

**UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of March 12, 2019**  
**FACULTY SENATE**

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

Approved @ FS on 04/09/2019

---

**Summary of Discussion**  
Interim Provost Bjorkman  
VP Enrollment Management Jim Anderson

---

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

**President: Linda Rouillard** called the meeting to order; Executive Secretary, Mark Templin called the roll.

**I. Roll Call: 2018-2019**

**Present:** Andreana, Ariss, Bailey, Bigioni, Bouillon, Brakel, Chattopadhyay, Compora, Dowd, Duggan, Emonds, Ferris, Gibbons, Gibbs, Gilchrist, Gray, Hall, Hammersley, Heberle, Hefzy, Jaume, Keith, Kistner, Kovach, Krantz, Longsdorf, Lundquist, Maloney, Modyanov, Molitor, Monsos, Niamat, Oberlander, Ohlinger, Reeves, Rouillard, Said, Sabharwal, Sheldon, Stepkowski, Steven, Taylor, Templin, Thompson-Casado, Tiwari, Tucker-Gail, Van Hoy, Weck-Schwarz, Wedding, Weldy, Woolford, Xie

**Excused:** Edgington, Lee, Menezes, Relue, Frank

**Unexcused:** Giovannucci, Jayatissa, Lecka-Czernik, Murphy, Ortiz, Schlageter, Schroeder

**II. Approval of Minutes:** Minutes from the Faculty Senate meetings held on February 12, 2019.

**Senator Templin:** We have a quorum.

**President Rouillard:** Thank you. The first order of business this afternoon is the approval of the Minutes from February 12, sent out by Quinetta today. Is there a motion to approve the Minutes?

**Senator Van Hoy:** So moved.

**Senator Kistner:** Second.

**President Rouillard:** Is there any discussion? All those in favor of approving the February 12, 2019 Minutes, please signify by saying "aye." Any opposed? Any abstentions? [1]

**Executive Report:** Good afternoon. We hope that you all had a good spring break in preparation for the second half of the spring semester. Here are some updates: President-Elect Tim Brakel and I met with President Gaber on Feb. 25. She let us know that based on our students' ACT score, UT's undergraduate profile is now qualified as "selective" in the Carnegie rankings.

We also met with Interim Provost Bjorkman and Kevin West on March 6 to address some administrative concerns about the Faculty Senate Constitution. One of the topics of discussion was whether or not FS should curricular changes that only affect one college. Then, President-Elect Tim Brakel, Secretary Mark Templin, Diane Miller, Steve Cavanaugh and I met on March 8 about the constitution. The outcome of

that meeting is that the Board of Trustees would like to consider all components (the constitution, bylaws and rules) as a package. There are a couple of language issues that they are concerned with, specifically the use of the word “govern” in Article IIE regarding powers and responsibilities (“Subject to the supervision and control of the Board of Trustees of the University as delegated through the academic administration to govern the academic affairs of the University, including: the academic rules, regulations, policies and standards regarding undergraduate students; the standards for granting of degrees, honors and awards; and the oversight of student development and progression”). Also of concern to them is language in Article VI (“At the request of the Faculty Senate, special faculty meetings shall be called by the President of the University for consideration of recommendations or other business of the Senate.”) I believe they are also concerned by the former Article XI which says: “A resolution to amend the Constitution may be adopted at any general meeting of the University Faculty called by the President.” The proposed constitution now says in Article IX: “A resolution to amend the Constitution may be adopted at any general meeting of the faculty.”

While we had hoped to come away from that meeting with specific language that would resolve the BOT concerns, Mr. Cavanaugh informed us that they will forward the desired language to us.

FSEC met with Dr. Gaber on Friday, March 1. She updated us on the \$250 million fund- raising campaign. Since 2016, we are more than one-third of the way there with several more years to go. Senator Temeaka Gray shared some good news with us: the College of Nursing has received its renewed accreditation. Congratulations! Dean Linda Lewandowski also attended this meeting to talk about an upcoming UT Opioid Teach-In which will occur on April 5. She will speak to FS about this at our March 26 FS meeting. Prof. Mike Dowd also attended this meeting to update us on the work of an ad hoc committee on academic misconduct policy.

We have requested of Mr. Bill McCreary the creation of One Drive account in Faculty Senate’s name with a separate folder for each college, accessible only for the faculty of each college for a two-week access to the results for their dean.

Finally, the Elections Committee has been working diligently at finalizing rosters in preparation for Faculty Senate Elections, UCAP and UCS. The nomination ballots will go out by Thursday, March 14 for a two-week period, followed by a two-week election period. Does the Faculty Senate Exec. have anything to add? Are there questions or comments?

**Senator Dowd:** President Rouillard, could you elaborate a little bit on the concern of Faculty Senate curriculum banning multiple colleges?

**President Rouillard:** The practice right now is that if curricular changes affect only one college, it don’t come to Faculty Senate. I think it was Provost Bjorkman in fact who brought up the issue at that meeting that perhaps we should change that and have all curricular changes come through Faculty Senate for discussion and in fact for dissemination of information so people are aware of what’s going on in different colleges.

**Senator Dowd:** That is the way it used to be as well.

**President Rouillard:** Okay.

**Senator Dowd:** If there was a rhetorical remark, a quite number of problems were avoided when that occurred.

**President Rouillard:** Do you remember when that practice changed?

**Senator Dowd:** I think it changed around the merger of senates.

**Senator Keith:** Well, I had the same question. So the idea is that any curricular issue if it only affects a single college, for example if that college change its college requirements, where would it go? I mean, would it come to the full Senate? Would it come back to Academic Programs if it is not really affecting Program per say, but just basically a requirement? Why would you want to bring it to the full Senate for approval? I can certainly understand why you would want to do it for dissemination for informational purposes, but it seems to me that colleges would be giving up some of their...if they had to require an approval from Faculty Senate to approve changes that really were only focusing on a college.

**President Rouillard:** To those who remember that practice, can anybody tell me how that was handled in the past? Did it just come to the floor for information?

**Senator Templin:** Well, one of the issues is the College of Medicine. As I recall, the dean of the College of Medicine has to have final say over the curriculum. Medical curriculum changes can't go to Faculty Senate or to Graduate Council. I think what we were doing is, I remember in the Constitution that we have now saying, "well, within college changes, just stay within the college," and so that alleviates the problem that Medicine was having or we would have had with Medicine. We may want to just write in an exception for the College of Medicine due to their accreditation.

**Senator Molitor:** I just want to point out that at the last meeting there was a great example of a college that does not realize how their curricular changes may affect other colleges. For example, Engineering had a course proposal that involved entrepreneurship in the title and the College of Business rightfully requested that we reach out to their colleagues to make sure that this proposal didn't affect what they are already doing.

**Senator Rouillard:** So as a way of avoiding a course duplication?

**Senator Molitor:** Yes.

**Senator Dowd:** To your question about how those are treated, by-and-large, in almost all cases it was an informational item but it was voted on. It was treated as an informational item, unless there was an objection. In many, many cases where the actions in one college, not nefarious or underhanded stuff, but an action would have a significant impact on another college, so before approved, the colleges got together and they resolved it and came back **it went through the process.**

**Senator Keith:** But we are only talking about items here that don't require a course modification or...program modification are the creation of new programs. We are talking about items here that only affect a single college in terms of perhaps again, changing the requirement. I agree that they should come before Faculty Senate just for informational purposes, but I am not sure approval is necessary. We already approve if we are talking about a new course title or modifying a course title, that is something that requires the Faculty Senate for our undergraduate curriculum.

**President Rouillard:** Is there anything else? Thank you. That is a conversation that we can continue certainly. Next on our agenda is a report from Interim Provost Karen Bjorkman.

**Interim Provost Bjorkman:** Hi again. I hope everybody had a good spring break. It is actually starting to feel a little bit more like spring, so that is a good sign. Welcome back. I wanted to focus a couple of remarks, and I know you are probably hearing this over and over again, but I am going to repeat it again, about our university-wide registration campaign that opens tomorrow. We mentioned that we started this initiative and our goal, which is rather ambitious I would admit, is to try to get 90% of our current

continuing students registered for fall before they leave campus. We actually set that goal over the next five weeks, continuing through April 15. We would like to try and get as many students possible registered in that timeframe. It is going to be difficult and ambitious and we really are going to need the faculty help to do this, to help remind students and to help get them registered. I brought a few of the posters, but I know it was emailed out to you as well. If anybody needs additional copies, let me know and we will get them to you. All of the divisions in the university including Student Affairs, Academic Affairs, and Enrollment Management etc. are all working together to try and sort of change the culture a little bit for our students because we would like them to think, oh, I want to register early. Primarily based on what the data tells us and that is that research shows us that the students who register early are more likely to retain, more likely to continue to make progress toward graduation, and they are also more likely to get the courses that they want, at the times that they want, that work best for their schedules, and that is a help in trying to retain them. Even if students are waiting to hear back about one particular course, co-op, or an internship, we would like them to go ahead and register for as much as they can at this time because they can always go back and modify that registration later or add another class to it. We would like for them to go ahead and get registered for the things that they can. It is easier to adjust a plan that is already in place than it is to start from scratch when courses may be closed out. It is also important to make sure students understand that even if they register early, it doesn't have any impact on their tuition billing. In fact, they don't get billed until later. The bills will be out in July, but their payment isn't due until August regardless of when they register. So just simply registering doesn't mean they have to immediately pay their bill. I know a lot of students worry about that, and that is understandable so I want to make sure to reassure them that in fact, that is not the case, they can go ahead and register and that doesn't mean they have to immediately pay their bill. We are trying to do everything we can. We are setting up competitions between dorms and we are setting up competitions between student groups. We are also offering all of the students who are registering before Monday, April 15, a chance to win one of 20 Starbucks gift cards worth \$20 each—and for students, that is important<laughter>. As I said, we have some posters here if you want them or we can send them out to you. The registration dates actually open tomorrow for the priority registration and they will be followed immediately by seniors, juniors, sophomores and then freshmen.

Today I also sent out my first newsletter as Interim Provost. You've probably all read it by now and have many questions as I did when I read it. I hope you will like it. If you have feedback on the newsletter, please let me know because I would like to make it useful for people. In addition to sharing information about this registration campaign, which was in the newsletter by the way, please encourage your students to meet with their advisors or success coaches if they are having trouble with holds, either academic holds or financial holds and they are unable to register. Part of the reason for us wanting to get them registered early is so we can have time to help them work through those issues before they leave campus for the summer because if we can help them now, they will be ahead of the game and that is our whole goal. So please advise them and encourage them to schedule appointments with their academic advisor, or with Financial Aid, or with Rocket Solution Central so we can help them over those hurdles to get them registered.

You've already seen the announcements I know, but I also wanted to announce it here formally. The new Dean of the College of Pharmacy and Pharmaceutical Sciences has been appointed. Dr. Gary Pollack who is currently the dean of the College of Pharmacy and Pharmaceutical Sciences at Washington State University. I think we are very lucky to have attracted him here. I think he is going to be a terrific addition to our team and to the college. He will actually begin his appointment on August 15, just before the fall semester starts. We look forward to his leadership and welcoming him to UT. He is very excited about coming here, and so I hope we will give him a warm UT welcome when he gets here—I am sure we will.

I want to just thank the search committee that worked really hard on that search. Dean Lewandowski in addition in preparing for her accreditation was also head of that search committee. She did a great job. I also want to thank Amanda Bryant-Friedrich who served as the Interim Dean of the college and for her leadership during the transition.

You probably saw an announcement about our graduate rankings. There was a lot of good news in there for UT. I just want to thank all the people who helped make that possible. A number of our graduate programs moved up significantly in our rankings. The Master's degree in Nursing moved up in the rankings to 135, compared to 183 last year. That is a huge jump.

[Applause]

The Doctor of Nursing, likewise, moved up in the rankings, also 135, compared to 152 last year. Also, the fulltime Law program at UT is now ranked at 126, up from 137 last year. So these are good significant steps in the right direction and I am very pleased about that. In addition to those programs, our graduate programs in Education and Social Work also moved up in the rankings. The Engineering Graduate program is now ranked for the first time and so we are very pleased about that. There are lots of good news that came out of those rankings, so thank you all for your help with that.

I just want to remind you that we are sending out "the call for proposals" for those who would like to serve as Provost Faculty Fellows for next year. The deadline is March 22<sup>nd</sup>, and I look forward to applications from lots of people. There is information on how to apply in the newsletter that we just sent out and the forms are available online at the Provost website. Note that eligible faculty include tenured full professors, or tenured associate professors within two years of applying for full professor.

Faculty who hold an administrative position are not eligible for the program, with the exception of directors and department chairs who are eligible to apply. So if you are interested in that, I think it is a really good program; you get to work on a project with us and it is also partly a leadership building exercise as well. I was really pleased when I got to meet all of our Faculty Fellows from this year. From what I hear about the projects they are working on they are really doing some good things for the university.

I wanted to let you know there will be a Distinguished University Professor lecture. Dr. Paul Hong, who is the Distinguished University Professor from the College of Business and Innovation is going to speak on Wednesday, March 27<sup>th</sup> from 4:00-5:00 PM on the topic of "Rising Asia and American Hegemony: Practices of Innovator Firms from Four Leading Nations." I hope you plan to attend. There will be a reception immediately following the lecture. The lecture and the reception will be held in the Thompson Student Union, Room 2592. That is all I have today. Thank you.

**President Rouillard:** Are there any questions for the Provost? Thank you very much for coming. Okay. Next on our agenda is an introduction to Mr. Jim Anderson who is the VP for Enrollment Management. I am sure he will have all sorts of things to say about early registration, in particular about enrollment strategies in general. Welcome, Mr. Anderson.

**Mr. Anderson, VP for Enrollment Management:** Thank you very much. How is everybody doing today? Today is an exciting day to be at the University of Toledo, correct? I am waiting for feedback <.laughter>.

**Senator Van Hoy:** Every day.

**Mr. Anderson, VP for Enrollment Management:** I talk to a lot of groups and so I am comfortable with silence, as are you in your classrooms. Thank you for the introduction. Here is a little bit about where I've been, where I come from, and then a little bit about where we would like to go. I too am from the Pacific Northwest as our Pharmacy Dean. I was at Boise University where I spent the last five years of my administrative career. I was the Associate Vice President for enrollment services. I had some good, good, actually very good years there enrollment-wise, and at a university that is on the move as is the Boise area. We like to say that we are part of the Pacific Northwest; it could be part of the Mountain West. Regardless, if it's any consequence to you, Boise is like if Denver and Portland got together and had a "child," it would be Boise <laughter>. Prior to that, I was at Texas Tech University for 11 years. That is my alma mater—I am a Red Raider twice over. So that is really where I started my career, in enrollment management. Oddly enough at that time, the University of Toledo and myself were destined. The two people who taught me how to do enrollment management were Dr. Jim Major, who was in this role two-and-a-half years ago and Stephanie Sanders, who was in this role till most recently for two years as interim. I've learned enrollment management from those that had authored some pretty good success at Ohio State University and then went on to have success at other universities as well.

Moving forward, I am looking at this tenured, this opportunity as a continuation of a lot of those initiatives, but with the extension of strategic enrollment planning which is something that Dr. Major had started here during his time around 2014-2015. But then we needed to pull back and needed to take care some stuff internally in enrollment management. We sped up the time it takes for us to admit a student, we decreased our hold times and our student wait times at Rocket Solution Central, and really magnified our survey responses and positive survey responses from those students who interacted with Rocket Solution Central. Now it is taking the next steps. The next steps being, how do we continue to and how do we advance the University of Toledo. In some aspects, that means growth. In some aspects, that means growing our research and our scholarship. And in other aspects, that means holding the line. I want you to know you that you've got someone in this VPC Enrollment Manager, who appreciates all of that. I also appreciate the different positions that you are in as faculty, program chairs, and as leaders, understanding where constraints are, where sometimes growth is possible, and sometimes where it is not and we are way under resource. So in a nutshell, that is the dynamism that comes with this enrollment manager position, and that is a little bit respective of where I've come from, and my perspective in leading us forward on the enrollment side. Are there any questions?

**Senator Dowd:** At this point, how can the Faculty Senate help in the process in enrollment management, whether it is the full body or whether it is the Executive Committee? We all want the same thing here, so do you have any initial thoughts as to how we can help?

**Mr. Anderson, VP for Enrollment Management:** I am glad you asked.

**Senator Dowd:** Am I going to regret that question <laughter>?

**Mr. Anderson, VP for Enrollment Management:** So any good effort starts with a committee, doesn't it? The answer is yes. I appreciate the question and I appreciate the offer that comes alongside that. How can we help? We all want to see this university do great things, achieve the potential we all know that it starts. As some would say, chicken or the egg—student or faculty, and that is at our core. How do we continue to advance that? What I've done in my packet here, it is not for distribution, but what our office has been doing is going around and visiting with a number of deans and department heads on how we can engage the students in this recruitment process. What does that mean? We live and die kind of on this follow concept of enrollment management. I don't want to get too in the "we's" on it, but really where the faculty and the Faculty Senate can come in is this period of time when it is right now when students are admitted and they are still searching, they not yet confirmed. So what we want to do now at this perfect time, March, April and May, is work on that and help students either continuing or new,

affirm their interest in the University of Toledo. My office can help with lists, and ads, and setup chair point sites, and generate a list of students that are interested in each one of your programs and colleges—so that's been placed for us to take action on. We have lined out a series of actions. Some of those are as intimate as writing note cards and some are more broad based as making phone calls from student groups. So I encourage you to contact and reach out because I've met with most of, if not all of your deans and leadership in your colleges on a list, and I've got the list here of actions that are being undertaken. We got to be all-in. So as a senate, as a group, as a governing body, but also as a group of leaders, we can push on that. We can push on our colleagues. We can say have you done that, have you taken care of that, and what are you doing. That is going to get this critical mass of inertia going so we can be that university to more students and we can be that engaging university.

So to a registration point that Dr. Bjorkman brought up, this is also that opportunity to reaffirm what it means to be a University of Toledo student. Our students thinking they can change, right? There are other people who provide education so what our role is to do, education is a huge part of that and research is a huge part of that, but also is that student success speech. How do we continue to congratulate our students for their successes, alert others when they struggle, and continue to nudge them forward so they continue to register, they continue to stay on time, and they continue to be encouraged to cross the finish line? Those two areas. One is where your deans and your administration have the lists out there of where you can help take action on those students who have been admitted but not yet confirmed or taken the next steps. Then there is the group of students who are already here that I would love to have 100% retention on and to have just the highest amount of retention that we could possibly have to increase our graduation rates, increase our retention rates, and increase our student success metrics. So that is what this group can do, they can embrace those principals. Operationalize I guess is maybe a better way to put it so that these two core pillars amongst many are the two core pillars across the academy. So that is what I would like to see this group or this body help to advance.

**Senator Hefzy:** Thank you. Undergraduate and graduate students have different culture when it comes to registration and enrollment. Are there any new sources or new initiatives to make it more better for graduate students?

**Mr. Anderson, VP for Enrollment Management:** Yes, there are. I always like to give these real world examples. One of the areas that we're really leaning into is internationally. So for undergraduate we got an office of international admissions, they travel to a number of different locations across the globe. What they haven't been doing to the degree that it's possible has been advancing graduate programs. So through partnership with the Provost Office we've now hitched those two things up. We've got more work to do, but we are going to start now. I got a person in Malaysia and I got a person coming back from Vietnam this evening and they are pushing graduate programs and graduate opportunities as well, where there is space. You understand that with graduate comes space? We would like to be able to understand our space and our space limitations as well as those areas where we have that opportunity to expand.

Another piece, and it goes along with our registration push is that graduate students as we advise them, it is a more intimate format, right? We know our graduate student; we know them in some cases very well. We need to also setup an environment where they feel a sense of urgency in order to register and to continue their study. I'm not speaking more towards the Master's programs, but the larger programs that I'm speaking more towards to, are those doctoral program. I know a doctoral student can register at the last minute and pick up their doctoral thesis action. But those larger programs where we've got a large number of Master Degree students, we need to be pushing so we know exactly where we stand in order to take the right initiatives to be able to move enrollment forward across all. So making decisions earlier would be extremely helpful, especially when it comes to graduate. This is a very competitive space that we are in. So there is an advantage to making those decisions early, making them accurately, making them swiftly and getting those offers out to students as soon as we possibly can.

**President Rouillard:** I have a question about non-traditional students. What's been your experience of strategies that work particularly well with recruiting the non-traditional student?

**Mr. Anderson, VP for Enrollment Management:** Non-traditional students are probably where we see some of the greatest lift in our hearts, to see somebody reembrace or reengage with us. Non-traditional students I think it starts sort of with the end in mind. Most non-traditional students have some college in their degree. The data from the Toledo area shows us that and the data from the Northwest Ohio area also shows us that. So how can we pick up those and make sense of what it is that they have already amassed, whether it is a small number of classes in the community college or whether it is a large number of classes at a four-year public, and how can we make that make sense to them? Adult students have a different motivator. They are looking for career advancement if they are working. If they are not working, perhaps they are looking at career change or a lane shift. So what works well with adult students is connecting that and in mind, how is this going to benefit you; how are we connected to your employer or your industry; and how is this program here specifically towards those needs? I asked a couple of things in there. Some of the flexibility with credits that are out there that may not make quite enough sense, how do we stitch those together? How do we develop programs that are in concert with advancement so when we take a look at new programs, does this meet a market demand or a market need? So that is answering question, why—why should I take this?

The third is how are you going to help me get there? It is an environment where, let's assume that they have to work or classes may need to be outside the traditional glide path that we're on—so it's being open to that. If we harmonize on those three aspects where there is a market, where there is advancement, and where there are students with some college or no degree and then catering to being in some of those tails of the curve, if you will, then we can get in those spaces and be successful. They need to be specific though, and I think that is the key. There has to be an equal exchange between the academy and those who are going out to get those adult students. It has to hit those markers in order for it to make sense. To just broadly say, "hey, come to the University of Toledo; we will help you finish your degree," that is great but there are about ten other steps that we got to get in there. So working from the bottom-up, I would say those are the three...that I would encourage us to go.

**President Rouillard:** Thank you. Are there other questions?

**Senator Keith:** So what you've just described about non-traditional transfer students seems to me to be the ideal subject for a committee. Do you have a committee? Do you have lots of people working on this? Do you have the need for expertise from faculty to help you out in solving these issues because it seems to me like everybody is competing for the direct from high school students? So if we want to show an increase in our enrollment, we may want to focus a little bit more on non-traditional students, and maybe we're doing that, but I don't think we hear we are doing that.

**Mr. Anderson, VP for Enrollment Management:** Correct. DHS and traditional transfer, they use up a lot of oxygen in a room. You are exactly right. We are at the beginning stages of reformulating this strategic enrollment management plan and then the committee that helps support that plan. Inside that plan, I would like the opportunity to be able to come back and talk to you about or with it, it needs to be dusted off, reshaped, and updated in some spots, but, there is a merited of strategies underneath it. Strategies are only good as the paper that they are printed on and their actions are only as good as the people who will take up the actions and carry them through. So the answer is yes. Yes, we need a committee. Yes, we need to work together collaboratively in the colleges as well because you have committees there that are thinking of new and innovative ways to offer programming degrees. We need to be thinking about how does this play for a non-traditional student. Then working with us, if that conversation call us in your college to say, hey, maybe we need somebody for enrollment. I promise you,



if I do it the same as Libbey Hall, I will reach out and engage [and say], here is the need that we've identified, and we need an academic partner to help with that.

**Senator Dowd:** One of the concerns of this strategic enrollment plan over the last three years or so was a heavy reliance of very high level of discounting tuition. I understand that discounting tuition attract students. I am an economist, I understand what percentages are and how they could be followed, however, I also understand the other side of it. Because we discounted tuition so heavily, it puts very severe restraints on the university's finances. So as you been thinking about developing the new strategic enrollment plan, what are the current thoughts about the level of discounting that you are going to try to initiate or are you going to try to move towards getting it down to a reasonable level or a reasonable cohort of students as opposed to just about every single student who applies to the university?

**Mr. Anderson, VP for Enrollment Management:** You know, we got caught in it, that we discounted our way down---

**Senator Down:** Down into a box.

**Mr. Anderson, VP for Enrollment Management:** Right. So how do we get out of that? So as an economist and as others that are consumers in the room, we understand when something is on sale. We understand that it may be on sale for reasons that are other than the cost of that item. Maybe we didn't hit the right market in fashion. Or maybe this automobile didn't sell well because of something like it wasn't the right color or stylistic etc. So how do we still sell these things that we have where we continue to have students come in? Well, we went to discounting. This was before I was here. I am not talking these things up from the past, because we are where we are. But how do we bring ourselves forward? To do that, we need to increase the value. We need to increase the inherent value of the University of Toledo experience and the degree. It's just like the rankings that we just talked about, that ups the value immensely. That is slow, but it takes a lot of investment, right? But what we could be doing in a short term and a near term is really pivoted to a student centric model where our students are really at our core and cared for with every fiber that we've got. Now, I am not implying that you don't, but what I am saying is that as we work to differentiate the University of Toledo from other universities when you're in a very crowded space, and we decrease our discount rate, we have to up the value so we keep the number of students coming in going. So we have to do internal work—step up the value of the degree and the value of the experience in such a way that we don't rely so much on discounting as a way to bring in students. So we are working on those things, and that is another call to this body is to continually think about and be critical about how we continue to hold that student experience to be upmost value.

**Senator Dowd:** I'm sorry, I don't know if I understood what you were saying. I understood the part where we want to increase the value. I personally think the value at the University of Toledo is already excellent. What I didn't catch was, are you actually trying to reduce the discounting now? Because of the financial constraints that imposes on the entire university, are you trying to reduce that level of discounting? If I remember right, it was as high as 47% of tuition. It may have come down a little bit over the last few years, but, is this part of your current thinking about what this strategic enrollment plan will be?

**Mr. Anderson, VP for Enrollment Management:** Definitely, no. Discounting is not part of the strategy, however, to decrease the discount rate is part of the strategy. We have been on a path. You are correct that we have knocked it down a percent or a percent-and-a-half in each of the last three years and we will continue to do so. Discounting is not part of the strategy to help us grow. We are not going back to that well again. We need to develop a merit base program and a need base program so that we increase access. We need to not rely on discounting as a way to make our numbers. So, given those constraints, how do we succeed? So that is the paradigm of the premise that I am operating under.

**Senator Dowd:** Thank you.

**Senator Kovach:** I would like to go back to what you've said about doing the work internally. Thank you for saying that because I do think we forget that a lot and we are worried about budgetary concerns, which is a very valuable concern, but at the same time, we do need to reflect on our role in this. Those students that are leaving—why are they leaving? What can we do to change that? I brought this up before and I apologize for doing it again, but there was a study done with hundreds and thousands of individuals who left universities and those who stayed. It was about resources, and connectedness, and belongingness. Those are the things that are maybe not easy to put on paper, but that is what counts more than anything else. I do hope that students are able to chime in during this process, and that we are tasked with some of these things in terms of really thinking about our treatment of students.

**Mr. Anderson, VP for Enrollment Management:** Well, you are exactly right. So as we take this discount cut, we are still losing some students, right? So if I was initially “trusting you” or “us” with my enrollment and then at some point, now I am not trusting us with that. But, at one point the cost was right and the trust was right, what happened then to that either make it feel expensive to me, relative to the value that I am giving out of it? So at one point those matched or even exceeded that the value was greater than the cost. But as attrition happens, that means it got expensive. There are a number of reasons for that. We can cut our way all the way back to zero and we will still have attrition. So, we got to take these things as fundamentals which is exactly what you've highlighted.

**Senator Wedding:** Don Wedding, the College of Business.

**Mr. Anderson, VP for Enrollment Management:** Good to see you again.

**Senator Wedding:** There is a point of information here that has not been brought out. I sit on the Finance and Strategy Committee and I was amazed about some of the information that was provided, I think, by Senator Keith; which is, number one, we have the highest discount rate in the state of Ohio. Number two, as our discount rate went up and up over the last five or six years by I think 50%, our enrollment declined. In other words, even though we were giving more and more discount, we were getting fewer and fewer students. When I saw that data I realized we are in a bind now. We've given this high discount rate and we resulted in low enrollment. I don't have a solution, and I think you have a real problem ahead of you. It is difficult what has happened here. Of course, we are not going to lower it again, but what I don't understand is how we got a 30% loss in students while we were raising our discount rates so high. I just don't understand it.

**Senator Hefzy:** You may not know the answer, I don't know. Is the discount rate proportionate or not proportionate to student increase? Meaning, if we increase the discount rate, does that...student increase?

**Mr. Anderson, VP for Enrollment Management:** Yes. So the question is, what is the causal effect of decreasing the discount rate? Well, you can. It is part of the tool kit, but it is in the totality of what it is that we do that becomes the value. So cost is just one leg of the stool. The other two legs of the stool are things like do I belong here, do they have the program for me, what are the outcomes of that going to be, what is the job I'm going to get when I graduate? Some of these things we are in control of and some of the things we are not. But when it comes down to discount rate, I mean, I can take a philosophical view on it—in taking a philosophical view on it means that in order to attract this enrollment, we are only able to charge this much, right? So in order to keep this balanced and keep this group of students here, we can only charge this much. But if we want to charge more then we got to tackle what is in the middle of that. We have to increase the net value to the customer, to the student. So that is on all of us. The reason why I didn't necessarily offer a solution to that, Senator Wedding's, question is because the solution is going to

come from all of us. So we have to work together to be able to do this, but we got to be able to work together to be able to work our way out of this and get on a path to financial prosperity. I can only move from January 7<sup>th</sup>, that was my first day, forward. Moving from January 7<sup>th</sup> forward, how are we going to begin to build and work our way out of this? Part of it starts with not going any further, right? But then the other part of that comes with the tough questions that are made at all levels. There's going to be tough questions and some tough decisions that have to be made.

**Senator Heberle:** I just have a question.

**Mr. Anderson, VP for Enrollment Management:** Give me one second. I want to represent this because I really think this is important.

**Senator Heberle:** Okay.

**Mr. Anderson, VP for Enrollment Management:** When I started at Boise State, I started with two years of data enrollment. The university was on a downward path. The last three years the university was on a positive trajectory for both current students, graduate students, and new students. So I come from a place where it is nice over the summer, not only in climate and scenery, but that we are not sweating the fall class. I would love, nothing more than to get back to that state. We have to do it in the right way, and we got to work on it, and we got to work on it together to be able to work our way through that.

**Senator Heberle:** I just wanted to comment that during the conversation that Senator Dowd began, totally appropriately about discount rates, I started thinking, am I teaching at a private university? Because my husband does and this is the debate they are having; it is a private liberal arts tuition driven university with a reasonable endowment. I would just like to also encourage us as a body to start... We are public university, and the reason people don't come here is because they can't afford it. They divide public universities by making us compete over discount rates to fight over students which is ridiculous. We need a tax base that will fund what we are supposed to be doing and the students shouldn't need a discount rate to come here. When I start hearing discount rates in the context of public institutions of higher education, I get super pissed-off because it distracts us from the fact the legislatures are not doing their job in getting a tax base to us that allows us to be doing what we are supposed to be doing! So, I just had to make a little speech, thank you very much.

[Applause]

**President Rouillard:** Actually, could we go back to your increasing enrollment at Boise State? Can you identify some of the strategies that led to that turnaround?

**Mr. Anderson, VP for Enrollment Management:** Yes, absolutely. We diversified our enrollment. When I started, the enrollment was based upon a body of students that was unstable. I do not mean they were unstable in other ways; I mean they were unstable, the fact that it was largely based upon non-traditional learners. Non-traditional students are good, don't misunderstand me. But what was happening was the economy was increasing and the non-traditional students were returning to the workforce and so the enrollment at the university was decreasing. It is a pretty clear concept, right? And so what we needed to do is setup a more stable base. To some of the earlier questions, it led us to assuring up our direct from high school, our transfer, online was another dimension of that, and both increasing our reach in state and out of state so that we can setup a predictable base and we could get into some of those "tails of the curb" that I talked to you about, about having a positive effect on some populations that require more effort to recruit a student with some college and no degree. It requires a lot more effort, if you will, to recruit students from military backgrounds. It also requires more effort to recruit students from highly disadvantage backgrounds. So because we were able to setup on a stable base, that enabled us to start one

of the largest need base scholarship programs in university history, but it was directed towards, as we direct a lot of our scholarship programs to, in state students only. So that was the focus, increasing access. It was an access driven university and we maintained that at our core. So we started to offer some different and new programming that would help us in the rural areas. Boise is a metropolitan area. It is similar to where we are setup here at the University of Toledo. What does that mean for rural students? What does it mean for minorities? So we started to get into underrepresented minority populations and rural populations. Those strategies took a little bit longer, but they are on a continuing trajectory. I just checked in with the director of admissions over there the other day and she is doing very well. The things that we would love to do, the fun stuff can really happen if we setup on this nice stable base by lowering our discount rate so that we can unlock some of those funds to be able to get a little bit more shoulder room. That was the strategy there. Here, it is going to be just those bases that we covered. It is going to be increasing our value in a highly competitive market by utilizing the distinctiveness of the university.

One of the things you will hear me say often is that we are a comprehensive university. We mean that in every sense of the word. You can get a MD, Law Degree, PhD, Masters, Baccalaureate, and Associate's Degree—you can get all of those here. That is a distinctive advantage and that separates us from the pack in Ohio. We also need to tell our research, our scholarship and our opportunities for undergraduate research [that too]. I've been in this market, Boise State is a university of just over 20,000 students and we are right at 20,000 students so we are in a great spot to serve in between institutions that don't have research opportunities at the same rate that we have been and other large mega-universities where an undergraduate won't see the inside of a lab. We are in this great nexus to where a student can take advantage of those things. So it is that, and we have to sell it; we have to live it and we have to breathe it; we have to own it and we have to begin to put that as part of our DNA that we are one of the few truly comprehensive universities in the state of Ohio, in this region, and that we are one that is the right size. We are the right size for students to really take advantage of things and we are going to amplify and magnify your dollars here. I just read yesterday we are the second or third highest in the state where our students are achieving a high starting salary. We got great programs. We got great engineering programs etc. We have some things that help pin those numbers high, but there is a great magnitude, and so some of the lowest cost of entry is here. The cheapest tuition with our discount rate, the lowest barrow and debt, and the highest starting salary is that right here. Those are numbers from the Department of Education. So how do we continue to move? Well, that is our job. That is our job to continue to advance that. That is how I believe we are going to lower this discount rate and increase our student satisfaction, increase our student growth and be able to work our way out of this box while increasing the outcomes on students, their starting salaries or their opportunities to continue on to master's or doctoral programs.

**Senator Bigioni:** So clearly, the discount rate is not helping our enrollment numbers. Do we have an idea who is out competing us for these students? Where these students are going? Is it the workforce, military community colleges or other institutions in the area etc.? How is that breakdown?

**Mr. Anderson, VP for Enrollment Management:** We've got a beautiful database out there, it is called the National Student Clearing House. The National Student Clearing House tracks about 98% of the students in the country. So for our honor students, it is places like Ohio State, Miami of Ohio, and Michigan, we are up there in some rare...air, right? For our students on the whole, it is Cleveland State, Bowling Green, and Wright State, that is sort of the competition circle that we operate in. But for our honor students, there is really an improved big stratification. We only lost, don't quite hold me to this, but you can do it with an area of two, six students that were admitted to our honors programs to Bowling Green just this last year. We lost 60 to Ohio State. So you can see we are in a boxing terminate, we are punching above our weight. So we've got to continue to make that value statement here, not by driving down the cost, but by increasing the value, the self-worth, the sense of belonging that our students need. It starts in this room and it starts right here. So the more we can do that, the little differences we can make.

True story. A student came up to our office today. He had broken his leg. He was on one of those little four-wheel trolleys. He came up to the fourth floor today. In fact, the person who helped this student is a staff member whose name is Sunday Griffon. This is an exchange student. He thanked her, Sunday for answering his call for help because he had fallen on ice for 15 minutes outside of Rocket Hall—we should all be appalled at that. Yes, we congratulate Sunday for taking the time to stop to hear somebody's call for help. His injury was so severe that he had to have surgery. It wasn't that he was not helping himself, the student was in bad shape. That is a physical thing. That is something we can so easily see, but it starts with one. We don't get many of those stories in Enrollment Management, but you may get a lot of stories like that in the work that you do in being more directly connected with students. It is an amazing thing. It is a tragedy that this person fell on ice, and was in pain, and had to have surgery, but what is an amazing thing is somebody stopped to help him, pick him up, dust him off, and get him to the right support—so much so, he felt compelled to come to the fourth floor in Libbey Hall this afternoon at 2:00 today and thank Sunday for her efforts.

**Senator Gibbons:** You know, you can take something and give it away for free or you can charge \$1.75 by putting a brand on it. Every school I went to, I went there because I bought into a brand, an image and a history. What is the brand? What is the image? What is the history that someone buys into when they come to UT? I've been here for 20 years and I still don't know the answer. I am sorry, I am not trying to be offensive.

**Mr. Anderson, VP for Enrollment Management:** Not at all. I don't know if the person that has been here for roughly three months should be the one taking a lead on it. I have worked with three institutions and I consulted with about 12-15 other different institutions, so I will say that on a whole, universities struggle with this because the brand and the diversity of the offerings differs so much between each one of us. I think we can all point to the...and find a different reason why we chose that college. Now we need to center on why choose this one. Those are big things, right? Those are big things that I would love for us to continue to do, to latch on to that comprehensive nature that we care about "you more than words," that is our brand. We're the brand; it is us in this room. I don't know if I would wait for the brand to come down because those would be words, or a logo, or things like that, but the brand, the university, and the education is unchangeable-out. What is changeable is the people who offer the education and that, is the brand. How do we do that in such a way that pushes the envelope and is so embracing of knowledge and student centeredness that, that becomes part of the fabric that we do and you can say that without reservation?

**President Rouillard:** I saw that Cathy Zimmer just came in and so I think we need to wrap this up. But we are very grateful for Mr. Anderson for having come to speak to us today. Welcome to University of Toledo.

[Applause]

**Mr. Anderson, VP for Enrollment Management:** Thank you very much.

**President Rouillard:** So we have Cathy Zimmer, who is the Director of Academic and Curricular Initiatives. She is going to give us an update on CIM, Course Inventory Management System and then we will finish up the meeting with the discussion on the statement, Freedom of Expression.

I know that we have all been eagerly waiting for a replacement to the current curricular tracking system. I think what you'll see here is something that has a great deal of potential. I don't know what the actual launch date is, but I believe it would be well-worth the wait and all of the effort that has gone into putting this together.

**Ms. Zimmer:** Just a quick minute here.

**President Rouillard:** That is fine.

**Ms. Zimmer:** Well, I will start with the course form. We call it CIM, Course Inventory Management System. We've been working on developing the form. It is one form in a sense. You are either going to propose a new course or modify an existing course. So first I'll go through proposing a new course and then I will show you some of the modifications so you can see what we call a red/green markup. So you would come to a screen like this. If you are going to propose a new course, you can put your contact information here. If you wanted to add an additional contact person, you could do that. This would be the person who can talk about the proposal, who can answer any questions about this. We then ask people to select when this is going into effect, which is similar to what we do now. Right now you'll see a bunch of different colleges, but when we get closer to launch, we will put the relevant colleges in there. Then preselect down to department. Please indicate if there are other people you want to notify. If you put a name here, this would be a FYE email. It might be a little different than a contact person. This is just a way so you can say, hey, I am working on this program, you might want to know etc. Then you'll put in your alpha code. Then you will have a little note to contact the Registrar's Office for course numbers—and they should end in zero. So you would put in, preselect what you've got. You may ask what the difference between co-listing and cross-listing. We have these little help bubbles here, co-listed is authored at more than one academic level. Then you have this long title. The long title is what shows on a student transcript so you would want to know the difference between a long title and a short title. Then it asks, will this course be cross-listed with another academic unit. You have the number of credit hours that you put in like "lecture," "lab," or "other." We ask you, what your schedule type is. On the help bubble we have the definitions of all the schedule types so you can know the state definition. Then it asks, when is this going to be offered—fall, spring, summer or all. Are students permitted to more than one section of the course, yes or no? Then it asks, will this course be repeatable for credit. If you say "yes," then say how many times. The grading system is the same one we [already] have, standard. This box is where you type in your catalog course description. Answer if it is a prerequisite, yes or no. We made this a yes or no question because we used to have a lot of people skipping over that question. So what will be displayed here, and I will show you through an existing course, would be how the prerequisite is in the catalog, and it is in a real format. So you would just copy that and paste it into here if you had a change of grade. Answer if the prerequisite can be taken at the same time, yes or no. Then answer whether you consulted with other departments on any overlapping contents, yes or no. Student registration restrictions might be limited to a cohort or maybe they need to be a junior, something of that nature. Then attach your syllabus or any additional attachment. Now, this is a skip logic if it is undergraduate. It is the same with research intensive, if you click research intensive, here are the courses you need to add. This is all part of the same form so you don't have to go back and add it twice. The people who are reviewing the proposal will get the information right away. Then we have the WAC questions here. We are also requiring learning outcomes to go on to new course proposals. The modifications won't have those, obviously, but if you do modify an existing course, we would ask you to have that in. State authorization, this is our ability to teach outside the state of Ohio. Does this approval course provide any out of state educational experiential opportunities—if it is yes, here are all the ones that you need to choose from. Can the student achieve the same learning objectives by completing a course when the course is via online, yes or no. Instruction method, how will the course be taught and here is the definition of instructing that—what makes it face-to-face etc. Again, these are state definitions. Will this course be offered internationally, yes or no. If it is yes, we need to know where. And then your CIP code, we are going to ask faculty now to help us identify the CIP code. We know you know your content better than the person reviewing it. So when you put in your CIP code, you just come to the CIP code clicker and type in the title of the class.

**Senator Bigioni:** What is a CIP code?

**Ms. Zimmer:** A CIP code has to do with funding, right Vice Provost Ayres? I will let Vice Provost Ayres answer that question.

**Vice Provost Ayres:** Very briefly, the CIP code system is a little bit like a Dewey Decimal system in a library. Anytime a library catalog exists, it is simply a way to catalog the content that universities teach, both in terms of courses and in terms of programs. It is one common system that everybody uses. So when we say, a given course that has this CIP code, that means it's in a particular area of discipline and sub-specialty that would be put in the same areas of any other. Anytime you want to do any kind of comparisons of our physics program to **that of** other universities, we know we are talking about the same thing.

**Ms. Zimmer:** Thank you. Then we have additional comment. What we are going to like about this too is you can save your changes and come back and work on it again so you don't have to feel like you have to sit down all at once.

Let's say you are going to do an existing course, this would come up. What you will find when it's on is you can download any or export any of the proposals. You can also see the workflow. This is going to be who in the workflow did this all flow to. We have different options which each committee chair can decide whether they want the whole committee to get a FYE email or just the committee chair. This is what we call the eco system here. This shows you in the university catalog where this course shows up so that way you can know how that course relates to other things. If you are going to be changing and modifying a course, you can think about how this will impact other plans of study. If I am changing it from a three credit hour course to a four credit hour course, that could affect other people's plan of study, increasing the number of credit hours. Let's say we want to edit this course. We will bring it up. The same thing, you are going to put in your name and when you want those to go into effect etc. For example, let's say we are going to add food to the description. It is not cross-listed. It is a lecture; you can see all that information if you wanted to change anything etc. Then you are going to attach your syllabus. Also, I notice a lot of times when people are modifying a course, if they are changing a title, they don't necessarily submit and updated syllabus. That would be helpful for the Registrar's Office to have the most up-to-date syllabus to go along with the course modification. This is a core course, you can see it marked here. I can add multiple learning outcomes.

**Senator Hefzy:** May I ask a question?

**Ms. Zimmer:** Sure.

**Senator Hefzy:** I understood from President Rouillard that this is for new courses?

**Ms. Zimmer:** This particular form, yes.

**Senator Hefzy:** I have two questions. Are all courses at the university included in this?

**Ms. Zimmer:** They will be.

**Senator Hefzy:** They will be, but not now?

**Ms. Zimmer:** Well, we haven't launched the system yet.

**Senator Hefzy:** Okay. What do you mean by existing course?

**Ms. Zimmer:** A course that is currently being taught or it could be a course that is inactive that you want to activate.

**Senator Hefzy:** A course that is being taught, right?

**Ms. Zimmer:** Yes.

**President Rouillard:** This is different from the catalog. This will feed into the catalog, right?

**Ms. Zimmer:** Right, this will feed into the catalog. Here I just saved my changes. You can see it is a red and green markup so you can see “included” in green. That shows you that it is new, and so the person reviewing it can easily see what the changes are. Here in the description it shows you what I deleted—you have a red/green markup. I am going to type in chemistry to show you that it has the prerequisites. If I edit my course, you can see here. So what we want you to do is copy this and paste it here. This is all a testing environment and so I am not messing up anybody’s courses right now.

**President Rouillard:** I think one of the strengths of this software is the work involved so that nobody will get dropped and everybody knows who needs to know what about this course. It also generates emails to everybody who needs to know anything about this course.

**Ms. Zimmer:** You should really fill this out completely. What I wanted to show you is that this shows you...workflow. At the end of the proposal, it’ll show you where it is in the workflow so you will know who does it need to go to next and who is the last person. Also, we have a roll back feature which is nice. So, if I was the department chair I can say, oh, you got the wrong syllabus attached—then you can roll it back to the previous person to say, get this attached. That is kind of a nice feature; you can do some of those things instead of calling me and say, oh, switch out the syllabus or something of that nature.

I also wanted to show you the program form. The program is also kind of a neat form. It is the same kind of thing where you put in your name, graduate major, minor or certificate etc. We are looking for programs to always start in the fall of the term.

**Senator Bigioni:** How will the concentration be handled?

**Ms. Zimmer:** What is going to be great about the concentrations is they will have their separate form. We won’t have any overwriting of proposals---yay! The programs haven’t been migrated over yet. The requirements, we ask you to confirm that you got all of your core and program of studies because sometimes people might overlook and have 30 hours of core—we need to make sure you have 36-42. This is your requirements. This would be the courses required for the class. This would all be part of the training. What you can do is pick a course list, and what this does is bring up a course picker. Example, I am going to be in the College of Business and I know I want accounting classes. So you just find your classes and you can just move them right over here. This gives you the opportunity to show all the courses that are in here. What is kind of cool about it, it will populate them for you through the Plan of Study. This is also in the catalog. This has a different one. We want you to use the Plan of Study grid. If you look in your catalog, it is broken down by first-term, second-term, not necessarily in year. We want to look at first-term then you are just going to go in again. For example, you can take this course or this course etc. You can either go through this course picker where you look up each course and add it in or you could just type in the course number here. The nice thing about that is it will break it down and it tallies it. We are also doing learning outcomes. Working with Alana, she got the program learning outcomes and we are trying to match them up to the program codes and we will import them in there.

**Senator Longsdorf:** So this is the new program proposal form?



**Ms. Zimmer:** Right.

**Senator Longsdorf:** Now, if somebody is putting together a new proposal, program, degree, or whatever it may be, and that requires a development of new courses, does the course proposals have to go through this system first for them to be able to identify the courses in the scroll boxes to then bring forth the proposal?

**Ms. Zimmer:** Yes.

**Senator Longsdorf:** So what if all those courses get approved and as the proposal goes through, the proposal doesn't? So now we got a bunch of new courses on the books. But I was just asking with all of the years in curriculum tracking for my college and those two having, okay, here is a new program that's listing these courses or these course proposals here too, to assure that everything is buttoned-up. To me, it sounds like this could stage and things could possibly get missed. (1:33:09)

**Senator Zimmer:** Well, there is a way that you can put in things here. The thing is, it is new to all of us and so it will be some growing pains. But the plan of study and the requirements are linked back to the catalog.

**Senator Longsdorf:** I think it is a wonderful system compared to what we've worked with.

**Ms. Zimmer:** We are also developing a program development guideline and so in a sense, you are going to build this program. We are going to want this program before you launch it to all that, right? You are going to want to develop this program before you get to developing all the courses.

**Senator Longsdorf:** Because that was a big one for us and maybe others. For the most part faculty knew the system; they just go in and put something in the system and I get alerted. They wouldn't necessarily always know that all these courses have to be along with this modification or for those changes, and so that would be nice too if we could have that feature. It is kind of a stop thing that says, wait, you gotten ahead of yourself before you can do this and this.

**Ms. Zimmer:** That is something I'll look for. So on the undergraduate catalog, for example this requirements tab here is equal to this program requirement box here. So one of the things I do when I'm going to be migrating the programs over—we have to have the catalog updated for 2019-2020 before they can migrate the programs so that we have all the up-to-date information from all this year, the curriculum changes are in CIM. Now, some of this is stuff that will be governed by you all. You all have to approve this language. So after we get CIM implemented and the catalog all migrated over, when you approve, it will automatically update the catalog for the next academic year so the people who are catalog editors aren't going to have to go through and say, oh, did this get passed or did this get approved. Also on the program form, we do ask if it is being taught on campus that we are aware of it etc. So as we do the program development guidelines and we go through the program development, you are going to be gathering all of these documents. You are going to be working on it with the Program Design Institute in the University Teaching Center. You will continue to answer the questions.

**Senator Longsdorf:** Can I ask one more question?

**Ms. Zimmer:** Yes.

**Senator Longsdorf:** Not as so much on the form. I'm not sure the initiative is still in place, but I had heard, for example that all newly proposed courses that would be taught online would have to go through Quality Matters certification prior to being able to being offered.

**Ms. Zimmer:** I haven't heard that.

**President Rouillard:** I think there is a push to get more online courses that are qualified as Quality Matters, but I don't think that is a requirement.

**Ms. Zimmer:** I haven't heard that.

**Senator Longsdorf:** Okay.

**President Rouillard:** But there's certainly is an encouragement.

**Senator Longsdorf:** I thought I heard something about that because the strategic plan isn't 100%; I couldn't remember where it came down from, but even before proposing an online class in this system, you have to get approval from Distance Learning to propose an online class because there is development money etc. I'm just trying to clarify.

**Senator Molitor:** I believe the discussion relates to any new online degree programs. The courses offered under that program would have to be Quality Matters certified. But I believe this is just a discussion, I don't believe there is a requirement yet

**Senator Longsdorf:** But to go in and do a new proposal and indicate it online, it would first have to be approved by Learning Ventures.

**Senator Molitor:** This would apply to a new program proposal. If a new course is proposed for a face-to-face degree program, I have not heard that they were going to require Quality Matters certification if this course is available on-line.

**Ms. Zimmer:** On the course when we ask what method, you'll click all that apply because a section could be online.

**President Rouillard:** And to your point about getting approval for an online course, you get approval from Learning Ventures or whatever it is if you want faculty development money. But if you just want to offer an online course, you'll go through the usual process.

**Senator Longsdorf:** Okay. It is just some questions I've been getting from my faculty in my college.

**President Rouillard:** It is about the faculty development fund I think.

**Ms. Zimmer:** So here is an example of a concentration so you can see "with concentration" so that you know you are getting the right concentration for those that were non-concentration. Also, this is where you can inactivate a program too. You see, every time I test it I see something different.

**President Rouillard:** Ms. Zimmer, do you have an idea as to when we will be able to start using this?

**Ms. Zimmer:** Yes. I was hoping to actually have a little more demo sessions open to all faculty to come and see yet this term, and then over the summer we will be migrating the programs. Again, we have to have a catalog done before we can migrate the programs. We are hoping to have the University catalog

published by June 1<sup>st</sup> for Rocket Launch, and then we will migrate the programs and then we will start training right after the start of the academic year. So everything that is currently in the CTS would work its way through the CTS, you wouldn't have to reenter that; we will let everything work its way through that process.

**President Rouillard:** Are there any other questions? Can I take this opportunity then to thank you and all of your committee members and colleagues for working on this? This has been a huge, huge undertaking with lots of moving parts and lots of complex **intersections**, and we greatly appreciate the work that you've done to make this inevitably a lot smoother than what we currently have. Thank you.

[Applause]

**President Rouillard cont'd:** So we'll move now to the last item on our agenda, which was a continued discussion of the statement on Freedom of Expression that Senator Gilchrist and Professor Lee Strang brought to us the last Senate meeting.

**Senator Gilchrist:** Hi everyone. I know we are short on time and so I will get started while we pull that up. Professor Strang passed on his regrets that he couldn't be here this evening. He is visiting at another institution this year and is out of town most, most weeks. I mentioned at the last meeting that Professor Strang and I were both representing ourselves, not the College of Law. I want to underscore that. Indeed, there is not a consensus at the College of Law about this statement. To that, I've been asked by one of my colleagues, Professor Knouse to read a comment that she has opposing this statement. I will now read that. She wrote: *"I have some deep concerns about this statement. I'll begin by noting that, as a state actor, our university is of course already required to comply with the Constitution. So why would we need to adopt a statement on freedom of expression? How does it alter the existing protections? Or, I wonder, if we have a statement protecting freedom of expression, why should we not \*also\* have a statement protecting equality? When we focus exclusively on one constitutional commitment - here, free speech - we run the risk of minimizing the importance of others, such as equal protection. I therefore worry that a statement like this may not be conducive to status-based diversity and inclusion."*

I personally very much respect Professor Knouse's view and I appreciate that she offered it. I do ultimately disagree with her on this point. The university exists because of, and for the specific purpose of fostering the free exchange of ideas. Absent freedom of expression, the university ceases to be a true university and I think that the value is sui generis to academia, and so I think it does merit specific commitment. Professor Strang asked me to pass on just this bit of data: At this time, no fewer than 58 faculty bodies or institutions that have adopted or endorsed the Chicago statement or substantially similar statement. There's a lengthy list provided by FIRE on their website. I won't go through the whole list, I'll just show note of the institutions, simply to point out that there does not seem to be any uniformity to this list. The institutions are large, small, research based colleges across the board and all sorts of institutions. It includes Princeton, Perdue, Johns Hopkins, American, Michigan State, University of Wisconsin, University of Minnesota, Amherst, Vanderbilt, Washington, Columbia, Maine, Montana, Denver, Georgetown, Smith College, Sewanee, UNC Chapel Hill, Maryland, Ohio University and Cleveland State University among a number of others. So with that, by the way of background, I thank everyone for the conversation that we had the last time and just open the floor for comments otherwise.

**Senator Hefzy:** I have two questions. I am not a lawyer by any means so I am trying to understand freedom of expression. Is this guaranteed by the U.S. Constitution?

**Senator Gilchrist:** With the caveat that I am not answering as a lawyer, although I am a lawyer--yes, it is. I mean, the First Amendment limits congress' ability to restrict the freedom of expression. I think this

is the core of Professor Knouse's comment, that we are already limited by the First Amendment and that governs our conduct, and so why do we need this. I think that is a fair question. I will note as a counterpoint, this is not functional whereas the First Amendment is a functional law. It actually has application and limits control and authority. This is a statement of expression. This is our affirmation that we believe in this document.

**Senator Hefzy:** Here's a follow-up question. What does this specific statement provide and what does it do to the faculty, students, and staff?

**Senator Gilchrist:** What does it provide to them?

**Senator Hefzy:** Yes.

**Senator Gilchrist:** I believe it provides a signal and an expression, which I don't think is without value. In fact, that is sort of the area I often write in, is the expressive value of particular laws. Some laws exist because they do something. And some laws exist because we need to convey a norm to ourselves and to everyone else in our society. This expression I believe would be the Faculty Senate, it is only limited to the Faculty Senate conveying that they believe the Freedom of Expression is a core value in the university. They will be conveying that to all possible constituencies from the Toledo Blade, to Columbus, and to our students in the classroom. I think that is the potential it has.

**Senator Hefzy:** I'm just trying to understand. To follow-up on your comment, you said Faculty Senate, but what about Graduate Council?

**Senator Gilchrist:** I am not a member of Graduate Council, but I suspect Professor Strang would say send it to them as well and ask them to endorse it, I think.

**Senator Heberle:** Thank you, and thank you for bringing it up to us for discussion. There's always the politics to free speech discussions. It seems to me having followed this since the University of Chicago sent their constituencies the letter, there were various kinds of responses to that letter. Some of them were just sort of offended by the condescending tone of it. Others thought it was the University of Chicago trying to say that we're better than all the rest of the riff-raff out there that constitute higher education. I also appreciate the careful editing of the comment of the statement for UT. I do think that in a sense, free speech is a value in a university setting in a way that equality isn't. They are different sorts of values in terms of how we weigh them, how we enact them, and how we engage with them. But, I think I don't want to go off the cliff with the rest of those very prestigious universities in this because I see it as a short-term response and a very political response. It is not really about free speech. It is a right wing response to a right wing problem of provocateurs using campuses to stir up division and hatred—to set up conditions in which accusations of “suppression of speech” can be made, not to come to campus to make legitimate arguments. I don't want to buy into all of that. Provocateurs, for the most part, in the last several years come to campuses have been of some kind of right-wing persuasion--although I hate to put that label on it because I am not really sure what persuasion Milo Yiannopoulos is. Student outrage, expressed by shouting down, turning their backs on, and being angry about what the person being sponsored by the universities are bringing to the table is also expression—the times when talks have been canceled are appropriate in my view. I just see it as a big statement about a problem that is not going to do anything about, except make us feel like we're better than some other space in the world that is also struggling with this problem. I just don't see the point in this. I have a little bit of hesitation about it because I think it is emerging from a very specific context which will pass -- and it doesn't really have a long-term influence. I am not sure if I'm making sense to people. But it seems to me that it is being inspired by yet another kind of blip in university politics that does not reflect the fact of university

politics, free speech concerns, or the ways in which we have been enacting ourselves in general in the context of free speech.

**Senator Strepkowski:** By your statement, what you've just said, I strongly think it is really necessary because your complete misunderstanding can lead to things like politics and freedom of expression is absolutely amazing. People like you who express political issues in something like freedom of expression motivates people to support freedom of expression because your understanding of freedom of expression seems to be very different from my understanding for freedom of expression. I lived in six countries and in all of those countries they had in [their] constitution statements about freedom of expression and I didn't see this freedom to be executed in a proper fashion. I believe that is why people like the Chicago statement emphasize it again and again. I am surprised that you, having this wonderful constitution are having this type of discussion about freedom of expression. I thought you would all say, absolutely, we support it again and again. You tell your children every day that you love them. Why? Because you want to make a statement that you really express this feeling. That is why we need to say again and again about freedom of expression because it may likely have this misunderstanding that you've just perfectly expressed.

**Senator Heberle:** Well, we can talk about the literature on politics of free speech, but never mind.

**Senator Gibbons:** Professor Ben Davis sent a statement, roughly a thousand words. Rather than reading it during the last five minutes, can I ask if I can send a copy to the president or to the secretary to distribute to members of Senate as part of the record?

**President Rouillard:** Sure. I saw that email as well. Is there something that we can summarize very quickly from that email?

**Senator Gibbons:** I think he is more worried that this is a card game; and rather than enhancing and furthering free speech, it could be used to suppress speech. I think that is a quick summary of his statement.

**President Rouillard:** Do you think there is something that could be edited in this statement that could avoid that?

**Senator Gibbons:** I'm not really sure about Professor Davis' expressed comments. Senator Gilchrist, would you like to respond?

**Senator Gilchrist:** I haven't seen Professor Davis' comments, but I spoke to Professor Davis at lunch today and I think his answer would be "no." I don't want to get too specific, but I think he would oppose this.

**Senator Relue:** Could you send that to Senate?

**Senator Gilchrist:** Senator Gibbons, I think that is a good idea. I think we should distribute Professor David's comments.

**President Rouillard:** If you could forward it to Quinetta and Quinetta could send it out to senators.

**Senator Gibbons:** Will do.

**Senator Wedding:** I don't know if people in this room know anything about Scott Nearing who was a professor and Dean of the College of Arts and Science, who was fired by the Board of Trustees in 1970, a

hundred years ago for his spoken comments against World War I. He became a very noted scholar and he is a left-winger. Over the years I have been involved in bringing people to this campus such as Madalyn Murray O'Hair. I had a dickens of a time getting her to speak on campus. I think there's been a long-term resistance to free speech on this campus. I really believe that you see it over and over. If you had the time I could go through a lot of occasions. I see them firsthand. I see them now as a grievance officer. There are a lot of occasions that are coming up that involves faculty being gone after because of free speech. I don't see why in the world we would ever oppose this statement on free speech. FIRE has pushed this and there's over 60 now; there's more on the web today. It is growing; it's over 1 million students involved. This is free speech for everyone, both students and faculty. It protects us I think in some way from administrators, the people who frequently come after the faculty for their expressions, as they did with Scott Nearing was administration, and in that case, the Board of Trustees. I think we got to stand up for free speech. We don't have really a strong statement on this campus. Now, whether this is the one or not—okay, but we need one. I will support this.

**Senator Van Hoy:** I just wanted to point out that President Trump has promised an Executive Order on free expression in colleges and universities. I am wondering if we should wait to see what that is before we decide on the final form of this statement.

**Senator Wedding:** It's different from this. It has nothing to do with this. What he is going after is the people coming on campus as speakers denying people the right to come on campus to speak. We have had that too. I mean, I've gone to hear Farrakhan when there was a lot of opposition on this campus against hearing him, whether it be Farrakhan, or Madalyn O'Hair, or who it is. Mostly it has been the left-wingers that have been opposed. What he is coming out with if he gets it through, I guess it would be through the Department of Education, I don't know, but it has nothing to do with this. This is freedom of expression for everybody on this campus. He is dealing mostly with visitors.

**Senator Van Hoy:** I'm just saying, I wonder if whatever he has in that Executive Order if we might want to respond to it in our statement depending what it does.

**Senator Wedding:** It is different.

**Senator Hall:** If I can get in there?

**President Rouillard:** Yes.

**Senator Hall:** I don't think that is the purpose of this; it is not intended to be a response to that. In terms of the question that has been brought about several times, including by your colleague who oppose this, is not seeing the purpose of it. I think he spoke very eloquently to what the purpose of this is. Regardless what it says in the Constitution, we are living in a time where there are attacks on the basic values in the Constitution, especially those which are most important to colleges and universities academics. The reason that people are saying this and saying this out loud is they can fake it, they can be quiet about it, but then a lot of Americans look around and they won't know it and they won't see it. This is...for people to understand what we believe in. We have to reiterate it just like we tell our children each day we love them. We have to say, these are our values and that is the purpose of this. It is not for those other purposes. I would think that we might want to respond to that for other reasons because the President, the diversions that I have seen, he is going to use funding in order to beat-up the universities to get them to do what he wants. That is a different issue. For this, this is a much broader issue. Now, there is the very difficult issue, which the President is addressing in terms of people coming to campuses to visit. He wants propagators to be allowed to go wherever they want, and that is the purpose of that. That is a very difficult question--what point do you limit free speech by saying this person isn't really expressing free speech, the purpose of this person's visit is to cause trouble? That is a very difficult question. I don't envy the

university responsible for making those choices. However, in terms of our values, I think the purpose and the value of this is to simply say this is what we believe in and to say it out loud and I think that has a great deal of thought.

**President Rouillard:** We are at 6 o'clock. I am perfectly willing to entertain a motion to extend the meeting if you'll like.

**Senator Kistner:** So moved.

**President Rouillard:** All those in favor of extending the meeting please signify by saying, "aye."

**Group of Senators:** "Aye."

**President Rouillard:** Any opposed?

**Small number of Senators:** "Yay."

**President Rouillard:** The "ayes" have it. Does anybody abstain? [1] We can take another 10 minutes perhaps to finish up.

**Senator Wedding:** Are we voting today?

**President Rouillard:** No, unless there is a motion to vote.

**Senator Keith:** Can we have a discussion when we bring it back to vote?

**President Rouillard:** We can further discuss it, but I think in these ten minutes we can just do some concluding remarks.

**Senator Hefzy:** We agreed to endorse it, right?

**President Rouillard:** When it get to that point it would be an endorsement. This is a descriptive statement; it is not a restrictive statement.

**Senator Hefzy:** So then I suggest (unintelligible).

**President Rouillard:** Yes. I'm sorry, I think you, Senator Gilchrist, have another comment, right?

**Senator Gilchrist:** No.

**Senator Krantz:** In the paragraph that's at the bottom of the screen, "*freedom to convey*," once you get into the discussion of law, it becomes decision making on the part of someone at the university, presumably the administration and then enforcement. Many of the statements in there seem to be kind of gray zone and I would think that would be a judiciary decision. Is there a practical matter to be concerned with for implementing that?

**Senator Gilchrist:** No. I'm glad you asked that. I think you are looking at the second sentence of that paragraph here, "*the university may restrict?*"

**Senator Krantz:** Yes.

**Senator Gilchrist:** This I can answer, although still Professors Strang and Knouse will do better. Those are very specific references to an enormous body of law that exists. So, expression that violates the law will be things like obscenity--falsely defaming a specific individual; there's not freedom of expression to defame. There's not freedom of expression to make genuine threats or to harass. There's not freedom of expression to substantially invade privacy. There's not freedom of expression to yell, "Fire" in a crowded theatre. I think that sentence is meant to encapsulate the fact that we are not suggesting freedom of expression goes beyond what the Supreme Court has said it doesn't reach.

**Senator Hefzy:** This is just to follow-up on his question. I am asking the obvious, but I want to make sure the "obvious" is clear at least to me. If somebody say I want to advocate for the KKK, is this acceptable or not acceptable?

**Senator Gilchrist:** I believe under this, that is acceptable. I believe part of why this statement speaks to me because in the courses I teach we deal with highly controversial, sensitive, politically charged, and personal issues. It is very important to me as a teacher to explain to all of my students that everyone's views are welcome in my classroom and to maintain a positive teaching environment. I am not pretending I am an expert at this. I mean, I constantly struggle with it and it is really hard, but it's something that I take pride in trying to do. What I have found is, I can think of a particular instance and this is not particularly politically charged, but I've had a student who had a strongly unorthodox view of the U.S. Constitution and yet believed it deeply and he expressed that. That is fine in my classroom, but the second time he expressed that I said, "Okay, let's talk after class. You and I can talk about that. You can write a paper about that and that is fair game because the U.S. Constitution can change, but in the classroom where we are trying to teach professionals how the law actually works, I need to limit the dialogue." So that is how I handled it and it worked. I haven't taught a race-related subject or something where that particular example would come up, but I think that's got to be the same answer, it is free expression no matter how controversial as long as it doesn't fit into this subcategory of things where there is no free expression. But, there is other language in here, and I don't have it on the top of my head, about reasonable time, place, and manner restrictions. So if you are trying to teach about the Fourth Amendment, that is not the time to talk about whether the federal government should exist.

**President Rouillard:** But to use this same example, I mean, a group that promotes hate speech is not protected under the law, isn't that correct?

**Senator Gilchrist:** I think it is. Again, I wish one of the real con law professors were here. But I think that is the point of the ACLU litigation throughout the 60's and 70's. Senator Heberle, I think you can probably help me more here. Am I right about that?

**Senator Heberle:** Well, there's the whole host of arguments about speech codes on campuses but I'm not familiar with the details of the litigation. Speech codes on campus have been subject to all kinds of litigation and questions. But that is why that language of unwelcomed disagreeable or even deeply offensive belies between what is offensive. As a feminist theorist, I study critical race and critical feminist theory about what it means to be offensive and what does it mean to be hate speech, and there is no resolution to that as yet. For some folks, that language of deeply offensive, students are deeply offensive in my classes all the time, as am I probably; but, that is the teaching moment, that is what we do. I don't like the language in a sense in terms of understanding what kinds of speech hurts. But there is a whole literature out there about hate speech and hurtful speech and how words do damage. I can't explain it as a lawyer, I can only explain it as a feminist theorist.

**President Rouillard:** For me the difference is you can express an opinion about somebody and say I think you're an idiot as opposed to, well, I think this group of people is unfit for human life and should be



exterminated. That is where I draw the line between disagreeable opinions and hate speech because that can incite violence, and it does incite violence.

**Senator Heberle:** And that can be litigated, but I don't think we can cover that in a statement like this, which is, I think, why Professor Davis is probably concerned.

**Senator Gilchrist:** I mean, I think that is right. Once it crosses the line to incitement, once we can get there, we have an answer that is not protected. So what Senator Heberle is saying I think I would agree, it's where the incitement line is, it's not predefined.

**Senator Hefzy:** So that goes back to my question. I would have expected the answer to be "not allowed," but you are telling me "no, it is allowed."

**Senator Heberle:** I mean, you can litigate it if you want.

**Senator Gilchrist:** That is correct. Free expression is pretty free. It is really short of things that is going to cause immediate harm to others. And as a true market place of the ideas on the norm, the bad ideas will fail over time.

**Senator Hefzy:** Who determines that?

**Senator Gilchrist:** I'm sorry?

**Senator Hefzy:** Who determines that?

**Senator Gilchrist:** Who determines which ideas prevail?

**Senator Hefzy:** No, who determines if it is going to cause damage to others? Who determines that?

**Senator Gilchrist:** The courts. This would be a question so there would be an action to silence someone. They would either raise some litigation suggesting they were wrongfully silenced and then the question would be, were they wrongfully silenced, was it incitement, or was it legitimate free expression.

**Senator Hall:** Prior to that though, if you are having an event on campus, particularly a public event, you have to get various permissions. Somebody at the university is drawing that line.

**Senator Gilchrist:** Right. This raises a different issue that Professor Strang---

**Senator Hall:** So this has nothing to do with this really?

**Senator Gilchrist:** This has nothing to do with that, exactly. There is a set or at least one policy at our university about insurance, and permission, and extra costs for particularly controversial speakers and events. This doesn't touch that. In fact, I think it might reference it here. This is meant to step around that.

**Senator Hall:** The difficulty with that is there's an argument that has been framed recently that universities are using cost or difficulty of arranging things as a backdoor towards limiting free speech.

**Senator Gilchrist:** Yes, and I think those are two opposing ideas that will continue to be brought up. Again, I come back to this is an expressive signal to the world. It is not functional. If you think these policies are overbroad and ways to limit speech, this will not fix it, but it also won't butt up against them in any way. This is just the affirmation of the Senate if we believe in this value.

**President Rouillard:** We are passed time again, so one final comment.

**Senator Weldy:** One of the things I like about this statement is there is some statements in terms of expectations of behavior. I think that is something that maybe it does add to our expectations as a university. Specifically, you can't shout somebody down, but you need to let other people speak, even if it may be offensive to you. What I consider hate speech may not be hate speech to somebody else and there are difficulties with that. It is really trying to protect all students, and I need to listen to it and then I will have my turn to express my thoughts.

**President Rouillard:** Okay. I would like to thank Senator Gilchrist for helping us with this.

[Applause]

**President Rouillard cont'd:** We can bring this back again at a later date if you wish to endorse it. In the meantime, is there a motion to adjourn?

**Senator Van Hoy:** So moved.

**Senator Ferris:** Can we have an announcement before we adjourn?

**President Rouillard:** Sure.

**Senator Ferris:** In addition to being a professor with Disability Studies, some of you know that I am poet laureate of Lucas County as well as a performance artist. I would like to invite all of you to a performance that I will be giving at Recital Hall on Friday, March 22<sup>nd</sup>, 8 p.m. The title is: Is Your Mama White? It will be an interesting, I hope, investigation into the impact of race and disability on the development of cultural identity. I have some flyers here that I would like to share with you. Please come.

**President Rouillard:** Okay. Meeting is adjourned. Meeting adjourned at 6:16 p.m.

**IV.** Meeting adjourned at 6:16 p.m.

Respectfully submitted by:  
Mark Templin  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Office Administrative Secretary.