

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of October 21, 2025
FACULTY SENATE

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

Approved @ FS on 11/04/2025

Summary of Discussion

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

President Avidor-Reiss: Good afternoon. I am going to start. Do you hear us online? Okay, I call this meeting to order. Right now, I'm going to ask Secretary Coulter-Harris to call the roll.

Senator Coulter-Harris: Good afternoon, Senators.

Roll Call 2025-2026

Present: Allred, Avidor-Reiss, 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, Kistner, Koch, Kumar, Lapitsky, Lawrence, Lee-Smith, Machalow, Maktabi, Martin, McLoughlin, Miner, Mungo, Nazzal, Osman, Padilla, Pryor, Reinert Koch, Sahloff, Servick, Sheng, Steven, Stoltz, W. Taylor, Van Hoy, Wedding, Willey, Yonker

Excused Absence: Assaly, Cooper, Delaney, Ekwenna, Gilstrap, Khanna, Krantz, Moussa, Nazzal, Semaan T. Smith

Unexcused Absence: N/A

Senator Coulter-Harris: President Avidor-Reiss, we have a quorum.

President Avidor-Reiss: Thank you. The first item on the agenda is approval of the agenda. Is there a motion to change the agenda? Anything online? Since there is no motion, the agenda stand approved.

Agenda Approved.

We will go to the next item which is approving the Minutes. Again, we are going to vote by general consent. Are there any corrections to the Minutes? Online? There are no corrections, then the Minutes stand approved. ***Motion Passed.***

Now, I am going to read the Executive Summary: Over the last two weeks, we have met with Provost McKinney to discuss how FS Committees can help resolve the many issues arising from state changes, participated in the President Holloway inauguration, and the Faculty Senate Executive Committee has met.

1. Faculty Senate President-Elect Renee Heberle and I met with Provost McKinney to discuss a range of issues, including
 - a. The development of an online syllabus per the SB1 rules

- b. The need to have a UToledo recording policy
 - c. Developing direct communication between the Provost's office and FS committees, so they can advise on policies and actions, as they are being planned.
 - d. The way FS can work and collaborate with the Institute of American Constitutional Thought and Leadership, reviewing courses and programs they develop.
- 2. Regarding the President Holloway inauguration, it was exciting to hear his vision for the university. In particular, we are excited about the three initiatives he announced.
- 3. **Advantage Toledo:** Ensure that all UToledo undergraduate students have a learning experience that bridges the classroom with the world of professional practice. Regarding the Faculty Senate Executive Committee meeting, we discussed
 - a. Ways to resolve technical IT issues during the TFS meetings. We will have a vote on this subject today.
 - b. Ways to apply FS bylaws "VII. Log and Calendar of the Faculty Senate". We certified that the "Other Business" item on the agenda will be referred hereafter as our "Calendar of Questions".
 - c. The Executive Secretary of the Senate will supervise, approve, and maintain a record known as the Faculty Senate Log, prepared by the Faculty Senate Office.
- 4. Today's guest presentation by UToledo Foundation Interim President, Derek Groves, has been canceled.
 - a. The next Faculty Senate meeting features Meghan Cunningham, Vice President, University Marketing and Communication.
 - b. The next Faculty Senate meeting will feature Interim Vice President for Research Frank (Scott) Hall.
 - c. To enhance communication with faculty, the Executive Committee reports and the PowerPoints from our meetings will be emailed to all faculty after Senate meetings
 - d. **Innovate Toledo:** Encourage interdisciplinary research inspired by the opportunities and challenges of our region, and support its economic growth; and
 - e. **Healthy Toledo:** Enable improved health outcomes throughout the area.

President Avidor-Reiss cont'd: Are there any questions, any comments from the Faculty Senate Executive Committee? Any comments from our faculty in general? Nothing online. Okay, we are moving quickly. Our Provost is next.

Provost McKinney: Thank you, Tomer. As Tomer mentioned, I met with Tomer and Renee sometime last week; I think it was late last week. Let me give you an update on the items that we discussed. First, the

syllabus requirement from the advanced Ohio Higher Education Act, that will go into effect next fall. I'm looking at Angela because she's working with me on our office leaders. So, by the fall of 2026, all course syllabi will need to be posted, and I believe Angela, the language is by first day of the semester.

Dr. Angela Paprocki: That is correct.

Provost McKinney: So, what have we been doing in terms of preparing for this? One, working with the IUC institutions, so these are all of the public universities in Ohio. A vendor has been identified, Simple Syllabus. Simple Syllabus will automatically take data from Banner and populate the template that is required by the law. The template, Simple Syllabus, will pull the information for each course that is offered. This is what is required by SB1: the course number, the section, the title of the course, the instructor's name, the instructor's credentials. It defines that as the instructor degree(s), areas of study, the institutional degree awarded, the date degree was awarded. They will be included along with a schedule of lectured topics and required reading - this is language, again drawn directly from SB1. Please note that no meeting schedule or location information will be provided for each course on this template. The the syllabi will reside online for two years after posting and it will be searchable by the academic period for subject, for its number, for key words that would be found on the lectured topics or the required unit.

Angela shared with me that we will have access to Simple Syllabus software and we're going to do a pilot early spring semester. Then we are planning to demo how the software would work sometime mid, certainly by the end of the spring semester because this needs to be there on the first day of the fall term. Oftentimes, faculty are not back or at least sometimes just a few days before the fall term, so that is the preparation for the terms of developing the syllabus. I've been describing the template as a version of your syllabus that you own - that is the faculty syllabus. This is the required short version or template of the syllabus that must be posted by the first day of the semester, and no more than three clicks into our front page or homepage found there. Tomer?

President Avidor-Reiss: If faculty have another element in the syllabus, where does it go so it won't become obsolete? Are we allowed to use another element or have another syllabus? What do you do if faculty have a few more elements?

Dr. Angela Paprocki: The second. So, you will have basically your work in the syllabus and then the stuff that you need from the state will be called onto the public side.

Provost McKinney: Onto the publicly posted template.

Dr. Angela Paprocki: Right. Because the whole thing doesn't have to be posted.

Past-President Van Hoy: And where will our working syllabus be that this is pulled from?

Dr. Angela Paprocki: I think that will be in Simply Syllabus.

Past-President Van Hoy: Oh, okay.

Dr. Angela Paprocki: It can get downloaded into Blackboard.

Provost McKinney: I see some hands in the back end and then we are going to come up to Renee.

Senator Macholow: Correct me if I'm wrong, these requirements are for undergraduate courses? They are not for graduate programs. Can you confirm that graduate class syllabi will not be forced to comply with the SB 1 provisions (even though they don't apply)

Provost McKinney: That is correct.

Senator Heberle: So the template that I was discussing with Jeanne Kusina who is the director of Teaching and Learning Services. Also, we were discussing, and this may complicate things more than we need to, but there's not a lot of other stuff that is not required by law. That would be kind of all the university resources and all the stuff, ADA compliance and things that the HLC requires on a syllabus. Is there a way that that's going to interact with that? So, we're doing our whole syllabus process on Simply Syllabus now? Is that the case?

Provost McKinney: I think---

Senator Heberle: I'm trying to imagine what happens when we start writing our syllabus, we plug it into this thing and then it magically draws what the state needs from it. I just wanted to remind us that we also are looking at statements about classrooms, and statements about recording, HLC required statements, and other kinds of things. So, I just wanted to make sure that those don't get lost.

Dr. Angela Paprocki: They won't. That's the template that everybody will have to feed into with all of that.

Senator Heberle: That is everything but this then, Simply Syllabus, will pull certain things out for the state compliant thing so the public can see, and everything else will be publicly available?

Dr. Angela Paprocki: Yes.

Provost McKinney: And Angela, I forgot to mention that there is this webinar that is coming up. If anybody would like to see how the software pulls the only required fields, there's a webinar that Simply Syllabus is providing. We will share that if you wish to watch another webinar, you can do that.

Dr. Angela Paprocki: It is October 28th, and we'll get it to Quinetta to send out to everybody.

Provost McKinney: Very good. One of the other statements that Renee referred to is the statements on mutual respect and intellectual diversity, and so I have an update there. You may recall in our town hall in August, I would say an early version or there were questions about if this is a required statement. The answer is no. There was to be some update on this statement. Working with the Center for Excellence Teaching and Learning and also with consultation with General Counsel, Jeanne has developed two draft statements. I think one of them is referred to as the longer version and one is the shorter version. When I met with Tomer and Renee, they raised the issue of this statement. We thought, okay, the best route at this point is to share those draft statements with the Curriculum Committee of Faculty Senate to get review, input on the drafts. And then once they are finalized through that process, they would then be posted on the syllabus template, so you can choose, because these are not considered required statements. If you wish to adopt one of those statements, you will be able to do so. So that is the statement on mutual respect intellectual diversity update.

Renee and Tomer raised with me that there have been questions by faculty on the statement on recording class lecture regarding should we have a statement or what the statement should say. So, we now turn to

General Counsel to assist in drafting some syllabus language that you might opt to add to your syllabus pertaining to the recording of lectures. The first input is since we cannot prohibit individuals from recording in statements in the classroom, the statement can focus on the classroom as being intellectual property of the faculty member, and any recording cannot be posted or redistributed. So, it is at that level of restricting the distribution of recording. We are getting that language which we will then send through the same process by the Curriculum Committee, and once they sign off, we will post that syllabus statement to the syllabus template. I think that it is housed on the Provost Office site somewhere. You all know where to find it.

The Review Committee will submit their review. So, that is where we are on the third statement. There are a lot of statements about statements.

Senator Barnes: Just one more question. Do you have any sense of when those statements will be coming to the Curriculum Committee because we have other business to do?

Provost McKinney: Angela, I think the---

Dr. Angela Paprocki: Maybe next week or so.

Provost McKinney: I think the long and short statement on mutual respect and intellectual diversity is ready to be sent.

Dr. Angela Paprocki: Yes.

Provost McKinney cont'd: And then the others will follow.

Senator Heberle: That's what I thought when you said 'committee.'

Provost McKinney: Whatever committee, Renee that you say suggested that we should send the syllabus statements too.

Senator Heberle: No, our discussion was a more general one about the question of the core generally, and then there were also some issues about the Curriculum Committee generally. But I'm not sure the statement goes through the Curriculum Committee.

Provost McKinney: Okay.

Senator Heberle: I don't think that was in reference to this issue.

Provost McKinney: Okay.

Senator Heberle: That was about ICTL and about before curriculum reform.

Provost McKinney: Very good.

Senator Heberle: Right?

Dr. Angela Paprocki: Right.

Senator Heberle: I don't think this goes to any Senate curriculum as statements. Is that right?

Dr. Angela Paprocki: We haven't before, but...[Indecipherable].

Senator Heberle: So, I don't think we can do that.

Provost McKinney: Very good. I just wanted to make sure we vetted where we needed to. Very good. Thank you for [asking me] that question. **Quick Announcements:** Next Thursday, October 30th, our Tenure in Promotion reception for our colleagues who have been recently tenured and promoted. That will be in the Student Union, room 2582. That's on Thursday. I also invite all of you to drop by the Student Union on Friday, October 31st from 11-1 pm. where you can join the festive Halloween party by provost, provost staff and the president and wear your costume. I also invite you to join in the fun as we will be trick-or-treating with our students on Friday, October 31st. I asked the President the other day what his costume is, and he said, no, no, no, he's not telling me. So, I'm not going to say anything.

Then the following week we will observe National Distance Learning week, specifically with the reception on Tuesday, November 4th from 3-4:30 p.m. in Rocket Hall, recognizing our online instructors, recognizing those who have recently developed online courses and online programs, those who have completed professional development, and achieving the quality matters certification for their online courses. So that'll happen on the 4th. And then also that week is AI week. I particularly called your attention to Friday, November 7th on the Health Sciences Campus, our all-day symposium AI in healthcare from 8-3 pm. So, lots of events are coming up, statements in the works; I mean all sorts of fun. Thank you, thank you.

President Avidor-Reiss: So next we have the Faculty Senate FSCSA., Deborah.

Senator Coulter-Harris: Right, the Committee on Student Affairs.

President Avidor-Reiss: Yes.

Senator Coulter-Harris: All right. Debbie [Machalow], are you going to come down to do your section or do you want me to read it?

Senator Machalow: I think people can read it themselves.

Senator Coulter-Harris: This is our first presentation of the year. We always give four presentations during the academic year, two in the fall and two in the spring. We asked the Student Government to provide us with four issues that they are very concerned about. And so, this first issue that we're dealing with are the effects of Senate Bill 1 on multicultural programming and resources, and of course the loss of the Office of Multicultural Student Success. What we did, we went to four underserved communities. There were four of us on the subcommittee. Now, as well as the PowerPoint that you have in front of you, I also sent out a memorandum for record, which you can read; it's very, very detailed, even more detailed than the PowerPoint. You'll be able to read the complete statement from the Student Government there. But just to provide a very small portion of what they said: Some effects on Senate Bill one on multicultural programming and resources, OMSS particularly, students are increasingly concerned about state restricting their ability to find safe spaces on campus through university sponsored programming. The OMSS provided a safe space for students on campus, but also offered a range of trainings that are not feasible to host anymore. The training available to students was at no cost, were designed to make our campus accepting and safe community. The goal of learning to accept and celebrate differences, not only in backgrounds, but in ways of thinking were promoted by OMSS. Some student organizations, particularly SAGA (which is the Sexuality and Gender Alliance), Global Latin Student Union, and particularly you will see upcoming is the Black Student Union response, student projects depended on

mentorship and funding as ways of assistance that have historically come from the Office of Multicultural Students' Success.

Now, I interviewed the president of SAGA, Damien Casby. I asked Damien specifically how has SB1 and the elimination of OMSS directly impacted your community. She said "OMSS was a great help to my community as many freshmen currently don't know where to go for advice and information; an office for everyone, and they are not aware yet of any replacement." And this is not just for SAGE, which is sexuality and gender alliance, but it is also for LGBTQIA students. OSEC, the Office of Student Engagement and Connections, formally OSE, is responsible for supporting student organizations, fraternity, sororities, involvement initiatives, leadership development, service learning, event planning, and the online invonet network. Any donations that you want to give to SAGA can be given at OSEC.

Next slide. Where can students go now? SAGA's location is Student Union 3522, office hours are Monday/Wednesday, 2-3 pm. She said, "Big things are happening, and students need us more than ever." Damien explained that Harbor, unfortunately, is an off campus LGBTQIA organization. It has often helped with events like speed dating, and they've had trivia nights and other social events actually at the Student Union. Harbor also, and this is good to know, is building a new LGBTQIA programming focused on wellness, real talk about substance abuse, and fun substance free spaces where queer young adults can connect and grow beyond the bars. These are for ages 18 through 26. Damien also stated that "People are comfortable spreading hate for all undeserved communities." This is an exact quote. "There has been an attack on the trans community who have been labeled as terrorists." Damien also gave kudos to President Holloway who attended the 'Jam Session' in late August 2025 on Student Union steps. She said, "It takes so little to experience our culture, but it means so much to us in terms of our own traditions."

SAGA and LGBTQIA: what can faculty do to provide more support? Well, you can give donations. They can be made to SAGA via the OSEC Office. There will be fundraises via the Toledo Queer Black Collective. SAGA actually needs more space. Now the OMSS Office is empty, but it can be booked for events, but they have to pay for it.

Now we're going on to Hillel. So actually, with Hillel, Debbie, they didn't really have any problem with SB1, correct?

Senator Machalow: They didn't complain. They said that everyone was getting was getting service or still getting served.

Senator Coulter-Harris: Right, so they didn't have a problem with it. I'm going to move on because the Muslim's student Association also said the same thing that some of them weren't even aware of SB1 which I find really weird. But the most prominent issue these students discussed, this was from Teresa Boyer, is the reluctance to be identified right now, or to create much or any tension on campus or in the community around campus. That was their chief concern.

Now we're going on to the Black Student Union, so 'buckle your seatbelts.' On October 17, 2025, Cole Fullen, who is President of the Black Student Union, shared the following information. SB1 breakdown, what was lost and why it matters. OMSS and REBSE offices of Multicultural Student Success and Racial Equity and Black Student Excellence. What were they? They were dedicated student resource hubs focused on supporting students of color, multicultural awareness and racial equity. Served as safe spaces for community, identity, affirmation, and student led initiatives. Why they mattered? Gave students of

marginalized backgrounds a place of belonging on campus. They housed trusted faculty and staff who provided personalized support, mentorship and advocacy, hosted culturally relevant events and programming that celebrated identity and promoted inclusion. What happened after SB1? Both offices were completely disbanded. OMSS signage was removed and REBSE was locked down entirely. Faculty staff were removed or displaced severing connections students had with trusted mentors. Students were left without a dedicated space to connect, gather or find culturally competent support. The move signaled a dismissal of student identity and voice, undermining belonging and visibility.

Okay, the next one, MESP, Multicultural Emerging Scholars Program. What was it? A bridge program designed to help incoming freshmen, especially those from under-represented backgrounds succeed before day one. Why it mattered? Provided early academic exposure in writing and math, boosting GPAs and confidence. It helps students adjust to college rigor reducing the risk of early academic failure. Built early peer connections and familiarity with campus, creating a stronger sense of belonging. It offered support in both academics and student life. What happened after SB1? The program was eliminated, and incoming students lost access to academic head starts, early credits, and social bonding opportunities. First generation of under representative students now start college at a clear disadvantage.

Next slide. BLX, Black and Latin Excellence – Belonging Excellence. What was it? Originally launched to intentionally support Black and Latino students with programming rooted in cultural in excellence, empowerment, and community. Renamed belonging excellence to comply with SB1 restrictions, erasing the racial focus. Why it mattered? Offered consistent mentoring, cultural affirmation and leadership development, fostered strong community bonds and a sense of pride in identity. Programs saw high student participation and engagement year after year. We provided food events and shared spaces. What happened after SB1? Program identity was strict of cultural specificity, making it less resonant for the students it was built to serve. Drastic funding cuts- mentor wages were slashed, undermining value of student leadership and reducing mentor retention. Event budgets gutted, eliminating meals, snacks, and culturally relevant programming that build connections. Despite strong attendance, the program now operates on minimal resources severely limiting its ability to serve students.

Let's go on to the next one, Diversity, Equity and Inclusion. What were they? Diversity, equity and inclusion scholarships that were specifically designed to support students from historically underrepresented communities: racial, ethnic, and first-generation college students. Why they mattered? Helped over to cover tuition housing, book fees, often the difference between staying enrolled or dropping out. It gave students a fairer chance at a higher education despite systematic financial barriers. Often recognition for students' resilience leadership and cultural identity. What happened after SB1? Many DEI specific scholarships were eliminated or merged into general pools, more students competing for fewer scholarships, students who once had targeted financial support now face new economic barriers. This disproportionately affects students who have already experienced systemic inequities.

Academic program cuts- well, we all know about that, don't we? Okay, what were they? We know about it. Why they mattered? They gave students the ability to pursue passions, connect to their heritage and engage with critical social issues. Empowered students to graduate with meaningful relevant degrees that reflect who they are and what they care about. They created space for students to find academic identity and voice. What happened after SB1? Well numerous programs were removed, forcing students to change majors. Many credits didn't transfer, leading to delayed graduations. Students were left with limited academic choices and fewer opportunities to engage in diverse scholarship. Almost done. Also, loss of

faculty and support. Well, we all know about that, don't we? Why did they matter? Provided one-on-one guidance, research and leadership development were visible examples of success for students of color and underrepresented communities. Many held deep trusted relationships with students often acting as a lifeline. What happened after SB1? Key staff were laid off or resigned. Cutting off item support system, students lost access to relationships and resources, and remaining staff were removed without proper communication, leaving students unsure where to turn. New students may never experience the same mentorship, guidance or empowerment that once existed.

Now, these are my final thoughts: A couple of summers ago I had a summer class that was full in February. Before the summer, it was canceled. I said, well, you know, what am I going to do this summer to be involved in the world? So, I decided to take a course from the United States Institute of Diplomacy and Human Rights, which is the USIDHR, and I became a certified Human Rights consultant. I did that for most of the summer; I studied with them. I studied the 1948 UN Declaration of Human Rights, which was primarily written by Eleanor Roosevelt, and it contains 30 articles. And so, what I present to you today is a list of articles: Article 2, Article 7, Article 19. I'm particularly interested in Article 26, but you can decide for yourself after reading them, and after reading what our students had articulated tonight. Article 26 is about education. *"Everyone has the right to education. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups."* I am afraid that perhaps SB1 and some of the things that have been happening have impinged on human rights, on Article 26. That is all I have. Thank you very much for listening. Are there any questions?

Senator Heberle: Thank you. This is really comprehensive. Many of us have not been in touch with the impact on students, so I really appreciate it. Did you get a sense from the students, or will your committee be working on this in terms of the ways in which students from different backgrounds, all different backgrounds, will be getting help? Did you get suggestions? I love the stuff about the community and Toledo and the LGBTQIA community because that's a huge piece of this, right?

Senator Coulter-Harris: Yes.

Senator Heberle cont'd: And the Toledo community in the region also... *[Indecipherable]*. But on campus, did you have any suggestions for students for that, reaching out to them to get help? *[Indecipherable]*...

Senator Coulter-Harris: Yes, we did reach out and ask all of them. But for particularly for SAGA, LGBTQIA, and for the Black Student Union, they're at a loss. They are at a loss right now.

Senator Heberle: That is what I thought.

Senator Coulter-Harris: Yes, they are at a loss to know what to do because they are constrained by law, and will be further constrained next year by law, right? So, you know, it's a difficult position. And of course, we have three more issues that my committee is working on already. For me this was all important. This was the most important because it affects our enrollment. I mean, you know, it affects our ability to gather more people onto our campus who aren't afraid, who can have communities on campus that are going to embrace them. SAGA is doing its best to do that, and so is the Black Student Union, and Hillel as well. But, you know, the Muslim Student Association, they are just afraid. They are afraid. You

know, ICE and ‘this’ is happening and ‘that’s’ happening. There are constraints on their activities regarding what they can do and what they can’t do legally. So, yes, this was a hard report to give. Any other questions?

Senator Lapitsky: Thank you, Senator Coulter-Harris, for the report. One thing I’m wondering about is the funding that you mentioned for the organization that was really to, I think, broaden excellence. I understand why they changed the name of the organization to comply with SB1, but why was it necessary to not still continue with the activities that use the language of SB1?

Senator Coulter-Harris: Well, you know, ask administration and ask the politicians in Columbus. You know, I can’t answer that.

Senator Heberle: Sammy Spann might be able to, right?

Senator Coulter-Harris: Yes, Sammy might be able to answer it. Absolutely. It is just tragic. It is kind of tragic. Yes, Senator Barnes?

Senator Barnes: Dr. Mungo has a comment.

Senator Coulter-Harris: Yes, Monita? Go ahead and read it Senator Barnes.

Senator Barnes: [Comment from Chat] “I think it is important to remember that the university was already on the path toward the SB1 constraints a year or two before it passed.” Dr. Mungo, do you want to finish?

Senator Mungo: Well, I think it is important to note that the University was already on the path toward SB1 constraints a year or two before it passed. And so, that is a campus administration and environment issue that was given the green light by legislation. We conflate all of these changes with just SB1, and that was not the case. It was a problem before that, and I think we need to address that as well.

Senator Coulter-Harris: Thank you, Monita, you are right.

Senator Barnes: Can I follow-up on that?

Senator Coulter-Harris: Of course.

Senator Barnes: I just want to say, when the President was here earlier this semester (the new president), he was saying that he felt that we were in anticipatory compliance on a couple of these issues and perhaps overreaching in our compliance. And so, I am wondering, I don’t know if it is your committee or the Executive Committee, that [a committee] might want to reach back out to the President to say, were there ways in which we’ve overdone, and could in fact be a little bit more inclusive. Just like the ‘Wall of Inclusive Excellence,’ why was it taken down?

Senator Coulter-Harris: I know. I mean there are many things that happened.

Senator Barnes: Yes, that doesn’t seem to really be in defiance of the law. Nobody is asking anyone to be in defiance of the law. But could we reach out in that direction and say, where are we overreaching? Can we offer some services that are---

Senator Coulter-Harris: Yes, I mean I can definitely write the President an email asking that. I will do that. Sure. I am not afraid of anyone.

President Avidor-Reiss: <laughter> I'm sure you're not.

Dr. Andrew Kleinhenz (College of Medicine): So, referring to the slide that talked about lost credit when programs are cancelled. I thought that those programs, by state law, had to be taught-out so students would not be harmed? Has there been any discussion about how to compensate them? I remember when I was an undergrad, how devastating it would've been to have the 'rug' pulled out from underneath me.

Senator Coulter-Harris: Well, that is exactly what happened.

Dr. Andrew Kleinhenz (College of Medicine): So, has there been any conversation to address that concern?

Senator Coulter-Harris: Well, I think we have had conversations about that in the past. We have had conversations in our Executive Committee about that. But you know, this is a hard sell to get people to want to come to UT. You know, the community is aware of the cancellations of these programs, particularly those that were geared towards diversity and you know, multicultural studies, African Studies etc. etc.

President Avidor-Reiss: I do want to get clarification because even the provost said it. I remember last year it was said, the programs that have been canceled out for the future are not going to affect students in the program. So, I am really surprised that I am hearing students are struggling and are affected.

Senator Coulter-Harris: Well, they have to do the teach-out.

Senator Heberle: Yes, they have to be taught-out.

Dr. Angela Paprocki: Yes, that is state law; all students enrolled in a program are forfeited the right to complete it.

Senator Coulter-Harris: Well, I can write back to the student and tell them that.

Senator Barnes: What if the student didn't continue on?

Dr. Angela Paprocki: It would be like any other student who changed majors.

[[Experiencing Technical Difficulties]] ...

Senator Coulter-Harris: Well, my time is up. I don't want us to get behind at all because we have other speakers. But I want to thank you so much for listening. Thank you.

President Avidor-Reiss: Thank you, Deborah. It was very comprehensive. Next, we have Don Wedding, Faculty Senate Committee on Election.

Senator Wedding: The Elections Committee is currently working on finalizing the list of eligible voters in each of the colleges. We have lists that we're working with the deans for each one of these. We hope to have something back from them that's approved within the next couple of weeks. So, at that point, we will then go into apportionment of the various number of senators eligible from each college. Today I have simply one thing to present and that is a motion. This is required actually by the Bylaws. And so, I prepared a motion. It's been unanimously approved by our committee.

Past-President Van Hoy: Quinetta, scroll to the top.

Senator Wedding: I have copies. Would it be appropriate to hand out copies?

Senator Coulter-Harris: I'll hand them out for you.

Senator Wedding: Here is the whole motion. It says, "The Faculty Senate Elections committee moves for the Faculty Senate to approve apportionment for the below nine (9) colleges under Article I Section 2 of the Faculty Senate By-Laws for the Spring 2025 Faculty Senate elections."

- College of Arts, Social Sciences, and Education
- College of Business & Innovation
- College of Engineering
- College of Health and Human Services
- College of Law
- College of Medicine and Life Sciences
- College of Natural Sciences and Mathematics
- College of Pharmacy and Pharmaceutical Sciences
- University of Libraries

The former College of Education has been merged as a School in the College of Arts, Social Sciences, and Education. The former College of Nursing has been merged as a School in the College of Health & Human Services.

Senator Wedding cont'd: This was submitted by Don Wedding.

Senator Machalow: I guess I don't understand what this does because it doesn't tell us how our representation is for the nine colleges.

Senator Wedding: We can't give you an apportionment yet because we haven't gotten back the number of faculty that are in these colleges. We are still working on the actual number of faculty in these colleges. From that data we will then, there will be an apportionment as we do every year.

Senator Heberle: What do we need to vote on here? Are these the colleges we have?

Senator Wedding: This motion lists these colleges.

Senator Heberle: So we'll have another vote once the numbers come later?

Senator Wedding: Yes. The number will come later. We can't give you the numbers until we get the eligibility list. But the Bylaws say that we have to present to you the colleges that are going to receive

apportionment. And so, this is just simply complying with Article 2. It is just required and so that is what we're doing.

Senator Machalow: So, this is basically a preliminary vote until in the future we get the numbers?

Senator Wedding: Of these nine colleges. We have nine colleges that will be apportioned, but you have to approve it. You have to vote on it.

Senator Padillai: It went from 11 colleges to nine.

Senator Machalow: Oh, okay, so that is what I was missing.

Senator Wedding: So, all we're doing now is we're abiding technically with the By-laws which means next, Senate must approve these. What should I do? Should I call for a vote? I request the Senate to vote and support this motion; these are the nine colleges that will be apportioned as set forth in the motion.

President Avidor-Reiss: Did everybody hear? Say 'aye' if you approve the motion.

Group of Senators: Aye.

President Avidor-Reiss: Good. *Motion Passed.*

Senator Avidor-Reiss: Senator Steven has a question.

Senator Steven: Yes, just one question with respect to the By-laws. It also asks that the instructions for apportionment be presented as well. Will that be presented at a later date as well?

Senator Wedding: Yes. We don't have the data yet from the colleges. We will apportion the way we did last year, but when we do the apportionment, we will present these calculations as we do them - just like we did last year.

Senator Steven: Sounds good.

Senator Coulter-Harris: Senator Gibson, do you have a question.

Senator Gibson: Sorry, I was just voting 'yes.' I put it in the Chat.

President Avidor-Reiss: Thank you, thank you. So, next is the CRE report from Senator Pryor.

Senator Pryor: It is nice to see everyone.. I am going to invite my colleague, ... We have been working and asked to present on the most creative and innovative thinking designation. So, we will begin with our origin story. Arun, take it away.

Dr. Arun Nadarajah: The origin story, I was on the RRC committee, we found that to address various issues connected to enrollment, and I was the chair of the subcommittee that looked at the value

proposition. So, in other words, what was it that UToledo would provide? I thought that was a pretty good question that we needed to answer if we're going to attract students to come here. So, this took a lot of conversations across campus, and we came up with a plan, called it the PPP plan. It's there in the RRC report if any of you are interested. But actually, at that time, also the University had hired the Arts and Sciences Group to do sort of the same thing (we weren't aware of it at that time). So, they gave us a report, and we looked at it, and it was very close in our view. So, what they did is they came up with a merged report. One of the issues that we didn't think about which the Arts and Science's group did is they did a market survey, and they felt that creating innovation was a good selling point. When we looked at what we were doing at the University of Toledo, many of the classes we felt were there. So we put in the report that we should formalize this and say that some classes already have this creative innovation component, and that was part of the report. And from there the provost at the time said follow the recommendations and form the committee to try to implement it – and that is what we are talking about now.

Senator Pryor: So, the CRE designation proposed - what it is and what it isn't. This is really to demarcate courses that inspire students to practice the skills around creativity and innovation. What it's not is a reward or a designation to mark out creativity and teaching. We love that. We hope that we will have incentives for faculty to continue to find ways of creative pedagogy. But this is again ways to formalize the skills that we want to see students have the opportunity to practice. So, we can continue the next slide. So, what is central here, I just had such a wonderful committee to work with, our first step was really to think about how a robust definition of creativity and innovation. And so, we arrived after conversation, the idea that creative and innovative thinking that "students' abilities to connect ideas in novel ways, take intellectual risks, embrace multiple perspectives, or transform their learning into innovative solutions for complex challenges." We then took the components to create the rubric. Our charge was to define creativity and innovation and then to create a rubric that a committee could then work with as faculty, apply for this designation. We can go to the next slide. I think I missed that it is critical for everyone. I want to note that this is a voluntary designation; it's much like the process of applying for WAC that we've had right across the curriculum. Ever since I've been here on campus, this would be a voluntary process where you could submit your courses for the CRD designation. The plan is to have some kind of visible icon to just alert students or the designation to make it very easy for students to find. This is a course where I'm really going to be challenged to develop my creative.

So here you see our committee members. I missed it and I don't know how, but Gary Insch should be added also from the College of Business and Innovation (COBI). He's just been a fabulous member on our team; he just really helped a lot. You can go on to the next slide. Hopefully I don't have much more to add here. I don't know if you had the chance to take a look at both the rubric and the guiding document. Again, this just again reminds you of the key components and then how we broke the definitions further to make it very clear. This is all available on those documents that we sent out. So what I would really like to do is spend most of the time fielding any questions, but also a call for any courses that you would like to submit for this designation.

We asked for three or four of the criteria, and you can see again in the guiding document exactly how they would be assessed. But in the meantime, in the guiding document, I think rather generic examples that we brainstormed. We know that every college already has courses where right now they could have

the CRE designation. I would love to substitute in the guiding document as our examples, things that you're already doing. So please feel free to send those to me right away. And next steps, if we get the 'blessing' of the group...*[Indecipherable]* ... So, questions?

Senator Coulter-Harris: Yes, I have a question. I am a little uneasy about this. I mean, I think it is a great idea. And some of the people who are on your committee are some of my favorite people on campus that I've known for a long time, and I love. But I'm just wondering, you know, how equitable this is going to be. I mean, it almost becomes like, ok, let me give this course and hopefully I can get a CRE designation. But maybe somebody on your committee doesn't like you because of political reasons etc. – you don't know. You know how this place operates. Well, it is true. It is true; I tell the truth. I'm being authentic. I don't know, I'm very uneasy about it.

Senator Pryor: Well, I will give the first response, and I think it will tie in. This is why at the end of the day, we have definitions. We have rubric.

Senator Coulter-Harris: That is not what I am concerned about.

President Avidor-Reiss: So, you are worried about---?

Senator Coulter-Harris: I'm not worried about anything. I'm uneasy.

Dr. Arun Nadarajah: You're worried about something won't get in? Actually, I think I foresee it being the reverse. We are going to go out and try to encourage people to come in, as many as possible to come in, not the other way around.

Senator Coulter-Harris: And this includes undergraduate courses, yes?

Dr. Arun Nadarajah: Undergraduates are going to be the main focus.

Senator Coulter-Harris: Okay.

Dr. Arun Nadarajah: And as many as possible. We want to be inclusive as possible, not the other way around.

Senator Coulter-Harris: Okay.

Senator Miner: Hi. This is Barbara Miner, and I worked on this with the committee. I hope that I can assuage some of the fears simply by saying we, (my knowledge of not just the Art Department but many other courses) my colleagues already have all of these things happening in their courses. One of the things I think this University does probably better than anybody else is 'hide' what we do brilliantly, and we do this work. The problem is we're not the best storytellers. Helping students and the public, now that our syllabi is going to be public and live in infamy for two years after the course has been taught, wouldn't it be great to say 60, 70, 80, 85 % of our courses offer this important information and important skill set to our students? We are doing the work. I just heard on NPR, you know that unpolitical radio station, that there was commentary saying that yes, AI is going to take a lot of some kinds of jobs, but what it can't

take away is human creativity, human sort of tangential thinking, and emotional intelligence. Those are some of the aspects of what we're already building into our courses, and just not letting anybody know about. So, Deborah, I understand what you're saying, but I feel so strongly that my colleagues across the University acknowledge the good work that we're doing and I think that everyone is keenly aware of the need for fairness. So, I don't have any worries.

Senator Coulter-Harris: I mean, you know, I'm not really worried about it. You know, I was just a little uneasy because we have so many of these types of things popping up throughout the years, throughout the decades, and you know, they kind of—I don't know—people get sour by them. I think it's a great idea. I do think it's a great idea.

Senator Pryor: I know I'm out of time, well, almost out of time and I want to be respectful of that. I would also say I think that like the WAC Committee that I served on for a long time, this is also a process. So if for instance, the committee looked at it and said, you know, we recommend maybe making this slight change or could you explain this a little bit? It's not like you just like fail forever.

Senator Coulter-Harris: Right.

Senator Pryor: The other quick thing I want to say is we were very intentional on...and Sandra Robinson from Math and Physics. It is really to again, and the way we constructed with great care, establishing a definition of creativity and innovation that is certainly not just synonymous with artistry. Right?

Senator Coulter-Harris: Yes.

Senator Pryor: So, we hope every unit on campus will take a look at the work, great work that's already being done in this area. And so thank you everyone. Thank you.

Senator Coulter-Harris: Senator Mungo, you're next.

Senator Mungo: I think Barbara Miner made a great point about, you know, the University not being able to tell its story. My question is, how will this program help with that? Because it'll just be us doing more wonderful things, but how will that get out into the community and to the other students and help us with enrollment?

Senator Pryor: Arun, do you want to address it?

Dr. Arun Nadarajah: So again, we are going to go with what the Arts and Sciences Group told us. We were talking about different things, for example, one of the things that we came up with was that our educational system emphasizes practicality, which is related to experiential learning and other things. To us it seemed like a very good selling point, but it is not as effective as saying 'creativity,' but we emphasize 'creativity' was a better selling point to students who are coming in. So, we are going to do that with our marking. We are going to emphasize how creative our programs are. But if the questions are asked, explain your creative or how are you being creative? Then we want to show, look at this; this is the process that we have. This will hopefully then be translated to marketing where we can talk about it.

Senator Coulter-Harris: Good.

Senator Bigioni: Thank you. So, I also applaud the spirit of what you're doing, but I'm concerned of course about the implementation. The devil's always in the details, right? And so, there's two particular points. One is, it's going to be pretty important to make careful consideration about how such a designation reflects on all the courses that don't have that designation. What are the students going to read into, the lack of that designation. Right? Is the oh, that's a boring course. I don't want to take that, right? So, we're going to have to be very careful about that. The other point is related. Since this is an opt-in model, what about all those courses that do have a significant creative component that do not have that gold star attracting students' attention, right? There's a great opportunity for miscommunicating what our courses are all about, and so, I urge caution.

Senator Pryor: So, thank you. And I just want to respond also to Monita's comments. Part of the early conversation was about having a designation CRE, we can create very easily a database to help marketing and communication know very quickly some courses maybe to highlight. I also, Terry, appreciate your comment. And again, what I would say is this is very much parallel to the WAC designation process that we've lived with for a really long time, and it's been wonderful. You know, it's an iterative process. I don't see it as being a gold star. For instance, I can imagine, let's say, a course that I'm developing -- I mean, hopefully what we will see is as we begin to develop the course, if we're interested in the CRE designation, you can have conversations with members on this committee. It's kind of an iterative process much like we focus on iterative process in the creativity designation itself. So, Arun, what would you like to add to that?

Dr. Arun Nadarajah: Terry Bigioni is a chemist. My training is chemical engineering. We have this issue where some of the basic courses may have some difficulty. For example, ... course which have a hard time seeing the CRE designation, it's just the nature of it. It's just basic stuff that we are teaching, not much room for creativity. But I also teach senior level courses; some of them are electives where I see a lot of room for creativity. Maybe I can be creative enough in creating the creativity in my sophomore level courses which I'm. So, initially I was going to go with the senior level or the junior level classes and then hopefully that will filter down to my sophomore and freshman level classes. But the three scientists were there in the group Sandra Robinson, Kathy Shannon and myself, we all felt that yes, some of the basic courses, probably not, but senior and junior courses definitely.

Senator Bigioni: Thanks. I appreciate that. With regard to the WAC comparison, there's certainly some parallel similarities, but there is an important difference. WAC courses demand more of our students, right? This designation seems to promise more that we're giving our students rather than seats. So, they seem a little opposite in that sense. I don't know if that's a fair comparison.

President Avidor-Reiss: I want to because I actually read the instruction that the committee wrote and I was trying to apply it to my course. I said if I want to do it, I need to make the student work harder. It's not about the course being creative. The student needs to be creative and innovative, and so I need to create an assignment that makes them work harder. So again, I think it is the same thing. It's more work for the student, the student decides, do we want to do it or not...[Indecipherable]...

Senator Pryor: It's not a badge of shame to have a CRE. It's just another way to highlight some courses where the main focus or a very central focus is on promoting student learning around practice of creativity and innovation.

Senator Miner: Can I just add one thing? Change of any kind is hard. And if you are in the habit and I'm not pointing figures at all, except maybe to my husband who taught biology for many, many years, who didn't [change] because some biology didn't change. He could use a lot of his old syllabi and recycle it. But change can be daunting. I would point to the fact that whether or not we like it, we are in the middle of massive changes in education. This to me seems like potentially a challenge for me as an instructor to maybe have some fun with something, to maybe think about things a little differently, to not be in a rut about what I teach. The other thing is this is not an instant rollout. This is not 'everybody has to do this in the next six months.' This is an opportunity for change and growth. Not everybody has to buy in. I think that's a really critical point to think about. Everybody involved in this is working towards making the institution's offerings stronger and more compelling for students. We're all working not to burn ourselves out by doing the same thing over and over again. So, I see it really as a win, win. And you know, you might get seduced to think, oh, that math class got that designation? I'm already doing that stuff. I want that designated. I think that we shouldn't see this as an imposition but as an opportunity, and a very positive one to engage students differently.

Senator Coulter-Harris: Somebody else had their hand-up.

Senator Hamer: I had my hand-up. This is Lynne Hamer. I am actually revising a course, a couple of courses to apply for the WAC designation and I think what the creativity and innovation is a wonderful designation, and I fully support it. I also would need to look at your rubric again to fully comprehend it. One of the things that I think is very important in the WAC designation is it is very specific. So, the first bullet, a syllabus statement that advises students the course is writing intensive and describes how writing will be used in the course that indicates the kinds and frequencies of writing, that provides a chance to write in a variety of forms, that has frequent low stakes assessment, revision, intentional use, intentional instruction. So, it's a fairly rigorous rubric to live up to in getting the designation. I'm not saying that yours is not rigorous because I would need to look at it; I didn't quite get it. But I think that that would answer a lot of the concerns that we're expressing today.

Senator Pryor: Yes, great. Thank you. Yes, I mean we tried to see that the rubric has scaffolded. We can certainly on that guidance document, it is already long with a lot of examples to show what we're talking about. But I really encourage everyone, we are very happy to continue to integrate ideas and to clarify.

Senator Heberle: Can I say something?

Senator Pryor: Yes.

Senator Heberle: So, you're saying you vote like 80 %, when does the designation become the norm? It seems to me that this is a strategy looked at from a very good perspective to get faculty to do something that will help our University go and show and highlight what we're already doing, instead of having a summer grant where we apply for that and then we create a course that does something like this, and then

it becomes big. We are creating a designation where, and I agree that it's not like WAC. I don't think that's a good comparison. It is a designation that's not required for students; WAC courses are required. It is a designation that already includes much of what we're doing. So that's one comment. And so, I just wonder when does this become the norm of our way of teaching at the University of Toledo, if indeed, and I'm speaking in the future because I understand this won't be something everybody's jumping off for in the next six months. But what you said 80 %, you know, that's sort of like, I am concerned. I agree with Terry that there is a kind of concern that students will look at something and say, oh, that's the 'fun' class and this is the other class. I think that's a real concern. I'm not sure how. I think we can work on it, but I don't know how yet. The other comment about the rubric itself is when we think 'creativity,' I already do everything here. It is 'up here' that I'm wondering where the kind of hands-on creativity part of this is. Like, making something or doing something or doing something outside the bounds of thinking, discussing, bringing ideas together, solving things. Creativity doesn't have to solve anything. It could be part of the human condition that creates a better human condition. So, I'm just looking at some of the limitations that I've seen written to think about what this could be. They could make it more of a separate designation for classes that do something different than... I mean, students... do stuff with ideas in my classes all the time. So that was my thought.

Senator Pryor: Yes, I love that. As a philosopher I was deeply appreciative of the direction and creativity. It does not always have to issue any kind of tangible thing in the world. And again, the challenge is always a design challenge which is to create a subtle enough... so it's a skeleton of this issue. We want to make a definition that's broad enough that can allow a lot of different disciplines to do this in the different criteria. But on the other hand, we don't want to make it so general that it's absolutely meaningless. So, you know, again, through many discussions and through that process, the first generated definition. Oh, and I think I have to cut off the definition to the components. But again, I just invite anyone to send in what you have. We are happy, very interested in swapping out actual course ideas of what's actually happening, because I think that is the way when people send in voluntarily, if they want to, their work other faculty are inspired too, like, oh, maybe this is something I would like to do, maybe I would like to revisit this in my course. So, thank you.

Dr. Arun Nadarajah: Gary Inch was very particularly interested in the definition of 'creativity.' He pushed us very hard, I think, to come up with what we came up with that applies to the whole University. Senate

President Avidor-Reiss: So, I assume everybody can send the information to Ashley or the Faculty Senate Office and then the Faculty Senate Office can send it to the committee. And then maybe we can bring them again after all these ideas are being considered. So, the next presentation is to celebrate or to remind everybody of the November 5th, national television football game. Connor William will be presenting. Is he here?

Dr. Connor Whelan, Deputy Athletic Director: Yes.

President Avidor-Reiss: Please come here.

Bryan Blair, Vice President for Intercollegiate Athletics: One, thank you, Tomer and Faculty Senate for having us. My name is Bryan Blair, the Vice President of Greater Athletics. I started off this morning at 8 o'clock and met with our head coaches. I tell our head coaches in our department that you're the most important staff member in our department because you touch every single student athlete and you dictate and breathe that experience for those student athletes within Athletics. I think it's fitting that I'm here today with our faculty. I think you guys are very similar to our coaches, your impact on the students. If you're truly a university about our students, first and foremost, you get to experience much more than the rest of you. So, I thank you for what you do. I thank you for what you pour into our young people to create that experience. And so, certainly I introduce myself as Bryan Blair Vice President of Athletics. Little secret, I don't actually think I work for Athletics. I think I work for community engagement, marketing, student experience etc. They work in all these different facets of what sports does, because sports to me, it is way bigger than a bouncing ball. We pull together these examples, and I often have crowds say hey, raise your hand if you've ever been to speak in Washington before and usually the crowd's got none or maybe one or two people raise their hand, but they know those stories, they know those universities because of the power of support. I talk about Nelson Mandela when he opposed apartheid, again, that wasn't about who wanted to match as much as it was [about] having a shared identity and people come together around a common cause of shared idea.

So, we want to talk to you about a handful of initiatives working on in athletes. Again, we think they are bigger than sports. So, I want to hand it over to our deputy CRO.

Dr. Connor Whelan, Deputy Athletic Director: Thanks Bryan. And hello, like Bryan said, my name is Connor Whelan, Deputy AD and CRO here in Athletics. I've been here for about four months now, so I'm certainly learning the lay of the land, but it's been really exciting to get to be a part of the family here and learn more about everybody at the University. Couple things we wanted to touch on today, and again, we won't take up a ton of your time, but I wanted to just highlight some key initiatives. Number one, right before I got here, we hosted Zach Brown in the Glass Bowl. I think one of the charges from Bryan has been how do we continue to activate our venues, whether it's Glass Bowl, whether it's Salvage, whether it's our practice fields for intermural, right? How do we bring people onto our campus because we know that once we bring them on, you're going to get to experience everything that is UT, right? You're going to want to become future students, future fans, future alumni, and ultimately future...product owners for us, right? So that's a big piece for us. Right now, we're working through the next iteration of this and figuring out what Glass City Live will look like next year. So that's something that's exciting for us. We're also working towards figuring out what maybe a concert would look like within Salvage Arena as well. So, there's a number of different projects that we're working on in that front just to bring more events and more foot traffic back to campus.

So a couple things we want to touch on today, three big things. **Number one, volleyball**, and where we've sort of taken that program. The **second thing is our hoops initiative**, which we'll talk about, that is tomorrow, Rocket Slam. Then the **third thing is our mission midweek on November 5th**. So, first and foremost, I want to talk about volleyball really quick. Hopefully most of you guys know we have a new head coach, Brian Wright. The energy and enthusiasm that he's brought into that Volleyball program has been tremendous. If you follow our season, we've had a lot of success. You know, we've got four primary sports that we ticket, and so volleyball is one of those sports. So, consider it sort of an emerging sport

behind football men to women's basketball, right? So, we're trying to elevate volleyball onto that platform. Brian talks about it all the time, volleyball is the fastest growing sport in America. How can we capitalize on that to engage new fans here at UT? I see we got off to a really good start this year. We played Bowling Green I think two weeks ago or last week.

Bryan Blair, Vice President for Intercollegiate Athletics: I think it was two weeks ago.

Dr. Connor Whelan, Deputy Athletic Director: I had over 2000 people in Savage for a volleyball match. And again, the previous record was about, like hockey. So if it gives you any indication of people buying in and supporting volleyball, I think that's a really cool thing. The other thing too, we played football last week against Kent State. I had four different people stop me and say they had never been to a volleyball match, but they bought tickets for this upcoming weekend just because of how cool that experience was. So, we want to continue to deliver on this sport, it is key priority for us. The volleyball team ended up being on the front page of the sports section after that Bowling Green match. So again, something that we take a lot of pride in seeing our program elevated to go to the next level and knowing all the opportunities that live in that space.

The next thing is Rocket Slam. I think before I got here, one of the things Bryan really challenged me on was how do we elevate our student experience for basketball? Right? You look around the state of Ohio: Davian, Xavier, Cincinnati. You've got all of these schools that have tremendous student experiences. How do we add value to campus? How do we give our students an amazing experience outside of academics so that they want to stay on campus and continue to engage with campus life, right? That can help start with us on the basketball front. One of those things we've typically done tricks, treats, and dunks which is a community based event. This year we're pivoting that to an event that we call Rocket Slam. It's definitely still open to the community, so if you're available tomorrow night, we'd love to have you there. But the focus for us is trying to drive student engagement, get students excited prior to the start of basketball season. So, I'll give you a little glimpse inside the curtain. One of the things that we're doing tomorrow night is a \$50,000 insurance promo for one lucky student. No, we don't actually give them fifty grand from our pocket, that's what the insurance is for. But it's something again that we just want to get students excited and engaged with our basketball programs. We have two amazing, amazing programs on both the men's and women's side, more importantly than their success on the court, which is plenty between both programs, but they're also amazing people. I've spent this weekend with our Men's basketball program going down to Findley. It's a term of the Men's basketball programs, though, I've worked with four different schools. In terms of quality of human beings, they are up there with anybody in the country. So, I think that's something that we can all take pride in.

The next piece for us, and this is really the big thing that we wanted to talk about today, is our November 5th game. For us, I say 'game' and not football game because this is way more than football. Yes, it's an important football game, a game that we want to win, but this is an opportunity for us to take a three-and-a-half hour block on ESPN with 80 million households having access to this game and use this as a commercial for the University of Toledo. So there's a ton of different things that we're doing for that game. Number one, Bryan talks about this all the time, three-and-a half hour commercial. Number one for our university, and number two for our students, right? Great opportunity for us. We've engaged a number of different local groups. TPS is committed to bringing 2000 students to that game, so that's a huge win for us. The Sylvania school district already has 700 tickets claimed for that game. So we're working with

each one of these community partners to help brand this as a team Toledo night to get everybody... I think that's something that we can all rally around.

Another thing that we're going to do is every faculty staff member on campus get two free tickets to that gate. I think we ask for you is to help us circulate that information. It is UTrockets.com/fspis. So, faculty, staff tickets, that's what it is abbreviated for. We'll also send an email out, just if you forget to write that down. UTrockets.com/FS ticks including two free tickets. So, we'd love to have you all there for that night. Again, we're going to do a number of cool things with students. Again, we're going to have a student promo for \$50,000. We're going to have a swearing in ceremony for new recruits in the United States of Armed Forces at halftime. We're also going to have the Parachute team that jumps into the stadium prior to the game. That's actually going to be live streamed, the jump. So, you'll see them from the time they leave the plane all the way to the time they hit the ground. We've got a number of cool things coming up that day, but again, I hope that you guys want to come and join us. And I think one of the most visible examples of this is tonight for instance, take my word on it. There are two college football games set on national TV. Go click on the game and I promise you the same thing's going to look like the one on the left, right? This is the running joke within college football. It's midweek games, nobody shows up. It's a great opportunity for us. Who do we want to be? We can be the stadium on the left or we can be the stadium on the right where people tune in on a Wednesday night and say, 'holy smokes, look what The University of Toledo did last night.' So, we want you guys to be a part of helping us make this a national story. We know that we've got a lot of people bought in, but ultimately if there's anything that we can do or any questions that you have, please let us know.

Senator Coulter-Harris: I watch all the games when they're on ESPN. I'm not able to go to the stadium itself because of my health, and it has been the greatest advertisement for this university. I mean they really have. My only complaint is that the camera shots are always going to the side of the opposition that, you know, where the stands are kind of empty and not to the full stands for the Rocket supporters. I mean, I've been a Rocket fan for over two decades, okay? I wouldn't miss a game. I've had football players in my classes; they are terrific students. They're just real gentlemen. And yes, this is great. I just love your program, and that's why I said, you're 'my favorite' because you have really turned this around here since you've been here. Now you have the Women's Rowing team, right? Which is fabulous. I just wanted to give you kudos.

Dr. Connor Whelan, Deputy Athletic Director: Well, I also want to say, and I'll let Bryan come up here and close this out, I want to say that is something that's top of mind for us. So, we're actually continuing to discuss what that could possibly look like. I brought my parents to the Akron game, right? So if anybody came to the homecoming game, it was like a hundred degrees on the visiting team side. I wanted them to stand on the visiting side, but I thought my old man might pass out so I had to take them over the home side. But yes, a hundred percent understand that sentiment.

Bryan Blair, Vice President for Intercollegiate Athletics: So again, we appreciate your support. We certainly want to reiterate that support in every meeting saying we want to be great partners to this campus- and that includes our faculty members. So, if there's ways we can help out, if you ever feel like Athletics is not doing our part to collectively deliver on the promise we've made to our students, please, please, please reach out and let us know that. I can't promise we're going to win a volleyball championship, but what I can promise is those young ladies are going to show up on my court and feel seen and valued as they play. I can't promise that we're going to win that game in matching, but what I can

promise is the nation's going to look at Toledo a little bit differently after the game saying, holy cow. We work intentionally with ESPN to make sure what they showed during that three-and-a-half hours showcases the best our university and our community has to offer. So, we look forward to getting these soon. Game time is set for seven o'clock. We are waiting on confirmation from ESPN, and as soon as the information comes out, we will publicize that along with the links.

Senator Coulter-Harris: Fantastic.

Senator Barnes: Question. Sharon Barnes from Women's Studies. You may not be willing to answer this right now, but thank you for the work that you're doing to work with us and to bring attention to the University. We deeply appreciate it.

Senator Coulter-Harris: Thank you.

Senator Barnes cont'd: The last couple of semesters I had some student athletes, who are usually excellent academically, but a few were coming in internationally and were really struggling with the reading and writing requirements because of the second language issue. I spoke to the tutors, whom I know work so hard with them, but I'm concerned about seeing a pattern where those students are being set up to not do well. Sometimes even maybe registering a bit late and then coming into class a week or so behind. I think those are the exact students who need a little bit more support rather than maybe coming in late. You know, there are all kinds of reasons why that could happen, but it's happened a couple times in the past couple semesters for student athletes in my classes. I don't know who the person to bring that issue to, but if you're not the people, maybe you can take it to them. I think we really need to look for how we're supporting transnational student athletes who are coming here.

Bryan Blair, Vice President for Intercollegiate Athletics: Yes, well, I think one can reach out to me or they can reach out to our triage. Kim Nigem, she is our faculty liaison... [*Indecipherable*]... can help us transition that. Generally speaking, at least in my experience, our internationals maybe start, you know, rough, but they seem to really fast forward as they're immersed in the team atmosphere and immersed in our university. Finish on a high note, if there's individuals that you feel are struggling, we welcome that conversation so we can give them time, attention or change our processes as needed.

President Avidor-Reiss: Good.

Senator Wedding: I think you should make sure that the Senate understands that our ladies' basketball team is the top 25 in attendance across the country. We really have a super turnout for the Lady Rockets and they're a lot of fun to watch.

Bryan Blair, Vice President for Intercollegiate Athletics: Women's sports has received outstanding support right now. Toledo has been ahead of the curve for a really long time. We've been seeing trends in that. We also had a 3.89 team GPA last semester. They're getting it done on the court in the classroom. Thank you for that.

President Avidor-Reiss: Well, thank you. We are almost done for today. Next are items from floor. Are there any items from the floor? Hearing none. Okay, next is adjournment. Meeting adjourned.

IV. Meeting adjourned at 5:45 pm.