facts that are submitted with these various proposals. Dr. Rouillard?

Past-President Rouillard: Hi, Provost Molitor. I would like to make one comment to some of your recent comments. Why would you require people on these prioritization university-wide committees who are in a targeted program to recuse themselves from a discussion? I can understand asking them to recuse themselves from a vote, but it seems to me they should participate in the discussion.

Interim Provost Molitor: I am sorry, you are correct. Thank you.

Past-President Rouillard: Okay. Well, here's my question and you may not be able to answer it today, but if you could address this in an upcoming report, I'd appreciate it. Because we have a course today that's being considered by the Curriculum Committee coming from the Radiation Oncology program, it piqued my curiosity and I wanted to see where we were at with course offerings there. What I've seen scheduled both for this fall and for the spring is one course, Radiation Oncology 1010, which has gone through the usual process and through the usual signatures and today is coming up for a course

modification, and there's no issue there. But my question is this: I am seeing numerous sections scheduled for what appear to be kind of like clerk ships, or internships or whatever you want to call it in the 600 and 700 sequence. These courses are not listed in the catalog as far as I can tell, but they were scheduled. And they certainly haven't come to Faculty Senate and since this is an undergraduate program, I'm assuming they should come to Faculty Senate for discussion and voting. And then I'm also seeing numerous courses that are already in the catalog in the 3000 and 4000 level that also did not come to Faculty Senate. And so, I'm curious as to why that is the case.

Interim Provost Molitor: Are you talking about the Radiation Therapy program offered by the College of Arts and Letters---?

Past-President Rouillard: Yes, but it is coded RDON.

Interim Provost Molitor: Please send me the specific details. I believe everything has come to Faculty Senate and---

Past-President Rouillard: No, it has not from what I see in CIM.

Interim Provost Molitor: I can check the audit trail on the various submissions to see when it was approved by who.

Past-President Rouillard: Okay.

Interim Provost Molitor: Thank you and please send me the details.

Past-President Rouillard: Well, I can see the workflows and in most of these cases, there's nothing that shows that this came to Senate, but I will indeed forward details to you.

Interim Provost Molitor: Okay.

Past-President Rouillard: Thank you.

President Van Hoy: Alright.

Senator Barnes: Also, [this] may be something you can't answer, but if you could, I would like to know. I just heard that the president has hired some new people in his office, and I was wondering if you could tell us who they are and what their roles are.

Interim Provost Molitor: To my knowledge, the most recent hire was Jeff Cole, who has been asked to help the President directly as a type of communications spokesperson. MarComm is very busy with all the branding initiatives and the President needs a communications person for himself. Lee Johnson has also joined us to replace Larry Kelly. Larry will be leaving shortly, and Lee is stepping into that interim CFO role. Did I miss anyone? I do not know how far back you want me to go. Those are the two most recent hires.

Senator Barnes: I didn't know about Larry.

Interim Provost Molitor: Yes, an email was just sent out today to the top 60 (Matt's UT Leadership Council) announcing Jeff Cole's position. Also in Government Relations, Diane Miller and Eli Faes are leaving the University and we will be looking for replacements there.

Senator Barnes: Thank you.

Interim Provost Molitor: Yes.

Past-President Rouillard: Provost Molitor, this is Linda again. The Jeff Cole you mentioned, this is a former BOT member?

Interim Provost Molitor: Correct. Jeff is a former member of the Board of Trustees.

Past-President Rouillard: Thank you.

Interim Provost Molitor: He has also worked for Dana in their communications and marketing division. Thank you.

President Van Hoy: Thank you. Okay, well, Floyd Akins is not here yet, so it would have been great if you had more questions for the Provost.

Senator Miner: President Van Hoy.

President Van Hoy: Yes?

Senator Miner: This is Barbara Miner. I actually do have one question for the Provost.

President Van Hoy: Go ahead.

Senator Miner: Okay, thank you. So, the replacements were a one-to-one replacement with people leaving the President's Office and the line remained, and there has been to date a direct replacement?

Interim Provost Molitor: Do you mean the CFO? Yes. In Government Relations, I believe the two staff members have left and there will be one staff member hired. That is what I know so far.

Senator Miner: Thank you.

Interim Provost Molitor: Okay?

Senator Miner: Yes.

Interim Provost Molitor: All right, well, I think I am done again---

Senator Avidor-Reiss: Well, Provost Molitor, I want to ask you a quick question.

Interim Provost Molitor: Alright, I am not.

Senator Avidor-Reiss: I just wonder because I don't understand the relation about this aspect. BOT members becoming employees of The University of Toledo, is this something common that happens?

Interim Provost Molitor: Do you mean a former Board member?

Senator Avidor-Reiss: Yes.

Interim Provost Molitor: It is. We have done this many times throughout the history of this institution.

Senator Avidor-Reiss: And there's no kind of conflict of interest?

Interim Provost Molitor: I believe the only ethics conflict is if somebody is a current Board member. Once they are no longer a Board member, I do not believe there are any restrictions. Jeff was a Board member many years ago. I do not know if any of you know Jeff, but he has been involved in the University and has been a big supporter of the University for many years, even after his stint as a Board member. I believe he is also an alum of the College of Arts and Letters and got his degree in Communication. There is a question [in the Chat]. I am certainly not done now. Dr. Scheuermann?

Senator Scheuermann: Hi. Thanks, Provost Molitor. Just a quick question or comment. Can you provide us with an update on the timeline for filling the president's and provost position? I noticed that Wittkeiffer has the ending date for the provost search as February 10th, and just kind of wondering how that fit in with the president's search.

Interim Provost Molitor: Yes.

Senator Scheuermann: Thank you.

Interim Provost Molitor: My understanding is as Dr. Van Hoy mentioned, they are kicking off soliciting candidates for the president's search. The ad is going to be coming out imminently. The timeline is to have that search wrapped up sometime mid-Spring. I am not fully informed of the details of that, but then the provost search will kick off in soliciting a candidate. I am not sure if that February date will hold or not. They may extend that so that once we have the---

Senator Scheuermann: Thank you very much.

Interim Provost Molitor cont'd: candidates identified for the president and an offer extended and accepted, then that candidate would have the ability to interview and provide input on the selection of the finalists for the provost, and which reasonably will also be wrapped up by the end of the spring semester. That is my understanding of the timing. Dr. Van Hoy, are you on the President's Search Committee or the Provost Search Committee?

President Van Hoy: I am the co-chair of the Provost Search Committee. I have been told very conflicting things.

Interim Provost Molitor: Okay. You know more than me.

President Van Hoy: Some people are saying it's the timeline that you just gave, and others are telling me that the search is on hold until there is a permanent president in place.

Interim Provost Molitor: Okay.

President Van Hoy: And I'm on the Presidential Profile Committee, right? I believe we have now submitted our draft and it's being reviewed. That's all I can say at the moment. I don't have any more information.

Interim Provost Molitor: Okay.

President Van Hoy: Any other questions?

Interim Provost Molitor: Can I go now?

President Van Hoy: I think we're done. Thank you very much. So Floyd Akins is now here, he's going to talk to us about the advancement process and where we're at with scholarships.

Mr. Floyd Akins, Vice President for Advancement: What do you want me to do first? Scholarships or

President Van Hoy: Whatever you like.

Mr. Floyd Akins, Vice President for Advancement: Let's talk a little bit about the scholarships first. Floyd Akins, Vice President for Advancement. Some of you have seen me before. Good to see you folks out there in virtual land as well. So, the scholarships that I spoke to you about, probably it was last year, as you know the Supreme Court ruling came out and we had to redo and amend scholarships. All of those scholarships that were in question have now been amended. The vast majority of those scholarships will be awarded in the spring. When I say all of them, we have fewer than a handful that we are still working through, but for the most part, those scholarships have been taken care of, they've been amended, and they are going to be awarded to students. So, that project is now complete and I'm very, very happy about that. So, why don't we go ahead.

I think Dr. Van Hoy, when you talked with me, you wanted me to talk about how we go about doing our work, doing fundraising, right? And in addition to that, you wanted to know about the campaign and the process that we use for the campaign. So, I'm going to go through that. I'm going to first start with talking about how we do our work. This is really a one-on-one. I should also mention that one of the things we have done as an organization, we've provided training for our deans and unit directors, and now it is going to trickle down to our department chairs. So we're going to be working with Scott (Provost Molitor) on providing that training. We use a firm called Advancement Resources. I've been associated with them for a number of years now and they do an excellent job. They are not only doing it on our Main Campus, but they are also doing it over here on the Health Science Campus with our clinicians. So that is training on fundraising and how we work together, collaboratively on raising money for the university.

So, you can go—thank you so much for doing the slides, I appreciate it—to the first slide. This slide is the definition of successful donor relationship building. I use this: “It is my definition and understanding of social structure, interaction (both verbal and nonverbal), and behavior of individuals in such a way that your development objectives are successfully accomplished.” I know that is a long statement, but that is exactly what it is. One of the things that we do in this work is we have to really engage with individuals so that they would want to make a gift to the university. A lot of times faculty would come up to me and say, ‘well, this person has a lot of money, and that person has a lot of money, so what?’ And the ‘so what’ is the fact that if they are not engaged with us as a university, it doesn't mean that they are going to give us money. The other thing I'll share with you. I have a phrase that I use on occasion is that if you ask people for money, you will get advice; if you ask someone for advice, you will get money. The way we have to approach our fundraising is not just going out and asking people for money. It is engaging them in the life of our institution, and that is what we have to do.

So, this is the way that I have approached fundraising for nearly—I know I look really young—30 years now. This is the way you do it.

- First of all, it is identification. You first have to identify who it is that you're going to go and seek. Our identification process is pretty simple, right? It is our alumni. So, our alumni and our friends. When I say ‘friends’ I'm usually talking about the corporate world here in the Toledo

area and others out there who love the institution, right? And so, that is what we do is the identification,

- and the next phase is the information piece. We are the ones that need to provide the information. I've been here for two-and-a-half years now, nearly three and one of things [I've noticed] is we get in our way here at the University of Toledo. We got to stop saying 'we are the best kept secret.' We don't want to be a secret anymore. We need to let people know what we do here.

I have worked at three bison schools and a SCC institution. One of the bison schools where I worked is south of here, and one of the things they do really well is they talk about themselves. And they talk about themselves a lot-- so much that I get tired of hearing about them, right? And you know, the latest news is you got a coach that could get fired and get \$37 million dollars for a buyout, right? Fire me. I'll take that if that's going to be the payout, right? <laughter>. But they talk about themselves all the time. There are four colleges based on my knowledge that Ohio State has that we don't have.

We don't have vet. We don't have ag. We don't have dentistry. We don't have ophthalmology. We've got all the other colleges that they have, minus the school of architecture that they have. But we have the medical center. So those are the things that we should be really talking about. We do a lot of things better here than they do down there, so let's talk about them. So, that is what we have to do. That is where the 'providing information' comes in. And then that brings people to the awareness piece, right?

- You've made them aware of what it is that you do, what you have and what you have to offer.
- Then you go to that next phase and that's getting them to understand,
- and then the next phase is getting them to care. How do you get them to care and understand? Getting them involved with the life of the University in some kind of way. Once that involvement happens then you can get commitment.

And then the circle starts all over again. That's where the stewardship process that we go through takes place. I watch Seinfeld, right? I use one of the episodes where he talks about--and if you haven't seen Seinfeld, shame on you—he talks about when he gets the car. He makes a reservation for a car and when he gets there, it is gone. But the whole purpose is to hold the reservation, right? That's the whole purpose of making the reservation. Same thing with raising money. Taking the money is one thing. Accepting the money is one thing. But taking care of it and then stewarding those gifts is another, and that's what this part is about when you go around that circle. If we do our job well, the people who make that commitment will continue to make the commitment and they will continue to learn about different things that are happening at the University.

So, 'moves management' is a term we have used for a number of years in this field. I was actually fortunate early, like two months into my career to be taught by the person who created moves management - it was a guy named Dave Dunlop. He was at Cornell University. It is "core concept for managing and nurturing fundraising; refers to a group of ideas and initiatives." If you go to the next slide, one of the things we do is we plan on each prospect. This is where the move comes in. You want to make sure that you are managing at least one initiative. You want to do that on a regular basis. We break them down into foreground and background initiatives – "initiatives that advance a person awareness, knowledge, interest, involvement, all those things that I talked about earlier." And so, here is how it breaks down. Foreground is more in mind with a specific individual.

So, having a meeting with the president, having a meeting with the dean, meeting the student who receive the scholarship, providing them with an impact report that we have. An impact report, for those of you who don't know, is a report that we provide to individuals; typically, these are endowed folks who have established endowments here. We provide them with a report on what their endowments have accomplished. So those are specifically designed for that particular individual. If you go to the next slide, you'll see the foreground and you see a little bit more. So, one of the things I always do with any president that I worked with is if I'm working with a potential donor, they had a promotion, if they had a birthday, all those kinds of things, I'll send them a note. Send them a note of congratulations. Send them a note when they've been promoted. Send them a note when they had a child. All those kinds of things that we do in foreground. And background, which is the next slide that's coming up, is really about a much bigger picture. So, giving clubs where we may have an alumni function that is focused on a variety of different people, campus tours, the annual report day that you might get from an institution. Those have broader range, and it is not specifically geared at the individual, it is more geared for everyone. There's a continuous of that in this next piece as well. So, promotional tapes and slide shows, mission volunteer work, regional alumni advisor boards, campaign newsletter. Those kinds of things. So, you got foreground and then you have the background.

- Donor's needs. The need to honor oneself or other loved ones, the need to honor a person who has had an impact on the institution.

My story about that is I grew up in Southside of Chicago. I did my undergraduate work in Eastern Illinois University. In my composition class I walked in there and I had this incredible professor who I just talked to two weeks ago. We stay in contact with each other. But she made me come to the writing lab every single day. She did that. And if she wasn't there, there was a graduate student there working to help me. I credit her with saving my life. I truly do. There are times when I talk to her, and tears come in my eye because I know what she meant to me. So, what did I do? I established a scholarship at Eastern Illinois in her name and she provides support for that scholarship and so do I. That is honoring someone that has had an impact on your life, and that is what that represents. The next need is the need to promote values and opinions. You've seen that, right? What is interesting about this piece here is we live, as you know now, in a very highly charged political environment. I never thought when I first started doing this work, well, there were two things we didn't talk about. Two things we were told not to talk about, religion and politics. That's out the window now. They are spilling over into our work. You have folks who want to provide support to advance some of their opinions and some of their values. We tend to stay away from that unless the value is in-line with the values we have here at the University of Toledo, and that is the only way we will accept the money. So, some people will ask the question, you know, do you just accept anything? No, we do not. If it doesn't align with what we are trying to accomplish here, we are not going to accept the gift. Right? Period. Done. And so, that is just something I want to make clear. They sometime use it to recognize themselves or for status purposes. For instance, they may want to have their name on a building just so they can walk around and say, I got my name on a building etc., or whatever the case may be. People have a lot of different reasons for wanting to make gifts. Going to the political space. Who knows who took place on January 20, 2009? Who remembers what took place? Are there any historians here or anyone in politics? You, you want to answer that? What took place?

Interim Provost Molitor: The inauguration of Barack Obama.

Mr. Floyd Akins, Vice President for Advancement: Exactly. It was the inauguration of Barack Obama. At the time I was at the University of Iowa. I have been working with a couple for a number of years, got them engaged. They started giving money to the university. I got a letter from them that was dated on that day, January 20, 2009, and the letter stated since the state of Iowa voted for him, they were no longer going to give money to the university. So, my point in all of this in saying, I got a preview on what was to come in terms of where we are today in that space but didn't know it at the time that this was coming. So, those were the kinds of forces that we're dealing with right now in our field, in fundraising nationwide. Going back to the conversation we had earlier about the scholarships, it is tied to that, it is tied to where we are, just to give you a little bit of background.

Five nos. I love these. These are also the ones I came up with, but with working with folks. Sometime people tell you no and no can mean no, it is not the right number; no, it is not the right time; in some cases, it could be you're not the right person to ask them for money. Some people want the top individual to ask them to make a gift to their institution. Sometimes it is not the right project. Then there are times when it is just no. The only way as a person seeking support is going to find out what that is, is to ask those probing questions, right? But the main thing that I want to stress is if we're doing our jobs properly, you don't have to worry about going through that lists because the question to anyone who is interested in making a gift or who you hope will make a gift to the institution is to ask them what would they like to accomplish with their money that is meaningful to them, or what would they like to accomplish with their philanthropy that is meaningful to them. And you sit back and listen to that, and if you take the time to just listen, they will tell you exactly where they are in terms of their philanthropy. You're going to know not only what they are interested in, but you're going to know what they are not interested in. You're also going to find out even if they are philanthropic.

One of the things I like to stress is the fact that just because a person has a lot of money it doesn't mean that they are philanthropic. We have a number of folks on our books, they have great capacity, but they are not philanthropic. But there's also another piece to that. I also work with individuals who have that capacity, but they don't know how to be philanthropic. So, it is also our job to be able to provide them with an opportunity for them to be philanthropic and to teach how to make gifts to the institution. So, that is also a part of what we do. So, before we go to the next slide, are there any questions? That was the first half. I know you have a long meeting and so that is why I am running through this. But I'm going to stop before I get into campaign. Any questions? Okay, no questions? Okay, fine.

President Van Hoy: If there are any questions online, please remember we can't see your hand up or anything in the Chat while the presentation in on, so just unmute and ask.

Mr. Floyd Akins, Vice President for Advancement: Okay, next. So here's where we are. On July 1st of this year, we started counting. A campaign goes through a number of different phases. It goes through what is called a solid phase which is the first phase that I'm going to get into. The solid phase is where we are right now. It is not public. It is internal. We're still working through goals. We're still working as you see on campaign priorities. This is a working goal of \$250 million. I can guarantee you, my hope is that that's not the number we're going to land on. As you see this part of the presentation, you'll learn a little more about that process. Also, I need to stress something else. If there is an area that you see on this chart here, what we did is follow the strategic plan of the University to develop these initiatives for the campaign. So, I need to make that clear. The other thing that I need to make clear is if you don't see yourself, that doesn't mean that you are not a part of this. Right? In a campaign we're going to be raising

money for a multitude of things. So, going back to what I said about that question that you ask a person, you know, what would they like to accomplish? They may want to accomplish something that is not on this list, so therefore, if it's still something that fits into what it is we're trying to accomplish, that is a discussion for philanthropy with that individual.

So let's go through this.

- The first item: student success: prepare thought leaders. And so, that supports, if you remember the strategic plan that supports priority one, two and five of the strategic plan. Number one, ensures student success from recruitment through graduation; supports priority two, deliver relevant and innovative academic programs; and supports priority five, foster a people-centered culture.

The investment opportunities that fall under that, you've got renovation of various areas, scholarships, sponsored, and by the way, the need-based scholarship, I should make that clear, you've got sponsorships of symposium, conferences, lectures, athletic naming opportunities, the Mulford Library which is here on this side of campus, and the Creation of Centers Institutes. All of that will fall under student success and experiences— student success, plus the experience of having those staged.

- Number two goal: provide access and excellence in critical care. Quality and efficient care; I've been told that we should change this from critical care to a different phrase. I'll talk with Provost Molitor about that and make that change.
- This priority supports priority three: set the standard for health education and patient care. So again, renovation, finance, treatment devices, naming of UTMC. When you say the naming of clinics, yes, we have prospects out there who have the capability, and that is why they are out there. Not only is there a capability, but there is an inclination to name those particular areas: Cancer, POTS Research, Renal Transplants and Simulation Center. So that is all possible, right? Then the third piece,
- . Priority six, position UToledo for future success through financial operational effectiveness. So the investment opportunities that are there is the finance research initiatives and advanced manufacturing, solar energy, and water quality. And then you also have some naming opportunities there for Medicine, Law and Engineering. And then of course, the creation of fellowships, professorships and directorships as part of that. Any questions about any of that before moving forward?

So this is the campaign production projections. As you see, we are in FY25 now. Our goal this year is to raise \$27M. And so, you're going to hear something out of my mouth right now and I've said this in our cabinet meeting this morning and Provost Molitor has heard me say it a number of times. I've been here two-and-a-half years. Prior to my arrival I think we've been averaging in the mid-to-low \$20s of raising money. I feel like this university, we should be at the \$35 or \$40 level. The reason for that is because when I look at our entire enterprise, remember what I said about Ohio State and what they have and we don't? It is very little, right? We have that capability here, but we have to be aspirational in our thinking. We have to be aspirational in setting our goals, and we have to have the confidence and belief that we can get to raising \$35M to \$40M to help our overall enterprise. It is going to help not just facilities, it is going to help also recruit some of the best people we can possibly recruit on both the faculty and staff level, and of course, get more students here on campus, which is something that we all know we need which is the

most important thing. I always say the number one priority. I'm not here without students, none of us are. The number one priority for all of us is to recruit students. Without students there's no sense of raising money the university, period.

Senator Avidor-Reiss: I wonder out of the \$20M, let's say, that last year was recruited, how many of that went to the three different categories that you explained just a second before?

Mr. Floyd Akins, Vice President of Advancement: It was spread out in a lot of different areas. Let's take this year alone. Going into this fiscal year we just received a \$4M gift from..., and that is going to help with the Champions Complex, for example. So that is going to be a renovation project, and that falls under athletics. Last year, you know, we received gifts that come in for various parts of the university, on the Healthcare side as well as the Main Campus. There are scholarships. There are things that are happening on the research side where we received support for as well. So, it was pretty much spread out. I don't have the exact number for each of the categories, but it is something I can get.

Senator Avidor-Reiss: I think that would be valuable just to see.

Mr. Floyd Akins, Vice President of Advancement: Yes, absolutely. So these are our projections from FY25, and you'll see the peak. Ideally, I see us launching our campaign publicly in FY28. A campaign usually run seven years, and so that is why you see this run out to FY31. That is why we also have those lines in both FY30 and FY31 to the \$35M mark for us as well, because that is where, I think, we need to be on a consistent basis. We are not there on a consistent bases and that is what we need.

President Van Hoy: And when you say 'launch,' you mean---?

Mr. Floyd Akins, Vice President of Advancement: The public launch, FY28. That's everyone. And then by FY28, we are going to know what the goal is. You don't launch, and I get into that, you don't launch until you hit at least the 50% mark of what your target goal is. Next slide. So this is a cash projection and so that is another piece that's part of that. When you raise money, I talk a lot about total productivity. Total productivity includes cash that comes in the door. It also includes estate commitment that people will make, and not realize, if a person says upon my passing, I'm going to give the university \$1M. In whatever year they make that commitment we count that as total productivity as far as our work in terms of what has been raised for the year. It doesn't mean it has been realized. Realize that estate gifts come in under the amended cash. So, a person who may make an estate gift or an estate commitment today, if we lose them in FY30, that gift will fall into this cash category during that time, if you follow me there. So, in a given year, you got several categories. You've got cash, you've got gift commitments, estate gift commitments, gifts and kind as well. All of those recounts as total productivity for a given year. So, going back to that first slide where it says the goal is \$27M, that's inclusive of all of those things.

So, here is a timeline for the campaign as it stands today:

- We are right in the middle of this current timeline, which is to finalize the campaign case for support. We are working with BBK on that. BBK, as many of you know, they are the firm that was hired by the University to do the marketing and branding for the University and at the Medical Center as well. We are using that firm to help us with finalizing the campaign case for support.
- We've completed the alumni survey, and that might be something this group may also be interested in seeing. We just received that. We just presented that to our Development Committee

just last week and it may be of an interest to you. Actually, we had lost some ground but we're actually quickly picking up. We're probably like three months behind where we want it to be.

- So the next phase is we will start to recruit campaign steering committee members. I've already started that process with the team.
- By March we would have finalized the comprehensive campaign plan/goal giving etc. and then also finalize the recruitment of the steering committee.
- Then as you go further out, again, the announcement of the public kickoff which is in FY28. So that gives you a really good idea of the campaign timeline as it stands right now. Any questions about that?

So, let's talk about the various phases of a campaign. I've already talked about some of this already. Pre-campaign planning we will prepare staff and campus partners and the campaign objective which is what we went through. Developing a working goal, we done that. Draft case for support about why donors should care, we're working on that. Why should donors give? Fundraising training for development, staff, deans, faculty and clinicians. That is something we are doing; we have done, and we will continue to do. That is something I want to make clear that doesn't cost anyone in this room anything. Anyone out there in viral land doesn't cost them anything. It is something that we're providing at the UT Foundation, that training for anyone who is interested. We will create a gift range chart. That is something that we will do. A gift range chart to give you an idea, let's use our working goal of \$250M. As part of that, it would be good if we can get two \$25M gifts as part of that or come really close to that. So when you're putting together a gift chart, you have to look at what are those big gifts. Now, if we don't get that, that means we have to make it up some other way. If we can't get two \$25s, we need to get five \$10s, for example. We need to get something to make up that number. Then we will develop a debt chart, a listing of potential donors for each gift, which is also something that we've done.

Phase two, feasibility study, we've done that. We're working with the firm of... They are the ones who have been helping us. We've produced the feasibility study. That is the tested plan with lead donors, which we've done. We've tested the case for support with the donors and then we are assessing the giving potential. I put this below: Feasibility study does not determine whether you can do a campaign, but how and when you should move forward. That is what it does for you.

Next is campaign planning, phase three. This is where we are. We are finalizing campaign objectives. We work with Research to create the gift range chart. The research is not the university research. That's the research that is part of our team at the Foundation we work with. I am analyzing the staffing needs. Do we have enough people to reach the goals that we want to reach? I will tell you, we don't. So, we're analyzing that. We're looking at where we need to put more boots on the ground. We will create a timeline for our budget, and then finalize case for support with the president and provost. Create campaign policies, we've gone through a phase just last week where we approved the naming guidelines that we have in place. Something else that I also want to announce, which is probably a good time to talk about faculty support. Traditionally with faculty support you look for an endowed gift.

Let me make clear, that all depends on what department a person is in. An endowed gift from someone in Medicine is going to be different from someone in Arts and Letters. So, let's start with that part. One of the things I talked with Provost Molitor about and the deans about is this ability for people to have a named faculty position as if it were endowed. So what we do here, let's say you got \$1M endowed professorship. That spins-off \$40K a year. If a person wants to do this and they don't have the capability

of endowing it, but they have the capability of doing it over time. Dr. Molitor and I agree, if a person is willing to make a five-year, \$40K annual commitment, they can have a named faculty position. It is going to be a good way to get people into the door to get them to have a feel to what's it like to have a faculty position named after them. I have been in places where that turned into an endowed gift. And so, it is just giving people that opportunity to get the feel.

Again, teaching people about philanthropy. Teaching them different ways in doing this. So then we're going to create campaign policies, develop a donor recognition plan, and create a communication plan. Phase four is the quiet phase. That is what we are in now. We are working with lead donors, the top 20 gifts on our gift range chart, Board members, and campaign members. Any by the way, you see at the top is a list of key donors that will help obtain 50-70% of goal prior to the public phase. We are in that process of doing that right now. Next slide.

Phase five is twenty-four to thirty-six months after July 2024, the kick-off public phase and serves to announce the campaign to UToledo community. This should include a press release and kick-off event announcing the goal and where we are to date. We will have a big celebration and big kick-off that will involve everyone on campus, our students, you, everyone and get them engaged and excited to campaign.

And then phase six, during the public phase, we're going to go back to those individuals we were not able to receive commitments from and solicit the base and then also close the gap on our goal. Now, every college and unit will have a goal. I have never been a part of any campaign—I've worked at three Tens and a SCC school—where each unit reached their goal. It is just rare that that happens. It is wonderful when it happens, but it is just rare. I just want to set those expectations, right?

And then phase seven is where we go and thank, and celebrate, and send pledges and debrief. If you go back to that first slide that I showed about how we do this work, which is when we end this process, we end this campaign. Most universities have been in perpetual campaigns – one campaign after another, after another, after another. We haven't been doing that here. That is something we need to do. We need to get into the habit of continuing to involve people in the life of the university. There is something else I want to point out. I been in Toledo now, again, for almost three years. There is a lot of donor fatigue here in this town. Now, one of the advantages that we have as a university, there's only one entity that really raises a lot of money outside of Toledo, and that is the museum. Other than that, one of the things we have that most organizations in town don't have, our alumni are all over the country. So, we have to do a better job in reaching out to alumni.

I'm going to tell you a quick story and then I'm going to let this go, where faculty play a major role. I was at the University of Tennessee, and I've told this story before, where it was a faculty member that knew an individual. He had received his PhD there. No one from Development knew this person. The president didn't [even] know this person, but it was a faculty member that worked with this individual who knew the person. Faculty sometime, not all, sometime hold back on sharing information about some of their former students out of fear that we're going to ask them for money. Okay, we may, we may do that. But the first thing we want to do is engage them. That's the first thing we want to do. What we have to do is get people to really think beyond that relationship and ask that person that question that I pose to you. Have you thought about philanthropy? So this individual ended up making a \$17M gift to name the electrical engineering building at the university, as I call it, the other 'UT.' Well, it is called the Min H. Kao Electrical Engineering Building. Does anyone know Min Kao? Have you heard that name before?

No. Have you heard of Garmin? It is the Min of Garmin; that is who made the gift. So, it is all about the relationship at the end of the day, which is the final thing I need to leave. It is about the relationship. How to build relationships with individuals and how to engage them with the life of the university. And that is where gifts will come in. Gifts do not come in because a person has capacity. Gifts come because a person is engaged with the life of the university. So, thank you. I'll take any questions from anyone from this room. The next time I make this presentation here I want this room packed. I just want it packed. But any questions, though, seriously?

Senator Cheng: Hey, Floyd, I have a question.

Mr. Floyd Akins, Vice President of Advancement: I know you do, of course you do<laughter>. Go ahead.

Senator Cheng: Thank you for the information about fundraising campaigning. By the way, I know Min Kao. I believe he had recently sponsored a movie talking about his story.

Mr. Floyd Akins, Vice President of Advancement: Well, I be darned.

Senator Cheng cont'd: Yes.

Mr. Floyd Akins, Vice President of Advancement: Small world.

Senator Cheng: Right. From your experience, what could be the biggest challenge you see in receiving/obtaining the goal?

Mr. Floyd Akins, Vice President of Advancement: The challenges I see in obtaining the goal?

Senator Cheng: Yes.

Mr. Floyd Akins, Vice President of Advancement: Well, I think the biggest challenge once we start to move forward in our campaign, we have to tell our story. I think that has been the biggest challenge, at least from my perspective. We just don't do a good job in telling our story. People don't know what it is that we do. People don't know what it is that we are able to accomplish. I think when we start to do a better job of that, I think some of those challenges will diminish.

Senator Cheng: Is there an established way you have seen that would help us, like from faculty perspective, Faculty Senate's perspective that would help us with promoting our messages?

Mr. Floyd Akins, Vice President of Advancement: Yes, I think that is where, like in your case, working directly with your development officer and talking to them about what it is that you are trying to accomplish. The more things that developmental officers have in their arsenal to be able to talk about with potential donors, the better. So that is what I think I would do. Then also we will provide that training as well to help people learn how to talk about fundraising. Like, for example, if you think about the clinician side, the typical stereotypical story is doctor sees patient, patient is grateful, the patient says thank you- is there anything I can do for you? The physician says, no, I'm just doing my job. No. I mean yes, you are doing your job, but the answer to that question is, you know, I would love to show you around and I would love to tell you about some of the things we're doing and meet some of our students. That's the answer. It is a way to get them engaged. But thanks for that question. That is some of what we can do.

Senator Cheng: Right. Thank you, Floyd.

President Van Hoy: Do you cover that in the training?

Mr. Floyd Akins, Vice President of Advancement: Yes, we do. That is specifically covered. All right, thank you all. I really appreciate---

President Van Hoy: I have a question.

Mr. Floyd Akins, Vice President of Advancement: Oh, you do? Okay.

President Van Hoy: So, I hear this story from faculty around campus.

Mr. Floyd Akins, Vice President of Advancement: What story?

President Van Hoy: This story that I met someone who 'wants to donate for a piece of equipment from my lab.'

Mr. Floyd Akins, Vice President of Advancement: Okay.

President Van Hoy cont'd: Or something of the sort. And they give the contact to the advancement officer in their college. Then the next thing they hear is that person is donating it to the Athletic Department rather than for their piece of equipment for their lab. Can you address that story?

Mr. Floyd Akins, Vice President of Advancement: I would love to know the specific story.

President Van Hoy: I don't know the specifics.

Mr. Floyd Akins, Vice President of Advancement: So, here's the thing. I want to dispel rumors from reality, right? So, whenever I hear something like that, I want to know specifics because when you talk about a piece of equipment that supposed to go to one place, but goes to Athletics, now my ears are wide open because I'm going to do like, 'mmm'—I'm not sure about that. So anytime you hear anything like that, please give me a call. The only way I can answer that question is that is not how it should be. Here's the other thing, is the fact that people give to what they want to give to. Right? Athletics is not out there 'twisting' anyone's arm. We've got people who give to Engineering who also gives to Athletics. We have people who give to NSM, and they give to Athletics. You know, I use Brian Blair's phrase, "Athletics is not the most important thing here at the University of Toledo, but it is one of the most visible." And getting back to the question, we have to make other things visible here and we haven't done that. We need to do a better job of that. That is what we have to do. So, it is not about bragging. It is about really sharing with people what our true capabilities are here and being aspirational in our thinking.

So, let's look at the Reno Transplant. Here we are. I think the national average to receive a kidney transplant is just upper of seven years. Does any of you know what it is here? No one in this room? I know Provost Molitor knows. Six months. So, that is what I'm talking about. People are coming here from across the country, some from out of the country for transplants, yet we are just doing our job. No, we have an incredible process here and we need to let people know about it. And those people who have benefited from it, those are the individuals from a grateful patient are now becoming more engaged with the life at the institution. We have a person who has been doing this that I hired, David Zelanko, on that end. He is closing in on \$1M for just this first portion of the year for grateful patient fundraising— and he hasn't even been here for two years yet. If we set our minds to do things and we talk about things and be aggressive, that's what we have to do. So, if you hear something like that again, please pick up the phone and call me about it.

President Van Hoy: Thank you.

Mr. Floyd Akins, Vice President of Advancement: You're welcome.

President Van Hoy: Any more questions? Senator Miner, go ahead.

Senator Miner: Hi there. I was wondering, you were talking about the story of the University, and it is something that interim president has spoken about also, getting the story of what we do out there. I will be honest, that's been a frustration of mine, and I've been here since 1998. I think that the story of the University has not gotten out there and it hasn't been sold well, and it hasn't been marketed well - well enough, I'll put it that way. So, I'm excited to hear this reinforcement and I'm wondering in what ways the foundation in MarCom is going to be promoting the story together to let people know what we're doing.

Mr. Floyd Akins, Vice President of Advancement: Well, I think we're off to a great start with the new marketing and branding with both, Main Campus and also UToledo Health. I think we're off to a great start with that. I'm so glad you asked this question. This is also one of the reasons why we at the Foundation use the same firm, BBK, to help us with our campaign case statement because they've already had the information about us, right? So, it was no sense going off the grid and using someone else. We are using them so we can have a consistent message, not only with the case support, but also when we launch the campaign as well. So, we will work with Megan Cunningham and her team on making this happen. And that is why I did not want to get ahead of that marketing and branding because I wanted to wait for that to get started to follow their lead in terms of what they were going to do so that we are all in sync with one another. It was a great question.

Senator Miner: Thank you. I appreciate it. I'm looking forward to that.

Mr. Floyd Akins, Vice President of Advancement: I am too; we all are. Anything else? Thanks, Dr. Van Hoy. I appreciate it. Anytime.

President Van Hoy: Thank you so much.

Mr. Floyd Akins, Vice President of Advancement: Anytime. Thank you.

President Van Hoy: All right, next we're going to hear from Kathleen Walsh, Director of Web Development and Jen Sorgenfrei, Executive Director of Marketing and Communication. They are going to talk to us about the university's webpage which kind of, you know, focuses on faculty webpages, you know, faculty can get on to the university's website and what our limitations are. Is Kathleen coming in? She was sitting out there (hallway).

Jen Sorgenfrei, Executive Director of Marketing and Communication: Was she? I can go get her.

President Van Hoy: Come on down, Kathleen. This is a room where you have to hold the mic.

Kathleen Walsh, Director of Web Development: Oh man, I might break out in dance and song<laughter>. Well, great. This isn't a great big crowd, but there's a lot more online, right?

President Van Hoy: Yes, most are online.

Kathleen Walsh, Director of Web Development: Well, fantastic. Hello, online world. So, go ahead and go?

President Van Hoy: Yes.

Kathleen Walsh, Director of Web Development: Perfect. Well, I'm Kathleen Walsh, for those who don't know me. My colleague, Jen Sorgenfrei is also in the room in case you have big marketing questions for her. I'm going to share a little bit about our team first, and then really where we want to get to is, the question on the table, how do I update my web pages. So my team is part of marketing and communications. There's five of us. We are not a huge team, but we're mighty. We manage UToledo.edu and Health.UToledo.edu, as the core part of our world. But we also support other websites at the University. So, online.UToledo.edu, the alumni website, the Foundation websites, and parts of MyUT.

So, I wanted to share a little bit about what we don't manage because that is always a point of confusion. We don't manage Blackboard. We don't manage Scholars.utoledo.edu, but the library does, and it is a great resource. We try to link to it on our website because it is a great resource for all the faculty information to reside. I don't manage Faculty 180. Also, there's a lot of third-party websites on our website. So a few of them you might be familiar with is like the course catalog. It looks something like our website because we work with the vendors to make sure it looks the same, it is branded the same, but I don't necessarily manage those straight-up. I also don't manage EPIC or anything in that world and mychart, because that comes up every once in a while. IT also built a lot of things. People in here probably worked with IT on some custom website for various uses and also interfacing with Banner possibly. Then there's a whole other arena of grant funded, multi-university sheared websites that can't look like the University or have to have different kind of logos on it. Those aren't managed in our system. Then there are some people who have some really strong research driven websites and cites some of the colleges and they manage those, hopefully in collaboration with IT. I'm not actually quite sure.

Just a little bit about our team. We focus mostly on strategic enrollment at the University, marketing the big institutional needs at the University. Our team spends most of the time implementing these strategies, sustaining web solutions. We work on efficiency, so a lot of people who built webpages with us or manage web content. We have like snippets and components and things like this to help make our job easier. I also manage web and digital compliance. I'll share a little bit about that later on. We do all the user support and training, so if you need an Omni account and if you need training with that account, I also give some accessibility training to help people in their work. So, a little bit about what we really do like fulltime. Most of our work is managed in our content management system. So most people have probably touched or interfaced with that. There we have templates. The good news for people when they call me up and say I need to design a website, you probably need help with content development. There's a template. It is branded. I didn't design it. I worked collaboratively with Marketing, my colleagues in Marketing. There are people who do the design and do the thinking of the brand. I come along just like the rest of us and make sure that, that brand is there. So we also embed that into a whole bunch of snippets and code pieces that help people build that website.

Most of our work is strategically focused web content. Our website is an external facing website, so it is meant to talk to the external community as our first people in. You know, focusing on enrollment and reputation content. So, we have a lot of questions like, what about my faculty webpage? That is faculty reputation content. You guys are like the face of our university. You are teaching students. You are why

people come here. So reputation content falls under a pretty large bucket also. A lot of our work is trying to find efficient ways to keep a website going at the university where we have 50 thousand, plus webpages, tons and tons of people with different interest and a team of five. So, there's a lot of efficiencies.

Part of my job is to make sure that our website is meeting federal standards, make sure accreditation information is available on there, properly put on there, and then meeting university compliance. A lot of that falls under buckets: accessibility, privacy, copy write infringement. Believe it or not, maybe once or twice, maybe three times a month I get cease and desist order from a lawyer telling me that somebody went out on Google, grabbed a photo, slapped it on the website, and that photo belongs to somebody else. And so, they are asking me for \$700, \$800, \$900 dollars to pay for their photo. Guess what I do with that? I forward it back to the user and our lawyers and you guys can work it out. So, things like that happens pretty regularly. Also, we make sure that we are coordinating with...and we are using good images that are branded and shot by the university.

So, my role is to make sure the University's website is reflecting the University's brand and that the content is accurate is within our style guide. It is search engine optimized. Believe it or not, we spend a lot of time cleaning. We need to reduce old pages. We need to reduce duplications. We need to get all the duplicate content or the old content out of the content management system. That is search engine optimization, Google finds everything. And so, we spend a lot of time working with our partners on that. We also make sure that we are doing things with web standards. How do we name things, broken links, outdated content, and making sure our websites are mobile friendly? A lot of times people want to put different codes on our website, but we need it to work on a phone. Our primary customer is living in the phone world. And we need browser compatibility. Everyone knows browsers change. We have multiple browsers that we are trying to get those websites to work in. So, we keep our ways pretty busy, working kind of more on the back end and making sure that there's a website that is delivered out there. The last piece is just like where we are with website management. We do use some third-party plugin applications and integration. We work with partners, so we really ask that you don't go out and find one on your own and show-up on our doorstep or plug it in or try to plug it in because it will probably reject it. We work with purchasing to make sure we're using applications. And then we do provide all the user and training support. So, we have a webpage that has probably 40-50 different kind of little training pieces on how you put photographs in, or how to use links, or how to help with your search engine optimization. We also come or work with individuals on training. That is the bulk that our team does, which gets us to then, how do we keep our website accurate? How do you make sure that your content is there?

So, different ways with how the websites stays up-to-date. So kind of going in descending order for me. Our team is actually proactively updating the website. So, we run analytics. We look at reports. We might run a report for somebody and find broken webpages or content that is old, and we work with you. We call you up and say, hey, we want to work with you because we found this content. I get departure notices, so we go out there automatically. If somebody leaves this university, if it is on the academic side, we go out and we search the website and we make sure on the day of your departure that their information is removed from the website.

Because where I sit, a lot of times Jen or Megan will come back from meetings and they have a little bit of knowledge about program changes, or office name changes or people content. So we work very proactively to make sure that content is updated. I also sit with a handful of my colleagues on some

different kinds of group meetings, particularly MIME, I sit in an enrollment meeting, and so we are proactively going out there and making sure that our website is a little in line with the strategic enrollment goals of this University. So, we make sure that we're changing content by recruitment cycles. We are talking FAFSA. If we need FAFSAs out there then we look at that content and we reorganize it to talk about FAFSAs. If we're talking about finishing the close, they've already been accepted but they haven't paid their deposit, then we work on those pages to optimize them to get our people to do those tasks that we really want them to do. So that's a big part of my job.

Then we have what you guys have probably worked with is marketing strategists. The way that marketing is organized, we have marketing strategists who are assigned or work specifically with colleges. So they are often my first partner, or they come to me because you have gone to them and so I need help with. Sometimes it is a large project that you might be working with the strategist on. Maybe a flier, maybe some social media, or some other pieces, but they also are very aware that you have a website. So often I work with them. It is typically Marcy Williams and Calvin. So if you've probably worked with them possibly, they are great people to work with. Then the other person in the chain of content strategy is our college website managers. Every college, every large area of our website has a designated web manager. So each college has a web manager. Each college manages how their web managers work differently. So I can't say here's how you do it because each college is going to do it slightly differently or majorly differently. Some have one person and they do all the website updates, an? Maybe there's two or three people that have access to that college. Some has a different model. Some require their communications, their web manager to approve all well pages before they are published. Some don't. I work directly with them. They do not report to marketing or to me. They report to a dean or other people inside there. So, I don't tell them what their priorities are today. So sometimes people tell me they didn't get things done that I asked them to do like their marketing person there, and so, I can reach out to them, but I can't make them or reel them because I don't know what else is on their list. So, I just say this to you, a lot of people work with their campus communicator or web manager, whatever the name or title it is in different colleges. But they do, do a lot of web work. They do lead a lot of charges. They do reach out to me and want to help to reduce duplicated pages and stuff. So, I can assure you that I work very directly with each of them in various different ways.

But then I get to the people. Who else can help us with the website? Let me tell you, it's everybody. The accuracy of the website is everybody's role/job. So if you don't have access or if you're even looking at content from a different part of the website, if you think it is wrong, send it to me. Send it to me. It is all of our jobs. There's just so many webpages out there. I don't know if somebody moved. I don't know if a program, sometimes things get named differently. I don't know when a date is off, right? Because someone may put a date in there and maybe they went on vacation, I don't know. But I can assure you 100%, if you send it to us, we will find the answer. We will fix the page. Page accuracy is part of our reputation here. So, it is everybody job whether you own content or not. However, we have different ways where everybody can be involved in updating either their own faculty page, their own area, their programs and so forth. One way of doing it is we have a web support desk. You can send in a ticket anytime. It is available 24 hours a day, seven days a week. We might not be there, but you can put a ticket in at that time. Based on what you select in the drop down, it automatically gets sent to a specific team member that takes care of that area. So we have one person that generally gets all the academics. So, if you say I'm from a college, my friend Jordan is going to get your ticket. He triages it. He decides whether it is something he can fix or if it is something he needs to bring in your web manager, because sometimes

the request is pretty large. Sometimes it includes components of rewriting so he might bring in a marketing strategist into it. Sometimes things don't get fixed in one day because it might be some complications or extra layers of work to be done, but we address them all. If it is a simple fix like my office moved, my name changed, we make those pretty quickly, so the turnaround time is pretty fast. But we also have an option where some people have an account where they have access to update their website. That is our content management system. At this time all requests are reviewed by our team and the web manager from that college. We actually do try to reduce the footprint of how many people are in that website - if part of it is just to protect the reputation to allow you to do your core job. There are different various ways where we can get accounts and setup accounts. We provide the training, we provide the access, and for the most part, our experiences been a lot of time where people get into the account and then they never ever use it [again]. We delete them after six months because we feel if you are not a regular user, you start all over with your training and trying to figure it out. So I'm going to tell you, we are here. We are here to help you. We can be your partner. If this isn't something that your job requires you to do all the time, then let us help you. Let us help you and get it done so you can do your core job here at the university.

So, basically some of the outcomes are being able to have that process where we have our team doing work proactively. We have our marketing strategists working on your behalf and working with you. We have your campus communicator and your web manager assigned to your group. We have people telling us when things need to be changed, and we have people in there doing work. All of that together, this is our outcome. So our outcome is: we have brand integrity. Our content is clear. Our messages are clear. Our pathways are clear. We have less duplication of each other stuff. Better visitor experience is also always our goal for potential students to have a great visitor experience. We increased our search engine optimization. This has been a huge effort of embarking over all the university overall. We are making our footprint on Google or whatever search engine the best we can be. If we can deliver the right page, we can get people to where they need to be. Increasing accuracy is so important. Just simple changes that we've made in training by telling people when you put a date on your website, put the year. So, my event is going to be on 'March 10, 2025,' ensures people that they are not looking at an old page. So just these simple changes that we train people. Or when you put in a web ticket, [and state] I need this page updated- we automatically do that work for you. Just tell us my event is on March 15, we are going to go ahead and put the date on it. So all of these collaborative efforts really help make sure that our content is accurate. Some of it is pivoting to a help desk kind of mentality vs. having 700 at one time. We had over 700 people updating our website. One of the things it does is it change the way that our team works. We used to spend an enormous amount of our time fixing pages that people attempted to try to do themselves. So now you put it in, and it magically gets done. If you are updating content very, very regularly we are going to work with you to make sure you're trained for that, and you have the access for that. But overall, we really reduced our broken links, our content. If you put a ticket in to us and say hey, we need this page fixed. Not only do we fix that page, but we go and make sure that you don't have duplicates to that page that you probably never knew was there, or probably pre-dated you or it was somebody else. If we need to delete a page; some people notice that they don't have the ability to delete even when they have access, because we want you to tell us. We do a full site search to make sure links to that page are also removed. So there's a whole lot of things that we're doing when you might see as a simple request. We also increase efficiencies in our managing our content for your marketing and communications person in our office, as well as the person who is managing the website in your different colleges and areas. Also, it has reduced our liabilities. We are fortunate—I always knock on wood when I say this—we are one of the only public

universities in the state of Ohio who has not been sued for accessibility complaint. And that is all of our efforts brought together to get us to there. So, we are really proud of that. But also, I still occasionally find social security numbers being collected on our website. I know, think about it, that is scary, right? Because people don't know. This is their day to day job, right? They are just trying to get something done and they want to put... out there. We go out there and we do a lot of searching and a lot of fixing on that kind of stuff. I think we really put ourselves on the spot where we have a bigger, better, stronger website. So, that is where we are today regarding the website.

The takeaway I hope you have is that there are a lot of people who care about your content. There are a lot of people who are helping you with your content and are available to help you with it. And if you need something updated, you can work with your web manager within your college, you can put in a ticket for our office, or if you are a regular user of the website, we can work with you to give you access. So there's multiple ways. Yes?

Interim Provost Molitor: Could you please tell us where to find this request form?

Kathleen Walsh, Director of Web Development: So, we have a forum available on the marketing website.

President Van Hoy: Thank you for explaining this. This was not explained to us before, which led to some frustrations related to faculty updating program websites.

Kathleen Walsh, Director of Web Development: Absolutely. This is how I ended up talking to you, right? Dr. Van Hoy called me up one day and I was like, I would love to talk about that. So, I shared with the Executive Committee and then you offered for me to come here. I would love to talk to anybody. If you need me to speak to your college, absolutely. We are a service group, so we are here to make sure we are bringing out the best product for all of us.

Senator Avidor-Reiss: Thank you, Kathleen. This is a very lovely discussion here, but I do have a concern. You are presenting that there's a small group of people that are really serving a very complex environment. This is really my concern. I don't have an example regarding..., but I have an example about something to do with the scholar thing that you've mentioned. I reached out to you; you sent me to a person and this person tried to correct it. I just checked it again after ten emails and it is still not corrected. So my concern is, with all the good will that you have within your group, maybe there's not enough people to do the job and then we end up with programs [listed on the web] that are not really perfect. Maybe the University of Toledo is purchasing half incomplete Microsoft and then you end up with a website that is not really presenting/serving us properly. This fits the discussion we had just before you were here. The Foundation is saying the same, well, people don't know about you. Well, faculty are frustrated that they are trying to do stuff and then out of frustration when things don't get done in a timely manner, they stop, they just don't do it anymore. So I wonder if really the problem here is the resources more than anything else. Maybe there is not enough people. Maybe the license that we purchased is not really complete and do the good job it needs to do.

Kathleen Walsh, Director of Web Development: I think we can all agree that we are short resources. If I can find a way to have more, I would take that. Unfortunately, I think we all are trying to make things work in the environment that we are in. So, you see that I used the word 'efficiencies' a lot in my presentation, because there are ways and technology to build efficiencies. Is it perfect? No. This

university also, you ask about all these different third-party applications, be it scholars or something else. When I first came here and then over the first ten or so years, people could buy anything they want. They literally can buy anything that they want. So there has been a really wonderful huge effort to reduce the amount of duplication or technology that is one-offs, because that means if I have a website that has a bunch of plug-ins, then I have to stop my day when that plug-in stop working. And, IT has to stop their day when somebody else's plug-in isn't working. So, while not all of them are perfect and I can't really speak to each of these different applications, I think there has been a lot of good momentum toward reducing duplication. But I can't speak to the individual things. What I can tell you because you were one of the people who sent me a help desk ticket and asked me to make an update, if you don't have to remember that list that I sent you, if you put in a ticket and say, hey, I need to update something, something, I will make sure you get to the right person. I may not be able to make them fixed because I can't promise that, but I will get you to the right person because we have very good collaborative relationships. A lot of people will put in a ticket to the IT held desk, they will put in a ticket for a web thing. I'm also in that system, so it will automatically get to me. So the good news is that there's a great partnership for the technology we do have. I can't fix it all though.

Well, my parting this is, absolutely send me an email if you have additional questions. I am always available. If there's more information I can provide, I'm happy to do it.

President Van Hoy: Any other questions?

Kathleen Walsh, Director of Web Development: All right, thank you.

President Van Hoy: Thank you so much, appreciate it. Okay, the last report for the night, Senator Padillai is going to present the undergraduate curriculum report.

Senator Padillai: So today we have eight courses to go through. They shouldn't be problematic, but we will go through them piece by piece and hopefully, it won't take much time. The first one is **COMM 2600, Public Presentations**. It is being approved for the Arts and Sciences core, and it has to be in compliance with OT36. It has been approved by the state. So this is sort of the important points that points us in the direction. It is a core course. It is for the arts and humanities. It's already been approved. The rest of the proposal was fine. I would be in favor of approving it.

The next one is **EECS 4750, Machine Learning**. This course, the prerequisites they said were out of date because students sort of changed or working differently with math. They wanted to include prerequisites from the Math Department. These are the modified prerequisites that are in the course proposal, and they are also in the syllabus, so, everything matches up, so it is fine.

FILM 4220, Cinema and Popular Culture Studies. Apparently, I had no idea this was an issue, but it is kind of interesting. They wanted to sort of create a difference between what they are doing now in Film and Cinema from what Media and Communications is doing. So if you look at the learning outcomes in the course catalog, they have references to media and they had sort of emphasized popular culture studies within Cinema. And so, when we looked at that and thought everything was appropriate, the SLOs were appropriate, the course catalog was appropriate, everything in the syllabus matched-up, so we were okay with that.

GEPL 1010, People, Places and Society. This is another OT36 course. They had to revise their learning outcomes. This is just a copy of the learning outcomes from the proposal, and the syllabus matched up and they were fine. We didn't have any issue with the SLOs.

GEPL 2020, Introduction to Geospatial Science. It looks like they are making a new BS in geospatial science and so this course is going to be a major elective in BA in Geography. It is a required course in geospatial science. They felt because they are making this new geospatial science unit that they needed an introductory course for that. It was fine.

Senator Harmych: Sorry to interrupt, but could you please share the slides so those of us online can see them?

Senator Padillai: I'm sorry. You guys can't see them?

Senator Harmych: No we cannot.

Senator Padillai: Oh, okay, I'm sorry about that. They are not 'exciting' slides. My apologies. Next is **GEPL 4300, GIS Programming.** The issue with this course is that it is a slash course. We just had to confirm that they had differentiated in the two syllabi between 4000 and 5000 level course, and they did and it was fine.

RDON 1010, Introduction to Radiation Therapy. This is what Dr. Rouillard was talking about with Radiation Oncology. We didn't find any issues with this course. In both of these, in the next slide as well for radiation oncology, they are responding to changes in sort of like the governing field. What is it? I think it is the American Association of Radiologic Therapist. Those changes have been made and if they had to make those changes by fall 2025. And so, one of the things that they are doing here that I guess is new, although it was in the old syllabus. But we talked with the folks that were in Radiation Oncology and they said they were emphasizing it although it is in the syllabus. They are placing an emphasis on research and writing. I thought that was interesting. It was within the syllabus and within the course proposal, so it was good.

RDON 3100, Radiation Therapy Physics I. These SLOs a slew of about 27 SLOs that they had before. This can then get them in line with (this is Radiation Oncology 3100) the ASRT updates for the curriculum.

President Van Hoy: The accreditation body.

Senator Padillai: That is right, the accreditation body. We would like to put it to a vote. We think that all of these proposals are fine. We had no issues with them. We returned a few, but the vast majority we approved.

President Van Hoy: Does anyone online need you to go back and show the early slides that they missed?

Senator Padillai: Would anyone like to see those? The slides should have already been sent to everybody, correct?

President Van Hoy: Yes. I just want to be sure.

Senator Padillai: Yes. Okay, are we ready to vote? Online if you approve, yes, 'n' for no, and 'a' for abstain. And then here in the room, if you approve say aye for those who approve.

Group of Senators: Aye.

Senator Padillai cont'd: Any nos? Hearing none. Any abstentions? Hearing none. *Motion Passed.*

Dr. Patrick Lawrence: Jerry, this is Patrick Lawrence. I sent a quick question on procedure from the committee.

President Van Hoy: Okay.

Dr. Patrick Lawrence: I'm just curious, the geography courses, we submitted two that were courses that went through the review, their SLOs. One of them was in the report and approved, the other one was not. And also, the courses that go into the new BS in Geospatial Science, I see two of the courses that were presented by the committee, but there are others. Are those just scheduled for the next meeting? Is that the timeline? Just so I know.

Senator Padillai: Patrick, is this you?

Dr. Patrick Lawrence: Yes.

Senator Padillai: Absolutely, we just didn't have enough time to get to all the proposals, but we're going to get to them starting early next semester.

Dr. Patrick Lawrence: Alright, fair enough. I thought I would just double check. Thanks.

Senator Padillai: No worries, thank you.

President Van Hoy: Are there any other questions? Are there any items from the floor?

Senator Barnes: Hi. I just want to say thanks for a good semester. I will be teaching Tuesday evenings next spring, so I will not be able to serve. I am working on a replacement, but thanks for a good semester and I hope you all have a good break.

President Van Hoy: Thanks. And Past-President Rouillard, you put a comment in the Chat?

Past-President Rouillard: Yes, I put a comment in the Box. Just a reminder that at this point our Gen-Ed courses can only be submitted to OT36. They do not yet need to be approved. I suggest that Faculty Senate remind the Provost Office that we need to be involved in any decision that involves changing that process.

Interim Provost Molitor: Noted.

Past-President Rouillard: Thank you.

President Van Hoy: Any other items from the floor? Okay. So, I hope everyone has a great end of the semester, and everyone has happy holidays and a nice winter break and comes back refreshed. Is there a motion to adjourn?

Senator Semaan: So moved.

Senator Avidor-Reiss: Second.

President Van Hoy: Thank you, Tomer and Gabby. We are adjourned.

IV. Meeting adjourned at 6:06 pm.

Respectfully submitted,
Deborah Coulter-Harris
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Administrative Secretary