

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of September 20, 2022**  
**FACULTY SENATE**

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

Approved @ FS on 10/04/2022

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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.

**President-Elect Rouillard:** So let me welcome you to today's second Faculty Senate meeting of the academic year. Thanks to all of you who are here face-to-face and thanks to all of you who are online. I will ask our Secretary, Deborah Coulter-Harris to 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 Edginton, Ahmed El-Zawahry, Collin Gilstrap, Karen Green, Sally Harmych, Samir Hefzy, Cindy Herrera, Mitchell Howard, Jason Huntley, Alap Jayatissa, Catherine Johnson, Michael Kistner, Lauren Koch, David Krantz, David Kujawa, Glenn Lipscomb, Kimberly McBride, Alexia Metz, Mohamad Moussa, Julie Murphy, Amanda Murray, Kimberly Nigem, Grant Norte, Mohamed Osman, Carla Pattin, Elaine Reeves, Jennifer Reynolds, Linda Rouillard, Barry Scheuermann, Kathy Shan, Suzanne Smith, Robert Steven, Stan Stepkowski, Lee Strang, Steven Suchek, Weiqing Sun, Jami Taylor, Berhane Teclehaimanot, Robert Topp, Jerry Van Hoy, Randall Vesely, Donald Wedding

**Excused Absence:** Gary Insch, Paul Schaefer, Puneet Sindhvani

**Unexcused Absence:** Imran Ali, Prabir Chaudhuri, Hossein Elgafy, Greg Gilchrist, Patrick Lawrence, Yvette Perry, James Van Hook

**Senator Coulter-Harris:** Thank you, President-Elect Rouillard. We have a quorum.

**President-Elect Rouillard:** Good. So here is the agenda for today. However, I would like to ask for a vote to amend the agenda. Mr. Dave Meredith is here today and he has a hard stop at 5:15 p.m., and he wants to make sure he has time to give his presentation and you all have time to ask questions. So, what I'd like to do is to move Mr. Meredith's presentation up above 'Approval of the minutes.' And then once he is done, we will do approval of the Minutes, the Executive Committee report, and then the Provost report. Is that agreeable?

**Senators In-Person:** Yes.

**President-Elect Rouillard:** Okay. I just need a quick vote from those who are online in the Chat Box to vote on changing the agenda for today.

**Senators on WebEx:** Yes.

**President-Elect Rouillard:** It certainly looks like there's a majority and no objections. So we'll proceed with the amended agenda. And so it's my pleasure to welcome Mr. Dave Meredith who is the Vice President for Enrollment Management.

**Mr. Meredith:** Thank you everyone. Is everyone doing okay? My name is Dave Meredith and I am the VP for Enrollment. I am an alum of the University. I have a master's degree in history some time ago - back when Tucker Hall was an administrative office, not a residence hall. I have been on board now for about a year-and-a-half. I think this is my second presentation with the Faculty Senate. I've got a couple of goals. I want to walk you through sort of where are we in the enrollment, revamp the process, where I think we should be heading. And then at the request of one of the questions that came in, I've got a couple

slides in here on opportunities for faculty to get involved in recruitment. I broke it down. I created the Olympics version. We've got a bronze version, a silver version, and a gold version. You can choose whichever medal you'd like to receive.

We can go ahead and flip to the first slide. I want to take the opportunity to sort of explain what enrollment management covers here, because I know we've got faculty who may have come from other institutions and not every university's enrollment management is set up the same. So, these are the areas that fall into the enrollment management here: domestic, international, undergraduate recruitment. I do get oftentimes asked questions about gradual recruitment. And sometimes I'm happy to throw my opinion out, but I'm not the expert in that area. And the other one, Rocket Solution Central is our one-stop shop over in Rocket Hall that covers bursar's questions, financial aid and scholarship, and registrar. So, students who have questions about any of those areas, go to RSC. Our folks are trained on all three of those offices. There's student orientation and then the most recent addition: we've just sort of taken over responsibility for graduate application process.

**Unknown Senator:** Excuse me. No one online can see the slides.

<<Experiencing Technical Difficulty>>

**Mr. Meredith:** The first couple of slides there's nothing incredibly 'meaty' about them. We'll continue on and then we'll get caught up on those slides. The Undergraduate Admissions Office and the Graduate Admissions Office share the same CRM tool, Slate. We both implemented that. Undergraduate implemented that about a year-and-a-half ago. Graduate just implemented it. Two different instances of the same software package, so it makes sense to put those two offices together in terms of the processing of application. So, I definitely think we're going to see some improvements in the mechanics of how applications flow in the graduate side, getting them out to departments to review, and then getting the decisions back and back out to the students. Slate will be much better than the tool we were using before. I was at a conference once and someone equated Slate to a Cadillac, and the tool that we all used before to a Yugo. No offense to anybody who is driving a Yugo.

The next slide that you will see is just an overview of the recruitment team in Undergraduate Admissions. We've got a couple different areas. First, we have a Toledo base recruitment team which handles a large chunk of Ohio and southern Michigan. And also, all of our DARR transfer and adult populations. We have regional recruiters, and the color coding goes as follows: Cleveland and D.C. been around for about two years. Columbus, Cincinnati and Chicago [been around] a year or less. And then Atlanta, Charlotte and Dallas/ Fort Worth were hired this summer. So, we won't expect to see any great amount of new students from those areas. Maybe some in 2023-2024 when you'll start to see [new students], and then it's usually the year three that you will see the big jump in enrollment for regionals. So, I want to explain to folks who are curious what that means. We have hired people to work for our office, but they live in those areas. Our recent strategy has been to try to hire other people's regional recruiters because they know the territory, and the schools know them, and they know the schools. So for example, Chicago, we were able to approach the University of Iowa regional recruiter. In Cincinnati, we had to replace ours because she left for a different position. But we were able to approach Akron's regional recruiter. So that's been our strategy when we came. Now, it's not always played out that way, but when we came we tried to do that. Yes, Sir?

**Senator Avidor-Reiss:** How many recruiters do we have in Toledo?

**Mr. Meredith:** DM, the direct from high school side? Four or five. It depends on how you count them up. Then we got four people who work on transfer and adult students and they also handle online, military, and really, sort of everybody else.

We all know from the Census report that this year's numbers did not turn out like anybody had hoped -- me of course, most of all. But there's some mixtures. We are up in a couple of populations; you can see those there. The one that is sort of 'the head scratching moment of the day' is what happened to our direct from high school pipeline. I'm going to show you some numbers here in a minute that will, I think, bring this into focus. We're down 251 direct from high school students relative to last year, plus four colleges make up a bulk of that dip. Actually, pharmacies are up and education is down to one. It brings us down three or four. So, not everybody is down across the board. The yield rate is what we're getting at with sort of the 'head scratching' moments. Our yield rate this year is going to wind up being about 19% when it's all said and done. To back up, I sometimes use jargon, the yield is the percentage of students who accept your offer. So if you admit, in this case, 100 students and 18 of them come and enroll, the yield rate is 18%. Just for 'kicks,' I went back and recalculated what would our incoming class look if we had the yield rate from last year. A lot of people would be pretty happy with 2300 new direct from high school students. And if we use the yield rate from 2019, we'd be having a street party on Bancroft right now. So, that decline has been a major concern of ours, and we'll spend some more time later in the presentation talking about that. The same holds true with transfers. A school like University of Toledo, sort of a regional public good size, we should yield about 65% of our transfer admits. We've not been 60% in a decade as far as I can tell. We haven't broken 60% as far back as I can go. And as far back as I can go, the highest I can find is 57%. The real kicker was that bottom line there. If we have that 65% yield rate -- I went back three years -- we would have an additional 400 transfer students on campus right now.

You can look at this probably a multitude of ways. You can look at it and say, "we're attracting applicants." People are interested enough in the University of Toledo to submit an application. But something is falling off after that. It is even more prevalent for me on the transfer side. The problem with the transfer student is it takes some effort because you'd have to contact the school you were at before and request a transcript. And if you were at multiple schools, that's multiple transcripts. So not only is there a financial cost, a ballpark on average of 6 to 8 dollars per transcript, there's time, there's effort, there's energy extended. A high school student can walk down to the counseling office and say, hey, can you send Toledo a transcript? And that's really about all they have to do. So, the transfer yield rate is a curiosity to me. So much so, we put together a team that's trying to figure out what happened this past year to the students who we offered admission to that chose to go elsewhere. We can get the factual data. We can run their information through the National Clearing House to determine where they did enroll. But we're also going to do a survey with them to find out what is it that did not click with them. Did they not get the course to transfer that they wanted? Did they not get their financial aid squared away? What? We're also going to create a document that they fill out: did they get admitted and then stop? Did they get admitted and then sign up for orientation? Did they get admitted and sign up for a complete orientation? [We're researching] like all the way through to figure out where folks are dropping out of the pipeline.

We're going to do a real quick admissions one-on-one with you. This is the enrollment funnel. Pay a little bit of attention to the terms, pay more attention to the shape. Because what happens in a funnel, obviously, is you get narrower and narrower and there's fewer and fewer people in that funnel. Prospects of people -- pardon, I need a bottle of water.

**President-Elect Rouillard:** Is it this one?

**Mr. Meredith:** Yes.

**President-Elect Rouillard:** Let me also take this moment to ask that when you ask a question, please include your name for the Minutes. Dave, do you want us to hold questions till after the presentation or keep asking as we go?

**Mr. Meredith:** Let's keep asking to see how far we get. I want to cover everything. I do have built in time. I'm not going to take up a whole time. I'm not going to filibuster, so I do have time built in for questions. So, if people are worried that I'm going to 'wrap up my slides and run out the door,' that's not going to happen.

**President-Elect Rouillard:** And actually, Quinetta, if you could go back to the slide where you can see the corner of the WebEx Chat Box that might be helpful. We can keep better account of exactly who are asking questions. So if you can kind of monitor the Chat Box, we can monitor questions online. Thank you.

**Mr. Meredith:** So, at the top of this funnel you have what is called prospects and prospects are people that you've acquired through any variety of ways. You can buy student data from the testing agencies, ACT and SAT. You can go to high school fairs and collect information cards. Students can go to our website and fill out a request for information form. There's really probably a dozen or two dozen ways folks can become a prospect. Once you become a prospect, we start communicating with you. We're sending you emails depending on who you are, what we know about you; we going to be sending you print pieces; you're going to be getting digital...based on who you are and what the characteristics you have. Then it moves even further more narrow. You work your way down until you get the applicants, which is obviously folks who submit an applicant, admit, and then enroll. A dozen years ago, maybe even 10 years ago, this was very clean cut linear 'that's how it works.' That's no longer the case. People are coming and going in and out of this funnel at all different points. There's a term in our business called self-applicants. These are people who pop into that lower blue box. You've never heard of them before at all. They don't appear in your name base. They're not in your database. They just apply. People are skipping the prospect phase. They're not raising their hand and asking for questions. They're diving right in. So it's created quite an interesting dynamic for [the] admissions office trying to manage that communication flow. Because when it's linear, it's easy. You raise your hand, you say you're interested in the University of Toledo, we start communicating with you. But what if we don't hear about you until September of your senior year? We can't communicate with you very long at that point. All these great communications that we've developed that we started with you as a sophomore, we have a hard time delivering. So that's a bit of a challenge. This is not only affecting the University of Toledo. This is going on all across Ohio.

**Senator Avidor-Reiss:** At what time in this funnel are we actually going to speak to the students?

**Mr. Meredith:** A human being?

**Senator Avidor-Reiss:** Yes, a human being.

**Mr. Meredith:** Well, anytime a student calls or emails us, we're going to directly respond to them. If a student is at a high school, and they go to a fair, they're going to see one of our representatives at the fair

at the high school. We also do private visits where we'll schedule time with the high school counselors. We'll go set up shop in the library, or wherever they put us. We'll receive students who sign up ahead of time and we'll come back and [they'll] speak with one of our recruiters there.

**Senator Avidor-Reiss:** *[Indecipherable]*

**Mr. Meredith:** Directly to a person? That is a great question. I would say it's a fairly small percentage because right now at the prospect stage for the incoming class of 2023, we have 210,000 people in our prospect pool. Last year this time, it was 177,000-178,000. So, just by scale, not many of those people are going to get that direct interaction, unless they are in a high school where we visit - we visit a lot of high schools, and we'll talk about that in a minute – but up until that point, it's email communication, digital advertising, print pieces, and then things they see on T.V. If you watch the football game this weekend, we've got some good ads there. I'm really like the sort of lighthearted nature of it. If you want Big State U, that is not us. So, nicely done there.

**President-Elect Rouillard:** Actually, Dave, what about using WebEx for some of these recruiting events for faculty to speak with students and advisors.

**Mr. Meredith:** CAL does that. There may be others. I'm not omitting anybody on purpose. But I know CAL has done that in the past. To limited success. I think Melissa would tell us, to limited success.

**President-Elect Rouillard:** Did you have a sense of why that might not be so successful?

**Mr. Meredith:** Well, I've got a NF1 at home; I got a high school senior. She would rather have her 'eyes poked out' then jump on a WebEx with somebody she's never met before. I don't think she's that unique in that population. I don't know if anybody else has -- I've got some heads going up and down. They want to pursue the information how they want to pursue it. And if you get sort of more direct with them, she has turned down schools who have been a little more 'in her face' about recruiting her. Again, she's a NF1. I always remind myself of that, but I'm curious to watch how she changes her mind about schools relative to what they're doing.

**President-Elect Rouillard:** Do you think it would be helpful if faculty went to some of these recruiting fairs in the high schools to talk directly with the students and the high school counselors?

**Mr. Meredith:** Not at a high school fair. You'll never come back from one of those. They are grueling. You answer the same question over, and over, and over again, which is kind of like what faculty do, I guess. But tell me about your psychology program? How's your business program? That's the questions you get at fairs. I would say if you wanted to set up a business with teachers, so tenure business faculty who taught an Econ class would make good sense. Again, I've got some ideas at the end about where faculty can be involved. Let's move on to the next slide.

This is the funnel since 2019. I'm going to run over here point of the number. This is the number, 9,837. So we admitted 9,800 DHS students for this fall, which is as high of a number we've had since 2017. So, our marketing message is getting out there. Students are paying attention to what we're telling them and they're applying. But you can see the yield rate at 18% is not what we want it to be. Then also, Mike Toole asked me this question. If you look up under inquiries, you can see the number is out of whack. It doesn't make sense. I said, well, Mike, you have to remember, the funnel is not the funnel anymore. And also we had two years where we couldn't be in the high schools. We couldn't collect prospect cards. No

one had fairs, so students could come up. So, it was a very different environment. People bypassed the normal funnel. They sort of skip the line, if you will, and got it. So if you're look at that and you're wondering why that's happening, that's why it's happening. But the number that keeps me up at night is that yield number, 18%, almost 19% is not conducive to enrollment stabilization.

All right, we're faculty here. You're faculty here. Go to the next screen. We are going to play a game. Here are the four schools at the bottom: Ohio State, Miami, UToledo, and University of Cincinnati. Then we have admit rates for DHS. DHS is direct from high school. So, which school on that list has an admit rate of 76%, which was up 3% from last year, who is it?

**Senator Coulter-Harris:** Ohio State.

**Mr. Meredith:** Nope.

**Senator Avido-Reiss:** Cincinnati.

**Mr. Meredith:** Yes, Cincinnati. All right, number two on the list. 68% admit rate up 14% year over year?

**Unknown Speaker:** Ohio State.

**Mr. Meredith:** Ohio State. 92% up 12%? I've got you painted here into a corner, don't I?

**Senator Coulter-Harris:** Miami.

**Mr. Meredith:** You're thinking how in the world the University of Toledo and Miami are still the two schools left when the admit rates are in the 90's? Miami's admit rate last year was 92%. I'm getting this straight from the ODHG, I'm not making the stuff up. Our admit rate was 95%; it's been 95% or 96% for years. We're very consistent.

**Senator Huntley:** To be clear, doesn't Miami have a different criteria to qualify for admission?

**Mr. Meredith:** How so?

**Senator Huntley:** ACT scores, class rank etc.

**Mr. Meredith:** They do. They look at more factors than we do for sure. But there's still a bidding 92% of the people who apply no matter what criteria they're looking at. Did I understand your question, Jason?

**Senator Huntley:** Yes. I was just making sure that it was really those who apply, or is it those who qualify for admission?

**Mr. Meredith:** The chart we got from Anne [Fulkerson] says admit rate. In admissions the admit rate is the percentage of people who complete an application who you offer admission to.

**Senator Huntley:** Thanks, Dave.

**Mr. Meredith:** Sure.

**Senator Avidor-Reiss:** Can you define what admit rate is?

**Mr. Meredith:** Admit rate is when you offer the student an offer of admission -- you're admitted to the University; you got a letter in the mail that says, congratulations, you're admitted. And 68% of the people who applied to Ohio State got that letter in 2021. Now, this is not going to give me any 'friends' in the

room, and I understand that. But if you look at that list of schools, we are...I don't know how else to say that, and I'm not trying to offend anyone. We are the kind of school that is going to lose those students to those schools. That's just reality. If Ohio State wants to have an engineering student, Engineering has an uphill battle to try to convince that student to come here over OSU. Flip to the next screen.

I've got several questions about what really boils down to market share and how we're doing relative to the Joneses. And so this chart comes [again] directly from ODHG. It's a lot of data, but what it does show that we have, let me get this right: if you graduated from a public high school in the state of Ohio and attended a public two or four-year school, you're on this chart. But obviously, there's a lot of people who are not on the chart. I get that, but this is the information that we have. So our market share for that population is 4.1%. You look at that and say, well, gee, that's not very good. Right? Yes, we wish it was higher. If you look at what we consider the three Cs: Cleveland, Cincinnati, and Columbus metro areas. They are not just Hamilton and Franklin county, but from the counties surrounding. The school south of us enrolled 300 more students from the three Cs in 2021 when we did. You ask, how and why they're doing that. Well, about six years ago they made a concerted effort about when they're going to recruit. They knew, I think ahead of time that our population in Northwest Ohio was not going to support...steady enrollment. And then they plow resources, marketing, dollars, human capital, and boots on the ground in those three areas six years ago. Our regional recruiters have been in those three areas a year or two.

**Unknown Speaker:** I think I hear from you that there is a way if we make an investment and we do exactly what they did. Why can't we do that?

**Mr. Meredith:** Why didn't we do that six years ago?

**Unknown Speaker:** No.

**Mr. Meredith:** We're doing it now. We've got regional recruiters in those areas. We've got marketing dollars flowing into those areas. We are doing it now.

**Unknown Speaker:** So we started two years ago?

**Mr. Meredith:** Well, the Cleveland rep. was placed two years ago. Columbus is our second and he's been there a year. Cincinnati has been there three months, four months. We are behind, no denying that. But we are in the game.

**Senator Allred:** My question is in regard to the budget path, what we need to do. How do we compare for example, with Akron, what I would consider a sister institute? Or maybe another sister institute?

**Mr. Meredith:** So, the question about the budget is interesting. In terms of humans, I think we're probably fairly equally staffed. I don't feel like anybody's out-staffing us. I would always love to see more money for marketing. And earlier marketing, I've got a chart coming up and we'll talk a little bit about that part of it. Money can help you with a lot of things. Concerted effort and clear messaging will carry you a long way. We'll talk more about that in a minute.

**President-Elect Rouillard:** Dave, we have some questions coming in online and Senator Hefzy wants to ask a question. "The number of inquiries is decreasing, but the number of applicants is increasing. What does this tell us?"

**Mr. Meredith:** It tells us the people who are not following the normal funnel. They're not getting in line like they used to a decade ago and following an...here, you do step A, step B, step C. A lot of them are jumping right into step C.

**President-Elect Rouillard:** And Raphael Garcia-Mata asks, "Isn't it worrisome that there are 20,000 less inquiries in 2019?"

**Mr. Meredith:** I would say the same answer. When the applicant pool starts dropping, that's when you start panicking.

**President-Elect Rouillard:** Okay. The rest of the comments online appear to be indicating to people the difference between admits and enrolls.

**Mr. Meredith:** Admitted are the folks who receive a letter saying your offering admission. Many students receive six or seven. You save on the news, right? 'Student was admitted to 14 schools.' Enroll is where she or he decides to enroll. Admit is just as you said: you meet our admission criteria, therefore you are admitted.

**President-Elect Rouillard:** Thanks.

**Mr. Meredith:** Sure. Let's get to the next slide. So another couple of questions that came in were sort of, I think getting along to, why aren't we doing more to recruit in Northwest Ohio? I got a couple slides here that would show you I think that we are doing a lot in Northwest Ohio. The reality is there's fewer and fewer people in Northwest Ohio. And that is not going to change. I have no crystal ball back in my office - I wish I did - but that is not going to change in anybody's lifetime. So we have to kind of come to grips with that.

This would show you, again, it is a ton of data. But, in Northwest Ohio we have the largest share of any Ohio public school, even including the one in Columbus. So this perception or feeling that we're not recruiting in our backyard is not really accurate. This data shows that these are all the counties that they consider to be Northwest Ohio, and we do quite well in that. I'll leave that up for a second, because it's a lot to kind of wrap your head around, frankly, get your eyes to focus on at the end of a long day. But, in Lucas County, [in] 2021 - 41%. All right, so that means in the entire county, Lucas County's folks who graduated from a public school and went to a two or four-year public school in the state of Ohio, 41% of them enrolled.

Now, if we flip to the next screen, I kind of just blew my next quiz. So you've all got an 'A' on the next quiz. I kind of want to see how that stacks up with some of the other folks that we've been talking about. In Franklin County, Columbus, Ohio State enrolls 38% of that population. I was going to ask you what do you think the University of Toledo percentage is, but I just told you what it was. It's 41%. So, we do better in Lucas County than Ohio State does in Franklin County. Now, somebody's going to raise their hand and say, there's a whole lot more people in Franklin County than there are and Lucas County, and that's absolutely true. But relative to the population, we do well. I also have somebody ask a question about some particular schools: Sylvania's Northview, in 2021, we enrolled 18.5% of the graduating class; Southview was 18%; Anthony Wayne, 18%; Whitmer, 16%; Early College, 40%. Yes, I wish we got every single one of those graduates to come here, but we're not getting our 'plots cleaned' in our backyard like maybe some people have this fear that we are.



**Senator Avidor-Reiss:** The question is the trend. Is it down, or is it the same as it was before?

**Mr. Meredith:** The market shares for Northwest Ohio went down in 2020, but back up in 2021. Any number of reasons to probably explain 2020, but we're back up in 2021. 2022 is not out yet, so I can't really answer that. But, it's not going down precipitously in any way, shape or form. I mean, we'll flip back a slide and we'll take a look at that. All right, Lucas County – 45%, 44%, 42%, 32%, 34%, 41%. I mean, yes, there was a couple of dips there, but that's just that one county.

**Senator Avidor-Reiss:** So, I don't understand where is the deduction in enrollment with 3.7%. Where is it coming from? If everything is so great---

**Mr. Meredith:** It's not great. It's not great.

**Senator Avidor-Reiss:** So where is the deduction coming from?

**Mr. Meredith:** When I started this job, I had no grey hair. I had a low hear rate. We're not we're not in good shape.

**Senator Allred:** Even holding the same market share, we still have a decline in direct from high school population. Right?

**Mr. Meredith:** It's great to have a market share, but if the market is shrinking, you are nowhere.

**President-Elect Rouillard:** So this might be a good point in the discussion to ask Kim Pollauf's question. "What are we doing to attract adults in transfer students here and outside of Northwest?"

**Mr. Meredith:** Can you press pause on that and then press play on a couple of slides?

**President-Elect Rouillard:** Sure.

**Mr. Meredith:** Okay. Let's flip on to looking forward. I promised we'd have time for questions at the end. I don't want to back out on that. These are some things we're looking at going forward. So clearly, we have to do a better job in getting more students to pay attention to us. To that end, we have spent a lot of time and energy and frankly, money on the top of the funnel. So, again, I think I mentioned a minute ago that last year at this time we had 177,000 prospective students signed up for the incoming class of fall 2022, and this year we're at 209,000. One of the odd things, [well] it's dangerous territory. One of the odd things that I discovered when I got here is that we didn't really do a good job marketing to high school students until they were going into their senior year. All the research says that's bad because if you're not on their radar by then, you don't get on their radar by that time. So, we're blowing off the top of the funnel. I think we're sitting on around 68,000 or 72,000 juniors and about 2,000 sophomores. Rewind a year ago, we had zero sophomores and I don't know, a smattering of juniors. So we have to have a multi-year communication plan with people in the pipeline to communicate to. We're building that. It takes a while to build that out. If Dr. Postel walked in the back of the room right now and said, Dave, I want you to take that top number to 300,000. I could do it in about half-an-hour. But, I couldn't do it with people who would be interested in the University of Toledo. I couldn't do it with people who would be likely to pay attention to that marketing message. When we send it, it takes time. It takes data. It takes analysis. It takes, frankly, a lot of kicking ideas back and forth. We have tools that we use to help us with that, but when we buy a name or acquire a name, we believe our message will resonate with somebody. So, it's not a matter just volume. Anybody could go buy 300,000 names and be done with it. I would get Marketing

and Communications to just blast them with print pieces and digital pieces. And most of it winds up in the trash, either the physical trash or the electronic trash and it wouldn't matter. So, it's a process and we're building that process. We've been building it for about one year, which is why we have that many sophomores and that many juniors in the pipeline. So that's one thing.

Yield, yield, yield. This has to be our next focus now. If we cannot convince more of those students who will apply to choose to come here, whether they be direct from high school, whether they be transfer or any other population, we will continue to have meetings like this. I do not like meetings like this. I have no problem talking to faculty. I do not like delivering this kind of news.

**Senator Huntley:** Dave, could you elaborate on what “yield, yield, yield” means? What are some tools to get there?

**Mr. Meredith:** Yes, so part of it has to be messaging. We're going to talk a little bit when we get to the ways faculty can get involved, and I'll expand on that. It means getting more of our admitted students to come to campus. It is no secret; we have a beautiful campus. When we get students on campus, our yield percentage goes way up. We just completed a study with Marketing and Communications to study students who were admitted and did not come, and to find out why. We found out, well, among a lot of things, but one main thing that jumped out for me is that the students who did not come did not feel like they were part of a community here. I believe coming out of COVID, they burn for that. They've been locked up. They've been at the home kitchen table for too long. They want to feel like they're part of a community. And until we can figure out ways, either through messaging, or through experience or through any other way we come up with to get them to feel like the University of Toledo could be a good community for them, I think we're going to continue to be challenged. It's got to be an interplay between what we do centrally, because we do it for everybody. We don't care what college you were admitted to. We don't care if you were the last person on the ranking of admitted or the first person. We are going to recruit the heck out of it. The colleges to their credit threw everything they had. I don't have a whole lot of beef with any of the colleges in terms of effort. They went out of their way to phone call students, to email, to send postcards. Engineering drove around and put yard signs in people's front yards, called them a future Rocket. I mean, but what we lack is any sort of research on which one of those multiple things works. We had a meeting about it today, and I don't know if I can convince a dean. If there's a dean on the call and you're interested, look me up. Would you be willing to allow us to experiment with your admitted student population next year to figure out which one of those things is most impactful? I'm going to go out on a limb and guess probably no one's going to take me up on that, because that means you're going to have some population who is not going to get all of those things.

**Senator Coulter-Harris:** Yes, I have a question. How much are we spending on television and radio ads? I know that we are spending, I mean, we have Facebook pages and things of that nature. But I've noted in the last, let's say decade (I've been here more than 10 years), there's been a lot of television ads, a lot of ads on the radio, and other great media and I'm wondering, have we stopped doing that?

**Mr. Meredith:** I would probably point to my colleague, Adrian King in Marketing and Communications for an actual dollar figure. I have no idea what the budget is.

**Senator Coulter-Harris:** You don't know? Because I haven't seen really any ads this summer.

**Mr. Meredith:** What I think - I'll try to channel her as best I could - it would depend on the population. You're not going to recruit on TV for your direct from high school population. They're going to fast forward through any commercials that are on. They're going to be online and digital. There are other populations that that could be fruitful for.

**Senator Coulter-Harris:** Right.

**Mr. Meredith:** But it's trying to figure out who is that population and what is our message. That's it.

**Senator Coulter-Harris:** Right.

**Mr. Meredith:** So, Jason, back to you. I'm going to circle back to your question. Message, message, message, yield, yield, yield. We got the attention of a lot of students. They did the things they needed to do to get admitted, but something fell off the rails once they got to their admit packet between then, and when it was time to make a decision on where to go. I believe it has to do with our messaging. I'm going to talk about that when we get to ways faculty can get involved. We can get to the next slide. I'm staring at the clock and it is staring back at me. So, here's the Olympics version of ways faculty can get involved. This is the bronze medal. We do tours all the time. They're easy to pick out. You can spot them a mile away. Next time you out on campus and you see a tour, walk up, stop them, and introduce yourself. Welcome the families. Welcome the students. Ask where they are from. If anybody happens to be a major that you're faculty for, fantastic. If they're not, that's fine too. Work with your department to articulate what differentiates your program. When I got here, I would have conversations with department chairs and deans. And I would say, tell me why I want to come here to study whatever? I got a lot of very general things, like: we're welcoming, we have a lot of faculty student ratios, we have great faculty, we're a warm and welcoming environment. That could all be true. Every other program in Ohio, every program United States would say the same thing, and they do. Why come here to study, in my case, history? Every other school in the state of Ohio has a history program. Every other schools in the United States has a history program. Kids have a lot of choices. We've got to figure out why UToledo. Yes, sir?

**Senator Allred:** Granted, I'm from a small department. But let's say we've done number two already -I think we have and it was good answers—who do we communicate that to? Because I feel like we've never been able to find anyone in enrollment and marketing who is interested in talking to all our programs about that.

**Mr. Meredith:** Yeah, so we talked about earlier the Cadillac and the Yugo. We have a Cadillac now. So what we can do is we can differentiate that 209,000 pile of students. Can you tell me what your program is?

**Senator Allred:** Philosophy.

**Mr. Meredith:** Yeah, we can go through and we can pull out anybody who has at any time raised their hand and still listen to philosophy, and we could target message those students directly.

**Senator Allred:** So we should send it---?

**Mr. Meredith:** Your key communicator is Emily. Get with her and have her talk with Adam Lee. If you can get the message to Adam Lee, then we can figure out how to take it from there. I'm not expecting you to deliver emails. We have the Cadillac now, right? Let's drive that thing. But we have to figure out what the message is to drive it with.

**Senator Allred:** It makes sense.

**Mr. Meredith:** Last one. The document distributes student success stories. Nothing attracts good students than seeing other good students doing amazing things. I told that to Dr. Postel at like my third or fourth meeting with him when I was hired. I said, what is up with us? We are the most unnecessarily modest University I've ever worked at. I don't know whether it's a Midwest thing. People told me we're a blue collar town, so we don't brag about ourselves. Folks, we've got a lot to brag about. I've worked in some schools where you look around and you're like, I don't know what we're going to market at this place cause they're all kind of average. We're not average. We've got great things to say. We just have to figure out how they are.

So, silver. Next slide. Minimal time commitment. Get your student associations involved. They can also write messages that we can send via the Cadillac to admitted students. Congratulations day - We're so excited that you're admitted to our History Department. We are the History Student Association. We are going to be your best friends when you get to campus next fall. Here are some of the great speakers and activities and opportunities we have. We can't wait to get you on campus. Help break down that issue that people don't feel like there's a community. And student-student recruitment, as much as it hurts me to say this as an admissions professional, will not recruit any of my recruitment staff on their best day. So, use your students. When it gets time to do Rocket Scholarship Day in December, come up with cool things for these students to do. Don't fill them in a room and have them write an essay. That's the worst thing you could do. I'm going to say, if you're going to do that, let's not even have an event.

Then, I want to spend a little time on this one. The yield push initiative is something we started two years ago. And what we kind of ask around to campus to find out things that undergraduates could do when they get here, but they don't know about until they get here. So think about that in your own department: what are some cool, interesting, and enriching things that your undergraduates do when they get here? What we did is we took a lot of those, a handful for each college. We went out to students and said, you're an admitted student. We like you. We want you to come here. We like you so much, here are the cool things that you can do when you come to University. Tell us which one you want, and we'll make sure you get it. Now, somebody in the room is going to point out statistical issues with this one. But the yield rate for those, the lowest yield rate is like, 50%. These are these are just things we're going to do when they get here anyway. So, let's package them up, put a bow on it and let them select it. NSM, I think just did a bang up job this year. They've got guaranteed admissions to some...programs. They've got [students] paired up with faculty to do research. Engineering does some cool things. CAL does. I mean, they're all doing some really cool things. They are always looking for more cool things. Next slide.

This is the gold medal. This takes some time, I get it. But if you're willing and able, host a BA or whatever student for a day. Do one in the fall for prospects. Then do one in the spring for admitted students. Low key bring them in, and then you pair them up with one of your student association folks. They go to class. They go to lab. They do research or whatever. They go lunch. Then you send them on their way. When they walk out of here, they'll be flying like a kite. They got to be a college student for a day. They got to see exactly what it's like to be a chemistry student for a day. They got to go into a lab. They got to do things. They got to see what that's like. That's the most powerful way to recruit a student, that individual one-on-one attention.

Many of you know Mary Humphrys. She's working with us on transfer issues. So back to the question that you're going to press play on: recruiting more transfer students. When the research comes out, I'll be curious to see, but know that there are some internal self-imposed barriers to transfer students. Mary Humphrys is the expert on that, if you want to contact her and say, we have a problem. She can tell you if you have a problem. If you don't, fantastic. But, if you do, fix them. Many of them are curricular. Many of them are ways students have to progress through. I'm not faculty, but I remember. I believe many of them are solvable with some work. And I get it -- it's work, but it can be solved. Then, commit to sending an email to the parent and guardian. We know this. Years ago, parents and guardians started playing a much more important role about where their student went [to college] or student goes than they used to. And so parents are real key to find out what is going to happen with my son, or daughter when they graduate, when they get a job, when they get into a professional school. If you have some sort of licensure requirement that they have to pass, do you have an impressive passage rate? Do you place people in impressive PhD programs for philosophy? Those are the kinds of things that are going to make that parent go, ah ha, the University of Toledo; yeah, I heard some stuff about them. Dang, Junior, did you see this? They just got somebody--- who has a good philosophy program?

**Senator Allred:** We just got somebody...*[Indecipherable]*

**Mr. Meredith:** Yeah, so document and then share with your key communicator, so that we can get that message out. And again, we'll use the Cadillac for this. I'm not expecting you to email people. That's not your area. This is our area. But, I can't tell people about Stony Brook, about some amazing students who just got admitted to Stony Brook. You can, so help us with that.

So, somebody here asked earlier, if we're only down, and I think this is your question. If all this is great news, - and again, it's not great news - what's the problem? A big part of the problem is retention. I did this math problem a little while ago, so it does not reflect the current gains we've had in retention, which are encouraging. Our retention rate is up, which is great. Our graduation rate is up. So good stuff is happening. That's what happens to a 2,000 member DHS class. You'll read it. That's how many we lose after this year. And then the bottom paragraph is how much money that actually equates to.

**Senator Avidor-Reiss:** I must object to this notion that faculty does not do work with... Retention has increased in the last... It is recruitment that is going down. The fact that we are 33% down the last 10 years or so, and retention is going up...It is actually below the...I thought faculty are doing hard work and they are doing the job with retention and it is going up. The problem is doing a good job and recruiting people to the University and admitting them to the University of Toledo. The University of Toledo does need to decide that this is a crisis, and your office should be getting resources to do a good job. And your office should be able to speak with faculty to advise you because I don't think many of the things you said in this discussion involved faculty, retention wise. You need to speak to us so we can help you. You can work with us... Speak with us... of faculty to come with the ideas that you want us to provide. But the key here is the faculty are doing the job. Faculty are facing a.... It's their... You guys really need to put this into priority.

**President-Elect Rouillard:** One of the college's advisors has asked, "What efforts you're making to keep the College Credit Plus students and the Toledo Early College high school students?" I mean, we have about 1000 CCP students who are potential admits. So, do we target them at all?

**Mr. Meredith:** We do. In fact, if you go to the CCP website, it just got redone in partnership with Marketing and Communication. It's 1000% better than it used to be. Before it was a very factual website, [like] here's how you do what you need to do. Now it has a recruiting focus. We definitely want those students to continue at the University of Toledo. That website reflects that. And now we have a communication plan, so when a student takes a CCP course, they are also getting marketing messages; basically, you started here, let's complete here. So that's the last slide I have. I've got now time for more questions. Yes, sir?

**Senator Wedding:** What has been the impact of the new parking on student enrollment or yield, whatever? Secondly, what has been the impact of the quality of the dorms on students?

**Mr. Meredith:** I would say the quality of the resident halls isn't certainly going to be a concern. I don't think students necessarily expect granite countertops and jetted tubs in their resident halls. But, I think they expect basic levels of effort [such as] clean walls, painted walls, carpet that is not falling apart etc. Parking, I can't measure that. I read the same messages that you read. I see the same stuff online that you see. It did us no favors. Certainly, the press that we got about parents getting tickets for picking up their students and all those other things. You never want bad stuff in the news when it's recruitment season.

**Senator Wedding:** Wouldn't you want parents to bring their students here from Cincinnati on a weekend to look at the campus and not go home with a ticket?

**Mr. Meredith:** That would be a nice start, yes. I've got some of the wrinkles with our events. We're having a little bit of trouble with events and tickets, but I think we squared that away. We've also squared away the daily visits. So students who come for our tours, their ticket issue, I think we've kind of conquered that. But that's going to waiver out there in the ether till the next thing comes along. I've got a buddy of mine who works in the Appalachian State in North Carolina. If you're a college football fan, you know all about this. College game day -- just went to their campus to shoot their show, which is the sort of hours long experience before the big football game in little Boone, North Carolina. I wrote him and I said, your admissions office can never pay for this kind of press. It was beautiful. They had drone pictures of students out having fun and the cheering was great. That's the kind of message you want out on the Internet and pictures. You don't want people complaining because their kid got a ticket for running in to drop off their stuff.

**Senator Strang:** Thank you for your presentation. I want to try to put together two things and to hear your response. One thing is you had mentioned that one of the pieces of evidence that you're getting is that students come to the campus and they don't perceive themselves as being a member of the community and that may be---

**Mr. Meredith:** They don't come to campus. That's one of the problems.

**Senator Strang:** Okay. So they don't see themselves as part of the community. Right?

**Mr. Meredith:** Yes.

**Senator Strang:** So that of feeling of community affects the overall enrollment. Then tie that proposition to another proposition that I think people would agree with, which is that Americans see themselves in lots of ways. One way is politically, religiously, where people sort how they live, what they watch on television, the churches they go to, etc. If people are seeing themselves based on those things like political

commitments and religious commitments into what they see in their communities, right? Their communities and social media, whatever it might be. Have you put that proposition together with the other one, have you seen or studied whether or not people perceive themselves as not being part of the UT community based on their political or religious viewpoints? Have you've seen or studies the impact of the perceptions of the University politically on community or whatever?

**Mr. Meredith:** No, we have not. That's the quick answer for that. It's interesting to think about that because that yield rate is made up of a lot a lot of sub-yield rates. I guarantee a kid from Wood County yields at a different rate than a kid from Athens County – distance from campus. We also know that when you apply, your...are yield. There's a lot of things that go into making up yield. I've not thought about it in that particular term or those terms, but we have thought about it in other sort of categories.

**Senator Strang:** My point is that Americans are sorting themselves in lots of areas based on their political views, religious views, so it is reasonable to suspect that they would sort themselves when it comes to their educational options. Especially parents, as you said, are taking a more active role in their children's educational choices.

**Mr. Meredith:** They may. I don't know that. That could be. I've not studied it. I've not seen anything in the things that we read in enrollment that has looked at that.

**Senator Strang:** So you had an N of 1. I have an N25, so I've asked acquaintances why they did not send their children to UT. Many of them gave other reasons for not choosing the University of Toledo, plus the perception about its political or religious one-sidedness.

**Mr. Meredith:** Yeah, but that's a skewed net.

**Senator Strang:** Well, I guessing that is a skewed N1, you sample folks who already—

**Mr. Meredith:** I know.

**Senator Strang:** They sample students who already know too.

**Mr. Meredith:** Sure. Yeah, but, I mean---

**Senator Van Hoy:** You can't draw a conclusion from either one, right? That's the problem.

**Senator Strang:** My point is we don't even investigate the possibility. There's, data that could suggest that one of the reasons is that the perceptions of the university is one-sided.

**Mr. Meredith:** Wilmington college is like a small Quaker school. It is pretty darn liberal. Their enrollment is booming and they are in the farm lands of Ohio. Maybe there's something there, I don't know. I can't really, I don't want to be speculating.

**President-Elect Rouillard:** So you have one-minute left. I'll let Ammon ask the last question.

**Senator Allred:** I love to see that we're recruiting nationally. I think would be awesome if we have more national profile. I'm curious at how does your office make that cost decision here because we're all starting to build in Ohio. How would you guys decide that certain office paid off? What's your sense? Well, I mean, I know it's a big question, but does that make sense?

**Mr. Meredith:** Yeah. So why pick Charlotte? Right? Well, because in North Carolina, Charlotte is the second biggest metro area and it's a hard drive from Wake County, Raleigh. Students down there will travel. Not everybody wants to go to Carolina, or NC state, or the other dark blue school. They have a growing population, not a shrinking population. And increasingly, people in Charlotte and Wake County are from the North. The myth of southern states being a bunch of Southerners is not holding true anymore. There are a lot of transplanted northerners. So for them to come back north, it is not a big deal to them. It is not seen as a gigantic leap to go back north to go to a college because many of them are from the North. So, that's why we pick the places that we pick. Texas, the schools down there are just bursting with enrollment. High schools do not have the declining enrollment problems like we do in Northwest Ohio, and those students are beginning to travel more and more. So, there's some research that goes into why those particular areas. Atlanta - I mean Atlanta is a no brainer. Everybody's got a region in Atlanta. There's people there, and they've got the money to travel to go to school and they have a willingness to travel to go to school. By year three, if you're not seeing the return either, you've got to look internally. Have you had turnover which we've had in Cincinnati, unfortunately? We're in year two of the experiment in Cincinnati, and we're on recruiter number two. That's not good. You need longevity. So by year three, though, if you've got the longevity, you'll start to see the return. Maybe there's something wrong with your marketing. Maybe you're buying the wrong names. Maybe you're not hitting them the right way. But having someone on the ground who can go recruit in those schools all the time, as opposed to flying back and forth. I mean, I can't even imagine the budget to go travel back and forth to Charlotte six or eight times a year vs. walking out of your house, getting in your car and driving to high schools in Charlotte or Wake County. So that is how we pick those places.

Hey, thank you so much. I'm very much willing to come back and continue your conversation. I was given an hour to talk about these things, which is probably why it felt like lecture to you. I'm not a lecturer. I love these conversations, and so, if we can figure out a way to make that happen, I would be happy to come back. Thank you everyone.

**President-Elect Rouillard:** Thanks, Dave. So the next item on the agenda is to approve the Minutes of September 6<sup>th</sup>. Are there any issues with the Minutes as they were distributed to you by Quinetta?

**Senator Andreanna:** I do have an issue because a lot of what was said later on in the meeting was left off those meeting Minutes.

**President-Elect Rouillard:** So, are you objecting to approving the Minutes? Are you asking for a re-review of the recording?

**Senator Andreanna:** Possibly. If it's not clear, then I'm not entirely sure. Right? There was a lot that was discussed later in that meeting that's been cut.

**President-Elect Rouillard:** Was that taped on WebEx?

**Quinetta Hubbard, Faculty Senate Admin. Secretary:** It was.

**President-Elect Rouillard:** Was it also taped on a cd?

**Quinetta Hubbard, Faculty Senate Admin. Secretary:** No.

**President-Elect Rouillard:** So, what is your pleasure? Is there somebody who wants to make a motion to re-review the recording? Or do you want to just go ahead with the approval of the Minutes? If there's a



concern we can, we can go back and listen again. Why don't we do that? Okay. If there's a concern, I want to make sure that we address it.

**Past-President Bigioni:** Senator Andreanna, do you recall what was discussed at the time? Did you make some notes?

**Senator Andreanna:** I could. I can tell you that budget concerns were brought up. I think it is important. We just received a 3:07 [p.m.] email today showing some of those concerns. It's appropriate that document them. We discussed it two weeks ago.

**President-Elect Rouillard:** If you can send Gary Insch and me some notes regarding that, we can look at that and see what is in the recording again and see if it can be clarified. We will Table that. *Draft Minutes Tabled.*

The next thing is the Executive Committee report, which Gary wrote and forwarded to me.

This is the Faculty Senate Executive Committee report for September 20, 2022.

To start I must thank President-elect Rouillard for filling in for me today. I truly appreciate her service and support.

In the interest of time, I will keep my remarks brief. Over the last couple of weeks, the Faculty Senate Executive Committee has been working very hard on four important issues.

First, President-Elect Rouillard and the Committee on Committees have been gathering names and filling in open seats on the various Faculty Senate working committees. Thank you to all of you who have already agreed to serve. If you have an interest in a committee, please contact Dr. Rouillard and the Faculty Senate office. Most of the important work of the Senate occurs in these committees, and I am grateful for the committee chairs who have already started their committee assignments.

Second, as we discussed last week, the new budget model and faculty participation in the process is a key issues facing our university. To this end, the Faculty Senate Executive Committee authorized the establishment of the Faculty Senate Ad-hoc Committee on Budgets. The committee will consist of a Faculty Senator who is a member of the budget committee from each college. If a college budget committee does not have a sitting Senator on it, it is expected that a Faculty Senator will be invited to either serve on the College budget committee or have a non-voting role in the College budget committee meetings. Other interested faculty members may attend and participate in the FS Ad-hoc Committee on Budgets meetings but not vote on committee proposals.

The charge of the committee is straightforward: The committee will establish the goals, initial guiding policies and procedures, and process for reviewing the University of Toledo's various budgeting college and administrative unit committees' structures and processes. The committee will examine current practices and gather data from all the relevant units in order to provide recommendations for improvement.

Senator Collin Gilstrap from the Neff College of Business and Innovation has agreed to chair the committee and is in the process of gathering his committee members. We look forward to their initial report in a couple of months.

Third, the other major challenge facing our university is enrollment. The Faculty Senate Executive Committee authorized the establishment of the Faculty Senate Ad-hoc Committee on Recruitment and Retention to examine how the faculty can assist in the enrollment process. The committee will review the University of Toledo's various student recruitment and retention structures and processes. The committee will examine current practices and gather data from all the relevant units to provide recommendations for improvement. The committee will consist of at least one faculty member from each College. However, membership will be open to any faculty member with an interest in student recruitment and retention.

Senator Tomer Avidor-Reiss has agreed to chair the committee. The Faculty Senate Executive Committee will be sending out a call to all faculty to find interested faculty to serve on the committee. A special invitation is extended to the Faculty Senate senators to serve on this Ad-hoc committee. Recruitment season is already upon us, and this committee will get up and running quickly. We are hoping for a preliminary report back from this committee prior to the end of the fall semester.

Finally, a bit of good news. The revised Constitution has been fully and overwhelmingly passed by the full faculty. It will be presented to the Board of Trustees on Wednesday, September 28 where we expect its final approval. Again, many thanks to Mark Templin, Tim Brakel and Terry Bigioni for their tireless work over the past four plus years to get this done.

One small administrative note, I thank out Health Science Campus Senators who traveled over to this room today. We are hoping to find a compatible technology room on the Health Science Campus for our next Faculty Senate meeting in October. It is our intention to rotate the campus locations. I appreciate your patience with the process.

That ends the Faculty Senate Executive Committee report. Are there any members of the Executive Committee that would like to add anything? Okay, thank you very much.

That then brings us to a report from Provost Rissa Dickson. And I imagine that she's online.

**Provost Dickson:** I am here.

**President-Elect Rouillard:** Okay. But there's a question, before we go there, from Senator Hefzy who has a question regarding the Minutes of September 6<sup>th</sup>. Senator Hefzy, what is your question?

**Senator Hefzy:** The question is, I'm looking at the Minutes and there is no list who is present. Is that by design?

**President-Elect Rouillard:** Quinetta says that the listing is on the second or third page of the Minutes. It's just not in its usual place. Okay, Senator Hefzy?

So let's proceed now to the Provost report. Provost Dickson, we are very happy to welcome you to the second Faculty Senate meeting of the year. We look forward to your comments. If people have questions, shall they wait until the end of your comments?

**Provost Dickson:** My comments are actually quite short this time I think, although I've said that before and had them not be so. Yeah, why don't we do that. Thank you for the welcome. I am thrilled to be here. I hope you all are off to a very good start to the academic year. It's certainly a busy one, but a very, very exciting one. We're getting a lot of stuff done. There's a lot of activity. Some of you may have heard about the low course enrollment, low program and duplicate program report that's required by the State. Every five years, according to Section 3345.35 of the Ohio Revised Code, requires that we do a report to the State. This is the fifth year, so we have a report that will be going to the Board for approval before it goes to the State at this next meeting. And essentially, what it does is it outlines our low enrolled courses, low enrolled programs, and our duplicate programs with other state institutions. What we've done is we've identified the courses and the programs and we've made recommendations. We've been working with your colleges on this. There will be a detailed report after the Board meeting. But generally, when it comes to the programs, the duplicate programs, and the courses, too, we're looking at: quality, centrality, admission, cost effectiveness, demand, potential for collaboration or potential restructuring. So many of the courses are going to be duplicate sections and so we're going to be typing those up and those kinds of things. There was something like 1285 low enrolled courses that were reviewed. Most of it was just efficiencies that we looked at. When we looked at low enrolled programs, we have the opportunity, we have to report back to the State if we're going to take no action, close the program, merge with other programs, collaborate with other State institutions. So, we have to note. For the low enrolled programs, there are 125 low enrolled programs. We identified 40 for closure and/or merger. Understand that many of those already don't have people in them. They're on the books, but haven't been being taught. And then 85 of those have no action. We've been working with BGSU, and similarly, out of 48 duplicate programs, there's no action indicated for 42 programs, because of the quality and...admission several of them were new and are just now building up. So that's the big thing we've been working on the last couple of months in in this office. But the last week, we've been getting this ready to go to the Board. The Board's meeting is coming up and we're spending a lot of time working getting our materials ready. Other things we're going to be reporting out on are opportunities and challenges across the colleges. We've been meeting with every one of the colleges to review the Huron data, in terms of opportunities and challenges. Some of the colleges have been better at sharing that information than others. It's come to my attention. But we've been working with the deans to identify and set visions about what the direction of the college is going forward. By December, the Board is going to want pretty clear directions in terms of: are there resources that we're reallocating towards programs we want to grow? What are some things we're talking about structurally changing and those kinds of things? So, those are the big items right now in the last couple of weeks since I met with you last. I'm sure you all have plenty of other questions so I'm happy to answer whatever I can.

**President-Elect Rouillard:** Are there any questions in the Chat Box for the Provost? Are there questions in the room?

**Senator Avidor-Reiss:** I'm going to ask you the same question I asked you last time, which is, how come enrollment is not a major thing that your office is dealing with, considering this is a crisis that is driving everything down? We had to close classes because there is deduction in enrollment. Enrollment is the driving force. It seems that you are speaking to us about other things, but you do not put this at the top of

your agenda, which is the most important thing in the moment. What is your office doing to increase enrollment?

**Provost Dickson:** We are working on enrollment. In fact, one of the things I did when I got here, I've done it in two other states, is I said, 'Oh, my gosh. We're focusing on enrollment with only bringing students in.' That's great, but we've got to keep them and we've got to graduate them. So, we've put together a committee that we're calling the Student Lifecycle and we're working on that; it is just wasn't front and center today. [We're] working on the Lifecycle Committee to put together the data structure so that we can identify not just who we should be recruiting, but where we're being successful with those students and where we're not. Because once you bring students in, holding onto them lessens the need to keep driving to pull them in. And so enrollment is front and center, but it's front and center for all of us. So, Dave, for instance, who was just here, I was listening to him. He does not report to me. He's got a dotted line to me. We are all working very, very closely on that. We've got several different consulting groups who are looking into the...report. The second part of it came back this week about what opportunities we might have for online. We're comparing that to the Huron data in terms of what opportunities they saw for online programs. And then my understanding is, there's an existing EAB report from a year or more ago that also addresses some of these. So, I've asked somebody to triangulate that information to look at where we have programs already that we should be marketing towards. So, we're doing an amazing amount of work around enrollment right now and, and it really is something that we're doing on a day-to-day level. I've also got people looking at the number of STEMM college, no degree students. Ohio has a huge number of them. What are the needs in the community to get people in? How do you get students to complete? So it's not just about enrollment. It's about serving our region. How do we get a more educated region? How do we get people in the region who have some college, but no degree educated? So I appreciate the question. We're spending an incredible number of hours and resources on this exact topic.

**President-Elect Rouillard:** There's a question in the Chat Box that is very timely given news reports on ProMedica's financial problem, which potentially impacted the College of Medicine. Can you tell us what the impacts you foresee are for the College of Medicine and Life Sciences and the University as a whole? What are some of the possible...from UT?

**Provost Dickson:** So, I'm going to tell you what I know. I've been here a couple of months. I'm also going to address Mohammed's question above about layoffs. No, there will be no layoffs as a result of program closures. These programs were so small to begin with that there will be no layoffs due to program closures. The ProMedica, what I understand from speaking with the president, is that the ProMedica issue will work itself out one way or another. I happen to also have colleagues and acquaintances in the environment who work for ProMedica, so I know that they are getting a very different story than we are. This has been taken above us, in terms of trying to work it out. The community has an awful lot at stake. ProMedica, I think part of why they hit back so hard is they're afraid based on what Chris Cooper's letter said, which was not inaccurate to the best of my knowledge. They're afraid that some of the physicians are going to start looking for other work and they're going to lose some good people. So, I think that this will work out within a reasonable amount of time. I think we're just going to have to manage through it is, is my best understanding of where we are right now.

**President-Elect Rouillard:** Thank you. Provost Dickson, I also had a question since you bring up the Huron Consulting company. Many of us are concerned with the lack of transparency in Huron's work. I

specifically cite a PowerPoint presentation that was given to the deans in November of 2021 that was never shared with faculty until there was a FOIA request for it and Faculty Senate also delivered that PowerPoint deck. I also have some other concerns with Huron, including some incorrect data. They incorrectly stated the athletic program's budget. I have questions about how they determined that faculty were not being used effectively. This was one of their recommendations that we need to use faculty more effectively, and I'd like to know how they determined that. We have no information of how they have retrieved their data, what criteria they use to retrieve that data. It's very concerning.

**Provost Dickson:** So I can answer to the best of my knowledge. I have never heard Huron say that faculty were not being used correctly or appropriately. I've never heard that. I don't know why the PowerPoint was not shared by the deans. I have no impression that any of this is hidden or [a] secret. This is where Huron has gotten their data to the best of my understanding. Understand, I've only been here for a couple of months. Let me just address the inaccuracy. Part of the inaccuracy of the data was that our CIP codes were a disaster? Let me just tell you as someone who has managed institutional research across several institutions. And this is not about, well, institutional research does and does not have to do a CIP codes. But let me tell you that our data structure at the University of Toledo has been a disaster. So the first thing I said, I don't think I was here a week when I said we have data architecture problems. So, I'm going to tell you that there was a lot of inaccurate coding of the courses. Anne is remarkable. She one of the best people institutional research people I've ever worked with, and she is cleaning that up, which is making the data way, way, way, more valid. So that's part of the problem. The finance data is coming from Matt. And what they're doing is they're looking at our CIP codes, and then they're looking at our enrollment. So this is all stuff that's in our systems. They are simply pulling what's in our systems. Our systems were somewhat of a mess. So, as we clean up our systems, the data will be more accurate. What I can do is I can report out more often. I'm going to tell you, there's not a lot of excitement around the Huron data. What Huron has predominantly done is done a class-by-class and program-by-program analysis, showing us where programs are kind of holding their own, where they're costing money, and where they are flush or there's extra revenue. Some of this is no brainers. We know engineering's expensive. Nursing is expensive. Music is expensive. Art tends to be expensive. The liberal arts and sciences not so much. Business is expensive. So we know that and it's validated some of that. But one of the things that they've done that I think is so remarkably powerful is they've done a, I've just lost my words, like a market analysis. And they show us where the market is increasing and decreasing based on regional and national data and what our market share is. So if, for instance, BGSU is killing us in an area that we're not growing in, we know that we might want to back off on that and go for another area where we can have market share. Or, if there's a huge market available but we're not grabbing it, then we know to start building in those areas. So, that's really the information. I'm hoping that the deans are bringing back to the colleges and talking to the departments. We've identified some potentially very exciting areas where programs can start reallocating their resources with existing faculty and resources.

**President-Elect Rouillard:** Thank you. Any other questions from the floor or online attendees? Kim Pollauf is asking can you give example? I'm assuming she's referring to programs that you just identified as potential for reallocating resources that we already have. Is that your question, Kim?

**Assistant Dean Pollauf:** Well, actually exciting ones that we may not realize are good markets or emerging markets where we can expand.

**Provost Dickson:** So, I'm not thinking of one right off at the top of my head, but I remember there was a meeting with the Dean of Natural Sciences, and he had been thinking about starting a program in an area. When he saw that there was a growing demand for it, he got very excited. But off the top of my head, I can't think of one. I just wasn't prepared. I mean, I could go through the list. Your deans all have them. It's all in the data that they've been given.

**President-Elect Rouillard:** Thank you. There's a question about this year's ARPA evaluation being the same as last year's. Last year it was evaluated as satisfactory or unsatisfactory without a merit score.

**Provost Dickson:** So that's my understanding. That's not something that I am personally all that involved in, that's LaFleur. But the conversations we have, have suggested that we are going to keep that for this year; as recently as yesterday we had that conversation. Do you understand that there's really no merit money this year, right? There may be pockets, but nothing from the institution that we're aware of.

**President-Elect Rouillard:** It's been several years, in fact, of no merit money. Do you have any questions for us, Provost Dickson?

**Provost Dickson:** It would be useful to me to just hear from you before meetings to let me, you know, if there are any pressing questions or issues. I tend to get very focused on what I'm trying to get done at the moment, and I'm trying to get as much done here as I can. So, you know, it's not going to be uncommon, I think for me to show up and give a report on something that completely misses the mark of what you guys are talking about. Understand, I'm a little bit cloistered in here. So if there's any questions, or you have concerns, it's important that you feel comfortable enough to reach out to me. So that's what I would ask.

**President-Elect Rouillard:** So, we'll repeat that here and invite senators to forward questions that you would like us to ask the Provost, forward them to the Faculty Executive Committee so we can make sure that we forward those to the Provost.

Well, we greatly appreciate you taking the time to be with us, particularly since it is pretty late in the work day and we know you have a lot to do. So we greatly appreciate your time here today. We look forward to more conversations with you.

**Provost Dickson:** Yes, me too. Thank you. I'm really happy to be here. Thank you so much. I'm going to sign off though, so I can get some work done before I leave. Thank you. Bye.

**President-Elect Rouillard:** Thank you. Okay, so that brings us to items from the floor. We have 20 minutes. Are there items from the floor?

**Senator Avidor-Reiss:** So, I think one thing that is important, maybe it's partially answering the Provost question is more communication of the upper leadership, president and provost etc. We found, she seems to be expecting the deans to do the job. But sometimes it's actually very important that all faculty, the foot soldiers speak. So if we can organize the Senate...more time. So we can all discuss and can hear the concern from the faculty themselves.

**President-Elect Rouillard:** I think that in the past, the Provost has come to Faculty Senate almost every meeting and has given a report. Faculty Senate Exec. meets with the provost once a month. But if you have particular concerns, just forward them to us and we'll make sure that at some point she gets the questions and gets time to answer that. We're happy to do that.

**Senator Avidor-Reiss:** Is it the same thing for the President?

**President-Elect Rouillard:** Yes. The Faculty Senate Exec. meets with the president once a month. The President doesn't come to the Senate that often, but we can invite him as often as you like, as often as we want. He may not accept; his schedule may not allow it, but we can certainly invite him.

**Senator Allred:** This is sort of an announcement. Just reminding folks that...Tony Kushner is talking in U-Hall for an hour-and-a-half. It's free to everybody.

**President-Elect Rouillard:** That's a good reminder. Thank you. Any other items from the floor? Anything in the Chat Box? If there are not any other items, is there a motion to adjourn? All those in favor of adjourning, please signify by saying, aye or typing. Very good. Thank you all very much. Have a good evening. Meeting adjourned at 5:46 p.m.

**IV.** Meeting adjourned at 5:46 p.m.

Respectfully submitted: Deborah Coulter-Harris

Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Executive Secretary















