

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of September 09, 2025
FACULTY SENATE

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

Approved @ FS on 9/23/2025

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. We want to start. Do you hear us online?

Senator Steven: Yes, we can hear you.

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

Senator Coulter-Harris: Good afternoon, Senators.

Roll Call 2025-2026

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

Excused Absence: Brakel, Cooper, Delaney, Eichner, Giovannucci, Gilstrap, Koch, Moussa, Nazzal, Stoltz

Unexcused Absence: N/A

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

President Avidor-Reiss: Hallelujah. Thank you, Senator Coulter-Harris. The next item is voting for the agenda. As we have discussed the last time, we are going to do it with general consent. Are there any motions to change the agenda? Since there is no motion, the agenda stand approved. ***Agenda Passed.***

The next item on the agenda is Minutes. Same thing, we are going to do the Minutes by general consent. Is there any discussion? Any corrections? Hearing none. Minutes stand as approved. ***Minutes Passed.***

So, let's move on to the ***Executive Committee report.*** In the last two weeks, the academic year has started, the Faculty Senate Committees have begun meeting, and the Faculty Senate Executive Committee have met with administration leaders.

Faculty Senate President-Elect Renee Heberle and I met with President Holloway to discuss a range of issues, including centralized advising, communication between the faculty and the administration, with particular need to address lecturers' concerns, enrollment challenges, marketing concerns, and the location of the Faculty Affairs Office within Human Resources.

The Faculty Senate Executive Committee met with Provost McKinney to discuss a range of issues, including advising and staff centralization, enrollment status, concerns over increased class sizes, and follow-up on the SB1 town hall meeting.

The Faculty Senate Executive Committee meets every other Friday (following our Faculty Senate meetings that are held on Tuesdays) to discuss issues raised by faculty, so please let the Faculty Senate Office know of any specific issues you would like us to address. One subject the Faculty Senate Executive Committee is looking into is how faculty service is recognized and encouraged. This is becoming an urgent matter as the number of faculty members at the university is declining.

- We are also aware of the impact of uncertainty regarding the insurance negotiations between ProMedica and Medical Mutual of Ohio, our health insurance plan providers. Concerns were raised because our benefit elections are in November, and they will determine in-network coverage effective January 1, 2026, to the ProMedica agreement with the University of Toledo and have communicated this to the administration.
- A recent concern raised by faculty and brought to our attention is the uncertainty regarding the insurance negotiations between ProMedica and Medical Mutual of Ohio, our health insurance plan providers. We have learned that the administration is working to resolve it.

Today's guest presenter is Provost Mitchell McKinney, who will share his vision for the University. The next Faculty Senate meeting features Vice President for Enrollment Tony Bourne, who will present his plans to overcome the University's recruitment crisis and suggest ways to collaborate with faculty on resolving it. The following Faculty Senate meeting will feature Sammy Spann, Vice Provost and Dean of Students, who will present his vision and plans for student activities, including the role faculty can play.

Similar to last year, to enhance communication with faculty, the Executive Committee reports and the PowerPoints from our meetings will be emailed to all faculty after Senate meetings. While not a substitute for Senate minutes, the aim is to provide faculty with information more quickly.

Finally, we have one item that we need to deal with before our Provost can speak. We were asked to change the admission standard. The Office of International Admission has asked us to recognize a Cambridge English Score of 170 as equivalent to an IELTS score of 6 for international admission. This change needs to be approved by Faculty Senate. We have a representative here who will present the issue and address faculty questions, and then we will have a vote afterwards.

Joe Guziolek, Assistant Director of International Undergraduate Admission: Good afternoon. For those I have not met before, my name is Joe Guziolek. I lead our International Undergraduate Admissions office. The purpose of me being here today is to introduce an addition to our current standards for English language proficiency. We are in the process of expanding to European countries to broaden our scope of countries that may be interested in The University of Toledo. We were approached by a young lady from Slovakia that asked us if we accepted this English requirement for Cambridge test results. We did a little research, and we found out that this specific test is taken more than traditional SAT, ACT etc. So, what I propose is to add this to the list of current English language proficiency scores where a student has a 170 score or better, and that would meet our English language requirement to allow more opportunities for our European students. Right now, we have a large number of student athletes that come from European countries: Germany, Denmark, Netherlands. So, a lot of our women and men students are tennis players, golf players and swimmers; they are from those European countries. I just came today to provide that information and to get approval to add that to help us with a larger scope of international recruitment. I didn't realize Mr. Tony Bourne would be speaking at your next session, but he works with us in regard to helping international recruitment all over the globe.

President Avidor-Reiss: Let me stop you for a second. I see here a point of order from Ammon Allred. He asked in the Chat, “Are we able to vote on this if it is new business. I want to make sure people have time to check in with those they represent etc.?” I am not sure what the meaning of that is. Rob [Steven], can you say your opinion if we need to stop or if we can continue?

Senator Steven: I believe that we can continue because it is on the agenda. If you want to have a discussion now, feel free.

Senator Allred: I’m only asking, not for any discussion, but I thought I heard Tomer say there was a vote. I don’t know if we are allowed to vote on new business. So, my question is not about the agenda and not about the proposal, but whether we are going to be asked to approve it today. That is the only question I have.

Senator Steven: My understanding is that if there is something on the agenda, we can discuss it and vote on it. I don’t know if I am wrong about that, but it is my interpretation.

Senator Allred: Okay, no worries, I just wanted to make sure. Thanks.

Joe Guziolek, Assistant Director of International Undergraduate Admission: So, at this time, I guess I will open up the floor to questions in reference the various information and reasons why we’re looking to extend our language proficiency to adding the Cambridge test.

President Avidor-Reiss: Are there any questions online?

Quinetta Hubbard, Faculty Senate Administrative Secretary: No.

President Avidor-Reiss: So if there are no questions, then we can go to the vote---

Senator Coulter-Harris: Yes.

Senator Steven: Well, we need a motion to vote.

President Avidor-Reiss: Yes, exactly. Is there a motion---

Senator Coulter-Harris: So moved.

Senator Lapitsky: Second.

Quinetta Hubbard, Faculty Senate Administrative Secretary: There is a question in the Chat.

President Avidor-Reiss: Question from Chat box: “Is it going to cost us any money?”

President Avidor-Reiss: No cost, which is very good.

Senator Coulter-Harris: Wow.

Past-President Van Hoy: And it looks like the English Department supports.

Joe Guzilek, Assistant Director of International Undergraduate Admission: That is correct.

Senator Coulter-Harris: Yes.

Dr. Mattison, Chair of the Department of English Language and Literature: Yes, I can speak to that.

President Avidor-Reiss: Yes.

Dr. Mattison, Chair of the Department of English Language and Literature: Basically, the different companies that do these admission tests---

Dr. Molitor, Vice Provost: Hang on, we can't hear you. Somebody has to repeat what he says so we can hear---

Senator Coulter-Harris: Dr. Mattison, we are having problems hearing you.

Dr. Molitor, Vice Provost: Somebody needs to repeat what you're saying.

Dr. Mattison: Oh, okay. Can someone hear me?

President Avidor-Reiss: Yes, I can hear you but speak slowly.

Dr. Mattison: So, ultimately several of these different companies publish admission standards.

President Avidor-Reiss: [The Above Statement was Repeated].

Dr. Mattison: So, we rely to a large extent on – it is essentially a self-regulated industry where we are relying on these companies' assessment of each other.

President Avidor-Reiss: Just a second. [The Above Statement was Repeated]. Keep going.

Dr. Mattison: So essentially what we're looking at is the Cambridge system and IELTS systems publish their own equivalencies. They seem reasonable to us. So, we support it because we're hearing from Admissions that students rely on it. It makes sense to have more alternatives.

President Avidor-Reiss: Just a second. [The Above Statement was Repeated].

Dr. Mattison: But we don't have a way specifically of vetting this new test. So we are relying on their assessment, but it seems pretty reliable.

President Avidor-Reiss: [The Above Statement was Repeated]. Okay, anything else? Okay. Perfect. Again, are there any new questions? Hearing none. Do we have a motion to start the election?

Past-President Van Hoy: You have a motion and second already. If there's no more discussion, then you can call a vote.

President Avidor-Reiss: So please write yes in the Chat box or say yes in the room if you are in favor.

Group of Senators in the Room: Yes.

President Avidor-Reiss: Write or say no if you are against, i.e., not approving. And write ‘A’ if you abstain.

Quinetta Hubbard, Faculty Senate Administrative Secretary: All yeses in the Chat box.

President Avidor-Reiss: Okay, good. This looks like it is passing. Hallelujah. *Motion Passed.*

Past-President Van Hoy: President Avidor-Reiss, may I interrupt for a minute?

President Avidor-Reiss: Sure.

Past-President Van Hoy: President-Elect Heberle asked me to convey that Senate committees are now full enough with members that they are beginning to do their tasks. But the Committee on Committees will continue to add members to get the committees as full as possible.

President Avidor-Reiss: Thank you. All right; our provost will give his report and vision.

Provost McKinney: Thank you, Tomer. When I was with you two weeks ago, the President started by noting this notion of a vision that is rather lengthy. So, I thought about that as I prepared for this. I must say I reverted to my Monday message of you reading. Much of what I think about the work that we’re engaged in, for me, that is finding ways to build and provide a world class education for our students so they can pursue whatever they wish in terms of their careers, in terms of their life work. In many ways in the last six or seven weeks I have been confirmed in this notion of ‘what is here at The University of Toledo that leads me to think, yes, we have the ability; we are providing world class for our students?’ That is really part of my vision. As Provost, I am partnering with deans, department chairs and with our faculty to continue to build and provide that world class education. I shared with President Holloway shortly after I was selected and appointed to this role that my eagerness in joining The University of Toledo is certainly at a time of challenges and we will talk about some of those. Often, we look at enrollment declines, budget constraints etc.; we look at a number of indicators in terms of where we are as an institution, and the health of the University. My excitement about serving in this position is not to be involved in ‘managing decline’ but to build and to find ways to build. I’m going to be on a mission of working with my team, working with those across the campus to eradicate this idea of ‘this is a best kept secret of what we have at The University of Toledo. This is a little-known gem we had.’ And so, we got to tell the story on a number of fronts regarding where we are going. Following are the main points made:

I will be continuing my tour of departments later this week. I’ve visited my first couple of departments, and I will be doing that throughout the fall semester. This relates to my vision for building a world class education. I will not succeed as provost unless our colleges are successful in that mission; our colleges will not succeed unless our academic units are successful. We should ask ourselves, what direction are we going? Are we rolling in the same direction? Do we have a shared vision in terms of where we’re going?

- I’ve worked with deans on the key priorities. The key priorities that I will articulate may be familiar to you in terms of what you heard from the President because we and Academic Affairs and the division of Student Affairs must be in alignment with where he sees the university going. The key priorities are (1.) increasing student enrollment, (2.) strengthening student success and engagement (3.) enhancing faculty research and creativity (4.) expanding public community engagement (5.) supporting the well-being of our people – our staff, faculty, and students.

I pulled out our census numbers. Tomer, you said earlier, our “enrollment challenge” and then you referred to it again as our “enrollment crises.” We’ve had discussions on this front. I said I certainly see challenges, but challenges that can be overcome. I see indicators on a number of fronts that we are overcoming these challenges such as the dashboard was updated today which indicate our census numbers.

In terms of our overall headcount, this fall, we registered 150 students less than last fall’s headcount. That is 1% decline. I also looked at the numbers in terms of decline, which is the least level of decrease that we’ve seen in the past decade.

- We are down 150 students overall. As we drill down, approximately 105 are international students.
- At the undergraduate level, new student enrollment and adult learners at the undergraduate level are up 52% over last year’s headcount.
- New transfer student enrollment is up 3%.
- Our current CCP student enrollment is up 15% over last fall. We currently have the highest number of concurrent CCP students in the history of the University.
- At the grad level, the overall grad enrollment is up 2.2%. Our online graduate students are up 56%.

In a meeting with Tony Bourne I said, I am hopeful on this front that we’ve found the basement and next fall, we will not claim there is a sub-basement. I think the evidence is there to support.

In terms of **priority one**, increasing student enrollment - I met with the deans right before the semester started. We talked about strategies in terms of increasing enrollment. I said priority one, I want you to go back and do an assessment of your academic programs. For me, the driver in terms of what distinguishes us as an institution (building world class education) is our academic programs. Also, for me, the great differentiator in terms of our institution, in terms of what we offer is the expertise of our faculty. I told the deans I want a program-by-program assessment in each of the colleges. Which programs are we seeing growth? Which programs do we need to do an analysis in terms of how can we turn around declines? Which of our students are we targeting? Is it direct from high school? Is it the adult learners? Is it transfer students? Is it online graduate programs? What message will we use to identify that target and develop? We are doing very positive things on the enrollment front, and we’re going to see dividends come next fall.

- **Priority two**, strengthen student success and engagement. We’ve got key priorities: (1) bring more students to the University. (2) keep more of the students that we have here (3) graduate more students for career and life success.
 - Our first to second-year persistence rate is 80.4 (which is an all-time high from first to second year). Our second-year persistence rate, 68.2, is the highest in the history of the University. Our six-year graduation rate, 58.4, is also the highest in the history of the University.

I can also comment about other measures that we are looking at. The President announced this, and we will say more about it at his inaugural. One hundred percent of our undergraduate students are engaged in experiential learning activities which are directly related to their careers. Institutionally, we are currently about 65%.

Enhancing faculty research and creative activity, this is where I started to learn what we are doing in this area. I am particularly focused on interdisciplinary collaborative research. In terms of the challenges in this area (such as decreased funding etc.), I listed a proposal for AI Institute for Translational Healthcare where our faculty in Engineering are partnering with faculty in the School of Medicine etc. Much of the work that I'm doing is finding ways to foster, to encourage this collaborative research activity, and we will continue to do so. Also, we are:

- Expanding public community engagement. With alignment with the President two weeks ago, our goal is to be the 'University 'for' Toledo.' Serving the community. Showing the many ways that this university is integral to the community in terms of the communities that we support.
- Supporting the wellbeing of our people: staff, faculty and our students. I put in place a number of measures to create what I call a culture of respect and recognition. Showing ways through awards that we honor the work that's happening, particularly staff as one of, I think, the neglected elements of our community. So, that has been an important priority.

Let me mention a couple of other initiatives. Marketing. Our students graduate with less student loan debt than the average student loan debt of all public universities in the state of Ohio and also the least of all public universities in Northwest Ohio. So, less student loan debt, less cost and the highest median income one year, five years, ten years out of all public universities in Northwest Ohio. This is the story we've got to tell. We provide world-class education at an affordable rate for our students (comparable to R-1 universities in Northwest Ohio). You have less student loan debt, and you will make on average greater income in terms of salaries after you graduate. Those are the kinds of indicators as I said. We're committed to building student success and engagement, building academic programs, and finding ways which are integral to our community.

In many ways, Tomer, that is overall the vision that I have in terms of where we're going and a number of exciting indicators of what is happening at the University. So, happy to respond to question. I wanted to save as much time for questions.

President Avidor-Reiss: There is a question in the Chat.

Provost McKinney: Chat box question: "How liable is the data you have obtained?" It is the source of data that is produced for census by Institutional Research. We can provide you with a link. It is the source of data that we have or will release today publicly in terms of our headcount and our student enrollment data.

President Avidor-Reiss: Let me follow-up with this question. Thank you for the information. I strongly identify everything you said as a priority. I think it sends a very strong message. And thank you for visiting every department, that is also a very strong message to all of us. I do want to speak about one thing because there is a recruitment crisis, I'm not saying enrollment crisis, because I think... we are doing some things very well. We are above average, and we are doing it consistently. But the problem is the recruitment crisis. It is a crisis. For example, today we do not have an IT person here because we cannot pay for an IT person to be here. This is an example of how this university operates. There is not enough money to run the university and there are a lot of problems all the time. These things affect our mission, the way we teach, and the way we serve our students. So, it is a crisis.

- Regarding minus 1%, for many years we have been minus 1%, which is great. However, we need to be realistic, and we need to know we are on the bottom, and we are not going to go down, so I would like you to do the following -- the minus 1%, how is it comparable to other universities in Ohio? Because if it stays at minus 1%, we are not at the bottom yet; we are going to hit sub-bottom.

Provost McKinney: Excellent point, Tomer. We talked about the need to know where we stand comparatively with peers and others. For example, the total number, the percentage that other universities are down with international students. Our level, at least what I'm looking at right now, is about on par with others in terms of international decline. Our increases in graduate student involvement, in concurrent student enrollments, in online student enrollments have us actually leading or above other institutions of increases in those areas. Now, in terms of direct from high school -- well, actually, I would answer the question in terms of this way. How do we compare and where are we going? For me a lot of this suggests, you talk about a recruitment process. When we talk about recruitment, I usually say next, well, you need to define, recruiting who? What type of student? Certainly, we've got to go beyond, and we've been having success on this front. When we talk about recruiting students, it is not exclusively or primarily direct from high school students. In many ways, what I'm also suggesting also changes the face of our academic programs. So, all of that I think is important to support that yes, the recruitment crisis may be in certain sections and areas, but less so in others. I think in those areas where we are really doing well, we are outpacing other universities and competitors.

Senator Coulter-Harris: I'd like to know what our plan is. What is the institution's plan to advertise the wonderful facts you presented, that we have the most affordable rates, we have lower student loans debt, and that there is going to be significant greater income after graduation if you come here. How are we going to advertise that for the state of Ohio as a competitor because that is what we are; we are competing for students, right? What are our plans? Is it MarCom? Are they going to present something? Are they going to create something? I'm wondering about that because these are wonderful statistics.

Provost McKinney: Thanks for that question. It is almost as if you saw my calendar for today -that very question in terms of the value proposition data points, how do we get that message out? I was meeting earlier today with Tony and the President, and we were looking at some of the numbers. Then we said we got to get this to Meghan in MarCom. Two, we were talking about the framing of this. I call it the value proposition of. We're not saying, oh, you get a cheap education here. Also, this discussion for some, some might say how much money will you make? So, it goes back to our story and getting that message out. That is key. I picture and say, well, I can see a billboard, and it can say this. I also said we should put it 20 miles south of here in terms of marketing in that area. Again, getting that message out is key.

Senator Coulter-Harris: It is key. Articulating that message is 'key' too so that it is not offensive, so people don't think oh, go there because it is cheap. I mean, you have to be careful with how we're going to articulate this message. Also, I believe we do send encouraging material to perspective students. This information also needs to be included in those also.

President Avidor-Reiss: We have a couple of questions in the Chat. "You mentioned that the cost of tuition at our institution is the lowest. This point of affordability has been used as a selling point in the past before we were R-1, yet our enrollment did not reflect an influx of students flocking to us because of the bang for the buck. Why would this now?"

Provost McKinney: I'm not sure of what we've done in the past. What I know in terms of analysis and studies regarding what is driving students' decisions is that cost factor for the education. When we can combine that cost factor going back to the level, the world class education, I think that would be a compelling message.

Dr. Molitor, Vice Provost: If I can jump in? Barbara, can you provide specific examples of that marketing campaign? I don't remember a coordinated marketing campaign based on affordability and income after graduation.

Dr. Martin Ohlinger: No, I think it was something that was just said.

Dr. Molitor, Vice Provost: Yes, it was more of word of mouth.

Past-President Van Hoy: I think it was affordability, Larry Burns.

President Avidor-Reiss: Question from Chat: "What set us apart from other regional universities?"

Provost McKinney: Again, the data points that I was referring to earlier. If you look at the same metrics for other universities. Our cost is lower. Our students' income is higher. Again, that sets us apart. Our student's debt is lower than students at other institutions.

President Avidor-Reiss: We know we do great things here; we've known it for many years. However, it is not known outside. What is going to be done with this administration? You give us a vision, but we need more than a vision. We need action. The question is, what is the action?

Provost McKinney: Raising these issues, and to keep repeating, and pressing that we must be doing these things. The reaction that I'm getting is, oh, yes, we've got to make some changes, and we are going to make some changes in terms of particularly on the messaging front.

President Avidor-Reiss: Who are these people that are going to market it?

Provost McKinney: We all are. And also, the reputation, too.

Senator Wedding: One time we had a finance committee that I sat on. We had this data showing that over a 10-15-year period (it is still out there and I'm sure Scott Molitor can find it quickly) our enrollment dropped as our discount rate went up. We were one of the lowest cost institutions in the state, but yet our enrollment kept going down, down, down. I agree, it was never campaigned to say it, but it certainly was not effective. The real question that I have is, we seemed to have just shutdown on data on this campus. We used to get enrollment data, and they started closing that down on us. A lot of data that was originally available to the faculty—I know because I was into that—is no longer available. Even when they talk to the Board of Trustees, the finance data that is given is usually given during a closed session with the Board. We are not getting information. Now, one piece of information I would like to have is what are we doing to investigate the 2,000 CCP students? We have college plus students, last year it was about one thousand or so and this year, I think we are up to two thousand. Our enrollment has been increased in headcount by CCP students. That is where it is at. What kind of data are we finding from them to find out what we're getting? How many of those two thousand students will come here this year and one thousand last year? Now, some will come here. But if we're going to have a couple of thousand or more of these CCP students here, they cost us money. We don't get a lot out of it while they are here, so we better get something from them in the future. That requires us to have data. I would love to see that data. Matter of

fact, I would love to see a lot more data from the administration to the faculty as a whole. We need to see data. It should already be coming forth. Administration should not be hiding anything from us.

Provost McKinney: Let me respond to both issues. I wish I had that report on the CCP students. I'll try to recall a few of the stats there. I think the lack of transparency is also related to this lack of telling our story.

Senator Wedding: Yes.

Provost McKinney cont'd: Somehow, we want to hide, and I don't operate in that fashion. Don, even to the point where I went to the staff several times and said, do you think this would get me in trouble? Actually, when I was driving over here, I was hearkening back to my days when I was an associate professor after I got through assistant professor. I was a faculty senator, and on the Faculty Senate, and asked very similar questions. That would be a commitment I would attempt as best I can in terms of providing information and achieving transparency. Now, obviously, the CCP question, we know get a higher percentage of those students who participate in our CCP courses coming to the University of Toledo vs. students who are in our CCP courses going to other universities. Anne Fulkerson has done an analysis showing some students who are in our CCP courses are retained at a higher level, right?

Dr. Paprocki: Yes. The analysis shows rather than going out and getting additional non CCP students, if we can capture more of the students who are already taking CCP and get them to come here. So if they are taking CCP, you want them to take it from us because they then generally would come, though it is getting more of that shared. Anne actually said she would update that. Possibly we can have her come and share it with you because it is very compelling data.

Provost McKinney: I think it is a compelling argument to be made that CCP students are an investment in terms of – I know we don't capture a lot of tuition dollars from those students, but in terms of a recruitment avenue and then the kind of student that we get to the University, it is well worth the effort.

Unknown Speaker: So, is that an argument for expanding our CCP offerings as well too? Particularly if they are coming here, the point of them coming here is for a particular program. So, if we offer CCP in more programs that will also support.

Provost McKinney: On that front, there are actually changes being made in the state of Ohio to encourage (and in some ways require) the use of more resources to serve more CCP students. We're working with units now in terms of what high school instructors would they approve or would be qualifying to teach those courses.

Dr. Paprocki: That's opened up too.

Provost McKinney: The rule has just changed by the number of credit hours because high school teachers must have in the discipline where they are eligible to teach.

Dr. Molitor, Vice Provost: Yes, with faculty qualifications and credentials to teach as a high school teacher college credit plus in your classrooms. The majority of our college credit plus credits are delivered online. I believe that would be the most effective way for us to continue delivering. I'd rather have our instructors, our faculty delivering college credit plus.

Dr. Paprocki: But if it is a high school, they are mentored by our faculty.

Dr. Molitor, Vice Provost: I just want to add one more comment. To Professor Wedding's comments about data, I put a couple links in the WebEx Chat for our census enrollment dashboard and for our student success dashboard. That is accessible for all faculty. You can break things down by whatever populations you're looking for. It provides a variety of characteristics. That data will be updated in the next few days to incorporate our fall 2025 numbers.

Provost McKinney: Scott, here is a question that you might be able to help me answer. It is regarding Siena Heights University. Is that the institution---

Dr. Molitor, Vice Provost: Yes, it is closing in fall 2026. And actually, Tony [Bourne] met with their provost. We've had meetings on individual programmatic levels, particularly at the graduate level, to see if there are ways that we can allow their students to complete their degrees at our university. It is not a huge number of students, but anything helps.

Provost McKinney: The last question there. The academic unit still must be involved with recruiting high school instructors who teach the CCP courses?

Dr. Molitor, Vice Provost: Yes.

Dr. Martin Ohlinger: My name is Martin Ohlinger from the College of Pharmacy. I have one question. It is not just philosophical, but operationally: the centralized admissions recruitment vs. handling it at the college and program level. There's no question that the university's central admissions enrollment plays a vital and important role in recruiting students to The University of Toledo. However, taking your words, I mean, we have to tell our story. I think you have to let us, the colleges and programs tell our story. Again, to your point, I think the quote was "what distinguishes us from other universities?" It is our academic programs. As faculty, we know our programs, and we talk to our students, and we talk to parents and families of students who have come to the University of Toledo and students who have not. Although again, central admissions play an important role, but when we talk to our students (and I'm saying this for Pharmacy, but it is for any college or program across the University) we ask them how did you decide Toledo? How did you choose Toledo or not choose Toledo? Were there factors in terms of the central admission process or something else? It is something else. It is a pharmacy program. It is a particular engineering program. It is the...program in the College of Business. That is how they are making their decisions. It is that human touch. It is those opportunities for us to meet with these students and meet with these families, it is just so, so important. It is a huge difference in getting the students excited about coming to Toledo. So, if you allow us to tell our story, we will, and I know we will be successful

Provost McKinney: I completely agree. Those individuals who are best qualified to tell the story are our faculty who are delivering that education. I refer to it as student retention and student success, it is that in terms of the relationship developed by faculty with their students and the work they're doing together. I thought that is where you were going when you talked about centralization. But what I am finding is yes, our units need more staff support, particularly to help faculty and others to do all the things. I said this as dean and now provost. We've asked our faculty to take on the role of chief recruitment officers. To take on the role of largely developing their programs. To take on the role of chief fundraisers. Mental health officers in terms of understanding what's happening with their students. I can keep going down the list of all expectations – and at the same time, keep doing your job such as teaching, research and service. So, that is something we have to be very cognizant of and careful of in terms of more and more expectations seem to be falling on our faculty.

Dr. Paprocki: Those recruiters are embedded in the colleges.

Dr. Molitor, Vice Provost: Yes, and you can ask Tony Bourne about this at the next Senate meeting. But my understanding is that centralization is to ensure every college had somebody embedded in it who could meet with students and then connect them with faculty and to make sure these things weren't falling through the cracks. So, to provide that support that we need. Your college already had that, but not every college did.

Dr. Martin Ohlinger: It sounds like we are moving back toward a more unit-based, program-based approach. I just want to continue on that path because it is already showing in terms of us in Pharmacy. Imagine 'beating this horse' for like the last ten years. I appreciate that. Thank you.

Dr. Andrew...: Thank you, Dr. McKinney. You were talking about new programs, innovative things that's going to bring students to UT. Last winter/early spring, Dr. Molitor had assembled the group of faculty that reviewed complaints campus-wide. They ranged from ideas to engage high school students to things like camps. Were any of those programs funded or did that list or reflection of ideas go away?

Provost McKinney: Scott, I think I saw the list of about six or eight.

Dr. Molitor, Vice Provost: So, we approved faculty lines in areas with potential for growth, data science. We also approved faculty lines in counselor education because they had students waiting to get in and with an additional faculty member by accreditation ratios, they could admit those students. So, there was a small number of faculty lines. But the biggest collection of proposals that we are still working on is the idea of camps. That's where high school students and younger students can go over the summer. We had some of these proposals that rather than fund them all individually, the conversation started at the leadership level of what can we do to coordinate and centralize these functions so that academic units could hold camps, invite prospective students or other community members in a way that, you know, the academic units can just provide the content and everything else is taken care of by the centralized office – you know, registration payment, if there are overnights, or food required, or parking and things like that. So, my understanding is that Auxiliary, they are hiring an associate vice president over the Auxiliary unit, and this is going to be one of the potential areas that will fall under that shop.

Dr. Andrew...: That's good because we've been talking about community engagement and engaging the community so they would want to come to us. They are ideas where we would go into the community to schools and most of them are outside, and we would also bring people to campus.

Dr. Molitor, Vice Provost: Yes.

Provost McKinney: What did you say your name was?

Dr. Andrew...: Andrew.

Provost McKinney: Andrew, I love it when we check multiple boxes. The camps are as a form of recruitment, potential students who may come to us three, four, five, six years from now – that is one piece of it. Then also the community engagement piece, of the many ways we can demonstrate to the community, here's the expertise we have at the University and how we bring it to bear in terms of serving the needs of the community. As a matter of fact, I saw an email today that looked like somebody was

going to be hired to take care of the summer camps. We want to be transparent with everything, so we are all on the same page and growing together.

Senator Wedding: Well, financial data with transparency is needed.

Provost McKinney: That is out of my purview.

Senator Wedding: That is right. You have the same problem we have, getting the data out of Finance.

Provost McKinney: Very good.

Senator Coulter-Harris: This will be very quick. Two things. I'm very excited about getting all of our stories out. The stories that we talked about in reference to what you said and all the stories that's everyone is talking about. I think that once we get it together and articulate these stories, we need to have a media blitz. There is a radio show that you probably don't know about in Toledo called "The Fred LeFevre Show" on Fox Heart radio: Brian Blair, Sammy Spaan, and even I have appeared on this talk show. Fred has over a million listeners every morning from 6 to 9 am. This would be a great free way to get messages about our innovative programs and happenings at UT out to the wide public at no cost. Also, CBC, ABC, and NBC affiliates in Toledo are always looking for community stories, so we need to contact them directly and pitch a story and that would be free! Ideally, it would be great to have a weekly 30 minute slot on one of the stations that would be devoted to program offerings at UT, but costs would have to be negotiated (or perhaps they would not charge us anything). These ideas are not beyond reason. These are practical ideas.

Also, are we going to create a bachelor science in AI? I sent Tomer, Yakov and the rest of FSEC a *Business Insider* report about colleges and institutions creating a BS in AI.¹ Yakov, why don't you talk to that because I believe there had s been some movement regarding AI in engineering?

Senator Lapitsky: It is electrical engineering science. But perhaps their Chair, Liang Cheng, can talk about it in greater detail.

President Avidor-Reiss: Is Liang online?

Senator Coulter-Harris: Because that is the future and that is what kids want.

Provost McKinney: Later this month, I forget the date.

Dr. Molitor, Vice Provost: September 20th.

Provost McKinney: So, it's coming up. I've asked that we draw together the committee, the coordinating committee that was put in place in the spring.

Dr. Molitor, Vice Provost: Yes.

Provost McKinney: I've been studying AI and what's happening at the University side. Scott, I think you all had about six committees looking at various elements. We got an initial report, and I said let's bring these folks together and then what I would like is recommendations on where we go now. And so,

¹ <https://www.businessinsider.com/colleges-with-ai-degree-major-undergrad-graduate-programs>

just in the past week or so, we've identified, well, I would like to put in place a taskforce. Particularly looking at curriculum, there are proposals in terms of here is a group that we might add to the core. I said, "we might" in terms of having a required or optional AI course for all students. I heard proposals and suggestions. Every course at the university should contain some AI components. Again, I have my own views, thoughts and opinions, but I want to see what this coordinating committee and taskforce would recommend so we can then go through the process of are we going to offer the course?

Dr. Molitor, Vice Provost: A lot of big learning outcomes have been added to general education requirements.

Provost McKinney: So, how would we then address this at the curriculum level? I also suggested that I would like to have a subcommittee at the instruction development level in terms of teaching the teachers who are teaching AI.

Senator Coulter-Harris: I took a course at Harvard University over the summer in AI, and I took another course in AI from AI University. They were fabulous. What I really learned and what our students have to learn are: the ethics of AI, i.e. when you can use it and when you can't. And then teach them how to write proper prompts to get the information they need for research.

Provost McKinney: So my assessment, again, this is less than two months in, is that we had some initial exploration of where we are with AI and where we should go. I've said to several, I'd like to bring all of those components together and then we figure out where we should go together as a university on that front.

Senator Coulter-Harris: What do you think about the media blitz?

Provost McKinney: I love media blitz.

Dr. Molitor, Vice Provost: I have teenage kids, and they don't watch television or listen to the radio.

Senator Coulter-Harris: They may not, but their parents do.

Dr. Molitor, Vice Provost: Certainly. I'm going to step on my soap box as citizen Scott, not Provost Scott, so he doesn't fire me. I've seen a number of things happen throughout my career. It first started with the calculator. Then started with the personal computer. Then the internet. Then search etc. and now AI. They are all tools.

Senator Coulter-Harris: Right.

Dr. Molitor, Vice Provost cont'd: To me, having a bachelor of science in AI, unless it is like computer science, how you develop AI which is appropriate, the use of AI is like a 'bachelor of science in calculator,' or 'bachelor of science in internet.' AI is a tool that we should be incorporating into all of our disciplines as a tool that you would use and how you use it in your discipline vs. Jerry's discipline vs. my discipline. We're going to have different ethics, different uses, different tools. That's what we as faculty should be trying to bring into our programs rather than a specific degree program that a certain number of students---

Senator Coulter-Harris: I just wanted you to be aware that there are many universities across the United States and the world that's offering this, and we do not want to be left behind.

Dr. Molitor, Vice Provost: Sure.

Senator Coulter-Harris: So looking at it from a competitive advantage, we should offer a minor in it or something like that. I'm not saying let's have a major because this one is having it, no.

President Avidor-Reiss: There's a comment in the Chat from Monita Mungo: [AI is the future]

Provost McKinney: All courses should incorporate it. I guess I am between Scott's decision, and all courses should incorporate AI. I don't know if that's effective or is it something that we should do.

Dr. Paprocki: Maybe programs, but not all courses.

Past-President Van Hoy: This is what the taskforce is reviewing, right?

Senator Coulter-Harris: I want to be on that taskforce. Only kidding...I don't want to be.

Provost McKinney: I think some disciplines, some majors, some students study in certain things more so than others, and would need to have mastery, ability and skill in this technology that I do think touches all of us. My position is this must come from the faculty, from the experts.

President Avidor-Reiss: I think that faculty needs to be taught too. We come from different generations.

Senator Semaan: Welcome to Toledo since we did not 'officially' say that before, at least at a personal level. In the past year or so we had many programs that were suspended. That left a few departments majorless. We've heard that these will not be departments in the next academic year. We talked about transparency and talked about communicating earlier, so what are the plans for these departments since there aren't any? And how are these going to be implemented?

Provost McKinney: Through your program prioritization process whose major has been closed/suspended, have we shifted to a minor in that program? Or are we looking at ways in which we combine that program, that department with another department. How does that serve students and the faculty in those programs? Those are the discussions that I've had at this point. Certainly, it is not at any level of well, somehow, we are going to abandon those faculty. What can we create, what can we build out of those programs whose degrees were suspended? I think that we are still there in terms of trying to make those decisions.

Senator Semaan: So, we are going to keep departments if they have minors only? Is that what I'm understanding?

Provost McKinney: I thought we had gone through the process of merging departments.

Dr. Molitor, Vice Provost: Yes, so sometimes you have to separate the academic programs from a department structure. What a department is, is a collection of faculty that have related academic or disciplinary interest. There is no requirement that a department has to have degree programs per say. In fact, we have degree programs that aren't associated with the departments that are interdisciplinary. So, the department structure itself is based on really the faculty members, how many faculty do you have in a particular disciplinary area. And yes, we have departments where faculty members have declined. And yes, they probably need to merge with other departments. Or I know a model in your college that has one chair serving over a couple of different departments, which is also another way to do that. Unfortunately, departments can't really function if you're down to a small handful of faculty because of all the different

functions that department serves in terms of faculty evaluation, scheduling and things like that. It is more of an academic faculty-based unit rather than a degree program or academic program.

Provost McKinney: I'm not aware of... We are driven by the SB-1 rules etc. There are numbers of graduates per program over a three-year average, and that is an ongoing assessment.

Past-President Van Hoy: Will there be a dashboard for that?

Dr. Molitor, Vice Provost: Yes, there is a program dashboard that shows---

Past-President Van Hoy: It is already up?

Dr. Molitor, Vice Provost: In fact, I can put that link in the Chat box too.

Past-President Van Hoy: Thanks, Scott.

Senator Pryor: Senator Pryor: Hi, I'm Ashly Pryor. I recently transferred to one of the units in the Honors College. My question is about how long it's reasonable for faculty—particularly those of us who are "underdog transfers" or currently in limbo—to wait before knowing what the administration's plans are.

I think this connects to your excellent point about maintaining a culture of respect. I absolutely understand that institutional changes take time, but we're now in year two of a very unsettling transition period. Many of us don't know our status at all, or worse, we're being excluded from opportunities to contribute our expertise in areas where we're qualified. This uncertainty affects our students as well as staff and faculty.

For many of us, this has become a "rhetoric versus reality" situation. We've been dealing with serious morale problems on this campus. I would really appreciate hearing your thoughts on this issue.

Provost McKinney: I appreciate that. I don't have the prospective of let's say, the two-year process. But what I've done is say, where are we going with this program or how has this merger been affected or what is our safety of redesigning programs. I turn to our deans that are involved, and I ask for their ideas. I then encourage them to be working closely with their faculty, either forward chairs or current chairs that are now serving over multiple units. I do that because again, I was Dean over Arts and Sciences (24 units), and I said repeatedly to those chairs and directors of those 24 units that when I get to the point to where I presume more than you about how to run your program, we are all in trouble. I attempt to find ways of hearing questions like this to suggest, okay, I want the ideas to come from the leaders. So, when you asked, what plans are in place? I have no plans. Where I would get my plans is rely on the leadership of the colleges and then continue to encourage the deans to rely on the recommendations, advice, consultation of chairs, directors and faculty.

Senator Pryor: Thank you. That is not unreasonable, but what I just described is a situation where it is not necessarily occurring because there's been so much change. This isn't to throw any particular person or administrator or otherwise under the bus, but this isn't happening necessarily. So, what kind of mechanisms might we put in place to create more transparent communications to make sure that those faculty suggestions are boots on the ground?

Provost McKinney: I appreciate that. You can ask my team, sometimes I would say, well, let's do this and they would say, well, that would be you. So, when you say what process can be put in place (today is Tuesday), it starts on Thursday. On Friday I'll visit those units, and I want to hear from faculty, and that is important to me. And as you say, I'm not throwing anyone under the bus. But talking with faculty is important to me. I appreciate you sharing and certainly, I could understand if someone for multiple years is sitting and waiting for someone to tell them what to do.

President Avidor-Reiss: It is not that the faculty need to be told, but it is when they are making suggestions, people blame it on discipline. I know this is happening. So, I think one of the solutions is to empower us to do. We know we can do it. I guess that is the mechanism- to gain confidence in each other.

Senator Coulter-Harris: Chat box comment: Monita Mungo wrote, "Of institutions of higher learning and trainers of future professionals, we need to teach all of our students how to use this tool, AI, to be successful in the world. Otherwise, we are complicit in adding to what would become the new digital divide." Thank you, Monita.

Provost McKinney: That reminds me of a conversation I had at breakfast with new faculty. I think there were three pharmacy faculty that were just coming in and two others. I was asking what research they did. And they did tell me how they were incorporating AI in their teaching. Right? And someone said it earlier. Tomer, I forgot the exact words, but for some of us who are 'older,' right?

President Avidor-Reiss: Generational differences.

Provost McKinney: So, I asked ... I think this speaks to the commentor question in terms of, for me, we find ourselves needing the kind of education and training we need. So, thanks for that comment.

Senator Lapitsky: I want to circle back to the comment of value propositions. I think it is a need to highlight the return of investment that we offer... consulting firm, Arts and Science Group, a couple years ago. If we center our identity around... transformative results... I was wondering if there are any plans to tell our story in those terms? Because I think it would highlight very well with President Holloway's three Ps proposition...

Provost McKinney: It is people, place and---

Senator Lapitsky: Practicality.

Provost McKinney: There is a lot in there. When I first went to it, I said to Dean Ritter, isn't it great, you have innovation in the title of your college? I go back to this desire that I have with the next step on the AI passport, which is drawing on individuals to help us understand where we can be innovative and then make those claims, demonstrate that in our teaching and our curriculum in the work we do. And it goes back to something I said repeatedly, we don't do status quo; we can't do status quo. There is so much evidence to suggest status quo, but then we go back and look at those ten years and the status quo hasn't been working. So, going back to where are we innovating? And going back to the programs that were built a year or two years ago, and now they are returning great dividends for us. I am constantly looking for experts to lean on, particularly from our faculty. I don't have all the answers, but I can find folks that do. So, that is the business we're in.

Senator Lapitsky: Right. Beyond just innovating as faculty, the recommendation we're sending around about what we teach our students is how they can go out and create and innovate. And if they come to UToledo, it is going to teach them more than most other places.... programs where students are going to learn to be competitive in that space. So, I just wanted to ask about whether these recommendations are still being evaluated...?

Provost McKinney: I am not familiar with the study that's been done.

Senator Lapitsky: Yes, the Arts and Science Group. They specialize in non-profits, schools and universities. I know Tony Bourne is familiar with their report, so it might be a good discussion for him.

Senator Pryor: Let me speak very briefly. When asked that – so, we have a subcommittee that met this morning to create a definition of creativity and innovation and a rubric so faculty can use it to designate courses [Indecipherable]...

Provost McKinney: A subcommittee of what group?

Senator Pryor: Of Faculty Senate. A majority of members who were on the PPP, we created that vision and statement. This is a word product that we also brought forward in that commitment. So, we were given a charge by Faculty Senate, and we are carrying out the mission.

President Avidor-Reiss: I want to go back to what Senator Lapitsky said because it is very important. It is very important to review the report because the report... [Indecipherable]...

Provost McKinney: Tomer, I appreciate your point of view. As we find more and more ways of what our claims are, what are we (faculty or administration) doing as we come together to tackle these problems and these issues? And together, that is how we are going to overcome these challenges. And again, we started by folks asking me my vision. Well, my vision is not a 'we' or 'they,' it is 'together.' I've said it many, many times that I have the title 'provost,' and yes, I am an administrator, but I am a faculty member. That is my true calling and that is what I see as my identity. I just happen to be a faculty member who sits in an office in U-Hall.

President Avidor-Reiss: Are there any more questions in the Chat?

Senator Coulter-Harris: No.

President Avidor-Reiss: Did you get a question the Faculty Senate Office sent to you from faculty?

Provost McKinney: Regarding the source of the data?

President Avidor-Reiss: Yes.

Provost McKinney: It asked: "How can we rely on the data source and believe it is accurate?" I went to Angela and said, when we get our data, is it different than data that is pulled in terms of the size of the classes, the enrollment size? There is one source that comes from Banner. The question was, "how can we rely on it and have oversight and check it?" I'm not familiar with any claims that oh, these numbers are made up/fabricated.

President Avidor-Reiss: I think there was another part to the question. The enrollment is going down, but we are experiencing bigger and bigger classes. So, I think it is this thought that even though there is a

decline, faculty are experiencing bigger classes. That is another problem. How do we deal with the increased load, not only for the faculty but also for the student because when you have more students in a class, they are not getting a...[Indecipherable]...

Provost McKinney: So, one mechanism that I can think of there is course caps being set that would affect the size. Now, that is not a process that the provost guides, but that is set at the college level.

Dr. Molitor, Vice Provost: Correct.

President Avidor-Reiss: Are there any other items from the floor? Hallelujah, Meeting adjourned.

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