

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of August 27, 2013
FACULTY SENATE

<http://www.utoledo.edu/facsenate> Approved @ FS meeting on 10/8/2013

Summary of Senate Business

Mr. Joseph Zerbey, Chair of the University of Toledo Board of Trustees
Mrs. Sharon Speyer, Vice Chair of the University of Toledo Board of Trustees
Ms. Emily Kramp, President of Student Government
Dr. Cam Cruickshank, VP Enrollment on online Education

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 Linda Rouillard called the meeting to order, **Karen Hoblet**, Past- Executive Secretary, called the roll.

I. Roll Call: 2013-2014 Senators:

Present: Present: Bailey, Barnes, Brickman, Cappelletty, Cochrane, Crist, Denyer, Dowd, Edinger, Edwards, Farrell, Federman, Gilbert, Giovannucci, Hewitt, Hoblet, Humphrys, Keith, Kennedy, Kistner, Kranz, Lee, Langan, Lundquist, Marchionni, Molitor, Monsos, Moore, Moynihan, Nigem, Ohlinger, Plenefisch, Porter, Quinlan, Quinn, Randolph, Regimbal, Relue, Rouillard, Seligman, Sheldon, Skeel, Springman, Teclehaimanot, Thompson, Thompson-Casado Van Hoy, Weck-Schwarz, Wedding, White, White

Excused absences: Chiarelott, Cooper, Duhon, Ellis, Elmer, Gohara, Gunning, Hamer, Hasaan-Elnaby, LeBlanc, Templin, Williams

Unexcused absences: Duggan, Willey

II. Roll Call: 2013-2014 Senators:

III. Approval of Minutes: Minutes from April 23rd Faculty Senate meeting are ready for approval.

President Rouillard: I call this meeting to order. Welcome to the first Faculty Senate meeting of Academic Year 2013-2014. I ask that President-Elect Hoblet come to the podium to call the roll.

The Minutes from the April 23rd Faculty Senate meeting have been distributed, do I have a motion to approve the Minutes? Is there any discussion or corrections of the Minutes? All those in favor say “aye.” Any opposed? Let the record show the Minutes from the April 23rd meeting have been approved. Thank you.

Good afternoon and welcome to all new senators, returning senators and guests. I'd like to begin by introducing you to your Faculty Senate Executive Committee:

- Karen Hoblet, Vice President and President-elect
 - Lucy Duhon, Executive Secretary
 - HSC reps: Walter Edinger and Doug Federman
 - Bancroft Campus reps: Mary Ellen Edwards, Amy Thompson
 - OBOR rep: Mary Humphrys
 - Previous President: Mike Dowd
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- Quinetta Hubbard, Administrative Secretary

It is a pleasure and an honor to work with this faculty governance body charged with numerous responsibilities, not the least of which are the responsibilities:

To provide a collegial forum for communication and consultation between the University Faculty and University Administration

To promote a positive working environment for academic, clinical, and profession excellence

To protect faculty rights and privileges, equal opportunity, due process and academic freedom

To promote ethical conduct

To review and respond to policy and policy changes that affect Faculty or academics

To exercise responsibility for academic affairs, subject to the supervision of the BOT.

Faculty Senate Executive Committee addressed several of these responsibilities in meetings held over the course of the summer with Provost Scarborough, Chancellor Gold, and Vice Provost Barrett.

In addition, Karen Hoblet and I attended a new faculty orientation luncheon to welcome 36 new faculty to our campus:

1 lecturer, 1 tenure-track and 1 professor in COBI

2 lecturers and 1 tenure-track in Communications and the Arts

1 visiting in Engineering Tech

1 visiting and 1 tenure-track in Health Sciences

2 tenure-track, 6 lecturers and 1 interim chair in LLSS

1 tenured professor and 1 tenure-track in Law

13 assistant professors in Medicine

3 lecturers in NSM

1 visiting in Social Justice and Human Service

7 of the 12 lecturers are moving from visiting positions.

In addition, there are 6 active searches in Nursing

We also have 17 new success coaches working with the portal colleges who are each assigned a roster of students and who will maintain regular contact with students. Some of them are here today to introduce

themselves and give you contact information. We will ask for a longer presentation at Faculty Senate on this initiative in the near future.

As Faculty Senate President, I was asked to be part of the Search Advisory Committee for the VP Finance position. I believe that person will be introduced next week.

Some other good news: Provost Scarborough has informed us that there are faculty development funds available this year. The dean of your college will inform you of what moneys are available to you to support your research and conference presentations.

Senator Amy Thompson and I met with Kay Patten Wallace, Stan Edwards, director of the Counseling Center, to get updates related to sexual assault prevention and alcohol and drug awareness; they outlined two of their initiatives. Given what has already happened on campus within the first week of the semester, one stabbing and one sexual assault reported, we are all concerned with the safety of our students. There will be a presentation at Faculty Senate in the near future.

Karen Hoblet and I sit on the University Council which resumed its meeting schedule on Aug. 16. At that time, John Barrett outlined the interest in developing more associate degrees at UT, given the new formula for State Share of Instruction stressing degree completion. John said that the University Council Academic Program Committee would be studying this question and I indicated that Faculty Senate Academic Programs Committee has much expertise to devote to this, so we will coordinate those discussions. At that same meeting, Bernie Gosky gave a presentation on the Intern in Ohio program and if I got the statistics and the numbers correct, we have about 2500 Ohio students who have registered, 50% of which are UT students. We have several hundred companies registered on the site, about 100 of which are in Northwest Ohio. I believe that there were about 600 potential internships opportunities that were posted with 161 possible matches. I also know from that meeting there was an announcement of some constitution and bylaw changes for the University Council and we will keep you posted on those.

At the August 12, Trusteeship and Governance Committee of the BOT passed resolution 13-08-13 which will go on the consent agenda for the next full board meeting. Following several “whereases”, it reads:

“WHEREAS, completion of the Board of Trustees’ charge by June 30, 2013 proved to be a logistical nightmare given the myriad constituent bodies of the University with documents to be reviewed; the difficulty of developing a complete inventory of all constituent bodies of the University; the out-of-date nature of the governing documents of many of said bodies; the time and steps necessary to draft and approve updated governing documents for said bodies; and the virtual certainty that not all constituent bodies had been identified so that their documents could be submitted and reviewed;...

NOW, THEREFORE, BE IT RESOLVED

that in the event of a conflict between the governing documents and respective charges of any constituent body of the University and the University Council, the University Council Constitution shall prevail; and

BE IT FURTHER RESOLVED

that the authority and power of all constituent bodies to take the actions set forth in their respective governing documents have been delegated and, in the ordinary course of events, will continue to be delegated from the Board of Trustees through the President and Officers of the University to said bodies.”

That brings me to some comments about curriculum. The curriculum tracking system continues to be a concern. Senator Mary Humphrys volunteered to work with Marcia King-Blandford on this issue. There are certainly times when the system works well and there are other times where it seems to “hang-up” and we got into a little bit of a snafu with some program modifications in math which I will address at the end of this report. I would ask you if you are interested in being part of this group to let me know and we will try to convene that group as soon as possible. Now specifically at the April 23rd meeting of Faculty Senate, we approved several course changes and program modifications. We had several that came from math and for some reason there were some issues with retrieving materials that were submitted through curriculum tracking. The Academic Programs Committee reviewed those five modification proposals to five different concentrations in math. The Minutes that were approved demonstrated a little bit of some of that confusion. I wanted to specifically show you the Minutes because I am going to ask for a motion from the floor to re-approve these math changes. I will also show you the specific changes to the concentrations that were proposed, and were reviewed by the Academic Programs Committee, and were approved, and were brought to this body. But again, due to some of the difficulties Dr. Nandkeolyar wasn’t able to project them during the meeting and there was a little confusion. Dr. Paul Hewitt contacted me over the summer and asked if we can simply clarify this and ask for a Faculty Senate vote to re-approve these programs. So, I will ask Dr. Hewitt or his colleague to come down and just briefly walk us through those quick changes.

Dr. Hewitt: I am less familiar with the changes than Mao-Pei so he will correct me when I am wrong. We will organize a group to test and demonstrate the types of problems we are having with the system. If you are interested in being part of that group, please let me know and we will try to convene that group as soon as possible.

Past-President Dowd: President Rouillard.

President Rouillard: Yes.

Past-President Dowd: May I make a statement?

President Rouillard: Yes.

Past-President Dowd: One of the reasons why we are doing this because the Executive Committee wants the changes to be read explicitly into the Minutes of Faculty Senate. That way we will have at least a record or a paper copy of the changes that are made today. Equally important, by reading them into the minutes we don’t have to rely on the Provost’s office and the curriculum tracking system as a record of these changes.

Dr. Hewitt: We submitted these two years ago and they got lost that year so we were asked to re-submit them on paper which we did, and for some reason there was confusion in the meeting as to whether we were voting on what was salvaged from the curriculum tracking system or what we had re-submitted on paper. Particularly, three of the concentrations is one degree of BS in Mathematics and it has five concentrations (three of them somehow had some confusion). Much of the changes for all of them were simple to match the NSM requirements for the number of hours in the major and in related areas so those are changes by the committee: number, 35, 38, 26, and 18. This particular concentration has requirements added. This is the five math concentrations that we voted in with the one for the choice from the list.

President Rouillard: Are there any questions?

Dr. Hewitt: This one, besides the change of the total number of hours that I mentioned before is the fact that many of the courses in the computer science concentration that we have, many of the related courses were in the EECS Department and many of the courses don't exist anymore, so we changed/updated the offering so students can complete their related areas of the ECS with an updated list.

President Rouillard: Are there any questions?

Dr. Hewitt: This is the...of the concentrations. We bolstered it by requiring if they completed at least one of the four year sequences at the 4000 level of algebra, analysis, and anthropology. Except for the hours requirement there were no change here, this is the statistic concentration.

President Rouillard: Okay, that is it. Are there actually four that changed? And the BA is something you are going to do after this?

Dr. Hewitt: Yes.

President Rouillard: Are there any questions? All those in favor of modifying these courses please signify by saying, "aye." Any opposed? Any abstentions? *Motion Passed.*

Thank you to the Math Department for your patience and your very fine cooperation. Alright, that brings me to the end of the Executive Report except to say, if you have any log items that you wish to submit to Faculty Senate for discussion, consideration, or study, please submit them to the email address, faculty senate@utoledo.edu and we will consider those items.

Next on our agenda, I would like to introduce to you two of our Trustees, the Chair, Mr. Joe Zerby from The Blade and the Vice Chair, Mrs. Sharon Speyer from Huntington Bank. I believe they both have comments and they both will take questions afterwards. If it expedites things, if people want to write their questions ahead of time, I have some cards that I can distribute if you would like to do it that way or just ask a question. So, it is my pleasure, welcome.

Mr. Zerbey: Dr. Rouillard and members of the Faculty Senate thank you for inviting me to speak with you today. I am honored to be here and to join with each of you to serve this great university.

There are a myriad of challenges at the university. The changes that are happening create huge disruptive forces on our culture and conventional way of doing things. The Board of Trustees, President Jacobs and the entire faculty wrestle with the challenges of online learning, economic support from the state,

competition, enrollment levels, changes in healthcare insurance, prioritization of resources and managing the budget of a \$700 million dollar enterprise.

A recent Knewton Blog focused on Harvard Business School's Professor Clayton Christensen's theory on "disruptive innovation". Universities like ours are facing disruption of the traditional model. We must employ a strategy of change and implement it right now or suffer being labeled irrelevant and fail in our mission.

The operative word today in our lives is change. Let me begin by telling you what change has meant to an industry in which I have spent my working life. I was born into the newspaper business. My great grandfather started the Pottsville (PA) *Evening Republican* in 1884 and I began working there in 1952 at the age of 10. It was dirty, hot molten lead made printing plates, phones had a rotary dial, the switchboard had plug-in lines, a radio announced breaking news, there was no television, news copy was pounded out on a manual typewriter then copied on a linotype machine in "hot" type, one letter at a time, and the 33,000 copies of the daily *Republican* were delivered by 8-year-old kids. During the next 60+ years the industry I love morphed into the digital age leaving behind zinc coated printing plates, the first news page paginated by a computer, photo darkrooms, teletype machines, and paper type pasted on pages.

Today news copy flows directly to a press plate from a reporter's or editor's computer, printers dress like they are playing golf, The Blade can be read anywhere on the planet in a digital format page by page. Stories can be emailed, translated into 125 different languages, photos can be turned into video and advertiser's ads can be linked to their web pages.

I marvel at how young employees at our staff meetings talk in tongues. They mention tweeting, writing on someone's wall, show concern about a customer's web SEO, SEM, Instagram, Tumblr, blog, IM, PM, DM and texting.

It is an exciting time for newspapers and the people who publish them, just as exciting as it is for those seeing changes in higher education. Change abounds, so let me talk about that in the context of this university.

Christensen mentions a good university is one that serves many purposes. Our primary role is to facilitate learning, increase employability and help the student come of age. Right behind those are research, networking, sports, study abroad, entertainment and job placement.

Newspapers face challenges from Facebook and Twitter, the iPhone, iPad, social media engines, people's time and interests. University models are being disrupted by alternate study abroad programs, extracurricular activities and student interests. Talk about disruptive; does the university model change so dorms are no longer needed, campuses shrink, students learn solely online?

How do we function now? What is the role of the Board of Trustees, administration and faculty and staff?

I believe the Board of Trustees has an inherited trust to fulfill their fiduciary and governance obligations as gubernatorial appointees. In fact, our bosses are the citizens of the State of Ohio. It is our responsibility

to govern UT rather than become involved in the operational aspects, but rather to oversee the many moving parts and insure a focus on our product...the education and preparation of our students. In my opinion, to focus on being student-centric is at the core of the university's mission to "improve the human condition".

Dr. Jacobs, Provost Scarborough and Chancellor Gold manage the university, the faculty is the most important way it carries out its mission. I would argue that the faculty is the treasure of UT. I don't mean this in a sycophantic way; I am not pandering to you. I truly believe that nothing good happens here if the faculty doesn't perform entirely in the best interests of student outcome. I am further convinced that you all overwhelmingly subscribe to that pursuit.

That outcome is primarily the ability to be employed at a level to sustain a reasonable standard of living, make a positive contribution to the community, and hopefully, reinvest in the university that made all that possible.

Collectively, but in our own spheres of influence, we can accomplish this objective. We can manage the disruptive challenges leveraging them through innovation, hard work and a strategy that defends our turf. We have the ability to do that because we have the resources and the faculty to manage the student outcome in a positive productive manner. An assumption of invalidity must not be part of our psyche. Human reasoning must be a responsible act based on fact.

Just as you will get your copy of the newspaper on your iPad or front porch, The University of Toledo will be in the forefront of improving the human condition. To do this we all must embrace disruptive innovation brought to our students by a dedicated, productive faculty that gets it. Thank you very much. Karen and I will be happy to take any questions you have and do our best to answer them. Come on, are you going to give me a break here?

Past-President Dowd: From the Board's perspective, are there any particular academic programs which you would like to highlight at this time? That is, are there academic programs that you would like to point out – if only to give a "shout-out" to? We hear information about athletics and other auxiliary programs and we live through budget cuts after budget cuts each year. But that is just about the only items the administration is willing to discuss throughout the year. It seems that senior administrators do not want to talk about academic issues anymore. So I would like to hear the Chair of the Board talk about the academic programs that excite him and perhaps other Board members.

Mr. Zerbey: Well, I will tell you that I do what I call, "walk-about" in my day job and I enjoy doing it here at the university. I meet incredible people and I've had the privilege in having lunch with some of them and stumbled awkwardly in a couple of classrooms and stood in the back. I am impressed with the level of expertise of the faculty. What we see at the level of the Board is certain outstanding aspects, certainly the College of Engineering being one of them. I think this is probably one of the best values for education a young person can have. If you look at what we offer as a university, not only on the Main Campus but also on the Health Science Campus here it is incredible. This morning after the Clinical Affairs meeting we learned from Dr. Gold about an outstanding LCME, an evaluation of what we do here. We are one of a few if only one to receive no critical assessments of anything that happened this year which is an outstanding report card for what they do. If you look at the folks that get granted tenure here,

when President Jacobs talks to them he reports how amazed and grateful he is for that opportunity to meet such talented wonderful people here. I don't know if I can put the "spotlight" on any single person, department, or college; I can just tell you my sense of the whole place, I am just "wowed" and amazed at the expertise we have here and the good work that you do. We have interns experienced at The Blade; young women and men that come out the College of Business and Innovation who are incredible young people, smart as whips and do a great job and learn and we hope we can teach them. Colleagues of mine, the Toledo community have the same relationship with interns out of Engineering, other schools, and colleges have the same evaluation. I know medical folks, friends of mine said fifteen years ago they probably would have hesitated to hire somebody that graduated from our medical college, but today, they would fight to hire them because they are so good. So I just think you do a great job and I mean that sincerely. I meant what I said in my remarks. If you don't perform to the best of your ability with the men and women in your classrooms nothing else matters. I think that goes to retention and it goes to life after the university and all those kinds of things. I know that I babbled with that, but I can't just pick out one, I think it is all great.

President Rouillard: When you imagine what The University of Toledo looks like in ten years and fifteen years, what do you see as a Trustee?

Mr. Zerbey: Well, I see a lot of challenges. I wish I had a clearer picture of a crystal ball, but it is going to be a continued fight with all of the state's institutions of higher learning in Columbus. Money is always going to be tight and there's going to be different types of ideas depending on who sits in the governor's chair, that's always going to be a concern. I wonder a lot about online learning. Our daughter is a fifth grade school teacher in Colorado and she got her Master's degree at University of Connecticut online. She had to go on campus at Connecticut for three weeks for three Summers, but the rest of it was on her computer with Skype and she said she was a Summa-Cum-Laude of University of Southern California and she said that was the most strenuous educational challenge she had in her life which was getting her Master's degree online, she said it was very tough. So I wonder about how that applies to all the schools, how much of that would be the future? As I mentioned in my remarks, we have 4K living on campus and I think, do we still need those? What's the campus going to look like? Are we going to need a campus? Will all of you be teaching in your dens or offices at home? I wonder about the future of what we do with online learning. I am a great believer that I hope it doesn't happen like that. I think you need the one-on-one or the classroom experience. I think you need to be able to reach out in a metaphorical way, touch the professor and have him/her look at you like, "And you ask me that, why?" <laughter> I think without that experience it is sort of like a shallow experience if you will. So I am hoping that the pendulum will swing back and forth a little bit. I am hoping that we just do better with what we do here and continue to have the influence that we have now on those young folks.

Senator Keith: Is there anything that you would like to accomplish this year as Chair of the Board of Trustees? Do you have a specific goal or anything specifically you would like to see done, to put your mark on the university?

Mr. Zerbey: I appreciate that, but I don't operate about putting my "mark" on anything, usually that is a "bad" thing. I just do my job and I am honored and privileged to have this role. I simply love this place and I have a great deal of.... In fact, I have a great deal of fun with my colleagues on the Board, they are great people. They are very dedicated and hardworking and they care very much about the place. As I

mentioned earlier, we have to keep our eye on the ball. We have to make sure that we can provide guidance to make sure the bills are paid, the revenue is there, the faculty gets what they need to do their job, and the student outcome is preserved. If I can be helpful to continue to improve those things I will consider my time here well spent. We have a lot of challenges in front of us, a lot of competition and a lot of unknowns. I walked around campus when the Honors folks were invited here and there were about one-thousand of them over two days. They were giving them tours and I had to go to a meeting and I left University Hall and I bumped into a group of them being given a tour. I don't know how the young man who was giving the tour knew who I was but he introduced me and I had a chat with some of the kids and their parents. When I got finished one of the fathers said to me, "Are you in the PR Department?" But that was a great experience for me and that is the kind of thing that I hope we never lose because I just think it is special.

Senator Molitor: Not so much a question, more of a comment. And I made this comment last year to Chairman Koester when he came at the beginning of the year. I certainly appreciate that we are in a changing environment and there is a need for us to adapt. However, I would like to propose the counterview that sometimes "haste makes waste" and we have seen plenty of examples of that here in this body. Sometimes proposals and changes are implemented too rapidly or without enough thought and that takes our time, our resources, and it prevents us from spending our time educating students. So, I would encourage you to work with us to make sure the changes that need to be made are being made and they are implemented in a thoughtful, rational, and reasonable way.

Mr. Zerbey: I appreciate that. I will tell you what I told Dr. Rouillard when we had our first lunch together. I believe in transparency. I believe in answering questions and telling what I know. When we agree to disagree, it happens. When I can't tell somebody something because of confidentiality that is the way it is. But I believe in teamwork. I believe we are all in this together. I can tell you, (I've been here five years) I see no agenda of evil, or negativity, or deliberate vendetta kind of stuff, I don't see that, it's not there. Now, that does not mean that we don't have severe disagreements sometimes on what direction we are going and where the resources are placed. As long as I am chair I will tell anyone that asks me what I think and what I know that I am allowed to. I just think we do it together. I know this: that both Chancellor Gold and Provost Scarborough are very deliberate in what they do. Their reports to the Board, believe me, they have studied the issue they are talking about beyond belief; to the point that we are all looking at our watches sometimes, but they do their homework.

Senator Barnes: I would just like to also encourage you to please continue to do whatever you can do in Columbus to support public funding of public education. Our students are working themselves to death. It is affecting the quality of what they are able to do. It is the erosion of support that is at the heart of this matter and the heart of a lot of our problems, and to some extent I feel like at the upper echelons of the university we've already given in to this new reality, which is lack of public support. I think there is plenty of work to be done to advocate for our students at that level, and you are in the position to do it so much better than we are. We really need you to do that. The students really need you to do that.

Mr. Zerbey: Well, I obviously couldn't agree with you more, Sharon, and I will be sure to pass that along to our colleagues, you have my word on that. You couldn't be more on target.

Senator Humphrys: Could you give us a summary of what you see as the differences in responsibility between the University Council and Faculty Senate?

Mr. Zerbey: I think the University Council is an attempt for us to reach out university-wide to include everybody (so to speak) in the processes. It is kind of a model that when we looked at it, it is employed in many other institutions in Ohio. The University of Michigan, they have the same kind of thing. It is sort of an expansion I suppose of a teamwork philosophy to involve everybody in the process of working together at the university and helping govern it. In my judgment there was no other reason for it. We just felt it was a better model when we looked at Ohio University and others that have that same process. Sharon, do you want to add anything to that?

Mrs. Speyer: I completely concur. I think it was just to give everybody a voice at the same table and that is probably the most important part of it. You have Student Government, Faculty Senate, a myriad of organizations and now you have all those organizations sitting at the same table together.

Senator Unknown: There was a great deal of skepticism about the University Council and its real purpose. I think the way we mandated for a supremacy clause the way it came down created a more skepticism, maybe a little bit of paranoia. I think the University Council and sub-committees, I am on one of them, must work hand-in-hand with the other bodies on campus such as the Faculty Senate and other committees that are working towards some of the same goals. We can't "reinvent the wheel" at University Council, but it is very important that it become all-inclusive.

Mr. Zerbey: I agree.

Senator Unknown: One other remark related to what was said before about students being worn out because of a lack of resources. I haven't been here all that many years, I came here in 2001, and there have been more studies by faculty, more long-range plans, more objectives, more goals written and many of them have been just pure exercises in futility and that is what wears folks down, we need to have less of that. I suppose it relates to the speed of change. But when faculty does sit down and put forth some ideas rather than going in all kinds of directions we need to focus in more, rather than have us write more. I understand that faculty are here to provide input and we are the backbone of this university, we just need less exercises in futility as I call it.

Mr. Zerbey: Noted.

Senator Wedding: You made a comment about the College of Engineering and that is certainly one of our flagships and I will applaud that. My family and I have over twenty degrees from this university, about fifteen are from that college. However, with all the focus on STEM which this administration has given us it is also important that we remember that other aspects of the university, particularly Humanities, are very important. Some of the great industrial leaders in our history, in particular, Steve Jobs, was not technically oriented; Jobs was not a technical person and he has a great background in the Humanities as well design. I think if you are going to have a creative product from the university in a technical area you must have that student exposed to the Humanities and other full array of courses at the university, not just STEM, but other aspects, particularly the Humanities. Thank you.

Mr. Zerbey: I couldn't agree more. Again, I think Humanities is what I refer to as sort of the soul of the university. Performing Arts, English, and the Humanities are very important. I talked often with the provost about making engineering students read Plato and I wonder how good that would be. I agree with you, I think the more of that the better and stronger we will be. Thank you very much.

President Rouillard: Are there any questions that you or Mrs. Speyer have for the faculty? Is there specific information that you would like to find out from us?

Mr. Zerbey: I don't have anything specific. Thank you very much.

President Rouillard: That brings us to a couple more introductions. I would like to introduce to you, Ms. Emily Kramp who is sitting right here. We welcome you. Anytime you want to come and address this body you are most welcome. You can come and address us right now.

Mrs. Emily Kramp: Hello everybody. As President Rouillard said, my name is, Emily Kramp and I am the Student Government president. But first and foremost, I am a proud Pharmacy student. I just ended my senior year in Pharm Depot. I just want to present some of the goals overall for our Student Government this year. Lauren is the Vice President and she and I are really focusing on the overall Rocket Pride. Rocket Pride has many components to it. You have everything from the community base. So, from our community aspect we want to build what we call, the Rocket Logo Discount which local businesses will feature a rocket logo on their store front window if they do offer discounts to students. Hopefully, you will be driving around campus and see lots of rockets, which I think it would be also good for our prospective students to know that their community supports them. And we also want to encourage student involvement in things such as the Big Event and also get involved on campus and so that is sort of a community aspect. For athletics we have a couple of spirit campaigns we are going to do; things such as, "I get a shirt" campaign where you can actually exchange another school shirt in for a Toledo shirt and we are going to coincide that with our games. And another thing is our spirit citations that we are going to do. We are actually going to do that with Coach Campbell and some Blue Crew members. We are going to drive down in the golf cart and we will have a little ticket so if a student is wearing a shirt that is not in our conference it would be a warning, a misdemeanor for a MAC school, and a felony if you are wearing a Bowling Green shirt because we do not want to see that on our campus <laughter>. They will play and will get a 20% discount to the bookstore.

Senator Hoblet: Emily, we have an agreement between Bowling Green; I would like to add for an exemption <laughter>.

Mrs. Emily Kramp: Well, they are on campus, so maybe they should buy a Toledo shirt <laughter>.

Senator Hoblet: No <laughter>.

Mrs. Emily Kramp: They can plead their case and maybe plead out of it, we will see. Another part of Rocket Pride which actually coincides with what you all offer here is academics. That means we want superior academics because we want our student to be proud, happy, and satisfied within their programs, and to also feel like their professors are proud of them, and engaged in their learning. So, I want to reiterate, you all are very important in the student's journey here. Really encourage them and make them feel like they are what matters and important because we all are Rockets together and that is what really matters. I know I felt that in my college extensively when I was running for president, they were really supportive. So really, you really want to make sure your students are important. Also, advising and we have our brand new success coaches here. I interviewed a lot of them and I was in that process and that was quite extensive, that was like a two-month process. We have some great people and I am really excited for it. I can't wait to see what you all can do for our students here on campus. Also, we are going

to start work on improving advising. Lauren and I experienced in our own presidency, I had excellent advising in Pharmacy. Deb actually received an award for advising and she was actually one of the reasons I chose to come to The University of Toledo. Lauren had some difficulties meeting with her advisors last year and she was actually not able to make an appointment to meet them face-to-face. So that discrepancy within our entire university, my awesome experience and Lauren's lack-luster one and that is something we want to change here at the university. Right now, Kaye Patten-Wallace charged us with the duty of identifying the best characteristics, presenting them to her and making sure that they do get implemented across our campus for advising. I am so excited because we are also going to start Walk-in-Wednesdays where no matter what college you are in, the advisors will have walk-in-Wednesdays hours. Even if you change your major or if you change your college you know Wednesday is a guaranteed time to go and have a walk-in appointment. Plus, it is kind of "catchy," Walk-in-Wednesday. Also, we are really promoting Student Life. And this is where I need your help, Student Life really centers around your experiences outside the classroom which I know you are predominantly inside the classrooms. Building your college experience is so much more than getting your degree even though that is ultimately the goal for going to college. But you also build who you are as a person outside the classroom, rather it is being involved in research, or club sport, or a student organization. I want you to really encourage your students to explore who they are outside the classroom because essentially that is what makes them fall in love with UT as well as their major. That is something that Lauren and I have been pushing in orientations and that is something I am trying to get all of you to push and I think it's been successful. A lot of student organization presidents told me that they had record turnout for their first meetings. If you open up the Independent Collegian, all the newspapers are all about getting involved on campus. I think a lot of people realize that it is actually important. We also talked at the Board of Trustees meeting about how students who get involved are 83% likely to graduate which our retention rate right now is 60%. So that is extensively larger just to kind of reiterate how important that is. This is not by far the only things we are doing here, I just don't want to take up all of your time. Also, if any of you are interested in speaking at Student Government we do have allotted time for a faculty speaker and I would love to have a faculty member sit during our meetings. Please feel free to reach out to me and I will give my contact information to the secretary and feel free to email me if you are interested, we would love to hear from you. Do you have any questions?

Past-President Dowd: I chair the Faculty Senate Committee on Committees. That committee appoints faculty members to serve on the various Faculty Senate standing committees. It is a Senate tradition to extend an invitation to the Student Government President to participate in that appointment process. Further, we extend an invitation to Student Government to appoint an undergraduate student as a voting member to each of those Faculty Senate committees.

Ms. Emily Kramp: Thank you.

President Rouillard: Emily, before you go, I just want to tell you that you have no idea of the sense of pride we do feel in our students. I can tell you the first time I saw one of my students stand up and give a presentation at a medieval conference I felt like I had just given birth <laughter>. When I see what our students can do we feel a lot of pride. Perhaps, we don't tell you enough and so I think your comments are a good reminder that we need to share that pride that we feel with our students. Again, please know that you are welcome to come speak anytime. I hope that Lauren will come as well and any other members of Student Government, you are all welcome. And speaking of welcome, we have an entire team here that

we would like to welcome. These are this year's success coaches. There is a handout on this table down here where you will find all the success coaches' names and their contact information. What I would like to do now is since we do have time to allot to this, I ask that you introduce yourselves and tell us a little bit about the area you are focusing in and perhaps if Senior Vice Provost Patten-Wallace wants to give us a few comments I think we have time for that before we move to Dr. Cruickshank's presentation on enrollment.

Hello. My name is, April Pratt. I am assigned in YouCollege and so I am working with some undecided students, but I also have students from quite a few other areas. We have been working last week and this week contacting our students just making sure they know we are here for them.

Hello. My name is, Shawna Babula. I am also a success coach for YouCollege. I have a roster that represents people across all the different areas and especially for undecided students as well.

Good afternoon everyone. My name is, Angela Duran. I am in the College of Adult and Lifelong Learning with a population of 25 and older.

Hello everyone. My name is, Leslie Meyer and I am also in the College of Adult and Lifelong Learning and also serving the students of ages 25 and older in all the different majors.

Hello everyone. My name is, Emily Schneider and I am actually a two-time graduate from The University of Toledo. I am working in YouCollege with Shawna and April. My exploratory study is working with students mainly on the nursing track and I also have students from other colleges as well.

Hello everyone. My name is, Marissa Reid. I am also in YouCollege. I am also a UT alum. I have a roster through different colleges.

Hello everyone. My name is, Kari Dilworth. I am also in YouCollege working with students of all types of majors and I am also a UT alum two times over.

Hello. My name is, Jose Rasales. I am also a UT alum. I am a success coach in YouCollege.

Hello everyone. My name is, Richard Clark and I am a success coach in Adult and Lifelong Learning. I am also a two-time graduate, go Rockets.

Hello. My name is, Jessica Weigle and I am a UTXnet and I work with all graduate students.

Hello. My name is, Paulette Bongratz. I am working in the Provost Office. I am a more "behind the scenes" success coach.

Hello. My name is, Jessica Faber and I am also from YouCollege. Even though everyone is graduates from UT, I am from Bowling Green.

Hello. My name is, Mary Young and I am from YouCollege.

Hello. My name is, Malaika Bell. I am the first success coach for the Honors College, I hope there will be more.

Senior Vice Provost Patten-Wallace: First of all, I am very excited. I want to say that these fifteen success coaches rose to the top from 400 applicants so we definitely have the best of the best. The fact that some of them are UT grads is very exciting. In fact, I remember some of them when they were undergraduates. I do want to say that it is part of the Provost Imagine 2017 Main Campus Strategic Plan. One of the initiatives there is to address what students like Emily have told us over the years -- that advising needs improving. So, this year we are excited to be implementing a new model and that advising model calls for three levels of advising. That first level of advising is done by the success coaches. The second level of advising will be done by professional advisors in the academic colleges. And the third level of advising will be done by faculty and that is for particular unique problems when a student wants to talk to a faculty member about career initiatives. I want to say that the success coaches have a roster of up to 600 students, in many cases they don't because we didn't get quite the number. But, they will have a roster up to 600 students and they will be the lifeline for those students to the university. They will be responsible for reaching out proactively and intrusively to the students in term of in-class and out of the classroom activities that we think they should be involved in. You play a major role; if you see students that you feel who are stressed in terms of our course work, or they are having problems getting adjusted to the university, or frustrated with services such as paying bills or registering or Rocket Solution Central, any aspect of their college experience make sure that you ask them to see their success coach. We know that students don't always do what we ask them to do, so we want to share information with you too, so that you can connect with a success coach and just basically say, I have a concern about a student, please reach out to this student. We will give you the directory of the information regarding the success coaches and we have a roster and we will figure out a way to get that roster out to you so you can go in and figure out who is the success coach for that student. In lieu of that, please feel free to call the portal college deans, Dr. Lakeesha Ransom for the Honors College, Dr. Denis Lettman for CALL, Dr. D'Naie Jacobs for YouCollege, and Dr. Cam Cruickshank for UTXnet. I think it is important to know that the success coaches and the advisors will be a team. This is a team effort. We will have the success coaches upfront and the advisors on the other end with the student in the middle. So, it is important to understand that we are going to be moving forward and revising the advising model accordingly. I just want to talk a little about the success coaches and what they been doing the first two weeks. They actually came here and they got "baptized by fire;" they were on campus two days when we realized there were almost 2,000 students who had not registered for classes and we weren't sure why they weren't registered for classes. These success coaches got on the phone and called almost 2,000 students. They got that list of 2,000 students down to 200. So, because of their good work almost 1800 students re-registered this semester, so that is just an example. The other benefit of that, it gave them an opportunity to begin to interact with students and understand from those students the issues and the problems that students have so that makes them better prepared to help students. Again, more to come, I talked to President Rouillard and we will be back on October 8th. A port of deans will join me and we will give you more information and more specifics. Please join me and welcome the success coaches. If you have any problems or concerns that you need to refer a student to a success coach and you are not sure, call me or email me and we will get you connected with the right success coach. Thank you.

President Rouillard: Thank you. We are actually ahead of schedule, so Dr. Cruickshank I will turn it over to you to talk about the most recent numbers [technical difficulties occurred].

Dr. Cruickshank: If you have a really good imagination I can "talk you through it" if I can describe things very well. Of course, when you report enrollment there are always interesting charts, numbers, and

graphs to report on, so it will be difficult to explain things, so let's just see if Senator Teclehaimanot can get us going here.

President Rouillard: While we are waiting, perhaps this is the time to consider any other business, are there any items from the floor people would like to bring up and discuss?

Senator Molitor: I just would like people to be aware of a potential issue that we discovered in my department Monday afternoon. It turns out that there were a couple days last semester during early registration for Fall 2013 when the system was not catching prerequisites for courses students were signing up for, and we have a couple of students signing up for courses for which they did not have proper prerequisites. Supposedly, the Registrar's Office caught this error and fixed it, but we still have found a couple of students this week (second week in the semester) that are registered for courses for which they did not have the appropriate prerequisites. We are rapidly taking action on that and of course, we have a few days left before the add/drop deadline.

Senator Thompson-Casado: I would just like to bring up the issue on advising again. Kudos to them for getting students advised because it is very hard, I've been doing it for 20 years. I found out the Thursday before classes started on Monday that the Honors' advisors were taken away and now I am the Honors advisor. Wednesday I am going to be advising an Honor student and I had no notice of this. There was no communication of this and I had no training.

President Rouillard: Is there anyone else who is in this position?

Professor Hey: President Rouillard, I am not in this position, but my college doesn't have a success coach from what I heard.

President Rouillard: I think not all the colleges have them. I think there are four colleges.

Senator Unknown: What are the four colleges? I know the idea, but can you list them?

President Rouillard: YouCollege, UTXnet, CALL, COGS, and Honors.

Senator Lundquist: So, is every student coming in from a portal or are they just special populations?

Provost Scarborough: Every student is theoretically assigned to one of those five. The well-prepared students, the online students, adult students, graduate students, and all others that fall into YouCollege which is going to spend a disproportionate amount of their time initially on underprepared students, those who need developmental education which some call "aspiring students," so pick your favorite term. It is those who need some special help we will be focusing on this year.

Senator Lundquist: My department is one that will be advising Honor students; I think that is appropriate. I think we should be advising Honor students who are doing honors in English. But it is still unclear about what the Honors requirements are. I think eventually it will be very good to have academic advisors and success coaches. I think academic advisors sometimes really get bogged down with trying to solve negotiating the university problems that don't have much to do with academics. So it seems appropriate that success coaches should take over that responsibility. I would appreciate at some point hearing from the Honors College in order to understand what this shift is and what our responsibilities are

toward these Honor students that we know we will be advising, not only for their work in our departments but for their Honors requirements.

Past-President Dowd: I would like to expand on the comments from Senator Lundquist. First, as Senator Lundquist established, departmental advisors are the appropriate individuals to guide students pursuing Departmental Honors. But what about students pursuing University Honors? Recent actions regarding the Honors College have created significant additional costs that need to be recognized by the university community. As background, recall that during this past summer Dr. Ransom [Honors College Dean] eliminated the two Advisors in the Honors College. Are we to believe that Dr. Ransom will personally be advising each and every Honors student as they pursue University Honors? In my opinion, it is not possible for Dr. Ransom to serve as an advisor in such circumstances. If that is the case, do you and Dr. Ransom believe that students do not need to consult advisors when pursuing University Honors? Or is it the case that you and Dr. Ransom expect departmental advisors to now perform this duty – in addition to all of their other assigned duties? If that is the case, then by administrative fiat Dr. Ransom has simply shifted the cost of advising from two individuals in the Honors College to each and every advisor for each of our 100 or so undergraduate programs. It is striking that Dr. Ransom did not recognize apparent gross inefficiencies – in terms of time and effort – her decision will create across this entire university.

Provost Scarborough: I couldn't agree with you more, so I will look into it. The way it is supposed to work is that the so-called "level one" advisor for an Honor student is supposed to be performed by one of the success coaches (disk change)...

Senator Keith: I would just say that at least for the Tri College at least for the college of LLSS level 3 advising was actually level 2 advising. Once a student declared a major the primary advisor was a faculty advisor. If you look at engineering which is always thrown out as the prime example of how we all should be, Engineering is different from our college because our college has lots of different majors and lots of different minors. I think it would be more efficient to allow faculty within the department to do advising at level 2 rather than rely on professional advisors.

Provost Scarborough: My guess is that each college is allowed the discretion to make those. The idea is to create a team that understands what everybody is going to do.

Vice Provost Barrett: I am going to go off topic a little bit. I have a different comment so I hope I am not interrupting the flow on advising. All faculty will be receiving an email this Friday from the University Registrar's Office. The purpose of that email is to outline the procedures for imputing if a student is registered for your course and has never attended. Currently, a lot of faculty don't do this. Please, please, please do it. Get the word out that it is important to do. The Registrar is going to open up the midterm grading option on Banner on Tuesday so you can input it then. If they never attended you should put in the first day of class as the last day of attendance, so August 19th would be the day that you would input. Please put a zero in the box for number of hours attended. I am also going to bring this up in front of the chairs tomorrow at the ALT meeting. Why does this matter? It matters because it's important to keep us in compliance with federal financial aid regulations. We have to document a student's registration and active participation every term and if a student does not attend his/her financial aid must be revised. You might say, "So what, who cares?" It matters to us as an institution not merely as a matter of compliance because it creates a financial liability issue. If financial aid is given to a student who doesn't deserve it because he/she is not attending, we are liable for it. We have to make a payment back to

the federal government every year when we mess this up and that is just money we are throwing away, because it went to the student and we did not account for it.

Senator Lundquist: Can I ask a question and make a suggestion?

Vice Provost Barrett: Yes.

Senator Lundquist: When those emails go out they always talk about midterm grades. Number 1, it is not midterm and 2, it is not grading. So I get floods of emails saying, “So, am I supposed to grade my student now?” So if you can just call it attendance reporting or something else, some of the confusion will go away.

Vice Provost Barrett: I will see if we can make a change with that between now and Friday when the email goes out. I don’t know if that’s going to be possible or not, but I will certainly try. But, bottom-line, it has nothing to do with your grading, you are absolutely right.

Senator Lundquist: I think more people would do it if they knew what it was they are supposed to be doing.

Senator Ohlinger: Just from the College of Pharmacy I want to clarify some advising issues. It seems to me that based on some of the comments I’m hearing that there is a perception that this level of advising you have to start here then you have to go there, you have to go through these steps or something. At least within the College of Pharmacy students have professional advisors within Student Affairs. But each student also has a faculty advisor and those students that are Honor students have faculty advisors that are Honors advisors. So, it is not something that you have to go through a particular progression or series of events; if any students on any given day have a question about registering for a particular math session they go to a professional advisor. If they have a question about what Summer internship to look for they would go to their faculty advisor. I don’t know if that helps to clear things up a little bit, but that is just one example of one college.

Senator Quinn: What I think what’s important is, who is making that decision about which advisor to go to because if it’s an 18-year-old freshman they get attached to someone and then they will go visit that person until you tell them to go see someone else. Are they clear about who they should seek as far as coaches’ first, then professional advisors and major advisors? I mean, that might be a hard challenge.

Provost Scarborough: I think the way we are communicating to people is we want them to function as a team and the way they operate may be a little different in each college. The success coaches are going to be managed by the Portal College because they do so much more. It is only a very small part of their job responsibility, low level advising. It is really problem solving proactively such as, “Here is the tutoring center. A student organization might help you get connected. To deal with your home sickness is this. If you experience this problem you know our Counselor Center is here. I will really encourage you to make an appointment, can I help you do that?” Their job is more like that.

President Rouillard: Past-President Dowd, do you have something to say before we begin with Dr. Cruickshank’s presentation?

Past-President Dowd: I have a question regarding Vice Provost Barrett’s point. When does the University of Toledo actually have to report such data to the federal government?

Vice Provost Barrett: To be completely honest, I am still waiting to receive all the regulations so I can master them. But the sense I've gotten so far is there's actually a fair amount of flexibility given from the government for how each individual school chooses to do its monitoring, so there is some play there. I have gotten the rules from several different schools, and from what I am looking at they each take slightly different approaches. I am not aware of a hard and fast deadline - it is just a general requirement to keep track of it, update, and report back.

Past-President Dowd: Every faculty member is aware that we need to provide this information when submitting course grades. But is there really a need to guess at such information at the end of the second week of classes?

Vice Provost Barrett: The short answer is, yes.

Past-President Dowd: Why?

Vice Provost Barrett: I understand.

Past-President Dowd: I am not trying to be provocative. I am just trying to understand why the administration is asking for such information in the second week of classes.

Vice Provost Barrett: The "why" is that we are liable when money goes out when it is not supposed to. You must understand when the aid gets disbursed. Part of it gets disbursed at the end of the term, usually, and it gets disbursed early on, and so if students aren't attending then the government wants to adjust their Pell Grants, and things like it, because Pell Grants are adjusted; so if you take 12 credit hrs. and you end up showing up for only 9 credit hrs., you will actually have your Pell Grant reduced by 25%.

Past-President Dowd: But there are a number of issues at play here. For example, this semester I teach a class of 80 students. On any given day I have seventy-five or so students attending class. But I don't know, or could not identify who the other five students are.

Vice Provost Barrett: Could I suggest?

Past-President Dowd: No, what you are asking is for us to start taking attendance.

Vice Provost Barrett: At least for one day.

Past-President Dowd: Why?

Senator Regimbal: Well, how would you know if they aren't there if you take attendance for only one day?

Past-President Dowd: One day? Which day? I understand your motivation but there are problems making this operational. On that one day faculty members will have to hope, pray, and do superstitious dancing that they get it absolutely right. Because what if a faculty member says "this student has stopped attending class" and that student's financial aid is reduced when, in reality, that student was just sick that day?

Vice Provost Barrett: I understand that it is a new regulation that creates headaches for faculty. You could do attendance regularly, which we do in the Law school. However Law and Medicine don't have to do this reporting; they are exempt.

Past-President Dowd: As I understand university rules, no faculty member is required to take attendance?

Vice Provost Barrett: No, I mean from the federal reporting requirement. You can do this any number of ways: You can take attendance. You can take attendance once and follow up by sending an email to the students that did not show up that particular day. I am not saying you have to do it every day. You can send an email to each of your students asking them if they are attending if you have a large class and you don't know; I suspect passing out an attendance sheet is less of a burden than that. In any event, we have an obligation that is imposed on us. The government allows us to fulfill it and gives us flexibility with how we do our accounting, but the burden is on us to do an accounting.

Senator Regimbal: Vice Provost Barrett, what is the last day at which you can withdraw? So I am there for the first two weeks.

Vice Provost Barrett: I think that is why they are opening the system up on the 3rd because isn't that around when add/drop ends?

Senator Regimbal: I am not talking about add/drop I am talking about withdrawing. So I scam the system because I know when you can withdraw; so I stay in until the time you take attendance and then I withdraw.

Vice Provost Barrett: It is October 25th.

Provost Scarborough: What we are trying to do is simply show reasonable due diligence because that is all we have to show in order to be able to keep the funding.

Vice Provost Barrett: This is where I am not totally up to speed yet. I think there are some secondary follow-up requirements and so we might have to do a secondary check around mid-October.

Senator Regimbal: When will they have the last day to sign in to class?

Group of Senators: Monday.

Vice Provost Barrett: Add/drop ends the end of this week, basically. If they never attended they can't be added into the class after this week. So for the never attended it is pretty easy; we can figure that out now or as of the end of this week which is why we are opening the system up. If they cease attending you are supposed to follow up and let us know that too. I haven't come up with a hard date or anything on that and that is one reason I am looking into the regulations. Ceasing attending is a second issue which involves "gaming" the system. Somebody can cease attending in November and we are supposed to keep track of that, but the never attended is a pretty bright line, once the add/drop is closed if they are not attending we need to know.

Senator Unknown: If we can establish a deadline each semester and know in advance the importance of this never attending because I have a problem with my syllabi all of a sudden. I do a lot of online teaching and a lot of this is individual learning. So I can see a major problem coming here. In my syllabus I give them a date and I can't remember what it is, but to me a syllabus is a contract. Now, I am going to have to

change the date and it is going to be awkward for this semester. So, if we know how many weeks into a semester we have to report attendance maybe someone else might find this helpful but certainly I will need to know this.

Vice Provost Barrett: Well, an online course certainly presents added difficulties. Until they log in and do something it is hard to know if they are attending and so that is something I have to dig a little deeper on. As I learn more I will come and give a full presentation on this going forward because there's obviously going to be some tweaks we are going to want to work out. But to the degree we can, we have to do something and that is happening next week, so getting some data in there will be good. When you have your first assignment due for an online course that might be the first time you can actually report something for now and we will use that for this semester and we will move forward and improve on it for next semester.

President Rouillard: So, Provost Barrett, please consider yourself invited to a future Senate meeting to continue this discussion. First of all, thank you, Senator Teclehaimanot for getting the presentation up and running and so I will turn it over to Dr. Cruickshank to talk to us about the latest enrollment figures.

Dr. Cruickshank: This morning I gave a similar presentation to the Academic Student Affairs Committee and the Board of Trustees. I've taken out a bunch of slides I felt were extraneous for this meeting and I got about 15-16 slides to share with you about enrollment here for the Fall.

I would like to start with giving you a little background context because I think it is important for us to understand a couple realities here at UT. The first is that our direct from high school population has traditionally been our majority population. What that means is there are many different student types that enroll here at UT. There are adult learners, online learners, graduate students, direct from high school students and between 60-65% of our undergraduate students over the last five years has been this direct from high school population and that is 18-22 year-old young people that enroll at The University of Toledo coming directly from high school. That has been our majority population and we have spent the majority of our resources: human resources, admissions offices, and our marketing and recruiting dollars towards attracting and recruiting and serving this type of student. It is also noteworthy that the majority of the students that enroll here at The University of Toledo in this majority population come from Ohio and from Michigan. That's relevant because we have some challenges within these two states. This chart depicts the number of high school graduates in the state of Ohio over the last several years. The red line depicts the class of 2013, the students that started at our university just a couple weeks ago. Similarly, in the state of Michigan there's also been this drastic decrease in the number of students enrolling directly from high school and we anticipate that continuing to get worse in Michigan. Why is that? Well, if you look at data from the National Center for Health statistics and birthrates in the mid-West there's been a pretty ...decrease in population growth with new folks. The red line represents 1995 so that's 18-year-olds enrolling in college today. So, we've got a couple years ahead of us based on this data of some ongoing challenges. In years moving forward, in the Western Interstate Commission for Higher Education, these are the mid-Western states that was referred to in the previous slide. The orange bar represents where we anticipate being 2014-2015, the yellow bar represents 2019-2020, and the red bar represents 2024-2025. So, if you look at the state of Ohio, we anticipate having continued decreases in enrollment of high school graduates in Ohio. Michigan is even more pronounced and the only states within this region in the US that anticipate having an increase in high school graduates are Indiana, Kansas, and I think Nebraska. So here is our predicted results for our new direct from high school

population for the Fall of 2013: We are anticipating somewhere around 3,100 students coming directly from high school and last year's was 3126 and so we are anticipating down 24 students. You can see the history back from 2009 forward. It is important to keep an eye on this and understand that in 2008 and earlier I think that if we extended the graph earlier you see even higher enrollments, I think our peak was around 3900. So, we've had this decrease in the number of enrolled freshman year, and in a moment it will make sense while I share some other information with you, so keep that in mind. Now, it is not all bad news. There are some really good things that happened this year with new student enrollment. The first of which, I would like to share some information about the freshman class profile. Traditionally, when institutions share enrollment information they talk about their freshman class profile and we report this data with the U.S. News and World Report, the Common Data Set, and other organizations. The good news is that our G.P.A. is up to 3.22, our A.C.T is up to 22.16, our expected family contribution and that means when a student files a FAFSA and it goes through the federal methodology of computing what the family should be able to pay it is up by \$1600 to around \$7500. According to the federal government on average our families should be able to pay \$7500 out of their own pockets to contribute to a UT education. Our parental/family income is up \$8500, it is up to almost \$80K. The average family of a freshman here at UT earns a family income of around 80K. The net tuition revenue is up to almost \$1M. So, although we enrolled 20 or so fewer freshmen a year ago we've been able to generate about \$1M more in revenue. Now, you might say, "Cam, how is that possible? How did we do that? How can we have fewer students and generate more money?" Well, a couple of ways. First, notice that the number of students that we enrolled from out of state is up. So we are up by 133 students. The out-of-state tuition rate compared to that out-of-state surcharge compared to our in-state tuition rate is about equal. What it means is it is about equal to enrolling 133 additional students because we got those 133 from out of state. The net tuition revenue speaks to the point that we have a sticker price of tuition rate but a vast majority of our students get some kind of discount so we give them what is known as Merit Scholarships (recruitment scholarships) that offset the cost of education for a student to come to The University of Toledo. So you can take the gross tuition and you subtract those merit scholarships we award to students and what you are left with is...and as you can see the net tuition is up by \$1M and our discount rate is down by 1.5%. That means how much money we gave the student in scholarship money is down a little bit. This is fairly good news both from an academic profile perspective and the type of student we are able to enroll. As you know, one of the Senators earlier today was talking about these challenges that students are facing and they are working really hard. If we are able to attract the kind of student that has the ability to pay then that really can help our retention rate and our student's success rate over the long haul. Another positive thing, the first and second year retention rate for the students that entered last year is up to 66.4%. A year ago it was only 62%. Now our goal for the students that just enrolled here in the entering class of 2013 we are going to try to get that up to 70%, but this is pretty significant to have a one year increase in first year retention of 4.4% is really good. That goes a lot to the service we provide the students, the instruction provided to them, the outreach we provided that helped students re-enroll, the FAFSA campaigns and readmit campaigns and scheduling campaigns and all the different communications we sent out to students have been helpful. This is also a byproduct of the implementation of a minimum A.C.T of 15. A year ago in the Spring of 2012 the institution made a decision to implement a minimum A.C.T. score of 15 and that was implemented a year ago and now we are starting to see the benefits of that from a student success perspective. We are being able to make sure we are enrolling students that have the ability to be successful here at UT. Another bright spot is the international student enrollment; this is the new international student enrollment here at UT. The red line at the top represents

total new international students. The purple line that zigzags down a little bit represents our new graduate international students. The blue line represents degree-seeking graduates students. I don't know how many folks are aware of the American Language Institute, but it is a great resource for us so when we travel abroad and Mark Schroeder, Director from International Admission travels all over the world and generates interest in UT and we actively try to recruit and enroll students who are degree-seeking undergraduates that are able to enter into one of our academic colleges immediately. Many of those students are able to enroll into our academic colleges and that is the 166 students you see here. But some of those students need additional English language training for preparation before being fully admitted at The University of Toledo. So we admit these students conditionally. Conditional upon the American Language Institute's program and then they are able to enroll at UT as degree-seeking students. So in other words, we have 126 new students that enrolled in the American Language Institute this Fall that are completing their preparation of the English language skill and we will be able to enroll into degree-seeking graduates here very soon. We have a history of 87% of these students are conditionally admitted at UT and complete an ALI and enroll as degree-seeking graduates at Toledo. So, that is a good benefit that we have for our students. Another bright spot is students studying 100% online. We have thousands of students that take at least one online course here at UT. We have about 10K undergraduates many of whom are studying on the Main Campus and they take 3 or 4 classes in the face-to-face environment and then they take 1-3 courses online. These data represent students that are not coming to campus. These are students that are studying 100% online. We've been hovering around 4K students the last three to four years and we are pleased to report that we had a spike in the total students that are studying 100% online this year. What's the bottom line, right? Here is what we are estimating now. Remember this is a moving target and the numbers change every day until after the 15th day of census we are not going to know for sure, but this is my best guess as of last night. I am projecting continuing undergraduates, about 10,700 and that is about 500 students fewer than a year ago. Continuing graduate professional students up a little bit. New undergraduate down by 300 and new grad and professional down a little bit. So, when you look at the bottom line, last year we enrolled 25,500 headcount and this year we are looking at around 21,650 so that is a difference, about 850. The biggest difference that you look at it is with the continuing undergraduates. So of the 850 student difference between this Fall and last Fall, 574 of them are with continuing undergraduates. I'm going to give you a little bit of an insight to why that happened. It does reconcile, right? A minute ago we were just complaining about our retention of first and second year students of 66.6% and now you are saying we have fewer returning students so how is that possible? Well, it is possible because remember the data I showed you earlier where we've had these declining numbers of freshman classes? And then around 2008-2009 we had our large freshman class. Well, those students are now graduated, okay. And we had fairly number of students that left UT with a degree and moved on to other things and we had smaller freshman classes. So what this chart represents is the fact that when you look at Fall enrollment for the last several years and you only look at students who are freshmen, sophomores, and juniors, therefore, they are likely to be able to return, complete, or continue their undergraduate education. Last year we had 1200 students fewer than the previous 3 years. So, we had fewer continuing students that could re-enroll and although we had 66% of our freshmen that re-enrolled we just didn't have the same volume of students that could potentially re-enroll in the Fall of 2013. And I am sorry to tell you that this is going to be worse next year because here in the Fall of 2013 the last I ran these numbers at the end of last week we have about 10,100 freshmen, sophomores, and juniors that enrolled at UT this Fall that can potentially re-enroll next Fall. Unfortunately, this is not something that is going to go away anytime soon. Now, there are some things we can do to mitigate that

like enroll some new adult learners etc., but, this phenomenon is going to continue for at least another year. I will pause there for questions concerning comments, questions, and clarification.

Senator Unknown: My question is about the students that are 100% online. What can you tell us about those students? Are they seeking degrees? Are they taking a collection of classes? Are they fulltime?

Dr. Cruickshank: I think there is a mix there. We have I think 26 degree programs available 100% online. We've got several certificate programs. Certainly the majority of these learners are adult learners and my experience of serving adult learners is that they don't go fulltime, so I would then bet that the majority of these students are at least half-time or quarter-time and not fulltime. Once all this data settles down we will get into the FTEs' because that is headcount, it's not FTE. That is a great question.

Senator Unknown: Well, that is similar to my question. Do we track them by retention and completion? And is the state share divided up the same way for those types of students?

Dr. Cruickshank: For students who are residents in the state of Ohio the state share of instruction counts the same whether they are face-to-face or online. I can tell you that it took several months to get any good data on the online students. We, as an institution have not done a good job of tracking, not just online students but these different student types such as adult learners compared to true freshmen compared to online. I can assure you that as we fully implement the portal college strategy and we make sure we provide the services that are needed for these different student types that have different needs and expectations we will track all of those things when we move forward, but to date, I don't think we've done a really good job yet.

Senator Thompson: Has there been any analysis with any MAC schools in Ohio? Looking at our data compared to theirs and saying, "Are their numbers really true in growing and will ours grow again?"

Dr. Cruickshank: I have not done that yet.

Provost Scarborough: We did it last year and we will do it as soon as we get the sufficient number.

Past President Dowd: Dr. Cruickshank, for the characteristics you described for incoming freshman, including family contribution and family income, would expand with specific details on how your efforts have changed the demographic characteristics of freshman with respect to race, gender, location, etc. of our new students?

Dr. Cruickshank: I will tell you that when we get the full report here. I can't tell you exactly about the demographics and the race, I can tell you that they still come from the golden triangle.

Past President Dowd: You must have already analyzed changes in such demographic characteristics since you presented part of that data today.

Provost Scarborough: We have it, but we have not analyzed it yet.

Dr. Cruickshank: We are looking at the data that I presented. At this point where we are at in the academic year that was what I was most interested in presenting today. So in the future when we have the full final number, when we know exactly how many students we have we will do that full analysis and share that with you.

Senator Unknown: Have you yet seen a trend as to which colleges international students are enrolling in? Like, are they enrolling in an array of colleges here or are there two or three colleges that are more popular to them? Where are most of them coming from?

Dr. Cruickshank: I am sorry I had several slides this morning and I deleted those slides from this deck because I didn't think I would have enough time. The degree programs I think a lot of them are STEM programs such as Engineering, Business, and hard Sciences. The countries and I am going off my memory from this morning, top countries are, China, Iran, South Korea and India. What I will do, when I send this deck to Quinetta I will include those international slides that I shared this morning with the Board and you can take a look at those.

Senator Barnes: I appreciate your presentation. I just want to say, as someone with roots in the working class, in the presentation where you say that it is "good news" that we now have wealthier families who are able to contribute more didn't feel like "good news" to me. It felt like poor students are not coming here. I know that is not necessarily how you meant it, but for someone who chose to come back and teach here in programs that serve students who were not well served by public education so far, I will repeat my cry earlier, we lose a lot when we lose working class students. I really hope that as we move forward in the enrollment initiatives that we carve out a space at our open enrollment public institution for students who are financially challenged. That is the heart and soul of the Toledo community and for a lot of us who are educators really that is where our hearts and souls are as well.

Provost Scarborough: As Dr. Cruickshank collects his thoughts I would like to add something that I want to say. I couldn't agree with you more. One of the most interesting facts that I remind myself that this is the issue that we are most divided on as a university. When Cam did this presentation we know that roughly population 50% of our population will feel as you did and there's another 50% of our population that would say, "yes, that is the right path." We are divided on this issue and we know because we use a lot of different... to get a lot of people's perceptions on should we, shouldn't we. I would say this, we have organized ourselves to give up on most people. You saw the greatest number of success coaches is assigned to YouCollege which is the entity that is working with underprepared and developmental students. The idea is to try to give them every possible chance to get them in. We even had an alternative admissions program during the Summer. Even for those students that have less than 15 A.C.T; we developed a program where they can prove they can handle developmental math and English and earn their way. We've got about 15-16 students which are taking advantage of that. I felt good because it provided a path. Now, what the other side will say is, you do these students no good if you let them in knowing that 99 out of 100 are going to fail and you are going to fill them up with debt and they are going to never be able to climb out of debt so that is the other side of the argument which is having an A.C.T. cutoff. But I am as you are, I like the idea of a public university giving people a chance.

Senator Barnes: I am also talking about the income situation, not the A.C.T score, because there are a lot of really bright students that are financially prohibited from coming here, which is not an A.C.T issue, but rather a financial issue. Really I don't mean to be causing trouble here; I just want to say that when you say that [higher income people are coming here] is good news it is heartbreaking to me because it isn't good news to me.

Dr. Cruickshank: You said you came from a lower class family, so did I. My mom was on social services growing up, I get it. I went through public education myself. From an institutional perspective though given our drastic financial perspective...

Senator Barnes: From a financial perspective is not the same as from a mission perspective.

Dr. Cruickshank: I'm not here to talk about mission.

Senator Barnes: Well, we are all a team and that is a part of it.

Dr. Cruickshank: I understand. We are not discriminating against anybody and we are not keeping anybody out, but Provost Scarborough's point is well taken. I spent eleven years as a football coach and I went into families' houses and talked to students about enrolling in higher education and when families can't afford to come and their family's income is \$20K a year and we are asking them to pay \$12K to come here that is a financial hardship that we shouldn't be asking families to do. In some cases there are better options for students than spend 60-80% of annual family income to go to UT.

Past-President Dowd: Regarding the issue of enrollment, we have talked about many issues. But we have not talked about university leadership in terms of who enrolls at UT. This is the issue I raised earlier and that which Senator Barnes is raising now. We are the University of Toledo. Are we going to provide an education for the young men and women of Toledo? We can try to feel good about ourselves by talking about the mission of The University of Toledo as somehow "improving the human condition." But if you want to talk about a true mission in far less lofty or aggrandized terms, our mission is about giving our students a better shot at life. And that means providing the young men and women of Toledo access to Toledo's university. That is the reason why I asked for details on changes to the demographics data. I hope you will come back and report such data to Senate and I hope that the leadership of this university is not abandoning particular groups of students.

Provost Scarborough: All I am trying to say is we don't believe in turning our backs due to income.

Past President Dowd: Will you provide the data to the Faculty Senate?

Provost Scarborough: Yes, but let's prepare ourselves psychologically for what we are going to see. Probably what we are going to see if we cut off the 15 ACT that there is going to be a disproportionate impact on probably underrepresented and lower income groups. Not because we didn't do everything possible from a financial aid standpoint or proving alternative ways to take the development in math they need. If they can't pass that developmental math or English with all the resources focused on them, chances are they are not ready for what we are going to throw at them as a university. We just can't do enough because we can do everything we need to do and they can't bring to the table then all we're going to do is load them up with debt. All I am trying to say is, all of our hearts are in the right place but it is just a tough situation.

President Rouillard: Just a final question and I understand numbers change every day, do you have a final FTE and head count for us in terms of the percentage we are down?

Dr. Cruickshank: As of the last report I got from the...which was data from Friday. And as of Friday we were down 2.98% FTE. It can go up or down in the next week.

President Rouillard: Anything else? Is there a move to adjourn? Meeting adjourned at 6:00 p.m.

IV. Meeting adjourned at 6:00 p. m.

Respectfully submitted,
Lucy Duhon, Executive Secretary

Tape Summary:
Quinetta Hubbard, Administrative Secretary