

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of September 23, 2025
FACULTY SENATE

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

Approved @ FS on 10/07/2025

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. The first item is roll call by Executive 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, Cochrane, Coulter-Harris, Diakonova, Duggan, Dwyer, Fresenko, Giovannucci, Gibbon, Gilstrap Glassman, Green, Haller, Hamer, Hamouda, Heberle, Javaid, Kalinoski, Kaw, Khanna, Kistner, Krantz, Kumar, Lapitsky, Lawrence, Lee-Smith, Maktabi, Martin, McLoughlin, Miner, Mungo, Nazzal, Padilla, Pryor, Reinert, Sahloff, Semaan, Servick, Sheng, T. Smith, Steven, Stoltz, W. Taylor, Van Hoy, Wedding, Willey, Yonker

Excused Absence: Brakel, Cheng, Cooper, Delaney, Eichner, Ekwenna, Elgafy, Koch, Machalow, Moussa, Nazzal, Osman

Unexcused Absence: N/A

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

FS President Avidor-Reiss: Next item on the agenda is approval of the agenda. We are going to vote by general consent. Are there any motions to change the agenda? Hearing none. ***Agenda Passed.***

Next, we are going to approve September 09, 2025, Faculty Senate Minutes. Again, we are going to use voting by general consent. Are there any discussion or comments? Hearing none. ***Minutes Approved.***
Thank you.

Next is the ***Executive Committee Report:*** In the last two weeks, we heard about changes to the degree program coming from the state. We have also presented it to the Board of Trustees.

1. The Faculty Senate Executive Committee members are invited to the Academic Leadership Team (ALT) monthly meeting to get an update from the provost. In the last meeting, we were informed of several changes to the undergraduate programs, including two significant changes:
 - a. Expand the scope of general education to include, among others, entrepreneurship and artificial intelligence.

- b. Concentration hours must be in addition to the major hours and cannot overlap with them.

The Faculty Senate Executive Committee anticipates that these changes and their implementation will lead to an increased workload for the Undergraduate Curriculum Faculty Senate Committee.

- 2. Yesterday, we appeared before the academic and student affairs committee of the board of trustees. We made a short presentation focusing on 6 points:
 - a. The President and Provost appeared before the faculty senate, and we were excited by their message on prioritizing Enrollment, Research, and Community.
 - b. UToledo is doing well with retention, although we continue to strive for improvement.
 - c. We are satisfied with our collaborations with the Vice President for Strategic Enrollment Management, Tony Bourne.
 - d. We aim to enhance faculty involvement by hosting 1:15 meetings with students and their parents, alongside participation in campus events.
 - e. However, we remain very concerned about the university's marketing efforts, particularly the lack of a clear focus on recruitment marketing.
 - f. Parking and catering warrant specific attention, as they deeply impact faculty's ability to bring our community and stakeholders to campus.

3. Today's guest presenter is Vice President for Enrollment Tony Bourne.
 - a. The next Faculty Senate meeting features Sammy Spann—Vice Provost and Dean of Students.
 - b. The following Faculty Senate meeting will feature UToledo Foundation Interim President Derek Groves.
4. 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.

FS President Avidor-Reiss cont'd: Are there any questions?

Senator Willey: Are you taking questions?

FS President Avidor-Reiss: Yes.

Senator Willey: I didn't hear all of that, but there was a questionnaire for faculty. Is that still being assessed or is that a report based on the commentary in that questionnaire. Has that already been summarized and assessed or is that study ongoing?

FS President Avidor-Reiss: Do you mean the study regarding the---

Senator Heberle: Which questionnaire?

FS President Avidor-Reiss: Yes, which questionnaire are you speaking of?

Senator Willey: Well, I received a questionnaire that I thought was from the Executive Committee of Faculty Senate that I and others found very clear. I can't remember precisely who it came from. Does anybody recall such a thing?

FS President Avidor-Reiss: There was a questionnaire I think regarding parking. I think we sent it out yesterday or the day before. But I think one of the committees sent another questionnaire that you got last week.

Professor Heidi Shank (College of Nursing): The Budget.

FS President Avidor-Reiss: The Budget Committee sent theirs last week.

Senator Willey: Well, I don't know. This was a couple of weeks ago and it was a request for anonymous input about questions and concerns. I thought it was in general. Maybe I'll go back and see if I can find it. I'm sorry. It doesn't sound like this group is familiar with it.

Senator Mungo: There was an email that came out with some sort of app that you open with your computer and post anonymously different things you want the University to review, any issues the university had, or any issues that Faculty Senate should review etc. Did it reach all faculty? Did it come from Senate?

Group of Senators: Yes, it did.

Senator Willey: I can't hear any of that. Can someone summarize?

Professor Heidi Shank (College of Nursing): Heidi Shank from the School of Nursing. I am on the Budget sub-Committee, and it was a Budget sub-Committee survey that was sent out on behalf of us by the Executive Committee of Senate. We have... So, we will be bringing that to you in the near future.

Senator Willey: Okay, thank you.

Senator Heberle: You should repeat that for the people online.

FS President Avidor-Reiss: The Budget sub-Committee is going to finalize it and hopefully present it at Faculty Senate. Okay, the next item is a tribute to Dr. Karen Hoblet by Dr. Heidi Shank.

Professor Heidi Shank (College of Nursing): Good afternoon. We want to take a moment to reflect on the life and service of our respected colleague, Dr. Karen L. Hoblet.

Anyone who knew Karen would tell you she truly loved life and helping people. Sometimes that help came in the form of silent support by her just showing up or in her reliable activism and advocacy role, and other times it was in her honest and sometimes difficult-to-hear feedback. Karen was an authentic person. She truly recognized that some thought she was too direct, while others appreciated her directness. To quote her directly, "What you see is what you get, baby!"

No one can deny that she was a woman of action.

It's interesting to note that she was an alumnus of UT, as well as a faculty and full professor. Although, many may be unaware that she was a fully trained mechanic in her younger years, and she worked her way through LPN school servicing cars, trucks and motorcycles at several Toledo area garages. As a licensed LPN, while working, she entered and graduated from the Toledo University Community and Technical College Associate Degree Nursing program in 1974. In 1976 she met and married Vaughn Hoblet. In 1994, after 20 years of working as an RN and raising a family and completing a post-graduate fellowship at the Medical College of Ohio, she began teaching nursing clinicals at UToledo.

Her expansive clinical nursing career included a background in oncology, medical-surgical, and intensive care nursing as well as industrial, occupational, and community health. She was well-known for working as an RN and Nurse Leader in Michigan and Ohio at Owen's Corning, Medical Value Plan, and in both the Mercy and Promedica Health Systems throughout her 50+ year nursing career. While working, she continued to pursue subsequent degrees, including an MSN/MBA dual degree through a PhD in Education, which she completed in 2014, all at the University of Toledo.

Karen never stopped moving forward. Throughout her time, she earned certification as a Clinical Nurse Leader (CNL), conducted research, earned grants, and published progressively. While teaching and mentoring students and faculty, she was known as a strong community advocate, often representing the disenfranchised, particularly focusing on social injustice and Human Trafficking. She served as President of the Board for Advocating Opportunities in Toledo since 2015. She was so humble in her work and

would never have bragged about being recognized for her nursing and teaching expertise, but over the years, she amassed over twenty-four various honors and awards.

She was currently active in numerous international, national, and local nursing organizations, specifically the American Nurses Association and ANA-Ohio, the Northwest Ohio Nurses Association (former President and Treasurer), and the Zeta Theta Tau Chapter-at-Large of Sigma (former Zeta Board member, Secretary, Treasurer, and President).

She joined the University of Toledo full-time as an Instructor in January 2006 and quickly moved through rank and promotion to earn full Professor in 2022, as well as filling various leadership roles within the college. Most recently, she led the CONC and the GEM Program as the Program Director. She served the University in a number of roles, including a term as the President of Faculty Senate 2014-15, Graduate Curriculum Committee member for multiple terms, Faculty Club President since 2008, and much more.

Thank you for providing us this time to honor and reflect on some of the valuable work our distinguished colleague and friend, Karen, has done. She has more than earned our admiration and her eternal rest.

FS President Avidor-Reiss: Thank you, Next, we have our President [of The University of Toledo] who is going to give us an update.

Dr. Holloway, President of The University of Toledo: Well, thank you. Thanks for the time. I'm always happy to be here to talk about the University.

So, you've heard me say this before, I won't spend a lot of time on it now, but these are the three themes I'm really trying to focus my attention on: **enrollment, research, community**. As I've gone through these first two months or so (a little more than that now), those themes are reinforced for me as areas that we need to focus on. As our language evolves about the kind of things that we're doing and initiatives that we're working on, may not always use exactly these words, but these remain the themes. That is, I think that The University of Toledo should be somewhat bigger than it is. I think that we have opportunities to bring in learners who can benefit from the kind of education we provide at all levels, undergraduate and graduates. It's our mission to try and bring them in and give them the advantages that they can have for being here. I think it is our mission to carry on research, develop new knowledge to do education in an environment of discovery where students are always learning what is new, and not just what is 'now.' As part of that, we also think about what are the research questions that are driven by the opportunities and questions of our region. And then finally, of course, I use this phrase with you guys -- I think about this as the University for Toledo. We have to always be thinking about the community that supports us. We exist for them, they support us because we are relevant and bring value to this town, this county, and this region of the world. Next slide.

So, to get things a little more concrete now, you know, bring it down some, I thought I'd share some facts about our value to undergraduate students. Maybe you know some of these things, maybe you don't, but I wanted to share some things that represent some statements, certain kinds of statements. I'm going to show you some particular data that leads to a certain particular way of looking at our value, but I want to show it to you because it's certainly a common currency these days and it's very concrete. It's not the only value education brings, but these are good talking points. These are good things to know. So next slide.

We're the least expensive R1 university in Ohio. And so, what you see here is the net costs, the average net costs to attend per year of the various institutions in Ohio. Each of the bars is a public that serves undergraduates. I've also included (up in the corner there) the two private R1 universities, Case Western Reserve and the University of Dayton. You'll see they cost a lot. Their net prices are \$38,000 and \$31,000, not surprising but surprising. Our average net cost is \$16,544. I've labeled some of the bars R1. Of the R1 public universities, we are the least expensive. We give students incredible value for learning within their research environment than that environmental discovery. **We're also the fourth highest university in the state in terms of students' graduate income a year after they graduate.** So that \$49,296 yellow bar, that's for students who graduated in 2019 through 2021. That is the median income. Compared to all the median income of all public institutions in the state, we are the fourth highest. The higher ones are Ohio University, University of Cincinnati and Miami University. Our students are doing a little better than Ohio State in this term, in terms of their median income a year after graduation. Well, a year after graduation is not very long out of school. Here is the same data five years after graduation. Here, we're the fifth highest of all of the public universities in the state of Ohio. It turns out if you're like ten years out, we are still in that top five. So, the point is that for a school that is relatively low net cost, that means we scholarship well. Not shown here, but **we have a very low proportion of our students who graduate with debt**, most of them [our students] do not. The majority have no debt after graduation. The average debt at graduation is \$23,000. That's one of the lowest in the state. So, we are a very affordable research university and yet we bring significant value to the students who graduate from us, at least in terms of their incomes after graduation. So that was information I wanted to share.

We're trying to figure out what are the things we can boast about because we don't 'boast' enough. Here are some things we can boast about. Number one, we are the least expensive research university in the state. Our students have great outcomes in terms of their careers after they graduate, one, five, 10 years out. That is something to boast about. We have a lot more to boast about, but this is what I'm boasting about today. Next slide.

What are we? I'm, you know, kind of working on some of this language, but we're a metropolitan research university. I think that's a good thing to say. We're not just an urban research university. Renee, I think this is your phrase – 'we're not just an urban research university, we are a metropolitan research university.' We're both urban and yet in a region, in a metropolitan region, and that is very much part of our identity. With an academic health center, that's already narrowed us down to a subset of all universities. And we're located in one of the great manufacturing and agricultural regions. That's a whole set of assets that we have - a metropolitan research university focused within a metropolitan area with an academic health center in a manufacturing and agricultural region. We're also focused on really practical professional post-graduation success for our students. So many of our students come in and they either want to go on to a graduate school to pursue a doctorate, or a law school degree, or an MD. They want that professional experience, or they want to leave here and go into a career within their profession. So, that is a focus. That is part of who we are. I'm going to use this phrase a lot – we are the University 'for' Toledo. Next slide.

Today the ***US News and World Report* rankings came out. So, where are we? We're 293 out of the 434** national universities. We are putting that in context: **There are about 2604 four-year colleges and universities** in the country. *US News and World Report* say, 434 of those based on criteria are largely significant producers of students of graduate programs. So, out of that whole set of 2600, *US News and World Report* ranks 434, and we're currently 293 on that list. We moved up to notches on that list this year.

Only two universities in the state did, and Bowling Green was not the other one. If we just look at publics, we're 159 out of 226 publics. We're the sixth highest ranked in Ohio. The way that ranking works is, there is a whole set of criteria. They gather data on those criteria, and then they rank everybody in those criteria and then they build a composite ranking out of that. We moved up in several of those composite criteria. **Most importantly we moved up in peer assessment.** That is the part of this, which is a fairly high weight where they really just send surveys out to universities across the country and say, rank all of these schools. They literally give you a list of 400 schools. I've done this ranking. They'll say, rank the ones you know. It's a very weird process, no question, but it's a big part of this ranking. So, being known matters a lot in that, because you look at that list and it's like, you know, there are 20 schools on this list I know something about.

So, we moved up in peer assessment - that's hard. That's the result of a lot of the marketing work that we've been doing to make the University of Toledo known by colleagues at other universities. It's also the result of a lot of the work you do in going to conferences because one of the ways we get known is you are at a conference, people say, oh, they're doing that cool stuff at the University of Toledo.'

We moved up in faculty resources and research. This is really a measurement around research volume, and so it's not surprising when we moved up there as we've been moving up in research expenditures. We moved up in the US News and World Report social mobility metric. There's a bunch of social mobility metrics out there. They're not all the same. A lot of them measure very different things. Some of them measure simply success rates for Pell students. Some of them try and measure the incremental income that you would gain relative to someone who graduated in your region with a high school degree. I mentioned this only to say that if you look across the world for social mobility metrics of universities, they're kind of all over the map because of very different methodologies. We also moved up in terms of the ranking that's around the earnings our graduates make and the amount of debt that they carry, which is relevant to the things I was just sharing. Next slide.

Let me say a little bit about student success and enrollment, and Tony will talk more about enrollment, but I'll share a few numbers too. So next slide. This is first-year retention, fall to fall for fulltime first-time students. Think about the sort of typical college student who comes out of high school and goes to college right away, takes a full-time course load, stays in school for fall term and spring term and comes back in the next fall term. That's what this is measuring. You can see a very definite effect from COVID and that big drop between 2019 and 2020, 78 % to 74 %. We've been steadily improving that. We're at about 80 % now for retention. That's good. We should be proud of that. Tomer mentioned earlier though, it's worth stepping back and remembering what that means. That literally means, of those first-year students in your freshman classes, one in five of them is gone at the start of the next year. When you think about it that way, it's not so great. Now, as a comparison to other universities, 80 % is good. But we should remember, it really means one in five lives was not advanced and potentially harmed by... That is why I always say, you know, retention is really important. These metrics are really important. Eighty percent is really good. We should be proud of it, but I do want to see us keep moving that up if we can.

Senator Heberle: I was just wondering if that takes into account people who transfer or go to a different university as opposed to those who leave school altogether.

Dr. Holloway, President of The University of Toledo: Yes, this is a really good point. This metric across higher ed. is just for these single universities. This is one in five of our students who left the University of Toledo. Some of those students will go on to other higher ed. institutions. It doesn't mean that they're lost to higher ed. Some of them won't. It doesn't mean that it was not an optimal experience, something about it didn't work.

Now, by the way, we, we shouldn't sort of say, oh, it should be a hundred percent. You know, we're going to be the wrong choice for some students; students may discover they have different...than they realized. That is all true. When I look at these metrics, I always like to remember what it really means is just one in five students. And so, we ought to be thinking about whether there is something I could do to be a benefit to those 1-5 students. But still a very good success on retention. Everyone knows that. I mean, it matters what all our colleagues are doing in the classrooms. It matters what advising is doing. It matters what Student Affairs is doing. All of that contributes to students staying.

Next slide on the six-year graduation rates. The six-year graduation rate is also up and up continuously. It is up to about 58.4 %, so also a good trend. Clearly leveling and so some things to think about there, but a good trend. And by the way, I should have said the horizontal access is the cohort entering year, so the 58.4 %, that's for students who entered in 2019. Next slide.

I want to share the enrollment census number. So, this is a graph of enrollment over time, time across the bottom, total headcount of the vertical axis. Midnight blue is undergrads, and gold is graduate students. If you look all the way on the right for 2025, those brackets show undergraduates total headcount 2 % down. Graduate students, the total headcount was 2.2 % up. Overall headcount is 1 % down. These are good signs. These are good signs that things are moving in a good direction because we're not seeing a consistent fall. What we're seeing is an ability to level this out and bring students in, and Tony will say more about that. Hit the next slide, but I won't say much about it.

I wanted to point to some high points. We saw good increases in new adult learners, good increases in new transfer learners, good increases in new online learners. One of the things to think about, for example with new adult learners, they apply late, transfer students apply late relative to direct from high school admits. So, these are the students who were exposed to the new approaches to communication that Vice President Tony Bourne really started to deploy around February. This isn't definitive proof, but it is at least evidence, and it supports the hypothesis that we're doing a better job in the ways we're communicating with students. I'll also say international students, big concern - really significantly down. A big chunk of that is because of the inability of students to get visas on time. We will recover some of those students in January because they will likely get a visa, just, it is taking a long time because of new processes put in place at the federal level. So, we'll recover some of those, but probably not all of them.

I'll stop there. I think that was my last slide. Oh, oh, no, no. I can't forget this. Oh, my goodness. This weekend on Saturday we had the third annual Glass City Regatta. That is our rowing team. We participated in the Open Eight Plus, the Open Novice Plus, and the Four Plus, one in all three of those events. So that is great. I'm really looking forward to seeing this team develop.

That's my last slide. Thank you. I am happy to take a few questions, but actually, what I might suggest is we let Mitchell give his presentation and then we can take questions as a pair if that makes sense because frequently, they do that.

President McKinney: Thank you, President Hallway. Let me give a few updates then we'll take questions, and then onto our main speakers for today. My visits with the departments are going well. I actually see several faces here today. I've been to many of your units, and I think I'm about six or seven of the 64 departments in my grand tour. Let me say and my staff can verify, when I come back to the Provost Office, they see a 'pep in my step' and I say, you know, "This is the highlight of my day. I learned a great deal." I've come back as President Holloway just made a reference to just a few moments ago, and I say, "You know, I didn't know we did that here. Wow." And then I start to ask questions of "why do we do it this way?" I was in a meeting with the President just earlier today and I said, "Did you know this is the practice and does it have to be that way? Can we make a change?" So, thank you for spending time. One of the departments, I think it was last week, and I said, "Do you all always have your faculty meetings at 4:00 pm on a Friday afternoon? They said, "Oh, no, no, no, we're just here because you wanted to come in." I said, "Oh, no, so you're putting it on me <laughter>."

Let me give you a few quick updates. Some of this, as I looked at my calendar and I believe it's on Friday, I'm meeting with the Faculty Senate Executive Committee. I've queued up some discussions that I want to have with them on a number of fronts. Tomer, you just hit upon one in your announcements, and that is, I want to have some discussion on a process that we will put in place. So, I need input from the Exec. Committee on how we can partner with and work with the Faculty Senate Committee on Core Curriculum, because as Tomer has just shared to you earlier, we have a legislative mandate. I've got the language in front of me that says, "*The Board of Trustees at each institution shall formally review and evaluate the components of that institution's general education curriculum.*" And it gives us dates by which we must conduct this evaluation and also summarizes the changes that we are to make. Now the changes suggest "May wish to explore the following areas," and Tomer mentioned some of these. It's in four categories: civics, culture, societies, artificial intelligence, computational thinking, entrepreneurship, and workforce readiness. I will have discussions with the Executive Committee on inviting and how we can collaborate with the Senate Committee on Core Curriculum to join us in a broader task force, to go through this process. The deadline, if you will, for our homework, reviewing, evaluating, assessing and recommending the changes that will be made is December 31, 2026. That's just over a year from now. Those of you who have engaged in a process like this, I see Renee shaking her head, oh no, I want to get that process in place as we move forward. I also will be discussing with the Exec. Committee our timeline, our plan for our next town hall, town halls, and topic. I've been hearing, for example, from a number of faculty and I went to our director for the Center for Excellence and Teaching and Learning and we've had some conversations on what might we put in place on discussions of difficult classroom conversations. Some of this is of course surrounding some of the issues that we see unfolding in terms of faculty and students engaged in these difficult classroom conversations. That might be a topic for town hall.

As I've said, we may actually queue-up the task force on the general ed curriculum review, and that might very well be a topic for discussion and input from the faculty. I think there will be great interest in that topic. I'm also looking forward to meeting with our AI task force. I believe that's sometime next week. We have named as Provost Faculty Fellows the two co-chairs of that task force, Jerry Nuttle?? and Arjun Sabharwal. One of the upcoming events surrounding our activities regarding AI is the AI and Healthcare

Symposium that will take place on Friday at UTM. So, that's coming up. I would encourage you to participate in the activities. Also, I'm still getting recommendations in terms of folks who want to be a part of this task force and so if that is an interest to you, certainly, let me know.

Let me quickly mention a few of the items that were presented to the Board Academic Affairs Committee yesterday. It was approved to be on the consent agenda for tomorrow's Board meeting for action. We granted a recommendation accepted by the committee to grant emeritus status to Dr. Asma Abdel-Halim of Women's and Gender Studies, who retired in the spring of this year from the Judith Herb College of Arts Social Sciences and Education. We also presented and had adopted by the committee that will present to the Board tomorrow as consent agenda, our plan for the required civic literacy course that was part of SB1. Our plan includes two courses that would meet the requirement for the civic literacy course and the American constitutional tradition, a course that would be offered through the Institute of American Constitutional Law and Thought. Then also political science 1200, American National Government. These courses will become part of the gen ed., part of the core, one in the humanities category and the other, a political science course in the social science category.

I'm very excited to announce a Master of Science program that was approved by the committee recommended to the Board tomorrow, and that is the online Master of Science in Forensic Toxicology. The College of Pharmacy and Pharmaceutical Sciences will be offering it. I think they are very enthusiastic about that master's program that they will be offering.

So, those are some of the updates from our actions with the Board of Trustees and then also other updates on initiatives that are coming up. Now, I'll be happy to answer any questions along with President Holloway.

FS President Avidor-Reiss: Are there any questions? There is one online question.

Senator Heberle: There's a question in the Chat. Did you want to read it on the mic? You can't.

Provost McKinney: Question in Chat box from Sharon Barnes: Question: Did the "American Constitutional Tradition" course go through the regular curricular review process?" So, that would have been in the spring or summer.

Dr. Angela Paprocki: I do not believe so, I think.

Senator Semaan: The answer is no. We don't have an input on that.

Dr. Angela Paprocki: Right.

Senator Heberle: The simple answer is no.

Senator Heberle: How did the distinction between—So, it will be in the core, and one will serve as the humanities for the core, and one will serve as the social science for the core. Did I get that right?

Provost McKinney: So, that will go through review in terms of acceptance. These courses will not be offered until fall of next year, 2026, and so those will be part of proposals as we review the core curriculum.

Senator Heberle: Well, I just wanted to distinguish between review. ICTL does not have to send any of its courses or programs through Senate for review. So last year we had a lot of discussion about whether we would kind of pro forma review or engage in that, and pretty much the answer was that no we wouldn't because that was the conclusion of a long discussion. So, I don't think, or I don't understand or I'm not sure about the question of it belonging in the core because that is a state requirement. But Senate doesn't make any decisions about this because the legislation said we don't get to.

Provost McKinney: Well, it is in my thought that yeah, it would go through the process of the decisions of where courses would fall as part of the core curriculum. So, you're right, yes, this class will be offered. It will meet our civics literacy requirements. Then the proposal of these two classes being part of the core will go through that process of review in terms of how we classify and what becomes part of the core.

Senator Wedding: What does that mean; you say, "be part of the process for review?"

Provost McKinney: So, this task force that we are putting in place is actually one of the categories of considering how we will change our general education requirement list, civics culture, and society, and where do we address those topics as part of our general education...

Senator Wedding: Who is going to do this? Who's going to decide whether that goes into the core or not?

Provost McKinney: As I said, it will be the group that we will assemble as part of the Senate Committee on Core Curriculum and others that we will invite to be a part of this task force.

Senator Allred: I'm sorry, can I interject to the point of order on that? Curriculum is covered by the Faculty Senate's Constitution, and that includes the core curriculum. So, while it's true that the constitution institution—by statute—can offer any course they want. And while it's true that the administration can on its own prerogative decide what courses will be part of what we offer as the civics requirement, no sub body of the Senate other than the Core Curriculum Committee of the Senate, and then the full body of the Senate ought to be able to specify what goes into the core. This is pretty concerning in terms of academic freedom for those of us who are actually teaching the humanities. This is an actual area of knowledge with actual expertise, and the notion that a body outside of it came on statutory grounds, put themselves into the general education under the humanities is deeply concerning for the notions of shared governance and to our own body. Thanks.

Senator Servick: Okay.

Senator Allred: So, thank you. That's why the legislative directive says that general education will be reviewed, examined and changed. As I said earlier today, I would like to find a way to include the Senate Committee on Core Curriculum because that is our current process of examining the core to be a part of making these decisions.

Senator Heberle: To clarify—others might have this better thought out than I do—so, to clarify, they are creating a task force that will not be part of the Senate---

Provost McKinney: It would include---

Senator Heberle: I know. But it would include members of the Core Curriculum who have some expertise in this to review this. So that will be the kind of mitigation, but it won't be going through the institutional decision-making process of Senate. But you do want to include members of the Core Committee who have this expertise on the task force, just not as members of Senate.

Senator Wedding: Why doesn't it go through the Senate Committee?

Senator Heberle: Legislation.

Senator Wedding cont'd: Why are you creating a separate course? Is that something from SB1?

Senator Heberle: Yes.

Senator Wedding: Is it saying that? I didn't read that.

Provost McKinney: Yes, it is. Ohio Revised Code 381 .75. It outlines this process that shall take place.

Unknown Speaker: Where are the people who know---

Senator Heberle: Well, Scott and Rob know this.

Senator Steven: My comment wasn't relative to this discussion, but just to add to that discussion, I think Scott is going to probably say more that, yes, it's all about SB1, and the fact that we don't have control over what the other college, Law with Constitutional Thought and Expression, do. They have their own curriculum. They can do what they want. Essentially, we don't have any say as Faculty Senate. Their curriculum does not have to go through Faculty Senate. I know Scott had something to say about that as well.

Dr. Scott Molitor, Vice Provost: Yes, thanks Rob. The legislation that created the Institute for American Constitutional Thought and Leadership explicitly gave the director of the Institute curricular authority. So, it is correct that they can propose courses, minors, degree programs that do not have to be approved by Faculty Senate or Graduate Council. And that is the discussion we had last spring. Now with regards to the core curriculum in the gen ed., there is nothing in the legislation that says their courses have to be included in the gen ed. and there is nothing that precludes the Faculty Senate from having a say in that process. The Institute can create a course, they can create a program, but they can't necessarily say this course has to be part of the general education.

However, the one caveat I will apply to my previous statement is that this course has been submitted to the State for approval for civic literacy because it meets the requirements of SB1. The State could turn around and say yes, that meets the civic literacy requirements and satisfies the requirements to be part of our OT36 for arts and humanities or for social and behavioral sciences. If the State does award that designation to the course, then we are required by law to include it in our general education curriculum. So, we are subject to how the state reviews this course and how they categorize it.

Senator Wedding: But that might be any course, not just this one. The point is that the Senate is being bypassed here on the core issue and that is not part of SB1. I don't understand why we have created a

separate committee to look at this course or core. I don't know why it wouldn't go through the Core Committee of the Senate. There's no reason for us to be doing that. Scott has said, he is right, the core is not in is not mentioned in SB1 that I saw. Now, if it is and I'm wrong, fine, but I---

Senator Allred: That's entirely correct. I think that's the thing that we really have to emphasize -- while it is true that there's a different process for this civic requirement, and while it is true, Scott is totally correct that if ODHE decided to override our own faculty governance process, they certainly are able to do so. I would submit that even our provost and our president are not able to do so. Therefore, when we're talking about a humanity general education that is different than the civics' requirement, until such time as we are overwritten by ODHE, which, you know, was a matter that ought to be taken up in a different way, there is no mechanism that would allow any group other than the Core Curriculum and then the full body of Faculty Senate to weigh in on this.

Senator Wedding: Right.

Dr. Angela Paprocki: This isn't Senate Bill 1. It's House Bill 96.

Senator Allred: Well, that doesn't matter. That doesn't change the basic point.

Senator Wedding: Well, the Senate should be looking at the core.

Senator Heberle: You have a comment in the room.

Senator Cochrane: Not about this. I just had a comment about something the president said in a question, but if we're still discussing this, I can hold that. It's not related to this at all.

Senator Heberle: I wanted to ask Senator Allred if you are making a proposal that Senate request that the Core Curriculum Committee review this rather than the task force and go through--

Senator Allred: No, I don't think we should do anything at all.

Senator Heberle: Okay, I didn't know what whether---

Senator Allred: I think they didn't follow our process, and they don't have to, but we are under no obligation.

Senator Heberle: Who is the 'they?'

Senator Allred: And I would submit that as a real violation of shared governance, especially those in humanities to circumvent that. I do think that we should discuss rather or not it make sense to have a humanity's response to that. That's a curricular question that relevant bodies within our body should take up. Given that they are not part of Faculty Senate, I don't see why we ought to go about and sort of violate our own rules in order to help them out.

Senator Heberle: I'm not sure who the 'they' is.

Senator Allred: So, it would be the constitution center, right? Like 'they,' I don't see any reason to set up a curriculum to look at their gen ed. requirements of the constitution center when they've decided to forego the typical process that all of the rest of us follow.

Dr. Holloway, President of The University of Toledo: The one comment I would make is to also think about the impact on students. Whatever choices we do make, students will be taking these two courses. What is the impact of them taking one vs. the other? Does that lead to differential impacts on them in terms of their time to graduation so far? So, not reaching a conclusion, but I think we should also think about how whatever happens in this set of decision-making may also impact students.

Senator Allred: ... [Indecipherable]... I think from having a fair process to having a humanity's course that vetted. That's true. That would not do that, right? There's nothing that precludes us from offering other courses that are properly vetted, but, you know, that's a different issue.

FS President Avidor-Reiss: We can continue to discuss this because I think there are some legal issues. But are there other questions on other subjects?

Senator Cochrane: Just a comment to the President. He mentioned with the *US News and World Report*, the peer assessment, and part of that is us as faculty being out and about at conferences and so forth. And this might be unique to my department, but I don't know; that becomes challenging over the years as the funding for travel has really, more-or-less disappeared. So, I don't know if that is something that could be addressed. And second thing I just wanted to mention, and again I don't know if this is for the president, provost, or someone else. But I have twin sons who are seniors, and they are taking college credit plus classes, but all of them are at Bowling Green. This weekend they got an email inviting them to apply with very limited, you know, letters of recommendation. They are test-free, you know, because I guess they are college credit. I thought that was pretty genius on their part. I don't know if I want my kids to go to Bowling Green, but I told them to fill it out, it is free for them to apply through this semester. And again, I don't know much about the offerings here at UT, but that seems pretty genius to me. If we're not doing something like that, it seems like a great way to capture a few more [students]. I know there is some fantastic students taking college credit plus here at UT, but I wanted to share that.

Dr. Holloway, President of The University of Toledo: Two comments. So, one on the travel funds question. I was pretty sure that when I said that, that would come up. So, thank you for verifying that. That is something indeed for us to work on. We have a little over a thousand students in college credit plus at the University of Toledo, so that has grown between last year and this year. So, that is a good thing. One of the questions we have to ask ourselves. There are two forms of that kind of class. One is a high school student who comes into one of our classes. They are filling some extra seats, so they are in the college classroom, in the college environment. The other is we certify high school teachers to teach classes to college credit. So, there is a strategic decision. That second mode is the one where you get much, much, much bigger numbers. So, we would have to make a decision if that's something we want to do. But again, our college credit plus enrollments is one of the areas.

Senator Mungo: I was just going to add to her (Senator Cochrane) comment. I have a high schooler that actually goes to Tech across the street, and she also has done camps at BGSU. She is a junior and Ohio State has sent her an email, offering her to fill out something for a program that they do for students. BGSU

continually invites her to sign up for college CC plus classes. So that's a ready population, especially the ones across the street because they're already very familiar with this campus. So, I encourage you to use those populations to reach out.

FS President Avidor-Reiss: We did actually, the RRC when we had discussions, we noticed there are a lot of academic events, like you're hearing here. From people that we know, they get much more information from other universities than our university, and I hope that we'll be able to get a response from them.

Dr. Tony Bourne, Vice President for Strategic Enrollment Management: Yes.

FS President Avidor-Reiss: Do we have any question online or can we move forward?

Senator Steven: I do have another question or I didn't get to address my initial question, which is why I raised my hand. I noticed with the President's presentation that high enrollment increases were observed for online programs. I was wondering if the Provost and President had enough time at their tenure here so far to be thinking about whether or not we'd be willing to provide more resources at the University of Toledo to increase the number of online programs that we offer here?

Dr. Holloway, President of The University of Toledo: Thanks, Rob for asking that question. That is something that Provost McKinney and I have actually talked about. I think the Provost is a big advocate of us moving in that direction. So, yes.

Senator Steven: Thanks.

FS President Avidor-Reiss: Do we have any other questions?

Senator Kalinoski: Yes. Can you hear me?

Group of Senators: Yes.

Senator Kalinoski: So I was also going to say with CCP, do we offer online CCP? Again, I have a senior as well who's taking CCP and most of them are online. They're not teachers at the high school, but they are online exactly through the universities.

Senator Heberle: Yes, we do. I teach them online.

FS President Avidor-Reiss: Okay, if there are no more questions then we are going to go to the main presentation.

Dr. Holloway, President of The University of Toledo: Let me state one statistic. We get about 35% of CCP students who come to the University of Toledo.

Senator Heberle: I'm sorry?

Dr. Holloway, President of The University of Toledo: CCP students who come to us.

Dr. Tony Bourne, Vice President for Strategic Enrollment Management: So 35 % of the students that take CCP and get done, end up getting to come here. So I kind of want to address some of those things before I even get started, just because I think it does set the table for part of the conversation that we'll have as we get the PowerPoint started. I invite any faculty, staff members, if you feel your son/daughter is not getting information, let us know. Things I've found are that, and this is a conversation that I've had with the advisory groups. I met with the Accounting Advisory group and talked to them. I met with other members of alumni that said the same thing – “oh, my son or daughter did not get anything.” I want to know if they didn't because we should be sending them. If they're going to the school right across the street that is a great driver for enrollment and a huge percent of those students come here, we should be reaching out to them. If we're not, we need to fix it. Now something I've looked at, in real time, somebody said, well, my son is at Xavier right now and he never got anything from you guys. And I'll go into Slate, and say, ‘well, we sent four postcards, 55 emails and seven text messages,’ but it does not mean you saw it. Does not mean you felt it. That's something that we have to change in terms of how we view things in enrollment. I can't just go, well, we sent it, and that should be good enough. We've got to make it so you feel it. So, one example, just kind of going off script, are ways that we're making that happen. Are we making sure we're doing much more things like postcards and we're sending the postcards to the home so you can see it? Things like our fall events, we send a postcard out. We're going to send a postcard out before every semester, fall, spring summer saying these are the upcoming events just to let people know—it goes to every household that we have a prospect for—that they are aware of that, especially locally. We also do mailers, for example if your student does apply and get admitted. My son just graduated from college in the spring. When he got admitted, he texted me on my way home and goes, ‘I got in.’ I said, ‘what's the package?’ ‘Oh, I got emails with confetti and stuff.’ It was horrible. We cannot do that. Marketing put together a really good package that goes to the family, and we've made it so that the digital communication of getting admitted is delayed by two weeks to make sure that is the first thing that arrives so that the parents get to share that experience. So, we're trying to make sure those things happen so that you as faculty, staff, people that are part of the community get to feel that these things are happening. Yes?

FS President Avidor-Reiss: All of that is okay, but what is the way you evaluate? Do you have a mechanism to know that all the changes that were made are actually doing what you're expecting?

Dr. Tony Bourne, Vice President for Strategic Enrollment Management: Sure. I mean, part of it is just looking at the funnel, so we can talk about funnel metrics. So, it's part of this thing, if we're sending it to prospects, how many become inquiries and look at it that way. The other is how many people call us and say, hey, I haven't gotten anything. I mean, that's an anecdotal review. That's why I encourage you to let us know. Send me an email, hey, I just want to let you know I haven't felt it. Can you check and see if they're on the list?’ The other thing you can do is you can go in and put an inquiry for your student. If they're already in the system, it won't duplicate it. But if they're not in the system, then they'll be in the system and they'll start getting things as well. So, any of our CCP students automatically get a request to apply so they do it by email. We also do it by text message and other things because they're beyond inquiries, they're actually enrolled students, so we do that as well and it does not cost them anything to apply as a full student. So, we want to bring them in. That's how we get 35 % of them. We'd like to get that closer to 50 %. That's one of our other underlying goals. So yes, I appreciate that. We want to change our posture on those things. I know there was, it has been, when I first got here was the defensiveness between, you know, the community and saying, enrollment, what's going on? That's a part of the underlying conversation we're going to have today about where we are. I'm about a year in. I started October 28th of last year.

When I was preparing this, Tomer asked me to put a slide together that talks about the enrollment numbers for all the public schools across the state, and he and I had a back and forth about why we would want to do that. So, that takes a lot of time, not everybody has their stuff on the dashboard yet and things like that. I think the underlying thing is, you've all heard a VP of Enrollment or somebody come up and say, well demographic cliff, it's coming, it's happening and that is why, that is the reason. I said, that is not a problem. I fundamentally agree with you.

We do not have a good reason as to why our enrollment has gone down. Not a good one. We have reasons, they're not good. It's not the demographic cliff. That slide would show that there are schools who are increasing. We have the same news organizations as the school down the road. You see what they've done, we understand that they're climbing and so obviously it's not simply demographics or competition at play. And we'll talk about that. The big impacts that are overarching that I look at are our market share. So how are we doing against our competitors? Not great. And if we look at those demographics over time which we will, we'll talk about what that is.

The other one that I'm concerned about, which we do have some impact on, is the college boundary. So, the percentage of students who graduate high school in Ohio who choose to go to college, at one point it was around 55 %. The latest number is 47%. I believe that it will be updated here in a little bit. That has declined. We do have some ways to impact that, and we'll talk about where we can do that. So here are the big overarching ones. There were also things that are internal to us that we want to talk about. If we go to the next slide, it gives us kind of an overview of what you want to do. So, my observations after one year of being here—all of you have been here way longer than me, but this is just what I've seen—we have some core relevant..., things that data show us that I think are important to consider as we look at how to solve these problems. I'll talk a little bit about the key changes that we've made or are in the process of making as we go into this recruitment cycle. One of the specific things was just some opportunities. I think I opened up for discussion and questions at that point because I just listed some things and said, here are ways that faculty can be involved, but there's more than that. Also, I think it is worth talking about how we can really revise those and make them more impactful.

So, as I looked at this last year and started thinking about things and putting the slides together, I started thinking about what are the positive things that we saw this last year. Dr. Holloway mentioned a couple of them. We saw some late changes in terms of enrollments of transfer students and engagement with adult learners and things like that. And so, we've implemented much better communication channels than that. Some of those impact their funnel conversions. An example we had would be the increase in app completion rate. So, students can go in and submit an application and say, I want to come but they don't complete it, and they don't give us the transcript, they don't fill something out, there's some information missing, so we can't admit them. Our normal add is about 89 %, and that is actually very steady. There's not a lot of build on that number. Last semester it was 97 %. So, we know that good communication can result in students actually completing their application. So that's the next important step.

The next one on that would be the increases and withdrawal of communication. Now this is kind of a negative but also a positive, it's a good sign. So, when students apply and get admitted, we ask them perpetually, are you going to deposit? Are you coming? When are you coming? What's going on? Are you going to do orientation? All these other things. Most students will ghost us. They will just disappear, and they will never respond to that, and they will just go to some other place, and we will never know about it.

Some students, about 900 every year, respond back and say, no, I'm going elsewhere, I decided to go to 'x' school. Mostly because they've been given a scholarship of some kind and they feel obligated to let us know. Sometimes they do not answer, state "please stop texting me," or "I don't want to hear you," and so on. Now we have an extra 880 students this year that said no. So those were students that felt compelled because the relationship that was developed with the counselor was such that they felt bad by ghosting us. Now, that's not in and of itself a great thing, but it is a sign to us that says, look, I can get a quarter of those; I get a quarter of those students who are that close. If we get 220 students to come next fall, that's kind of our internal goal. But if we can get that, we can get more. And so that's the part of communication. We know that there's an impact on the type of communication and how we communicate with students. So, all of those things are good.

The next one is concerning, and this one actually fits in both categories. There's a **high urgency for the enrollment problem to be fixed**. I think that's why I'm talking here. I think that's why you've all talked about, 'hey, my kid didn't get' and 'I want to see' and these other things. I have, and I carry with me all the time, copies of the Art and Science report and the RRC report that I mark up and I look through. I pay attention to those things because I understand the sense of urgency about changing the problem of enrollment. There has been, and this is not indicative of faculty or any one particular group, but there is an undertone of, 'I'm ok, you're not ok.' And that's a concern for me because when we have a meeting where you talk about how can we all come together on these things, it becomes really difficult for us to make movement. And I'll talk about that in the next slide in just a second.

Low urgency for change is confirmation. So, as much as there's a high urgency for change and potentially for others, there's a low urgency for us to individually change our culture of admission. It includes all the things in the university. So, you all kind of noticed that there's a lot of things talking about operations that don't change, how we're not being flexible in these times, and other things across the institution. There's some data that we have that support that. Then one of the things that we really need to do is create what strategy messaging and goals we have as an entire institution, and I'll talk about what that looks like with some data. So, the other thing. I do want to highlight, and this was another debate that Tomer and I had was the idea of what to call this issue. Tomer was passionately saying 'it's a recruitment crisis.' It is a crisis, fine. I don't know if it's a recruitment crisis. So, probably about six months ago, Scott Molitor and I had a conversation with Craig Gobble, who's the principal at Arts and Science Group, and he wanted to know how the implementation of all the things they outlined are going. Well, we were like, they're not really happening. But we had a long conversation, and he said something that I thought was really important. It is something that I've seen both as a VP of enrollment and also consulting. I've exclusively been at schools with enrollment concerns. I guess I am on punishment, I don't know. I feel like where am I going to go. I don't want to go to Ohio State where it is like, well, we just trip over students for fun. I want to go to a place where it needs and deserves help because there is value there. I think that is where we are. But all of those places, what he said really fits, which is enrollment is a system of a problem, but it is not the problem itself. And that was his assessment after coming here and looking at it, and I 100% agree with that. It is a symptom of a larger issue. These statements are an issue. We, the university across the campus, don't [collectively] know who we are. We say 'The Power To Do' is the brand that went out. I said what is 'The Power To Do?' Even Marketing couldn't tell me what that is. That is just a way to put a flier to stuff. Well, if there's no clear statement, this is what the power to do is' or 'this is who we are,' then you got kind of a shot-gun approach. I just got to send messages out, I got to get it everywhere, right? Which is kind of what we did with marketing last year. We had BBK came in, with the new brand, they spent several million

dollars on marketing, putting things out in the digital space. And it was kind of just let's see what sticks and just send it out, keep sending it out and make sure that we're visible. On top of that, we don't necessarily know how we're going to say. So, in the way we have digital campaigns, we have postcards, we have these other things. It's not just what the channel is, but what the wording is.

So, one of the things we've done this year is we've said to the deans—we had meetings, everybody kind of came in, we talked a little bit about what we can do, talked about—how can you give us good information to tell the stories? In those conversations, people really couldn't kind of focus in and narrow down what the wording would be to say what we wanted to say about ourselves. Because we look at other people sometimes with jealousy and say, I want to say we are number one at something. I'd like to put a ranking on it because that's definitive so put it out there. But we don't necessarily have all those things. It's hard to put in the soundbite *US News* is 200 and something or whatever. Students are clamoring for 200 or something. There are underlying things that that we do really well, and we put some of these out there which are: we consolidate net income to costs to things like our ROI. So, the return investment, we're rated number two in the state. Return investment, we're number two in the state in time to repay your net price. These are statistics that *Wall Street Journal* has. Georgetown does an assessment ROI to put us in there too. So, we have to work on that. How do we phrase it? How do we say it? Let's find succinct ways to do that across all disciplines because not everybody is going to have the same kind of message.

FS President Avidor-Reiss: So, when you saying that we need to recruit, is there a process to start to find out who we are? Is there a process involving marketing that we can define it? Because we did something, we did the PPP proposal. For some reason the university did not want to take it, but that is okay. But is there a process right now so by the end of the year, we can answer this question?

Dr. Tony Bourne, Vice President for Strategic Enrollment Management: Yes, I think there's several processes. I mean, one of them is, I would not say that marketing or enrollment needs to take the 'bull by the horns' and say who we are. I think going back to your previous conversation about curriculum and faculty is like we need to take that into consideration. I think President Holloway is looking at that. The conversation I've had with him has centered on that, and that's a part of the process that he's putting in place. So, identifying how we separate ourselves and saying who we are and what's significant about us. So, that's part of that process. I think as we go through it, feedback is important. Being able to have these conversations is important. We should be able to say, yeah, that resonates with me or no, that one doesn't and then we have to go through that. But yes, this fall we have to, because if you think about recruitment cycles, we've already done all the creative for this recruitment cycle. So ours still doesn't have these words in it; we're working on that. Now, we can change some of the creatives we go through, but really, effectively for new direct from high school, we're talking fall 2027 when these words are going to impact them - and that's just the time of things.

The last one I think is very important in this idea that it's not the enrollment – it is simply not the whole problem. When I've talked to different groups, I said, how do we make students feel? I got pushbacks, like, well, what do you mean? Well, what are they leaving here thinking? We make assumptions because we get them that good pay, we get them a job, we do those things. But there are measures out there that can identify exactly how they feel to some degree of aggregate. We have to intentionally focus on how we're making them feel the way that we want to about their experience here. And that's partly things like student experience, culture, activities, and hanging out on the weekends. It's also what happens in the classroom

too. And so those are things that you can directly impact. That's not my purview, but that's something that you might want to think about collectively and say, do we get training for that? Do we have somebody that can come in and help us with that? Those are things that we can think about.

So real quick on the history. Some things I want to point out about the enrollment side. I don't want to come in and say it's not an enrollment problem. There are enrollment problems. One of the things about this is the decline in market share was not something we even looked at until this year. So, I went out. The State fortunately, until this last year put together data saying where do all of the high school graduates from public schools in the state of Ohio and some privates, where do they go within states? How can we identify that? Let's put it on this spreadsheet. IR put it together, made it very useful. I put it together and said, okay, what does this look like? When we started looking at it, we saw this decline basically over the last ten years. We've lost, I think it's 15 % of market share across the state. That comes as another concern. So that all happened kind of under our nose. Nobody was really tracking it, we just saw our numbers declining. People were saying it's the 'demographic cliff,' whatever. It wasn't, it was market share. But when we look at how we even do a projection – so several people on campus do a projection. You know Finance does a projection, ...does a projection, my staff Sunday does projection. None of them included in their projection how much money was spent on marketing, how much money was spent in enrollment, where we went to the enrollment, how many postcards we sent out, who we talked to, how many phone calls we made, nothing. And yet their projections are accurate. So, enrollment to this point, over the last ten years has had almost no impact. What we've done has had almost no impact on the enrollment outcome. That's not okay. Now, I don't think it's a hundred percent of the impact, but it is a percent, and our goal is to break that trend. If you look at things like the normal funnel, and I teach this for USC; I do a course for them for enrollment people. We talk about the funnel because it's just easy to talk about. The reality is (the prospects which are people's names we buy, kids that are unsuspecting ACT test takers and they get stuff from us), those numbers vary widely year-to-year.

I think in 2024 we bought a bunch from Texas and Atlanta. We said we're going to go out of state because we got to diversify since the demographic cliff in Northwest Ohio is just too hard. So, we bought a ton of names. This did not result in a huge amount of inquiries. In 2023, we had 56,000 inquiries because they bought a ton of names from Niche that Niche calls 'qualified leads' and says that's really an inquiry, but those kids don't respond - less than 1 % of them enroll. So, every year it was just this constant jump from strategy to strategy, from company to company, from consultants to consultants - changing and creating volatility. So what happens is you get no consistency and in virtually everything in enrollment, marketing, et cetera, consistency is what significantly matters in getting that enrollment fall. I'm still here a year later, so at least there's that; whether I'm the guy, I don't know, we'll talk about that. But you've got to have consistency in those things and that's a huge factor. Alright, so why does this matter? This is a good data point. So this data was actually done by BBK, the marketing firm that did our brand. They came in. Before they redid the brand, they did a survey. They asked people around the state. This is unaided awareness. So, hey, can you name me all the schools in the state of Ohio, and then write down as many as you can think of? Along the bottom is the percent response. What percent of people or what percent of the overall responses included the school? Ohio State is right around the corner, obviously 74-something percent, I think 74% or somewhere around there.

The left-hand column is the number of undergraduates direct from high school applications that they get. Our awareness, if we factor in all kind of different things like where the people are from and things like

that, is about 10%, which put us at about 10,000 applications, which is what we have. That is an issue. We've got to change whether or not people at top of mind say, oh yeah, here's Toledo. One way of talking about this is when I go to a college fair, what I do not want to hear ever again is, oh, the University of Toledo, what do you guys do or what are you known for? It happens all the time. If you are a recruiter and that happens, you're not getting that kid. They're going elsewhere. You might get an application from them, and we'll talk about that in a second too. But you're not getting them to enroll because there are other schools they know about and they're just kind of filling up their roster. So, this slide has a lot going on. If we want to talk through it, I think we should talk through it pretty clearly. These are some of the impacts that are both objective and subjective regarding student survey data. Importantly, here is where we are. This is the Wall Street journal's rankings. Now, I don't like rankings so much, but this is interesting only because they provide where the scores are... This is our ranking compared to the other ten ranked state schools in Ohio. Where we are in the survey: we are second to last in learning opportunities, we are last in student experience or last in whether or not students recommend us to someone else, and we are seventh in what they say prepared for career. Now, some of that is odd because I think we do a good job teaching our students. The same thing for prepared for career. The right side are objective measures. Salaries is basically the impact of the school on the student in terms of their income. It's not just what do they make, that was the slide that we had with what the average student makes. It's the impact on what the school adds to them as this individual based on their degree, their background, where they came from etc. So, we are third in that metric, we are second in value, which also takes into accounts the average net price and the value of salaries. So the objective measures we have say we are doing a pretty good job, and those are things I want to talk about...But ultimately, these things do not match. I do not want to feed negativity, but they're number one in every single category. I went through and 20 % of the score is based on those things. We are tenth in character development, which is how students feel we developed. And then as a person, we are ninth in learning facilities, like labs, facilities etc. I don't agree with that, but that's how going back to what we talked about of whether or not you felt like we sent things to your kid, that's how kids are feeling when they leave. This impacts enrollment dramatically. It impacts enrollment in many ways. One, the best is when students leave here or when they're here and they talk to their friends, or they do actually recommend us to somebody, or they go on Niche and they do a score or rank the school, students look at that more often now than they used to. What's the internet say, is the school good or not? And they use that as value criteria to determine where they want to go.

All right, why all of this matters to enrollment? It is kind of this slide but more the next slide. This slide shows the national average from the common app of how many schools students who applied to college applied to. Starting to 2015, roughly 4.6, went up almost 50 % to 2025, which is 6.8 %. For us, punch line, ours is actually 10.2. The national average is 6.8 applications per student. Our students apply to ten schools. Now, really interestingly on this is you can see somewhat of a normal curve from one to 19. When you get down to the bottom, it actually should be just 20 plus. The highest number of our students apply to 20 or more schools. So, if you are not one of the top tiered schools in student perception, you're one in ten, and your odds of getting them are not as high. So we have to decide how we are going to be in the top third. The reason is, and I'll go back to Tomer's request for the enrollment factor, when you look at things like Ohio State, UC, OU, schools that are larger and have better reputations that are a little further up that awareness scale, they're the ones that are the top three applications. They're the ones that go, oh yeah, I'm going to go there if they let me in or if they give me enough money. It's odd because a lot of times when you look at natural surveys, that surveys say that cost is the number one factor. We all go out and talk about

cost. The reality is that it only matters if they are in the market for that. If you go out and you want to buy a luxury car because that is the income you make, you only compare prices to other luxury cars. Right now there are only three schools that are doing very well. This is my own anecdotal survey that I...because all the enrollment people fault each other etc. Schools that are what I call 'lottery schools,' if I get in here, I'm going, I don't care what it is – ivy league schools, the University of Chicago, that kind of stuff. It is a difference maker, it's a life changer if I get in there, we make it happen. Christian schools are having a moment, a lot of social cultural issues there. A lot of them are hitting the max, not all of them, a lot of them are. Regional schools that have your, what I call your 'round spring break,' which is campus life and fun, 15 bar within walking distance of my dorm, and the price isn't bad. I'm going there – Bowling Green. That is the situation. We don't have that. We have to offer value. We got to get into the top third in student perception and the valuations. And it's not on you; it's on all of us to do that. And we have to do that because as we go forward, the demographic cliff is a real thing and we're going to have fewer students, but competition's not getting anything easier. And this year, we were down 2.2 % direct from high school students. Ohio State was down 13.9% because they kind of just felt like it. They let too many kids in last year, so they had to get smaller. Next year they're not going to be down 13 %. They're not sitting at 8200. They're going back to 10,000. So they're going to take another 1800 kids out of the market next year, and if we're not in the top third, we're beholden to what they take. So we have to change perception. That is enrollment that's marketing. That's what happens on campus and what students say about us.

This is just an example of where we are right now. So relatively the same, this is September last year on the left, September this year on the right. A little bit more students at that four level, a little bit more students than the 20 plus. So, we have kids already in September of this year applying to 20 schools. Alright, these are the key changes that we've made. This is not all of them, but there's some of them that we want to point out. There are a couple of them that are not on the sheet that I want to call out that actually have kind of really interesting impacts. One of them is we changed the maintenance requirements for our...for our financial aid. So it used to be you got to hit a certain GPA. Everywhere I've been, I've changed that because you lose very good students for no reason. One of the schools I was at, we looked at how many students we were losing in that, it was something like 20 to 30 % of our attrition were students who came in with a merit award and were under the requirements. So they had a 2.6 GPA and they left in like December because they're like, there's no way I can get a three 3.0 next semester, I just can't: I'm not going to so that's why I'm out. We change the maintenance desribment, which means now we've aligned keeping your merit award to the satisfactory academic progress standard, which is the federal government standard to keep your federal aid. You have to have above 2.0, you have to pass more than 2/3 of your classes etc. Right? A lot of people say are we just giving out money now? But what I saw in all the schools I've been to before is when you do that, those students stay and virtually all of them bounce back and get back above that within one semester. Give them a chance, let them be here. Do not stress them out. Let them know that we actually believe they can be successful. Now, the other thing we've done along those same lines is we've told students who last fall went to another school, went to BG, UC, OSU and had a Merit award with us. We said hey, everybody makes mistakes. Why don't you come back, we'll give you the same scholarship you would have gotten as a freshman. The other thing we've done along with those same lines is we've told students who last fall went to another school, went to BG, UC, OSU, and had a Merit award with us, we said hey, look, everybody makes mistakes. Why don't you come back, we'll give you the same scholarship you would have gotten as a pressure. We doubled the number of transfers from UC, doubled the number from BG, doubled the number from OSU. We didn't even communicate that until February of last year. So, we're now

communicating for fall. We're actually sending communication out in October to let them know, hey, look, you're that far, it's the middle of the semester. You're living in a hotel in Cincinnati because that's what UC is doing right now, that kind of sucks. Why don't you come back here? We will give you the same scholarship you have gotten. We believe you can be good. And I don't care what your GPA is from there because I know here, you're going to be successful. It's good message! We get a ton of students already saying they're going to come to our transfer event as well.

So, other things we've done, we looked at operations. We have things to improve. We're checking ROIs, so we're actually tracking our expenditures in terms of what the impact is. So we're looking at what happens when we send out marketing, where do they go? We worked with Marketing on making sure that we can track it better. So, what we did last year was they just said who clicked and went to our webpage. We want to know how many people from this ad went to the webpage and applied. How many went to the page and did an RFI request for information or how many said they're going to do a campus visit and track it. And then take that cost back and say whether it cost... We're adding that we haven't done that before.

Impacting funnel metrics, going back to that previous slide about increasing the number of applications that are completed. We've got increased yield. Our yield this year was between 17-18 % and should be above 20 %. We need to get to about 22 % with an increase in applications to get to the number that we want to be at. We have to overcome these barriers across and have open conversation. Hopefully, you guys feel that you can say, hey, this is something I thought about, this is something that came up to me. This is something my son and daughter said.

Consistent strategy, I mentioned that before. We have to make sure that when we onboard technology, we onboard capture and EAB to leaders in the enrollment space this year to do different things. We have to keep them for multiple years and make sure that we're getting full benefit from these. We did capture four years ago for one cycle. And then didn't use them, and it turns out that the leads that they generated yielded at between 12 to 15 % rate, and we kind of gave up on that. So, we need to go back to them, which we are. They give us a ton of information. For example, yesterday, over 400 students came to our website that were identified as in our system who are fall 26 enrollment students and they went to however many pages on our website. So, we can immediately go after them and say, hey, I'm looking around, do you want to come to an event, things like that.

We are adding project managers for the colleges. I know that was very high on the list for the RFC. We are currently hiring them. We are doing the interviews right now. We have, I think, seven who are coming to campus. We're hiring four cause that's what we were budgeted for, and we work out how those will work with individual colleges. The goal of those people are to be conduits for communication, making sure that you are aware when our events are, what we're doing, how it's going, assist with that communication on what's our messaging and how does that get out, assist with things like potentially going to high schools and talking in front of students there, just talking about your passion about what you do, helping them fill that out. Those are the tasks that they're going to be given to work with existing people in the colleges. Hopefully, and I put this later as what you can do is help onboard them and help teach them about what you do so they become really knowledgeable about who you are.

Marketing and reputation, I've mentioned marketing. That's huge. That's a huge investment. Athletics, we're partnering with them a lot on how do we get the message out? How do we make fans? Fans create

people that want to come here. Campus visits were a huge investment. Did anybody go to Campus Crawl? Was it good?

Group of Senators: Yes.

Dr. Tony Bourne, Vice President for Strategic Enrollment Management: Yes, it was a pretty good event. I'll tell you this, Campus Crawl was 150% of last year's budget. Last year's budget was \$30,000, and Campus Crawl cost us \$45,000 (this year), between running the events with the food, having printing and marketing. That's magnitudes different. That's the difference between a good event and doing more with less, which is kind of where we were. Now, I don't think we should just have a blank check. We have to stick within bounds; we have to measure ROI. We are measuring. There were 180 students that went to that event that are fall 26 students. We are tracking whether or not they submitted applications. I will double check that number, but it continues to improve every day. So, they're in our system, we're talking to them, hey, you came to your event, why don't you come to another one? Things like that. And then camps are another one I know is a hot topic. Making sure that people are aware when they go to a camp, we get their information, we help ask them to come back to more things.

This is our market share, so this is the analysis that we did show these bars. The blue on the upper left is our local markets, roughly 14 counties. That's where we get about 20 % of the share of students who go to a state school in Ohio. The yellow we get about five to 10 % of those. The light blue we get between zero and 1 %. Light blue in Michigan is actually what we're considering a growth market. We get 90 % of the Monroe County students who come to Ohio for college. So, a huge difference. It's local, it's in situations, things like that, right? So we're looking at that. We want to grow in Michigan, basically pretty much up to Grand Rapids.

Alright, quick early numbers. Prospects, I've already told you that number varies widely. One thing to note, if anybody's on the list that gets the dashboard report, 160,000 way less than last year. It's because we stopped buying names outside of Pennsylvania, Michigan, and Ohio because it's just not fruitful right now. Maybe we can do that when we change our reputation, people start to recognize this and things like that. Inquiries, though, were an investment. Now, going back to that other slide way earlier where inquiries were all over the place, we focused on creating organic inquiries. So, one stat that's really important is over the last five, organic inquiries have declined by roughly 20 %. That is students who came to us first and said, hey, I heard about you. I'm interested. Can you send me some more stuff? So, when we were at a peak, we had a ton of organic inquiries: Kids coming to us first. We didn't have to go to them. It's part of the reason why you have this steep decline very quickly. She doesn't have an infrastructure to create interest. We're spending a lot of money just creating these inquiries and just trying to get kids. The yield is very low. We're trying to go back to high yield, high impact things, which is what getting you into in front of high school classrooms would really help. Those kids go, I really liked how they talked about their class, how they teach. I want to go to that. That's how you create your data. Submitted apps so far, we are up in terms of the number of apps submitted. We didn't get this started until a little bit late because we've made some changes to technology, so we don't have as much completed yet, but it's a good release time. Up 160, we have with that. Obviously, we want to continue to move that upward by making changes and things to make sure that continues.

Next up. All right, final slide. These are just a list of things that are kind of, you know, high level or we're kind of learning to do: Aid in student experience - how can we get together and talk about how we impact that? I am happy to do it. I'm happy to not be involved if you want to do it, whatever it is. Let's talk about how we change how they give us feedback. There's no reason in the world why we should be seventh in prepared for career. We should be first. I mean, we do a great job. We have experiential learning in... We have engineers that get jobs and graduate with no debt. I think 70 or something percent graduate with no debt. They should be all saying, I came here for a career, and I have a job already. That should be top of mind.

The final problem is who we are. Dr. Holloway is going to do some of that in the fall, obviously. He has been supportive. I've talked to him about it. Let's get behind what it is that we say we are. Let's just say, yes, we are going to do that. We are going to go forward. If you disagree with it, speak up. Say, hey what about this? You know, provide some suggestions, but let's get behind it and make sure our messaging is consistent and clear and something that resonates.

Help articulate those pragmatic outcomes. So, some of the things that we ask our faculty when we say can you give us some feedback, what's different about your college, what's different about you. Let's get some feedback on that. But she gave them that opportunity to say, talk to me about that. I do the same thing with the students in my class so I'm trying to put my money where my mouth is. What's going on? I've got kids that haven't turned into homework yet man, we're in the fifth week. Like what's going on? This isn't right. You're better than that. I know you are. Let's figure out what we can do for you. So those are things that we can do.

Expand access to work with teams. That one is kind of a topic. We deliver students who want to go do an appointment with the college. The way the system was set up is that they're set at 115. I don't think that that's set in stone. Let's talk about how we make a better, how do we offer more? I was at a school that had two tours a day, morning at 9 am, afternoon at 1 pm. They did the normal tour, met with anybody and then had a faculty member later. Now it doesn't mean you have to have staffing for all of them, but it gives you more options. So, it's not like, well, look, you can't talk to kids. So, let's talk about flexibility. Every college does it differently, so we can probably have a college by college or department by department conversation about how we can make that work, what we can make work in SLATE and make it easy for students to get in. Continue doing what you're doing. I think Campus Crawl was a great event, it was great event because there was great activity there. We have a couple of upcoming events. We have the... Day which is for juniors and sophomores. It is for them to dip their toes into college. So, it's more of an open house tabling, talk about what you do, why would I want to choose that career - things like that. Then we have Choose UToledo. That one is more towards December. It is for seniors. It is decision event. It is to get them highly engaged. And students who visit in fall, that is the highest percent of our students who deposit early, so we don't make sure we get that option for that.

Healthy onboarding and project managers, like I said, make sure you kind of bring them in, keep them up, let them know what we do, and then let's goal us around these messages, goals and strategies. If we do those things, (it doesn't have to happen all in one cycle,) every little bit that we move in that direction is going to change that student perception, but also students that visit, they get a different perception. The students that are here tell their friends, hey yeah, I know it's great. Those things happen, and then you will see those changes. I think I can answer questions for as long as you want.

FS President Avidor-Reiss: I think we have an online question. The question from the Chat states “We were told at Faculty Senate last year that “we don’t know who we are.” I argued then and I still feel very clear that some of us know who we are and why we’re here. Maybe the marketing teams need to work more closely with the folks who are here who directly work with students: faculty and staff.” This question is from Senator Barnes.

Dr. Tony Bourne, Vice President for Strategic Enrollment Management: Yes, that is part of the messaging. I’m not saying no individual knows. Universally we have not agreed to that and it is a momentum of the movements moving that way. So if there are people that say, this is who we are. Let’s openly talk about that amongst groups, so that we can help influence that messaging.

Dr. Holloway, President of The University of Toledo: In my slides I purposely said this is who we are. I’m throwing these messages to people to see what they say back.

Senator Semaan: We have an identity crisis, but we don’t know who we are, then no wonder why we are going down in enrollment.

Dr. Tony Bourne, Vice President for Strategic Enrollment Management: Yes, I think there are pockets of people who say this is who we are and things like that. But the hard thing is when somebody comes to our table and they say, who are you? And our recruiters are like, [we are] a lot of things. I mean, you know, we have to condense that down. And yes, that is good point.

Shara Crookston (Proxy): Hi, I’m Sharon from Women and Gender Studies. And my question is, what is the strategy for UT programs that have been impacted by... So for example, like Campus Crawl, I was so surprised by the number of students and parents who came up to us and said, oh, Women’s Studies, you’re still here. And then also for the first time, I’ve been here for 17 years, I had parents ask if they’re LGBTQ children will be safe here on campus, which absolutely [broke my heart].

Dr. Tony Bourne, Vice President for Strategic Enrollment Management: Yeah, I’ve had that too. Yeah, I’ve had those conversations as well and I’ve had the opposite ones too, which I think in some ways are harder. To have when parents be like I don’t want my kids around ‘such and such.’ It’s hard, it’s hard to have those conversations. It’s hard to meet people where they are. The specifics around it is we have to start marketing programs, and we have to look at low enrolled programs and make sure that there is awareness, and so that’s the strategy that we want to work in concert with colleges to say, what are the programs you need to invest in? How do we make sure that message is getting out, and then where do we go? That is what we’re doing with marketing. We are trying different messages; we’re tracking the results of those. We’re doing it by the different markets, those different colors, as well as separating out rural, suburban and urban students. And we are seeing stark differences between students based on that classification from where they are from in terms of their behavior.

Great example is rural students, by and large, do not click on TikTok. Maybe a cultural thing, maybe a political thing I don’t know what it is, but their click through rate is like less than 1 %, whereas with urban and suburban students I think as it like 6 %. It is a huge difference. They are on TikTok. We have a ton of views on TikTok. They don’t click on them. So, there’s things like that that we’re looking at. So, that’s one of those things where we need to look at and say where do we get more intelligence, then we can say, who

do we need to send this message to, to make sure that we get a yield of the results that we're looking for? So that's one of the things we're trying to put in place.

Dr. Martin Ohlinger: Martin Ohlinger, the College of Pharmacy and Pharmaceutical Sciences. Thank you for your presentation and work. Thank you for bringing the program managers back into the colleges at the college level. I think there are so many different ways I could phrase this, but to just add on to some of the comments that have been made here very recently. You know, what distinguishes us from other institutions? It's our academic program offerings. The provost has said that you, the president, and you said it. When we talk about whether it's The Power To Do or something else, that's the initial phrase or something. It is not who we are. Who we are, is what we're doing, and this is the first point which is messaging our programs at the college level. I was going to say that's where some of the messaging gets lost, but historically the message isn't there at all because it's been centralized. I don't want to get into a conversation about centralization.

Dr. Tony Bourne, Vice President for Strategic Enrollment Management: Sure.

Dr. Martin Ohlinger cont'd: But getting the program managers back would be awesome. Get recruiters back at the college level with faculty and staff involved. I've been beating this drum for the last 10-15 years. That is what we have to do. And when you talk about 'feel,' how do people feel about it? It is always the same when we talk to the people and families we are meeting here, but it is that 'feel.' That comes from talking with students, and other family members, faculty and staff in the colleges, in the program. The Power To Do, you know, we know what we do. We do it in the College of Pharmacy. It's not just Pharmacy, it's all the other programs here. So, to all that, to end with thank you. Program managers, welcome. I am excited about that. I think that is going to make the biggest impact on getting students excited for coming here.

Dr. Andrew...: Hi. I'm Andrew... from the College of Medicine. ...[Indecipherable] Do you have a sense of how much of that increases the...?

Dr. Tony Bourne, Vice President for Strategic Enrollment Management: We don't know the causality of that. So, what happens is when students eventually get to campus and it's not all of them, it's narrowed down. They are usually narrowed down. Now there are some that go to a ton of places. We get about 55 % of campus visitors to actually enroll. And so, I don't know if it's a causal, we believe it is. We're trying to look at ways to identify that. So example, of the students that came to campus crawl, none of them that are in fall of 26 had applied yet. So we want to see how many of them applied. That is more of a causal situation, so we're trying to identify that, but definitively shows very well in terms of visual. We need the experience to be good, so we have to do a better job with our campus visits, which we know that. We've hired a director for campus visits who oversees all of the visits and the people related to that. But yes, it plays a huge role. We don't know exactly what degree.

Dr. Andrew...: Is there a mechanism...campus visits...?

Dr. Tony Bourne, Vice President for Strategic Enrollment Management: Yes, they do. So, the 1-15s goes beyond the Medical Campus. So that's part of some of the problems sometimes is the drive over there, make sure they get there in time because a lot of your students are in the Honors program and given the

current timing, the honors presentation I think is at like 12 or 12:30 pm, and you got to get there by 1:15 pm, and so it ends up muddling together. We've got to work on that to make sure that they can physically get there with plenty of time. Well, the other thing we did was we met with the SIM Center people, the director last spring and she has over 1500 students from other schools come every year. We worked on doing data sharing with them. We got to formally finish that, but making sure that any of the students that are showing up there that we're following up with them later and saying, hey, maybe we should talk.

Senator Heberle: We may have talked about this when I was out, but the program project managers at the college level, I think there's been some confusion about the status of who is in those positions and are they going to be shared among colleges. What exactly are they going to be doing? If you can sort of articulate that job.

Dr. Tony Bourne, Vice President for Strategic Enrollment Management: Well, I talked a little about it. Basically, that job description is primarily: they will work to facilitate the communication between enrollment and the college. So making sure that when we're doing something that that information gets to both the college administration as well as faculty, so developing those communications, talking to you and making sure you're aware of the way you need to because somebody read emails, some people read texts, let's figure out.

Senator Heberle: So I'm interested in whether or not there's like a more of a conduit for them for faculty and also if it can go the other way if colleges are doing events. Are they, you know, does it need approval through enrollment management or is it like, how does that work?

Dr. Tony Bourne, Vice President for Strategic Enrollment Management: No, I just want to work in coordination, so Engineering is doing a lot of stuff. Just let us know and that way we can get on the calendar and we can tell students about it, we make sure that we're all aware of it. It'll help in potentially some planning. Oh, if you're doing that date, we got something else going on there, let's make sure we have all that stuff. So that's the big part of the job. It's event oriented, right? It's not recruitment go out there. Well, they part of what we want....

Senator Heberle: Please change the 1/15 because a lot of faculty work off-campus.

FS President Avidor-Reiss: I think we are out of time. We are three minutes before 6 pm. We have to open the floor up for discussion because at six o'clock our meeting will end. So, thank you.

Dr. Tony Bourne, Vice President for Strategic Enrollment Management: Thank you.

FS President Avidor-Reiss: Any questions or comments from the floor? Hearing none, meeting adjourned.

IV. Meeting adjourned at 6:04 pm.

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

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative Secretary