

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of October 27, 2015
FACULTY SENATE

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

Approved @ F.S. meeting on 12/08/2015

Summary of Senate Business

Dr. Jim Mager – Interim VP Enrollment Management

Discussion: Academic Policies, Update/Clarification

Note: The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

President Keith: I call this meeting to order. Welcome to the sixth Faculty Senate meeting of AY 2015-2016. **Lucy Duhon**, Executive Secretary, called the roll.

I. Roll Call: 2015-2016 Senators:

Present: Atwood, Barnes, Black, Burnett, Compora, Denyer, Devabhaktuni, Dowd, Duhon, Edwards, Elmer, Farrell, Franchetti, Giovannucci, Gray, Gruden, Gunning, Harmych, Hoblet, Humphrys, Jorgensen, Keith, Kennedy, Kistner, Krantz, Lee, Lundquist, Malhotra, McLoughlin, Mohammed, Molitor, Nathan, Nigem, Ohlinger, Prior, Randolph, Rouillard, Schneider (substitute for M. Caruso), Sheldon, Slantcheva-Durst, Srinivasan, Tevald, A. Thompson, G. Thompson, Weck-Schwarz, Wedding, Denis White, Donald White, Williams, Wittmer

Excused absences: Brickman, Cappelletty, Duggan, Federman, Hasaan-Elnaby, Kovach, McAfee, Oberlander, Quinn, Smas, Thompson-Casado, Willey

Unexcused absences: Monsos, Schafer, Skeel

III. Approval of Minutes: Minutes of September 15, 2015 and September 29, 2015 Faculty Senate meeting are ready for approval.

Academic Year 2015-2016. I ask that Executive Secretary, Lucy Duhon come to the podium to call the roll.

President Keith: Review of the minutes – The Minutes from September 15, 2015 and September 29, 2015 were distributed, do I have any additions or corrections? Hearing none. Do I have a motion to approve both sets of Minutes? All in favor of approving both sets of Minutes as distributed please signify by saying “aye.” Any opposed? Any abstentions? ***Motion Approved.***

Executive Committee Report: Your Executive Committee has been busy since the last Senate meeting. Aside from our usual meetings, we met with the President, the Provost, attended the Provost’s staff meetings, Finance and Strategy and the first meeting of the Provost Search Committee.

One item discussed at our last FSEC meeting was the charges to be given to this year’s standing committees. I’m pleased to report that all of our committees have received those charges. For some of the committees, the charge is to proceed with their usual business, e.g., reviewing courses that have requested Core status, whereas other committees have received additional charges.

In particular, we charged the Senate Committee on Academic Programs with evaluating the Provost's proposal that Bachelor degrees at UT should require no less than 120 semester hours and shall not exceed 126 credit hours unless it can be shown additional coursework is required to meet professional accreditation or licensure requirements. We've asked the Academic Programs committee to report back with a recommendation on this proposal by the end of the semester.

We charged the Senate Committees on Elections and Constitution & Rules to work together to determine the feasibility of using electronic ballots in our elections.

We also asked the Constitution & Rules committee to recommend revisions to the constitution that would clean up the small inaccuracies as well as develop the definition of a college.

In terms of the timing, it's important to resolve the issue of electronic ballots this fall as that could potentially allow for electronic voting in the spring.

Finally, we asked the Senate Committee on Academic Regulations to finish the work they started last year, which was to make recommendations on possible changes to the Incomplete and Progress policies and the Missed Class policy. Since then we've received requests from Senators to examine the deadline for students to initiate a course withdrawal and the reestablishment of an instructor-initiated withdrawal. To help the Academic Regulations committee move forward, the Executive Committee decided to devote a portion of today's meeting to a discussion of the issues associated with changes to these policies. We have invited representatives from the Registrar's Office, the Provost's Office and Financial Aid to aid us in this discussion.

As you may recall, last year's Executive Committee put much effort into producing accurate lists by college of the faculty members eligible to vote in Faculty Senate elections. Our intent was to streamline the elections process by starting with a clean list, which we would then revise each year based on information received from the colleges. This is in contrast to what had been done in the past which was to create the list each year from scratch. We've sent last year's lists to all the Deans with the request that they designate the appropriate person in their office to inform us of the new faculty hires since January 2015, the faculty members who retired or separated for another reason, and identify faculty who were newly appointed to administrative positions above that of an Associate Dean as well as those who returned to a faculty position since January 2015. We're asked to have that information back by November 10th.

President Gaber has selected members of the search committee for the Provost and Executive Vice President for Academic Affairs. That committee is co-chaired by Kaye Patten-Wallace, Sr., Vice President for Student Affairs, and Chris Ingersoll, Dean of the College of Health Sciences. There are two other Deans on the Search committee – Karen Bjorkman (NSM) and Chris Cooper (Executive VP for Clinical Affairs and COM). It includes six faculty members – Amanda Bryant-Friedrich (Pharmacy), Kathryn Eisenmann (Biochemistry and Cancer Biology) Llewellyn Gibbons (Law), Edmund Lingan (Theatre), Rebecca Schneider (Education) and me (Kristen Keith (LLSS)). Becky Schneider, Kathryn Eisenmann and I are on the committee because we represent Graduate Council, Research Council and Faculty Senate, respectively. Other members include Cody Spoon – Student Government President, Eric

Prichard – the Graduate Student representative, Jose Rosales – Academic Adviser (CALL) and Elissa Falcone - Professional Staff Council Chair. The search firm is Parker Executive Search.

Our first meeting was October 21, 2015. We were told that there will be a link on the Provost's webpage that contains all the search information including the position description and the timeline. We were encouraged to encourage the UT community to nominate candidates for the position. If there is someone you'd like to nominate, you can do it directly (once the link is up) or send me his/her name and I'll make sure that individual is contacted. Finally, according to the proposed timeline, we can expect campus visits the week of March 14 – 21, 2016, and perhaps a new Provost by early April. I'll keep you informed as the process moves forward.

We have been working to schedule Representative Marcy Kaptur to speak at one of our Faculty Senate meetings. I'm pleased to say – fingers crossed – we were successful. She is scheduled for November 10th, unless something big happens in Washington D.C. Later in the meeting we'll be passing out cards for you to write questions, topics or issues that you'd like us to ask Rep. Kaptur to discuss. I've told her that the choice of topics is up to her but it doesn't hurt to ask.

Those are some of the issues that FSEC has been involved with over the past two weeks. As for our meeting today, we have Dr. Jim Mager who is the Interim Vice President for Enrollment Management. Next on our agenda is the discussion of academic policies. Again this is to give the Academic Regulations committee direction and feedback so they can complete this very important work. We'll end with your questions, comments, etc. for Rep. Kaptur.

Are there any comments or reminders from the Executive Committee? Are there any questions from the Senators? He is now semi-retired and told us he only accepts jobs where he believes he has the support from the faculty and community to be successful. We told him he will have our support, so please welcome Dr. Mager.

[Applause]

President Keith cont'd: Now, he had sent me a one-page explanation of the things he's going to talk about. We're passing it around and I can also put it up here.

Dr. Mager: Here's what I think about the time we have, I want to expand for another minute or two about my background and then I would like to go through the talking points that you have in front of you, just to give you an outline on the things that I'm already doing; I think that I can do that in about ten minutes. But the main reason I'm here is to interact with you about how faculty and the Faculty Senate can best interact with the processes that I'm talking about. I want to say one more thing about my background- you heard I was from Ohio State. I had the great opportunity personally and professionally to work with strategic enrollment planning in the 1990's. When we undertook this process we were pretty much an open admission institution at the undergraduate level as well as other significant objectives at the graduate level. Three things happened and it didn't happen by luck. I see so many strategic plans that aren't very strategic- there are wish lists, there are not accountabilities, there are not responsibilities etc. So in doing that process in being Chief Enrollment Officer at Ohio State, I had a chance to look at strategic literature and interact with faculty members who had expertise in this area. We had a chance to do a lot of things and I thought we were undertaking strategic planning. When success started happening in Ohio State we became very selective with the incoming class of students. The students that were being

admitted as honor students in the 1990's, many of them would not be admitted at all through Ohio State today, with 94% first-year retention rates, things like that. When these things started to take off in the 1990's I started to get overwhelmed by schools saying, "how did you do it?" and I started getting drawn more and more into consultancy. I want to get the "quick" answer to you that I gave for 15-20 years. I have the one-minute answer, I have the one-hour answer, and I have the one-day answer and so on, but we don't have time for anything except the one-minute answer.

I want to say the two major ingredients that made that happen, number one, a very data-informed, truly strategic approach to enrollment management. Data-informed, not data-driven, but a data-informed approach on what the demographics were saying, what students wanted, how that interfaced with the faculty and programming that we had with Ohio State, looking at who succeeded and who didn't succeed, who came from what scholarships and who did not come from what scholarships, and who came from financial aid etc. We started at the undergraduate level and then we put some of these into the graduate level also. The second major ingredient was, it was a very open process. I've never seen such a unifying force as bringing together the council of deans, Faculty Senate, and communication at a huge institution- the networking, the setting up an organization so it is an open process to get the input and feedback from everybody- just like any process, not everybody gets their way, but I believe there was a strong sense as a unifying force that people were participating and that networks down to the department level. Those networks were as strong or as weak as the networks that we set up through colleges, through deans, and through Faculty Senate. So, that is my one-minute answer and I know that it was more than a minute. My degrees are in Engineering. I have three degrees in that, so I am pretty good as far as applying qualitative methods to address some efficient and effective, but open process; I think one without the other makes the process more vulnerable. I am here in that spirit to give you an overview of the approach we are taking and then to talk about the next steps, as far as interaction. This overview here that I hope you have in front of you- I want to emphasize there are two things with working with the president and working with Provost Barrett, which I want to say is one of my major liaisons up to this point also. There are two processes: one is a very short-term process- identifying and implementing things that can be done immediately to stop enrollment declines; therefore to address the difficulties that come with enrollment declines etc. The second one is a more comprehensive multi-year and I am going to suggest a five-year plan horizon. It is more comprehensive, where this institution is going with your programs. I want to say there are two things going on at once because we can't sit around for a year talking about where we're going to be in five years, we need to do some things immediately so spring enrollment is up and next fall's enrollment is up, and we get this spiral going the right way. I say "spiral" because increased enrollment will allow additional fiscal revenue and that revenue can be invested into the institution's programming and that programming will allow more enrollments, and so we want to get the spiral going up, so I am here during this interim period to maybe turn that spiral around. The first step of that spiral is identifying low-hanging fruit. Let me spend three minutes talking about that, and then three minutes to talk about the longer range process, and then let's have question and dialogue.

I want to give you the timeline. Notice there are two things that we are going to do immediately. One thing I found out from Dr. Gaber before I came, I said, okay, if we identify these things, do we have money to implement? The long story short, the answer is no. I have two things that I am doing right now- identifying not only the things that can be implemented immediately, but if it costs money, finding a source of money to support it. The timeline is that I started working from home in early October and this is my second week on campus. I will be here every Tuesday through Thursday. In October, early November, I am in the process of collecting ideas from everybody I come in contact with and we will talk about the sources here in a moment. This is great because I am getting a list of a lot of ideas. I am looking for low-hanging fruit that can be implemented immediately. And by the way, one thing might happen just

as a conversation point, we might identify 50 things and 50 of those of things average retaining 10 additional students, 50 x 10 is 500 and that is going to make a big difference. That is the kind of “being overwhelmed with ideas” that I am saying. There is no idea too small. If we get five students here, 10 here, 15-20 on this one, six on this one etc., those numbers will get into the hundreds and I had this conversation with the president and the provost. I am asking for most of the input by mid-November, however, the doors will never stop opening for ideas. Before that door becomes partially closed by mid-November, we are already starting the process next week of analyzing and determining the estimated investments and return on investments that are coming in. The big meeting tomorrow is to organize all these things that are coming in and sort them out by undergraduate recruitment, undergraduate retention, graduate recruitment, graduate retention, financial aid, scholarships, and we’re marketing messages- these are the kind of bins we are putting them in to prioritize things to find the most low-hanging-fruit then picking the tops of each list. In December we hope that we can improve and implement all those return on investments. I have a lot of reason to believe that we can mostly meet that timeline. I say “mostly” because there might be still a few things we need to study, but I will say 80-90%. The asterisks are extremely important that the obvious attractive things don’t have to wait till December. We are in the process already by next week so if there’s a piece of low-hanging fruit, and this is a no-brainer, we don’t have to put this through the whole process and wait till December- I call it the “express lane.” It is something that is hardly any investment of resources and something we should’ve been doing the last five years and it is something we should be doing now, there is no reason to wait till November. I just talked to the president this morning about that- as early as next week or the week after, I might be coming with some “express lane” ideas for us to pursue. The other ones that might be coming out in the course of November and December, these are immediate low-hanging fruit. The sources that I’ve used so far, The University of Toledo has a Ruffalo Noel Levitz contract -we have consultants coming in to address recruitments, that’s the aid here, financial aid, scholarships, and web com consultants. I am meeting them on a very intense basis also to get their perspective, their software, and all the things they have to offer us so we can integrate that. The enrollment management directors, the director of Undergraduate Admissions, online, adult transfer, military, and international, I am getting input from all of them. The provost, as I said, John has been one of the people that I am meeting the most and my next meeting is with him is tomorrow. We will be meeting at least on a weekly basis. I was at John’s deans’ meeting and met with the associate/assistant deans and we set up a process for the deans and assistant/associate deans to give us their input. With John’s leadership we reorganized the recruitment and retention committees into two different committees and so that organization is happening as we speak. I am asking them to meet as quickly as possible so we can provide that input from them. I assume that all of you are part of a college or whatever and I am just saying your deans are giving me the names of the people who will be participating in letter “d” as well as gathering input from assistant/associate deans. Financial Aid and scholarships- I’ve been working with the director of Financial Aid and we’re coming up with a lot of things. Graduate- I am working with Patsy. Then we had Shannon Newman in Enrollment Management who provides support for eight graduate programs and she has some thoughts also. Student Affairs- I am meeting regularly with Kaye and some of her staff members in Student Affairs.

I want to talk about the second project here and I want to open up with what communication that we have with you all. But, let me talk about the second long-range thing- simultaneous to this we are in the process of organizing. I want to emphasize [on the handout] that these are processes that are being developed. There is nothing that I am coming here to discuss that is concrete. I want to look at ideas and I just want to put it within these bounds here where we’re doing. As I get a short-term project on things that can get implemented immediately to turn the enrollment decline down and then more comprehensive plan. Comprehensive- the starting point I am suggesting at a five-year plan horizon- new president, new

administrator, new administration, new a lot of things around here; I am not the only person running around here with an “interim” title. There’s a lot of change happening at the institution and I think it is a good time with a new president with the kind of turnover that is happening etc. to have a five-year comprehensive. Comprehensive- these are things that are under the scope- undergraduate, graduate, Law and Medicine. The academic programs- what programs in the next five years are we projecting to grow, to stay the same, or possibly decline? The modes of delivery- how much of that is traditional face-to-face, how much of that is online, how much of that is remote? What is our vision, data-informed vision? I’ve been around and there are visions that are unrealistic. And so, what data-informed visions that we have over the next five years when we talk about where the institution is going? Co-curricular programs- whether it is co-curricular or academic programs, the capacity issue that you are dealing with. Incentive issues, what incentive issues that your departments have or your college has to grow? I’ve been in so many situations where the president’s office asked me to grow, grow, grow and then I talk to faculty like this and they are like, we don’t have an incentive to grow; why would we want more students because we don’t have enough faculty already? So we need to address issues like, what are the incentive structures throughout the institution for growth? What is the issue that has to deal with decline? When I am saying comprehensive, I am talking about these are issues that would set an infrastructure for discussion for moving ahead in the next five years. The delivery modes, I mentioned that. The pricing and the discount- right now The University of Toledo has the highest discount rate I have ever seen and I checked with other colleagues- I have never seen over a 40% discount, so we need to take a look at that, but that might be the right thing to do and I don’t want to say that is wrong, but we need to really, really study the effectiveness of the different...that is geared to software and analytics. I helped develop that software that will analyze what are the most efficient and effective ways to win scholarship dollars for undergraduate and graduate level. Marketing messages- when talking to the president this morning, one of your priorities is student graduation and retention, what license do I have to say student success- some studies that we’ve done on certain people don’t even know what retention even means and there’s other people say, isn’t it self-serving and you want to retain students, things like that. So what I am saying, marketing messages is what we’re looking at, because I think it would be a great attraction to have a new president and here are the priorities and we will put them in terms that the public will better identify with, will be another example that I will give. Student retention and here’s retention, and by the way, I have all kinds of examples on all of this. Planning for facilities- I’ve seen strategic enrollment planning in a year, I’ve seen facilities over here, and I say we are going to grow the business program by this; we just opened up a new building and it is already over capacity. These are the kinds of things your facilities and technologies will need to grow. Maybe we don’t need....Maybe where we are going in the next five years is online, but these are all the type of things we have to look at in order to move forward. A strong relationship, there’s a cap here with the institution’s strategic plan. There are things outside of strategic enrollment planning that need to be broader and I’ve talked to the president about that. The process- we are open and transparent which is the first thing I’ll say, data-informed strategies. Data-informed investments and data-informed return on investments for enrollment, student, and fiscal success. Organizing- we are in the process of organizing and having continual discussions with John and this morning with the president. During the discussion with the president I said, “I am speaking at Faculty Senate and I want to make sure that we have an informal link with this process for Faculty Senate Exec.” We have a Noel Levitz person coming November 5th to consult, so that’s what happened so far, and I hope I gave a good background on what’s happening so far, so now let’s talk. First, are there any questions or concerns and then we can talk about maybe next steps on how Faculty Senate and/or faculty in general can be active participants in these two processes. Are there any questions or concerns about what I said first before we brainstorm together?

The following was displayed to Senate for discussion:

Processes being developed to address University of Toledo enrollment

1. Process for identifying, analyzing, prioritizing, and implementing immediate (1) enrollment increase activities and (2) resources to fund new and expanded activities

Timeline

- a. Oct. and early Nov. – Identify and prioritize all possibilities from many sources
- b. November – Analyze to determine estimated investments and ROIs
- c. December – Approve and implement those with attractive ROIs
* Obvious attractive activities should be implemented immediately before December

Sources for identifying possible immediate activities with attractive ROIs

- a. Ruffalo Noel-Levitz recruitment, financial aid/scholarship and web consultants
- b. Enrollment Management Directors
- c. Provost, Deans, and Associate/Assistant Deans
- d. Recruitment and retention committees (reorganized)
- e. Financial Aid – Steve Schissler
- f. Graduate – Patsy Komuniecki and Shannon Neumann
- g. Student Affairs – Kaye Patten-Wallace

1. Comprehensive, Multi-Year Strategic Enrollment Planning (SEP)

Scope

Undergraduate, graduate, academic programs, co-curricular programs, capacity and incentive issues, delivery modes, pricing, discounts, marketing, recruitment, retention, planning for facilities and technology, and strong relation to Institutional Strategic Planning

Process

Open, transparent, data-informed strategies (external trends, opportunities and threats and internal strengths, potentials and weaknesses/challenges), data-informed investments and estimated ROIs for enrollment, student and fiscal success

Organizing for SEP

- a. SEP Steering Team/Leadership Team, SEP Council, working groups, and connections to existing governing bodies and committees
- b. Ruffalo Noel Levitz SEP Visit 1, Nov. 4-5 – UT leaders understanding, customizing and approving the SEP process

Senator McLoughlin: Thank you so much for coming today. You mentioned low-hanging fruit “immediate” type of stuff. Would you be willing to share [as an example] something that was obvious that jumped out at you that we should’ve been doing or something you are looking at to implement immediately?

Dr. Mager: Let me say, candidates. For low-hanging fruit, there’s no list right now. My first day on campus was last Tuesday, October 20th. Well, I will give you an example- those of you who may be involved in graduate admissions - graduate enrollment for new students was a little down last year. When we looked at the data, the applications were up and the inquiries were up for graduate, but the enrollment was down. So one of the things that we were looking at which might be low-hanging fruit, and you can tell me it’s not, there were a number of examples that were given to me where the decision process was slower for some programs. I got this from multiple sources, when you open applications and admissions, but your yield is to enrollment [only] that can be a candidate. However, I need to do a little more verification on that, but maybe in the next two or three weeks maybe there needs to be an emphasis. I understand that some programs are more selective than others and you have to wait for certainty and others are less selective, I do know that, but that could be a candidate for a low-hanging fruit to somewhat expedite the graduate admission process to get a higher yield from admission to enrollment. So that would be a possible answer.

Senator McLoughlin: Thank you. I appreciate it.

Dr. Mager: Matter of fact, any idea I would say something good can happen with very little or no investment for institutions having extreme fiscal situations, that's the kind of example that might be low-hanging fruit. But, I want to interact with people. I want to interact with people that do graduate admissions just to be sure that it is not a myth or something like that.

Senator McLoughlin: In our department that is exactly the case, it is a little slower.

Dr. Mager: I've been around the "block." My first project in Ohio State was a project called Project Expedite and it was for graduate students and the same type of thing. It goes way back when I was 30 years old and I am 68 right now. I am just saying this is an issue and it might be an issue here too.

Senator Jorgensen: Thank you for being here. The question I am asking, the relationship between you in this area and the messaging of the institution in a broader sense and also in a narrow sense of recruiting, has that all been worked out where you added the connection with getting our message out?

Dr. Mager: No. It hasn't all been worked out, but it's going to be worked out. I am meeting people for the first time and this is my fourth day on campus and so I am making connections. I am making connections with you and I am making connections with people who are running marketing and recruitment. Also, I am making connections with Patsy in Graduate and on and on. So, right now, no, but it will be and that is part of my project here. These ideas I am looking for are coming in and they are short of saying, "we should be saying this in our marketing messages, we should be doing this for graduate recruitment, and we should recruit undergrad" etc. and they are coming in all sizes and shapes and I am setting up processes as we speak to number one, identify things that can be done immediately and number two, if it can't be done immediately then it goes on a second list to feed them to this second project that you see on this sheet. Great question. Let's keep going. Any more questions?

Senator McLoughlin: Can we bottle your passion and kind of spread it across the university?

Dr. Mager: Well, thank you for that. I want to say a full day here is, I start at 7:15 in the morning and I finish at 7:30 at night and every minute is a discussion except three one-minute stops to the restroom <laughter>. I enjoy every minute of it because there were people with passion and excitement about the new administration etc.

President Keith: Dr. Mager just got his email address.

Dr. Mager: Sooner or later I know we are going to run out of time, so what I want to say is, let's talk about whether you want to interrelate with your deans or associate deans through your college or you want to send me your thoughts to the address right there. I will tell you what I will do [next] - I will read it, skim it, and decide which pot it goes into and you'll get a "thank you" back and I hope I can come back and give you feedback of where we are in these processes.

Senator Molitor: The other end of Senator McLoughlin's first question and that is, given your experience and what you see now, what are things that we need to work on that may not be able to be addressed as low-hanging fruit? What are more challenging areas that we specifically need to address in order to turn this around?

Dr. Mager: The good news is, I don't have an answer for that because there are no big issues. I want to say, I am meeting at every level with quality people that want to make good things happen and having infrastructure of database systems analysis before engaging with Noel Levitz where there are analytics, and what excitements I'm having here. I don't want to drive up here from Columbus every week and be

part of a failure, I just don't and you didn't bring me out of retirement to be a failure. What I saw between the people, their skills, their excitement, and the poise of the database and analytics because I am going to take more of an approach on everything- everything is a high level. So what I am saying is that I don't have one, two, or six silver bullets; I really do think it's going to be made up of these small leaps on 50 or 60 things. The thing that I am excited about is that you've got the people power and you've got the data systems, and with Noel Levitz, the analytics that we can make 50 to 60 things that we can do right, and they all are going to add up to be 100. Through the long-range process and looking at the demographics and how The University of Toledo's strengths and weaknesses line up with demographics with what students want and where we are going with different things or whatever, I think that that momentum can continue beyond the first year. So, I don't have an answer, but I think it is good news, but I don't have an answer. By the way, I don't want to intrude on your agenda, but I'll be glad to come back here or through a sub-committee or whatever, anytime, to give you updates. You are going to get a lot more substance from me in the next 30-60 days than you are getting today.

Senator Devabhaktuni: I can either ask you one question or two questions, I like even numbers <laughter>. Question number one that I have- I appreciate all your thoughts that you have and strategies that you have and I am sure that lots of people had similar strategies that were here but in bits and pieces. The question that I have is, is there any alignment of cycle factors such as ranking of the university and the number of students that are actually available to be enrolled in our society and so on? Are there any of those factors that we can create this process and say, no matter what we do your enrollment will not increase?

Dr. Mager: Yes, there could be. That is a very good question. One of the things that we will be doing in the next three to six months is going through those kinds of demographics and seeing what students want, there's a whole set of rules to do that. We will be looking at your competition at what their strengths and weaknesses are and matching that with what the strengths and weaknesses are in our programs- this is the kind of complex process that is going to happen over the next six months, which is why I want to be sure that some people are at the table as we're looking at this. That is a very good question, but it is very complex. Let me just assure you, the 40 schools that I've worked with [on this particular question], there is proven methodology that will provide the institution with, "yes," you can grow if you go in this direction." Sometimes if you continue in the direction you are going you are going to have decline, so we match up through all kinds of data sources what students are saying. We look at five to ten year occupations, and I am not turning my back on people in the Arts and Sciences, but we look at what are the occupations in the future that have a lot of influence on what students and parents want their children to major in and stuff like that, like I said, data informed, not data driven. We are looking at a lot of environmental factors and we are looking at what your strengths and weaknesses are and we are looking at what Bowling Green and Ohio State are offering; it is a three-way Venn diagram type of thing here. The sweet spot is something that the demographics allow that your competition is not strong on, but it is UT's strength, we are looking for the sweet spot. If you don't get the sweet spot and we get two of those three that I mentioned, then I would do the second line, data-informed strategic enrollment planning. I was here in 2006 by the way for a few visits and we didn't get this type of concept. I believe I had enough discussion with people here that I think a data-informed approach is the best approach. By the way, the worst case scenario, I think if we follow through with it, is that we either achieve the objectives the institution wants to achieve or we will know the reason we can't do it and then we will need to plan. With Noel Levitz and myself, the best thing they could do in the future is not grow and possibly shrink slightly and be strong in what they do, and that could be a result a year from now here- it's probably not, but it could be.

Senator Devabhaktuni: Let's go back to your presentation. I sincerely think you need to add an "h" there. [to Dr. Mager's timeline above] That should be in my opinion, particularly faculty from [*indecipherable*].

Dr. Mager: I had this discussion with both President Keith and Dr. Dowd, I would like to have a follow-up conversation to mesh with the way you're organized to get that "h" on here. I do have limits here and I don't wish to exceed those limits; the second week on the job I wished I could renegotiate my contract, I said three-quarters. What I am saying, I need to be efficient and try to get two for one. That is a great idea and good thought. If we are going to have a follow-up here, I need to talk about organizing with people. So I am asking for a follow-up. There will be an "h" on here, but I want to do it through Faculty Senate. Are there any other thoughts and ideas on the next step? By the way, as far as next steps, they maybe can be brought to the attention of the Executive Committee. If you have low-hanging fruit please send it to my email directly, but if you have thoughts on how to best organize the faculty then channel it through the Faculty Senate and faculty in your college because I think it is good to have both, such as if one channel gives ideas and the other one doesn't do it etc.

Senator Devabhaktuni: Sometimes good ideas gets overlooked in those letters you are talking about. You are the person who is judging our ideas or not, so I think you should hear from us.

Dr. Mager: Well, here's what I am saying, it is one of the benefits of open process because I am in the process of collecting and I am in the process of giving back saying, this is my judgment and here's the reason why, and you are going to tell me why you disagree with the rankings, if you do. Your ideas will be fed back, but it might not be the rankings you want. As far as rankings that you want, you will have additional time to tell me. For your sake and the university's sake, tell me if it is ranked too low etc. What I am saying, this is part of an open process. These will not be ideas that will not be deployed and you will never see them again. This is a continuous communication flow. I am smart enough that I know to start with these lists with the president and the provost and then after that I will say let's share this with the colleges, and maybe we can share it with Faculty Senate so you will see the lists. By the way, not just for legal purposes or things like that, but your feedback is important; if we mis-ranked something, please let us know what we missed.

President Keith: Dr. Mager, you have one more question.

Senator Wedding: It is really not a question.

Dr. Mager: Okay.

Senator Wedding: I have an engineering background too, so I appreciate your focus on gathering the data. I think there's a lot of good data that I've recently become aware of. I am on the Finance and Strategy Committee and thanks to Provost Barrett we've got some good data. For example, I discovered that every academic enterprise on this campus, all of the colleges, each one, is contributing a lot of money to the bottom line. In fact, the total money profits are generated by colleges, there is not one college in the bunch that is over \$90 million a year- that is profit and it is not growth. Now, that does include things coming in the door like outside research and contracts, so that also tells me that enrollment...are always pushing. I seem to think that we're having financial issues on this campus and that enrollment somehow is going to be the magic bullet that takes us away from our financial problems. If we increased our enrollment by 10% and still get everything linear, we will have a profit increase of approximately \$10 million, which is going to be a small amount of money in a \$900 million budget. So it is not enrollment that is a big problem on this campus and increasing it is not going to solve our issues. We've got a lot of other issues on this campus that is driving our problems that we have, it's not enrollment. The idea that we are going to solve it this year, maybe this department is not bringing in enough money and maybe this

one isn't either- as you over cross the landscape by department by department they are all are making money- maybe there's a department here with two students in it that is using \$10,000 a year. The raw financial data that is being generated by the academic units on this campus is really important information, it is consistent from the last three years.

Dr. Mager: Thank you for that statement. I want to assure you that the connection with the fiscal officers, all of us, I know that would be part of the process.

Senator Wedding: The \$90 million does not include overhead from all the important administration.

Provost Barrett: I just want to add a quick clarification on what Senator Wedding just said on two points. Number one, your profit margin changes depending on all your other expenses. As we've been doing an analysis for the state of low-enrolled courses and programs, we have a pretty robust number of small enrolled programs and courses here; and that may not be a problem if you have five similar programs and they are all small -- that they are taking sort of the same classes -- it may be robust in the broad sense, but as we add enrollment, if we just use tuition and SSI, every hundred students is worth in the neighborhood of \$2M, now, we don't collect that because we discount, so maybe it is \$1M per hundred. But, it is a much higher rate than you say and expenses don't necessarily go up in a linear way when you have a number of programs that aren't near capacity.

Senator Wedding: Those are gross numbers you are giving us.

Provost Barrett: Yes.

Senator Wedding: All right. What is the net?

Provost Barrett: Well, your net isn't going to be accurate.

Senator Wedding: Well, I am assuming, but it might be.

President Keith: This is an important discussion that we can have at a later date. Thank you so much, Dr. Mager.

Dr. Mager: You are very welcome.

President Keith: Okay, next on the agenda is a discussion on various academic policies. I sent some material out yesterday evening. I sent out the actual missed class policy, the grades, and the grading policy. There are some copies of those up on the table if you don't have them. I also sent out some Faculty Senate Minutes from 2006. I've taken out seven pages just so you can look at the discussion which had occurred, April 11, 2006. The discussion was about the instructor initiated the deadline for the student to withdraw. The fourth piece of information that I sent you, I put together kind of a background of information and some of the issues that were discussed at other meetings, and some of the issues that the Faculty Senate Executive Committee came up with that are associated with some of these policies. As I said earlier, we have a panel of experts at our disposal here. We have Marcia King-Blandford from the Provost Office and she is here because she is now in charge of academic policies. We have our Interim Registrar, Julie Quinonez. Then we have Julia Rippke from Enrollment Services and Financial Aid. So hopefully, if we have specific questions about how this might impact financial aid, whether we can actually do some of these things in terms of financial aid, they are here to help us sort these things out. Where do you want to start? Do you want to start with the Incomplete or Progress? Progress wasn't up there before, but I included it because it did come up last spring when we were talking about the Incomplete Policy. For clarity, what I sent you was the old policy.

Senator Wedding: These are current, are they not?

President Keith: This one here is the old language from the 2006-2008 General Catalog. On the next page is the current policies which includes the new language. For the Incomplete added... which is once a course is given a grade F, the student is required to re-register to retake the course to earn a different grade. Then in terms of the progress, PR, that is just an editing that they will have to do because if you look at the policy page it distinguishes academic policies for undergraduate and graduate students, so what is highlighted under PR is not appropriate because it is part of the old language, but it doesn't apply to undergraduates. Here are the issues that we talked about last spring. The default grade for every student is an F. Students may have completed enough of the coursework where an F is not an appropriate default grade in all cases. Faculty members are responsible for monitoring all incomplete grades that they have assigned and should be the ones determining what the default grade will be if the coursework is not completed. Now, I think one of the issues, and the registrar can help us with this, is when you go to give grades in Banner, the only grade you can get to back up an Incomplete is an F. There was some discussion with Terry Romer last year that maybe we could back it up with a different grade without having to resort to paper form.

Julie Quinonez: That is true. Banner Baseline personally allows the instructor to give an Incomplete and be required to enter a default grade. We don't use that here because the policy requires an F, so we use a different set-up. But, Baseline Banner is set up to do that and it will require you to enter a grade and you don't have to enter the F. You will have to enter the grade, and if the student didn't complete the class, it will automatically convert to that grade.

Senator Sheldon: I brought this up as an issue in spring [I've read the old policy and new policy] and I talked to the Registrars' Office a couple of times and I don't remember who I spoke to, but in Honors there is no Incomplete for undergraduate work.

Julie Quinonez: There is no option to select?

Senator Sheldon: No.

Julie Quinonez: Are you saying it should be?

Senator Sheldon: I think it should be an Incomplete for our standard courses. I was told that it was changed in 2010 and I am not sure why it changed because it is creating some discomfort for faculty.

Julie Quinonez: I've probably overused this statement that I am about to say next, but it is a relatively easy fix. Every grade mode is associated with a list of grades. So we create a course and you'll say, it is a pass of credit course then we give them a mode, which then delivers the appropriate grades to the instructor who is grading, right? I am not sure how Honor courses are set up, but if you set up a course and it is approved to do so with a particular grade mode, it will deliver you the desired grades.

Senator Sheldon: All the Honors courses prior to 2010 were the same in 2010, 2011, and currently.

Julie Quinonez: Then there is one more thing, full lesson. So, when we roll the schedule each term, so we take last year's spring semester and we roll it forward to next semester, there are options when we do that. There were certain times in the last eight years when we rolled from sections, so section 001 was rolled exactly the way section 001 was that term. Then there was a time when they started rolling from the catalog, so the bulk of that particular course, the catalog level, was a certain type of grading and it is possible that that rolled that way. If it is approved to off-break under a certain grading mode we know how to do that and it is an easy fix. Does that help? Does that help explain it?

Senator Sheldon: I just don't understand the change.

Julie Quinonez: Well, we have to look at it specifically---

Senator Sheldon: Because our courses did not change from 2010. This says that PR is only given to individualized courses, but they are given to all our courses.

Julie Quinonez: You want it to?

Senator Sheldon: No, no. We are used to having Incompletes in our standard, non-individualized courses.

Julie Quinonez: Well, I will tell you to email me the specifics of that situation and I will dig in and I will figure it out

Senator Sheldon: In all standard Honors courses in the Honors program.

Julie Quinonez: So, HON?

Senator Sheldon: All standard Honors courses in the program, yes.

Julie Quinonez: It gives you no options for an incomplete, just a PR?

Senator Sheldon: Exactly.

Julie Quinonez: I think I know what it is.

Senator Sheldon: I appreciate your help.

President Keith: Well, I was going to say, and I think it is said according to the policy, that that shouldn't be allowed unless they are individual study courses or special projects.

Senator Wedding: What does that mean, "special projects?"

President Keith: I don't know.

Senator Weck-Schwarz: Honors courses are as Honors projects, so maybe it is Honors contracts.

Senator Sheldon: No, we are talking Honors 1010 and 1020 and what's equivalent to Comp I and Comp II are right now, they are not individual.

Senator Wedding: The difference between the Incomplete and the PR is the Incomplete goes to an F if it is not made up at the end of the semester and the PR does not. Why couldn't we use a PR that have both? Why can't all undergraduate and graduate courses be subject to both at the discretion of the professor?

Senator Sheldon: I have no problem with it being at the discretion of the professor; it is just that I had a student that I didn't realize I had to give a PR to, and then three years later she could not graduate, so I had to track her. I have to track the students that I give PR's to whereas an Incomplete the students have the burden of responsibility to complete the work instead of me being their guardian.

President Keith: Well, speaking of PR's, I believe this is true, that even though we are supposed to be able to give PR's to undergraduates for independent studies, I don't believe Banner lets us do it.

Julie Quinonez: There are instances where it does. There's a grade mode created for undergrad and if that grade mode is assigned to a section or a course then it will allow it; I know that Pharmacy uses it and

somebody else might, as well. If they set it up that way then it works, but it is not policy. Standard grading does not include PR.

President Keith: It probably should for all the courses that are research and readings for independent studies. I think every department probably has specific courses that they use for independent studies and I think that they should be able to give a PR, because to me, sometimes that is an appropriate grade if students are continuing research on a project in all of our courses in a couple semesters.

Marcia King-Blandford: Normally, the grading system is set up when the new course is established and then input into Banner for that course. So any change to grading would be changed through a course modification. Meaning, we wouldn't want someone to call and change a grading system without coming back to this body. This body can do what it wants, but I think that would be the normal process.

President Keith: I think we believe you will not do it deliberately, but, could it happen sort of accidentally?

Marcia King-Blandford: Well, if people call and ask, then we recommend that they go through the course modification process, but if they called somebody else in Banner, I am just saying, we wouldn't want Banner to make that change for them without it being a course modification.

President Keith: Not letting them give a PR?

Marcia King-Blandford: Yes, in a course. If a colleague wanted to say all their readings classes and all their research and studies not having a grading option I guess I would just like some type of statement from this body that says that, so we don't have to do a course modification for every class. It is just better to have a paper trail on these types of things.

Senator Jorgensen: I think the key question is student success. What's the best way to at least encourage student success? Student success includes responsibility. We extended the withdrawal deadline from the eighth week to the tenth, frankly because faculty were not getting grades back to students in time for them to decide how they were doing in class, so we moved it to the tenth week which seems like a reasonable thing. After that, a student gets a grade in a course unless they have a major thing- if they have a major medical problem there's a policy that is handled by the institution and/or some other major problem with military service etc. there's a way you can handle those things. But if you put in the hands of professors the option of giving every possible student an instructor withdrawal, a late one which we had in the past which was called a PR- there were 5,000 given in a quarter during that time. Some professors gave it to students and if they took the final exam and the final exam didn't go well, "okay, I will give you a PR and it doesn't count" and some professors say "no, that is not a legitimate use" and we had an incredible diversity of use of PR's across the institution and that does not help students to treat them differently when you have 800 different grade methods because you have 800 different faculty.

Senator Wedding: I would like to see that 5,000 number justified; out of 20,000 student, that would be 25%

Senator Jorgensen: That is correct. It was when we had 25,000 students. The number came from the Registrar, we didn't make this up.

Senator Wedding: Then the Registrar probably has that data somewhere in its archives.

Senator Jorgensen: But the point is, if you want students to be successful, there must be a point at which they take responsibility, have an escape ...of course. But if there's the possibly that each time they go through a course and it doesn't go well then "I'll just let the instructor withdraw me." And, by the way, an

instructor can give an instructor withdrawal and the student may not want it. You may think the student is asking for it, but they are not, and it turns out to be a problem for them. Let's say with the instructor withdrawal they haven't succeeded in those hours, what does that do to their financial aid? As an athlete, what does that do to their progress towards their degree? There are serious consequences in saying this student really isn't in the class and if we put that in the hands of every single professor in the university, you are going to have a difficult time saying what that means as Julie is saying.

President Keith: Well, for the other Julie, I think the Executive Committee also wondered if the world has changed somewhat since 2006 and what are the financial aid implications of students withdrawing from courses. One of the suggestions is to push back the student initiative withdrawal deadline to the thirteenth week and to bring back, as Senator Wedding was talking about, the instructor initiated withdrawal. So what does this do to financial aid? Do they have to pay back the financial aid they received if they drop a course?

Julia Rippke: It depends on all their courses. If they withdraw from all their courses then we have to take action and do a return financial aid report because students earn their financial aid by their attendance. So, if at any time during a semester they cease attendance on all their courses they're registered for then we have to do that calculation and that requires us to send that aid back in some cases. If you have a student that has a PR and if you do an instructor withdrawal like Julie said, that sounds like the student stopped attending at a certain time during the semester. We also have procedures that we do where students don't earn any credit for any class they were in, so we have to go back and look at what their last day of attendance is and perform a return calculation at that point, so it does impact their financial aid in many cases.

Senator Wedding: I have a question following that. I have students who have not attended class for an entire semester come to me, now, according to Senator Jorgensen, I should give them an F, but my approach is you have to earn an F. If you did not come to class the entire semester I am going to give you no grade. However, I find students coming and saying I have to have an F to continue my financial aid, so I am in the process of an act of "mercy," so to speak, to give the student an F so they can continue their financial aid. There is something wrong with this; it just doesn't set well with me if we're giving F's so somebody can continue getting money.

Julia Rippke: If a student attends most of the semester and stops attending they shouldn't earn an F.

Senator Wedding: I have students who don't come at all and their names are on the sheet or maybe have a slight participation in the first 3% of the course and after that they disappear. I never have large sections and there isn't a large number of students like this, just maybe 5-6 out of 150.

Julia Rippke: There are two issues here, there's the return...and there's also student academic progress. We need to have grades to be able to review their academic progress. If there's a student out there enrolled in a course that doesn't have any grade whatsoever, we aren't able to evaluate them.

Senator Wedding: That is my point, I don't give them a grade.

Julia Rippke: But we have to have a grade if they are enrolled in a course. How are we to evaluate them if there's no grade?

Senator Wedding: How am I to evaluate them if they don't show up?

Julia Rippke: If they stayed registered in a course, I don't see any problem with giving them an F.

Senator Krantz: So partially hidden in that response in exchange may be, what is the regulation referring to 12 credit hours in being defined as full-time? And are there students who are taking an additional course, never showing up, using it [the dropped and/or failed course] as their “bumper” for 12 credit hours?

Julia Rippke: Are you talking about the undergrad level?

Senator Krantz: Yes. The federal definition of a full-time student is 12 credit hours, so what happens if they are signed up for 13 and 14 and drop three credit hours during the course of the semester?

Julia Rippke: If they drop a course it may have no implication on their financial aid. Grants are paid according to Enrollment, so if they drop and go down to nine hours they may have an adjustment of their Pell Grant or O5 grant, Ohio Opportunity Grant.

Senator Krantz: For that semester, and it comes out of what has already been disbursed to them?

Julia Rippke: Correct.

Senator Krantz: All right.

Julia Rippke: But we have a method in place where if they drop at that point where it’s making adjustments to tuition, we are adjusting those grants at the same time. Hopefully, it doesn’t have too much of a negative impact on them because their tuition is adjusted as well as their grant. When they withdraw, there’s no adjustment to grants and no adjustment to the loans as long as they are still enrolled in other courses.

Senator Molitor: I have a final comment. I support Senator Jorgensen’s position here in terms of the purpose of a transcript. The transcript is to show employers, graduate schools, wherever the students are going to go, what the performance of the student was. We need to do it in such a way that whoever is reading it can interpret it. If your transcript is full of DR’s, IW’s, IN’s and PR’s, what is somebody going to think? I believe the transcript should ultimately reflect just the student’s performance in that particular course in that particular semester. I also think your suggestion about how to resolve the Incomplete issue where you give the faculty member the leeway to say this is what this grade will turn into by this date. But you have to put a limitation on it. If that date is ten years from now and all of a sudden the student applies to graduate then automatically it will convert at that point or something along those lines. So I think giving the faculty the leeway in terms of what the grade will turn into, and when, will certainly go a long way to address this issue rather than automatically it has to be an F after one semester.

Senator Krantz: Senator Molitor, will you support an F as the default and having the faculty member with the flexibility to assign a C or something else?

Senator Molitor: Oh, yes. The faculty member doesn’t provide an alternative then it will automatically be an F.

President Keith: We can’t do that anymore, Senator Wedding. If an IN rolls over to an F then the student is required to re-take the course.

Senator Wedding: When did they change that?

President Keith: In 2011.

Past-President Hoblet: You know I really appreciate the wealth of this discussion. Senator Wedding, I appreciate some of your points and Senator Jorgensen, yours, and Senator Molitor, yours. The College of

Nursing reviews transcripts from all over from transferring students. I would love to say that it comes right down to a letter grade, but a letter grade does not often tell the complete story. So, I do like the coding idea; I like a withdrawal coding, I like a progress coding and I can track that. It is very helpful, especially if I am watching a student matriculate into an upper division major in the undergraduate program or if I am making a decision between a number of students in a graduate program to look at how they mapped and how they progress through a program of study. So I don't have that any conflict about using extensive coding to map correctly a student's progression through their program. I would rather have a much more complex scheme for grading that is indicative of students' progress than something that is limited that automatically flips a switch to an F, which does not portray oftentimes what a student is doing or is capable of doing, and may in the future have a big impact on graduate studies or admissions to other programs. So I love this dialogue, I think it is rich; I am kind of in between the two of the Senator Wedding tangent and the Senator Jorgensen tangent. I want an accurate reflection for our students and I want the faculty to have a good selection using our automated systems to help reflect that students' work accurately. How we make that decision and how we create that system may need a little more conversation, introspection, and actual engineering because I don't think anything we have in place now is sufficient to meet our students' and faculty needs.

Senator Lundquist: Isn't it true that at mid-term an instructor can and probably should go in and identify the students who have not shown up at all? Then what happens, doesn't an email go to those students that says "do something"? Does Financial Aid say anything?

Julia Rippke: We get an email [from professors] if they have never attended. So if the professors are putting the first day of the term as the last day they attended, those are "never attended" to us and we go ahead and adjust it. But the students are emailed. There's a workload that generates that email to the students and to the professors so that they know.

Senator Lundquist: But are they told they are in danger of failing this course and perhaps they should withdraw or do something?

Julia Rippke: The email does come, if you have been reported as stopped attending the course.

Senator Lundquist: So it shouldn't come to a point where the instructors are saying while they are putting in their final grade, "I don't know who this kid is," right?

Julia Rippke: The earlier in the semester that we know they have never attended the course, the better.

Senator Wedding: If someone gets an F, an Incomplete goes to an F or [a student] gets an F in any course and if they take the course over again, is there still a procedure for doing away with the F?

Unknown Speaker: Yes, there's a form.

President Keith: But isn't there a limit to how many?

Senator Wedding: It used to be five.

Group of Senators: It is 12 credit hours.

Senator Jorgensen: I want to refer to the point that Senator Lundquist mentioned. Right now I am giving midterm grades to students and I am going to put on there if they never attended or if they did attend and they stopped attending, I am going to do that for students right now. Students then find out what their grade is. No one is talking about taking away the students' right to withdraw. They can withdraw to the tenth week and some are talking about the 13th week, which seems late to me, but that is not the key point.

If a student never attends a class, why do we think it is reasonable for them to receive financial aid for that class? This is a fraudulent thing; they are not actually going to the class at all. If a student tries a class and goes and take the final and fails, then they should receive financial aid because they made an attempt, but how could it be legitimate for students to get an actual indication that everything is fine when they never attended?

Senator White: I will refer it to Provost Barrett if he wants to address that exact topic.

Provost Barrett: I do want to address that exact topic and it goes back to Senator Lundquist. There is an obligation for people who don't attend or stop attending. It is fraudulent for them to be receiving financial aid if they are not doing it. And by the way, we are on the hook for it if we don't report it, monitor it, and keep track of it, so this is something that all faculty not only should be doing, but must be doing. This is really important from an institutional standpoint. In fact, if we don't do it, not only are we liable, we could actually lose our ability to grant financial aid.

Senator Wedding: How do you do this for a DL course?

Julia Rippke: The Department of Education defines participation in a DL course, not just logging in, but they have to participate in a course- that can be by completing an assignment, taking a quiz, posting to an online message board, and by emailing the professor and asking questions about some of the course content, that defines participation, simply logging in does not.

Julie Quinonez: I would like to add to the communication part of the discussion that the Registrar Office also sends, at the start of the term, an email to every registered student letting them know they are registered and the drop and withdrawal deadlines and the ramification for not doing so. It is kind of a "friendly" thing, but the message is "you are registered and here are the dates if you are not attending." We also send an email a week before the withdrawal deadline saying the withdrawal deadline is approaching etc. We are really trying to reach out and put it in their face. That first email that we send is not only to their UT email address, but to their personal email address just in case they need to withdraw.

Senator Donald White: The "never attended" message is going through financial aid, so what about the students who are paying their own way? Do they get this message if they are still enrolled, but not attending?

Julia Rippke: I am not sure about that.

Senator White: You are not sure?

Julia Rippke: I don't get the emails if they aren't financial aid, but I am not 100% sure on that.

Senator White: How do we find out?

Julia Rippke: I can check for you.

Senator White: Okay.

President Keith: In terms of the policy, I think [this is my preference] the first two items that we have up here I would like Academic Regulations to look at, which is changing the policy so the back-up grade can be something other than an F, and then "if the grade has rolled over to an F the student must retake the course"- I don't like that personally because I think if they can do one, that will reduce the number of incidents that two occurs. But, if the student missed the deadline for the Incomplete for some reason, but still had turned in the work a few weeks later I personally as an instructor would like the ability to give

that student a grade. Now, maybe we need to think carefully about how we would do that- maybe just say under “extraordinary circumstances,” but as an instructor I should have the ability to give the student the grade that I want to give the student.

Senator Dowd: I would like to comment on that point. I agree with your view on this issue. What bothers me about the current policy is that if an Incomplete grade rolls to a grade of F then the student has to reregister and retake the entire course – because faculty no longer have the ability to change the F grade back to an Incomplete grade. That said, what offends me is that this policy stripped authority from faculty members. I am sorry if this is news to the Registrar’s Office, but a faculty member has always and will forever have authority over the grades he or she awarded students. Changing grades should not be a mechanical thing, and particularly when an automatic rolling a grade to an F cannot be reversed. This is a simple point: faculty members have authority over grades. Now with that authority comes responsibility. Faculty should recognize that we need to review and police IN grades given so that Incompletes grades do not, for example, extend for two or more years. But if the course work is completed within a reasonable time period faculty must have the ability to change grades accordingly. The faculty needs to have their authority over grades reaffirmed by revising that policy.

Senator Molitor: I agree with that completely and I will give you specific examples when this is a problem- courses that are only offered once a year. If a student gets an Incomplete, and I just had this happen last year, I said come back in the spring when we are offering it again so I filled out this form just to prevent it from turning into an F. Students in Engineering will go out and co-op and are not going to be in classes for maybe a year. I have a broader question here which is, what was the Faculty Senate’s discussion on this policy change back in 2010 and 2011?

Senator Dowd: It was not brought to Senate.

Senator Molitor: And that’s the problem. Academic policies cannot just be released with a 30-day comment period. They have to have a formal review process with our Academic Regulations Committee and then be brought to the full Senate. We just can’t release these things and say, “oh, by the way, we are changing the academic policy,” period.

Senator Krantz: This is a question in response to Senator Dowd’s point. We already have a mechanism that we can fill out a form that is a grade change, and it has to be approved by the dean’s office, would that not count in this case?

President Keith: No, it doesn’t.

Senator Krantz: For what reason?

Senator Molitor: They make you submit the incomplete documentation form along with the grade change. I do this all the time.

President Keith: Well, it is up to the discretion of the Registrar. We had a conversation with Terry Romer when he was the Registrar and he said it is against policy if the student’s Incomplete has rolled over to an F; that student needs to re-take the course because that is the policy. It is the university policy which the Registrar was enforcing.

Senator Krantz: Well, is there a mechanism by this process?

President Keith: No---

Senator Krantz: As in, can we change the policy to allow the mechanism using the grade change?

President Keith: I am sorry, I didn't understand what you were saying, Senator Krantz.

Group of Senators: Yes.

Senator Edwards: If a student earned an F in a class and came back to do some other work, can we change the grade?

President Keith: I don't know, can you?

Senator Krantz: That is fundamental my point.

Senator Molitor: Yes, but not if it rolled from an Incomplete.

Senator Edwards: Well, that is ridiculous.

Past-President Hoblet: Exactly.

President Keith: All right. Can we move on to talk about the Missed Class Policy since we are running out of time? Okay, there was no old language that was different from the new language because it appeared that they "lived" it, which is a good thing because we don't want those unexpected changes that we really don't know anything about. It was originally in the 2006-2008 undergraduate catalog and so the new policy is just a re...of the old policy. These are some of the issues that Faculty Senate Executive Committee came up with: The main one is we haven't really looked at it since 2002; it's probably time to ask the question, has the environment sufficiently changed so that we should reexamine this policy? Another thing, once again, depending on what happened, could it be an impact on financial aid? I heard lots of stories about people misusing the policy, so what are your thoughts about the Missed Class Policy that we should direct the Academic Regulation Committee to look at? Is everybody happy with it?

Senator Barnes: I am forever puzzled by excused and unexcused absences. I don't want to be put in the position to assess that it is "okay for you to miss for your sporting event, but your sick mother doesn't count." So I tell students they are allowed to miss four at their discretion and if they want to show documentation, fine, but I am going to assume that they are going to be in class. I have never liked excused or unexcused as legitimizing some people's family crises or personal issues and not other people's.

President Keith: I think the idea is if they are representing the university in some way that it is an excused absence.

Senator Barnes: I understand that and I think that's really troubling; I don't like it.

President Keith: Okay.

Senator Lundquist: But that is covered in the policy.

President Keith: It is in the policy.

Senator Dowd: Part of the need for establishing excused and unexcused absences was because some faculty members would not excuse a student's absence from class regardless of reason or emergency.

Senator Barnes: Can I just respond to that?

President Keith: Yes.

Senator Barnes: What happens in my class is that the students, particularly the student athletes say these absences shouldn't "count" because it's for the university, so they should have zero absences, even if they've missed a number of classes. So they consider themselves to have perfect attendance even if they miss nine classes for sporting events, whereas the person with a sick mother who only missed two classes is getting penalized, not getting 100% of their attendance points, so for me it creates a problem. All absences are their business.

Past-President Hoblet: Senator Barnes, that is why I don't give any points for attendance. All my classes are mandatory. I teach nursing- you don't want to go in and be taken care of by nurses who need a threshold of safety. Well, I take every absence very seriously, whether it is a student's absence, sporting event, or their mother is dying. I take all of those into consideration and I weigh each situation on its own merit. However, if they have an absence from my course they have to have a plan on how they are making up the content because after, period, they are only in there for 16 weeks with me. I can do a lot of things, but I can't wave my magic wand and make them safeguard public health, so they've got to either have a plan to make up the content or not. That is how I weigh my course and that is how I roll with it. I am very good with absences, but it gets after two and I start looking and saying you are at risk for not passing my course because I don't think you are having enough contact with me to assure you are getting the content that my program has stated you will get. So, if I had students missing nine classes, man, I would be having a conversation after two and saying it is over.

Senator Wedding: The first rule of life is you have to show up.

Senator Weck-Schwarz: I just want to say that point 5. here says "...any other absence that the professor approves," so you can excuse the student with a sick mother.

Senator Barnes: I don't want to be in the position of "excusing."

President Keith: It is certainly worth looking at. Are there any reasons from the Registrar of Financial Aid that we should think about when we examine the Missed Class Policy? I am not sure if we are giving you much direction here, Dr. Regimbal <laughter>.

Senator Wedding: Can we have access to them for communication?

President Keith: Yes, if they are willing. They came today, didn't they? We only have a few more minutes left and the last two I didn't know what to call these, because I don't know if they are actually policies because they are not on the policy page anywhere. Again, as we said, this was brought to us by Senator Denis White who came in spring and wanted us to consider having the request for withdrawal policy for students to have from the tenth week to the thirteenth week. There was a discussion and a resolution was brought to Faculty Senate, and it was referred back to the Academic Regulations Committee. We can go back and we can look at those Faculty Senate meetings for the discussion unless there are some new ideas. Senator Denis White, do you want to say anything?

Senator Denis White: What happened after that meeting is that the Student Senate met and voted through the policy that we had tabled. I think the students are very anxious to have some relief on the ten week rule.

Senator Krantz: What is their fundamental argument? What are their strongest points?

Senator Den White: They can make a better, more informed decision if they have been in the course for a little longer than ten weeks. Ten weeks is before the second test in my course and many math people's

courses. So, they only had one test and maybe a quiz or two and they just don't know enough to know whether they can complete the course or not.

Senator Jorgensen: My suggestion is to have a second test before the tenth week since there are 15 weeks in a course anyways.

Senator Krantz: That is what I do.

Senator Denis White: I don't like that schedule; frankly, it doesn't work for many mathematicians.

Senator Wedding: [*Indecipherable*] is that what you are asking?

Senator Denis White: This happened last year. I haven't had contact with the present Student Senate.

President Keith: It was pushing it back from the tenth to the thirteenth week and the motion was tabled and referred to the Academic Regulations Committee. They have not reported back yet. Again, the Academic Regulations Committee is very busy this year, they have a full agenda.

Senator Lundquist: Can I just add something about medical withdraws?

President Keith: Please.

Senator Lundquist: Is it true that a student that takes a medical withdraw must withdraw from all their courses?

Group of Senators: Yes.

Senator Dowd: Does any Senator know the rationale for forcing students to drop all of their courses?

Senator Wedding: So if a student is taking a DL course and an in-class course and they are sick and can't attend [in-class] for some broken leg they will have to drop the DL as well as the in-class.

Unknown Speaker: Yes. It doesn't make sense, but that is what it is.

Julie Quinonez: I've been fortunate to be in a lot of conversations over the years so I just want to mention one or two things people have discussed at the time. On one side of the table some would say they are concerned about students' success and we would want them to retain one or two course if they could etc. Others have felt that the medical withdrawal policy should exist for situations that are so catastrophic that it would be warranted that you wouldn't be taking any courses. Another concern is, and we have seen this many, many times, when the student only wants to drop the ones they aren't doing well in and that's needed to be avoided in some way, even if it isn't by making them withdraw. There probably was a lot more that was discussed, but those two comes to mind.

President Keith: What are the differences between a medical withdraw and a regular withdraw?

Julie Quinonez: The only difference is that they can do it after the tenth week. So if somebody calls today and says "oh my gosh, I have this terrible illness hit me today" the direction would be to go withdraw. If it happens next week which is after the withdrawal deadline it will be fill out the forms and go through that process. It doesn't involve money or anything.

Senator Humphrys: I guess I was always under the understanding that medical withdraws resulted in refunds.

Julie Quinonez: It did years ago.

Senator Humphrys: But it doesn't anymore?

Julie Quinonez: No.

Senator Lundquist: Does it go on the transcript?

Julie Quinonez: Just as a Withdrawal, not that it was medical.

Senator Krantz: Other than truly medical issues, if there were other catastrophic life events to the student, is there a different mechanism? One example, Senator Denis White and I had the same student, without knowing, who had a sexual assault over the course of the semester and I don't know what the resolution of that was.

Julie Quinonez: The administrative adjustment process policy covers those and they are very different. A lot of different things can happen. It is not as "across-the-board," so to speak.

Senator Krantz: It goes to the Dean of Students?

Julie Quinonez: No, to the Registrar's Office.

Senator Lundquist: I just want to ask, does pregnancy and the birth of a child fall under that?

Julie Quinonez: I don't know.

Senator Wedding: What was that question, Senator Lundquist, couldn't hear it?

Senator Lundquist: If pregnancy and/or a birth of a child.

Julie Quinonez: It can if the doctor is saying you have to withdraw from the class.

Senator Lundquist: But not otherwise?

Julie Quinonez: Right. All of them require the physician to say he/she needs to get out of class for a medical withdrawal.

Senator Wedding: And it requires 100% of the class, so you've got to drop them all?

Julie Quinonez: Yes.

Senator Krantz: On that point, can we ask the committee to review that specific part of the policy? Again, I've had at least two examples I can think of, where students truly had a medical condition and were passing my course, but couldn't make it all the way through and were required to drop it, and then they left the university.

President Keith: Of course, I think we can ask the committee to add that to their list. We are out of time, unless you want to stay late. So there are two other things. I put this on the agenda so I wouldn't forget it. I was asked to make this announcement and the deadline is the 28th. So, the 17th annual ACE women's network conference is on Friday, November 6th. The theme this year is advancing new legacy of women, the urgent need to move the needle. On the agenda is the link to the conference. If you are interested, please contact Jennifer Solamics by Wednesday, tomorrow, October 28th. It is first come, first serve for a spot. The other thing is, we passed around cards for your questions, comments, topics, anything that you would like Rep. Kaptur to talk about at our next meeting in two weeks. Are there any other items from the floor? May I have a motion for adjournment? Meeting adjourned at 6:06 p.m.

IV. Meeting adjourned at 6:06 p.m.

Respectfully submitted,
Lucy Duhon
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Office Administrative Secretary