

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of November 29, 2022**  
**FACULTY SENATE**

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

Approved @ FS on 12/13/2022

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**Summary of Discussion**

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

<<Experiencing Technical Difficulties>>

**President Insch:** Secretary Coulter-Harris, are you ready to start?

**Secretary Coulter-Harris:** Yes, I am. Good afternoon, Senators. I will now call the roll.

**Present:** Ammon Allred, Elissar Andari, Peter Andreanna, Tomer Avidor-Reiss, Gabriella Baki, Bruce Bamber, Sheri Benton, Terry Bigioni, Jillian Bornak, Carmen Cioc, Daniel Compora, Deborah Coulter-Harris, Vicki Dagostino-Kalniz, Lucy Duhon, Anthony Edgington, Collin Gilstrap, Karen Green, Sally Harmych, Cindy Herrera, Mitchell Howard, Jason Huntley, Gary Insch, Alap Jayatissa, Catherine Johnson, Michael Kistner, Lauren Koch, David Krantz, David Kujawa, Patrick Lawrence, Glenn Lipscomb, Kimberly McBride, Alexia Metz, Mohamad Moussa, Julie Murphy, Kimberly Nigem, Grant Norte, Carla Pattin, Elaine Reeves, Jennifer Reynolds, Paul Schaefer, Barry Scheuermann, Kathy Shan, Puneet Sindwani, Suzanne Smith, Robert Steven, Lee Strang, Steven Sucheck (Mike Young), Weiqing Sun, Jami Taylor, Berhane Teclehaimanot, Robert Topp, James Van hook, Jerry Van Hoy, Randall Vesely, Donald Wedding.

**Excused Absences:** Jillian Bornak, Jennifer Reynolds, Linda Rouillard, Samir Hefzy

**Unexcused Absent:** Prabir Chaudhuri, Greg Gilchrist (for Eric Chaffe), Hossein Elgafy, Ahmed El-Zawahry, Amanda Murray, Yvette Perry, Stan Stepkowski

**Secretary Coulter-Harris cont'd:** We have a quorum.

**President Insch:** Can you hear me now?

**Senator Coulter-Harris:** Yes. Can you hear me? We have a quorum.

**President Insch:** We can hear you fine; it's just the technology. Luckily I did Shakespeare in a 500-piece outdoor theater so I can actually do this. Thank you, Secretary Coulter-Harris.

**Senator Coulter-Harris:** Thank you.

**President Insch:** Senator Herrera is in the room so she is here. I think you might have skipped her.

**Senator Coulter-Harris:** Cindy?

**President Insch:** Herrera.

**Senator Coulter-Harris:** Yes, I got her.

**President Insch:** Okay, awesome. Well, thank you everyone for being here. I appreciate those who are here with us on campus. We have just a couple of quick items to get to, and we can get to some of the issues here. First one is to adopt the agenda. So if I could get a motion to adopt the agenda?

**Senator Avidor-Reiss:** So moved.

**Senator Huntley:** Second.

**President Insch:** All in favor of adopting the agenda say, ‘aye,’ or put ‘yes’ in the Chat. If you're against, ‘nay.’ If you would like to abstain, put an ‘a’ in the Chat. That is passed. *Agenda Adopted.*

We also have the Minutes from November 1<sup>st</sup>. My apologies that the Minutes are taking a little longer. That meeting in particular went really long. If you remember, that was Matt explaining the finances to us. So, can I have a motion to approve the Minutes of November 1, 2022?

**Senator Herrera:** So moved.

**Senator Avidor-Reiss:** Second.

**President Insch:** Any discussion on the Minutes, or changes, or updates from anyone? All in favor say, aye.’ Any opposed? Put ‘yes,’ or ‘no,’ or ‘a’ for abstaining in the Chat. I’m going to make an assumption that that one passed as well.

I will quickly give the Executive Committee report: I would like to start this report by providing a quick update on some of our committees. The Recruitment and Retention committee and all of its subcommittees have been actively engaged in collecting and analyzing a lot of data. They will be presenting their preliminary findings and suggestions to the Faculty Senate this afternoon. They will continue their work with the goal of presenting their actions items to the administration next semester. We thank the many faculty members who are serving on the committee and those who took to the time to fill out the surveys. We also acknowledge and thank the many administrators who have been working with the committee.

This committee has been generating a lot of discussion and traction. Largely due to the Recruitment and Retention committee’s frequent and persistent questions regarding the University of Toledo’s current practices, the administration in President Postel’s works “blew up the Recruiting Council” which was the previous group responsible for UToledo’s recruitment efforts. A new group is being formed with each dean identifying a representative from their college with the interest and experience to be their representative to the University committee. President Postel issued the invitation for Faculty Senate representation on the committee as well. I am sure we will hear more about this from the Provost and the Recruitment and Retention committee as things progress.

The Budget committee presented its initial findings at our last meeting. The committee is now tasked with gathering information regarding the membership of each of the colleges’ respective budget committees and the process by which members were selected. Also, a reminder that Matt Schroeder’s presentation and the various budget documents are available on the MyUT portal. Go to the Employee tab and on the right-hand side, you will find Incentive Based Budget Information under the Workplace Tools heading.

Senator Topp and I met with Bill McCreary, Angela Paprocki and Mike Haar to discuss the various technology issues facing faculty, including researching technology that would allow for an enhanced student experience when running hybrid classes with synchronous online student participation. An important take-away from the meeting was the need to gather more information on specific faculty needs. I believe that many colleges already have a technology committee. Our next step will be looking at the

possibility of a Faculty Senate Technology committee to lead in the gathering of this information and serve as the conduit to the administration regarding next steps. If you are interested in participating in this process, please let me know.

In our meeting with President Postel, he indicated that the University is still negotiating with ProMedica regarding UToledo's current contract with them. He told us that UToledo is trying to find a path forward to resolving the outstanding challenges, but that negotiations are moving at a snail's pace.

President Postel also discussed the progress on UT Health which is an entity that coordinates the activities of the Hospital and the UT Physicians Group. The hope is that this entity will help develop shared strategies and coordination between these two groups. Recently, an interim Chief Physician Executive was named to lead this initiative and a national search for this position will start shortly.

The Dean's evaluation process is moving along nicely. The survey has been formatted thanks to Lisa Taylor in the Office of Institutional Effectiveness. The survey will be sent to the respective deans soon for their comments. We are on track to launch the Dean's evaluation survey during the first two weeks of February.

Dr. Cyrus Hagigat has agreed to chair the Elections Committee. His committee is currently vetting the University faculty list for Senate eligibility. Based on the final list, his committee in conjunction with the Faculty Senate Executive Committee will review the Senate apportionment of Senate seats and bring a proposal for changes, if one is required, to the full Senate.

An important reminder is that we are working on a shortened timeline for the approval of new and/or revised courses and programs. There are a number of these requests in the pipeline. It is critical that if your college has any course or program approval needs for next academic year that they be put into the CIM system as soon as possible so they can be reviewed and voted on in a timely manner. Thank you!

Lastly, I hope you all had a restful, productive and joyous Thanksgiving break. Our last meeting of the semester will be held on December 13<sup>th</sup>.

That concludes our reports. Are there any questions? Or are there any committee members who would like to add something? Anything happening on Chat there, Past-President Bigioni?

**Past-President Bigioni:** No.

**President Insch:** Okay, great. Well, we can reach out to them and see if there are people individually. I appreciate that information. Any other comments, questions from committee members? All right, we will move to our reports. The first report is from Provost Dickson.

**Provost Dickson:** Hello. How are you?

**President Insch:** Thank you, Provost.

**Provost Dickson:** Let me pull up my notes here. Good afternoon, everyone, President Insch, President-Elect Rouillard who is not here, Executive Committee and Senate members. First of all, I hope everyone

enjoyed the long holiday weekend. It's really hard to believe that it's almost December and we're into the final stretch of the academic year. It's going to go fast.

I have a few updates since we last met. First of all, I look forward to hearing what the Recruitment and Retention Committee has to say today in the presentation, and I look forward to the ways in which we can all work together in this important area. As I've mentioned before, we've got quite a bit going on, in both areas of recruitment and retention as we continue to build structure and create form to service into the future. I'll review a couple of things we've been working on in the last few weeks.

As you know, there's also a lot of other stuff going on in the institution. Academic Affairs continues to partner with Enrollment Management and Marketing and Communication on several initiatives. Last week or the week before, I believe, the deans and their key communicators participated in yield workshops. During these yield workshops, they began to develop targeted marketing strategies for their colleges. They were half-day sessions that were a good start in building partnerships with both Admissions and Marketing to meet the needs of the individual colleges, and hopefully to strengthen recruiting. Enrollment Management is also leading the Arts and Science project. This project has two separate initiatives. The first is a financial aid study to look at how we award aid and discount, and see if we're providing aid in a way that best serves the students in the University. As you all know, our goal is to grow enrollment without unnecessarily discounting and thereby, hopefully we can increase net tuition revenue without sacrificing enrollment or aid where it's most needed. Once this analysis is complete, we will consider the recommendations and make decisions moving forward. And of course, this work is coming out of Dave Meredith's 'shop.'

The second, much larger project is a positioning study. Art and Science group has asked us to put together several large groups to work with them on this project. Tomer is a member of the working group that will meet with A&S multiple times over the next eight months. The college deans have also been asked to put out a call within their respective colleges for faculty volunteers to participate. This one is going to be a big time commitment. The Art and Science group will interview University of Toledo students, faculty, staff and administrators to understand how we view ourselves and how we'd like for others to view us. They will also interview prospective students to see how the University of Toledo is viewed in that group. They will then share how the two visions align and where we need to make changes in order to align our image. This project is anticipated to conclude late summer, early fall. So, it's going to be a long term project.

We are also in the final stages of the university association professional continuing in online education contracts. Some of you have heard this [be] called UPCEA. This work explores market demand for online programs, and explore strategies for increasing student enrollment, and using an analysis of our existing online portfolio, regional market demand, data and occupational opportunities for growth, opportunities and data. We're also in discussions about how to best manage the online enterprise for the University. There's a lot of work going on along around these lines. This work is also aligning very closely what we've learned from the Huron market analysis data for online possibilities and EAB (Education Advisory Board) data that we've received previously too. So very exciting stuff here.

And, of course, there's my favorite project in all of this, which is the student success, retention and persistence dashboard that IR (Institutional Research) has been working on. I'm happy to report that the dashboard is currently being beta tested with a small group of people, and we anticipate it being ready for

campus-wide viewing by mid-December, fingers crossed. The dashboard is quite robust and it will enable a deep dive into a wider array of student care student characteristics by college, year, degree, department, course, all kinds of demographic information. This kind of information is critical in developing appropriately targeted student success and retention initiatives. It will help us understand what's working, where, with what students, at what point. It is work that's being done across the nation and work that I've presented on quite extensively over the years. It's my understanding that Angela Paproki, my Chief of Staff, has reached out to both Gary and Tomer to schedule both the Faculty Senate and a retention subcommittee demonstration of the dashboard once it's complete. So, Gary and Tomer, please be sure to contact Angela to get this scheduled if she hasn't reached out to you already.

The deans continue to work on their college opportunities in preparation for the December 8<sup>th</sup>, Board of Trustees meeting. This has to do with program prioritization where they would like to start building programs, where they would like to start putting resources. I have to say, I could not be prouder of the work that they've done. The colleges have done an amazing amount of work, the deans, the college offices and some of the faculty in the colleges, depending on how these committees were put together. If you're not aware of the incredible work that's been done in your college around this, I urge you to reach out to your college office for information. I'm hoping that we'll be able to share what we would be presenting to the Board shortly.

So, that is my small update for today. Welcome back for the home stretch. Thank you. I'm happy to answer any questions that you all have for me at this time.

**Senator Jayatissa:** Hello. How are you? I have a question.

**Provost Dickson:** Sure.

**Senator Jayatissa:** We had a series of provosts and presidents changing in the past several years. I remember when Dean Nagi Naganathan was the president. He made it very clear that the University of Toledo will recognize all the research, whether it is funded or not. Now, research is very important for the University, and I don't have to explain you as the provost. Because that gives us many opportunities for the students to learn in this region. However, what is the new policy as the provost and the president? Do you recognize unfunded/funded research or not? That is a very big important thing, because the assignments we are getting from faculty workload is heavy. Our college, for example, they are not going to consider unfunded research in [our] agreement. That creates a lot of pressure on faculty, and really it is a concern.

**Provost Dickson:** So, that is an interesting question. The contract, if you are a union member, the contract does recognize research. That's part of your workload. So the contract breaks up workload into three parts: teaching, professional work and service. So that's the first answer to that question. Of course, research is important. That's the foundation of institutions. We create knowledge and we disseminate knowledge and information. The other piece to that is your college elaborations. Your college elaborations by definition should align with any contract that you work under. So, if there's not a contract, there also should be college policies. So, of course, we recognize research. It's actually built into your workload. So I'm not really sure I'm fully understanding the question.

**Senator Jayatissa:** Okay. Now, this is the second question. They are actually connected to each other. For example, this is a College of Engineering and College of Natural Science and Mathematics. If you see

the professor's workload, they are very, very different in terms of a number of courses, number of research, number of productivity, amount of work and services. We are engaging in a lot of things. Another thing, I talked with faculty in the AAUP Union in Washington. All their professors, tenured, tenured-track, or whatever, workload is 40 hours of work. In my opinion, the workload that is assigned in the College of Engineering is very high, maybe 60 hours per week or 70 hours per week. In fact, you know, I grew up in Sri Lanka, Asian country, and I studied in Japan for my PhD. I came to the US, and you know, America is worse than all other countries about workload and the labor practice. Now it feels like the United States violate that rule. It's federal law, so it's a big issue, I think. So I guess that as the new provost you can propose, you can generate a committee to investigate the workload changes and bad things happening to the working people in the University of Toledo. I think it is timely and important because all the problems go to the deans of the colleges and many, many issues are going to generate because of new things coming. This is very, very important. In fact, if we talk about workload agreement, sometimes it is the punishment from the Provost Office, some counselors come, and you know, it has become some issue for us. So therefore, nobody wants to talk about this issue. It has become a very bad situation.

**Provost Dickson:** So, I have no control over your workload. It's negotiated. It's here, right here in your agreement. So I would suggest that you talked to Don Wedding about workload. The workload is very important, it's recognized by the state, and if we don't follow it, the legislatures are going to come in and do to us what they did to Wright State. I don't think anybody wants that. If your college elaborations are not good, I suggest that you go to your college. But if I were to come in and try to change workload, Don Wedding would be calling me in 10 minutes telling me that I've overstepped my boundaries as management. So, I would love to help you and as a former faculty rights person, I certainly don't disagree with you. But, I'm going to tell you, I am bound by your contract as much as you are.

**Senator Jayatissa:** Yeah, but you can check with the colleges about the different workload issues and a number of hours working in general, or maybe average working hours, or something like that by appointing a committee.

**Provost Dickson:** I'm going to ask you if you think that's my job, because I'm going to tell you, I'm not going to assume to understand the workload in the colleges. It might be that the college should create a committee and then look at their own elaborations. We approve the elaborations, but we don't come up with them. So I understand your frustration and I think it's legitimate. What I'm going to tell you is, I believe the faculty owns this and the faculty should own this. As an administrator, I never want to walk into this space, unless I'm negotiating a contract with you based on terms that we're trying to change.

**Senator Jayatissa:** Oh, okay. I'm sorry to disturb you, but the important thing now, actually now I think it is negotiation time. So, do you think you can include these items in the negotiation table?

**Provost Dickson:** It should come from your side; it should come from the faculty AAUP side to change the workload. It should not be something that I'm doing on your behalf.

**Senator Jayatissa:** Oh, okay. Then I ask the union members to at least consider this situation and check our workload. This situation is happening, in this case, in colleges and departments. It should be 40 hours of work for the faculty members -- that is national and international. Americans support human rights, so therefore, I think they should have respect about workloads.

**Provost Dickson:** Thank you---

**President Insch:** Thank you. I appreciate your comments. I think that the Provost, her time, and unfortunately the Senate's time, this is clearly a union issue. So, what I recommend that you do, and I think the Provost has already said this, you may want to talk to your union representative in your college and talk with Don, he's on the message. I would talk to him about your workload concerns and then have your representation, which is the union, to take that to the administration. So, I appreciate your comments and all that you're doing. I know you're working very hard, but I think that on this particular point, that's really the direction that you need to go at, at this point. So, thank you again for your comments. Are there any other questions for the Provost? All right, I'm not seeing any. Thank you so much Provost Dickson. And as always, we are very grateful for you being here and appreciate your time and all you're doing for all of us. So thank you very much.

**Provost Dickson:** Likewise, and thank you [to] all of you for all the hard work. And I know, we all work way too hard. Thank you. Thank you for that. Bye. Talk to you soon.

**President Insch:** We will now move on to the Faculty Senate Undergraduate Curriculum Committee, Dr. Edgington.

**Senator Edgington:** Thank you very much, President Insch. So if you can all see the report that's in front of you, I will go ahead through the courses. We have three new course proposals and 13 course modifications to review today.

First up is **English 4190/5190, Sociolinguistics**. "Combines linguistic and societal concerns through reading of empirical research; includes issues of language variation and related larger constructs such as speech community, communicative competence, dialect, and language change." Note: "This course already exists as LING 4190/5190. We are offering it as ENGL 4190/5190 so that it more easily fits into the English major, which will make it more accessible to students as an elective."

Our second new course is **THR 4270, Advanced Theatre Management**. "Study and application of professional practices of a specific Theatre Management position, including but not limited to Box Office, House and Production Management, as they pertain to the theatrical production. Emphasis is placed on the duties, responsibilities and procedures from pre-production to post-production planning."

Our last new course is **THR 4420, Advanced Project/Stage Management**. "Study and application of professional practices of the Project/Stage/Company Manager as they pertain to the theatrical production. Emphasis is placed on the duties, responsibilities and procedures from pre-production to post-production planning."

**Senator Edgington cont'd:** I'll go ahead and look at the 13 course modifications and then ask for a vote for the full slate.

### 13 Modifications

Our first modification is **CIVE 3120, Civil Engineering Systems Analysis**. "Course is not repeatable for credit. Modified prerequisites (removed old prereqs, added MATH 2950). Restriction changed to allow only Civil Engineering AND Environmental Engineering students to register."

The second course is **MIME 3420, Fluids Laboratory**. “Course is not repeatable for credit. Prerequisite added (MIME 2700).

**ITEC 2100, Small Computer Systems**. “Updated course description. Modified prereqs (change from CSET 2200 to CSET 1100). Updated syllabus.”

**PSLS 3450, Sales Technologies and Strategies**. “Course is not repeatable for credit. Removing prerequisite BUAD 3010.”

**PSLS 4740, Advanced Sales**. “Course is not repeatable for credit. Change to prereqs (eliminating PSLS 3450).”

**ACCT 3310, Accounting Information Systems and Controls**. “Course is not repeatable for credit. Modified prerequisites (removed BUAD 2020 and added ACCT 3110).”

**INFS 4940, INFS Internship**. “Course name change (Info Systems Internship). Change to credit hours (3 credits). Course is not repeatable for credit.”

**ENGL 4030, Writing Workshop in Nonfictional Prose**. “Course is repeatable up to six credits (change from 3). Course seeking WAC credit (granted in Spring 2022).”

**FILM 4310, Advanced Production**. “Course no longer offered in spring semester. Updated catalog description. Updated prereqs (from requiring both FILM 3510 and FILM 3560 to an option of either course). Updated syllabus.”

**FILM 4320, Film/Video Workshop**. “Change to short title. Elimination of Lecture and addition of Seminar for Schedule Type. No longer offered in Fall or Summer. Updated catalog description. Modified prereqs (now requires instructor permission). Updated syllabus.”

**THR 3710, Directing 1**. “Course not repeatable for credit. Updated Preqs (added THR 4150 as an option). Updated syllabus.”

**GEPL 2110, Maps and Map Analysis**. “Prereqs removed. Updated syllabus.”

**WGST 3010, Global Issues in Women's Studies**. “Students cannot register for more than one section per term. Course not repeatable for credit. Updated syllabus.”

**Senator Edgington cont'd:** Those are our three new course proposals and 13 course modifications. Are there any questions or comments about these courses? Hearing none, I believe we can move to a vote then.

**President Insch:** Yes.

**Senator Edgington:** So in the room, if you can say, yes if you approve, no, if you do not approve, or abstain. In the Chat, the same thing.

**President Insch:** All in favor say, yes. Any opposed? Any abstentions?

**Senator Edgington:** It looks like we have mostly yeses in the Chat and I think I heard mostly yeses in the room, so I believe we have approval.

**President Insch:** Yes, we do. Thank you. *Motion Approved.*

**Senator Edgington:** Thank you very much.



**President Insch:** Now we'll move on to the Academic Programs Committee and Dr. Lawrence.

**Senator Lawrence:** One second, let me just share my screen. We have groups of proposals today to look at. The group are series of four program modifications of the existing certificates offered in the Department of Communication. One is Social Media. One is Media Production. One is Organizational Communication. And one in public relations communication. Their modification is to reduce the required hours of each certificate from 15 to nine hours. That is much more consistent with peer standards and also at the University where we lie in terms of the number of credit hours typical for an undergraduate certificate, [which is] at nine hours. I think I can move to the second one. We can do one vote.

So we also today bring forward our approval of a new program proposal for a new degree in BS in Radiation Therapy. Faculty Senate members will recall at our last meeting we approved a whole suite of courses after much discussion amongst various groups to make sure there was no overlap. The discussions were held between folks in the College of Medicine and colleagues here, Natural Science and Mathematics. Physics, we resolved those issues. The courses have been approved, and now you are seeing the program proposal. It's a new degree, 122 hours. We have a plan of study, student learning objectives laid out for this as well. Just one quick second. I want to just highlight a few other things if there are any other. Nineteen core courses, I don't think I need to go over the justification. Again, this was discussed at length at our both November 1<sup>st</sup> and November 15<sup>th</sup> meeting. But, I will pause in case there are any further questions on this proposal because there are proponents of the proposal on the call today, in case there are faculty senators who would like to discuss issues that weren't covered, or they were not at or present at the previous discussions of this new part of the proposal at November 1<sup>st</sup> and November 15<sup>th</sup>.

So, I will pause to see if there are any discussion on these before we proceed. I can't see the Chat. If you could share [comments] in the Chat that might come in. If there are no questions, then this is a motion from the committee to approve these five proposals. Not requiring a second, so we are asking senators to either verbally in the room or on the Chat, [vote], yes, no, or abstain. Thank you. That is my report.

**President Insch:** All in favor say, 'aye.' Any opposed? Any abstentions?

**Senator Lawrence:** Thank you.

**President Insch:** All right, motion passed. Thank you very much. *Motion Passed.*

We now have the pleasure hearing from a new Dean. It's been the tradition, since I've been here, that when new deans come, we would get a chance to meet them and they have a chance to introduce themselves to the Senate, and also take any questions if you have any. So, we have a new Dean and it's really awesome that you are here. Thank you so much. I know how busy you guys are. This is Pamela Heaton. She is the Dean of the College of Pharmacy and Pharmaceutical Sciences.

**Dean Heaton:** Well, thank you so much. I just really appreciate the opportunity to come and meet you. So, as stated, my name is Pam Heaton. I am the new dean. I started July 5<sup>th</sup>, not quite at the six month mark.

Most of my career has been at the University of Cincinnati. I was trained and educated and worked as a pharmacist, which I absolutely loved. During that time, I was promoted to work in headquarters. This was way back when, like, computers were becoming a big deal in data. I got the opportunity to work with very large data sets and kind of 'fell in love' with big data. I went back to work and got my PhD in health outcomes. It's kind of a specialty area of how to use, when I say big data, like 10 million rows coming from pharmaceutical companies or from other government entities on how to answer medication use related questions, kind of using big data. So, I got my PhD and then went into academia, which has just

been fabulous. I loved every minute of it. I became tenured at the University of Cincinnati, had my own graduate program, my own funding, and I really loved all of that. I've really loved all the different phases.

But [I] did have a hankering for administration and became chair of pharmacy practice. I was chair for 10 years, and then became interim dean. So most recently I was in at the University of Cincinnati, and then this opportunity opened. Toledo is similar to Cincinnati in a lot of ways, you know, as a public in Ohio. If you're not in the healthcare area, scope of practice, practice laws are mandated at the state level. So I kind of know that landscape in Ohio. I know the other colleges and deans for pharmacies, and so that's great. I love the access kind of mission of a public university. So, this has been, I think for me, a pretty smooth transition. I love it here. The faculty are phenomenal. I just can't get over how outstanding the faculty are. I think every time I turn around the researchers are getting another NH grant. The practice faculty, what they're doing clinically here in the city is just incredible. So I've loved working with them. The students are fabulous. We have a very, very strong Pharm D program, so just a one million positive things to say about the quality of what I see here at the University of Toledo that really quite excites me.

I think as it's already been stated a couple times, there are enrollment challenges and so thinking about those enrollment challenges, I do think we need some new programs. We all know that, that high school kind of, the 18-year-old coming in, once a residential experience, that demographic in the Midwest is declining. So I think it's important to think about online Masters programs that are really for upscaling people mid-career. So as a college, we are looking at new programs. I'm sitting here as actually Dr. Baki is looking at an online Masters in cosmetic science, which is that entire personal care industry, and some other programs that we want to look at to really kind of pivot and address the needs of a different cohort of students, kind of that mid-career student.

So, I don't want to take up all of your time. That's kind of where we're going at the college, while at the same time, shoring up the Pharm D program enrollment; not the quality, [because the quality here] it is just top notch. But really increasing enrollment there too, especially as we look at the enrollment cliff that's expected to happen in Ohio in 2028, because nobody had babies during the recession. So, 20 years later, you know, I think we need to really be aligned now so that when the end of this decade comes, we're positioned quite strongly.

So I, thank you for having me and I would love to take questions if you have them.

**President Insch:** I can ask a question, because that's what I do.

**Dean Heaton:** Okay.

**President Insch:** So, I'm recognizing that enrollment is the biggest challenge.

**Dean Heaton:** Right.

**President Insch:** I think we're going to hear all about that in about five minutes probably. Outside of enrollment, what do you see is the other biggest challenge? I mean, we're all focusing on that. Other than that, what are the other things that you're looking to do, or are thinking about as you look at the future, five years down the road for this?

**Dean Heaton:** So, I'm from Ohio and so like, I know where Toledo is. I had been to Toledo. But I think largely the excellence that is here is not recognized nationally. So I think it will be important to kind of raise that image. So, for example, when I got the dean position, and the research here is really, very, very strong, I had colleagues across the U.S. asking me if Toledo has a research program. Again, it's a good

research program. So I think there's some visibility concerns maybe. I think some of that even exists in Toledo, not even the community of Toledo, maybe not completely understanding well the strength that the University has. So the quality is here and the strength is here, it's really more of an image issue maybe that we could address. All right, thank you.

**President Insch:** Thank you so much. I appreciate you being here. Where are we on the agenda? Senator Avidor-Reiss, are you up next?

**Senator Avidor-Reiss:** Yes.

**President Insch:** All right, here we go. It's the Tomer and Yakov show. I'm going to just add one little caveat here. We want this to be a discussion so if you have any questions or comments, I'm sure that the co-chairs of the committee would be interested in hearing those. I'm very excited to hear what they have to present.

**Dr. Lapitsky:** Thank you, President Insch. Do we have our slides here? Yes, they are here. So, first of all, I would like to thank the Faculty Senate for the opportunity to present the preliminary findings from the Recruitment and Retention Committee. For those of you I have not met yet, I'm Yakov Lapitsky. I'm a Professor of Chemical Engineering and Co-chair of this committee. What Tomer and I would like to do today is really tell you about some of the preliminary work that we've done over the first couple of months of this Committee's existence, which will really inform the ongoing studies which will continue through the spring.

So, first off, why was this committee formed again? We've been hearing a lot in recent years about external factors, including demographics as well as the recent challenges with COVID affecting enrollment in a negative way, both across Ohio and nationwide. But if we take a look at this data from public universities within Ohio, which is normalized here, to the fall of 2015 numbers, what we see is that there are several institutions that were able to make sure---

**Unknown Speaker:** Do you have the slides for those of us online?

**Dr. Lapitsky:** Oh, we're not sharing screens. Let's see if I can. Is there a keyboard here?

**President Insch:** Yes, right here.

**Dr. Lapitsky:** All right, thank you for alerting me to this. There we go – now we are in business.

So, as we can see from several of the top curves on this slide, that several institutions were able to make the right moves and weather the storm quite nicely. That includes our friends and neighbors in Bowling Green. Unfortunately, we, in recent years have not been one of these institutions. If anything, our downward trend seems to be increasing. If we look at the numbers from the latest census data from 2022, the slope of our decline is every bit as sharp as some of the worst ones in the state. So, the purpose of this committee, given the urgency of this enrollment crisis, is to study the problem and to work together in partnership with administration to try to address these issues, and find a way to work together between the faculty who are familiar with specific challenges in their disciplines and the administration. It was a very heartening to hear the earlier comments by Provost Dickson and Dean Heaton, that they shared these concerns and are also taking steps in that same direction. To put these trends into a little bit more context. Also, this downward trajectory that we're trying to address and reverse is despite the fact that nationally, the undergraduate enrollment declines are slowing down. So there's really a good reason to think that we can also reverse this trend and stabilize, if not grow our undergraduate enrollments.

So with that, what are the specific responsibilities of the RRC? Our first responsibility is to review our past and present recruitment and retention practices and how these have correlated with our success with the recruitment and retention. Benchmark these practices and results against other universities that we're competing with. Also, identify opportunities in which ways we can better engage faculty and staff within our midst to improve our performance in these key areas. Define metrics for how to do that, and also ways in which the University can recognize the faculty efforts in this area, related to perhaps some of the remarks that Jay made earlier on. And finally, use what we learn to really advise university administrators on how they can best strengthen their partnerships with faculty and staff to achieve some better outcomes.

With that, what Tomer and I will be telling you about today is really the result of the work from six diverse and hardworking subcommittees from across our University. These include committees studying recruitment practices, both at the University of Toledo and most of our peer universities. The committees are studying retention practices, both here and amongst our competitors. And also studying aspects related to how to best engage our faculty and staff, and also how to define, really our unique value proposition that will help bring students to our campus. Lastly, we're fortunate to have Professor Mike Heben from the Department of Physics serving as an unofficial advisor of recruitment events, who has worked very closely with the entire committee throughout the process so far.

To give you an overview of where the committee is in its inquiry process, it received its charged on September 23<sup>rd</sup>. It had its first kickoff meeting on September 30<sup>th</sup> for the subcommittees you just heard about that were first formed. A few weeks ago Tomer and I gave you a brief initial report to introduce you to the committee's activities, and today we will be giving you a report on the preliminary findings from the first two months of work, which will be followed by a report in the spring with the final findings as well as the more polished and extensive specific recommendations for how to improve our performance in recruitment and retention. With that, the next thing I'd like to do before we get into our findings is show you a disclaimer. What you're about to see are preliminary findings and working hypothesis that will inform our continuous efforts during the spring semester. However, due to the urgency of our enrollment crisis, we would like to invite the University of Toledo administration to start adopting selected recommendations from the preliminary report immediately as they see fit.

So with that, the overall findings of the initial work that's been done by the committee is that there are really three strategic areas that need immediate attention. The first is to increase the yield. That is the percentage of admitted students who would decide to make the University of Toledo their academic home by significantly improving the engagement of prospective students after they first make contact with us. This is through email, through face-to-face outreach interactions, and also during their visits at the University of Toledo. Second, we see a need for a dramatic improvement in our recruitment enterprise by coordinating better across the various academic units and really improving communication between the administration, faculty and staff. And thirdly, we believe that it's very important to really reallocate financial resources towards most critical recruitment related efforts, such as investing in college based recruiters, as well as the investment into improvements of our campus tours and experience days, University's web pages and general advertisement of what we do here. To do that, we believe the University of Toledo really must declare solving the enrollment crisis as a top priority. This is something that we already appear to be doing. And to really break down silos that exist between the different offices and departments, and take steps to a better align the responsibility for improving our enrollment with the authority to do so. To do this, we have conversed upon the idea of appointing a high level administrator. This will be a fulltime executive vice president of enrollment, type of person. We've formally been referring to this person as an enrollment Czar, who would really govern all aspects related to the recruitment effort. They will direct all offices related to the student recruitment and experience while

they're here, excluding the academics which falls under the provost purview and the athletics. These will include the enrollment management, marketing communication, parking, transportation, dining services and others, which unfortunately, sometimes are not as coordinated as would be desirable, and often to the detriment of both our recruitment efforts and the experience of our current students. The idea is that this administrator would coordinate at a high level with both the Provost Office and Athletics and will be additionally assisted by an advisory board of both students and faculty, who would help with continued improvements in this area.

With that, we will jump into specific findings from the different subcommittees. These are again, preliminary findings. The first subcommittee is the University of Recruitment Practices Committee where the overall finding was as I showed you, the first plot at the beginning of this presentation, that overall we are severely underperforming compared to some of our better peers. This is reflected by a drastic decline that we've seen in the numbers of new students we're bringing to campus. So the plot that we have up here is showing the numbers of admitted and newly enrolled students, say in each year normalized to that 2011 numbers. What we've seen is that there was a roughly 40% decline in the number of new students coming to our campus during that time period, despite the fact that the number of admitted students between the two years, 2011 and 2022, remaining pretty similar. This has reflected a severe drop in the yield or the fraction of the accepted students that show up in the University in the fall, which during the same time has dropped from about 37% to about 22%. This resulted in a drop in the head count, which we're all aware of from about 22,500 students, to about 15,000 students, or 50,500 students, despite the fact that over the same time period, our retention rates from first to second year, as Tomer will tell you more about later, have increased from 62% to 75%. So, some of the possible apparent causes for events that are contributing to this decline have been in sufficient communication between the Recruitment Office and the academic units, which made is very, very challenging for university recruiters to make compelling cases for what unique value our programs bring, and as well as to organize that smoothly around top quality and on-campus recruitment events. Second, there's also been quite a few reports from faculty about inadequate MARCOMM support, despite the fact that they do really great work once they get to it. Their staffing limitations often make their response inconsistent and slow. So, this has been one of the themes. Thirdly, there's been some evidence of uncompetitive amounts of consistency of communication with students in our enrollment funnel as well.

So, to try to address these issues the subcommittee has developed a number of different recommendations, which can be divided into four sub-categories. Tomer and I are going to limit the recommendations from each committee to just a few to highlight. But we hope that these slides will be shared with everyone who wants to study a fuller summary of these recommendations in more detail.

So, the first category of recommendations from the University of Toledo Recruitment Practices subcommittee was to strengthen the communication between the enrollment services and academic units where, for instance, they have recommended to increase the communication between the academic units with university level recruiters to provide them with accurate up to date information for the sales pitches of the University. The second category recommendations was on increasing staffing of our recruiting efforts and our events where, for instance, the committee has proposed to provide colleges with dedicated recruiters who again would be able to articulate the value proposition of each college and program. The third area in, which recommendations have been made was how to really tailor our on campus visits to convey how student centered we are at the program level and to really be able to convey that at the university level during these visits. One of the ways in which they propose to do that is to really work on scheduling these tours at times that increase the availability of our faculty to participate, as well as student volunteers being able to participate and to avoid class scheduling conflicts for that type of participation.

The fourth and final category recommendations from this subcommittee was to really enhance academic program marketing to transfer students and adult learners, which I think aligns well with some of the remarks that Mike Heben had. One of their recommendations was to, leverage our ability to deliver content remotely to increase the program to appeal to adult learners who might not live very close to campus as well as to broaden opportunities for professional license renewal focused offerings that different colleges have.

The second subcommittee was the subcommittee that really studied peer university recruitment practices. They took a multi-pronged approach where one of the things they did was analyzed and compared that peer university or competitor website to ours, both in terms of overall appearance and the number of clicks that were needed for a prospective student to schedule a visit; acting as a secret shopper and go onto a university website and request information as a prospective student, and then seeing how responsive different universities are compared to us, and how thorough they are in their following up afterwards; lastly, I'm sure many of you got that email they conducted a survey of universities to vet the faculty members who have household members or children who looked at colleges within the last five years to see how we compared in the quality of our interactions with prospective students with other universities with whom they interacted. The overall findings from this subcommittee's work is that we're really doing a lot of the very same things that our competitors are doing. But when it comes to many of them, we're not doing some very competitively. Some primary concerns here were the uncompetitive quality of our campus tours. So here we're looking at the survey data that we received on how the experiences that household members of faculty here at UT compared with other schools, and we see that most of them said that their experiences were worse when they came to Toledo. Another area that was identified was a slow, and what was perceived to be, impersonal communication with students in the enrollment funnel from the University. Another one was relatively few campus-visit opportunities compared to say, Bowling Green. The fourth was the unremarkable appearance of our website, relative to nearby institutions such as the flashier and the more appealing websites of Bowling Green and MU. Fifth, the branding of our individual academic programs, many of which are very strong but perceived as not being competitive.

To address these things, the subcommittee again, proposed quite a few recommendations. In this case, they can be grouped into three categories. One is to increase the competitiveness of University of Toledo's advertising efforts. Here are some of the recommendations which were to strengthen the branding and really articulating the value of each of our individual programs. Also, enhancing our advertisement of student activities and the overall college experience that one can have in the city and University of Toledo. And goals to also increase our presence in the high schools within our regions, in terms of trying to recruit both, new college students and high school students who are looking to earn some college credit while still in high school. The second area of recommendations was the increasing competitiveness of our campus visits. One of the things that was proposed there was to ensure that our tours are well staffed with excited and knowledgeable personnel who are able to answer the types of questions about dorms, financial aid, food, and other things that incoming college students and their parents might be interested in. And then the third area, in which recommendations were made by the subcommittee was to improve communication with the students in the enrollment funnel. Here, was to increase the quantity and consistency of communication. This communication keeps up with our competitors and makes the students feel like they're wanted on our campus.

So, with that, I will pass the floor to Tomer, who is the Co-chair of this committee and he'll tell you about the rest of the subcommittee's work, as well as the overall preliminary conclusions from this report.

**Senator Avidor-Reiss:** Thank you, Yakov. This was a really great presentation. I'm going to try to move a little bit quicker.

The next subcommittee I want to speak about is the Retention and Recruitment Committee. One of the observations of this committee is that in the last six years our retention, if you look here on the first year retention really plateau. It is really not going down. This retention is not the problem contributed to the enrollment crisis that we have. Of course, we can move it to help to solve it. It stayed about 75% over the years. Many recommendations were included. Again, I'm just going to point out only very few ones so we don't use too much of your time. One thing, for example, is the issue of what happens to the students that are paying. So many of them have a problem of not only being prepared properly, for example, for STEM gateway classes, they really do not have college level writing skills. Some of those students are really leaving us because they do not have the finance to continue to stay with us.

I'm going to skip the rest and I'm going to focus on one point that I think is really an important point, because it represents a blind spot, I think, of the University of Toledo. This is the insufficient parking. This is not only in the field of the student's ability to be in classes, but it also demonstrates a little bit of lack of student's centeredness on our side. We don't really understand the amount of frustration that the students express. Here are a couple of examples of what the students write on social media about the parking issue: "25 minutes of trying to find a parking spot...looks like I'm skipping today" Another quote "Is it even possible for me to come to class today? Like, is there anywhere to park on campus?" There are other examples. Those are some of the findings.

Again, recommendations, we can divide [them] into several groups. I'm going to just go quickly over a few of them. If we speak about remediation, there is an important need to review and update the remediation classes that we have right now. It's very important to understand that it's not only about what the faculty doing in classes for remediation. We also need to think about policies and procedures the University of Toledo have, so it would be most student-centered and easier for the student to go over the barriers they need to overcome. If we go to increase a student's sense of belonging, one example is to expand student mentoring/ambassador programs, possibly expand them beyond the first year. Most success coaches and advisors, it looks like there is not enough of them to deal with the many at-risk students that we have. If we speak about dorms and dining, we have heard here several comments in the past about the situations of those facilities. At least if we cannot fix them, at least have more oversight so when the students need something, we are prepared to do it quickly. Because otherwise, they get frustrated and they feel they are not being heard. And again parking, there are certain things that we can do that are not very expensive. [We can] provide more information about parking issues so students will know what is happening. Make sure they know where to park when there is an event here in University. Also again about the student centeredness, you know, having towing, and the students need to pay \$150 for that. That's a lot for the students. We can find maybe alternative ways to deal with that, so the students would not feel that they are being marginalized in the University.

Now, I'm going to move to the peer university retention practices. Here we are comparing, or we're trying to learn from other universities. We have succeeded to make some progress on this committee. If you look on this graph, you could see what is happening between 2010 and 2020 from the point of retention. You could see the University of Toledo mid-August is sitting in very nicely when it comes to retention. By peer universities, the University is comparable to Kent. I think you should look at what happened. We are really not very far away from each other. We still have something to do to move away, to move to be like Ohio State. But, it's important to realize that our students are not as competitive as students at other universities, so there is a reason why we are where we are. It is important, however, to realize the University of Toledo did make significant progress in the last 10 years, from 2010 to 2020. We increased

it by 50%, even though we are facing a plateau. Hopefully, like the Provost said, they can come with new ideas to increase it. But the key thing is to understand our enrollment crisis is not because of retention. It is because of other things that are wrong in the recruitment process.

Okay, some recommendations. One, is the college administration should work with faculty. This is something that should be a collaboration between faculty and administration to design faculty specific activities and intentional activities to promote retention. This is not easy for faculty necessary to do, so it would be very helpful if there will be retention specialists in each college that can work with faculty and help them and guide them in how to deal with these issues.

I'm going to now move to our next committee, which is the faculty engagement. We try to address how faculty are really involved in this aspect of recruitment and retention, which is not necessarily the main thing that they are used to do. Finally, about the situation right now is that there is a need to understand the current level and attitude towards faculty engagement in these two activities. We don't really know what faculty think about it. We need to better clarify. We need better clarity whether faculty and staff contribution toward this effort will be recognized. Is it something that is better for us to do? Or, is this something that the University will recognize as extra service from faculty and staff? And related to these two things, of course, the recommendation is to make a survey toward faculty to really determine the attitude toward these new activities. We do want to also educate faculty about ways to collaborate with different programs that the University have to help the population with low rate degree completion. Examples are Toledo Excel or..., which captures student success. I can tell you that I didn't know about those things until I heard this in this committee. We also want to target specific group of faculty that are engaged with recruitment engagements in this activity. For example, faculty are involved in early classes, a pre-college program into teaching introductory classes. This is really the key area where we have problems, sometimes.

The last committee is UT's Value Proposition. This is a committee that makes a quite a bit of progress in a short time. They propose a several things. The first thing that they propose about this value proposition is really to do it in two different level. One, is the university level, and the other one, is the college specific. You're going to see that we're going to provide some recommendation on both these levels. They came up with a plan that they call it the 3-P plan, or you could call it the PPP plan. You can think about the name. But this is basically based on three values, practical, partnership, and place, which I will spend shortly. The thing is that this program or program-like should be really distributed to all faculty and all recruiters to use it as a way to demonstrate the value of the University, and also to really tweak it and improve it as we are going forward. So here's an example of what the University-wide value proposition practical is. We emphasize the practical side of education with a strong emphasis hands-on learning. For the University, we believe education is a partnership between faculty and students with strong mentorship and high expectation. We are part of the fabric of Toledo and Northwest Ohio, but also open to the rest of the country and the world. So, this is the University wide. Part of that, the subcommittee is working with different colleges to create college specific recommendations. They already drafted seven of them, and I believe that three of them are already actually worked out in different colleges. The key is that to make this proposition really a tool that we will use and focus our effort to explain what is the uniqueness of the University. So here's an example of the college level plan based on the same three issues. So this is the College of Engineering; practical: mandatory co-op recruitment, which means that all students need to have practical skill required by industry. Also, they are teaching students design which begin in freshman year and continue on throughout years. Partnership: strong advising, and faculty mentoring; the student advisory committee meets every semester to review faculty teaching and make a recommendation and then the faculty discuss and implement those changes. Place: UToledo's history of industrial design and



manufacturing to inform the curriculum, and most of the students begin being placed in companies within a 300-mile radius of the University. So, basically, it is using the same practical, partnership, place, but really shape it to this college. This can be done to all the other colleges that are teaching undergrad.

So, just to quickly summarize of preliminary findings. Again, it's very important to realize that those are preliminary finding. Enrollment of undergraduate students has sharply declined. So, we are not really recruiting students. The UToledo recruitment is underperforming relative to peers; reduction correlates with UToledo currently and competitive recruitment practices. We need to improve our practices that so that we attract the students that only enter the funnel of recruitment. The University's strength, we have several. Again, we already mentioned them, but I'm just going to summarize them: is to serve the communication between enrollment services and academic units. Recruiters sitting in the colleges improves staffing of UToledo recruiting efforts and events. An example for that is, of course, the tools in the University of Toledo. We have a hard time to find enough students to do the tools in a timely manner for all those people that want to visit here. We want to take them to on-campus visits to demonstrate that the University of Toledo is really a University that cares about students and is a student-centered University. If we don't do well presenting that during the visit when we are trying to recruit them, the parents and the kids are not being convinced. I think the point that we came up with, really, we think what is needed here because there is too much separation between different units that are controlling different parts of the process, is really to have somebody, some central administrator that have the power to really indicate to other units that this is a priority - you need to do certain things in the name of recruitment. So we do advocate for appointing such a senior administrator, and this administrator will begin getting some advice also from students and faculty. So, we are suggesting that there would be such student and faculty advisory board, because it's very important for the University to see the side of the students, and the faculty that engage with the students. So, again, to get there, we hope that if we work together, faculty and staff and the administration, we should be able to hopefully reverse the strength that is really endangering us.

So, we have here and we have also online many members who are ready. If there are any specific questions that you want to ask us, we are here to answer.

**Senator Coulter-Harris:** Hello. First, I want to thank you both for a really detailed and wonderful presentation, but I have a few comments to make. Can you hear me?

**Senator Avidor-Reiss:** Yes, we hear you.

**Senator Coulter-Harris:** Instead of increasing the number of success coaches, I think that UT should divert those kinds of monies into hiring more full-time faculty, such as lecturers and tenure track people. A lot of us believe that professors of all stripes should act as success coaches. We are the success coaches. Another comment that I want to make is that there is already a process of review for faculty teaching and that is in our Collective Bargaining Agreement. Lecturers are evaluated on a basis of every few years by the chairs, and tenured people have their own review. I don't think that it is necessary to have another layer of review for faculty members. And also, do we really, I mean, I listened to your explanation and your very compelling argument regarding needing another administrator, another vice president. But don't we have enough vice presidents? I mean, could those duties that you have listed perhaps be spread out amongst the already existing administrators? That is all I have to say, and thank you so much for listening.

**Senator Avidor-Reiss:** Thank you.

**President Insch:** Are there any comments in the Chat?

**Past-President Bigioni:** Comments in the Chat. Will this slide deck be available, from Senator---?

**Senator Jayatissa:** Do you plan to appoint a committee from each college, or how do you plan to implement this enrollment into the recruitment program?

**Senator Avidor-Reiss:** Well, we don't have any specific right now. I think this is something that will probably work out during the next semester. But, we are thinking about some type of a committee that involve faculty. We are really speaking about faculty, and not administrators that advice administration; and also students, it can be college-wide. We can discuss if you have any ideas that we'll be happy to hear.

**Senator Jayatissa:** Okay.

**President Insch:** We do have a couple of comments here in the Chat. The first one.

**Past-President Bigioni:** Will the slide deck be made available?

**President Insch:** It will be made available. We will send out the slide deck. We will get that done tomorrow.

**Past-President Bigioni:** We have another question.

**President Insch:** How did you get the information in the peer recruitment slides?

**Senator Avidor-Reiss:** Do we have somebody online from the Peer Recruitment Committee? I know Karen is not here.

**Senator Jayatissa:** It was presented by Dr. Yakov.

**Senator Avidor-Reiss:** Yes, but we have the members of this committee.

**Senator Jayatissa:** That's okay. That's okay. I just asked because I want to make sure we have more reliable and sufficient information from students or the committees. Thank you.

**Dr. Lapitsky:** Jay, I can take a stab at this. The data on the website and also reaching out to peer institutions was done by just a few people. At this point, the more thorough study is going to be done in the spring. So I think we're in alignment there. When it comes to the survey, and...administering it through all the faculty that everyone received an email; we have, I think, close to 60 responses, if I'm not mistaken from faculty with household members who were looking at colleges in the last five years. So those are the sources of the data. And again, the goal is to continue expanding on the numbers so the data will become more sophisticated.

**Unknown Speaker:** We can't hear you.

**Dr. Lapitsky:** So the data that would be helpful, maybe if I can scroll back to the specific slide that Jay is asking about while I'm here. So, there are four parts to the data here. The biggest data set was from the survey that was administered to all faculty who had household members who looked at colleges in the last five years. We got close to 60 responses. The other three data sets were updated with a few people. This was obtained by committee members and prospective student age kids that they had. So the first three sets, we're going to expand on that. That is the goal for the next semester, to make the data more statically significant. I think we're in agreement, Jay in terms of, they need to increase the numbers of respondents for these preliminary methods that we've adopted.

**Senator Jayatissa:** Okay, thank you.

**Past-President Bigioni:** So, there's a series of messages about parking. [It] isn't really a question, but everybody seems to care, and this is a problem.

**President Insch:** That was basically a commentary about there's a lot of concerns about parking, not really a question, but expressing frustrations with that. The next question [in the Chat] is about doing some surveying on students about their dining options and things like that. So, I don't know if you are planning to look at the dining area.

**Senator Avidor-Reiss:** Yes, I think that is probably the Retention Committee.

**Dr. Lapitsky:** Are there any Retention Committee members who are online that may want the comment further?

**Dr. Wallace:** Hi. This is Steve Wallace. One of things that we may have to look into is maybe a more thorough survey. I'm not sure as far as the mechanisms, but that's something we're going to start looking at early next semester.

**Senator Jayatissa:** I would like to propose this kind of approach. Our University charge some application fee for the students to enroll. So next year, if you send them a survey and they come to the University of Toledo and answer that question, then you can give them \$25 dollars. So, you will know why they didn't select the University of Toledo. That could be one approach.

**Dr. Lapitsky:** Thank you, Jay, we will look at that.

**President Insch:** I'll also let you know, Jay that there is a national group that collects that data. I know that the University of Toledo, Dave Meredith could probably talk to this more directly. But we do get data on students who applied and who did not come here. So, there is a way to gather some of that data. I'm sure Dave Meredith and his team are looking at that fairly regularly.

**Senator Jayatissa:** Yeah, that's my point. Thank you.

**Past-President Bigioni:** Okay, the next question is from Jamie Taylor, who asks what about making sure that our financial aid offers are competitive and meeting prospective student needs?

**Senator Avidor-Reiss:** Financial aid, you mean, is this part of the scholarship or?

**Past-President Bigioni:** Financial aid offerings.

**President Insch:** I think---

**Past-President Bigioni:** Yeah, I think Dave Meredith is also looking at these questions as well.

**President Insch:** That is really outside of your purview, right?

**Senator Avidor-Reiss:** Yes.

**President Insch:** So, just to repeat that financial aid issue, I think if you remember, Provost Dickson and Dave Meredith, they're all examining that very carefully. So, as they move down the road on their study, I'm sure they'll share that with us down the road.

**Senator Lawrence:** I just wanted to point out, there is data on this. I think we are one of the highest subsidized University, in terms of giving tuition discounts in the entire state of Ohio. There are a number of pros and cons to that. But, certainly that data exists in terms of how we are competitive. Based tuition is one number, but the discount amount we give our students, which includes scholarships, etc., we are

one of the largest in the state. There are changes to that Dave Meredith and others can speak to. But, just so people are aware that if you want us being competitive in terms of scholarships, we are highly discounting our tuition for most of our students.

**Dr. Heben:** This is Mike Heben. Relative to that last comment, I think other data that we did not present today shows that the downward decline in our enrollment is independent of the scholarships that we have offered. So, that would confirm the fact that we're doing enough in that regard and the problem is elsewhere.

**President Insch:** Just looking, if you want to find that data, I believe part of that data was in Matt Schroeder's presentation from a couple of weeks ago. So if you wanted those, that PowerPoint deck is available on MyUtoledo. That is very consistent since when I got here, you know, eight years ago, [back] then we started looking at this. You know, I was in a different position, but that was also very important to us back then as well. Okay, so are there any other questions?

**Past-President Bigioni:** No further questions in the Chat.

**President Insch:** Does anybody else have any questions or comments for the committee?

**Senator Lawrence:** We probably don't have enough time to get into this today, but I'd be interested in taking a look at that comparative enrollment data or the trends, including against our peer institutions. I think it would be very helpful to look at that number and break it down in terms of undergraduate CC plus and graduate students to get a sense of where we stand. If we're thinking primarily about undergraduates direct from high school, that's a large portion of our population. I think those trends would look different if we compare that population against our peers. My understanding, and again, if I'm wrong, the data will show us this, that one of the reasons that Bowling Green has perhaps stemmed and been able to manage their enrollment is because they have many more college credit plus directly from high school enrolled students, which generate very little revenue. And they've also, and this is the strategy we can think about, they have invested in graduate programs, which has increased graduate enrollment. My only point is we want to do that peer comparison. I don't think total student enrollment trend is the right number. I think it is probably more insightful and valuable to us to be looking at how that occurs, undergraduate, separate out college credit plus, and also look at graduate. Those are three completely different student populations from recruitment and from a market point of view. Thank you.

**President Insch:** So noted. I know that data is available because I've seen it. Good comment. We can track the right kinds of answers.

**Unknown Speaker:** I'm responding to the question about having someone who has authority and position to coordinate all recruitment. So, our findings were such that as we interviewed various individuals, each person said they wouldn't have authority for this action or that action, and it was a barrier to having a full coordinated effort for recruitment. So, for instance, we cannot get free parking for someone who's having a campus visit because no one has responsibility or authority for that. So what we were proposing was essentially a recruitment-Czar; it was someone who does not necessarily create a new position, but someone who has been given authority to have overall impact, the combined efforts for recruitment.

**President Insch:** I hope you were able to hear that. In essence, that was the response to Deborah's comment about we have enough administrators, that may or may not be true. But the challenge is that we are still very siloed, and because of that, a lot of times you get into conversations and they'll say, well, that's not my job; that's somebody else's job. Then you go and talk to that person and that person says, well, that's not my job; that's somebody else's job. There needs to be someone, and this is my

interpretation, so you can correct me if I am wrong, it might be helpful that if recruitment and retention are so important, it might be good to have someone who oversees all the different pieces of it. So there is somebody who can go to and get a final answer on, rather than continually saying, well, that's not my area. That's somebody else's. I know that frustrations exist, because I've run into it myself. So having somebody you can find to go to, to make a final decision would be useful. But, again, that's just a recommendation and we'll see that is a preliminary recommendation. Go ahead. Somebody else had a comment. I apologize.

**Dr. Heben:** I wanted to reinforce that idea that the committee, I don't want to speak for everybody, but I think that the general idea emerged that recruitment was not a high priority for the University of Toledo. There was not a framework, a common thread that linked all of the different things that we do to make our events successful so that students would want to come here. And once they were admitted, we did not have a consistent, persistent, and coordinated effort that spanned all the different units within the University that would reach out and pull those students in. So instead, a lot of new applicants, I think were left unmoored and many of their early initial interactions were negative. So, in fact, we would be repelling students. And I think the reason for this, we think that the reason for this is that recruitment does not sit at the highest level of the institution.

**Senator Huntley:** Just a note to the committee to think carefully about college specific recruiters. There are 13 colleges, plus the high schools across the state alone, and across the United States. How does the logistics work for paying for tables, having recruiters at all these college fairs? The math probably does not work. But there is probably a rationale for having a university level of recruiters, and perhaps the messaging needs to be improved. But, college level recruiters may not be the best option.

**Dr. Lapitsky:** For some, perhaps, yeah. In some colleges we have traditionally, I mean, not in their recent years, but traditionally have had college recruiters. The idea here is just to be targeted. They don't go everywhere, but we have certain schools, certain town areas from which we historically get a lot of students and that has been successful in the past. And the idea is that, that can be successful again in the future. I agree with your point that we cannot cover everything.

**Dr. Moussa:** I just wanted everybody to take a second and maybe consider decentralizing the recruiting. Maybe us faculty could be incentivized to recruit through personal communication and contact. I still think there's a fair chunk of students in the Toledo, Northwest Ohio area that we are in contact with. What incentives are in place that faculty could benefit from? Has this ever been visited or discussed? I see the emails sometimes they say, refer a friend or refer someone to UT. I just wanted to entertain the decentralized aspect as well.

**Senator Jayatissa:** Hello. I want to tell you that the committee did not address one of the very important things. The committee did not address the possibility of improving the ranking of the University, and also ranking of the program. Also, when we talk about the graduate students we have to think about going from R2 to R1 institutional level. At least if you can increase the ranking from some number, say, 10 points, that will really increase the student enrollment. So if you increase the R1 to R2, then you will increase the research funding and get many, many students and many good things. You are committed, but I didn't hear you address that. The second thing here is the lack of total management, total quality management as we call it in Engineering and Business Administration and Management. So that part is lacking. For example, you have to negotiate with some people in administration, how to reduce the parking, housing, and things like that. That part is missing, right? So, some kind of solutions are missing. So, I propose that you accommodate work more vigorously, okay. It is not just to propose this one. It actually implements some of these activities to get benefits in enrollment.

**Dr. Lapitsky:** Jay, about the ranking. That was actually one of the suggestions. So the slides that were sent contains summaries of, but not all of the suggestions. But I think the committee agrees that rankings would be good to improve. We focused on things that were more immediately actionable, right now, in the presentation today. As far as management of everything, that goes again to the idea of having a high level administrator be in charge of all of these things and coordinating these efforts; one person who has the authority to permit us to do what we need to do, to recruit effectively and to run a smoothly recruitment event.

**Senator Jayatissa:** At least today in the presentation if we have those high level administrators, that would be very grateful. Right? They immediately would understand the discussion, otherwise this is not going to work.

**Past-President Bigioni:** So we have another question from the Chat. Senator El-Zawahry asks, did we reach out to our graduate or final year students to see what the issues are that they're facing?

**Senator Avidor-Reiss:** We have focused mostly on undergraduate right now at this stage. We may be able to focus more on graduate later. But that's a good idea to---

**Past-President Bigioni:** What he means is our graduates, [which are] our undergraduates who have graduated and moved on.

**Senator Avidor-Reiss:** Oh, they are fully experienced.

**Past-President Bigioni:** Right.

**President Insch:** I'd like to ask a question. Does every college have a senior survey that goes out? Are you aware of your college's survey? Because our college has a senior survey. I think that's a University policy where they try to gather information from seniors that are graduating. It might be more towards other things, like do they a job and what is their salary. But, we could add a couple questions about their experience and how to improve things. We might want to take a closer look at the senior level survey.

**Unknown Speaker:** Yes, we have them in our college.

**President Insch:** Yes, for your undergraduates, correct?

**Unknown Speaker:** Yes.

**President Insch:** And you administer it in your senior level capstone, or final project class, or something. That's where ours is. I mean, that's where it is promoted. We don't actually administer it. It comes from the University, I'm sure.

Well, all right, I appreciate everybody's comments. If you don't get to all of them, obviously, this is just a preliminary thing. First, let's give the committee and their people - if you want to do air-plause if you're out there in cyber land - thank you. Thank you so much. I'm going to get myself in trouble by saying something in Matt Schroeder's words that's provocative. I don't know about you, but I'm amazed at what a few faculty have done in literally two months, and sometimes we pay consulting companies seven figures and the data is not nearly as interesting or directed. So, you know, it reinforces to me the brilliance of our faculty, and the fact that we can solve our problems if they allow us to have a little bit more part of the conversation, which I believe this administration is leaning towards. I want to think this committee again, and all the other committees that are working so hard. This is what Faculty Senate is about, we're here to solve the problems and push through that we're responsible for curriculum and programs, and getting our students to be student-centered, and getting the best programs out there.

I wanted to circle back to Dean Heaton's comment. When I came here eight years ago, I was absolutely floored at the incredible things that were happening at the University of Toledo. I was just shocked that the reputation of the University of Toledo was not where it should be. And just one other comment is that, as I've gone around and talked to faculty recently, and I asked a question of what they are doing, and my mind has been blown by the cutting edge research that is happening across campus and undergraduate students are in labs working with professors. They would never have that opportunity in a lot of our competitors. There's just so many brilliant wonderful things going on here. So I want you to know that I recognize it, and that many people recognize it. I want to thank you all. And please, thank your colleagues for all they're doing as well because we are just a diamond in the rough. But we're not even in the rough, we're a diamond. And sometimes you got to get a spotlight on it or something. Thank you very much everybody. It's been a very long day.

If you have any questions or concerns, please send them to me and I will get back to you and thank you all. I will entertain a motion to adjourn.

**Senator Huntley:** So moved.

**Senator Avidor-Reiss:** Second.

**President Insch:** Meeting adjourned. Meeting adjourned at 5:51 p.m.

**IV.** Meeting adjourned at 5:51 p.m.

Respectfully submitted: Deborah Coulter-Harris

Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Executive Secretary









