

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of October 08, 2019
FACULTY SENATE

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

Approved @ FS on 10/22/2019

Summary of Discussion

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

President Brakel: Welcome to our fourth Faculty Senate meeting in the Fall semester. At this time I will ask our Secretary, Mark Templin to call the roll.

Present: Anderson, Bigioni, Brakel, Bruce, Chou, Compora, Dinnebeil, Dowd, Edgington, Ferris, Frank, Gibbs, Giovannucci, Gregory, Hall, Hammersley, Harmych, Heberle, Hefzy, Insch, Jayatissa, Koch, Lecka-Czernik, Lee, Longsdorf, Lundquist, Menezes, Modyanov, Molitor, Nigem, Oberlander, Ohlinger, Pakulski, Ratnam, Reeves, Rouillard, Sheldon, Steven, Taylor, Templin, Tiwari, Wedding, Weldy, Zhang

Excused Absence: Bailey, Coulter-Harris, Duggan, Gray, Kistner, Maloney, Murphy, Niamat, Phillips, Welsch
Unexcused Absence: Barnes, Case, De le Serna, Garcia-Mata, Lammon, Park, Roseman, Schlageter, Schroder, Stepkowski, Thompson-Casado

President Brakel: Do we have a quorum?

Senator Templin: Yes.

President Brakel: It was getting close, but we are there <laughter>. All right, you have before you today's agenda. I will entertain a motion to adopt today's agenda.

Senator Hefzy: So moved.

Senator Compora: Second.

President Brakel: All in favor say, "aye." Any opposed? Any abstentions? *Adoption of Agenda Passed.*

You also received the Minutes of our meeting on September 24th. Are there any corrections to the Minutes? Hearing none. I will entertain a motion to---

Senator Hammersley: Move to Accept.

Senator Ferris: Second.

President Brakel: All in favor say, "aye." Any opposed? Any abstentions? *Motion Passed.*

So that brings us to the ***Faculty Senate Executive Report:*** To start today's Faculty Senate Executive Committee Report, we have good news to share. As you are aware, we have been working on the issue of liability insurance for student organizations for a little over a year now. As of last week, the administration decided that all registered student organizations on campus, including sports clubs, are covered under the Inter-University Council's liability insurance and do not have to purchase additional liability insurance. The exceptions to this are those activities that are explicitly stated in the IUC's

exemptions such as bungee jumping, rodeo, motor racing, boating, events where alcohol is used, etc. These IUC exemptions were mentioned in our August 27, 2019 meeting. In addition, some sports clubs may have to purchase the additional liability insurance if that is a requirement of the league in which they participate. The university is continuing to review and implement risk management procedures that student organizations are in process of being informed about and would need to follow. Examples include the liability release forms, additional required meetings for student officers, and other training sessions for student organizations. Vice-President of Student Affairs Dr. Flapp Cockrell will be at our next Faculty Senate meeting to provide more details on this matter. I publicly would like to thank President Gaber, Dr. Cockrell, Vice-President of Finance Matt Schroeder, President Chief of Staff Diane Miller, Interim Provost Karen Bjorkman and others for their work on this matter.

Faculty Senate along with the Provost Office co-sponsored the second session of the Tenure and Promotion Workshops. This workshop focused on advice for writing the narratives for teaching, professional activity and service. About 20 people were in attendance and the evaluation comments were positive. We will be planning additional workshops for the spring semester and we are soliciting topics that you believe would be helpful in the promotion and tenure process – both from Assistant to Associate and from Associate to Full Professor.

The executive committee met on September 27th to discuss several topics. In addition to planning this and upcoming meetings, we discussed the UT Foundation practices. President Gaber joined us for part of this discussion. We continue to gather more information regarding the Foundation's practices and will report back to Senate once we have a more complete understanding of these practices.

Late last week, I became aware of an initiative called Degrees When Due. This program has its roots in an organization called the Institute for Higher Education Policy (IHEP). President-elect Jeff Hammersley and I discussed this with the Provost yesterday and I requested that the Provost include information about this in her report today.

The Executive Committee also was briefed on the Constitution work. I requested Committee Chair Mark Templin to give a brief update for today's meeting to help bring our new senators up to speed on this and to remind us of the work to be done. We also continue to monitor issues related to the ProMedica Affiliation.

Finally, the Day of Giving 26-hour online fundraising event will begin 12:01 a.m. Tuesday, October 15 and will end at noon on Wednesday Oct. 16. The university's goals are to raise \$740,000, increase the number of donors to 3,203 and increase the number of first-time donors to 750. Donors can donate to a wide range of causes within the university. Your college and/or department may also have goals and specific causes they may be soliciting donations for. The URL is rocketforward.utoledo.edu for those who wish to donate.

This concludes the Faculty Senate Executive Committee report. Any other Executive Committee member want to add anything?

Senator Dowd: With regards to the conversations you've had with the president about the UT Foundation, will they be providing detailed financial statements in terms of the cost, the return on endowment? In terms of cost, I mean for the operation of the foundation, the...return to individual departments for scholarships for students, not summary statistics, but detailed financials.

President Brakel: We have requested some of that information right now, and know, I have received some of that. I have not had a chance to really look at that yet, so I don't know what I have. I think it is probably summary. I don't think it is real detailed yet.

Senator Dowd: The summary statistics will not give any clear indication of what they are actually doing with the funds that are being generated by the foundation endowment. For example, how many millions of dollars are being transferred to the University? Now, that money could be used for anything. It goes in the general fund, but those millions of dollars are not going to student scholarships. How much money is actually going to support athletics? These are not donations to the athletic program. This is money that the Foundation is taking from its overall amount and given to athletics. Again, this means that every dollar they give in that way is a dollar they do not give to scholarships. What I am also very interested in understanding, the stock market has almost doubled in the last few years. So, if the rate of dollar amounts that are being returned each year to departments to allocate as scholarships, the dollar amounts really haven't changed, so that means, the cost that the Foundation, they must be taking their cost right off the top before they even talk about how much could be allocated to scholarships. And if that is the case, given the rise in the stock market, either the amount that they are transferring to the university to athletics or to manage their own costs must have increased substantially. The amount that is going actually to departments and to students has not changed. I am very interested in seeing that data. I hope any data you receive you will share it with the whole Faculty Senate.

President Brakel: Yes, that is the plan once we have a more complete picture.

Senator Dowd: Thank you.

President Brakel: I also want to add that as you may know, I should say from the Foundation their goal is to return 4% back to the departments. They want to make sure that stays really at 4% because of the market swings. So, if it goes below then you can at least count on---

Senator Dowd: On that, the market return to departments used to be 5.5 %.

President Brakel: Okay.

Senator Dowd: They have been reducing the amount from departments every year. The market fluctuation, to say they may have to cut it at 4% because of the market fluctuation, the Foundation has got to be earning anywhere between 8% and 17% a year. It is nothing close to what that benchmark 4% is. So I don't understand if this is what they explained to you, but I don't understand that statement. The market return is way above 4%.

President Dowd: And that is why we are still investigating.

Senator Dowd: Again, thank you.

President Brakel: Are there any other questions?

Senator Hefzy: I am sure I missed it, 4% of what?

President Brakel: Of the return.

Senator Hefzy: Of what?

Past-President Rouillard: 4% of the Foundation.

President Brakel: Of "x;" but I don't know what "x" is right now.

Senator Hefzy: You say to the department, right?

President Brakel: Right.

Senator Hefzy: Let me rephrase the question. How money is determined for each department? Does each department get 4% of what?

President Brakel: No. It varies because each department has specific scholarships and so the balance within those scholarships that is invested, it will vary from each department and one fund to the next. But, 4% of fund “x” for Engineering, that is what you are getting.

Senator Dowd: You see, that is inconsistent with what I was saying before. The market return is so much higher than that. It has to be 4% after they take off all the costs and all the transfers to the university. Mathematically, this is second grade math. I’ll be quiet now, President Brakel, I promise.

President Brakel: I am just an easy ‘get guy.’ Any other questions or comments? All right, we will move on. I don’t see Jim Anderson, VP for Enrollment Management here yet.

Past-President Rouillard: I didn’t see him come in.

President Brakel: I know we emailed back and forth and he knows. So, we will go right now to the curriculum tracking update.

Provost Bjorkman: You do not want my report?

President Brakel: Oh, I am sorry.

Provost Bjorkman: That is fine.

President Brakel: Go-head. Next is the Provost report. I am sorry.

Provost Bjorkman: No problem. Hello everybody. It is hard to believe it is already Fall break. We’ve already had homecoming. We won -- yay! We of course had the annual game which is wonderful. It is amazing. I have been I don’t know how many years and every single year when we see what our alumni and former students are out there doing, it is just heartwarming. So that was really nice.

Fall break is here and the leaves haven’t turned yet. It is starting to feel a little cooler. I want to remind you that I know Thursday and Friday is fall break. I know everybody is looking forward to that. I am sure that the break for our students and for our faculty is well needed. But, I do want to remind you that on Thursday and Friday we are hosting a National Lab Day here on campus and I hope many of you will attend and many of our graduate students and undergraduates also. We have sent out lots of information about this. I will tell you that the last count I heard we had over 400 people registered, so I think we are going to have a good turnout. I am excited about this. This is a really excellent opportunity for us to learn more about the national laboratories under the Department of Energy. They have 17 different laboratories. I believe all, but two are going to be represented here. The advantage is it is going to give our faculty and students a chance to learn about “A,” what the national laboratories do; “B,” what collaboration opportunities there may be across the board; and “C,” what kinds of equipment they have available for people to use that they can propose to use for free. So, this is a really big opportunity to have a dialogue with our national lab directors and also to find out what they are offering, and also for them to learn about what we are doing. I look forward to that. The kick-off ceremony for that is at 8:45 a.m. on Thursday. It will be in the Nitschke Auditorium over at the College of Engineering. Dr. Gaber will give some

welcoming remarks. Congresswoman Kaptur will also give some welcoming remarks. And Chris Fall, the Director of DOE, Department of Energy's Office of Science will also be here to give some opening remarks. I think it is going to be really exciting. It is a real opportunity for the University and I am really pleased this is happening.

Mid-term grade reports: One last reminder, I am sorry. I just want to remind faculty who are teaching 1000 and 2000 level courses that midterm grades are to be entered by October 18th. You will get another reminder in email. We are starting to see people turn those in. We really appreciate that. That is going to help us to identify students who may be at risk and figure out if there are ways that we can help them to be successful.

I do want to mention two new initiatives that are underway at the University. You have heard a little bit about them. One of them is the Ohio Tech Cred program. Some of you may have heard about this. I know our deans and department chairs are thinking about this. We also have our new 'stop-out'/ recruit back program. So I will tell you a little about those two things. They do highlight the university on a more national scale which is really good. The Tech Cred program has just been rolled out by the state. It is actually an initiative that came with a state budget attached to it. It was set up by our Lt. Governor, Jon Husted. He is very keen on developing ways for our higher education institutions to work with industry and with companies in terms of educating our workforce. This new program is an initiative of the Ohio Department of Education and it is formally known as Tech Cred. You can go actually to Tech Cred, techcred.ohio.gov, if you want to read all of the details about it. But the idea is to help build a well-trained, well-education workforce in Ohio that focuses on the skills needed for a technology centered economy. This is actually aimed at our employers in the state, but they have to partner with an institution of higher ed. The idea is if there are skill sets, certificates or credentials that they would like their employees to have, they can partner with an institution of higher education and send their employees here as students. They can take whatever courses are aligned with that credential. The company pays that up front and then the state gives the company money back to reimburse them for that once the credential is completed. This is a roll out. It just been rolled out and the opportunity is only open for the month of October. It is kind of a fast turnaround for this first go-round. The deans are out there talking to some local employers about what options they might be interested in. They have to be for short-term credentials and so these are things that will take less than a year to complete, less than 30 credit hours. Students have to get certificates or some sort of certification in a technology field. Right now they just defined that as being healthcare technology, information technology, robotics, manufacturing and construction. There is [also] an opportunity for employers to expand that and as we talk to employers we hope that would happen, but for now, for this first roll out that is what is available. I think it is going to be interesting to see how this shakes out. It is brand new so we don't know how this is going to work. It may likely expand, and given the focus of the state right now on this kind of thing, I suspect this will continue for a while. So, I just wanted to make you are aware that we are working with the state on that.

The 'stop-out'/recruit back project started as a pilot project actually this past Summer. The idea was to identify students who had completed 90 or more credit hours and stopped out between Fall of 2014 and Summer of 2018. So the idea being, they were really close to finishing, but they didn't for whatever reason. So the question was, they haven't obtained a degree from University of Toledo so we checked to see if they had gone somewhere else and gotten a degree—and they had not. They had a GPA of above a 2.0 and they were in academic good standing and they had no registration holds. So the question was, why didn't they finish their degree and is there something we can do to help them with that? This was initially a pilot program with just the College of Arts and Letters, COBI and the individualized studies program in University College. We identified a collection of students who might fit into that category. Other colleges now are starting to express a lot of interest in this so we will be expanding some of that. The 'stop-out' students were actually contacted by those colleges with a goal of recruiting them back for Fall 2019. And again, this was a pilot just to see what would the response be. The results of the pilot

project was, we had 12 ‘stop-out’ students who returned to the University of Toledo this Fall. Through the pilot program we actually found six students who had enough credits that they had actually completed a degree that somehow they never got. So, in some cases they started out in a particular program and maybe changed their minds a few times and they ended up with enough courses that as long as they were willing to accept in an individualized studies program, they had met their requirements for that. Maybe it wasn’t in the degree program that they started in, but they got a bachelors’ degree from the University of Toledo. In some cases students could also get an associate’s degree. So, this looks promising and we are going to be continuing to try and work on this. Now, the state has kind of kicked this off in this program that they are looking at now, which you have heard mentioned which is this ‘degrees when due.’ That is a little bit different, but the idea is there were six or seven states I believe in the first cohort with this institute of higher education policy, and Ohio was not one of them. Ohio and a number of other states, I believe there were six or seven in the second cohort that applied to be part of this program as well. So we were actually accepted. The University of Toledo is one of the Ohio institutions along with Bowling Green and Ohio State and a number of others that are participating in this. This is kind of a similar idea, but the idea there is if people have earned enough courses and in the right places that they deserve a degree, let’s make sure they get those degrees, right? Because of course, one of the other state initiatives that you may or may not have heard is there is an interest in making sure that the state of Ohio has a higher percentage of its citizens who have a college education or some higher education degree. So as part of that this has led to this partnership. Other institutions had really good success with these kinds of programs. The SUNY college system tried one of these stop-out/return initiatives and they had like 20% of the students that they contacted that re-enrolled and were able to eventually finish their degrees. So there is potential here. We just started it, but these students have invested a lot and we want to make sure that they get a return on that investment in the long-term.

Senator Anderson: In the pilot program for ‘stop-out’, did they find out some of the reasons why they stopped?

Provost Bjorkman: They did. Mary, do you want to comment? I should say by the way, credit where credit is due. Mary Humphrys did this as her provost-fellow project last year, and so this was really a great return on a provost-fellow project.

Prof. Humphrys: Thank you. We handed all of this over to the individual colleges. They’ve gathered the information and then we are going to meet again for them to report back what they found. We do have some preliminary information about the stop-outs: Some people moved. For some people it was financial or family reasons. A lot of it was work related in that—people had started their degree programs and just had not been able to complete it because of their work responsibilities. So, there were a variety of reasons and we are going to try to gather up all the information that we get back from the Colleges’ Student Services. This was handed over to the student service people in each of those colleges that Provost Bjorkman mentioned. So, we will have more complete information on that when we get the information back from the individual colleges.

Senator Gregory: I read an article in Inside Higher Ed. that said some Detroit colleges including Wayne State are forgiving of outstanding balances for students who only have a few credits left to graduate. I was wondering if that might be a part of this ‘degree when due.’

Provost Bjorkman: For us it is a little more complicated. The way our institution works is there is a certain time period and if the student owes a balance, at some point it gets sent to the state and now it is with the Attorney General. And at that point, we can’t do anything. I suspect that most of these cases would be ones that were long enough ago that they’ve long been sent to the state. So unless we can work out some way of helping them pay off those balances they would not be eligible to reenroll. That is one of the things we have to kind of think through and think about.

Dr. Pollauf, Assistant Dean of University College: A couple of things. One is for the program that you are doing for Ohio Tech Credit. Have we identified any of these short-term certificates?

Provost Bjorkman: We are in the process of trying to do that right now. One of the things I am sort of thinking, thinking ahead, [I think] we should be talking about or thinking about where we could cobble together such things, but we need to know what it is the employers would want. There have been some things talked about that we don't currently have and so that won't work for this round. But, I think if we think about it going forward, we could probably put some micro-credentials or some certifications in place that would be appealing. My thought is if we can do that with courses we already have or courses that are available and we can put them together in interesting ways, that is one approach we can take.

Dr. Pollauf, Assistant Dean of University College: Then in terms of the 'stop-out' program and kind of leading into the larger degrees 'when do,' In University College, the reason that almost half and sometimes more of the students that don't return is directly financial [reasons] and another huge chunk is it is just life. It has nothing to do with what we did or didn't do or could or couldn't offer them. However, I was bothered to find that there were students that came in through the 'stop-out' project, one who had been out for almost three years applied for graduation in one term and never reapplied when she didn't finish, and then a different student who had hours and never applied for graduation. So, I would like to think about systemic ways whether that is running audits in certain intervals. I do feel like there should be some kind of query that the Registrar can run for everybody that has applied for graduation and then doesn't graduate that term to have a communication flow behind that so if they are not registered for graduation, the next term they get something that says, 'hey, you applied and you didn't graduate, what is going on?' Because I track it for a year and sometimes even 18 months and then they just fall off the plate and their gone. The other thing that I am curious about is we have an associate degree in general studies in our college and virtually everyone at the University of Toledo is going to meet the requirements for that degree. Are we going to get rid of residency and hand it out to everybody? Do we have a plan in that sense?

Provost Bjorkman: We don't, but I definitely think that is something we should think about or talk about whether that fits into some of this or not, it might well. You know, as I say, a number of these are kind of new initiatives coming from the state and so I do think we do need to think about how we best serve our students and whether that is something we should think about. So, I appreciate those comments.

Prof. Humphrys: Provost Bjorkman, one thing and I know--and there is a lot of information that we are still looking at--but the students who we found actually had completed their degrees and just had not received them--it appears those students all graduated from the colleges they started in.

Provost Bjorkman: Okay. Good.

Prof. Humphrys: So I think that is good information to have, and I will double-check on that.

Provost Bjorkman: Did they get any information about why they didn't apply, I am curious?

Senator Gregory: Well, didn't some of them have to update their catalog year---

Provost Bjorkman: Oh, yes, that is true.

Senator Gregory: So that, if requirements have changed you update your catalog year.

Provost Bjorkman: Oh, that is right. So they have to re-enroll and get in a different catalog year and then they qualify?

Prof. Humphrys: Right.

Dr. Pollauf, Assistant Dean of University College: And sometimes they just didn't apply.

Prof. Humphrys: Since some programs have gone from 124 or 126 hours down to 120.

Provost Bjorkman: Right, and that would make a difference for some students.

Senator Menezes: Is this for just the undergrads or also for the graduate program?

Provost Bjorkman: Right now it is just focused on the undergrads, but in principal, I mean depending on how it works out we could think about expanding it to grad students. That is somewhat a little bit more complicated probably for them.

Senator Menezes: Right. I would have concerns because of two cases we had last year. We have an accredited program and so we have really high passing rates. Students have to meet 83%. Two of our students failed the program and they went through the grievance process and got the failed reversed into something else. So, if you go through their transcripts you might think that they should have finished it, but we don't really want them coming.

Provost Bjorkman: Any questions on that? All right.

I did want to mention to you that today we had a visit from the Director of the National Science Foundation Division of Undergraduate Education (DUE), Dr. Robin Wright. She was here with Congresswoman Kaptur and we had two sessions. They were meeting with faculty, chairs, and folks who are interested in hearing about what opportunities are available. It looks to us that there are many, many grant opportunities around undergraduate education that we should be pursuing and it was useful to get some of that information. We are certainly going to be spreading that out to make sure that we are going after things we could be going after. I think that would be good. The other thing I wanted to mention to you is that you all know that HLC is coming just like Winter is coming. So HLC is coming but not quite yet. We have setup the criteria committees to begin the process of our self-study. So next week we are going to have the first campus visit by a representative from the Higher Learning Commission, and that is our liaison at the HLC. She is going to be meeting with the members of the criterion committees to launch the beginning of our next ten year accreditation review. So this is a very big thing obviously and you will be hearing much more about our preparations for HLC's site visit.. That would either be in the Fall of 2021 or the Spring of 2022. We don't have a final date yet, but you will be hearing much more about that. Over the next year we are going to be starting to put together our narrative and gathering the data we need to support the criteria that HLC requires so we can meet our accreditation goals. So stay tuned, you will be hearing much more about that.

I just wanted to mention to you that I attended the Inter-University Council (IUC) meeting in Columbus in a new role this time because President Gaber as you may have heard is now the president of the Council of Presidents for the state Inter-University Council. What we all learned all of a sudden is that meant all of her cabin people are now the chairs of their respected committees. So somehow I find that I am Chair of the Provosts Committee, but okay. So I went to the meeting this past week and this was the group of provosts of all the 14 public four year institutions in Ohio. I will say, it is actually a really useful thing because we get a chance to kind of compare notes, to talk about what is going on in different campuses, to share ideas and to talk through some of the issues we are all facing with demographics, with

state initiatives, with all this and we also got a really good update on what is going on in the state legislature that will have an impact on higher ed. So I just wanted to pass that on to you.

You are going to be hearing today from folks about CIM. I got to get this right. It is the new curriculum management system that we're going to be rolling out.

Also, I wanted to remind you about a couple of upcoming deadlines. The nominations for Distinguished University Professor are due by the end of this month, October 31st. Note that the Distinguished University Lecturer deadline will be January 31st. So, be watching about that and be thinking about people that you might want to nominate for those. Then finally, the Kohler International grants, that deadline is this Friday and that is an important deadline for those of you who are doing international travel related to your work. For the Spring 2020 semester, that deadline will be January 24th, so you can just make a note of that for future reference. The information and the forms for application are all on the webpage of the Center for International Services and Programs. Then last, President Brakel has already reminded you about the Day of Giving, and I will just say 'ditto; jump on board.' We are excited about it. It is a great opportunity to support the programs and initiatives that you really believe in and opportunities to help support our students as well. So with that, I will end and then say, I hope your fall break is restful and relaxing.

Senator Hefzy: I have a question. You indicated that there's been new grants for undergraduate education. Several faculty members did not have time or a chance to participate.

Provost Bjorkman: I know. It was a last minute thing. We didn't know about it until earlier this week.

Senator Hefzy: Is there any way to have your office share this information with the faculty?

Provost Bjorkman: About what we learned from them?

Senator Hefzy: Yes.

Provost Bjorkman: Absolutely. She actually gave us a nice list of all of the opportunities for proposal that the division of Undergraduate Education has for the Natural Science Foundation. It is information about what they are, sort of deadlines, and where to go, and so we will try and get that information out.

Senator Hefzy: Thank you.

Provost Bjorkman: In fact, maybe I can provide that for the Minutes? You know, it might be better if we post it on the website and then let you know that there is a link. That way, because it is kind of long and people who want it can download it from there. <https://www.nsf.gov/funding/programs.jsp?org=DUE>

Senator Hefzy: Thank you very much.

Senator Heberle: Just briefly, the information about legislative initiatives, I don't even know if it is in Senate's purview to look at that. I mean, I am interested in it and I don't know if it would be something the Senate should sort of just have on its website, some sort of discussion of, some sort of knowledge of. So I was just wondering if there is a way to make that information that you get in that centralized space available for us.

Provost Bjorkman: I would be happy to share that. I can share it with the Executive Committee or---

Senator Heberle: I would be happy to see it.

Provost Bjorkman: I just took a lot of notes and it was interesting because they kind of went through all the House and Senate bills that were pending and had nothing to do with higher ed.

Senator Heberle: That is insane.

Provost Bjorkman: Exactly.

Senator Heberle: I don't know if the President, Dr. Brakel would have --- we can talk.

President Brakel: Yes, we will talk.

Provost Bjorkman: That is fine. I am happy to share.

Past-President Rouillard: Senator Heberle, Diane Miller puts out legislature from the state monthly and sometimes national and local level, although, I think there may be somebody new coming in to do that. I think she sends that out to all faculty, so if it doesn't come to your email, maybe you want to check your 'other' folder and see if it is there. For some reason it goes to that folder.

Senator Heberle: I have never seen that.

Provost Bjorkman: That is true. I have forgotten about that.

Senator Heberle: I will check in with her.

Provost Bjorkman: Thank you. I saw Jim come in.

President Brakel: Yes, I saw him come in. I know he wasn't in Boise because we were communicating earlier this afternoon<laughter>.

As you know, recruiting is a major push for this campus and will continue to be for the next several years. I know from my school board experience as looking at the enrollment transfer, at least Bedford Public schools, it continues to drop down dramatically over the next few years. So all 'hands on deck,' faculty really need to be involved in the recruiting process. So, I've asked Jim to come and update us on the recruiting plan.

Jim Anderson, VP for Enrollment Management: I am still learning my way around all of the nooks and crannies around campus.

President Brakel: We can do whatever you want.

Jim Anderson, VP for Enrollment Management: I just want to pull up one slide real quick.

[\[View Slide\]](#)

A couple of things to talk about. Thank you for the opportunity to be back in front of you again talking to you about my favorite topic, a topic I know is on everybody's mind – enrollment, right? What do we see? What does our 'crystal ball' look like here? What do we hope to do differently moving forward? With that, I want to start off with a grade slide. I really wanted to pat us all on the back here just a little bit and talk about these four indicators that are on here, these four measures. One of them being our average high school GPA, our average ACT score, and the other two being our first year retention rate and our six-year graduation rate. Taking a look at this in a single table really takes you back, it is quite an accomplishment.

Taking a look at that six-year graduation rate to move from 41.5 to 51.2 in the amount of time that we were able to do it is a heavy, heavy lift and that absolutely takes all of us in the room to be able to do that.

Moving back from there that first year retention rate to move from 71.9 to 76.4 is a huge lift as well. I am just taking a deep breath repeating those numbers because of all the work that goes into it—all of the day-in and day-out, the appointments that you make, the tests that you give, the outreach that you do, the support that you give to students, and the list goes on. I am [not] taking these in a particular order because I am celebrating that first year retention rate and the six year graduation rate. Then also coming behind that is the type of students that we are bringing in. I want to take these two measurements together, but I also want to treat them separately on the fact that we have been bringing in better classes each year, but that is not the sole reason. The sole reason is the efforts that go on day-in and day-out here. Our students are looking better and that is great thing to celebrate—looking better by these two metrics. The average GPA continue to increase and the average ACT score continue to increase as well. We are looking very good there. That is actually something we should take a moment each year and celebrate.

Looking back at our 2018-2019, I know there are a lot of numbers on here, but just focus on the broad lines. The lines are six lines on the page; four at the top and two at the bottom. The top two are application volume, year over year and so that is 2018-2019. Our admit volume, year over year is 2018-2019. Then the bottom two lines are confirmations. I love looking at these charts like this. One, you can plug in a lot of things. Two, it is a chart and you can paint a great story with it. But too as we move forward, I do want to focus on the fact that our application and admit volume is down year over year. We did a heroic lift enrolling the class we were able to do, but this sets the stage for what we need to do going forward. What we need to do going forward is generate a lot more applications. We need to be on plane with that 2018 number, that top line number or that blue line number that is at the top—and we've got some room to grow. I want to point out a couple of points to you on this and it gives a little bit of license and maybe a little bit of vision into what it is that we are doing and why we do what we do when we do it. So if you look just at the native arcs on the map and ignore for just a minute the difference between the two lines and if we were to sit down and go line-by-line on this, we will see that the majority of our applications are in before the Winter break. The majority of our admits comes in just shortly after that, and you can take a look at the moment of our confirmations and they are driven towards that May 1 inflection point as is the initiatives of the rest of the state. So in reflecting on that for just a moment, you can see that the times are in the Fall and we are in that time right now, October, November and December, when the majority of our enrollment comes in. Thus you can see the emphases that we place on our events and our outreach. The activities that we do are centered around that, and centered around that awareness, and knowledge gathering around the university to influence that application behavior to say 'yes,' I want to be a part of this. Moving forward in that timeline. Over the Winter break into the Spring, we are focusing in on that admit number such as finishing the application, getting admitted, getting consideration for scholarships, housing, all of those things. Then as we move forward one more notch in that April or May timeframe, that is more focused on those deposits. None of these things stop by any one of those moments that I have just given you, but they do have some punctuated points in time and that is evident here by the data. So, that is where we are all in for the Fall. We are all in on the Fall to able to get our applicant volume up as high as we absolutely can so we have just as many students to be able to consider for our enrollment.

Now, President Brakel mentioned this as well and so I pulled together a slide for you. This is pretty hard to read so I will go-head. I had to print it out in large format myself. These are the demographic trends for public and non-public high school graduation classes over the years between 2019 and 2025. So you will see Ohio is sitting there with a relatively flat change. If you look at our neighbors to the North there, Michigan and you will see a steep decline. Then you will notice we set the stage for those applicant numbers beforehand and we saw a drop in our applications this year, largely due to out of state, largely due to Michigan. Then you will see that there are pockets around us, Indiana, Illinois, and so on where the

Midwest is under some pressure. Some of the talking points in the media will have you know that the Northeast is under some pressure, and it is, it is just a little bit further down the road. So right now as it stands for these projections for 2024- 2025, we are actually seeing an increase in high school graduating classes in Pennsylvania and in New York. I got another slide that goes out to 2030 and then it goes right there. In fact, our whole portion of the Midwest to the Northeast will be a decline over that period of time. The bell-weather states are staying stable; the bell-weather states being Texas, Florida and California and expanded to the Southeast which is staying relatively stable. So, the reason for being here today is to talk to you about what do we need to do and how do we – that is the question on everyone’s mind – how do we function in a market like this and how do we continue to advance the University in all the metrics and measures that it wants to advance in?

So principally what I talked to you about was driving some applications. Now, to do that, not only do we increase our marketing and recruitment efforts, but it matters strategically where we go, who we talk to, when we talk to them, and how we do it. One of the things that I think was a contributing factor to that application decline last year was the fact that we were common app. exclusive; it was the only application that we took for the university was the common application. We learned in February that was a big problem. We learned that by visiting with high school counselors. I personally talked to a panel of ten TPS high school counselors and they said it is absolutely a problem, so we immediately made the shift. That is the reason why I showed you the chart in the beginning because even making that shift, although it is helpful, it is not going to help us in that momentum point. So going in to this Fall, both applications are on. You can submit the common application or you can submit the University of Toledo application. One application is much simpler to complete, easier to complete, if you will. The other one asks a lot more questions and a lot more detail, but it allows you to be able to apply to multiple institutions. That is the beauty of the common application. But, we know that is not for everybody and it certainly was not for some of our Toledo Public schools, so we made that change. In a myriad of strategies behind that are what we are using to promote more applications. We need to increase our market share in Lucas County and so that is why I mentioned that common app. That common app. factor really decreased our market share in Lucas County and that kept a lid on it, if you will. So we changed that and we are reestablishing ourselves in Lucas County. We have already seen an increase in our applications year-over-year from Lucas County and that is the utmost importance to us; not only because we see a large market share there, but that is where we are and we know that is very important to our mission. We feel that we are also going to get some of our market share back in Michigan, although not all of it. Michigan is not commonly a common app. state. So the common vernacular in Michigan isn’t around ‘submit the common app., submit the common app’ like it is in Ohio. It is very frequent that we talk about the common application in Ohio and so it is in the ethos, right? Well, it is not that way in Michigan. So that combined with a declining high school graduation means declining applications, declining admits, declining enrollment and it goes on. So we are saying that shift is going to generate a slight increase, but not necessarily the whole thing.

Where are we going to go in order to achieve our goals? That brings us to building up our remote markets. Remember, I showed you that slide in particular because it speaks to some of the areas of growth that are happening around us. Are we in Ohio? We are in every county in Ohio. But we know that in a declining market with the same competition that we had last year, in order to net out more students then not only do we need to do our jobs in the most effective way possible, but we do need to cast a broader net. So, it is very strategic how we are not only hitting the three ‘Cs,’ but we are hitting Pennsylvania, we are hitting parts of Indiana, and we are also in New York. And not to mention, Pittsburg is one of our cities that we are targeting this year. The question is, well, haven’t we already been going there, haven’t we been doing that, what is this epiphany that you are talking to us about right now? We haven’t necessarily traveled there and we haven’t done other recruitment in the way that we would like to do it. So, we are having an event in Pittsburg and we are bringing the University of Toledo to Allegheny County, to the greater Pittsburg area and we are helping to educate them on what it is like to be here at the

University. That is a different way than we have done before. We have always said ‘come out here; come out here; come and see it.’ And no doubt, coming to see the University is the best thing. But in order to get the more distant market up on their skis, we have to bring a little bit to them in order for them to trust us that it is okay for them to invest their time. So that is what we are doing. That is how we are bringing out. We are bringing out a bigger format in Columbus. We are bringing out a bigger format in Cleveland, Cincinnati, Pittsburg, and parts of Michigan. That is designed to bring and package up just a little bit of the university to these places. So that is why you also see a bigger focus on our events that we have on campus. We had a great event. Thank you to all in this room for a great event that we had on September 28th. We don’t stop for anybody—we got an event on November 5th here on campus. It was a great event, thank you, but let’s focus on the 5th [of November] and let’s keep this moving. So that speaks to this great design on our campus events and campus activities. We focus in on the message. We focus in on the experience that families are having when they are here. We focus on before they get here and after they get here. We look at our job as building a relationship which takes time.

Senator Hefzy: Question.

Jim Anderson, VP for Enrollment Management: Yes?

Senator Hefzy: Is satellite site effective or not effective?

Jim Anderson, VP for Enrollment Management: One more time.

Senator Anderson: Is satellite sites something effective or not effective?

President Brakel: Are satellite sites effective.

Jim Anderson, VP for Enrollment Management: You mean being in these remote areas?

Senator Hefzy: Yes. You mentioned Pittsburg and Pittsburg is a huge market.

Jim Anderson, VP for Enrollment Management: Right.

Senator Hefzy: I don’t know, I am just asking to learn. Are satellite sites something effective or highly not effective?

Jim Anderson, VP for Enrollment Management: I would say that it is effective, but what we have to do is build up the awareness of the people that live in those areas to understand more about the university, to understand what it has to be able to offer them in order for them to take an invest in us. Now, not all of these distance sites are created equal. It is not like going to Los Angeles, and I am using that as an extreme, and say ‘we need to educate the people in Los Angeles and we will get more folks from California’-- that won’t work. Even an example closer to home—I get the question a lot—does it make sense to go to Chicago? Illinois is a mess and they cannot get the higher education right, and that sort of thing. When we pick these cities we also take a look at what makes up those cities, and the academic interests in those cities, and what students look like in those cities at least for their academic interests, co-curricular interests, the number of students that go out of state to go to college, and a couple of other factors in there. We see that our proposition, our value, what our university has to offer make sense for this group. We have it home down to have these distance sites in a very focused area where we will make a difference. It is a calculated investment. It doesn’t make sense to continue to expand and expand, but for us, it make sense for us to be in areas where we know our message is going to be received well. I will come back to you and say they are effective next year and report back and let you know how they do.

Senator Hefzy: Thank you.

Jim Anderson, VP for Enrollment Management: You're welcome.

Senator Insch: Just a quick question regarding that. What exactly do these events look like in Pittsburg? Because it seems that the farther you get away from the geographic area then it is really high school counselors that have some input over student choice. So, are you targeting parents and students and if so, how are you doing that? Or are you targeting high school counselors? What does this event in Pittsburg look like?

Jim Anderson, VP for Enrollment Management: We are. So to answer your question on all of those, there are three populations that you have mentioned we do. We have email communication to students, calling campaigns to students, and in that same call, email outreach is apparent. Then we work with high schools that are in and around those areas to also promote that in the high schools. So those are all three of those groups that we have data on. We have contact information for, and we only talk to students who have a profile that is similar to those that I just showed you on the first slide. They are going to make 'good' students. So we talk to them and we invite them to a common location, whether that being a hotel, community center, or whatever. We bring all of those students to a common location and the reason that this is different is that we bring more of the university to them than most of these recruitment enrollment counselors. They are great people and can no doubt carry a great message, but they don't carry the message in the same way that you do. They don't carry the message in the same way that students do. And they don't carry the message in the same way that an alumni do or parents of current students do. So, those are the four groups that we bring to these events so that when families come in to experience what the university is like, they are actually only talking to an enrollment counselor for just a little bit. They are there pretty close, but in the middle they are talking to parents of current students, current students, faculty, alumni, and maybe other industry partners that know and work with the university. We are surrounding them with a little bit of what they would see if they would come to campus. We only ask from them at that point is to come and tour, 'you know, you've seen what you like today, experience the whole thing for yourself.' That is what those events look like. The job and the role of admission is really to put the right people in the room together and then get out of the way and so that is what we are all about.

Senator Insch: Thank you.

Jim Anderson, VP for Enrollment Management: You're welcome. So without saying, we are working on not only, I talk a lot about the DHS population and I don't talk enough about the transfer population. We are in all of our partner community colleges around in this area. We do ask that we work diligently on facilitating the goal on seamless transfer for students that are in this area. Community colleges are under a great pressure also. Their enrollments are not budgeting and they are fighting their way through. Owens has, in their words, not mine, 'planed-out' and actually saw a slight increase this Fall. But, they are still pulling the pieces back together on what once was a really, really robust enrollment. We do events at Owens where we do the same concept. We work on academic partnerships that you all are a part of in some way, shape or form. We have a person on the campus of Owens and others three days a week. The UT flag is alive and well there at Owens as are some other universities, but we are only talking about one here. We are working on that. CCP is another area. CCP provides a lot. If you take it and spin it out more so than, yes, the students are earning college credit and they are learning from great faculty—it is also an overture to other students that are in the high school. It is also an insight into the way we do business at the university to other high school counselors, principals, and administrators. And so it is not an overture and it is not a relationship that we setup with high schools and the students at those high schools that really make it a beneficial piece. We know that the credits are worth a lot to those students and it helps accelerate them to achieve the baccalaureate degree. We know that it helps in many ways. So as you are

called upon to do different things with CCP over time, think about that. And think about how you have a fingerprint in those high schools where they offer CCP in so many different ways in addition to the great educational experience that students are getting.

So the last piece and sort of rounding out, working with adult students, the non-traditional students. This is a personal strategy of mine. We are working with a number of our key employers that are in the area. We had a group go out at 4:30 in the morning to a steel mill to meet the shift, that third shift getting off and first shift getting on to be able to talk to those that are there interested in higher education, and then taking that and pressing that to their families. They are working hard to help enable their children to go on to college or university. We are working with a number of companies and we hope to get absolutely a critical mass of 20 intentional relationships with HR directors, key stakeholders at these companies where not only do their employees have a tuition benefit to be able to engage without us, but also their parents, and caregivers of future Rockets and we hope they are going to think of us when they are searching for college. So, not only are we working with their workforce in trying to meet their workforce needs, but we are also out reaching to their families as well. So it has really been exciting to talk to some of these companies and get invited to their benefits fair and then get invited to speak at nights when they bring their whole family in to be able to talk about the college going process in general. It's been a very productive relationship. So, those are the highlights. I hope I stayed within my time.

President Brakel: You're fine.

Senator Hefzy: Is ProMedica one of those entities?

Jim Anderson, VP for Enrollment Management: You know, ProMedica is a great key employer for this area. They got a great robust relationship with us already, and they work with us a ton already. So yes, they are one of them. It is a relationship that I am not actually involved in right now. They got so much setup here that they are doing. Our focus is on expanding that radius around where we haven't been so one-to-one which is what we've been with ProMedica. They are in there and yes, their students are here.

Senator Hefzy: I am specifically asking from the graduate point of view. Does the ProMedica entity has an enticing influence for graduate degrees?

Jim Anderson, VP for Enrollment Management: Yes. I will look to my colleagues on the front row here as well.

Provost Bjorkman: Just to be blunt. There is one drawback, which is that we make no money on ProMedica employees. Because part of the accreditation agreement is they can take courses here, but we don't make any money on them.

Senator Hefzy: Even if they pursue a graduate degree?

Provost Bjorkman: Correct. Although we are certainly working with ProMedica, we are focusing on our efforts in other places.

Senator Hefzy: I did not know that. Thank you.

Provost Bjorkman: Right. Because basically what happens is, their tuition gets paid by the money from the affiliation, which means we can't use it for something else in the College of Medicine for example or whatever. So in the end, that doesn't help us very much. We are happy to have them here---

Senator Hefzy: I know.

Provost Bjorkman: But it is not a focused effort for them.

Senator Hefzy: Thank you.

Jim Anderson, VP for Enrollment Management: I am not sure who was first.

Senator Dowd: Me?

Jim Anderson, VP for Enrollment Management: Yes. Go-head.

Senator Dowd: Forgive me, Senator Hefzy, I couldn't hear the question and hope I am not repeating it. What proportion of your efforts and those of your staff are actually directed towards graduate education, the recruit and retention of graduate students?

Jim Anderson, VP for Enrollment Management: To be honest with you, it is not a high proportion. Graduate recruitment and the identity of the graduate school and graduate programs proliferates because of the work that happens in here. It happens largely at the university marketing and communications level. So your individual efforts around advancing your graduate programs and recruiting graduate students is a focus of everyone around.

Senator Dowd: *[Garbled]* ...provide the Graduate College itself with any resources to actually help it promote graduate students and graduate enrollment?

Jim Anderson, VP for Enrollment Management: We do. One of the areas where we intentionally do that is in the internationally market. So we have agents that are out there and we also have internationally recruiters that are out there and we talk about both, undergraduate and graduate opportunities that we have at the university. We worked expressly, for example with the College of Engineering this year on graduate---

Senator Dowd: To follow-up on the notion that you are saying related to Pittsburg, are there any examples like that where the university would get together to try and recruit graduate students?

Jim Anderson, VP for Enrollment Management: Absolutely, that could happen. We don't have one currently scheduled that I am aware of. Graduate recruitment at the Graduate College, I would have to invite Amanda to talk in detail of that. Our efforts from the data that I've shown you earlier have focused on recovering that DHS market and transfer market with graduate being somewhat constant. So we do. I agree that we need to do more in that area. The offices that I am directly responsible for are centered on international, that is undergraduate, graduate, and transfer direct from high school. With an emphasis buried in there on adult and continuing education.

Senator Dowd: But are there explicit funds budgeted to the College of Graduate Studies for the recruitment of both domestic and international students?

Jim Anderson, VP for Enrollment Management: I would have to lean on them to see what they've got dedicated in their budget to be able to do that.

Senator Dowd: What I am saying, at the university level has there been funds the start of the budget year explicitly for recruitment of domestic and international graduate students by the Graduate College?

Provost Bjorkman: May I make a quick comment?

Senator Dowd: You are the boss, of course you can<laughter>.

Provost Bjorkman: The Provost Office did provide some extra funding to COGS this year for marketing and outreach for recruiting.

Senator Dowd: Excellent.

Provost Bjorkman: So we have given them some additional money to what they already had in their budget to help with that and Marcom is helping them to design an advertising campaign to get the word out about our graduate programs.

Senator Dowd: That is great. Thanks, Provost Bjorkman.

Provost Bjorkman: Oh, I should mention this. We are doing a graduate and professional program fair for one of the first times over in the Student Union. We are hoping to bring in lots of our own students because we feel like a lot of our undergraduates don't realize how many opportunities we have at the graduate and professional level, so we want them to know about that. We are also inviting a number of institutions around here for their students to come. We are doing it from 2-6:00 p.m., so hopefully it will go late enough so people could come in from outside and hear what we have to say. If it is successful, we will probably make this a regular thing.

Senator Ohlinger: What is the date on that again?

Provost Bjorkman: I believe it is October 30th.

President Brakel: Let's go with Senator Lundquist first.

Senator Menezes: I have a quick question. So when you are talking about building remote markets, are you talking about advertising or actually developing satellite campuses?

Jim Anderson, VP for Enrollment Management: Not developing satellite campuses, no. It is the on-the-ground recruitment, but not a physical entity.

President Brakel: I can probably take one or two more questions. I saw Senator Lundquist earlier.

Senator Lundquist: How many CCP students that we teach actually become University of Toledo students afterwards?

Jim Anderson, VP for Enrollment Management: You know, I was asked that exact stat yesterday, and I don't have it 'chucked' up to bring here. I need to get it and report it back to you, now that we got the number of years of that data, what that looks like or students that took CCP courses with us and then ultimately enroll. So I will report that back to the Senate.

President Brakel: Do you have a question?

Dr. Pollauf, Assistant Dean of University College: Yes. Two quick things. One is, are you aware that Eastern Gateway Community College has a contract with TPS and they can go tuition free there and it pretty much applies to all of their non-teaching faculty, but nonetheless, they all earn their associate degrees there and so that would seem like an opportunity for partnership?

Secondly, glad to hear you say that adults have been hidden in the admission process because it seems like other than reaching out to companies with tuition benefits, which personally I've been involved with over 15 years with UAW Chrysler Jeep, that in many instances and certainly in that case people are required to work up to 70 hours in overtime. So, what the response is going to be there I think is a great question? But, what beyond that are we doing for adults and do we have any focus because we have one of the top library systems in the country—people who want to read and want to learn are in the libraries.

Jim Anderson, VP for Enrollment Management: Not through my office. I got the question and the point made by asking the question. Yes, to as far as resources will let us go. We are in the business of enrolling students however that looks. The employer piece is you know the adult students are not the easiest to get to, right? We are all over the place. High school students, transfer students,...and so it is great to hear that libraries and Toledo got an outstanding library system here and the traffic that they generate, yes. I know we are there. I know that as a university, we interact with the library system whether we got an intentional communication plan, we don't, but we need to.

President Brakel: So Senator Molitor then Senator Anderson and then we will finish.

Senator Molitor: My understanding of the admissions funnel process is you start with inquiries, a certain percentage then yield to applications, a certain percentage of applications yield to admissions and a certain percentage of admissions yield to enrollment. My understanding of the numbers for Fall 2019 is that the inquiries were substantially lower than the previous year, and the yield rates from inquiry to applications, admissions and enrollment were essentially the same. Does that have to do with the common application issue or was that something else? I was wondering why is it that inquiries were so far down.

Jim Anderson, VP for Enrollment Management: That was a great question. Yes, it can. The folks in my office will repeat this day-in and day-out. We never turn off a conversation with a student. By singling to students that we are only interested in this one avenue and that avenue is self-selective, it keeps a lid on. Application is just the result, as you mentioned, of the inquiries that we generate at the top. So, yes, we have to increase the inquiries. I believe that we need to kick the doors open on being able to receive those inquiries and to applications. If at our top most level that we are saying it is difficult to apply, why would you take the next step to become an inquiry? So yes, we are in there. The other thing with marketing and communications is we partnered with them and interlaced our inquiry metric to increase the number of inquiries into their success metrics as well. So we grabbed a partner, handcuffed them to us, and we are marching towards that and together to be able to increase those inquiries.

Senator Molitor: Was there a particular type of inquiry where the numbers were really down or was it across the board?

Jim Anderson, VP for Enrollment Management: It was across the board.

Senator Anderson: Nice to meet another Jim Anderson, VP for Enrollment Management <.laughter>.

Jim Anderson, VP for Enrollment Management: This is where I get all of my emails from<.laughter>.

Senator Anderson: One question. Recruiting out of state, does the out of state tuition create a problem that people can't come because of the cost?

Jim Anderson, VP for Enrollment Management: Yes. No doubt cost is a barrier. The University of Toledo does offer very generous scholarships. We discount at one of the top of five institutions in Ohio. So I do think that we need to build up more trust with those that are further away that don't understand us

as well –we need to educate them on what it means to be a University of Toledo student, more so than I think the price is the barrier because we do scholarship at quite a good clip for out of state students. Monroe County has a tuition reciprocity so they behave and they bill in state students so Monroe kept Michigan. So their treat is in state residents. Other markets that are a little further away are just not understanding all the great things that we have to offer so we are not even getting to the point of ‘we made a scholarship award to you or a need base award to you,’ we just not getting to that.

Senator Anderson: Do we make it known ahead of time to them that this is a possibility for them?

Jim Anderson, VP for Enrollment Management: Yes. All of our scholarship matrices of people can see their GPA and ACT score are all on our website for in state and out of state students. So they can absolutely do a calculation subtraction.

Senator Anderson: But maybe hit it more at these meetings possibly?

Jim Anderson, VP for Enrollment Management: Yes, possibly.

Senator Anderson: When they are out of state.

Jim Anderson, VP for Enrollment Management: Not only the money, but we have to make it a value, right? So we have to bring up the education piece as much as the cost.

President Brakel: Do a time out <laughter>.

Jim Anderson, VP for Enrollment Management: Thank you.

President Brakel: I do want to also say, and Jim knows this, if you have any contacts in many of these areas like I have a lot of band director contact friend over in the Ft. Wayne area, and I am waiting for some information from Collin in his office to send to those directors to try to increase the traffic to that, if you have any of those contacts in any of these markets, you are more than welcome to help provide that information to get that distributed.

Jim Anderson, VP for Enrollment Management: Thank you.

President Brakel: So now you will hear about the curriculum tracking update.

Vice Provost Ayres: Thank you very much. I will try to be brief and to the point. We have been talking about this new curriculum management system, CIM, as we call it for about a year now. I am pleased to be here to announce it is here! It is on and it is functional! It works! I first want to give a tremendous shout-out to Cathy Zimmer who is here today in case somebody ask a technical question I can’t answer. Cathy has poured enormous amounts of ‘blood, sweat and tears’ into this over the last several months. So when you use the CIM system and enjoy it, and you will, because it is a huge improvement from where we have been, please remember to thank Cathy for her efforts.

So just a few points. As I say, the system has been launched. You can find it on exactly the same website as we have always put the old curriculum tracking system. We have simply taken that website and put the CIM buttons on that website. The old CTS system is still there. There are still some programs, some modifications, and some courses that were proposed last year that didn’t quite make it through — they are still in there, they are working their way through that system. The CTS system is still functional, but we closed the front door on it. You cannot submit anything to it. If you want to submit something new, a new course, a modification of an existing course, a new academic program or a modification of an existing

program, there are two buttons there – one is CIM courses and the other is CIM programs. It is a nice simplification. In the old CTS you had to decide am I modifying a course or am I proposing a new course. Sometimes that line is a little fuzzy. There is one form for CIM; you messing with a course is one form. You can take an existing course and modify it or you can propose a new course all in that same system. The access is through the same website as it always has been. I will say on that website there are a couple of other things you are going to find. There is a FAQ section. As you have questions, please consult with the FAQ. If you don't find the answer there, in the CIM system itself there are little circles with question marks all over the place. You hover over those and you click those, and there are lots of in-line help. If you still don't find the answer there to your question, please email us and we will be happy to help with that. You will also see on the same website where you access the CIM system we have an ongoing rotation of CIM training sessions. Both for folks who want to know how do I input a course modification or how do I input a new program. It is also for folks who are maybe serving on your college council or are serving on your department curriculum committee and so you need to know how to read these things and what to do with that because all of the workflow is handled within the CIM system. So we've got ongoing training sessions right now. We've got a whole host of them setup starting up again on October 21st. We've already run a bunch of these. We ran more than 100 folks through training, but we've got up through November 6th for trainings. They are both on the Main Campus and here on the Health Science Campus. We are going to continue to do that throughout the year.

Two more points. Last year as we were still working with the CTS, we came to the Senate and we came to the Graduate Council as well, and we asked you all to consider putting some deadlines, some calendar dates on your work. Obviously, all the undergraduate curriculum is going to filter through this body or one of your committees and so we invited the Senate last year to do that. I believe you all came up with a deadline kind of mid-March—you wanted to receive proposals by mid-March. That worked pretty well. I think that helped get a lot of things through the system. We from the Provost Office situation, we don't feel like we can tell you how to run your business. We certainly invite you to do that this year. What we are saying is that the ultimate end goal at the end of the academic year is to get all of the information into the next catalog. So what we are saying is that everything that is received by the Registrar's Office is approved at all levels including the Provost Office. Everything that is received by the Registrar's Office by May 15th will make it in the next catalog. We are planning on getting that next catalog published by July 1st, which will be ahead of most of our Summer Rocket launch sessions. We will have a stable catalog for the Summer orientation and going into the Fall. We are very excited about that. So consider your work over the course of the year as you are thinking about that timeline. We do have a request. I know the provost has made this request to the Executive Committee, but I am going to repeat it here in public anyway. One thing we really need from the Senate is we need to know three things: (1.) Who is the chair of the Core Curriculum Committee? (2.) Who is the chair of the Academic Programs Committee? (3.) Who is the chair of the Undergraduate Curriculum Committee? We need to know who these people are so we can program them into the systems, when programs get to that stage, it will be routed to the right person. I am publically encouraging President Brakel to 'twist' some arms and find those folks.

President Brakel: Right.

Vice Provost Ayres: Very much appreciate it.

I will also say we have lots to look forward to in the system. The system, one of its greatest advantages is it talks to Banner and it talks to the catalog, and the course and the program section talk to each other. So, there is a lot of data moving around in much more efficient ways. As I mentioned before, the effort to set this up has been enormous and it has surfaced a lot of complexity in our curricula and a lot of things that I think maybe we just haven't looked at for a while. The system is up and running and it is available for your use. On the course side, we are pretty much good to go; we got the courses migrated in there. You can go look up any course that exists in your department, look them all up and pick the ones you want to

modify. On the programs side, we do have a handful of programs. All of the programs are in there somewhere, but we do have a handful of programs that we are still cleaning up some of the information on them. So, if you go and modify a program, you may hit a situation where not all of the information will pre-populate on the form the way we might like it to—that is fine. We will deal with those things as they arise and get them cleaned up. Further work is continuing at a furious pace to get all of that done as quickly as possible. So if you run into a ‘bump’ or ‘snag’ early on, just let us know and we will get it fixed. I think you are going to find this experience to be much easier and much more intuitive. All the changes you make are marked in bright red and bright green, so it is very easy to see what you’ve changed. It is easy to see where the modifications are. If you are sitting on one of those curriculum committees on the department or college level, it is going to be great. You are going to love it. With that, any questions that I can answer?

Senator Hefzy: First, I would like to thank Cathy Zimmer. We had some courses that were not connected to each other. So I asked Cathy to help and she helped me the second I asked. The comment is there are two sites in the... and it is a problem. Is the program button working?

Vice Provost Ayres: Yes. The program button is up and working; I tested it myself right before we started the meeting.

Senator Hefzy: Thank you.

Cathy Zimmer: But if you don’t find your program, you can contact me and I can let you know they haven’t migrated it yet or there are some issues.

Senator Longsdorf: I know the previous system we had some issues with signature lines and an individual being able to sign off twice. So say for example, as the chair of my school I would need to sign off for those programs in my school, but I am also the chair of my college’s curriculum committee. I then would need to sign off at the college level. Can we do those duplicates in the CIM where I could sign as a chair for---?

Cathy Zimmer: Yes. It is also more flexible with one person having multiple roles.

Senator Longsdorf: I know that but---

Cathy Zimmer: CTS will be requesting it once you got over two roles. It was getting confused.

Vice Provost Ayres: And at the department and college level. Again, just make sure if roles are changing, if somebody needs to be put in just let us know and we will make sure we get them assigned to the right role so that workflow will go to that person. Any other questions? Thank you very much.

President Brakel: And now that brings us to Senator Templin and just a little quickie thing about the constitution just to get us up to speed and thinking about that. Go-head.

Senator Templin: So next week through Quinetta through the Faculty Senate Office you will receive an email that will have a number of attachments on it. One of them will be the proposed constitution and another document will be the proposed bylaws and the proposed rules. That is three documents. The fourth document will be an inventory of where everything in the proposals came from. I am thinking I am not going to send out the old constitution because that will bog down, it will be more data going through the system. If you need that, go to Faculty Senate and then do a search for the Faculty Senate Constitution and it will pop-up on the website so you can see, on the Faculty Senate website, what the existing constitution and bylaws look like and you can use that as a basis of comparison for the new documents. I

think I am missing another document in my mind, but anyway, you will see we have a bunch of them coming up through. Then the next meeting the constitution needs to be read twice, so it will be a reading. One of those two readings is up to Faculty Senate, it can suspend the reading. A reading means that I have to read the document to you, start to finish. It is going to be a rousing half-hour<laughter>. So if you would like to save my vocal cords, you are welcome to do so. One of them does need to be read. When we finally take the vote at the end of the second reading, it will be done in the form of either a consent agenda or we will go article by article. So you are not voting on the constitution as a whole, you are voting article by article. Now, usually to speed things up the way that is done is it comes forward as a consent agenda from the Constitution and Rules Committee and then if anybody wants to talk about particular articles, we will pull them off the consent agenda and discuss and vote on the separately. So it is up to you if you want to do it the article by article way, but consent agenda is a little faster. But anything that is controversial that you want to talk about, there will be opportunity to do that through taking it off the consent agenda and discussing it separately. I think that is it. Are there any questions?

Senator Molitor: Last year we started the article by article review process. Are we resetting this process or starting where we left off?

Senator Templin: It has to be read for every new Senate because we are 1/3rd different than we were last year.

Senator Hammersley: Senator Templin, do you want to outline that time then, what is pushed from the constitution into bylaws and why?

Senator Templin: Oh, we will talk about that. A lot of stuff that is currently in the Constitution, if that changes then we have a constitutional crises, and we have had a couple through the years. So, right now the existing Constitution we have some band aids in place that kind of keep us going. What this constitution is going to be is much more smaller and more focused, and a lot of those things that are right now band aids are moved to bylaws because it effects how Faculty Senate does its business, which is usually a bylaws issue and not a constitutional issue. Bylaws are much easier to change, you only need a reading and you don't need a super majority to change things. So hopefully, if the new constitution works as it should, things will be a little more flexible for Faculty Senate.

Senator Hammersley: When do you see the bylaws being read? Because you are trying to design this as a package, pushing things in the constitution. The Board of Trustees wants to see it as a package...

Senator Templin: So right now we are just voting on the constitution. The constitution requires a vote of the entire faculty. So once Faculty Senate hopefully approves, then I have to set up a couple of times when faculty members who are not on Senate can come and talk and discuss things with me and review the documents and they get their questions answered. Then it goes to a full electronic vote of the entire faculty. Once that is done, then we as Senate can then vote on our bylaws and the rules and get that in place. But that won't be till Spring. What will happen is until we get the whole package of constitution, bylaws and rules, until we get everything in place and voted on properly, the status quo stays the same. So, we remain with the original constitution and rules that we have right now. Any other questions?

Senator Steven: Was that other document you were thinking of, speaking as a Constitution committee member, was that the one with the alternative possibilities for Article III concerning eligibility for Senate?

Senator Templin: Yes.

Senator Steven: So you will send that to everybody?

Senator Templin: Yes. I will send what the committee got.

Senator Brakel: Thank you. So it is very important, not only do we take care of our business, but we will have to keep the administration, specifically the Board of Trustees Academic Governance Committee informed through this process as we are moving forward. Last year it kind of got bogged down in that area and so we are trying to get it going and make sure that we successfully get it done this year. That is our agenda today. Are there items from the floor?

Senator Hammersley: So I emailed all the members on Committee on Committees to fill in the last few people from your college. So we talked to the individuals who are on the committees, and if you want, I can read those. I've sent a letter to the senators who are on Committee on Committees which are: James Ferris for Arts and Letters, Martin Ohlinger for Pharmacy and Pharmaceutical Services, Wade Lee for Library, Temeaka Gray for Nursing, Susan (Maggie) Maloney for Health and Human Services, Mohamed Hefzy for Engineering, Don Wedding for Business and Innovation, Kevin Gibbs for Natural Science and Mathematics, Mark Templin for Education, David Weldy for Medicine and Life Sciences, Glenn Sheldon for Honors, and Kara Bruce for Law. Then I also requested to have Marcia King-Blandford represent for University College.

So that should be finished and the president will work with individual committees to get you ahead of each of the committees, especially Core Curriculum etc.

President Brakel: Senator Hammersley knows that I've been 'chomping at the bit' at this one. Any other questions?

Senator Jayatissa: [*Indecipherable*]...can you explain the president's responsibilities?

President Brakel: The president has to appoint the chairs of those committees and make sure the committees understands their charge. So that is really the constitutional authority. It is the president-elect who gets to form the committees. Anything else? May I have a motion to adjourn? Meeting adjourn at 5:43 p.m.

IV. Meeting adjourned at 5:43 P.M.

Respectfully submitted,
Mark Templin
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Administrative Secretary

