

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of August 26, 2025
FACULTY SENATE

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

Approved @ FS on 9/09/2025

Summary of Discussion

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

FS President Avidor-Reiss: Good afternoon. We want to start. Do you hear us online?

Senator Padillai: Yes, if you stay close [to the microphone] like that.

FS President Avidor-Reiss: After overcoming the technical issue, we are ready to start. For those who are presenting, you need to stand here because this is the only microphone that is working right now. So, we are going to start our meeting. The first item is roll call by Deborah Coulter-Harris.

Senator Coulter-Harris: Hi, everyone. I am Dr. Deborah Coulter-Harris. I hope you all had a wonderful summer. We want to welcome our new president, Dr. Holloway and our new provost, Dr. McKinney.

[Applause]

Senator Coulter-Harris cont'd: We wish you, President Holloway and Provost McKinney, all the success.

Roll call 2025-2026

Present: Allred, Assaly, Avidor-Reiss, Balthus, Bamber, Barnes, Bellizzi, Benton, Bigioni, Bornak, Brakel, Cheng, Cochrane, Cooper, Coulter-Harris, Diakonova, Duggan, Dwyer, Ekwenna, Elgafy, Fresenko, Gibbon, Gilstrap, Giovannucci, Glassman, Green, Haller, Hamer, Hamouda, Heberle, Javaid, Kalinoski, Kaw, Khanna, Kistner, Lapitsky, Lawrence, Lee, Machalow, Maktabi, Martin, McLoughlin, Miner, Moussa, Mungo, Nazzal, Osman, Padilla, Pryor, Sahloff, Servick, Semaan, Sheng, T. Smith, Steven, Stoltz, W. Taylor, Van Hoy, Wedding, Willey, Yonker

Excused Absence: Brakel, Cooper, Delaney, Eichner, Koch, Krantz, Moussa, Nazzal, Reinert,

Unexcused Absence: N/A

Senator Coulter-Harris cont'd: Thank you. President Avidor-Reiss, we have a quorum.

FS President Avidor-Reiss: Okay, the next item is our agenda. But before that, I have an announcement. For those people online, we cannot see the Chat, so if you have something to say, just jump in and speak out – just for this meeting.

And before we go to the agenda, I do want to make a small announcement here. We have made some changes this year. You should have already gotten the email with this instruction. Basically, with the advice of the Faculty Senate Executive Committee members and FS President of the Faculty Senate Constitution, Rob Steven, the whole committee has adopted a shorter way of voting so we can move on a little bit quicker, which is to vote by general consent. It is a very simple procedure that we will adopt for things like approving the agenda, minutes, meeting adjournments, or any other type of approval that we are looking for. So, this is on the agenda for today and the process is like that. I am going to ask if there's

a motion to change the agenda. If I don't hear anything or if I don't hear anything online, basically if there's no motion then the agenda stands as approved. So, that would be the process unless somebody has a concern and then we can discuss it. ***Agenda Passed.***

Okay, so the next thing is the Executive Committee report. No, I'm sorry, the next item is the approval of the Minutes. Hopefully, you got the Minutes. Any corrections to the Minutes? Online? Okay, since there are no corrections, the Minutes stand approved. ***Minutes Passed.***

Unknown Speaker: I'm not sure if I received the Minutes. Were they sent out?

Senator Coulter-Harris: Yes, they were sent out.

FS President Avidor-Reiss: Okay, then maybe we can figure out why he didn't get it. Thank you.

Unknown Speaker: I will search for those. Thank you.

FS President Avidor-Reiss: So, before we start, I do have a sad announcement to make today. The Senate has some sad news to share. It is with a heavy heart that Senate must inform you about the passing of a former Faculty Senate President, Dr. Karen Hoblet, who served in this role ten years ago. Dr. Hoblet was a long-term and respected member of the College of Nursing faculty. We extend our condolences to her family, and we will now have a short moment of silence if you can stand, please.

[Moment of Silence]

FS President Avidor-Reiss cont'd: Thank you very much.

Next is the ***Executive Committee report.*** The Faculty Senate Executive Committee has been busy over the summer meeting with the previous administration and the new provost. Here, you can see all the members of the Faculty Senate Executive Committee. If you need to communicate with us, those are the people that you are going to connect with; they have different roles in our organization.

During the summer we have appointed 12 faculty senate committees for 2025-2026 academic year. Renee Heberle is the FS President of the Committee on Committees. If you have any suggestions for people to join because some of them are not full, please let her know. So, one of the committees that was appointed this year is an ad hoc committee that we started, Creativity and Innovation Designation ad hoc Committee. These are the charges of the committees. We hope the committees will be fully populated so they can start their work. And so, those are the different chairs of the different committees. So again, if you want to serve on one of them, you're welcome to contact them. Also, if you have any issues that the committees could address, you can contact them or the Faculty Senate Office. This is just to remind you all, and thank you for your contribution to the Faculty Senate because it does play a critical role in the University. Also, there is a notebook (of our appreciation) for members of Faculty Senate. You can pick one up at the table at the back of the room or from the Faculty Senate Office, U-Hall room 3320.

Today, we have a very important guest, our new president of the University. He is going to provide his vision. I do want to remind you that next time we're going to have the Provost presenting. There is a small change in the location. The next meeting is going to be held in Collier 1050, which is not our normal place in Collier. So, just be aware of that. After that, we will go to our normal place, Collier 1000A. And after that we have Tony Bourne who is scheduled to come to Senate to talk with us about enrollment and the vision on how he hopes to solve our enrollment crisis.

Are there any additional comments from the Faculty Senate Executive Committee? I know Renee had an announcement.

Senator Heberle: I did?

FS President Avidor-Reiss: Regarding SB 1, you wanted to add something.

Senator Heberle: I can't remember.

FS President Avidor-Reiss: That's okay. There was a SB 1 town hall that was very active, and I know they are going to continue.

Dr. Scott Molitor, Senior Vice Provost for Academic and Graduate Affairs: Just a reminder for everyone who could not attend, the link to the town hall meeting was distributed to all faculty.

FS President Avidor-Reiss: Did you hear the message from Scott Molitor? Online, did everyone hear it?

Senator Miner: Yes.

FS President Avidor-Reiss: Excellent. Okay, so there are three more items that we need to deal with. First, we need to approve our meeting schedule. This is the meeting schedule. Again, just to remind you, yellow is the exception to the room for our next meeting. So again, I am going to use the general rule, vote by consent.

Senator Machalow: I flagged this before, but September 23rd is Rosh Hashanah (Jewish New Year).

FS President Avidor-Reiss: I don't know. Do we have any rules regarding that? That is a good question.

Senator Hamer: Could we move that meeting to observe the holiday?

FS President Avidor-Reiss: Do we have any past presidents that would know if we should skip a meeting? Our meetings are normally on Tuesdays, so I'm not aware. Did we skip a meeting before?

Past-FS President Van Hoy: No.

FS President Avidor-Reiss: No? Okay, I think we probably need to look into that and to see what the rules are. Robert [Steven], are you online? Was Rob here?

Senator Steven: Yes?

FS President Avidor-Reiss: Do you remember if there's anything in our bi-laws regarding a situation where there is a holiday to one of many religions at the University of Toledo?

Senator Steven: No, I don't believe there is anything regarding holidays. I think we just have to set our schedule as to the will of Faculty Senate and vote on it together to approve that schedule.

Senator Semaan: Can we suggest that we treat it like the student policy regarding holidays- if one wants to miss, they can miss, and it will be an excused absence?

FS President Avidor-Reiss: There is a suggestion here that if faculty cannot come to this event, it will be an excused absence, so we will approve it, the schedule, as it is. Does this make sense to you?

Senator Coulter-Harris: Well, in that policy, and I know this policy very well because it was my committee who created that policy, who pushed it forward on the religious accommodations. Part of the accommodation is that (for students) if, let's say Rosh Hashanah, they go to their professor and their professor is having an exam, they can take the exam on an alternative date. In the past, some professors would not give them that accommodation. But now under this policy, they have to. So, I don't know what we want to do with that. Do we want to meet on Wednesday? I mean, it is up to the Faculty Senate to decide. But I just want to clarify that just a little bit, that policy.

Senator Allred: I think that is fair if that's the best remedy here to do, especially given the range of the different religions we have.

FS President Avidor-Reiss: Okay, I think I hear two solutions. No, actually there is one solution unless you want to provide another one. The solution is to allow faculty to have an excused absence from this event, but we will continue our regular schedule. Is that correct?

Past-FS President Van Hoy: And senators can send someone to vote as their proxy, correct?

Senator Coulter-Harris: Exactly.

FS President Avidor-Reiss: Is this acceptable for you?

Senator Machalow: That's fine.

FS President Avidor-Reiss: Do we need to do a motion about that or just continue? Rob [Steven], do you have any idea if we need to make a motion to accept that decision?

Senator Steven: I couldn't hear clearly what the conclusion was there.

FS President Avidor-Reiss: The conclusion was if faculty cannot come for any religion reason to any of those meetings, they can let us know and we will excuse them. The example that we know right now is September 23rd, Rosh Hashanah, and they will receive an excused absence and faculty can appoint somebody if there's a vote to vote in their name.

Senator Steven: I think this is within the rules already that if you cannot make it, you can appoint someone to come in your place. And so, this is standard procedure as it stands.

FS President Avidor-Reiss: Okay, perfect. Any other suggestions or comments? Hearing none. If there are no more comments, then we are going to approve this schedule. ***Schedule Approved.***

The next item is our new President of the University of Toledo. Please come and present.

Provost McKinney: Tomer, I'm next.

FS President Avidor-Reiss: Oh, thank you for the correction. Next is our new Provost.

Provost McKinney: Thank you, Tomer. I will be quick and will secede much of my time to President Holloway. So, sometimes, President Holloway I am counting the days and I'm looking at the calendar thinking—and I've said this to many, and I mean it in a very good way—it seems like it's been longer

than five weeks. It seems like it's been longer than five weeks because every day I meet new folks and encounter amazing things. We were out on Lake Erie just a few days ago and our president was tackling the boats. I'm still in that period of 'wow,' all that I'm seeing and learning. It is good to be with you, the first Faculty Senate meeting of the year and I'm looking forward to attending each of the meetings.

Let me just give you some quick updates on some things that are going on in Academic Affairs and in the Provost Office. We welcomed our new students in several events last week, but particularly the New Student Convocation. I know Tomer, you were there sitting in the first row as we were having a 'Rocket's time' welcoming our 2029 class. As we think about those students, Dr. Paprocki and I were discussing earlier today, we think a lot about student success. As we were welcoming that new class of 2029 and we were looking at some of our student success measures, as I said, I am not going to 'jinx' us because these numbers are still influx (these are not enrollment numbers), but I was jumping up and down. Again, having another 'wow' moment when we saw that our first to second-year retention number has just hit 80.2%, which will be an all-time record for the University. Now, I promise I am not 'jinxing.' This all-time record I can't jinx it because we are looking at our six-year graduation rate. Again, these are folks that graduate in May and this summer and there are still a few graduations to be processed, but we are also at an all-time high at 58.4%, with a goal to get to 60%. Now, when I share that information with you, that is nothing of course that I've done. I know that Angela and her team have been working very diligently, but I know she would share that this is your work. This is your work and all that you are engaged with in terms of our student success. So, I just highlight that because I'm continuing to hear and learn things. Angela can verify, I was literally jumping up and down as these numbers were shared. At an orientation last week, we welcomed new faculty. We welcomed 48 new faculty members. Of those 48, 26 tenured/tenured-track, 17 lecturers, 4 visiting assistant professors, and 1 research assistant professor. I had the opportunity to be with them on multiple occasions, learning. My question [to them] was what brought you to the University of Toledo? And I summarized that. I was hearing a lot about, "I grew up in this area and I went to various other schools to get my degree, but I wanted to come back here." "I wanted to come back here." I was hearing people say, "when I was out there on the job market I knew of the work that's being done by professor 'x.'" Or "one of my primary professors said, hey, you need to look at Toledo." And so, those connections and those relationships brought them here. Programs, why did you come to UToledo? What drew you here? So, I heard from Pharmacy to Engineering programs, to the College of Business etc., "you know, I wanted to come here because this program is one of the best in the country and I wanted to be a part of it." So, those stories heartened me.

Tomer mentioned the town hall meeting. We've been doing a lot of work in Ohio education SB 1. The town hall forum that Renee and Scott moderated, I was noticing the clicker, and I said wow. Of the folks in the room and of the folks online, we had about 300 of our colleagues participating in that town hall forum. Tomer, you asked a question earlier, will we continue? Renee answered that or suggested, or I think said this and I agreed, yes, we will continue having these conversations, these meetings. I was so impressed. I know that you know this legislation because you were quoting line, jot and title from the bill. So, you know, we have legislative directives to put in place: faculty annual performance evaluation policy, faculty workload policy, faculty tenured policy, post-tenured review policy. These are elements that are a part of that legislation. I've pledged that as we develop those policies, we will be consulting with and conferring with and having conversations with the faculty and getting their input. That's important.

I am not going to spill any of the ‘thunder’ in terms of the president’s vision, but we’ve heard now (the past five weeks) elements of where these seeds are growing. I’ve heard two discussions, are we growing together and headed in the same direction? I met with deans last week and we started to formalize our priorities: increasing enrollments, setting goals in that space, strengthening student success and engagement, enhancing faculty research and creative activity, and expanding our public community engagement. These are goals that I’ve discussed now with the deans and asked them to return to the colleges and work with chairs and directors and work with their faculty on setting specific measures surrounding these goals. They need to be aligned with where we see the University going. And then we added one to that list of four, which is supporting the wellbeing of our people, our staff, our faculty, and our students in ways in which we can enhance the wellbeing of our academic community. This is an important goal. So, you will be hearing more about those goals and hearing more from me.

Let me end by saying, one of my goals as Provost is certainly connecting with and engaging with faculty. I sometimes say clear and consistent communication. So, in addition to my visits with you here at Faculty Senate, my business with the Faculty Senate Exec. Committee (which I think we have a meeting coming up later this week), those meetings are important. Yet, I also want to directly interact with faculty. I will be coming to each department/school to meet with faculty throughout the fall semester. I will meet one-on-one with each unit. If you are part of the faculty, I hope you saw yesterday that I distributed my weekly message from the provost, and that will continue. Each week I will share with you what I believe to be important items and things for us to be considering and talking about. The future, maybe next week I will invite you to meet with me during my monthly office hours with the Provost where you can sign up and bring any concerns or questions that you have. And as I said, we will continue to use town halls-to the point where you might say, oh, it is him again/we are hearing from him again. But I think it is important.

[Audio Interference]

FS President Avidor-Reiss: Make sure to mute yourself. We are hearing your discussion.

Provost McKinney cont’d: So, this idea of ‘we never heard this,’ or ‘we never saw this,’ or ‘where did this come from?’ Multiple channels that I just pointed out really are my intent to share information. So, I’ve got to repeat, repeat and gather your input and feedback. So, that is a big relevance.

Thank you. I will look forward to answering questions and responding, but I think first we will hear from the President and then we will take questions. President Holloway.

Dr. Holloway, President of The University of Toledo: Well, I have to put this [Engineering jacket] on. It is a gift from the Department of Electrical Engineering Computer Science. My faculty member, my ‘boss’ said to put this on and so I will put it on <laughter>. My boss is here. My boss’s boss is here. And my boss’ boss is here. It is very confusing. How close do I need to stand over here?

FS President Avidor-Reiss: Right there.

Dr. Holloway, President of The University of Toledo: Is this okay?

FS President Avidor-Reiss: Yes.

Dr. Holloway, President of The University of Toledo: All right. This is hard for me because I like to move when I talk. First, thank you for having me here. Thank you for the incredible welcome that I’ve

received over the last month or so since coming to Toledo and to The University of Toledo. I really appreciated that. I think it is a part of who we are that this is in fact a welcoming environment, a welcoming university, a welcoming city, a welcoming region. So, thank you for that; I do really appreciate that.

Vision is too grand a statement for what I am going to do today. I'm going to share some thoughts about what I see at the University of Toledo. I'll share some thoughts about why I came to the University of Toledo and the potential that I see here. I very much would like to hear your ideas in reaction to some of this. A formal statement from me about vision is going to come on October 16th, so you are the first people to hear publicly. We'll do an inauguration then. The real reason for that is that it will be the State of the University address that we do in the fall. And so, really what I've been doing, and we will continue to do over the next month or so is continuing to refine some of my thoughts by putting ideas out there and letting people respond to them. And so, that's really what I've been doing among other things over the last month or so.

So, let me first start with just a little bit about why I came here. So, some of you met me and know me, and you heard some of this, so my apology if I'm repetitive for you. But a lot of folks here I haven't met yet. I think it is a reasonable question to ask why did this particular person come to The University of Toledo? Why be president here? So, just a little bit of my academic background. I was faculty at the University of Virginia for a year; I was a research professor there. I moved to the University of Michigan as an assistant professor; I was there for 30 years. During that time, I eventually became an associate dean. I became a vice provost in a couple different roles in the university. I went through a standard transition. I was an assistant professor, and I saw the world like this [narrow]. I was focusing on my stuff, on my research and my teaching and over time; I got to lift my head up and see what goes on at a university and all the amazing things that happen outside of my discipline. My department was Nuclear Engineering and Radiological Sciences. That is a boutique department. It is a small thing in terms of number of students and faculty, but at a very large institution. So, lifting my head up and seeing all of that was really informative for me. Equally informative, especially as I moved into my associate dean role and even more the vice provost role there, was seeing how the university engaged with the world around it. I was privileged while being in the Provost Office there to help coordinate our activity in a number of places like Ghana, Ethiopia and India, but most importantly in Detroit. So literally, we had hundreds of projects going on in Detroit. All of it sort of happening and dis-coordinated, no real structure to it. Part of my role in the Provost Office was to start to see all of that because it was not always visible and to start to organize it, at least conceptionally, and find synergies and connect people across the institution. What that really showed for me is what it means for a university to be about its place.

I love the University of Michigan; it's done a tremendous amount for me. But there's a really nice quote from James J. Duderstadt who was the president of the University of Michigan in the 90's and early 2000s. Jim said "The University of Michigan is not so much a state university as state located." Right? It is sort of there, but it is not really about Michigan. It certainly has folks there who do things about Michigan, but it is not in the core of the university. So, I left the University of Michigan to go to the University of New Mexico to be provost there because the University of New Mexico is about New Mexico. It is fundamentally focused on that state. Yes, it does work. It has global impact and does research that helps us understand our planet, ourselves, the universe, but it is always fundamentally thinking about how are we helping the state? How are we helping the state through education? How are

we helping the state through new discoveries? How are we helping the state through patient care? That is what I found here. When I did start to think about how else can I contribute to higher education because higher education to me is an incredibly important calling, this isn't something we just do, right? It is a calling because we are the foundation of society. We are the foundation of civilization. We perfect the thing that is uniquely human, our minds.

So, as I started to think about what is the next step that you are contributing to that project, I really looked for a university that was about its place. That is what I found at the University of Toledo. You will hear me use this phrase more and more-- this is the university 'for' Toledo. We were founded by Jesup Scott and his family and others in 1872 with that fundamentally in their minds. They literally founded this University to support and help develop the city. The mission is broader now. It is the city, it is Lucas County, it is the region. When we say "Toledo," we really mean all of that and not just the city. But for me, this university was very exciting because we are about the place, and that is the kind of university I need to be a part of.

You've seen the polls, Gallup polls, whatever. You hear people say, oh, higher education, do you trust higher education? No, I don't trust higher education. Do you trust the university near you? The answer is actually much higher. It is frequently yes even in the majority. People trust what they can see, what they engage with, what is relevance to them. When we allow higher education to be defined by a set of leading institutions which are very good at what they do but completely remote from the experiences of most people, it is no wonder that people are mistrustful of that. It is hard to be trustful of something so remote at those institutions that we have allowed to define higher education. This institution is about this place. This institution needs to be about this place. That is how we restore trust in higher education. So, I see that as a huge potential here. I also saw huge potential here because of the research, the scholarship that has been done here.

We have faculty here who are the highest cited researchers in the world in psychology and astronomy. We are one of the biggest users of the James Wright Space Telescope, having participated in every single campaign that instrument has made proposals for. If you want to get a kidney transplant—and you do not want to get a kidney transplant<laughter>—but if you need to get a kidney transplant, this is the place to do it in the country. Because at the University of Toledo we do those transplants very quickly and have better outcomes than anyplace else. The reason we do so many kidney transplants here is because we are so quick at it. People go on the list for a kidney transplant, we get them in, and we get them a kidney. We get better outcomes. This is a set of amazing accomplishments for an institution that is sometimes ignored/neglected. That to me was a huge potential and the scholarship... the scale of the faculty at this institution.

Equally important to me in coming here was the region itself, a very interesting region being a rustbelt state. This region never forgot how to make things. This region has always had companies to make things. We have a tremendous set of companies who manufacture medical devices, glass, solar cells, automotive parts, automotive products, assembling automobiles in their entirety. At the same time, we are a logistics hub. We have the largest, most active port on the Southern Great Lakes. And at the same time, we are a railroad hub and a road transport hub. We have financial service industries here. We have food processing industries/companies here. That gives this place kind of [a] unique economic space as well that the university can be a part of, and you don't see that everywhere either. So, a university that is about its place and sits in the middle of an economy that could be stronger but is actually quite vibrant. It has a lot

of potential here. And actually, when I look at the University of Toledo, I see potential. This is really an amazing place. Now, I talked to a lot of folks here and there are folks who feel like we've been sort of pushed down, beat down. I totally can understand why folks may feel that way, but I do think we need to change our narrative about ourselves. We are an amazing place. We truly are. If we don't change our narratives about ourselves, no one else is going to change the narrative about us. And so, I think that is an important part in what we have to do, recognize the strengths and opportunities we have and build on those. That is going to be a path to success for us. So really, that is why I came because of this tremendous opportunity at the university 'for' Toledo.

Where do I see us going? So, [my] initial ideas and initial thoughts, I have three main priorities, focus areas if you will. I reduced them to single words, but the single words are pretty compact and so I am going to unpack each of the words. So, I will talk about: enrollment, research, and community. I will take those backwards, and I'll take them in random order.

Community, I think it is important that we recognize nobody owes us anything. We exist to serve the region. If we serve the region, the resources we need to do so will come to us. If the people we serve find us of value, they will support us. If they are not supporting us, we are probably doing the wrong things for them and we need to be thoughtful about that. We are not a one-to-one trade or anything like that. I think we should never lose sight of the fact that we are here to serve the region, not the other way around. That means we have to partner with others. We have to be the best partner in this region with every one of the communities (I like to say community, plural) that they are. Neighborhood communities, nonprofit organizations, companies, governments, we need to be partners with all of those folks to support the needs of the region.

Enrollment is a very tight word and people hear me say enrollment and they think 'numbers.' And yes, numbers are part of it. The reason why I want numbers to go up, I want us to become a larger university is because I think that more young people (and not so young people) deserve the education that we provide. Sometimes when we talk about enrollment, we talk about money. And yes, the finances matter, but the numbers have to add up as one of my Board members used to say. But the real reason to think about enrollment... We can be a university the size we are. There are a lot of universities the size that we are. We have so much to offer young learners. And there are reasons for us to be larger. We will be delivering on our mission more if we have more learners at every level: undergraduate, graduate, professional students, and med students. And again, I always want us to start that with its mission. We are doing this because educating people is what's important. There's a phrase I've used several times and that is what we are about is service though discovery. What we do in part of discovery is help learners discover things that we already know, but they don't know. We are also in discovery, inventing new things and new ideas. We understand ourselves better as we come up with new ways to do things. And that is why that third word is research.

Research - I think we need to grow our research impact for sure. One of our unique characteristics in this region is in fact our research impact. The fact that we do research on everything from cancer to Baltic formation, to material science, to sociology. All of those areas that research impacts is something we have in ways many other institutions in the region don't have. We need to even further differentiate ourselves in that way. So growing our research opportunity and most importantly, our research impact is important. When I say research impact, unfortunately we don't have great ways to measure research impact. So, is the research that we do enriching, enlivening, supporting, improving the lives of the people that we serve,

both in the region and across the planet? That is a hard one to measure. It requires long-term thinking sometimes. So, you often hear research impact reduced to research expenditures. It is a proxy. It is not the world's worst proxy; it is not the world's greatest proxy, but it is one we use. If you see a dashboard with the metric, it is probably going to say, 'research expenditures.' We should increase and grow our research expenditure, but really we should be balancing. The research we do should impact the world in a positive way. It should help the world be enriched.

When I talk about student success, let's switch back to the 'enrollment' word, which relatively means everything about students. Student success to me, it is really important that we see improvement fall term to fall term – to the provost McKinney's out there. It is really important, but that is not the goal. Our goal is not to get students from first-year to second-year. My goal for undergraduate students is they graduate and be able to pursue their aspirations. Not they graduate. They graduate and are able to pursue their aspirations. If they come here and want to go to Med School, they graduate and go on to Med School. If they came here and they want to become a real estate mogul, they graduate and are able to become a real estate mogul. If they graduate and want to go to graduate school, they are able to do that. They graduate and want to get a job and have a career and family right out of college, they are able to do that. I think those are all valid paths for our students. It is not for us to decide what our students should do. It is for them. But, we need to help them get there. I think we are responsible for their success after they graduate. Not just when they graduate. Now, obviously we don't control everything. But as we educate our students, I do think we should always be thinking about what are they going to do after they are done with us, after they graduate? Whatever educated experience we're giving them, what are they hoping to do? What skills do they need to develop through their time here in order to do that? And so, I encourage us to really think about student success. Not as 'they graduated,' but they graduated and are able to pursue their own aspirations. That is what I think is the important piece.

The Faculty Senate had a committee on enrollment. There is a whole set of ideas, but there is one particular phrase in there I was very interested in, which Renee says endlessly and Mitchell, I thought you were almost going to say it -- which was practical, partnership and place. Mitchell threw in people and programs. I do want to discuss those words: practical, partnership, and place.

Place, this is exactly my theme: We are about this place. We are an urban university. Let's not pretend we are not. I've been talking to people in various roles at the University over the last several weeks about how do we talk about ourselves. There's this interesting reluctance among some to sort of, "well, let's not talk about Toledo too much. People will think it is unsafe." I'm like, "well, it is in the name, The University of Toledo." We are not going to hide it. We should lean into it. We should own our place. There are amazing things here. This is a place where you can learn art at one of the world's greatest art museums. There are amazing cultural amenities here. The first reason why my family and I ever came to Toledo was to visit the [Toledo] Art Museum, then it was the [Toledo] Zoo, and then it was what used to be called COSI, now Imagination Station. But we should own the place, and we should be proud of the place. We should proclaim, 'Come here because you are going to be part of Toledo.' Meaning this whole region.

Practical - part of what we want to have happen here is, you're going to graduate and able to pursue your aspirations. Many of the students that I've talked to since I came here have been really clear that they came here because this place is going to help them achieve an end. They want a job as a nurse, or they are really interested in the cosmetology program in cosmetology science. I think that practical piece is okay

to own. A lot of our students come here with that goal in mind. Talking to our Enrollment Management team, they will describe students who went to someplace else, sort of frittered some time away, and they come back here because they are looking for a place that will keep them a little more disciplined. We are probably that. We've got an amazing lean towards professionalized programs. That doesn't mean that is all we are. We do have that lean and students see that, they sense that. So, owning practicality is a piece of what we're trying to do with students, I think it is a good thing. And again, I see that as, we're helping graduates be able to pursue their aspirations. When I read that report and I saw those three words, I thought, you know, actually, when I think about those words, that is really hitting the themes I'm seeing in this place too. I think it should be comforting that a group of faculty who remember the place well, look at the place and say this is about a place that is practical, a place that cares about its place. I'm losing the third 'p.'

Group of Senators: Partnership.

Dr. Holloway, President of The University of Toledo: Thank you. And cares about its community, right? So, a group of faculty here came up with that. This is who we are. Some dude from outside comes in and looks at us and says, okay, I think this is who we are. I see residence in my observations as a novelist coming into the place and those who've been here for years and decades. I think that's a promising thing.

Let me be practical for a minute. One of the questions that I really have for the institution is, you know, if we want to differentiate ourselves, there's some ways to do that. One is to really lean into Toledo. One is to really say, look, we are not just about ourselves, we are about this place. For us, engaging with the communities that live among us is a key mission. And therefore, what is the opportunity to ensure that every student has some kind of a professional developmental practical (use the word you want) experience within the broad set of communities? So, right now about 85% at the Business School do some kind of internship. Every student in Engineering does some kind of internship. Every student in Nursing does a clinical placement as do much of the Health Science admissions. Over 60% of our students have an experiential learning opportunity. I only know one university that says every student is going to do something like that and it is not, which is Northeastern. Cincinnati sort of does it, but they really don't. They do it in engineering. They used to try and say every student will do it, but now they don't. They say every student has an opportunity, but is this a place where we can actually say, hey, we are different? Because if you come here as a student, you are going to do some kind of experience like this that develops you, takes the wisdom you are learning in the classroom and translate it into practice so when you graduate from here, you are not applying for an entry-level, you are applying for your second job. Are we the kind of place that can pull that off? And again, when I look at it, there are several areas where we are basically there. Here's the reality by the way, if I say everybody is going to have some kind of experience like this, I know that is going to never be true because there's going to be an international student that cannot work off campus. Or there is going to be a student who is transferring in and they only have two years left, but the timing doesn't work. There are always going to be reasons that this doesn't work. By the way, I think international students are already there – they are studying abroad, which is a pretty developmental experience. So, when I say everyone, know that it is probably not everyone...assumptions. But we are the kind of place that can do that. And again, we are there in several areas. And we are really pushing that boundary in several others. You probably all know this but let me ask just to see. Who knows who is the camera operator for the football games at the Glass Bowl? The broadcast on ESPN? Dr. Van Hoy?

Past-FS President Van Hoy: The communication students.

Dr. Holloway, President of The University of Toledo: Yes, the communication students. Our communication students are the people who are making that game go on tv. Not the student tv, but ESPN. It is a great partnership. So, we have these students who are participating already in so many different things. Part of where I'm seeing this go is can we get there. Can we make that a distinguishing feature? Very few schools can do it. We can do it, and we are a research university. That makes us very different. Being a research university makes it easier because those research experiences we give students are incredibly attractive to some and great developmental activities as well. So, it is a way of really leveraging who we are as a research university, as a university dedicated to place, and it really makes us different.

So, I'm going to stop talking. I'm happy to take questions about anything. I'm also happy to hear ideas, comments, or you can say 'Holloway, you're nuts. Here is what we ought to do, here is who we are, or you missed this. Or 'never mind that because SB1 is going to 'kill' us' So, anything you want to ask me. Mitchell and I are going to take questions together because there are probably questions that he is better positioned to answer than me.

Senator Machalow: Hi. I'm Debbie Machalow from the College of Law. Thank you both for being here. I have a question for you, but I want to say that I really appreciate your vision. Since I've gotten here, I've been saying how wonderful Toledo is to colleagues here, friends across the country and colleagues at other institutions. And so I love your apparent love for Toledo, so thank you.

The question that I submitted is about the former administrations' master plan and what it meant for Law School. I was told you got the list of questions---

Dr. Holloway, President of The University of Toledo: I got the list of one question, and it was yours.

Senator Machalow: So, I don't know if I should read it to you.

Dr. Holloway, President of The University of Toledo: No, it is okay.

Senator Machalow: We have been hearing conflicting information about moving the Department of Communications into the College of Law building. The College of Law community is united in its opposition because we think it will ruin our educational mission. Without our educational mission, it will make it impossible for us to raise funds. It will make it hard for us to recruit students, faculty and staff etc. So, what can you tell me about that? And if it is still something that is being considered, can we please have a meeting with you?

Dr. Holloway, President of The University of Toledo: I'm going to repeat the question, so the folks online can hear it, so if I misrepresent you, please let me know. So, the question is about a proposal to move the Department of Communications into the Law building. There are concerns from the faculty in Law about what that would do to the climate within the building, to bring an undergraduate program into a very highly professionalized, very tightly structured curriculum that Law is, and the potential negative impacts of that. And so, let me back up one step and Provost McKinney can fill in anything I forget to say. The driver for these discussions is the need to empty out Rocket Hall. And so, what the University has been trying to do is take everything that is in Rocket Hall and move it out, densify the center campus. One of the challenges we have- this is a very beautiful campus, but for the number of students we have and the

number of people we have, we sort of spread them out. It kind of looks like nobody is here. So, there's an interest in that. It is sort of a standard urban planning kind of idea, densify. Equally, Rocket Hall, I was told it was a shopping mall. That was quite surprising.

Past-FS President Van Hoy: Grocery store.

Dr. Holloway, President of The University of Toledo: So not always pursuing its purpose. So, that is the origin of this conversation— to move Communications into a particular space in the Law School building. It is not a final decision. I know Jason Toth and others came and talked to the Law School faculty and heard their concerns, and so that is being looked at. They want to understand your concerns and figure out if there's a way to make this plan work or do we do something different. So, that is kind of where it sits.

Senator Machalow: At one point we were told that the plan is moving forward regardless of opposition, and we can talk to the architect. So, we got the impression that we're going to spend millions of dollars on a plan, only for the plan to then be abandoned because we are going to show that it doesn't work for the College of Law. It will not work. I mean, I don't think Communication wants to be there either. So, what is our process for speaking to you and your new administration?

Dr. Holloway, President of The University of Toledo: Let me check first. Do you have anything to add on this?

Provost McKinney: So, when you say the plan is moving forward---

Dr. Holloway, President of The University of Toledo: I don't think it is.

Senator Machalow: This is what we've been told last spring.

Dr. Holloway: So when you had that meeting, you were heard and folks came back and said, okay, let's park this and re-think it. I don't want to say that that plan is abandoned. But also, from my understanding, it is not actively moving forward until there is some rethinking about does this work, or how does this work? So we're at a point where there is this idea, and there's now a decision to do it or not to do it. One of the things that are on Provost McKinney's and my list is to look at the master plan which we haven't done yet, and so if we see the master plan, we will have a better understanding of the issues at play. And so once we do that, we can engage with folks or have the appropriate people engage with folks about what might happen with that particular project.

Senator Pryor: I'm Ashley Pryor. As a faculty member who worked on the PPP vision, I am so...I will tell you that a lot of the ideas for that came from some of what I think is a really exciting program we had in the Honors College. We had a signature class, and it is still on the books for this year, called Community Engagement. The whole goal is to get our students out partnering with local non-profits. The other class has been very exciting to teach, and we really designed it in the college because we touched every single discipline potentially, you know, of all the colleges, it is called Multicultural Toledo. Again, the whole idea of that is to get students embedded in different neighborhoods all around Toledo to learn about the history, place and location etc. My dream has always been this extends beyond the Honors College to be something- you know, pieces of it throughout our curriculum for all students. But what is most sad to me, and again, maybe this is something we want to visit is that curriculum from my understanding is sort of in limbo. To end on a positive note, I'm so happy to hear that PPP is shared by leadership. Toledo is near and dear I think to our hearts- for some many of us here. Thank you.

Dr. Holloway, President of The University of Toledo: I appreciate that. Let me say a couple of things about curriculum, although mostly I would say, curriculum, go talk to the provost. I've worked at that kind of programming at other places, and I think it has a lot of value. The Honors College at my previous institution I purposely brought in a dean whose expertise was...engage learning. I see it as part of a whole suite of opportunities that we need to give to students. For some students what you are describing is absolutely the right experience, and for others, you know, they need to go to work at Owens Illinois and do an internship there. I think both are valid. We need to find ways to make both happen. I certainly can't address specific curriculum issues. Provost McKinney is probably early in the game too. But I know that we both appreciate hearing about your class so we can learn more.

Provost McKinney: I do look forward to learning more about the particular curriculum courses that you envision. Certainly, from the provost world in terms of the academic experience, it is courses that we provide our students with. But also from personal growth. I chaired several. Not this fall, not five weeks in, but I intend to continue teaching at least one course per semester (I did as dean). The course that I taught was an honors course; it was an experiential learning course where a group of 25 students were out in the community engage with agencies. So, when you were describing those courses, I was sitting here thinking 'oh, yes, I want to learn more about that.'

Senator Pryor: I would be delighted to stay and share, anytime.

Dr. Holloway, President of The University of Toledo: Do you need an instructor<laughter>?

Senator Wedding: Hi, I'm Don Wedding. I think it is absolutely a terrible idea to take the Department of Communications and move them into the Law School. I can't think of a more terrible idea on this campus. I also think that it is a great idea to do something to revive and buildup our Honors College. That's all I'm going to say. These are my opinions.

Dr. Holloway, President of The University of Toledo: Sure. I appreciate that. Thank you.

Provost McKinney: I have a great interest particularly in the Communications Department. It is my home department and also the Honors.

Senator Wedding: I'm not attacking the Communications Department at all. I'm just simply saying they have no place being put into a professional area like the College of Law.

Senator Barnes: My name is Sharon Barnes, and I am a faculty member in the Department of Women's and Gender Studies, a "boutique program" like the one you taught in, although not at all like the one you taught in <laughter>. I learned over the summer that the Eberly Center for Women, which was a longstanding partner of my department and really, truly an advocate for all genders on this campus was eliminated over the summer, and that the Office of Multicultural Student Services was eliminated over the summer also. This week when I came to campus I learned that all the Safe Space stickers were removed from all public offices on campus. I am really interested in who gave that order. And when I walked past your office to go out to teach yesterday, I saw that the wall of Inclusive Excellence had been eliminated from the third floor which was really heartbreaking for me on a lot of levels. So, I'm curious about who made those decisions. Of course, I understand that in some way people think that is an appropriate response to Senate Bill 1. So, I'm curious about your thoughts on those changes, but my question is, what is the university going to build in response to what is a really hostile environment for marginalized

people, to ensure safety and to address your desire for the university to be—and your understanding of us as—a welcoming place, when things like that are happening. Some of them to me feel really unnecessary.

Dr. Holloway, President of The University of Toledo: I appreciate the question. I won't address the specific centers and so on. Mostly in part out of ignorance. We do have folks here who could if it is appropriate. But I think your fundamental question is about, how do we ensure we are a welcoming place? I've gone through similar things like this at other institutions, but nothing quite as direct. But example, when we went through the Supreme Court decision in the Student for Fair Admissions vs. Harvard, some of the same things happened. We eliminated practices or programs that we had in response to that ruling. That ruling was broader than admissions really because what it did was made the criteria of scrutiny essentially unachievable. So a lot of...that we argued for under that basis from previous Supreme Court rulings were really not attainable anymore. So, the place that I have to start is, the changes in legal structures don't have to change who we are, and they don't have to change our values. I'm sure they haven't changed your values, and they shouldn't. We welcome all people here. We welcome the folks from all sorts, from all beliefs. I want to say we welcome people from all political beliefs. We serve all of Ohio, and that is all kinds of people who I agree with politically and disagree with politically. But we have to start with, we are not going to change those values. It is not going to change my belief that we need to be welcoming to everyone. Our tools are changing. Changes in legal structures change our tools. And so, things like the Office of Multicultural Affairs, some of that activity is now being placed in a center that is there to support all students. So the real challenge and question for us is how we ensure that the students who need those supports, get them. One thing that is true at all universities, and I heard it here too, is even when we have systems of support, people who need them often don't find them. So, I think one of the things we should be very aware of is how are we directing students to the systems we do have. So again, we won't be able to use the same tools to support the success of all of our students. We need to be creative in developing new tools and we need to be creative in using the tools that we have and the systems that we have.

One thing, I would tell you that it is really important for some of the groups you're talking about is to be seen. But I think it is important that we participate. There are still events that students are putting on that are focused in various groups, various affinity groups. We should be showing up to those events. That shows those people that they are seen. Even if we don't have the same offices or the same structures, we are showing them that we care and support. I've done that and the response is very positive. Folks like that administrators or faculty are showing up to events that are designed for a particular affinity group. So, look for those opportunities too. But, I will always start with our values haven't changed. We want to make sure everyone can be successful here. We will have to be creative about what are the tools we use to make sure that is true...

The other thing I'll say is I can't speak about specific things that were done over the summer, but I do think we can be a little bit more thoughtful about the changes that we make. We must comply with the law, but we don't need to over comply with the law where it doesn't make sense.

Senator Coulter-Harris: Yes.

Dr. Holloway, President of The University of Toledo cont'd: So, I think we need to be thoughtful and careful about that. So, that is one thing I hope we will be able to do moving forward and to be really thoughtful about- there are things we must do, but there are things we don't have to. There's a little bit of

work to distinguish those. They are grey areas. We need help to figure out the grey areas. For those people who attended the SB 1 town hall, Dr. Molitor's favorite phrase was 'we're figuring it out.' - and we haven't figured it all out.

Senator Heberle: *[Indecipherable]*...

[Audio Interference]

Dr. Holloway, President of The University of Toledo: Are we good?

FS President Avidor-Reiss: You can continue.

Senator Heberle: I just wanted to say to the faculty and to everyone that I have been on several email chains about voting optional and perhaps required statements on... related to issues about reporting, related to issues about diversity statements, and related to issues that are related to SB 1. I know there is a lot of concern from faculty about the issue of reporting. So, I just wanted to reassure you that Senate is working with the Provost Office to develop this with Legal, and develop with the Center for Teaching and Learning (to develop some ideas). Because right now people are using really old stuff. So, we're working on that.

And then I just have a question for you. Well, I guess I'm following up with some of the others. Last year there was a feeling of a 'demolition' in some areas on campus. A lot of people who did decades of work to build a program are now elsewhere; they are not in those programs anymore. I just want to make sure that we are aware of that and supporting things like... We can hang on to our values, but if you don't have the faculty or curriculum to reflect them then so what. So, I just wanted to encourage you to be thinking about what we're going to do now with this sort of new configuration we have, given SB 1. Thank you.

Dr. Holloway, President of The University of Toledo: I appreciate that comment and for the folks online---

Senator Heberle: Just one more comment.

Dr. Holloway, President of The University of Toledo: Yes, go ahead.

Senator Heberle: The College of Honors is a good example. It is that kind of curriculum is the kind of thing we can integrate throughout the university without necessarily having a college or rebuilding a college. So, that is what I was reiterating.

Dr. Holloway, President of The University of Toledo: Yes, so for those online the comment was about over the last year having a sense of 'demolition' on campus. A demolition of physical things and a demolition of intellectual things. You know, it is apparent to me that that is one of the challenges we have, and that is yes, there was some demolition but there is also the human and emotional toll that that demolition took, that that demolition produced, which is something that we need to help each other work through and work past. I think it is going to be really important that we find things to build. Right? We cannot be the university of demolition; I'm not interested in that. It may not be rebuilding exactly what we had, but we do need to find things to build positive activities that we can work on as a collective, being new curriculum, expanding curriculum, it has begun but not quite launched yet.

Whatever it may be, we need to find ways to build and that is something the Provost and I explicitly been thinking about. There were several hands back up there.

Senator Hamer: I really appreciate your leaning into “we are an urban university,” and we are proud of that. We need to be mindful of our place and the people in it. I’ve been here nearly 30 years. I work in the College of Education, and leaning into urban education would have been ‘the thing’ that distinguished us from BGSU. Year after year, we have these dreary conversations that “the suburban kids won’t come here if we are urban.” I have not looked lately, but I know over many of those decades there has been very little recruitment within the city of Toledo. I’ve known personally many graduate students who were working in admissions and were traveling weekly to Cleveland, Cincinnati, Columbus, and Michigan while there were no admissions people at those particular times recruiting right here in Toledo. So, these are the nuts and bolts of things, the depreciation of our people. We have wonderful institutions like the Art Museum and many others, but we have people who have great aspirations, and I would love to see more of them - be it those graduates you speak of, when they leave here, [they] able to pursue their aspirations. And so, I’m hoping, or I guess I am asking for some specifics from you. How are we going to lean into those depreciating culturally devalued people?

Dr. Holloway, President of The University of Toledo: Thank you for those comments and question. For folks online, the question framing was around decades of engagement with urban schools, but yet a lack of recruiting at urban schools. Also, a perception or claim that if we lean into our urban place, suburban students won’t come here. So, let me start with that. It is not true. Suburban students do come to urban schools. There are a lot of urban place-based schools in the country. My previous institution was an urban university. It was in the middle of a city. It was not a nice neighborhood. Most of our students were suburban kids. So, it is just not true. Let me also say that one of the universities’ biggest problems—and I don’t know if it is visible to you guys or not—in the last ten years, we have had seven vice presidents of enrollment. Seven over ten years. There’s been no continuity of planning. This is literally true. We would go out one year and hire a certain company that would help us with recruiting and the next year, we would hire a different company. No continuity in that system. That is absolutely the fundamental thing to fix. We are on that path to fix that. The continuity of this is extremely important because you don’t recruit seniors in high school. You recruit sophomores, you recruit juniors, then you recruit seniors, and they already know you. One of our problems is - we’ve done some surveys - half the people in Ohio don’t know we exist. Half. Really. I’m not making that up.

Senator Heberle: Even with Jamie Farr in MASH?

Dr. Holloway, President of The University of Toledo: They know Toledo exists. They don’t know the University of Toledo exists. And Jamie Farr never talked about the University.

So, we have a visibility problem across the state. The recruiting of new first-year students, direct from high school admits, is a relationship building process. You don’t go to someone in April and say, hey, apply to the University of Toledo for this fall. We’ve been doing that. It is not surprising

they don't come even if we admit them. Students whom you talk to in March, or April, or May, they've already got their plans - at best you're the third, fourth or fifth backup. So, we have a tremendous amount of work to do to really change our whole recruiting pipeline for that direct from high school admit. That work is underway. Some of that work is in fact figuring out the audiences, and we're dynamically doing that now. We're figuring out which messages resonate best with which kind of audiences. Remember the primary way we reach kids today is TikTok, Instagram, and other things I can't think of because I'm too old. Not Facebook. And so, there's a lot of marketing there. We do other things. We also do billboards and those kinds of things too across the state, but it is really important that we are segmenting our market to figure out where the places we drop them. By the way, most of our students come from the region. We get a ton of students from Southeastern Michigan. We are doing some special programs to reach out, not just Monroe County but all Michigan. If you look at the state, imagine that is the state and Toledo is up there. That kind of big corner, we get about 20% of the students who go to college in that corner. Now imagine a big swab cutting across Ohio, southwest to northeast and maybe some Columbus, we get about 5% there. If you come on down to the Apple Arches ???, we get about 2%. So, we are very regionally drawing, but we are in fact looking at the other regions with a lot more intention to see how we can draw there. I know you're talking about the urban piece, but my point there is we're looking at the whole recruiting and enrollment system in a very systematic way to reach audiences. Let me---

Senator Pryor: [*Indecipherable*] ... You never see anything about the University of Toledo. I was like, for God's sake, our country folks, we look at our newspaper and put a billboard up.

Dr. Holloway, President of The University of Toledo: But your kids look at Instagram and TikTok.

Senator Pryor: And some of them do. But also this generation is just very cocky -- oh, I'm sorry.

Dr. Holloway, President of The University of Toledo: No, that's alright. I lost my train of thought. But in any event, it is a pretty systematic look at the way that we build that recruitment pipeline. We're seeing impacts of that. The other thing, because of that instability, we cannot do the following things. This year we had an event called Campus Crawl. Some of you participated in it. Great event. We got the highest number of students able to come to it. We know how much it cost. We will be able to see how that investment paid off. Some of them are students coming this fall. Some of those are students interested in next year. Some of them are students interested in coming the year after that, and that's all good. Very good feedback from the event as we actually asked people, has this event engaged you? We did Campus Crawl last year. I can't tell you if there was good feedback from the event because we didn't ask. I can't tell you how much the event cost last year because we didn't track it. I can't tell you if the event yielded people or not. So, one of the things we had to change is the way that we collect data on our own events. And the real focus now on high quality events because more events is not the answer. Good

events are the answer. Sometimes folks ask me what can faculty do to contribute? The College of Art and Social Sciences and Education, when we did that campus crawl, boy, they were out in force. We had philosophy professors there talking to high school students about difficult questions. We had folks from anthropology there trying to make me organize the order of these hominid skulls, which I failed (but I was close). So, simple participation of faculty just talking to young people; not recruiting, not going out to schools but just being there, that made that a high-quality event. So, that is one of the ways we can engage faculty.

One thing we sometimes hear is my son or daughter is ready to go to college, and they haven't heard from us. They probably have, but you haven't. But if they haven't, sign them up. You can go to the website and put their name in, and they will start getting the info. So, for some reason they haven't been reached, you can put them in. But also, if they haven't been reached, sometimes they actually have but parents didn't know it, or parents didn't recognize where the outreach was. That is one of the reasons we send physical postcards. We send physical postcards addressed to students, but they are actually for parents because parents would see them and think, oh, the University of Toledo.

There's another piece that is really important. Sorry, you got me going on the whole enrollment and recruitment thing. I said half of the people in this state have not heard of us. Reputation building is important. It is not just important for recruiting. It is important to us as a research university, as an institution of higher education. I want people at Stanford, I want people at Michigan, I want people at the University of Virginia thinking, oh, the University of Toledo, they do cool stuff. You guys are in the networks that reach those places. So, when the university marketing puts out a piece on faculty who are the most cited in the world, you can easily put that into your LinkedIn, or your Facebook, or whatever. It is probably not going to reach a lot of perspective students, but it is going to reach your colleagues. That is an important piece of sending out the University of Toledo message. It is really easy to do. You can actually really amplify our ability to be seen across higher ed. That is usually important for graduate student recruiting, and it is hugely important for just our reputation within high ed.

Senator Giovannucci: Apparently there are a number of my colleagues online.

Dr. Holloway, President of The University of Toledo: As long as they are not talking HIPPA protected material <laughter>.

Senator Giovannucci: One of the concerns that we have is clinical research is at a...Our dean is investing and I'm sure there are a lot of reasons why this has happened. Faculty have developed some ways to address it, some of the structural issues. I think they would be very interested to hear if this is on your radar and some thoughts you have about what's been put forward.

Dr. Holloway, President of The University of Toledo: Sure. I appreciate you bringing it up. I was literally today reading an eleven-page report on this exact issue. It happens to be an audit report on clinical research. So, we do have a problem. We have a challenge with clinical research

obviously. The volume has gone down greatly. There are things to fix, and so I'm going to start with we're going to fix them because our clinical research is a huge part of what makes us who we are. We are a research university and a medical center. There are ideas for how to fix it. Probably none of them are quite right. There is work as you just mentioned that the Dean of Medicine is doing to revive the JCCTR, which is an organization in medicine to help support clinical research. The office of the vice president for research has just finished two hires specifically to support clinical research. So there's activity going on that is probably slow compared to what faculty would like to see. So, yes, it is on my radar. Two, we are going to fix it.

One of the reasons that I have extended the search for the new vice president for research a little bit is because I want to make sure we have in that pool a chance to look at people with more significant understanding of clinical research. So, that is one of the reasons to do that. We hope to finish that by the end of September. We probably won't make any structural decisions until we get that new VPR identified. So, there are things that are already in play which are the new positions and the vice president for research, adding some clinicians to the IRBs, the rejuvenation of the JCCTR. So those things are happening. But once we get a new VPR on board, we would really take a look at how do we make sure we can do clinical research really well in the way that does all the things clinical research needs to do in terms of protecting people, advancing clinical treatments, and curing disease, and meets all the other additions that needs to be. Again, on my radar and very much going to make sure we fix that.

Senator Giovannucci: Thank you.

Senator Coulter-Harris: Deborah Coulter-Harris in JHCASE. This is not so much a question, but a couple of statements. First of all, I was delighted to hear at the beginning of your oration the reference to the University of Toledo, and connecting it with place. And what I wanted to mention to you is that the city of Toledo has a very vibrant arts community: arts, music, theatre, poetry, and literature. These are all humanities. I'm wondering how actually The University of Toledo could enrich that particular community and make connections with them. I used to teach acting at the Toledo Rep, I directed plays, taught acting classes, and a whole bunch of stuff. They are very connected with the community down there. But there are so many talented people; so how do we get them here also to enrich their lives and send them on different and higher levels in their lives? The other thing I wanted to mention to you when it came to experiential learning, that actually we have been doing it here at the University of Toledo for over 20 years. I've been here 23 years. We were using COSI in the English Department for our courses in technical and professional writing. We partnered with NASA and made connections with NASA out of Cleveland, and they would come here, and our students would do projects down at COSI. It just breaks my heart that COSI is gone. Why doesn't the University of Toledo take over COSI? Right?

Dr. Holloway, President of The University of Toledo: You think big. I like that.

Senator Coulter-Harris: Huh?

Dr. Holloway, President of The University of Toledo: You think big, I like that.

Senator Harris: Well, I do. I'm from Boston. So anyway, those are my two things.

Dr. Holloway, President of The University of Toledo: Sure. Let me actually respond to your comment. We've been doing experiential learning since about 1882. When we changed our name, and I'm not remembering the precise date, to the manual school. The whole idea of manual education was students would do a classical education alongside doing hands-on work. That's our origin. That's our foundation.

In terms of engaging with the arts, lots of potential answers. One of the things that I did at the University of Michigan, my task for my then...Dean of Engineering, was to connect engineering with the arts. We built all kinds of joint classes. I'll tell you my favorite one. It was a class for first-year students; first-year students in engineering, architecture and music, theatre and dance. What they were doing in that class was casting bronze bells. So, we had music, we had metal arching, we had the architecture of the system to hold the bells, and we have engineering and the acoustics of the bells. It was a fabulous class. They made just enough bells to play the Victors. By the way, bronze is super expensive as it turns out. Silly me, I had the notion that we would make the bells one year and then we would melt them down. Then the next year the students would make the bells. Oh, you do not get people who cast bronze to melt it down after they cast it <laughter>. Every year more bronze. I think we can look for more opportunities like that. But the other comment I'll make is, by no means do we claim to be an art school at this moment, right? But we do have arts, right?

Senator Coulter-Harris: Well, okay---

Dr. Holloway, President of The University of Toledo: You can argue. Go ahead.

Senator Coulter-Harris: We have seen a replacement in the humanities, let's face it. But not only here, it is country wide because students want to study AI; they want to go into engineering; they want to go into medical. They want to go into more STEM subjects where they are guaranteed pretty much a job after they have committed to \$80 thousand dollars in debt. Right? But since I've been here, I mean, I've seen a complete decrease in the last 20 years. I happened to, even though I'm not from Ohio, I did get my PhD here. When I was here in the English Department, we had 25,000 students on campus. Our English Department was so vibrant, it had dozens, and dozens and dozens of just fabulous professors offering a whole array of different literatures. And now we see the shrinking of literature. We see the shrinking of foreign languages, which blows my mind because we live in a global society. I mean, you know, I am multilingual, and many people here are multilingual. I mean, I don't understand that. I think it is taking away not only from a person's humanity and a person's cultural forte, but it is enriching people. The humanities enrich people. And so that is all I have to say; I'm going to be quiet.

Dr. Holloway, President of The University of Toledo: That's okay. Let me finish the thought that I was starting down there. We have a set of art programs, right? We have a program in visual

arts. We have programs in music. We have programs in theatre. So, we have place in which to start. Your question was, how do we connect with the art community in Toledo? The place to start is with those strengths that we have. So that is where I was going with those comments is, we do have these certain areas and that is where to start in building those connections.

Senator Miner: Is it possible to ask a question?

Dr. Holloway, President of The University of Toledo: Of course.

Senator Miner: Hi. Great. I'm so glad you're here. I'm so glad you're interested in the community. My name is Barbara Miner. I am the FS President of the Department of Art here. We, the Department of Art at the University of Toledo are located on the grounds of the Toledo Museum of Art. So what is exciting is, is our students and our department in our Frank Erie building have the opportunity to work directly with the Museum and in the Museum. However, they don't take classes at the Museum. So, I know that you are probably overwhelmed as is our new provost with the jobs that you have to undertake. But I want to stress, the exciting things you've been talking about, connecting with engineering and connecting with the community arts programs – in fact, we've been doing since our building was in existence; 1992 was when that building was completed. I would like to invite you, and I know the provost has been down to see our building and some of our programs, but I'd love to invite you, President Holloway to come down and actually see and learn about what we're doing in the community and connecting with programs like engineering, and connecting things with projects with the Medical Campus, with the Lake Erie Center, with the Arboretum. We are doing many of the things that you're talking about and I'm so excited that you're excited about those kinds of ideas. I'm looking forward with continuing the conversation and expanding on the things we've been doing, including completing a model for a NASA nose comb, which was then sent down to Arizona to be used by NASA as a model for their final nose comb for (I think it was) ICARUS REX project. But there is no way you could know all these great things, not just about my department but about so many departments at the university. We would be so happy and honored to have you and share with you the great things that our students, and honestly internationally working faculty in our department are doing. So, welcome and thank you. And I will drop everything to show you around our building anytime.

Dr. Holloway, President of The University of Toledo: Thank you, Barbara. I will certainly come down there. That is why I mentioned the connection with the Art Museum early on because it is one of those unique opportunities that our students have to do as part of their work. There were some hands. Here and then there.

Senator Lapitsky: Thank you, President Holloway. I am Yakov Lapitsky from the Department of Chemical Engineering. Circling back to the earlier themes of partnerships and reevaluating some of the past decisions, one of the partnerships that some of the colleges here have had was the partnership between faculty and the advising professionals that were embedded in specific programs. This involves not just advisors advising current students but also involves advisors

participating in recruitment, which we view as advising future students, and advising faculty in terms of ensuring that the decisions we're making are in the best interests of the students in our program, given their particular circumstances. The centralization of advisors that occurred shortly before your arrival, though well-intentioned, has circumscribed what the advisors are allowed to do, as well as their presence in our buildings, which has really limited their ability to engage fully with our students, has made faculty jobs more complicated, and even, in some of the cases created inequities in the compensation of advising professionals, where some high performance individuals are now being paid significantly much less than others, despite having similar levels of experience. So, the question I have is whether there is a plan for how these decisions will be reevaluated and refined, and what mechanisms will be put in place to get input from faculty, and even more importantly, from the advising professionals who were impacted by this centralization?

Dr. Holloway, President of The University of Toledo: For folks online, the question was about (I'm going to give a short version) the centralization of advising and the implications of that. I'm going to hand part of this to the Provost but let me do some higher-level comments. When I look across higher education at different universities, a lot of them you would find advising that is completely centralized and you would find advising that is dispersed – you would find hybrids. No one structure is actually better than any other. As far as I can tell, it is the implementation that matters. So, the fact that advising is centralized here doesn't cause me to go 'oh, my goodness.' If it were completely dispersed it would not cause me to go 'oh, my goodness.' What would cause me to go 'oh, my goodness' is if it works. So, the real/ the most important thing is whatever system we have, are we doing everything we can to make it work? And if it can't work then we should reevaluate it. So, we should be evaluating whatever structures we have to see if it in fact serves our students well and if they don't, we should look at changing them. The one thing I'm very cautious about is this institution has been in continuous churn. We keep changing everything and then we change it back. Then we change back again. So, I'm trying to be really cautious about adding to the churn. And so, my inclination is not going to be let's undo everything we have just done. My inclination is going to be if we did something then let's make sure we are making it work well. And if we can't make it work well, then we need to change it, but let's not start with crating more churn.

Provost McKinney: That is exactly what I heard. I heard a lot from faculty, from deans and my initial steps have been to assess what the concerns are. For example, I met with a dean last week and this very concern was raised. I identified and said what I am hearing is once the advisors were centralized, there were functions being met or activities being handled by the advisors in the college, what are those activities? I asked the dean to email them to me. I told them to put it in a spreadsheet and I looked at that. I went to Angela [Paprocki] and said, all right, help me understand here. We identified a number of activities that were being handled by the advisors in the college that really were not advising activities. There was a wide range of services being performed. So, I'm in the process of gathering the information to determine how can we make it

better? Plus, how can we make those assessments of where we can fill in, rather than saying okay, let's quickly jump back to where we were. It is that churn that President Holloway has spoke about. So, it is certainly a matter that I spend a great deal of time reviewing, trying to address and responding to. I am confident at this point that we can address the needs of the colleges. So, I appreciate the question. Thank you.

FS President Avidor-Reiss: Do we want to extend the time because according to the bi-laws, this meeting will be over by 6 o'clock unless we extend the time? So, are we okay with extending this meeting beyond the time? I see yes, yes. Okay.

Dr. Holloway, President of The University of Toledo: Nobody said no. There is a hand here and then here up here.

Senator Lawrence: The financial stability at UTMHC, the hospital operations, is critical to this institution from a financial point of view. And also, that support..., we're experiencing...changes at the federal level in terms of health on the Medicare side. I know you have only been here five weeks, but I am wondering [if you can share] your initial sense, or any thought as to where we may be heading, and the concerns you may have? The challenges the hospital faces from a financial point of view has a profound effect.

Dr. Holloway, President of The University of Toledo: Absolutely, that is true. Every university that owns its own hospital has these issues. So, one of the key issues that's rolling around at the federal level that relates to this university is in fact Medicaid. So, proposed changes to Medicaid rules can have significant impacts on the finances of the hospital and the institution as a whole. A lot of the changes that's been proposed in the so-called 'big, beautiful bill' recently passed roll in over the next several years. So, they have a built-in period for us to adjust to them. So really, we don't feel a need to...anything, but we are in fact ...[Indecipherable]... the University of Toledo Medical Center developing our plans to understand how we meet that transition if we have to. Some of those changes in that bill will likely not happen. They been pushed out for a particular reason. They have been pushed out based on an elections cycle with the expectation, some of them will be rolled back. So unfortunately, there's a creation of uncertainty there that we have to navigate. We navigated a lot of that over the last eight months or so – just kind of a churn in federal policies. So, we are looking at that whole thing pretty closely and paying a lot of attention to it. Fortunately, we don't have to do something today, but we do need to build contingency plans for multiple directions. Dr. Callahan is pretty convinced that we will be okay with that through a combination of changes in those policies, some kind of state support, and our ability to adjust. Since you are bringing this issue up, let me mention one thing that is related to that. Our hospital is supported by roughly 75% of what we call fixed payers, Medicaid and Medicare. So that means we are very dependent on Medicaid and Medicare. If you watch advertising for the hospital, one thing we are particularly doing is making sure that Medicaid patients know that the University of Toledo Medical Center is a good option for them. Because our having a certain mix of Medicaid patients actually provide us with a whole set of additional

support from the federal government. So, we are pretty conscious also, not just Medicaid rules, but what is our mix of payers, the mix of different kinds of insurance that are being used at the hospital, because using certain kinds [of insurance] actually produce other flows of revenue that matter to us. So, all of that system is pretty closely monitored. I appreciate you bringing this up because you're absolutely right, the help of the hospital can impact the institution as a whole. So, yes, we are very much paying attention to that. Thank you.

Dr. Patricia Relue (College of Engineering): [Indecipherable]... They were the 'engineering moms' from the time they went to the recruiting event. They really spent a lot of time building relationships with those students. If you build a relationship with that student, you're more than likely to have... [Indecipherable].

Dr. Holloway, President of The University of Toledo: I appreciate you sharing that point. If I go back to my boutique department in Michigan, I think you used the word 'advising mom.' we had the advising mom and I still remember her fondly. She didn't advise me. I was just one of the faculty, but she made a huge difference there. So, I think it is important for Mitchell and his team to hear that point, and I know he is taking note of it. Because you are absolutely right, there is a function of the person who every student knows and connects with. One thing we know is the secret sauce to student success is connection with the institution and connection with people at the institution. It is social capital – that's the secret sauce. That is the role that is often played by those advising moms, if you will, so, thanks for sharing that.

Other questions or comments? Tomer knows this and I think I told you this, I've said that I would regularly come to Faculty Senate. So, I am happy to come to this group. I probably won't come to every meeting, but every other meeting. Just happy to come and answer questions. It doesn't have to be an hour-and-a-half long or whatever it is, but I'll stay as long as you'd like. So, know that I would look for this opportunity. We will also roll out some...

FS President Avidor-Reiss: Thank you, President Holloway. We look forward in working with you. So, that is the end of today's Faculty Senate meeting. Are there any items from the floor? Hearing none. Then this meeting is adjourned.

IV. Meeting adjourned at 6:15 pm.

Respectfully submitted,
Dr. Deborah Coulter-Harris
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative Secretary

