

**Graduate Council Minutes
October 6, 2020
Webex**

Present: Wissam AbbouAlaiwi, Defne Apul, Brian Ashburner, Jonathan Bossenbroek, Frank Calzonetti, Saurabh Chattopadhyay, Madeline Clark, Wendy Cochrane, Heather Conti, Christina Fitzgerald, Daniel Georgiev, David Giovannucci, Dan Hammel, Marthe Howard, Gary Insch, Andrea Kalinoski, Linda Lewin, Sara Lundquist, Michael Mallin, Nagalakshmi Nadiminty, Penny Poplin Gosetti, Geoffrey Rapp, Patricia Relue, Barry Scheuermann, Beth Schlemper, Rebecca Schneider, Martha Sexton, Zahoor Shah, Ruslan Slutsky, Eileen Walsh (for Susan Sochacki), Steve Sucheck, Varun Vaidya, Jerry Van Hoy, Kandace Williams.

Absent: Timothy Brakel, Abraham Lee, Ekaterina Shemyakova.

Excused: Mohamed Hefzy, Brittany Jones (GSA).

Guests: President Gregory Postel, Provost Karen Bjorkman, Amy Thompson.

Call to Order, Roll Call, and Approval of Minutes

The meeting was called to order and the roll called and the Minutes of the Graduate Council meeting of August 25, 2020 were approved.

The agenda was reordered to accommodate the schedules of guests President Gregory Postel and Provost Karen Bjorkman.

Information and Discussion Items

Question and Answer with President Postel and Provost Bjorkman, Provost and Executive Vice President for Academic Affairs

Question: Now that you have been here for a few months and you have an extension on your contract, what are your long- range priorities for the university?

President Postel

President Postel thanked Council and began explaining his take and status of UToledo since arriving in summer 2020. Since coming to UToledo, he has had an opportunity to more fully understand the challenges facing The University of Toledo beginning in mid-June when he was asked to come on board. In mid-June and early-July a difficult set of circumstances, to say the least. The issue that received the most attention publicly was surrounding the hospital certainly and a major issue to quickly address that was causing a lot of negative publicity. It became obvious that it was really not going to be the item that was the most challenging to solve. The hospital's financial problems can be solved through a series of initiatives that are rather straight forward and might take a little time to play out. It is usually pretty clear, and that was certainly the case here.

What I discovered was the problems on the Main Campus were going to require a lot more attention. A number of difficult and concerning patterns became clear to me right off the bat. Enrollment at the university has been dropping for ten years in a row. There are five thousand fewer students than there were in 2010. And there was no component of the university's Strategic Plan specifically focused on changing this long-standing trend. So that is a problem. The budget in Ohio has been declining as it has in many states for a variety of reasons. While not surprising, it is troubling when coupled with a declining enrollment. As a result of processes and financial losses at the hospital, there has been year over year de-investment in the academic enterprise. And the pace of that de-investment had been picking up, and I noted that when the budget was crafted in the spring 2020, another \$20 million had been pulled out of the academic budget. That is a crisis, particularly since that is not the first time there had been decreases. I noted during the summer as visited the deans in their various colleges, there was evidence of this chronic starvation for resources everywhere I went. Lots of faculty and staff positions vacant. Equipment at end of life. Need everywhere. Certainly, the College of Graduate Studies was no exception. I had the chance to meet with Amanda Bryant-Friedrich before she left for Detroit. I met with Barry Scheuermann in his interim role as Dean of the College of Graduate Studies. I have a pretty good feel for the significant impact this de-investment has had. I see that your budget is down over \$9 million over two to three years, which is about 1/3. That is a disaster for an institution that must prioritize graduate education. You can't prioritize something then take 1/3 of the budget for it. But that is what happened. It is no surprise there is a lot of dissatisfaction and concern. Past decisions are made that aren't happy about you find yourself looking for ways to reverse those processes. That is where we find ourselves now. That is the unfortunate side of the story.

I am happy to say there is a better piece of this story to come. A number of things have happened since that budget was created. Some of them are good fortune, some are federal programs, some are products of good management – a combination of things. A number of things have taken place that have allowed us to accumulate some resources that we are going to be able to use to strategically invest in many areas desperately in need of this kind of reinvestment. The Provost and I are busy working on this on daily basis trying to understand the many needs and priorities across the colleges and schools and put them in a format that we can apply funding against. It is our intent to take this in the form of a proposal to the Board of Trustees at their December meeting. You can see we are working to pull this together in the next couple of months. It is going to require a lot of input from the deans and the leaders of this organization and myself to understand the best way to prioritize this very long list of things. And we're expecting all the deans work closely with the department chairs and the faculty in their respective colleges and schools to get the kind of input necessary to inform the Provost of these priorities. One of the things I have said repeatedly is that we cannot just use these dollars to replace all the things we used to have. We can't just fill gaps that have been created by past decisions. If we do, it would feel good for a little while, but when those dollars are spent, in a year or two from now, we will be in the same situation we find ourselves in today. I don't think anyone would see that as a satisfactory solution.

Certainly, there are some gaps that will need to be filled, the funds will have to be used to invest strategically in things that we feel are going to move the institution forward. Where do we have the ability to grow, where do we have the ability to build that can attract students and faculty who are able to obtain research funding from outside sources in order to move the institution in ways that it becomes more sustainable, not dependent on one-time funding? That is the key, and in order to achieve that, investments are going to have to be quite strategic. I think that is the answer to your first question in terms of the priorities of the institution is based on appropriate and strategic investment of resources that we now have at our disposal. We are in the process of understanding the best use for them.

Chair Wendy Cochrane thanked President Postel and moved to next question directed to Provost Karen Bjorkman.

Question: What is your vision currently and after COVID 19? What are the new areas of faculty and academic development that are on your wish list?

Provost Karen Bjorkman

Thanked Council for the opportunity to speak with them. For the past six months, seems like most things have COVID trying to get the University to safe place where we could reopen and continue our mission of educating students. It has been quite a challenge and Dr. Amy Thompson has done a great job with the COVID Taskforce. A lot of things that are not normal have become our new normal. Hopefully sooner rather than later, we can return to something closer to what we know as normal. COVID along with budget concerns has used a lot of our bandwidth and the process of cutting, which was \$29 million from academic affairs. It was a painful process and extremely difficult for all of the colleges. We got through it and are surveying what is left and seeing what's left and know that this is not what we need to meet our goals, aspirations and missions. We are focused on where we go from here. Given that we are not going to have unlimited resources that we aren't going to be able to back fill everything, what are the key priorities? That is what we are starting to work on with each of the college deans having provided me with 3-5 top priorities as has research, student success and other areas. Finance and Administration is working on their own. Gathering information of where the real needs are and prioritize what areas we need to reinvest in. Some of the requests from the colleges overlap – funding for graduate programs, high quality educational programs at the undergraduate, graduate and professional levels. I want those to continue to do well and be positioned for the long-term and not continually struggling to survive. That is not a mode we want to be in.

Question: Discuss New Areas of Faculty and Academic Development

Provost Karen Bjorkman

We have tried to do leadership development as there are many good people at this university. We have to develop the next generation of leaders for a succession plan and next department chairs and provosts and presidents.

We want to give people the opportunity to develop those skillsets and provide leadership opportunities. We have done some of that and I think we can do more. The other piece that goes with that is giving those interested not only the skills but the opportunities to begin to use those skills to the benefit of the university. In terms of academic development, we need to look at our programs – programs we have, programs we desperately need that provide opportunities we would like to have for students who are interested in those areas. The way we can address that even a difficult budget situation, as we are thinking about, are ways to be more efficient about that. For example, stackable certificates, pipelines to graduate programs, for which we have several. Another piece we are going to have to work on is adult education completion which is important to our community. We are the University, a key driver, with a mission to improve our community. So, in a community where we have fewer than 20% of our population that has a college degree, whom have had a few college years or some college courses, what are we doing to help them be able to come back and finish that undergraduate degree or go on to complete a masters or professional degree and to make it rational and feasible for them to do? How we offer our programs is something we should be thinking about as well in simultaneously providing supporting mechanisms. People out in the workforce with families and this pandemic has shone a light on the struggles of them having to juggle teaching their own kids, caring for aging parents at the same time they are trying to do their jobs and they barely have time to get dinner on the table, let alone working toward a degree. How we support our students is really important and that is a focus area.

Question(s): Dr. Wendy Cochrane, GC Chair, stated that the next set of questions are related to budget. She asked what the president and provost can add in letting us know about the budget outlook, specific to COGS, how that will allow us to increase graduate enrollment? And since graduate students are connected to research productivity with faculty, how might that be addressed in terms of decreased enrollment down the road? Additional information regarding this policy include the following:

- 1) This will result in a decrease in the number of graduate students and an increase in the number of postdoctoral trainees and technicians. The advantage of a postdoctoral fellow/technician is that they function independently with 100% of time spent in the laboratory. When considering the cost of stipend and tuition for a graduate student vs a postdoctoral fellow and increased productivity this is a substantial consideration.*
- 2) The Colleges, Programs and Faculty that are the leaders in extramural grant funding will be disproportionately burdened for the cost of tuition, while the remaining colleges will continue to receive support for tuition waivers. Further, there is no incentive for faculty to include graduate students as this leads to a decrease in F&A return to the institution. Grant funding by College from ORSP are included below for FY18 and FY19.*
- 3) In the COMLS, according to the T&S scale a new graduate student (Ph.D. Biomedical Sciences Program) will add a minimum of \$130,000 to a new grant (\$24,000 stipend, \$14,000 tuition, does*

- not include health insurance). This would double the cost of GS in the COMLS.*
- 4) The cost of tuition dollars will ultimately affect the individual departmental budgets negatively as the PI will cover a smaller percentage of salary. In this case you are trading real dollars in the departmental budgets to cover virtual dollars.*
 - 5) A cost analysis of implementing the tuition policy that includes the impact to all colleges/programs is needed to measure overall value. As mentioned above, it seems that implementation of this policy is biased to only tax those graduate faculty in Colleges/ Departments receiving large grants while other graduate faculty/programs have no burden.*
 - 6) In the COMLS, according to the T&S scale a new graduate student (Ph.D. Biomedical Sciences Program) will add a minimum of \$130,000 to a new grant (\$24,000 stipend, \$14,000 tuition, does not include health insurance). This would double the cost of GS in the COMLS.*
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 - 8) A cost analysis of implementing the tuition policy that includes the impact to all colleges/programs is needed to measure overall value. As mentioned above, it seems that implementation of this policy is biased to only tax those graduate faculty in Colleges/Departments receiving large grants while other graduate faculty/programs have no burden.*

President Postel

In terms of the outlook for the budget is a whole lot different than it was in the spring when the budget was originally created. This why we're talking about reinvestment as opposed to making cuts as were several months ago. That is essential because in response to your question about increasing graduate enrollment in the current budget situation, with the budget we had in the spring, there was no way to increase enrollment and that has a negative impact on research which we simply cannot afford to allow to happen. The growth of graduate enrollment is a byproduct of the growth of academic programs. So as we work with the deans and we understand priorities and where we need to hire faculty and staff and make investments and double down in areas where there is demand and where we have an excellent niche that we can provide the kind of education and quality research that will attract students and faculty, those are the areas in which we will invest. As a byproduct, those will be the areas in which we have the opportunity to hire additional graduate students. All this becomes part of the process of strategically lining up investments understanding where the deans and faculty collectively see our greatest opportunities. This is going to require soul searching.

We can't invest in everything. We have to decide the areas where potential is the greatest, and there will be students and research dollars to follow it.

Provost Bjorkman

I am a huge supporter of our graduate programs and research. It has been very important to me as I have been at this institution. I have enjoyed working with graduate students and found it a great experience to involve them in research and teach them the ropes of that. I value that very highly. Graduate students play a very important role in our educational ecosystem as well. They serve as TAs in many of our classes and they help mentor undergraduate students. It is a balance between graduate programs that contribute to research productivity and those that contribute to teaching abilities and capabilities. We are currently looking very closely at how the COGS budgets are structured for graduate support. We have found that there is better hope than we thought there was. That may help us address the question of students who may be coming the spring, for example, international students who were unable to get into the country, we still don't know if they will be able to come in the spring. We are looking at things like and understand what the real situation is so that that we can address it in a realistic way.

Question: In terms of recruitment and maintaining diversity in our faculty and staff, can you explain things the university is continuing to do and any new efforts.

President Postel

We are embarking this week on a fundamentally new approach to modernizing many of our human resources functions at UToledo. We have been fortunate to attract a couple of individuals who are experts in HR functions and recruitment processes who are going to be helping us look at things in a different way. A lot of our processes are still paper process, quite manual, will be moved on to electronic platforms. Many within the Banner system, where modules already exist, need to be fully implemented in order to increase the efficiency of the function. In addition, we have noted there have been process in places for faculty and staff development. There is no systematic way to train leaders, to promote the careers of individuals at the University. That is wrong. The university needs to have a process of continuous education and have opportunities for career advancement within the institution. Programs for this have not been in place but will now be implemented. Finally, in terms of the selection process, which addresses recruiting and maintaining a diverse faculty and staff workforce, does not happen by accident. It requires planning and specific process that must be in place in order to assure that that type of outcome. It begins with planning for recruitment in terms of scope, number of individuals, and range of skillsets needed by the university, and putting in place a search process which guarantees diversity in the pool of candidates. Some of this is the composition of the search committee, the way it is educated around issues of unconscious bias and those types of things. There are well known ways to conduct search processes such that the likelihood of a diverse pool of candidates is greatly enhanced. There has not been adequate attention to this historically from what I tell at UToledo so we are putting these processes in place and we have a couple of individuals working with us who are experts in these areas.

I think you will see a big change in the way our recruitment and hiring begins to shape up. I'm excited about this as I see opportunities for some quick wins in this area and the university will be a better

place for it.

Question: What is the status of the search for a permanent Dean for COGS and what is the timeline?

Provost Bjorkman

There are a lot of things we are thinking about in terms of how we are doing things and I talked to Graduate Council Executive Committee about some possibilities going forward and we need to have more conversation about what is the future of graduate education and what does that structure look like. Whether what we currently have is the best model or whether there is a different way. Until we know for sure what that structure is going to look like and what resources are available for graduate programs and graduate recruiting and so on, I don't think that a search without answers to questions makes sense because no candidate would be interested in coming to place where they don't know what the future holds. I think that is going to be happen fairly quickly. I would foresee that before deciding to do a search for a dean, we need to have those answers be in place in first. That can still happen in the spring as there is impediment to having a search in the spring and having someone in place in July. Perhaps Dr. Postel would like to address this as well.

President Postel

I agree completely with your comments and observations. Obviously, we want permanent leadership in place in all of our roles at the university, and we will do so. As the provost pointed out, it is always best to make sure you have a solid footing before beginning a process like this. The budget, the structure, the scope of the responsibility, are going to be key decisions prior to the onset of any type of search. We are in the midst of an RCM budget model conversion which is a very different way of budgeting that what we do here currently. A decentralized type of approach that works very well. A majority of institutions are moving or have already moved in this direction. It is clearly one the things that needs to be done to remedy the long-standing budget woes of the UToledo. That said, an RCM budget model is a decentralized model, and as such, a lot of functions also become decentralized as well. This means that schools and deans have a greater deal of autonomy but also a greater degree of responsibility and accountability as well and can be more involved in determining their destiny and reaping the rewards and success as they grow their programs. This peripherally focused management style has implications. What does that mean for functions that have been historically more centralized. This is all part of what has to go into the decision making of an RCM budget model. That is why beginning a search for a dean at this time would be suboptimal timing.

Question: Regarding a change that occurred July 1, 2020, many members of the GC and graduate faculty are concerned with the implementation of a new policy mandating inclusion of tuition costs on grants to established investigators that exceed \$100,000 per year. Is the administration open to revisit and further discuss the financial model that justifies need for a policy that burdens faculty who are the most productive in obtaining extramural funding and places programs that are research intensive in jeopardy.

Provost Bjorkman

Having been an active research and having had students supported on grant funding, I am painfully aware. It doesn't help you stretch your grant dollars. There are a lot of issues associated with that. And part of the reason that approach was put in place, was in reaction to the fact that it was very clear that there was no way we were going to have the budget to support the level of graduate programs that traditionally had, and so we were trying to figure a way. There are departments that have doubled the number of graduate students by including more graduate students on grants. There are drawbacks, and I understand the argument that some people think it is easier to hire post docs, and they will be more productive. To circle back to the basic question, in the course of this conversation about the RCM model and what that looks like, and our structure of our support for graduate programs and what that is going to look like, I think we will be open to reconsidering that question. It is going to be important for people to continue to support graduate students on grant funding, at least in terms of their stipends, because we simply aren't going to have enough money to do both. That has been the pattern in the past. I'm not sure we are going to be able to do it at the same level, but I certainly think we can revisit and think about this. We did back it down a bit with the \$100,000 limit and said that new faculty members were exempted from this because they need time to get their research programs up and running. We certainly can discuss further, but until we understand what the budget is going to look like, realistically, I don't think it is appropriate to try to change it right now because we have to know what we have to work with first. Hopefully that helps.

President Postel

I second the Provost's comment that we are definitely willing to revisit this with you. It is easy to understand the argument you are making. I certainly understand why this is a problem. It provides a nice example of how things work in the RCM budget world. Resources are not limitless as we all wish they were, but they are finite. A school or college will be given a fixed budget and allowed to make decisions about priorities within that budget. People who are the most knowledgeable and most impacted about the ways investments would be used are able to make decisions. Keeping in mind that it is a series of tradeoffs, so if a decision is made for a particular priority, and we simply must do this, there is a cost associated with that. It may well be worth it if it is felt to be critical to the mission and necessary for optimal to functioning and the right kinds of incentives for successful research faculty, then by all means it could be justified. That will mean that something else, consequently, will be de-emphasized. It is that type of analysis every time that is made about doing something that requires resources. As long as people understand this is a contained pool of resources within which we make decision and we prioritize the things that are the most critical, it is perfectly logical to have these types of discussions.

Discussion:

Dr. Marthe Howard stated that issue about tuition seems to be more directed to people in the medical school who have the most ROIs and other large grants.

This creates an inequality between the main campus and the medical school because in the medical school in order to have a graduate student you must have forward funding and you must pay the stipend after the first year, and the tuition is being added on. It would seem there might be a way to determine overall how much money is coming in based on tuition from grants in the medical school and that some portion of that money could be brought back to the medical school for fellowships, graduate students, or post-docs to bring some to bring equity between monies to support aspects of graduate education on the main campus, which includes teaching assistantships, research assistantships, and graduate assistantships, which the medical school has never been allowed to take part in. I'm interested in raising this as a possibility to create some equity in how graduate dollars are parsed out between the medical school and the main campus.

President Postel

It is a creative idea. I agree with your analysis and I understand why you would characterize this as a situation that does produce some inequities between the different schools based on size and the source of the extramural funding associated with those kinds of projects. I think this is all part of the calculus of our understanding of how we want to invest in graduate education. It is a conversation to have engaging this group, Dr. Chris Cooper, Dr. Frank Calzonetti and others who are involved in research as it pertains to the Health Science Campus to understand a good approach.

Provost Bjorkman

As we have this conversation about RCM budgeting and things being less centralized, those are going to be obvious things to ask. A couple of things on my radar screen as we have these discussions are issues of overhead return, carry forward and issues like that where colleges that bring in a significant amount of grant funding need some of the overhead funds to help support the research infrastructure that it takes to do that. I am very aware of that. That has been a problem of late because carry forwards have been done away with and F&A return is taxed. There is some central support. We are going to be looking at all of that. It is clear that we have some things to untangle.

President Postel

This may not be the perfect place to add this comment to the conversation, but it definitely is important given the success our institution is having with growing the overall research mission and the amount of extramural funding. We had the same dilemma in Louisville when I was there because the research enterprise was growing as well. What is interesting is that successful extramural funded research still must be supported. Grants never cover the full cost of performing research activities at an institution. There are a lot of things that grants do not cover, particularly when there are individuals new to the institution with start-up packages or some period of time before they obtain extramural funding. Of course, there are gaps sometimes for funded researchers between grants.

There are lots of sources of hidden costs. The institution must pay for it in order to support the research mission. There is no question about the value of doing it because it is part of our mission.

Nevertheless, it is an expense. There have been a lot of papers written about this and no matter where you look, there is a 25-30% cost of subsidizing the research mission for an organization.

A lot of places have an aspiration to grow extramural research as a measure of success. That has been the case here, we're up to \$55 million at ~40% increase in extramural over the last several years. That is magnificent and that is byproduct of the quality of faculty we have at the University of Toledo. What institutions don't do is they don't budget for the uptick in cross-subsidy that is required to support that. If your extramural funding is \$30 million, it is costing \$10 million to support. If you go to \$50 million, it is costing \$16-\$17 million to support. You won't see many institutions that have a plan to cover the increase in cross-subsidy associated with the increase in extramural funding. It is not uncommon for this paradox to be seen where there is success in growing the enterprise, but everybody feels starved for resources, because the cross-subsidy hasn't been budgeted even though the expense are there. Part of an institutional planning process that intends to continue its research enterprise is to ensure that there is also plan for covering the costs associated with supporting that.

Kandace Williams

Each year, I have to submit a review to my dean and one of things I do is send an email to all the graduate students in our one biomedical graduate program and ask them what you have done this past year July 1 – June 30, all your publications, abstracts, awards, community service. We have no teaching assistants, so my question is what is the value of research productivity? I had 20 pages to show their research productivity. That is going to help generate new research and spread the word about our research around the world. Our problem is that we do not have TAs. We have a different system of funding our students with help from the university.

President Postel

It is incumbent upon all schools and colleges at universities to have a fully developed way to evaluate faculty, staff and students that takes all components of one's work assignment into account. There have been a lot of things written about this and how inadequate the measurement systems are at most institutions. Take the example of a clinical department in a medical school. In the old days, they measurement the number of patients seen and extramural funding if you had a grant. Those were easily measurable, dollars and cents. And you correctly pointed out is that there are lot of other things that need to be measured that are harder to measure. How do you measure teaching? It can be measured with credit hour production, but that doesn't cover the landscape adequately because there are many components. As you pointed out, there are different research types that do not necessarily have grants associated with them that may result in a publication or involvement in a national committee or organization that doesn't necessarily have extramural funding. Keeping track of how to account for them and put together a portfolio of activities of everyone who works here. It is incumbent upon schools and colleges to make sure there is a mechanism in place to measure and record all activities we value, not just some of them. That said, going back to the RCM budget model then it is also incumbent on the schools and colleges to determine how you resource those things. That is the trickier part. It is one thing to measure them and another thing to resource them. If you value someone's activity, you have to reward them.

I agree with you completely, but it really has to be done on the college level. There are so many local aspects of this. It is not a one size fits all problem. It has to be tailored specifically to the type of work your unit does.

Wendy Cochrane

We want to be respectful of your time, President Postel and Provost Bjorkman. If you can stay and take more questions, a question was posed in the Webex chatbox.

Patty Relue

Change in budget model will go a long way in addressing that for units to allocate resources to the things they think are important. In the long run, that will help take care of itself.

Provost Bjorkman

Adding to your second question, Patty. We have said that we don't tell our story very well. We do talk about institution and a broad range of opportunities we have. We don't often talk about how there is a synergy between all those things. In fact, we are getting ready to launch a vertical advertising, if you will, of our health professions. We have many of them across different colleges and will change up how we talk about it. In the health professions, there are many options. Mostly for undergraduates but also relevant for graduate students as well. If you are interested in the health professions, you have many options here. So, if you are not decided on which one you want to do or go into one or suddenly discover that you want to do something else, we have a lot of opportunity there and not just that but a well-established network of clinical placements and opportunities for students to get that experience. We haven't done enough in explaining that it is broader than one program. As we roll out, and see if it is successful, there are other areas we could use this to talk more broadly about.

Question: Regarding the University's plan to move to Responsibility Centered Management (RCM) budget model. Help us understand the benefits this will have for COGS and how it is budgeted? Are there challenges for COGS and graduate assistantships because of this new model?

President Postel

RCM budgeting is not new and has been around for years. Institutions have progressively migrated from archaic budget platforms such as the one we continue to use here and moved to this decentralized RCM model. At last count, there were about 750 institutions, since the conception of this budget model, have migrated from an incremental budgeting to a personally oriented budget model. My understanding is that about 2 of the 750 institutions decided it was a bad idea and moved back. If statistics would tell part of the story, they will suggest that this was a good idea in the minds of the vast majority of institutions that changed to an RCM model. I am personally familiar with quite a few institutions where this has been done, and over time, it produces a dramatically better financial result for the organization. It is a data driven approach and aligns sources and uses nicely.

It incentivizes the right kinds of behavior and sets a tone for departments and schools to excel in a model where they are rewarded for increasing enrollment and increasing grant productivity, the things we value. It is a tried and true concept, that has made a life changing difference for those institutions that have done it. As I mentioned earlier, it is more peripherally focused than centrally focused as we are today. It is a spectrum, not an all or nothing phenomena. If you decide to go in this direction, the institution must decide how far in that direction to go, everything peripherally managed or do you strike a happy medium retaining some functions centrally. There is no right or wrong answer. You will see high quality institutions that fall at all points on the RCM spectrum. That said, the next thing you have to decide is what you value more. Do you value the process of graduate education and the ability to offer it and to make sure it is successful, or does one value the historical structure of how we've done it? Those two things might not lead to the same answer. The Provost said in an earlier response, continued consideration must be given to the way in which we facilitate and support graduate education. I don't think anyone here would question that a top priority of the university is to enhance and improve the quality of their life and education. That is clearly part of the mission. How we do that is not so clear. That is where we have to give a lot of thought and also requires input from the deans from the academic home disciplines of those graduate students. We are trying to figure what is the best structure to ensure the function that we wish. It is not the other way around, in that you don't decide on the structure and make it work. You decide what is the function we wish to achieve and how do we best align our resources and provide the infrastructure necessary to support that function? That is where we are today. We are going to be having more resources to invest but how do we get value for our investment? What is really going to help these programs most directly? When that answer becomes clear, then the answer about the structure comes into sharper focus as well.

Provost Bjorkman

To add a couple of things. One of the benefits, depending on which type of version of RCM we land on, an advantage is that people will know what budget they have to work well in advance, so that should help. Depending on how we do this, it might be that allocations are put directly in the colleges. They will know how much they have for continuing students and can make those decisions. On the other hand, if it is still in COGS and they are going to be making allocations to colleges, then COGS would know what they have to work with. There wouldn't be all this uncertainty.

Graduate Assistant Pay Issue

I wanted to address the summer pay fiasco and the main I can say is that it was a perfect storm, a combination of the fact that we sustained incredibly significant budget cuts so there was a lot of uncertainty over how much money we actually had. There was a delay because we had many staff that had been furloughed or laid off and we had fewer people available to actually do the work of processing. And those goes to how are we going to do this better in the future as. Our whole onboarding personnel, etc., amazes me that we have ever hired anybody because the process is so crazy. It goes from paper to a computer system to a different piece of paper into a different computer system.

It makes the opportunity for making mistakes much higher and delays and I know this is a high priority to get that process fixed. Another part is our application and admission process.

We may be able to leverage the Undergraduate Admissions Office to at least help with the process so that programs can get their hands on an initial application earlier and faster and get highly quality students connected with them earlier. Those are things we very much want to work on and improve. Because that should help a lot. And the last thing around the headaches with tuition and fee payment deadlines and threatening letters, that is a process issue. We have to get that figured out and resolved. We will have to work with Finance and Administration on processes to make sure they are more student friendly. It used to be a left pocket/right-pocket thing, where people used to just get late fees, then we would take them off. It didn't make sense to do all of that to make more work for everybody. Those are good questions and are things to be addressed as we have conversations about budgeting.

David Giovannucci (Vice Chair of GC)

Thanks to the President and Provost for having this substantive and frank discussion with the Graduate Council. Circling back to strategic reinvestment, the provost, deans, chairs, and faculty have contributed to different initiatives that they feel are worth strategic investment. How will those investments/ideas will be prioritized and at what levels? Will the governing bodies such as Graduate Council, Faculty Senate and Research Council be involved in the process of identifying and honing that list of strategic goals?

Provost Bjorkman

Colleges did those separately, so the and deans and folks who put those together, should have worked with their faculty. Looking at initially, there was overlap as colleges, many colleges have asked for the same things. I need to hone this down to say these are the general areas that we need to think about, and President Postel has concepts around teams that are being set up. We have to keep them small enough to be functional while making sure there is broad representation. I'll let Dr. Postel talk to that.

President Postel

This is a great question and I'm glad you asked it. It is a matter of finding the exact right balance between efficiency and funding. Our dilemma here, is that we have money to pass out, so it is a good problem, a different problem than in the spring. We need to appreciate and utilize the shared governance processes at the university which includes Graduate Council and Faculty Senate and the Provost is talking to the deans and the deans are talking to their faculty and chairs. All of this has to play out and this is the process we are engaged in now. We can't spend two years thinking about this because two things will happen, A) we won't be investing money and making the engine run which is the whole point of strategic re-investment, and B) I'll start to get nasty mail accusing me of hoarding money or passing it out indiscriminately. Those are the two possibilities.

We have to find the right balance, so that is why we're spending three months working on this (October, November and December) and then we will take it to the Board of Trustees on December 21st, before the end of the calendar year, for their approval.

We are going to do everything we can to get as much input as we can make to make best decisions possible, and at some point, pull the trigger to make some decisions. It is one of the reasons we are here today to get the various groups and representatives across the university engaged in this decision making.

Wendy Cochrane

Thank you for attending today and we appreciate your time and answers and support and advocacy for graduate students and graduate faculty at The University of Toledo.

Executive Reports

Report of the Executive Committee of the Graduate Council

On behalf of Graduate Council, Chair Dr. Wendy Cochrane, provided a brief report:

- *Short Term Leave Policy*
The policy has been sent to the committee under review with request to bring back to GCEC this month.
- *Academic Grievance Policy*
I did receive notification that after the word 'initial' to be added in terms of initial hearing by the Academic Standing Committee. Somehow it was removed when it went up for posting review. Received confirmation from Andrea Kalinoski that the Provost's Office will be reinserted after the 30 days once they have all of the information. The expectation with this policy was that colleges would have a committee that included graduate faculty so when they are vetting academic grievance from graduate students that it would include graduate faculty. If it doesn't look like that in the colleges, they need to make that change.
- *Meeting with Provost*
Dr. Cochrane and Dr. Giovannucci met with the Provost last week. A lot of what the Provost shared today with GC is what we discussed in terms of budget, incoming students that were deferred, and the search for a COGS Dean. I wrote a resolution on anti-racism and equity which we reviewed at GCEC last week and that we can discuss and hopefully adopt today during this meeting.

Report of the Vice Provost for Graduate Education and Dean of the College of Graduate Studies

Dr. Barry Scheuermann, Interim Vice Provost for Graduate Affairs and Interim Dean of the College of Graduate Studies provided the following updates:

- *Graduate Access Program*
Met with Sarah Clark and Dr. Ting regarding the Graduate Access Program. A version of this program has been in place back to 2103-2014 (reviewed GC Minutes).

It was discussed but didn't get much traction. We are going to ask them to come to GC and give a presentation. It involves the American Language Institute providing English preparatory courses for incoming international students. More to follow.

- *Chancellor's Council on Graduate Studies of the ODHE*

At an upcoming meeting with this group, which is timely as they will be discussing short-term leaves as well, and hopefully I can bring back some information that will help in finalizing our policy.

- *Graduate Admissions*

As the Provost alluded to, graduate admissions we will be working with undergraduate admissions. I met with Jim Anderson today to look at how we can share some resources as we look at processes with applications bringing them in through CAS and making sure the colleges still have the autonomy to set their admissions standards. Trying to improve the efficiencies and workflow. We are trying to set a time where we can talk about in the GC and we will have a presentation from CAS systems as well during that time.

Research and Sponsored Programs Update

Dr. Frank Calzonetti, Vice President of Research reported:

- *Presentation from White House Office of Science and Technology Policy*

Several of us were involved in a meeting with the White House Office of Science and Technology Policy concerning foreign threats. I am bringing this to your attention so that you know that concern about foreign threats is not going away. The Office of Science and Technology Policy joint committee on research environment are going to come out with more guidance on the NSF. The presentation was from Dr. Kelvin Droegemeier, director of that office. He is a first-class scientist. This presentation, focused on China, will be posted on our website. The presentation expressed concern about the people on grants on fully exposing information, concern about the thousand talents program, and visiting scholars. We expect to receive more direction from the federal government on this issue.

- *Faculty Departure Checklist*

This is now finished. This is a document that faculty leaving the university are expected complete to make sure materials are protected, that graduate students have some coverage, and other concerns. This will be administered by the Provost's Office.

- *Research Council*

The Research Council completed work on the Responsible Conduct in Research policy. We decided to break this policy into two sections/policies. One on research data and one on authorship. The Office of Research will be providing the oversight on the research data policy. The Research Council approved this policy and is moving forward to the senior leadership team. The Provost's Office will be working on an authorship policy. I expect to see a lot of input on that.

- *Research Misconduct Policy – draft revisions*

Professor Llew Gibbons has been working on a revision to the Research Misconduct Policy. He gave a brief review at the Research Council and I believe he will give a presentation to GC at an upcoming meeting as well.

Report of the Graduate Student Association

GC Chair, Dr. Wendy Cochrane read GSA President, Brittany Jones' report, she was unable to attend due to a family emergency today:

On October 1st, GSA launched its special election voting period, which has a deadline for submissions until October 14th at 5pm. This is to fill the three (3) vacant Executive Board seats of Vice-President and Main Campus and Health Science Campus Secretary. Additionally, we continue to recruit for College Representatives to add onto our current seven (7) as of today. However, we still have 13 vacancies needed to be filled by the remaining colleges. Representatives are vital to voting on our Constitution and Bylaws, financial matters, and large organizational changes, so your help in recruitment is much appreciated. The Representatives first meeting with the Executive Board is scheduled for this Thursday, October 8th at 12 noon.

Engagement and incentives for our graduate student body is a constant conversation piece in our meetings. As a result, the GSA Conference Registration Reimbursement Funding Program (proposed), GSA Graduate Research Award (up to \$2200), and a monthly GSA Newsletter were the best solutions to this issue. Additionally, we are planning on hosting themed General Meetings, which will begin this month. The topics are graduate student specific and can range from the job application process (academic and non-academic) to everyday challenges. Our upcoming meeting on October 20th will focus on applying to the academic job market. We hope to recruit UT faculty and staff to participate as speakers, who will offer advice and share their experiences. Next month's topic will highlight managing a productive winter break.

As always, we continue to be part of University conversations concerning graduate student matters, in addition to connecting with other student organizations. We look forward to the changes expected with the new E-Board members and Representatives in the coming weeks.

Information and Discussion Items – continued

Graduate Council Resolution on Anti-Racism and Equity

At GCEC with events occurring across our county, which seems like the entire year and challenges with COVID, I mentioned in the summer a statement/resolution coming from GC regarding anti-racism and equity. Many of you are aware that Faculty Senate wrote a statement that was passed earlier in September, using that a guide as well as some of my own language in terms of our resolution. Would like to bring to the floor to read and discuss.

RESOLUTION:

WHEREAS, we have witnessed acts of violence against persons of color and viewed demonstrations protesting the impact of inequity in systems of justice, education, health care and in access to housing, food and employment, and

WHEREAS, The University of Toledo is committed to having a diverse, inclusive campus that is equitable and fair for all faculty, staff and students, accomplished by the implementation of Further Progress: The University of Toledo's Strategic Plan for Diversity, Inclusion and Equity.

THEREFORE, BE IT RESOLVED that The University of Toledo Graduate Council joins the university's endeavors to achieve diversity, equity and the elimination of racism across our campus, and resolves to advocate for racial justice and equity in our role as faculty members by actively engaging in recruitment of diverse students and faculty and ensuring visibility of diversity in our teaching, research, and service.

READ THIS 6th DAY OF OCTOBER 2020.

Standing Committee Reports

Report of the Curriculum Committee

None.

Report of the Membership Committee

On behalf of the Membership Committee, Dr. Debra Boardley, Chair (fall semester 2020), presented the committee's summary report.

This report represents 62 applications May through August 2020. Interestingly, they were evenly divided between 31 internal and 31 external. The majority of applications were from new applicants with most coming from NSM and COMLS, details provided in chart.

Note, decisions approved as applied or approved differently. 46 of 62 as requested. Still having some confusion with categories of Adjunct and Special. We further clarified these categories.

Non-UToledo applicants if at another academic position in same field at another institution = Adjunct Membership. Non-UToledo employee in non-academic or other or in an academic position not in same discipline = Special (defined privileges). Some colleges are doing better than others in completing applications correctly. There have been no in-person meetings. Change in Membership Committee. Svetlana Belyukova is on sabbatical this semester and Christine Fox standing in for her, Jenell Whitmer is stepping in too. Suggestion that people who are Full and retiring with a year or two left could automatically roll into Special. Still looking into this.

COLLEGE	Total Applications rec'd	Applications Rec'd/Approved by Category					# Approved as Applied	# Approved in Diff. Category	# Pending	# Apps Internal	# Apps External	# Apps -- Renewal	# Apps -- New	# Apps -- Change
		Full	Associate	Professional	Adjunct	Special								
Arts and Letters (AR)	7	2			3	2	6	1	0	4	3	0	7	
Business and Innovation (BU)	6	1		1	4		5	1	0	2	4	0	6	
Education (CE)	9	1			2	6	7	2	0	5	4	0	4	5
Engineering (EN)	5	1			2	2	4	1	0	1	4	0	5	
Health and Human Services (HHS)	5	1		1	1	2	3	2	0	3	2	3	2	
Honors														
Law	1	1					1		0	1			1	
Libraries														
Medicine and Life Sciences (MD)	16	3	2	1	4	6	10	6	0	9	7	1	15	
Natural Sciences and Mathematics (SM)	10	1		1	2	6	7	3	0	3	7	1	9	
Nursing (NU)	2	2					2		0	2		1	1	
Pharmacy and Pharmaceutical Sciences (PH)	1					1	1		0	1				1
TOTAL	62	13	2	4	18	25	46	16	0	31	31	6	50	6

Dr. Wendy Cochrane asked GC Members to communicate this information with their colleges.

Old Business

None.

New Business

None.

Adjournment

There being no further business, the Council adjourned at 1:38 pm.