

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of November 4, 2025
FACULTY SENATE
<http://www.utoledo.edu/facsenate>

Approved @ FS on 11/18/2025

Summary of Discussion

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

President-Elect Heberle: We are waiting just one minute while we get back logged into the computer. While we are waiting, I just want to clarify why you are hearing my voice and seeing my face, and that is that Tomer was called away on a personal emergency, family business. And so we, Jerry, myself, the Executive Committee and Quinetta, will do our best to run this meeting as well as Tomer does. Please give us some grace if we don't. Quinetta is now logged in again. Alright, welcome to the Faculty Senate meeting of November 4, 2025. We will start with Dr. Deborah Coulter-Harris calling the roll.

Roll Call 2025-2026

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

Excused Absence: Assaly, Avidor-Reiss, Cooper, Delaney, Ekwenna, Gilstrap, Koch, Krantz, Martin, Moussa, Nazzal, Yonker
Unexcused Absence: N/A

Senator Coulter-Harris: We have a quorum, Jerry and Renee.

President-Elect Heberle: Thank you. So, we think we have our sound fixed. Please let us know if there are any issues. For those in the room, the 'pass-around' mic is next to Margaret on the front, and that will not amplify your voice in here, so you will need to speak up, but it will amplify your voice and take it to our WebEx audience. This big one is for speakers up here, and the little one is also taking it to the WebEx audience. So, I think we are good on that.

Our next on the agenda is to adopt the agenda, which we do by voting by general consent, which means that we just say yes unless there are objections. If there are no objections, then it carries by consent.

Past-President Van Hoy: We can't see the Chat so we don't know if anybody is objecting.

President-Elect Heberle: Is there a way to see the Chat?

Past-President Van Hoy: There it goes.

President-Elect Heberle: *Agenda Passed*. Next, we will approve the Minutes, and this is also voting by general consent. That is from October 21, 2025. You should have had an opportunity to look at those and change anything by general consent. Do we accept the Minutes? We have some folks saying, 'they approve, 'they approve.' So we don't need a vote if we are taking it up as general consent. ***Motion Passed*.** So, we have adopted the agenda and approved the Minutes. I will now offer our University of Toledo Faculty Senate Executive Committee report.

Executive Committee report: In the past two weeks, the Faculty Senate Executive Committee has met with President Holloway and Provost McKinney. This follows summaries of our discussions. Faculty Senate President-Elect and myself -- I'm sorry. I'm reading Tomer's notes. He and I met with President Holloway to discuss a range of issues. We spoke for well over an hour. It was really a good conversation focusing on mostly Advantage Toledo plans. Advantage Toledo, the first launchpad in the vision. The plans are ongoing with a student-centered focus. Advantage Toledo focuses on what students learn and non-canned experiences involving choices, decisions, and consequences. Currently multiple models for institutionalizing Advantage Toledo are under consideration.

Secondly, we discussed the need for the university to have enrollment growth as it increases the university's mission impact and financial standing. President Holloway confirmed this is part of the focus, in other words creating things that enhance enrollment, but also focusing on the process of increasing our numbers of students. For example, the Michigan program will give in-state tuition across Michigan rather than limiting to Monroe County (is one thing on the table). We also discussed developing a distinct identity for the university as a metropolitan research institution focused on professional success for our students after graduation. We discussed the question of the liberal arts in this framing and agreed that the liberal arts do work towards preparing students for a successful professional life. Ideas about all of the above and how to frame it for our communities are welcome.

Additionally, the president has a long-term aim to increase the percentage of tenured professors at the University of Toledo. This does not mean fewer lecturers; those positions are essential to our mission. It does mean more tenure track positions as we grow. The searches for vice president for research and general counsel are almost concluded. The President plans to announce the selections by early November if all goes well.

We've had several questions about the negotiations between ProMedica and Medical Mutual, and unfortunately nobody can say anything except that they will probably conclude on December 31st, and they are putting a lot of people in a very difficult position.

The Faculty Senate Executive Committee also met with Provost McKinney to discuss a range of issues including gaps in classroom services appearance due to IT's centralization. We will continue to work with IT to let them know what faculty require. Please let us know where the gaps are if you're having issues like we've had in this room.

Sending policies that are being generated for the Faculty Senate Academic Regulations Committee at least one month before they are sent for comments from all stakeholders. There are certain things we feel that Faculty Senate committees could look at, advance and advise with expertise before it goes out to the

general stakeholders. This was a particular reference to a syllabi statement required by HLC and SB1. The Provost Office has been very collaborative and helpful on that.

How UToledo implements the Cree designation, we discussed in a broader context which explains to future students the value of an educational experience at UToledo. We express concerns about HR restrictions on wages for undergraduate research assistance and other research personnel, so please let us know if you have stories or ideas about this. We finally discussed what clicker software the university will choose to support with a site license. The current university wide site license is for I-clicker software is set to expire July 2026. The Faculty Senate Executive Committee asked for details on the basis for this decision, and that's an ongoing discussion.

Regarding the Faculty Senate Committee meeting itself, we communicated with the Provost Office regarding the Academic Honors Committee, supporting a reduction of its size to nine members who would include past distinguished university professors serving a three-year term. We did bring up a concern about diversity across colleges on that committee with a smaller number (it was 15, now it's down to nine) and we agreed that attention must be paid to that.

This is really sad and happy news at the same time. The Faculty Senate Executive Secretary, Dr. Deborah Coulter-Harris, informed us of her plans to retire at the end of fall semester. She was planning on going until May but cannot because of health issues. We thank her for her outstanding service, and we will be doing lots of things to recognize Dr. Coulter-Harris over the next few weeks. She has offered outstanding service to Faculty Senate in her role as Executive Secretary for the last 4.5 years. So, to get to the other part of that, the logistical question. Faculty Senate will have to elect a new faculty member for the role of Faculty Senate Executive Secretary in the upcoming meetings. Additionally, Deborah will be unable to continue chairing the committee on Student Affairs and we are seeking a replacement. And finally, we will seek a new member to hold the seat that Deborah currently holds for spring of 2026. So, faculty in JFK should see this election process begin shortly.

Senator Coulter-Harris: Renee, may I say something?

President-Elect Heberle: Of course.

Senator Coulter-Harris: It has been my distinct pleasure to serve here. I'm sorry, I'm very emotional tonight. Someone wished me good luck in my future endeavors. I'm 77 years old; I don't have any future endeavors planned. But it has been my pleasure to work with my committee, who are just the most outstanding people. And what has made my life here so wonderful is Faculty Senate and the Faculty Senate Executive Committee, just the best people ever. So, anyway, I'm sorry to be so emotional. I had planned on staying through June, but my health won't allow this. Many of you do not know this, but I had open heart surgery about 22 months ago and you know, it comes with problems. I mean I have good days and bad days, but I don't feel that I have the strength that I had or the energy that I had prior, so it wouldn't be fair. But I am finishing off the semester with the Executive Committee and that's it. I want to thank you all. Thank you.

President-Elect Heberle: Thank you, Deborah. We all thank you. Today's guest presentation is coming to us from the University Marketing and Communication, Megan Cunningham. The next Faculty Senate meeting on November 18th will feature interim Vice President for Research, Scott Hall and we may also be inviting Jason Toth who is Facilities manager. The Faculty Senate meeting on November 2nd will feature Sammy Spann, Vice Provost and Dean of Students. If you can believe it, those are our last two meetings of the term.

To enhance communication with the faculty, the Executive Committee reports and the PowerPoints from our meetings will be emailed to all faculty after Senate meetings. We encourage this communication to go both ways. Please consider sending concerns and ideas forward to the Faculty Senate email or directly to the Faculty Senate Executive Committee. So now I am going to turn this beautiful piece of technology---oh, are there any questions or concerns about the Faculty Senate Executive Committee report? And does the Faculty Senate Executive Committee members want to add anything?

Past-President Van Hoy: So, hi, this is Jerry. I just want to add real quick that today a set of five policies that relate to faculty because of SB 1 were released for 30-day comment. These are workload, faculty annual performance evaluation, post-tenure review, tenure, and retrenchment. I want to encourage all faculty to take a look at these policies and comment. This is probably your one and only chance to do so.

President-Elect Heberle: And there will be litigation.

Past-President Van Hoy cont'd: Also, I wanted to let you know that Don Wedding, the Chair of the Elections Committee couldn't be here tonight, but he gave us a report. He says that all the deans except for two have given a list of faculty for elections to the committee, and so we're just waiting on two deans to get back to the committee. So, we're well ahead of schedule from last year. I will now hand the mic back.

President-Elect Heberle: Other questions from the floor or comments? Alright, then I will now hand the mic over to Provost McKinney.

Provost McKinney: Thank you, Renee. Should I speak into this?

President-Elect Heberle: Yes.

Provost McKinney: Thank you, Renee. So I said earlier today, maybe you saw some pictures from our Halloween party with our students this last week, and I had hanging in my office [somewhere] my Darth Vader costume. I said I should wear it this afternoon, but I decided not to because---

President-Elect Heberle: Because you would have scared me.

Provost McKinney: No, no, no, that would not set the right tone. So, it is every other week or so that I meet with the Faculty Senate Executive Committee. I appreciate that. I learn a lot and as you can see, I'm taking notes and I'm following up. So, on the list that you mentioned, I did go to the staff and particularly the gaps in classroom services are being extended on this campus. When it was pointed out that classroom support services on this campus end at 3:30 pm, yet classes continue to be taught after 3:30 pm, and so we

now have identified and worked out a plan that will be implemented where there will be those services available through the period that classes are being taught. And so, keep bringing those items to me and as soon as I can, we will work them out. Also, a public service announcement that I wrote in my notes because I made a note to myself, I get to vote for the first time in my new hometown in Perrysburg. I checked and I went online because several of you I see have voted, 7:30 pm. So, as soon as we leave here, we will go and do that.

Let me give you some updates and then a few announcements. You may recall maybe a couple of months ago, I brought to your attention when it came to my attention that a year from now, December 31, 2026, I think this is HB 96 requirement that no later than December 31, 2026, the Board of Trustees of each state institution shall formally review, evaluate and make changes to the components of the institutions' general education. At that time, I said my plan was to engage, and I will say again, to fully engage in this process, the Faculty Senate Core Curriculum Committee. And again, Renee clarified for me earlier when I said I think I've gotten it down - there is a Curriculum Committee and a Core Committee. We are fully engaged in this process of review evaluation. I have invited two of our deans to engage and work alongside of the Core Curriculum Committee to conduct this review and evaluation from the Herb College, Dean Gregory and from the Neff College, Dean Ritter to work alongside. Somebody asked me today, well, is it a taskforce? Is it a committee? Is it a group? I'm going to let them decide what they call themselves, a taskforce, a committee, a group.

And also, I will request or charge that they begin their work by reaching out broadly across the campus in terms of all colleges working with all deans to solicit their input of all of our stakeholders in next steps in this process. What I find actually exciting is, yes, this is another requirement of the legislature that we undertake this process. I shared with you when I first brought this to your attention, the legislation identifies the following areas and enumerates four specific areas in which general education shall be changed. My charge to the committee is to consider these areas and make your decisions as to what you think is best for our students. I find it exciting as we consider how we will develop a transformational core foundational education for our students. Yes, in times of great change where I think we need to—in some ways—‘dust off’ what is that core education that we’re providing. So that education is relevant, rigorous, responsive to our students’ needs, to their career aspirations, to employer needs. Here, you mentioned your discussions with the President in terms of Advantage Toledo. As we’re finding ways to infuse our undergraduate education with that experiential component, I found it very exciting, I think it was two weeks ago, I call it creative and innovative. But you shortened it---

President-Elect Heberle: CRE.

Provost McKinney: CRE, in terms of creativity and innovation in our curriculum. And also, I've seen various proposals, even the possibility of touching on core classes with AI and how we will incorporate that into our curriculum. So, again, I find [it] exciting the opportunity for this group to consider how we can go about fashioning that core foundational education. Yes, we have a legislative mandate to conduct this review. But again, I think it is a good thing that we are considering this. I'm thankful to the two deans that have willingly agreed to step forward and work alongside our core curriculum, the Faculty Senate Core Curriculum Committee. As Jerry mentioned, you've received today, actually it was yesterday, the public posting. The first thing I want to do is send a draft, and I want to emphasize ‘draft.’ I've already

had today (as soon as these policies were posted) a number of emails and a number of questions. I said, hey, 'I like that; I think that phrase should be inserted there; those words should be changed.' These are draft policies. The first thing I said yesterday, if some of you would have seen me last Thursday and Friday, and I know my staff over here really got tired of me saying "where are we?" "Where are we?" "Can we send them?" "Can we send them?" "Can we send them?" And then finally I said yesterday morning, "They've got to get out at least where we're saying we got a full month for the campus community to have that, to work with us on these draft policies."

The first thing we did was send them to Faculty Senate officers and the chair of the Policy Committee. And then I invited or suggested (I forgot the specific wording), I think I said I look forward to the opportunity of sitting down with the Policy Committee to respond to any questions, to gather feedback, input. I look forward to doing that. As Jerry said, you now have the formal online process of making comments and I invite you to do that. I will be sending this information perhaps tomorrow. I don't think I'm going to wait until my next Monday message from the Provost. There are other additional listening sessions or opportunities for you to sit down with me and provide that feedback. I want to do that now in the next month on a weekly basis, so you have that opportunity. Yes, this is another example as Jerry pointed out where we are required by the legislation, by legislative mandate to have these policies adopted and put in place.

Sort of a FYI announcement. Scott just came from the College of Engineering's AI's activities, hands-on workshop this afternoon. Tomorrow as part of AI week, Dean Ritter, and with our AD Bryan Blair and with Ben Levicki who is the artificial intelligence solutions architect of the Cleveland Cavaliers. He will be providing a session at 2:30 pm in Memorial Fieldhouse. Then on Friday on this campus starting from 8 am until 3 pm, our AI in Healthcare Symposium. So, all of those activities are starting this week on the AI front. Lots going on.

Senator Machalow: Hi Provost, I have a question. Why are the Master Plan's proposed relocation of Communications into the College of Law moving forward? I'm not sure if you are the 'right' person to ask, but you are the person available to me. As I've mentioned at a previous Faculty Senate meeting, this plan is universally opposed by the Law School community because (in no small part) we are a growing college, and we need our space, and we need our autonomy to continue to grow our numbers and improve. The College of Law has seen year-over-year increases in application volume. Over the past two years, I believe it was 20% last year and 26% the year before. I might be off by a couple of percentages but from these pools of applicants, we admitted about 130 this year. I think it was about 145 students last year. We had to limit the size of our incoming class because of our space needs. Another highlight for us is, just last week, we learned that we have the second highest first-time bar passage rate in the state of Ohio at 86%. We are really proud of that. Obviously, carving up the College of Law and destroying our green space at the edge of campus is going to destroy both our educational mission and our ability to attract and enroll new students. So, why is it going forward? What can you tell me? What can I bring back to my community? I've got more that I can say, but it is probably a good place for me to stop.

Provost McKinney: So, as you've mentioned the masterplan, the first briefing that I had on this particular question was a rebuild of the masterplan and the decisions had been made of who is going where and what changes had been set as part of that masterplan. So, the answer of why is it going

forward, there is a date when Rocket Hall where Communications is currently housed is going to be closed/shuttered, and then therefore, the decision that had been made to place Communication in the Law Center is going forward according to those decisions that were made from the masterplan. If I can finish. When I also learned and I spoke with the Law dean that there had been consultation, and I want to say some level of buy-in with this plan. So that is what I know about the decision.

Senator Machalow: Thank you. I appreciate those comments. So, I'm still relatively new here, but my understanding is—what I've pieced together—that our previous dean might have said 'ok' on his way out. But the consultation we have had has been lackluster. We have been told different things every time people have come to speak to us. At one point we were going to lose our third largest classroom. We were going to lose spaces that had donor names on them. But I was also under the impression from speaking to the President that this was shelved or put on pause at least because of the opposition in the College of Law. So, it was quite a surprise for us to hear it was moving forward. So, we are just trying to understand how, why and how do we stop it? Because this is going to seriously threaten our education mission. Our students are different; they are professional students; they have different needs. I mean our students are very much opposed to this. I can tell you I was speaking to some of them earlier today and they are very, very concerned.

Provost McKinney: So, I'm not aware that, maybe it is a reference to one of the earlier meetings that the president said, well, this is something that we should look at, we should examine. After that, that's when I consulted with the dean, with Jason Toth and staff members. It was described to me that consultations have been made, and this is the direction that we're going.

Senator Machalow: The consultations we had with Jason Toth and his colleagues were unproductive at best, is the way that I will describe them. The first time he came to the College of Law, he didn't focus on what was happening, what was proposed for us. When he was asked how does this benefit the College of Law, he said "I'm not prepared to answer that question." We then had another meeting where we came prepared to explain why this doesn't work for the College of Law. We were told that that was not the purpose of the meeting. Basically, he yelled at a student. It was a very unpleasant meeting. We then had another meeting in the spring where we were told it's going forward; you need to talk to the architect after we hire one. We were told, well, if you can convince the architect that it doesn't make sense, we won't go forward. And so, we were left with the impression that we're going to spend a lot of money on something that won't work. We are the ones that use the space. We are the ones that know our needs. We are thoroughly convinced that it is not going to work. So, we are going to spend a lot of money on something that we certainly hope is not going to go anywhere. I understand that Jason Toth and Nicole, the architect, I think, is her role, will be meeting with our dean next week. We have an ad hoc committee, and the ad hoc committee is very concerned and very, very much opposed to this.

Provost McKinney: Very good. Jerry?

Past-President Van Hoy: Just real quick as a follow-up on this. So, often when we move programs and departments around, we look at how they fit with where they are going. Like, when they moved Pharmacy from the Main Campus to the Health Science Campus. There were good reasons for that fit, and the same with Nursing. Has that been looked at? Has anyone looked at the fit between Communication, especially

if this is going to be the media communication portion that is now housed in Rocket Hall? Is that the best fit academically?

Provost McKinney: I think hearing from Law faculty that they don't believe so. I think that can be answered in many ways in terms of how would we define fit? What has been, again, this decision was made, the master plan was put in place. But what has been described is the actual change to the building will in someways divide two areas. Again, I would have the dean and the committee to continue to work with Jason and his team in terms of what might be able to result in the best fit and the best configuration. It may be that there's only one answer for some that there's no change here, that nothing can happen. I don't know that that's a possibility that would leave us with okay, so where are we going to put Communication?

Senator Machalow: You said there's a date by which Rocket Hall will be shuttered, what is that date?

Provost McKinney: In terms of when they are moving out, I believe it is by sometime in the spring. That would be the only unit remaining in Rocket Hall. All other entities will be out of Rocket Hall.

President-Elect Heberle: We have of questions in the Chat. I wanted to get a couple of Chat questions. One is from Patrick Lawrence and he asking "when can we expect directives from the Provost office in regard to the necessary curriculum process and timelines for programs to add the new undergraduate degree requirement for experiential learning course effective fall 2026 per the President's Advantage Toledo?"

Provost McKinney: I would imagine that is coming some time early/mid spring term. There's a small working group that was put in place immediately after the inauguration two weeks ago. I asked Angela this morning who is heading that up. So, in terms of timeline, I think that is going to happen certainly early spring semester.

President-Elect Heberle: There's another comment in the Chat - from Senator Mungo. "Will there be direction and guidance given to departments who are victims of the low enrollment portion SB1 bill?"

Provost McKinney: The low enrollment?

President-Elect Heberle: The 15 majors, five majors for three-years average.

Provost McKinney: Right. So, this would be for the next round.

Past-President Van Hoy: Well, it might be for those programs that lost their degrees in the last round. What's happening with them? That might be what that's about.

Provost McKinney: Waivers or?

Senator Semaan: I'm not sure if this is related to that, but we have officially heard that there will be at least three departments that will be disappearing: Women and Gender Studies, Philosophy, and World Languages and Cultures. At the time that we are focusing on enrollment and we want to increase enrollment—and Megan being here might be a good time—are we considering how negatively this is

going to affect the reputation of the University of Toledo? The students who are planning on coming to the University of Toledo may be thinking, let's go somewhere else, especially at the times that we heard there will be no financial gains in doing that.

Provost McKinney: Two responses there. First, I am not aware of any. The question is, you know, what directives would be coming for those programs effected? There is a process in place to reconsider or to bring back. Now, in terms of did we consider? Again, those decisions were driven by the legislative mandates and numbers of what led to program closure.

Unknown Speaker: [Indecipherable] Program closure for departments, right?

Provost McKinney: Yes, in the sense that if a degree is being awarded or not and then the department closures have---

Senator Allred: Actually, I'm sorry. Can I hold up? I apologize. As the Chair of one of those departments, I can say that a closure hasn't actually necessarily been announced yet. We are in discussions for different program things. But I really want to be clear. While we are aware that there have to be some administrative changes, as far as I'm aware as the chair of one of those departments, we have not yet announced the closure of the department. I apologize for interrupting, but I feel like that's important to clarify. Sorry.

Provost McKinney: And I'm not aware of any pending decisions to announce any closures of departments.

President-Elect Heberle: Monita, do you want to clarify anything about your question give the response here?

Senator Mungo: I think it is very interesting, the rhetoric here vs. what is happening in other meetings that we get reported back about. I can only speak for my department. We are currently working on a way to increase our enrollment so that we don't have to do a teach out because we are victims of that low enrollment portion of SB1. I think it's interesting that the rhetoric here is different than the rhetoric we're getting and making us do all this extra work to try to figure out a workaround. So, I just think that's very interesting and that's all I'm going to say. I will speak with my chair who I know is on here listening, so we can talk about this department wise.

President-Elect Heberle: There may also be a question of communication between the Provost Office, the Dean's Office and departments affected by this as well that should be addressed. But I'll stay quiet on that too.

Senator Mungo: I agree with that, Renee. So my question is, while I was being specific to my department, the broader question is, who is the informative authority on this and when are they going to speak? Because there are lots of things flying around on campus as we see, [with] just asking a question, right? Someone needs to take that leadership and say this is what's happening, this is what's not happening, so people could move forward and make informed decisions.

President-Elect Heberle: Thank you. Really nicely said. Barbara Miner has asked in the Chat – I’m sorry, David is next.

Senator Giovannucci: Thanks, Renee. Provost McKinney, this addresses the five policies that dropped and my understanding, they are driven by Senate Bill 1. It's the first time I've seen them. I'm in College of Medicine and Life Sciences. My cursory read, on the way over, some of these are very problematic for College of Medicine and Life Sciences. They don't comport at all with the way -- we are not governed by the collective bargaining. We have a different process governed by our rules, faculty rules and regulations. For example, the idea that without attaining tenure within six years or whatever it is, whether it's for assistant to associate or if you come in untenured in a tenured track at an associate or professor level, there seems to be some requirement that without tenure in that time period you're terminated. The College of Medicine doesn't require tenure. It is promotion that is required in our tenure track paths. So, that is just one example. I saw a number of things that really don't comport at all and would be problematic. It seemed like the language in the draft documents was pretty inflexible. I was glad to hear that there is some ability to meet in some group settings with you or the folks involved because I think this is more than just addressing the policy online and making comments. They are very substantive and existential issues I think will need to be addressed. I just don't know how much this is prescribed by the state bill.

Provost McKinney: Right. And good point. As you look at those policies there is certain language that is prescribed. Then when you get to some of the process, it is pulled from existing processes that we have. But I've raised the question, and I've even made notes in terms of now, does this phrase, does this provision cover or apply to, for example clinical faculty or other variations outside of, say, the tenured, tenured track assistant/associate professor? And so, we've got to make sure—and this is part of the feedback—that we identify those areas where modifications need to be made. Certainly, the way policy language reads is in some ways intended to appear to sound inflexible because ‘here are the rules to follow.’ But we are in the state of where and how do we alter various provisions in language so it does apply and it is appropriate. So, that is where we are seeking that feedback. And so, the dropping of those policies because I intended to send the message of, here it is, this is it. Now, please work with us as we make modifications and edits and get them right.

Senator Giovannucci: So, will you be reaching out to the College of Medicine to set up something?

Provost McKinney: Yes. I have already sent them to all the deans and asked for feedback, to first to review to start this process of giving the feedback. And as I said, beyond just the posting of comments in the online 30-days, I would encourage you to work with the Policy Committee of Faculty Senate to provide this feedback, so they can share and then the additional sessions we will have in terms of inviting folks to come and sit down with us and work through those.

Senator Giovannucci: Thank you. I guess I'm just very concerned about how this will fit in with our specific college and what seems to be prescribed by the state.

Provost McKinney: Thank you.

President-Elect Heberle: We need to move on, unfortunately we have a busy agenda. I do encourage people to be proactive and take initiative in connecting with the Provost Office about ideas. Don't wait to be reached out to because, not because people don't want to reach out, but because there's a lot to reach out about. So take initiative and reach out so when I find these days when we do that, it actually has some good come of it. The next item on our agenda is the Undergraduate Curriculum Committee with Lynne Hamer and Rob Padilla. We have 15 minutes set aside for you so if we can go quickly, that would be great.

Senator Padilla: We can do it.

President-Elect Heberle: Maybe you can go quickly, that'd be great.

Senator Padilla: Thank you. Alright, so the committee has nine proposals to go over. The first eight are from EEEC 2010 to Pharmacy Practice 4600. I'll go through those, and I'll ask if the committee has any issue with them. The last one we are not approving as you know; we are merely passing it on. I'll ask if you are willing to pass that on. Okay, let's start with:

- **EECS 2010, Introduction to Artificial Intelligence:** This course is required in the AI concentration being proposed for the BS computer science program.
- The second is **EECS 3560, Programming Language Paradigms:** Changed prerequisites to align with course changes. The new prerequisite is EECS 2110: Computer Architecture and Organization.
- **EEES 4560, The Science of Aquaria:** Has been offered twice with good enrollment. This course helps fulfill the requirements for a BS in Biology and the Minor in Environmental Biology.
- **ENGL 3660, Latino Literature I the U.S:** The title of the course is being changed from Latinx to Latino, as are the SLOs and the course catalog description, so students can better understand the course topic when registering for classes.
- **RDON 4220, Clinical Practicum III:** Updated Curriculum to align with current American Society of Radiologic Technologists (ASRT) standards.
- **SLP 4900, Seminar in Speech-Language Pathology:** Course has been changed to emphasize adult therapy topics.
- **PHP 3150, Essentials of U.S. Healthcare Delivery and Pharmacoconomic Evaluation:** Changed modality to remote learning to increase student interest (and increase enrollment).
- **PHP 4300, Commonly Prescribed Meds and Med Term II:** SLOs were updated.

Senator Padilla cont'd: If there are no objections, we can approve these. If there are objections, let us know.

[Silence]

Past-President Van Hoy: Are there any questions in the Chat? There are none.

Senator Padilla: Then the last on our list is **CLT 2500, Landmark Cases in America:** This course is needed for CLT's minor and proposed major. As you guys know, we are not able to approve those.

Past-President Van Hoy: Wait. Are you going to vote on the other ones first?

President-Elect Heberle: There's no vote.

Senator Padilla: No, there are no votes. Is that okay?

Past-President Van Hoy: Yes.

Senator Padilla: The committee is just asking if we can move these forward in a curricular process.

Group of Senators: Yes.

Senator Padilla cont'd: Okay, thanks. Three-and-a-half minutes, not bad.

President-Elect Heberle: I wanted to mention about the ICTL, Institute for Constitutional Thought and Leadership, courses and minors that we have been in discussions with the Provost Office about encouraging some kind of peer review process on the part of the ICTL. As far as we know, they have no peer review process that is anything like a traditional peer review process, so we've been asking for that to be institutionalized and that as colleagues we be informed about what that would look like since we have no professional association or nothing except other things just like them that are doing these kind of programs in classes. So, we're asking about peer review and continuing to have these discussions even while we understand that we don't have control over approval or disapproval, which we never did anyway. But, our next presenter is Margaret Hoogland who is doing the incredible work of the Senate Budget Committee.

Margaret Hoogland, Chair of the Budget Committee: Thank you everybody. I hope you can hear me. We officially became a committee. We were ad hoc before, so this summer we became a committee. We contacted Faculty Senate President, Avidor-Reiss and suggested perhaps it might be a good idea with new administration to present the concerns of the community. So that's largely what I will be focusing on today. So what we ended up deciding to do was use something called Pablo.¹ If you're not familiar with Pablo, it's part of Microsoft. It is qualitative, not quantitative. So we relied on open responses, but we made them anonymous so we cannot tell you what people said, right? We can't track it down. But if gives you the option of commenting on previous responses and ranking them. It gave us a little more data than an average survey. With Quinetta's help, thank you very much, we sent it out via Faculty Senate. We also posted it to the Professional Staff Association. And as you can see, we got about 150 responses. So we asked for issues that the department, division, program level, college and then some suggestions. Based upon that, we created themes, and here are the big takeaways. Within those there are six major areas. We're just going stop here. I can get more into detail if you want. But these are the major themes, some of which have already been discussed today. Communication is a big one. Conflicting priorities between the leadership and administration within departments, Provost office. I'm sorry to say it, also the presidents within the departments, sometimes faculty are confused. For colleges, the budget insufficiencies limit professional development. Some colleges have not had professional development from 2020 to the present. This hinders our ability to be visible in the community and worldwide. We have lacking research

¹ I researched this term and could not find it anywhere.

infrastructure. Now that we're an R1 institution, this is challenging. Then for our students, and to some extent colleges as well the centralization of not only marketing but our ability to provide advising. We think it might also be contributing to burnout and the students and faculty are facing burnout but also lack of wellness and opportunities. So, this is the 10000 ft view. I'm happy to answer any questions now. We will be posting these slides with more information to our committee website, and thank you for your time.

President-Elect Heberle: Are there questions from the floor for Margaret or ideas on how to move forward? Anything else from members of the committee?

Senator Barnes: Are we going to get to see the actual data?

Margaret Hoogland, Chair of the Budget Committee: Great question. So, we do have more data, but in the interest of time, I wanted to keep it 'short and sweet.' At the very bottom, we can give you the themes we assigned to the comments at the college level, department level, and then suggestions for you to lead up. So yes, we can share that with you.

Senator Barnes: Thank you.

Margaret Hoogland, Chair of the Budget Committee: Sure.

President-Elect Heberle: So, the PowerPoint you sent out has all that stuff and that is all shared? So you are encouraging people to review it and send comments and questions to the Budget Committee?

Margaret Hoogland, Chair of the Budget Committee: Correct.

President-Elect Heberle: Thank you. Our next item is to hear from the Committee on CRE. We have Gary Insch and Ashley Pryor presenting on the updated CRE proposal since comments came in from last time. Thank you.

Senator Pryor: Hello, hello, it is nice to be here again. I just wanted to begin by thanking everyone for your comments from our last discussion. Our committee met the next Tuesday and really thought through ways to further improve the CRE document. A special thanks to Senator Heberle who really took a lot of time to write a thoughtful email that helped to guide our thinking. Do you want to add a little?

Dr. Gary Insch, Co-Chair of the CRE Committee: No, I'm good.

Senator Pryor: Okay. Gary Inch, also a special thanks to him and all committee members. It's just have just been a joy to work with. I had a prettier PowerPoint, but this is maybe more efficient. One of the things I know that had happened during our last gathering was that we had ten attachments sent out and of course the PowerPoint, was probably the one that many looked at and maybe didn't want to read through the very long guiding documents. So, I decided or we decided together to create sort of a one pager, it's really two pages. What you'll see highlighted is just the tweaking of the language that took some time, you know, just the weight of the words to really address some of the concerns that we heard or questions maybe. I again was just delighted to hear that the general enthusiasm to keep finding ways to inspire creativity in our students. You'll notice that language for connecting ideas, we added original approaches

to really highlight that. Undertaking risks, we also added through experimentation failure and iteration. I'd like to thank committee member Barbara Miner for really thinking about how important it is to give students opportunities, low stake opportunities to practice failure. This is one of the remarkable things about being at a university and the gift of education is creating those kinds of environments where students can take risks and fail with fewer consequences than what happens out in the broader world. So, and then we also for innovative solutions, and this is from Dr. Heberle in part, really highlighting the idea of tangible products as outcomes. So these again will be reflected in the rubric more specifically. Do you want to say just a little bit about, I know some of our colleagues talked a little bit about what if you don't get a CRE? One, this is voluntary. You don't have to apply for this designation. I know there were some concerns about not getting a CRE. Do you want to speak to that?

Dr. Gary Insch, Co-Chair of the CRE Committee: Sure, I'd be happy to. I never turn down a microphone if I can<laughter>. Hello, my friends. Just quickly, I think the purpose of this is not to say these are better classes than others; it is just to be able to identify classes that where the approach was different. For some areas that makes a lot of sense. For other areas it doesn't. So, not everybody has to do this. It's basically, you know, for those of us who have history here for a while, we had a consulting group come through. They told us what students weren't interested in experiential learning. That didn't interest them when they were doing their studies. What interested them was the idea of creativity and innovation. And that sat for a couple of years and Tomer is not one to let a \$2 million investment go away, so he came up and said, what are we doing with this? And so one of the things that they were very interesting was in was creativity and innovation. So, we had a conversation two years ago, which has now come back to basically say does it make sense to identify classes and encourage professors to think in new ways to help students develop creativity, create all the critical thinking, which are all the things that we talk about but we don't change very much about it. And so, the committee kind of sat back with lots of information from others and decided, let's just try something. For me as I've been on the committee, I'm thinking about how I can make things different in my class to encourage these things. They're all good and interesting things to do. In some classes it works, in my classes it will, and in other classes it may not. But it is not really to say 'your class is better.' That is not what this is about at all. This is basically to identify students who may ping on the creativity part and go, oh, that's a class that I might be interested in because they are going to have a different approach to teaching. That is basically that. It shouldn't be a threat to anybody. It is basically an opportunity for us to rethink in how we teach and in today's generation, I think that is not a bad idea for an 'old goat' like me anyways.

Senator Pryor: So, we are happy to take any questions or comments.

Senator Allred: Can I ask one question? So the proposal is just the business. You say a voluntary designation, but the proposal is that this designation be where? I know earlier in discussions part of the proposal actually required a certain number of courses to meet this designation. Before I know how I'm going to vote on something, I really want to make sure that I understand what the proposal is.

Senator Pryor: There is no percentage required of courses with the CRE designation. I don't know where it came from. This is again just an initiative that arose organically from one of the subcommittees, the value proposition. We had the opportunity to meet with the consultant group to talk about---

Senator Allred: Yes, I understand the process, you talked about that. I'm asking about what exactly we are voting on.

Senator Pryor: I'm not sure we are actually voting.

Senator Allred: Oh, so---

Senator Pryor: This is just to get feedback.

Senator Allred: Okay. Well, again, it is great to have information but like, the main concern was when we start to get designations. And yes, this was brought up a couple of times last year. I think Scott brought it up; I think Tomer brought it up. A few people brought up this notion that there is going to be a thing that we're going to market as a requirement for students as part of the core. I'm super excited about new designations for things that some of us already do and some of us might do differently. But if we're just talking about a nice designation and a committee that's going to put that together, that's one thing. But I want to flag for everyone's concern right now, when we start to add lots of extra tags that easily become requirements, then those things become really difficult for students to navigate when they try to put together their degree. So, we go from something being a plus for students to a minus very quickly. So, I just want to flag that concern.

Senator Pryor: Thanks. Again, this is not a requirement. There's no percentage. I think that it would be another process should it become a kind of requirement. So yes, rest assured this is not that. Anyone else?

Senator Benton: This is Sheri Benton online. I had my hand up; I have a question.

Senator Pryor: Sure.

Senator Benton: This may probably not apply to composition courses specifically, but I did have a question. Will this designation, because you said there was an application process and if this question has been answered, forgive me, but will the application process and then approval be applied toward the course number itself or to the individual faculty member who's teaching that course at that time? So many courses are taught, there's multiple sections or they're taught by different faculty, different semesters. So how will a CRE designation be applied in those situations?

Dr. Gary Insch, Co-Chair of the CRE Committee: Let me just tell you that our, and I don't want to dodge the question, but I'm going to duck under a desk. So, this is how this works. I think how this has been set up is we are going to give this back to the Faculty Senate Executive Committee where they're going to have a conversation with the administration about what this is and where we go. This is enough information and rubric to move forward to say, yeah, this is something we want to do, and then that administrative process will take over from here. To answer that direct question, that's an excellent question because there are classes that are designated in a certain way and then another professor teaches it. My understanding of administration is that this is a catalog issue; it would be very difficult to start doing that in a catalog as a CRE course or not without having the course being designated that way. When it comes to registration, there might be a different way to identify by class. But this is way above my pay grade, and so I'm sure that that's a great question to take forward as we look as if we get to the point of

implementing this. That's something that the administration will consult with the Faculty Senate and a group will probably deal with. Our assignment was just to bring it forward and to see if there's any interest and if there's if it's worthwhile going forward. I think the general feedback is that it's something to look at and now the implementation of this is now the next step. I hope that answers your question or not.

Senator Benton: Okay, thank you.

Dr. Gary Insch, Co-Chair of the CRE Committee: Thank you for the question.

Senator Pryor: Scott, do you want to say anything more on this issue of just the implantation? I mean, we have had provisional discussions with Cathy Zimmer who's always, you know, just wonderful and helpful in talking through with the actual workflow, but maybe you can just clarify on that.

Dr. Scott Molitor, Vice Provost: We started preliminary conversations with Ashley and Arun about how to set this up in CIM so that when these course proposals come through, we will have an approval process setup and ensure the appropriate information gets included in the CIM system for courses that want to apply for this designation. Nothing has been set in stone and we just started talking about how this is going to look like. Once Faculty Senate finally approves and determines the approval workflow, we will make sure we get that implemented as quickly as possible so that you will be in position to evaluate these proposals as they came through.

Senator Allred: I'm sorry to come back in, so there is a proposal then? So we're being asked eventually, whether or not we want to add this as a designation to CIM?

Senator Pryor: I don't believe this is a matter for a vote.

Senator Allred: But it is something that's going to CIM. Scott just said when it's put forth to Faculty Senate, so that is an action. Maybe it is not taking place now, but my question is---

President-Elect Heberle: It is informing the Faculty Senate. It is not bringing a proposal forward to the Faculty Senate.

Senator Allred: Correct. Scott just mentioned in saying that the point of this is to talk about putting the designation into CIM. At some point that would be a thing that we would have to vote on.

Past-President Van Hoy: Well, we've already voted to approve the designation, **Ammon, so**, now we're only talking about when it will be implemented.

Senator Allred: What meeting was that at?

President-Elect Heberle: We will have to check.

Past-President Van Hoy: This was one of the last meetings at the end of last year.

Senator Allred: Okay, alright. I just want to make sure, because again, this is like---

President-Elect Heberle: Ammon, you're absolutely correct.

Senator Allred: This is a thing that is a matter of faculty governance. It's not a thing that proposal office can do. If we approved it as a new designation in CIM last year, I don't remember it, but you know what? That happens to all of us, but I just want to make sure that's the case.

President-Elect Heberle: We will take this forward through the Faculty Senate Executive Committee this Friday.

Senator Allred: Thanks. If I'm misremembering it, I totally apologize.

President-Elect Heberle: And we will check the Minutes to make sure which votes on non-votes did happen here, but thanks for bringing this forward. It is super important.

Past-President Van Hoy: It came forward through the Curriculum Committee.

President-Elect Heberle: We will bring all that back to the next committee meeting, the Faculty Senate Executive Committee because I think Gary, Ashley and the committee **have done** their work and I think they deserve great kudos. I'm sure there would be more developments.

Senator Miner: I think that in fact this is a positive option, and I think it's great that we're having this discussion as Ashley and Gary both have said, this is not a mandate coming down from this committee. We were charged with looking into this which we have done. This is a long-standing sort of look into the idea of meeting these kinds of needs for our students. No one's trying to ram this through without commentary, and so I just would love it if people kept an open mind.

President-Elect Heberle: Thank you. Our next presenter is Sharon Barnes for the Core Curriculum Committee. I want to point out that in the Chat there is an exchange between Don Wedding and Margeret Hoogland about financial issues on the Budget Committee. We don't have the time today to get into that in detail, but we will follow-up with it and make sure Margeret has what she needs to follow-up with it etc. So, thank you for that question. Margaret is doing her best in the Chat to communicate about it.

Senator Barnes: Hi all. I'm Sharon Barnes, Chair of the Core Curriculum Committee. The committee met on October 23rd. At that time there were three course proposals in our system. And thank you Rob, for making me look bad because I do not have a sheet of paper to share with my results. I thought, oddly enough, that I could access CIM and it turns out that would knock everyone out of the meeting. I know you'd be grateful if that happened, but no <laughter>. We approved two of the three courses, which were:

- PSC 1210: American National Government and Civics: Unanimously approved.
- SOC 2500: Women's Roles: A Global Perspective: Unanimously approved.
- COMM 2840: Interpersonal Communication: Not approved due to lack of OT-36 materials.

The first course, **Political Science 1210: American National Government and Civics** was approved unanimously by the committee. They had done a ton of work to respond to Senate Bill 1. They had also done work in the previous year, which we had also approved but they wanted to update some work on the

OT36 part of their proposal, so it was a fairly easy vote for us. The other course, **Sociology 2500, Women's Roles: A Global Perspective**, we also approved unanimously. They had also done a lot of work for their OT36 renewal. This was a course that was in Sociology then but was sort of owned by Women Studies for a while now. There is now apparently somebody in Sociology who wants to teach it, so they updated the SLOs and also renewed their OT36 application. The committee thought that was perfectly fine and unanimously voted to approve that. So, if there are no objections to that, we will consider this a consent of agenda item and approval. So, if you're looking at the Chat, let me know Quinetta. **Course Proposals Approved.**

We did not approve **COM 2840 Interpersonal Communication** for the Humanities core, not because it didn't meet it, but they did not do the OT36. This raised an interesting conversation for us about the mandate from the Provost's Office that we must do this. We had this conversation last year and a very passionate conversation about who's responsible, who sort of owns curriculum. What convinced us to reject it instead of saying it's our right to approve a course if we want to, was that that Alana noted that the Provost's Office is going to kick this back and they're going to lose time in this process. And if you want them to have time to get this situated, just reject it now so they have more time. I spoke with them today, and they're meeting with Alana to help get the OT-36 part of their proposal together. They want to get OT36 approval, they're going to revise the proposal. We're not bringing that course today, but I expect that we will be next time we report. When I was looking at the CIM system earlier thinking that I could share it, there are already a number of other courses over there, so we'll be considering those next time.

A couple of other quick items just to get on your radar. Last year at the end of the year, we had a subcommittee that worked on updating the diversity SLOs. We brought them to Senate as a sort of informational 'here's what we've come up with' presentation. We decided as a committee that our next step would be to share it with the faculty who are teaching in those diversity courses to see if they have any concerns, objections, amendments etc. before we bring those back for consideration. So that's the next step in that process. I think there was one more thing. Oh, Alana gave us a phenomenal and detailed report on core assessment, which is actually a part of this committee's work-- she does probably the 'lion's share' of it, let's just say that. So, I would like to recommend that she come and talk to Faculty Senate about the work that she's been doing, particularly with what's happening in terms of the mandate about assessing the core. She is the person who has, I think, the best most holistic vision of where our core curriculum is and she needs to be involved in that conversation, I think. She also sent an email to our committee later in the week saying--and you may be interested in this--that apparently a law has been proposed, and maybe passed, that says Boards of Trustees of state universities are now responsible for reviewing curriculum in addition to programs, departments, all kinds of other things. I don't know if it's already a law. It looked like it was already a law. This is not my purview, but I'm hoping that this is the projected lawsuit you're talking about Renee because it seems very clearly an overstep by the legislature to review our curriculum, which seems beyond their knowledge and expertise. I mean, I'm the chair of this curriculum committee and I don't try to overview curriculum where I don't have knowledge; I defer to people in the community who do. So, it just seems ridiculous. I don't know a lot more about it other than that, but I think it's worth paying attention to.

President-Elect Heberle: The Faculty Senate Executive Committee.

Senator Barnes: Yes, absolutely. And then finally, just on a personal note and just really quickly. About ten days ago, the Department of Women's and Gender Studies, as well as this entire university community lost a fantastic, phenomenal human being in Dr. Asthma Abdul Halim, who died about ten days ago. She retired last spring after discovering that she had a fairly life-threatening illness. Our department is devastated. She was a just a phenomenal human being, a world class scholar, world renowned scholar on Muslim women's rights, women's human rights etc. She was at the world conference on women in Beijing in 1995 and worked for the United Nations and was a home free fellow at the University of Michigan and started the Center of the Muslim Woman here at UT. Just was a really truly phenomenal human being, so she will be deeply missed. So, I just wanted to let folks know, the world lost a great one. Thank you.

President-Elect Heberle: Thank you, Sharon. Even though I stole your notes, we have Megan Cunningham next, who is the Vice President of University Marketing and Communications. She is presenting on what she does. Here she comes.

Meghan Cunningham: Thank you. I have a lot of slides. I think Quinetta is trying to find them for us. It is probably too many as I am known to do, but we are going to get through them once we get going. I was invited, well, Tomer asked me to come and talk. Marketing is raising awareness about UToledo and the excellent education we provide and then our plans to work with faculty. So, that is what I am here to do. I have it on a flash drive also if that is helpful. So the first piece is about what we do in the office of Marketing and Communications. I think most folks go directly to paid advertising which is one part of what we do. Marketing, strategy and both paid advertising, promotional materials, trademark licensing, etc. In addition, we have communication colleagues. In addition to the Marketing and Communications teams, web is also part of the office of Marketing and Communications as well as our designed photography and digital media which includes the University's social media.

Next is really just showing you who we are and what the team is. So the yellow boxes are the UToledo's health positions. We support both the University's academic as well as the hospital. This is our small but mighty team. There's one that looks a little silly on the left that is both blue and yellow because that is a 50/50 split position of the communications specialist that supports both the hospital and our academic health profession colleges. The next slide here is the most important for the faculty in the room to know who to contact. We have a team of marketing strategists. Marcy Williams, on the top left there, leads our academic representatives. Each college has a marketing representative that is your go-to person if you need any support from our team in Communications. Rocky is holding space there for engineering, which is vacant. Joanna Van ???... joined the Provost Office in a different position. Then Emily Cohoe supports enrollment, and Calvin Sweeney is everything else on our team. It is important to know that group.

I wanted to talk about advertising first. So last year we launched the Power To Do brand in July on the academic side and August on the healthcare side. The goal of that was to increase brand awareness. UToledo, we want to drive preference and enrollment actions. The UToledo health side, enhanced perception and service line volumes. We are right now finalizing our survey to go out a year after the brand launch to see how it performs and what people think about that. So, we're excited to get some quantitative and qualitative feedback from the public as well as our internal community. So, I'll be asking the folks here to help take that survey to provide your feedback.

So just a little bit of awareness that we are driving, so here's that in hard numbers. So, this is for all of the numbers. All of the numbers that I'm sharing right now are from the 24-25 academic year. So, July 1 through 30 June. And so, our digital advertising, which we really increased that focus, for targeting for this past year, 121 impressions. Traditional media, that's your broadcast TV, not your connected TV, like Hulu. That would be on the digital side. Outdoor is billboards and print. We do a small amount of print on the academic side. We really increased our digital focus to get in front of prospective students and parents, and we are targeting them in a variety of ways. So, there's geographic targeting, behavioral, we do first party lists from enrollment of who they're talking to and who has raised their hand, as well as look-alike lists of people who are similar to that audience, and then paid search is a key part of how we get our word in front of UToledo. If somebody is searching for a specific academic program or a university in Toledo or Ohio or those types of things, we want UToledo to pop up front and center.

The next slide here is some of the top performers for our brand advertising. So you've likely seen these on your digital channels, Meta, LinkedIn Meta, which is Facebook and Instagram, LinkedIn and Reddit. So this is more of the traditional brand assets that UToledo is awesome, right, is the story we're telling there. And then as you get into specific audiences, I just wanted to make sure that it shared that we're very audience specific, who are you trying to get in front of and then what channels, right? So, a couple of examples of those. We'll go quickly here. The next one is lead generation. So as we are trying to move individuals through the funnel, there's driving awareness, then we want them to consider UToledo, and then we want them to take action to apply, and then ultimately enroll here at the institution. So we start with lead gen campaigns where we're trying to get in front of people to generate their interest and awareness about UToledo. And so, here's a couple of examples of that. And then next we move to applications.

The next slide shows that top creative and again, you'll see this and you can look at it a little bit more closely if you're interested in it. But some of these student prospects you would not have seen in your feed. If you see them in your feed, we might be calibrated a little bit incorrectly and so that's why we wanted to share this with you. And so, in this stage, we're trying to encourage that action. We want you to apply, right? We want you to take that action.

Then next we move on to yield, and that is a targeted list of students and parents of people who we are already interacting with, and we're still courting them, right? They said that they're interested in dating us and we want to get that second date and continue that relationship, [because] we want them to come here. And so, here we're trying to reinforce connection and excitement and get them to commit to UToledo. We have both student and parent audiences for those. Then based on how everything performed in 24 and 25, we continually optimize on a monthly basis of how things are performing, we change how creative that isn't resonating, we look for new targets. Then we take our strategy as we set forward for the next year and then work with Enrollment Management to make sure we're aligned with their strategy. We made some changes for 25-26. We have some different geographic targeting based on the strategy of the recruiters and how they are moving about in different areas. We have some new creative, specifically health care business and engineering. Those buckets of types of programs as opposed to specific, you know, this nursing career or this sales program in business. New creative and targeting specifically for online, a small, small amount for that, and some transfer student populations. As Renee mentioned earlier, the Michigan initiative that the university announced, we wanted to make sure to get that in front of

Michigan students, so they know they have that opportunity to pay in state tuition. I'm talking fast. So that's UToledo in a nutshell.

Next, UToledo Health. This audience is a lot different. The patients that we serve at UToledo Health are a little bit of a different audience, right? When we're talking about prospective students on the academic side, that's a different way of targeting. So, we use a lot more traditional media for these individuals, TV billboards. You will see more UToledo Health ads in our local print newspaper than you will for UToledo, right? Because we're trying to get in front of that audience group. The geographic targeting is also much more local to those who would drive to UTMC or a UToledo health clinic. So those are those numbers.

Some examples of those creatives. These are brand creatives. So, the first one there on the left is looking at driving traffic, we want to do quick and check out our website. There are others specifically to Medicaid audiences which we launched late last year to help meet some needs on our UToledo health side to make sure we are identifying that audience and serving that mission. You'll see on that last one, there's no click there. We don't want you to click, we just want you to watch it and see how awesome we are.

So, in addition to brand creative, the next shows the top performing service lines. So, in working with UToledo Health Leadership, we identified the service lines of oncology, orthopedics, and primary care. So those we had specific campaigns for those service lines and identifying the providers that we wanted to feature in those areas specifically to help drive volumes at UToledo. So, in addition to the digital ads, there also were some small TV creatives and also some billboards associated with these as well. So those are the top there. Then the next slide shows some of the different audiences and the ways we tried to segment how we got in front of people, right? Referring physicians and internal messaging was one group of people we wanted to identify. We want folks to refer their patients to us if they need a specialist, as an example. And then we had a primary care quick to call campaign. A little bit different and why there's more traditional on the health side is that we can't follow people around in the same way that we can on the academic side. So, your IP address is protected health information and so if you click on our things, we don't know that you clicked on it. We just know a person clicked on it. We don't have Google analytics on our website, and so it's very much and more of an awareness campaign than the targeting that we can do on the academic side, and then the Medicaid audience as well. And so, in addition to Meta, the net shows some of the other ways that we got in front of patient audiences using creative. So, Snapchat actually performed really well for us for these expert videos. We did a little bit of like a MD Q and A where we had one of our physicians answering common medical questions and providing that insight to people. And then LinkedIn was a good audience for referring physicians because we could identify people based on what they said that their career was. So that was a nice opportunity for us. So, as we look at 25-26, not as many changes as the academic side. We decided to continue with cancer, ortho and primary care as the service lines. Then we are just doing year-round targeting for Medicaid patient populations. We had started that at the end of last year, and that was successful for us. We also do have a new partnership with the Blade. I don't know if you've seen the sponsorship in the Sunday paper as an example of highlighting some physician expertise there, and some more first-person videos. So that's advertising.

Next is communications. So, we are the team behind this UToledo News email that's in your inbox every day during the academic year and twice a week during the summer. I know not everybody reads it every day, I wish you did read every story every day. So, this, they live online which is a nice resource. You can go back and find them; you can search for them; you can link to them; you can share them; you can include them in your college and newsletters. We hope you do because it is a nice way to tell stories. We tell faculty stories, student stories, event previews, all. They all live at news.toledo.edu. At the bottom there is in the news and that is UToledo stories that are in earned media. So, when we have a story in *The Blade*, on channel 13, the *New York Times*, we share those also every day. So, look for your colleagues there and say good job. We shared 789 stories last year. So, following up on that in the news, the media relations piece. So, this is what we call meaningful mentions and where we landed at the end of last year. There's a lot of self-promotion that goes on in the media world, right? You could put out a PR newswire if you get a promotion and it blasts to a bunch of different places, we don't count those, right? Wedding announcements, obituary, you know, paid obituaries etc., those are things that we're not looking for that's not a meaningful mention to UToledo right? If you were just to search all of the digital mentions that we had, that was actually 17,000 stories with an audience of 41 billion and an ad value of \$384,000,000. But that is very inflated, right? I am very confident that this is an accurate representation of my team's media. efforts to get UToledo's stories out there in earned media in the 25 academic year. I'm really proud of them and it was a nice increase from the year before.

So, what types of news stories do we tell and do media tell? So, news is one example, right? Large research awards, publications, unique or high-profile events, new initiatives programs. We love features students on students, excuse me future stories on students. During the academic year, our goal is to tell two. Features on current students every week and then leading up to every December and May commencement, we tell a story about a student who is graduating every day for the three weeks leading up to it. So at least 15 stories because we want to celebrate those students, right? And then as we identify those students in their great stories, that gives us a lot of material that we can share. Here on our social media channels, pulled quotes in our recruitment materials, add them to our drip campaigns that enrollment is doing, and so please do send those ideas our way too.

The next slide is a little bit of what is newsworthy, what are those stories that we tell and or the media asks us about? So, a big piece is timeliness. Right news is new. I don't know if there's any comms professors on your committee here, but I hope that they agree with me on all of this. So sometimes we will be like, oh, hey, did you know that two months ago we did this thing? Can we celebrate it? Well, maybe not just that that thing happened, but let's talk about different ways we can celebrate that, right? Because it's no longer new news at that point in time. How does it affect the community? News is where the editor lives, right? Is it something that human interests, right? Unique stories of accomplishment or something that we're always looking for, and impact, right? Is there a measurable significance? The dollar of the grant award? The publication reach of that, a journal article. And then conflict and controversy, which always leads things as well. So if there's something that everybody's talking about and we can enter that conversation, that is an opportunity for UToledo.

So, just real quick, a couple examples of UToledo highlights. We have one professor in the room, Dr. Haller is in the room. Here are some examples of faculty that we were able to highlight their work in media (view PowerPoint). All of these links are live when you look at the PowerPoint. So if you're

curious to look at the PowerPoint and see your colleagues in here, those are all live links. And then the last example of how we raise awareness about UToledo is social media. We run the UToledo and UToledo Health accounts, and then the marketing strategists on our team support the college accounts. Once it gets down past that to departments or units or, you know, individual and faculty members, those are not ones that the central team supports, right? But we do have tools if you're looking for branded materials. So on our social media accounts, our engagement went up, year over year, and we're really excited about that 45 % increase in reach, as well as engagements. That's when somebody's liking or commenting or sharing something that we post on social media. That's what we call an engagement. Instagram leads all of our platforms. It's a very strong student-centered storytelling. And then campus life for events when we're at events and capturing it with photos and videos. That's a really nice tool for us to be able to share those things on campus. Facebook is second for us. That's more for our parents, alumni, and community audiences. We get a lot of engagement for campus beauty shots and people are remembering what it was like when they came here and lived in that dorm or went to classes in that building. We're also on TikTok. Last year was our first full year on TikTok. As you may know, there was some controversy of, can we not use it or use it? And what were other universities doing or not? And so we didn't really enter that until last academic year. That's, as you might imagine, really popular with students. So that is mostly just fun videos. That's not where we announce news, right? On TikTok, it's more of an engagement piece. LinkedIn is available resource for our staff and alumni in engaging with them. If you on your personal LinkedIn profile say that you went to the University of Toledo or you work at the University of Toledo, it automatically connects you to us. And so, what we post ends up in your feed, which is a really nice engagement tool for us in that respect. And X, formerly Twitter continues its downwards slide. There's not as much engagement in that. We still have presence at this point in time, but that is not a primary tool for us. It will be an additional tool for sharing something on another social media channel. Rocket Motorsports, when last year when the race car led the team on the field, that was our highest performing post of last year on Instagram. You can see the kinds of things that we monitor when we're looking at reach and impressions and interactions. Nine seconds of watch time was typical. So, that's how much attention we have in the social media space, nine seconds, right? But you can see how everything else was higher than typical in that space. And then the next one is just a pretty slide to show you some other high performing Instagram. We did a nice one. We do it a lot with the mascots, as you might imagine, and so this was an example of knocking on student stores in the rest halls and seeing if they would pose with Rocky and Rocksy. And people liked that. People like it when their friends are in videos too. The other ones were just time to the year. So, there's a Halloween post of students with pumpkins on their heads that we did last Halloween and an Elssa quote about the snow etc.

So, as we tell UToledo's story, there seems to be a little bit of a misconception that my small but mighty team is not doing it. But on slide 33, I list all of those impressions and audience reach for us. And so, I think getting the UToledo name in front of \$5.4 billion last year was a pretty good way to get the UToledo story out. Can we do better? Yes. Are we always trying to do better? Yes. And that is where we need your help. So, the next one is how you can help. So, one of the biggest pieces we're always looking for is differentiating messaging. The 'we exist story' doesn't get us very far. If we're doing something new, or different, or strong, or better then we can have those conversations about ok, how do we get that story out? What are the means to do that? Unique areas of expertise to enter the local regional and national conversations. Those were the examples I gave you of your faculty colleagues in the media, not necessarily a story that says UToledo is doing this, but I think highlighting our experts and showing that

we have faculty members who are really engaged and doing interesting things helps lift up the UToledo message. We're always looking for interesting classroom activities or events that we can capture with photos and videos, so let us know and we'll do our best to be there to capture them and share them. One important thing is about meeting deadlines, which is a really hard thing, I understand if you're teaching classes, or you're treating patients, or you have meetings that you need to go to, but if we do have an opportunity to connect a faculty member with a reporter, it's that day. It's hours, maybe minutes, right? And so sometimes we miss that opportunity if a phone call isn't returned or an email isn't returned for like a week etc. So if it is something you're legitimately interested in, we can try to figure out a way to make that connection. And then the last one is just following FERPA and HIPAA.

And so, the last slide here is just a little bit of a toolkit for you. We do have a brand guide and a toolkit on the offices/marketing page. We have links where you can submit a story, submit events to our calendars, request photos, there's a web ticket piece. But the big takeaway is I want you to know that your college has a designated marketing strategist on our team who is your go to person for anything you need. They'll connect with us if it's something for a press release or a social media post or some, or web needs that aren't quick and easy that can't be accomplished with a ticket. We are happy to help and that's the best way for you to connect with us. So, I spoke really fast and went through a lot of information, but I just wanted to make sure that I took this opportunity. I think some of us who are in communications don't always communicate out what we do. And so, I think there's a misperception that we're not doing it, and so I wanted to make sure that to share that we a hundred percent are, and we want to work with you.

President-Elect Heberle: Are there any questions or comments? Hearing none. Any items from the floor? Hearing none. Well, meeting is adjourned. Thank you.

IV. Meeting adjourned at 6:00 pm.

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

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative Secretary