

**UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of September 10, 2019**  
**FACULTY SENATE**

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

Approved @ FS on 9/24/2019

---

**Summary of Discussion**

---

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

**President Brakel** called the meeting to order; Executive Secretary, Mark Templin called the roll.

**I. Roll Call: 2018-2019**

**Present:** Anderson, Bailey, Barnes, Brakel, Bruce, Case, Chou, Compora, Coulter-Harris, De le Serna, Dinnebeil, Dowd, Edgington, Ferris, Frank, Garcia-Mata, Gibbs, Giovannucci, Gregory, Hall, Hammersley, Harmych, Heberle, Hefzy, Inch, Kistner, Koch, Lee, Longsdorf, Lundquist, Maloney, Mann (proxy for G. Sheldon), Menezes, Modyanov, Molitor, Murphy, Niamat, Nigem, Oberlander, Ohlinger, Pakulski, Phillips, Ratnam, Reeves, Rouillard, Steven, Templin, Thompson-Casado, Wedding, Weldy, Welsch, Zhang

**Excused Absence:** Duggan, Gray, Jayatissa, Tiwari

**Unexcused Absence:** Bigioni, Lammon, Lecka-Czernik, Park, Roseman, Schlageter, Schroder, Stepkowski, Taylor

**President Brakel:** Do we have a quorum?

**Senator Templin:** Yes.

**President Brakel:** I entertain a motion to adopt today's agenda.

**Senator Dowd:** So moved.

**Senator Barnes:** Second.

**President Brakel:** All in favor say, "aye." Any opposed? Any abstentions? ***Adoption of Agenda Passed.*** It will be helpful on the audio if you state your name. We really didn't enforce that last time so please do so when you speak. Minutes from the last meeting are still out to the speakers and so they will be on our next agenda for approval.

It brings us to the ***Executive Committee report:*** Since our last report, the Faculty Senate Executive Committee met once on August 30th. In addition to planning this and future meetings, I informed the committee about two issues that the Executive Committee was asked to consider. The first issue concerned textbooks in which you may recall there was a text book committee a couple of years ago that looked into this issue. As there continues to be changes within the publishing industry, required reports to the state regarding affordability, and occasional political issues regarding textbooks, some proactive short term ideas on how to proceed and to gain widespread faculty implementation were discussed. We currently plan to ask Library Dean Beau Case to speak to Faculty Senate regarding library initiatives and will be seeking one of our law colleagues to speak to us about copyright as it relates to fair use in educational settings. We are also inquiring when faculty can begin e-mailing students in their next semester classes so that faculty can inform students what textbooks are needed for their class so that students would have time to shop for the best price. I will also be meeting tomorrow with Thomas Atwood, who chaired the previous textbook committee, to discuss that committee's findings and

recommendations. I anticipate that there will be additional discussions with the Executive Committee and Faculty Senate as appropriate regarding textbook related issues.

We were also asked to consider if the Faculty Senate Executive Committee would address a faculty concern regarding Foundation practices. This item has been placed on the tentative discussion items for the Faculty Senate President and President-Elect's meeting with Dr. Gaber later this month.

Faculty Senate along with the Provost's Office sponsored our first promotion and tenure workshop of this year last Wednesday Sept. 4. This session was titled Crossing the Finish Line and focused on the steps in the promotion and tenure process and things to consider in the three areas of Teaching, Professional Activity and Service. There were about 20 people in attendance and the feedback was positive. The next workshop is scheduled for Oct. 2 and is titled Telling Your Story which will focus on the various narratives that are submitted within the dossier.

At the last meeting, we reported on the liability insurance for student organizations. Since then, the student sports clubs have been informed to hold off on purchasing liability insurance until further notice. As previously reported, there are risk management issues that need to be addressed moving forward. I would also like to reinforce our previous report that all student organizations must be registered and officially recognized with the Student Activities Office. This process must occur each year and it would be imperative that faculty advisors for student organizations double check to make certain that this registration and recognition for 2019-2020 is complete.

This concludes today's report. Any additional comments from members of the Executive Committee? Hearing none. We've invited President Gaber to come here to speak to us today. Welcome.

**President of The University of Toledo, Dr. Gaber:** Well, thanks. Welcome back! It is the end of the day and it is warm, and so I understand the energy here. Today was the President's Backyard BBQ. I don't know if people got out today on Main Campus. It was quite a crowd there. It was very nice. We were lucky to not have any rain and I was excited about that.

I am going to give a few announcements and then certainly answer questions. I just leaned over and asked Matt about the student liability insurance and he said, "we still got questions" and so that is the update <laughter>.

**President Brakel:** Right.

**President of The University of Toledo, Dr. Gaber:** First of all, we're excited, our retention and graduation rates continue to rise. We are in the 7<sup>th</sup> consecutive year of retention rates being up. This year, 76.4% and our graduation rates are up 51.2% for our undergraduate six-year graduation.

[Applause]

**President of The University of Toledo, Dr. Gaber cont'd:** It is a tribute to faculty, to vice provosts, to the provost, everybody who has been working on this, including advisors and success coaches, etc. Paying attention to what we are doing is really important and so I am truly appreciative of your work in this area. Dr. Mckether, in fact, is going to be giving an update on the diversity strategic plan at the Board of Trustees meeting next Monday. What we have seen is that our African-American students' six-year graduation rate has also made progress. And again, that number was not very good and we need to continue to work on that, but we are pleased that we are seeing things move in the right direction. Hopefully you also know that this Fall our enrollment is down about 530 students. That, of course, is not the trend I would like to see continued. We can talk about it, and I will tell you I've been in lots of

meetings where people say, well, maybe we should just decide that we want to be a smaller institution; every time I responded-- and I have said this to the interim provost and others-- "if we decide that, then we have to decide where we are downsizing." I think that this is a difficult conversation that we haven't decided we want to have. I think we are a really good institution that is doing some great things with the retention and graduation rates, with faculty, with advisors, and with success coaches. We are doing all of the right things. I think we ought to keep pushing and work on our enrollment proactively, so I have to say, Jim Anderson, who is our Vice President for enrollment, came in January, sort of mid-cycle, and his job tomorrow is to work on enrollment for Fall 2020. I mean, effectively tomorrow he starts that. I have had some faculty email me with suggestions, things they have seen in their colleges, or things they have seen with their kids or neighbors in high schools. If you all have suggestions, shoot Jim Anderson, me or Diane Miller, who is the new Chief of Staff in my office, an email and we are going to follow-up on them. Somebody made a comment about what are we doing at St. Ursula in this way. All of these things we want to continue to remain strong in our close region and continue to grow our reach in Columbus, Cleveland and Cincinnati, which we know are a growing market. Unless somebody tells me that we really, collectively, would like to downsize, I think we keep pushing, because we have a great product. We know we are a great value. We continue to improve the outcomes for our students, so I think we just have to make sure we are getting that story out there. I am excited about that. We have to keep pushing forward.

Another piece I am going to talk a little about, and we have not publicized this, the U.S. News and World Report Rankings came out. I don't know who has seen that or not seen it. One difference this year is that they added an additional 98 schools into the mix of the schools in our category. So it used to be there were 301 schools in that category, but there are now 399 schools in that category. What has happened, and it is sort of interesting, we have moved down, but not the direction we wanted to go overall-- but we only moved down amongst publics by two spaces. Keep in mind they added 98 schools in there and we moved down by two spaces. Provost Bjorkman actually did some analysis on where our positional location was, which I thought was very interesting. So actually, amongst nationals we moved up 4.67% and up 6.38% amongst publics. I would tell you all, that is a lot of information and a lot of numbers -- and we're doing the right things. The biggest variable in U.S. News and World Reports is our graduation rate. If you think about it, your graduation rate is a six-year graduation rate. They average four years together and there's a two-year lag, so try explaining that to the general public. As we go into the period next year when they bring in this 51%, we will continue to do the right things and to move in the right direction. The other large piece of U.S. News and World Reports is our peer assessment. They send the rankings out for the overall university. I think business has their own ranking and engineering has their own ranking. Different programs have their own rankings, but they singled out the overall ranking to presidents, provosts and directors of admissions and asked people to rank them. The last two years we have moved up our reputational score by a tenth, but we have to continue to do that. The positive thing is that we have, and hopefully you've seen by emails, mass mailings, and postcards, we can continue to feature every month 'here is something going on campus, here's an exciting research project, and here's something going on in the Arts.' We'll continue to work on it to tell that story. A little bit of a quick anecdotal story and some of you might have met Sharon McDade, who is with a search firm, and she helped [us], as a search firm, with several dean searches. She sent me an email and said, I was down doing a reference check at LSU and I did the reference check with this person and then I said, is there any university that I should be paying attention to? And the person at LSU said, yeah, I am kind of curious [about] what is happening at The University of Toledo.' She was like, what do you mean? They said, well, I keep getting these post cards from them and I had never heard of them before and then I actually looked at their website, because I was kind of curious about why I keep seeing postcards from The University of Toledo

— and so that is what we want in that aspect. We want to continue to push that, and we will do that. I will tell you, as people, whether they talk about this or not, we're doing the right things to continue to make progress when retention is up and graduation rates are up. We are continuing to move in the right direction reputationally and we just have to stay the course and keep going.

A different ranking, that came out in the last week, was the Wall Street Journal's ranking and interestingly, again, that is another one where we were sort of surprised by that – in that we moved forward 169 spots. They focus on outcomes, resources, engagement, and environment and they put The University of Toledo in the top 100 public universities and they ranked us the number three university in the state of Ohio behind Ohio State and Miami University. And again, for anybody in the College of Business, you get the Wall Street Journal, so you can find this. Every time I go online, I have to borrow somebody's code because I don't subscribe to it, but we can get them from someone in Business. You can actually take a look at this and sort and I started to do that and I was sort of surprised because again, this isn't something they've asked us for information on, they just went out and got the information and put it in their table with their variables.

Two more things. I guess I am going to talk quickly about the budget and the comprehensive campaign. I heard we are going to talk at some point about the foundation and so you can tell me at some point about that. Budget: enrollment is slightly down and you also know that we're in the second year of the tuition guarantee. That also gives some increased tuition dollars. The state, this year for the first time in more than four years, has increased state share of instruction and gave us the opportunity to increase tuition 2% to our continuing students. All of those are positive things. Our impact of enrollment is down and impact of some of these other things is positive. I think we're going to be down in revenues slightly and, of course we got Vice President Schroder here, who you can ask that also of, Our point is 'don't go out and spend crazily.' I am hoping we can figure out how we manage our way through this without having to go through a budget cut. I've heard different units telling me we are going to have a budget cut and I said, oh, interesting, I don't think that is our message at this point; we just have to be fiscally conservative in our actions. The other thing I will tell you is there is a comprehensive campaign going on and we are in the silent phase. I like to tell large groups like this because they keeps it really silent <laughter>. We have set the goal for the comprehensive campaign at \$250M. The last largest campaign that The University of Toledo did was completed right before I arrived in 2015, it was \$110M. So, I will tell you, I of course started and said, well, we ought to do \$500M and they said, 'Dr. Gaber, you ought to make sure that you can successfully complete it.' So I said, okay, \$250M. Here's the deal, we are already three years into this. We are already over \$100M in what we have received, so I believe we will successfully complete it. We are hoping that in our sesquicentennial, which is in 2022, we will probably go public with it and hope that we're close to being able to wrap it up, say in another year from that. Part of what I have said and you all know this is, if somehow you don't feel the impact of it, if you don't see that there are more professorships or chairs or better student support or better research equipment, I believe that the people on campus have to feel the impact or be able to see the impact of having a successful comprehensive campaign. \$250M is not going to change our world. We are not Harvard and it is not a billion dollar campaign, but it certainly is the next step in doing the right thing to be able to do the \$500M campaign and there will be some visible impacts from it, whether that is increase professorships in colleges of this sort of thing. So, I want you to think about that when we go into the day of giving. I mean, all of these things are important. If along the way you all run into somebody that says you know 'I am a 1972 alum and no one has ever called me and that is really surprising given that I just sold my company for \$22M,' I would ask you to connect us because we will get a hold of them. We continuously reach out and we'll do a number of functions across the country. We have had some success now in the past couple of years. I mean, last year was the highest rate, and the year prior to that was the land of the Wells Tower gift, and

last year was largely pledges, gifts and cash, so not property in that sense. I will continue to work on this. I encourage you to continue to let us know if you hear of people that we will be out there pushing. Certain colleges, we know, have alums that are probably more apt to give resources and some colleges-- deans have said-- tell me who I should be talking to because we want to continue to push this. I'll just tell you, we are making progress and we will continue to do that so that everybody can hopefully feel that in some way. With that, I just want to say thank you very much. I feel I have a good fortune; this is the start of my fifth year here. I feel like time has flown by; I can't believe that. It is kind of amazing to me that I sit here and say it is the start of a fifth year. I truly appreciate the opportunity to continue to be here, and thank you for all that you're doing because it is an amazing university. Any questions?

**Senator Heberle:** I was wondering, I don't even know who is the appropriate contact person, if you have received any feedback about the website?

**The University of Toledo, President Gaber:** It is mixed. I think people like the branding, but people also don't like the change of having the navigation bar in a different way. Is that where you were going with it?

**Senator Heberle:** Yes. I can't find anything, but I didn't want to bother you with that. I just was curious about what the discussion has been about.

**President of The University of Toledo, Dr. Gaber:** I would say probably talk with your dean and shoot an email to the provost. We have added some things to some places. Again, thinking about websites, I am a woman of a certain age and I am used to certain things also, and then I watch that most kids today do not do anything other than on their phone. So part of the intention was to make it much more assessable on the phone. I think we got a lot of competing audiences, but maybe we need something that is a quick links kind of thing. If we have some examples and more information from you, that would be helpful. I can tell you in some places we were asked to add some things.

**Senator Heberle:** So we can theoretically send some suggestions somewhere? I just didn't know how to approach it.

**President of The University of Toledo, Dr. Gaber:** I will tell you to send it to Provost Bjorkman or me and we will help navigate the way to help it. As always with anything, I get interesting emails all of the time so if you have ideas, suggestions, questions, things that we can improve, we want to keep improving. I think we are really proud of the work that you all are doing and the ways that we have improved. Again, our website should be great for students on their phone and we should all be able to find things also. Occasionally I go on there and I am like, 'well, how do I find this?' So we just got to make sure it works for us. Anything else? Hearing none.

You guys are being easy on me today<laughter>. Alright, well reach out if you have a suggestion or a question and thank you all very much.

**President Brakel:** As we stated at the last meeting, some faculty have some concerns with regard to the printer contract. We said that we will try to have a representative here to speak about that and so Vice President Schroeder is here to do that for us.

**Vice President of The University of Toledo, Matt Schroeder:** Thank you, Dr. Brakel. Obviously, I found an exciting topic to talk about<.laughter>. I can only imagine the questions that are going to head this way. First and foremost, let me provide a little bit of context in terms of how we sort of reached this point as it relates to a new vendor and as it relates to the copying outside of the university which would be the multi-functional devices. I think many folks in this room recall about four years ago now that the state

of Ohio launched an affordability and efficiency initiative. That originally was designed to be sort of flash in the pan for four-to-five years under Kasich, however not in this current biennium bill. In the previous biennium bill it officially became law so that all of the four years along with the community colleges, we have affordability and efficiency thresholds to hit. In that plan it calls out specifically printing and the opportunity working with our Ohio peers and the IUC to go out as consortium and to get different services as it relates to the multifunctional devices. That was done 24 months ago and frankly, the University of Toledo right now is one of the last schools from our four-year peers within Ohio to adopt. So Ohio State, Kent State, OU, Akron and Bowling Green have all rolled this out. What we have been attempting to do since May is really get our arms around our desktop printing along with the multifunctional devices, which is about 4500 units now spread across this campus, Main Campus and also the University of Toledo Medical Center. Of those 4500 units, there is over two hundred different makes and models and so it is a very expensive enterprise to operate. Where we find ourselves currently, we have three weeks left roughly as it relates to the overall site assessment in trying to get our arms around the various departments, the various business units, and what the current mix looks like. What we have said at the IT level and essentially at the end of the day, this is not our decision to make. It really comes down to the dean and the department chair working with their faculty to figure out based on a recommendation that Xerox, otherwise known as ComDoc in this situation puts before the department chair and the dean. That recommendation again will be looking at the physical floorplans of the various departments and trying to figure out not only their current needs, future needs, and what makes the most sense in terms of placing the multifunctional device and then pulling back on the desktop units. One of the questions that I am sure folks are thinking in this room is, 'well, I am a researcher; I bought this high end specialty printer with NSF funding and I maintained that specialty printer with NSF funding' -- that is exempt. We are not looking at devices that are purchased with research dollars that are maintained by research dollars. We are simply looking at the devices that essentially the university over the years has acquired state property, if you will. The other question you are probably thinking of is, 'hey, I got a desktop printer because I print a lot of things that are maybe confidential and I need to maintain that desktop printer so no one else sees what I am printing.' In certain situations, again, working with the department chair and working with the dean etc., those devices will stay. In other cases, what we have done with all of these multifunctional devices is they will be equipped with swipe access. So, if I send a job resume of someone I am interviewing and I send that job to a Biz Hub that is 50 ft. away, it will not print until I actually swipe into that device. I think that is a nice function that we've added to sort of protect the integrity of the information to make sure that only the appropriate eyes are seeing that. To give you a sense to Dr. Gaber's point about the budget and we are really, really, really trying hard number one, as I was telling Dr. Dowd, building a conservative budget this year which we have done a nice job, but with enrollment the way it is, we have to look at opportunities like this to potentially save some money. This year's budget we baked in about \$750K in savings as it relates to the elimination of most desktop devices. Where do we get that savings and full transparency? It is the paper, toner, and print cartridges. With sort of a mid-year deployment, meaning over the next couple of months before we deploy by the early Spring semester we still think that we can achieve that savings which will obviously help greatly in a face of a declining enrollment environment. What other questions do you have that I am missing?

**Senator Maloney:** Do you anticipate in the future it will sort of help the students to have an allocation for the year? Have they alluded to that? Are they going to be given so many pages and then be billed or something?

**Vice President of The University of Toledo, Matt Schroeder:** I know on the student side there are many areas already that have sort of an allocation established. I will tell you on the operations side—the academic side, the business side, the university—right now for this fiscal year it is business as usual.

Again, focusing on reducing the number of desktop devices but as it relates to the multifunctional devices or the Biz Hubs. From a budget standpoint, how we approach that and how we charge for that is like what we have done for the last few years.

**Senator Maloney:** Because you would be able to track, I would think, by each individual faculty member?

**Vice President of The University of Toledo, Matt Schroeder:** Yes, and I think again, trying to decentralize business decisions like that down to the departmental or the college level. That would be something that the dean working with his/her chairs will have to look at over time because to your point, we will now have data that we really haven't had in the past. There may be some faculty members or some researchers where it is open-ended or maybe part-time that they want to set a ceiling on. The beauty with these new devices is the quality, the overall print quality as well is going to be very different than what we are used to; and from a cost standpoint, comparing Ricoh to Xerox currently it is very much in favor, and Xerox is a little bit less than what we are currently paying with Ricoh. But the real savings is getting out of the print cartridge game, purchasing all of our paper from one source, and becoming more efficient there.

**Senator Molitor:** Regarding the example you gave with the NSF grant, I believe in most cases you can't charge office equipment to NSF or NIH grants directly.

**Vice President of The University of Toledo, Matt Schroeder:** Dr. Molitor, I will acknowledge I just made that up.

**Senator Molitor:** So if a faculty member has printing equipment that they purchased from their indirect cost returns, they will be able to continue funding it through that mechanism?

**Vice President of The University of Toledo, Matt Schroeder:** Yes.

**Senator Molitor:** Now related to that, we assess a tech fee for our students to equip our computer labs. We just bought a number of new printers for our computer labs that were purchased from student tech fees. Would we be able to continue maintaining those printers from student tech fees?

**Vice President of The University of Toledo, Matt Schroeder:** Yes. So that would be on a case-by-case basis. Again, working with your dean and working with your college. HHS just did something similar as well. In some cases the labs may need those type of devices and in other cases, the multifunctional device could be acceptable. But again, pushing out these decisions to decentralize is really on the college to make that decision.

**Senator Longsdorf:** Part of a previous discussion, it was had in meetings about the contract and it was also brought up about the installment of the new phone system. Can you shed any light on that? There was some discussion of significant increases in the cost of individual phone lines within faculty offices.

**Vice President of The University of Toledo, Matt Schroeder:** I just want to make sure we are on the same page. We are going to jump now to Telecom or is it tied to the actual multifunctional devices?

**Senator Longsdorf:** You see, that is what I was asking. It was all brought forth when we were talking about the printing contract so I didn't know if that was all lumped together or not.

**Vice President of The University of Toledo, Matt Schroeder:** So my understanding as it relates to the print and the multifunctional devices is our multifunctional device has not only data, but it also has an analog phone line going to it. Under this new model, we do not have to worry about the analog phone

lines anymore, it is just a data cord and that is essentially what they need. Now, not having seen all of the plans yet, I am going to imagine there are some areas where a location is suggested that may not have a data access point at this time. What that looks like, again, we are three weeks out we will have to talk to that---

**President of The University of Toledo, Dr. Gaber:** He is asking about the Telecom.

**Vice President of The University of Toledo, Matt Schroeder:** Oh, okay <laughter>.

**Senator Longsdorf:** I didn't know if it all tied in. It was presented as if it was all one big thing in the meeting we were in.

**Vice President of The University of Toledo, Matt Schroeder:** So essentially what is going on with Telecom is we are rolling out these new Cisco phones across all campuses. Those that are currently paying for phones, what you are paying through your budget on a monthly basis is not changing. There are some areas that haven't been paying for phones and when you talk about a spike or folks are talking about, oh my gosh, I am paying a multiple of 3x more than what I am paying, those areas haven't been paying anything or have been paying for whatever reason at a significant reduced rate. A lot of what we're seeing on the Telecom side, these are merger issues. I know the merger was in 2006 but these are still legacy issues tied with the merger where the billing or the cross-charging wasn't addressed at that time and so now as we roll out these new phones, we are really, really trying hard to stay budget neutral because everybody built their budgets back in March, April, May and so as we introduce these new devices, budget neutral is really the focus.

**Senator Longsdorf:** Thank you. That clarified some of the panic I think that was running rapid.

**Senator Lundquist:** Going back to the printers. I'm thinking of Biz Hub besides a word that I've never heard.

**Vice President of The University of Toledo, Matt Schroeder:** Well, I get made fun of using that word; I love it.

**Senator Lundquist:** Is Biz Hub actually a printer or---?

**Vice President of The University of Toledo, Matt Schroeder:** It is a printer, copier, scanner and has the ability to fax, so essentially it is an all-in-one. Typically they are the larger devices that are maybe like 'this big.'

**Senator Lundquist:** I have heard that people will have the capacity to send the print job from their computer into a cloud and then they can go to any printer on campus and swipe and print it there, is that right?

**Vice President of The University of Toledo, Matt Schroeder:** That is my understanding. Now my focus has been at the departmental level. My example is that I walk down the hall 50ft. away, but essentially part of this is we're getting out of the print server games and so all of the jobs go to the cloud and what triggers the release from the card is that swipe access point.

**Senator Lundquist:** But the situation is different for students, is that correct? I mean, we won't be in the position of like going to our close Biz Hub and being in line with 10 students?

**Vice President of The University of Toledo, Matt Schroeder:** No. This is truly the academic side and business side of the house that we are talking about.



**Senator Dowd:** Along those lines, can you address the security issue? If I was to send my grade sheet to be printed it is going to be leaving the university going up into ‘Ether’ somewhere and this sheet has students’ names and rocket numbers, has this security issue been addressed?

**Vice President of The University of Toledo, Matt Schroeder:** It has, but you quickly gotten outside of my IT skills set on that one. But I can follow-up with you; I will get you a detail answer, and actually I will provide President Brakel with the answer to share with all of Senate.

**Senator Dowd:** Cool.

**Senator Weldy:** You said this does not apply to the hospital, what about the clinics?

**Vice President of The University of Toledo, Matt Schroeder:** It does apply to the hospital.

**Senator Weldy:** Oh, it does apply to the hospital?

**Vice President of The University of Toledo, Matt Schroeder:** It absolutely does. To be completely transparent with this group, it is the complexity on the hospital or the clinical side of the house that has been taking this site assessment quite a while to finish up. But yes, it does apply to the clinics and it does apply to the hospital.

**Senator Weldy:** Has any assessment been made of the efficiencies that this is going to increase or decrease within those clinics?

**Vice President of The University of Toledo, Matt Schroeder:** At the clinic level?

**Senator Weldy:** Yes, the clinic level or the hospital level, either one.

**Vice President of The University of Toledo, Matt Schroeder:** Again, they are still in the middle of their assessment, but I can follow-up with both IT and Dan Barbee on that one. I can tell you on the academic side, from an efficiency or savings standpoint, and we’ve come up with this number not even really trying hard, I can pick-up \$800,000 like that.

**Senator Weldy:** I am thinking of time efficiency in terms of actually accomplishing things; how much more time it takes for individuals to get print jobs done?

**Vice President of The University of Toledo, Matt Schroeder:** So I know what has really surprised Xerox or ComDoc when they assessed the clinical side of the number of desktop printers. And the reason for those desktop printers is to be able to print, grab and go. Again, just like the academic side, the clinical side is a decentralize decision that rests with UTMC to figure out what do they need to save and what can go.

**Senator Wedding:** I have received a lot of emails concerning Senator Dowd’s question about FERPA and security and so that is a common question. The other comment is many faculty who have been hired in the last five years maintained that in their letter of hire they are told they will have a printer. I have not seen these letters of hire; I’ve tried to get my hands on some; I have not and so I don’t know what the standard language is or was it any weasel word in there that gets around it. But that is the big question that I’ve received from a number of faculty—if you’ve been hired in the last five years and you have a contract, a letter of higher, that guarantees you or says you will have a printer.

**Vice President of The University of Toledo, Matt Schroeder:** I will follow-up on Brenda Grant on that one and we will find out what’s going on.

**Senator Thompson-Casado:** I appreciate your looking at cost savings for the university, but when you talk about cost savings, I am not hearing how much extra time it is going to take for us as professors to work with this new system. We're about 25 in my department and I've heard that we're going to pull with Biz Hubs. We already have a Ricoh in our office and we queue-up for that even though we have desktop printers. So when all 25 of us are trying to print before we go to class, my fear is we're going to be queuing-up a very long time and so it is a cost shipped on to the professors. I understand that it helps the university, but it is a cost shipped on to us time wise.

**Vice President of The University of Toledo, Matt Schroeder:** Have the faculty in that department talk to the department chair about that?

**Senator Thompson-Casado:** We haven't gotten to that point yet, but this was our understanding that we were going to have to.

**Vice President of The University of Toledo, Matt Schroeder:** So that again, two may or may not be in the proposal. At the end of the day the decision rests with the department chair and the dean. So I would suggest to all of the faculty in this room and beyond, that if there are concerns as it relates to queuing-up on existing devices, you absolutely bring that to the attention of the department chair.

**Senator Thompson-Casado:** Have there been a study of universities that have adopted this of the efficacy with regard to time for professors or has it only been on the cost side in favor of the printers?

**Vice President of The University of Toledo, Matt Schroeder:** That is a good question; I can find out. That is a really good question. I know from the state's side it is focused on overall affordability and efficiency, but to your point it is very valid.

**Senator Molitor:** Although I appreciate the ability for the colleges to ultimately make these decisions, we're struggling with making these decisions. We feel like we're in the dark because we don't understand what the cost impact will be when we make certain decisions. We have no idea how much the decisions we make are going to cost us. Have discussions occurred about how costs are going to be transmitted to individual colleges and departments vs. how they are transmitted now? What are ComDoc devices going to cost vs. what Ricoh devices cost? I need information for faculty members who have personal devices in their offices and labs.

**Vice President of The University of Toledo, Matt Schroeder:** And so our modeling behind the scenes and in also talking with the other four years [universities] is we know on the supply side we will save as it relates to printer and toner and we know that will happen this year. We also know that based on the quality of the devices that in terms of the number impressions may go up because individuals are utilizing these more than what they traditionally would have been. We know on the price per image compared to Ricoh currently to ComDoc is very similar. We also know as it relates to the service side of the house what we are paying currently to Ricoh is greater than what we're paying or will be paying to ComDoc. So at the end of the day when you bake-in the supply lines within your budget, these sort of 'apples-to-apples' comparison from ComDoc to Ricoh should be budget neutral at minimum but also there should be a savings there of \$750k or more this year.

**Senator Molitor:** Well, if I can follow-up on that?

**Vice President of The University of Toledo, Matt Schroeder:** Yes.

**Senator Molitor:** Do these numbers take into account individual or personal devices? It is one thing if we just replace our existing Ricoh devices with ComDoc devices. But now if we start telling a faculty

member they need to use a ComDoc device instead of their own personal printer, that is where we don't know how it is going affect our budget.

**Vice President of The University of Toledo, Matt Schroeder:** Right, and it gets into the faculty member's time as well. It absolutely does.

**Senator Molitor:** Yes.

**Vice President of The University of Toledo, Matt Schroeder:** Because it is not as simple as saying, and I will use my area as an example. We had ten desktop devices and went down to one Biz Hub – we are different though. We can spread out sort of our load and our jobs over the course of the day but on an academic department it could be very different.

**Senator Molitor:** Thank you.

**Senator Hefzy:** I have a comment and then I have a question. For the comment I start by saying, "it appears;" "appears" means I don't know but it "appears." It appears that this is not a student friendly process. It appears that it is going to make life very hard for the faculty, which is not a student friendly process – but I don't know that, it "appears." The question is and it is a hypothetically question. What if a large number of chairs come and tell you we don't want to do that? What if? And I don't know that, I am asking the question. Is the answer 'I don't know?' I am hearing you say many, many times and many times to my colleagues that it depends on the dean and the chair.

**Vice President of The University of Toledo, Matt Schroeder:** Yes.

**President of The University of Toledo, Dr. Gaber:** And so I am going to maybe take this. We are trying to figure out how to save money. And with everything, this is one option if we are down in enrollment and we don't want to cut people out, so we are trying to figure out how do you balance the budget at the end of the day. Quite honestly, I hear you. Dr. Schroeder is standing there which is very nice of him because it wasn't necessarily his idea either to do this. We are sitting here in the list of all the potential 'bad ideas' to save money, and this is one of them. I mean, the chairs can say that we're not doing it, but in the end, we are going have to save money somewhere else. In the end if we are going to balance the budget that is what we have to do, [which] is figure out when enrollment is down where do dollars come from. And so I hear you, but I think everything in life is a tradeoff and that is what we are trying to figure out. It doesn't help what you are saying, but I did give up my printer knowing that I had to be a part of this and have to walk to the Biz Hub to be able to do it. So you are right; I mean, I think he is trying to say he is not going to dictate to anybody. In the end, if we save some money it helps the bottom line and if we don't, we go to the next thing and figure out where does it come from. So I think that is the point. People can say this is not the thing to do that on, but I would prefer to keep our people and make sure we're helping our students and if I have to walk down the hall to get my copies, I'd rather put myself out to be able to do that, and that is kind of where this came from. So whereas, Dr. Schroeder might say, 'is this the hill that he is ready to die on?' Probably not. I mean, it is \$750, 000 if it goes through overall. It is not a huge amount. I think his point is, units can say it doesn't work for them, then we [will] figure out what else we can do because that is the answer. So I think for him he is not going to tell you 'you must do it' because I don't think that is the game plan. It is not a 'you must,' but ultimately it is like everything we do, the budget has to balance somewhere. That is the answer I think.

**Senator Hefzy:** I want to thank you for your transparencies. You were very transparent. The way I read you, and again, I don't know, but the way I read you is it is not a done deal.

**President of The University of Toledo, Dr. Gaber:** Well, I think with all of these, some people are doing it and some people won't do it. Where we balance out is the way it is going to work out. I mean, if we have units that come and say, no I must keep all of these then we are going to have to figure out what that looks like? Are they going to be charged because we have an agreement we are going to buy in bulk for this one thing and these are going to be at a higher rate? I mean, all of that is going to be figured out, right?

**Senator Hefzy:** Thank you.

**President Brakel:** We've gone about a half hour on this topic and I see a few more hands. We are going to start here with Senator Heberle.

**Senator Heberle:** I think we can probably change our habits to some degree and plan our printing jobs a little bit more carefully. But the other thing I wanted to say is there might be some level of confusion because I think in my mind it was kind of introduced as a state mandate to save in a certain area. So I think that is why a lot of colleagues may have thought this is a mandate that we had to make this change as a university, and now it sort of seems like no, it is the university discretion to figure out a budgetary plan and to figure out how to use the printing area to try to save some money. Is that a fair representation of what just happened?

**President of The University of Toledo, Dr. Gaber:** I think the state is not mandating it but they've put it as a best practice in the affordability and efficiency document.

**Senator Heberle:** Right. It sounded more like a mandate that we were being told we have to do this and so I think that is where the concerns are coming from.

**President of The University of Toledo, Dr. Gaber:** We are doing it whether units choose to be a part of it or not. Is that fair?

**Vice President of The University of Toledo, Matt Schroeder:** Yes. In the A&E plan when you go out and look at it, there are a few examples that are called out – examples, but not a mandate.

**Senator Ferris:** My question has to do with whether you've looked at the impact that this change will have on the university's amount of buying with minority owned businesses? One of the ways the university has tried to support the development of minority-owned businesses has been through purchasing of things like printer cartridges and paper. How will this affect our MBE spending?

**Vice President of The University of Toledo, Matt Schroeder:** Well, initially we've got Guy Brown as an example tied to that. Our spend with Guy Brown, and this is just an easy quick search for fiscal 2019, was \$577k on paper and toner. What has changed I think since the early days of envisioning how do we grow minority suppliers is Dr. Mckether, he is now working in Diversity and Inclusion. He has a full-time employee working with Jenn Pastorek to step-up our overall purchasing on the goods and services side of the house. Dr. Ferris, to your question, the challenge on the university is going to be if Guy Brown, minority supplier on behalf of Office Depot is going to see a reduction in our spend by \$600k, what are we doing elsewhere to offset that loss on the minority supplier side. And that will be the task at hand for the Jenn Pastorek's and Dr. Mckether.

**Senator Ferris:** So it is a 'we don't know yet?'

**Vice President of The University of Toledo, Matt Schroeder:** Yes, we don't know yet. Now, the other question will be though is to look back over the last year, and I know Dr. Mckether is running the numbers right now, fiscal 19 compared to fiscal 18 – how has that spend increased on the minority

supplier side? And then also the efforts that we have been doing back in the Spring with the Minority Supplier Fair over in the Student Union to try and grow that as well.

**President Brakel:** Okay. Let's go with Senator Anderson then Senator Bailey and then we will wrap it up.

**Vice President of The University of Toledo, Matt Schroeder:** Thank you.

**Senator Anderson:** I am guessing with the departmental budgets that like if somebody prints to the Biz Hub there will be a record of that person so that the appropriate department gets billed on that.

**Vice President of The University of Toledo, Matt Schroeder:** At this time the model is business as usual. So the cross charging that goes on behind the scenes as it relates to print services is going to continue. What you're suggesting is essentially the model for Telecom which is based on usage. We are not willing to go down that road at this point of time. We are focusing on adoption of this recommendation and then trying to get out arms around the second half of this year.

**Senator Anderson:** Technology would probably allow that though.

**Vice Provost of The University of Toledo, Matt Schroeder:** Absolutely it would. And that is where as we look at maybe then fiscal 2021 and depending on what we're forecasting with enrollment, do we want to introduce and we would have to work with our leadership team on the academic side and the provost etc. Do we want to introduce sort of a variable type model like that because I think right now it is pretty much almost fixed in terms of the money that flows back and forth? Dr. Molitor is nodding so I think that is probably correct. Am I done or one more?

**President Brakel:** One more.

**Senator Bailey:** My question has to do with the fact like in my department for example there is a printer in pretty much everyone's office. Is there any possibility that people can maintain their individual printers and be responsible for the maintenance of their individual printers and therefore would not have to use these Biz Hubs?

**Vice Provost of The University of Toledo, Matt Schroeder:** That is a great question and it is a tough question. Again, it is a decentralize answer, but I think all of us pretty much know that with printers it is sort of the razor/razor blade type model that the quality of the physical hardware is not like it used to be. I am sounding like my dad, but they are pretty much a disposable item and what we're spending a lot of time right now on the IT side is coming out in the service calls to replace or repair those items. And then you buy \$100 desktop printer and then you have to spend \$150 in print cartridges. What we will know in the next three weeks, of those 4500 devices of 200 or so different models, what is really the age of those devices? Are there a lot that are brand new? Are there a lot that are aging? My general understanding from getting a sneak peek with IT is that most of those 4500 devices are aging or past their useful life. So then you get into a dilemma at the departmental level and even at the IT level, how long do we support something like that, that is very difficult and costly to maintain?

**President of The University of Toledo, Dr. Gaber:** Well, he is asking can he do it on his own.

**Vice Provost of The University of Toledo, Matt Schroeder:** Well, I will then say, that is between you and your department chair.

**President Brakel:** Thank you, Dr. Schroeder.

[Applause]

**President Brakel cont'd:** I know from my school board experience, when we went to zone printing, I was in a school district with about 5,000 students, about five different buildings. Many of these same type of issues were still there and fortunately, we are a one-to-one district and so that helped as well in that. So you might also think about how you may be able to post things on Blackboard and stuff like that to help out the cause as well.

**Senator Lundquist:** And save trees!

**President Brakel:** All right, it is now time for Interim Provost, Dr. Bjorkman.

**Provost Bjorkman:** I am hoping you are all worn out now<laughter>. So good afternoon. At the last Faculty Senate meeting I gave a fairly detailed report on the progress we're making on our strategic plan and so I am not going to go through all of that again. I just want to echo Dr. Gaber's remarks about the progress that we've made on student success and retention. I am really proud of that and I am really proud of all the work that you all are doing. I am hoping we are going to keep right on going and make it better and better. I did want to add one thing that you didn't get to hear-- although our enrollment is down a little bit, we admitted this year the best academically prepared class of first-year students in university history, even better than last year a little bit. So that is good!

[Applause]

**Provost Bjorkman cont'd:** I guess that means we are going in the right direction and I am happy about that. So we just need to continue to focus on what matters the most, and that is the retention and graduation of our students. Today you are going to be hearing about one of those initiatives in more detail so associate vice provosts, Barbara Schneider and Denise Bartell are here to tell you a little bit about our midterm grade initiative. I think I mentioned this last time, and just as a reminder, this is to ask all of our 1000 and 2000 level instructors who are teaching those courses to submit midterm grades so that we can help intervene with students who are struggling before they get too far behind and before they get too far lost. We really would need your help with that and Denise and Barbara will be here telling you why that is so important. I want to make just three, no four --well, three-and-a-half updates. We have a handout today and Vice Provost Ayres has them. You know we're converting to this new curriculum tracking system, CIM. So we are rolling out training sessions for that and we are going to actually start using it, which is really good news I think. So there is a list up here for when the training sessions are. We have a bunch of them scheduled already and there will be more scheduled from my understanding later on in the semester as well. So if you have anything to do with entering curricular matters or things of that nature, certainly the Curriculum Committee would want to be involved with that. Make sure you attend one of those training sessions to learn how to use the new system. Please share that information with your colleagues in the departments. There are training sessions for both approvers and users who are putting things in the system and also for those who are approving things as they go through the process. Just a reminder, the winter intersession course proposals are due on Monday, next Monday on September 16<sup>th</sup>. As a reminder, the guidelines are available on the Provost website and we encourage you to think carefully about what courses your students might like to take during the winter intersession. Then the third announcement is more of a reminder for you to go back and remind your chairs, and that is that applications for faculty emeritus status for fall 2019 must be in by September 30<sup>th</sup>. Chairs should be submitting requests for faculty emeritus. So if you have chairs who maybe have forgotten that, we will be reminding them as well but just a reminder for you. Dr. Amy Thompson in the Provost Office is the contact for that. I also want to mention one thing which I haven't talked about before and we will talk more about, which is that, I don't know how many of you heard or paid attention to it, we are hosting a

national lab day here at UToledo in October on the 10<sup>th</sup> and the 11<sup>th</sup>. That is actually Fall break—that was actually intentional. We are going to have, I think it is 11 or 12 of the directors and some of the scientists from national laboratories all over the country are hosting a national lab day which they have been doing at various sites. This year they are doing it at the University of Toledo. It would be a great opportunity for our faculty and for our students to get connected and to find out what the national labs do. There will be break-out sessions on particular areas, but also you can hear about what the facilities are that you can use and apply to use and so on. So I just wanted to give you a plug about that and we will talk more about it in the future. With that, I will be short. So any questions for me today? Oh good<laughter>! Thanks.

**President Brakel:** You have heard about the midterm grading and you may have seen the email that went out over the last couple of days. I would like to invite Denise and Barbara to come talk about that.

**Vice Provost for Student Success, Dr. Denise Bartell:** There are paper copies of this presentation as well as the handout. We wanted to do a couple of things this afternoon. One, we wanted to sort of give you a little bit more background on what we are doing and why, give you a little more information about the process, then give you an opportunity to ask questions and then share with you some resources to help smooth the process particularly for people who may not be familiar with either loading these grades into Banner from the Blackboard software, but also even some strategies for how to do early grading and feedback. So I know all of you have seen this data before. I presented it before here. This initiative is really a key part of our efforts to improve our retention rates and so we are making very good progress on achieving the university's strategic plan goal of 80% first-year retention rate by 2022. The reality is, it is unfortunately a lot easier to go from 70-76% than it is to get from 76-80%. And so we've been doing really good work. We are now sort of in the process of doubling down to make sure that we really achieve that goal and this midterm grade initiative is an important part of that plan. It is also an important part of our plan to reduce equity gaps, and so although we are making progress and reducing equity gaps for underrepresented minority students and for lower income students in both retention and graduation, we still have quite a ways to go to achieve our strategic plan goal of really reducing those gaps by over half by the time we get to 2020.

Why focus on midterm grades? Well, we know from a lot of research this is a highly effective predictor. It is an early predictor of first-year students on academic risk and drop out. So that is the reason why we're focusing on 1000 and 2000 level courses right now, it is because those are the courses where we have the highest percentage of first-year students enrolled. In trying to keep in mind that although we are emphasizing and focusing on 1000 and 2000 level courses, we encourage everyone teaching any undergraduate course to submit midterm grades. So it is not as if you are restricted for submitting grades for 3000 and 4000 level courses, we are just asking everyone to submit for the 1000 and 2000 level courses right now. Just to put into perspective, when we say that we have a 76% retention rate –what that means is that in this last academic year we lost over 700 students before year two. I don't know about you, but that is many too many students for my comfort zone. So we really want to do what we can to try to identify early when students are struggling and get them the support that they need to be able to improve their grade before they get to a place where dropping out seems like the best likely solution. There's a lot of research on the fact that John Well early grade reports can be a key to our retention efforts for first-year students. The other part is disseminating that information to people who are in positions to help the students. So one of the things that you'll notice about our plan is we are not just gathering information from instructors, we have created a process to get that information out to advisors, to success coaches, and to key contact and key constituencies so that they can support those students as early as possible. The model that we have developed really adheres to best practices for early grading feedback and for early alert in at least four ways: One, it has very narrow objectives and sort of a narrow scope with

courses that are most predicted of poor academic performance. So focusing on those 1000 and 2000 level courses instead of all undergraduate courses allow us to kind of focus our attention and focus our energy on the place where we have the greatest likelihood of a return on their investment. We are focusing on these courses and first-year retention because it is very tied to our strategic priorities for retention as well as for equity. We also have made sure that we did this in a process that is familiar to instructors. So instead of creating an entirely new process that instructors would have to learn, we are relying upon the existing Banner features so that you will be entering grades in basically the same format you have been entering final grades in and the same process you've been entering midterm grades in if you've been doing that previously. Then as I said before, the last part of this that really adheres to best practices is that we are really closing the loop. So we are not just gathering this information; we are disseminating this information out to people who can help our students to improve outcomes.

So the project components, many of you or most of you have probably received an email sort of informing you about these components. I am just going to quickly go over them here. Instructors of all undergraduate courses got that email but we are asking instructors with any 1000 and 2000 level courses to make sure that they complete these midterm grade reports. So it is not required in 3000 and 4000—thank you very much if you do it--but please do it for 1000 and 2000 level courses. One of the things that is different from previous midterm grades in Banner, it is now only open during the midterm. So apparently in previous iterations you can enter a midterm grade in the first week of the semester and you could also enter a midterm grade in week 15, that is not terribly helpful to us. So, what we are doing is we are restricting the access to week six through week eight. The window will open in week six, and you will get a reminder in week five when it is about to open; you will get a reminder in week six when it does open. You will get a reminder in week seven if you haven't completed it; but by the end of week eight, that window will close, the midterm grade report will close in Banner. We are doing that so that we can turn that data around. So what is going to happen on the other end is that we're going to generate reports. So if for example you are an academic advisor, you will get an automated report that will go out to you that reports on all of the midterm grade that were submitted for any of your advisees. Advisors will get this, success coaches will get this, and the colleges will get this so they will have a college level report, and then we are going to provide it for a special population like the NESP students, some scholarship students, and students athletes etc., although they have access to this information already. Now, if you are in courses that are already using Starfish, this midterm grade report won't replace the third Starfish report. The midterm grades will be automatically imported into Starfish so you will not have to do both; we are trying to eliminate conflictive workload. Then as I've said, once the grade window closes, we are going to disseminate those reports, and that is completely new, that has never been done before. This is going to make it much easier for advisors and for coaches to identify the students who are struggling because right now you have to go into Banner and you have to look advisee by advisee at their grade. If you have 400 or 500 students that you are advising, that is just something that is sort of unduly burdensome, right? And right now it is very difficult to do and so this would sort of ease that process. One of the things that doing this is going to require is that we have advisor assignments added into Banner. So right now in a student's profile, each undergraduate student has a success coach assigned to them but they don't have an advisor in Banner. So if I wanted to do in and to figure out who I should contact as the academic advisor for a student, I wouldn't be able to find that information in Banner. I would only be able to find the success coach information. This is something that advisors have told us they don't really appreciate because they would like to be in the Banner system as well and so we are doing that. We are working with all of the colleges now to get advisor's assignments put in the Banner system. It is a flexible system so if there is more than one advisor, you can have more than one dean listed in here. The appropriate people within your colleges are going to be working with myself and with the Registrar's Office to get this information



in over the course of the Fall semester. We are also working on creating automated processes for this information which would mean that in future semesters when a student declare your major, if you have a process that identify that the student is in program “A,” they are assigned to advisor “B,” Banner is going to know that. So when the student declares a major, it will automatically assign them that appropriate advisor. So whatever consistent process you have for identifying advisors and advisees, we will load that into Banner so that your advisors will no longer have to do this in a manual way, which I think is really going to ease that process as well. Then of course on the other end, advisors and coaches are going to be asked to review the data to reach out to students who requires support. We are going to be providing best practices information and guidance to the advisors and coaches about how to do this work. The reality is most of them have been doing this work previously, however, we think it could be helpful to just provide some strategies for communicating out to students to improve a likelihood that they are going to be responsible and to reach out to them if they need assistance. So that is a lot of information relatively quickly. I am going to stop there to see if you have any questions.

**Senator Pakulski:** I taught a 2400 level course for the first time since I worked at UT last year. I taught it two semesters and that is the first time I’ve come across the need for a midterm grading and for students who are really not successful and are doing all of the wrong things, so to speak. I reached out to the advisor and [she] was very open in trying to help the student, but had like 1500 students that she advises. I also reached out to the success coaches at least a half-a-dozen times and never heard one thing back and the student, I don’t know what happened because nothing improved. I certainly met with the students myself and tried to do what I could, but I wonder what happens with the success coaches. How many people are they assigned? What can they do?

**Vice Provost for Student Success, Dr. Bartell:** So success coaches typically have a ratio between 600 and 1,000 students.

**Unknown Speaker:** That is what I thought.

**Vice Provost for Student Success, Dr. Bartell:** It is a lot of students. I think this is one of the reasons why working with advisors and coaches to think about best practices when you have such a high caseload it is important. Because reality is that you can create...emails that you send out to any student who is flagged by a ‘D’ in one or more core where you are sort of saying in an individualized way, here are some resources that I think is going to be helpful to you. The coaches are typically doing that because they have that built into Starfish. It is a little bit unfortunate that you did not receive a response from that coach. I don’t know whether they actually intervened with the student at all if you are not getting any information back from them. But I will say just for your information that the Center for Success Coaching reports up through me, so if any of you do have any questions or concerns about that, if you reach out and you don’t get a reply you can always contact me and I can try to figure out what’s going on because if that is more of an isolated issue or if it is just a matter of them letting you know that they did reach out to the student, you know I can always convey that information. But it is going to be important for us to have mechanisms for advisors and coaches to reach out that is going to be workload manageable. They are not necessarily able to bring every student in for an individual meeting every time.

**Senator Pakulski:** I guess with that said—how can I say this nicely?—what are the advantages of having success coaches that have 500 to 1,000 students when I have 25 students and I was able to meet with that student multiple times? Maybe more resources could be given to the professors. I know some people teach classes of 300, but where is the cost benefit ratio?

**Vice Provost of Student Success, Dr. Bartell:** To me one of the most significant benefits of success coaches is that they provide holistic support. So while it is wonderful that you may be willing to reach out

to the students to ask what is going on in their lives and sort of connect them to resources if they need it, that is not the case for every instructor. I think sometimes that is very legitimate, you may not be comfortable asking them what is going on with their lives. But if they tell you they are struggling to find a place to live next month, you may have no idea what the resources that are available to help that student. The success coaches are there to provide that kind of wrap around support to connect them to campus resources and community resources and to really go beyond. I mean, they are not academic advisors; they are not giving them course planning advice; they are doing all the rest of it, which is why I said if you are not getting a response from them, I would want you to tell me because that should be part of what they are doing. But I will also say that much of the feedback –so we did a recent sort of survey with the students and we got a lot of positive response from students about the support that they are getting from their success coaches. They may not always engage with you in the way that I might want them to, but they spend most of their time trying to reach out to students, and trying to troubleshoot, and trying to problem solve. I do think when you look at our retention rate, that is one of the reasons why. If you think about when we created the coaches in 2013-2014, that is really when our retention rate started to increase. I think they were at least part of that. Now we need more and---

**Senator Pakulski:** Is it possible for us to get a copy of that because in talking with my own students, I am under the impression they are not familiar with their success coaches or meeting them on a regular basis?---

**Vice Provost for Student Success, Dr. Bartell:** A copy of?

**Senator Pakulski:** Of that survey you were talking about. My own students aren't familiar with success coaches, at least a bulk of them. I would love to see that data and be able to better understand a success process---

**Vice Provost for Student Success, Dr. Bartell:** The data that I am referring to is actually part of a root project that was done at the administrative level and so it is possible that is something that can be shared. I have not seen a report on the survey data that they gathered but it might be possible for us to get a copy of that data. Are there any other questions?

**Senator Gregory:** I have one super short one and one slightly longer one. The short one is do students get an email when they get a midterm grade that says, you have a midterm grade?

**Vice Provost for Student Success, Dr. Bartell:** Yes. They are actually going to get a report of their midterm grade as well. That is new; that has not always been the case.

**Senator Gregory:** I know. I had this funny exchange with someone where they were insisting, but I did not know it was there. My other question I am thinking about is from a college level. So we get...which sounds good. I guess I am wondering how fast do those reports get generated and come to us because in terms of response time, once we are already in week six and it is coming to the college and the college needs to get it back to departments, it just seems like that is intentionally creating a lag. I guess I am worried about can we still intervene by the time that information has been redistributed to the places it has to go.

**Vice Provost for Student Success, Dr. Bartell:** Partly this is always kind of the sticking point about an early grade. When is too early? Because there are some universities that do it in week four and a lot of times faculty push back on that and say I don't have enough information in week four. Our plan is if this closes at the end of week eight, by Tuesday of week nine those reports are out. One of the things that we

were concerned about is the drop window. So that would give you the rest of week nine and week ten to gage when students should decide to drop or withdraw from the class which may be the best option.

**Senator Barnes:** Quick question about moving Blackboard grades to enter the midterm grades into Banner. Understanding that some professors have like 300 students, can we just enter midterm grades directly into Banner if we have small number of students and then we wouldn't have to do all this?

**Vice Provost for Student Success, Dr. Bartell:** Right. Dr. Schneider is going to---

**Vice Provost for Faculty Development, Dr. Barbara Schneider:** Right, I am going to show you in a minute.

**Senator Barnes:** Thank you.

**Past-President Rouillard:** It astounds me that we have never entered advisor names into Banner before now and so I think that would be a very good initiative. Would it be possible so that whenever a success coach interacts with a student the advisor be made aware that there's an issue that the advisor could deal with as well?

**Vice Provost for Student Success, Dr. Bartell:** That is actually already available to Starfish. All of the success coaches are using Starfish, and that is one of the reasons why Julie Fisher has been working so hard with all of your colleges to get your advisors in Starfish. Because once you are using a record of every engagement that a coach has with a student, all of the Starfish alerts and midterm grades reports, they will all be in Banner.

**Vice Provost for Faculty Development, Dr. Schneider:** But you are right, Past-President Rouillard, there's has been a long lag time between the time coaches had access to Starfish and the advisors are just still be added.

**Vice Provost for Student Success, Dr. Bartell:** Right, but we are moving a fairly rapid pace.

**Past-President Rouillard:** But certainly having the advisors listed on Banner will be a huge advantage. I still meet students who tells me they don't know who they advisor is and no student should not know his/her advisor.

**Senator Molitor:** I just wanted to make the point that advisors are already on Banner. In the College of Engineering faculty advisors are listed on Banner for undergraduate programs that have program directors. Also there are faculty advisors listed for graduate students completing theses and dissertations, and I assume that is university-wide. So I would ask that this information does not get deleted from Banner when you enter staff advisors. That being said, I certainly agree that staff advisors should be listed on Banner.

**Vice Provost for Student Success, Dr. Bartell:** No, no, no – nothing is going to get deleted; we are just adding information for the colleges that don't have it.

**Senator Molitor:** Right.

**Senator Ohlinger:** I am wondering about when students do have difficulty and maybe it is just pure content based things and they can just go to the instructor on their own if it is stuff like that. But is the idea here more for the advisor because they may have a larger approach or other techniques that will be more helpful?

**Vice Provost for Student Success, Dr. Bartell:** To some extent, yes. I mean, I think number one, we want to give the advisors an alert if a student is really struggling that you want to reach out to that student and have a conversation with them. Maybe it is a conversation about dropping a course so that you can maintain your course load or a conversation of what the implication of failing this particular course as opposed to another course. So that is primarily the reason for the reach out. But certainly advisors I would imagine are also going to convey the message about how to seek help such as a talk with the instructor.

**Vice Provost for Faculty Development, Dr. Schneider:** And I suspect that some of the advisors will also say, have you talked to your instructor?

**Vice Provost of Student Success, Dr. Bartell:** Right. That is generally the first comment.

**Vice Provost for Faculty Development, Dr. Schneider:** Because very often, you know students, interestingly enough, are scared to death to talk to their instructors, and very often problems could be solved so quickly if they would just talk. That is always my first question if I have a student that is struggling, 'have you talked to your instructor?'

**Vice Provost for Student Success, Dr. Bartell:** Very quickly, there are a couple of slides I am not going to go through that are kind of an intro to best practices with how to give early grade feedback. What I am going to say is that there will be PowerPoint slides posted on the University Teaching Center website. I am giving presentations on this every term. I just gave one and I will be giving one in the Spring. If you would like for me to come to your college and give one, I would be happy to do that. We are going to make the slides available to anyone who wants them so you can go on there and take a look at some of the ideas for your instructors to make sure they are doing really great at feedback that provides formative assessment information for the students; so that they have a sense of how they are doing in the class and they don't have to necessarily wait till the midterm grade, and that is not unduly burdensome. Please check that out. It will be up there relatively soon. Let me know if you want any more information. I am going to turn it over to Dr. Schneider to walk you through...in Banner.

**Vice Provost for Faculty Development, Dr. Schneider:** So this is going to look complicated and really if you are sitting at your computer, it takes about three minutes. I did have to go get a personal tutorial because I didn't have the order of downloading sheets right, and so I will show you that. But before I show you this operational piece, I want to say one thing that is critical that students know when you give out midterm grades is what that midterm grade means. A lot of students make really poor decisions after getting a midterm grade because they don't understand what percentage of their course grade that midterm is. I met with a lot of students and I met with a bunch of faculty last Fall and we were discussing DFW grades because I wanted to understand why students dropped classes. One of the big reasons students dropped classes is they get a midterm grade and it is bad and they think they are sunk. They don't know that there is still plenty of time to save themselves and that midterm grade really only constitutes 30% of their course grade, and if they just change their attack, they can succeed in that course. So, they make the decision to drop the course when they should not because they do not understand what their midterm grade mean. So before you assign a midterm grade to students, please make sure you tell them what it means. It should be on your syllabus, but if you wrote your syllabus before you were thinking about doing this and it is not on there, you might want to take five minutes of class time or send an email so that students understand what their midterm course grade means and what actions they can take. I know one student who left school in Spring of his sophomore year because he got two bad midterm grades and he just walked away. I didn't even know he left until it was too late to save him. It turned out that he gotten poor grades at midterms, but he still had a lot of time left to save himself. He has never been back to school. I hate to see that happen to students.

Do most of you use the Grade Center in Blackboard? Nobody. Okay. If you use the Grade Center some of this will be useful, but if you don't use the Grade Center, do you track student grades on Excel spreadsheets? No. Do you just do it by hand? If you have small classes, you can. I had to learn this because I always taught classes of 35 or less and I've always just manually calculated and entered grades. If you are doing that, midterm grading is the same as final grading: You open up the 'Faculty Advisory' tab, you pull up your course, you use the box and you enter the grades. It is that simple! But on the other hand, if you are teaching a lecture course with 380 students and everything enters goes through Blackboard and you are using the Grade Center in there and you want to use the grades that are already in there to simply upload your grades to Banner, then this is for those folks. I downloaded the Grade Center for a cheat first, but you cannot do it that way. You have to start with your class roster etc. [Please View Further Instructions in PowerPoint Presentation] Are there any questions on that? So you all will be turning in your midterm grades?

[\[View PowerPoint Presentation\]](#)

**Senator Hall:** This might be a dumb question, but historically, we only had to do midterm grades if you were getting a 'D and F' or something else. So are we now going to be doing midterm grades for every student?

**Vice Provost for Faculty Development, Dr. Schneider:** Well, we want midterm grades for all 1,000 and 2,000 level courses because it gives the students the kind of, particularly in Fall semester where students really have no idea how they are doing in college, information about how they are doing. They may think they are doing just fine and when they get 'Cs' at midterms, they might rethink skipping class and bailing on the homework, and if they are getting good grades they might be reassured if they have been a nervous mess until then. So, we are asking that you provide that information to students because it helps them locate themselves at the university. So yes, it used to be just 'D's and F's' when they were warned, but now we are doing all grades.

**Senator Steven:** I was just wondering, I know we are short on resources, but wouldn't it be fantastic if you could just go to the Grade Center and click 'upload this to Banner,' whatever column you are looking at?

**Vice Provost for Faculty Development, Dr. Schneider:** It would save you two minutes—yes. But let's face it, some days---

**Senator Steven:** No, I think it is more than just two minutes-- sorry.

**Vice Provost for Faculty Development, Dr. Schneider:** I figured, you know, I am an English professor and I am not technically savvy and I figured out how to do it and so I figure everybody can learn this.

**Senator Steven:** I am sorry, I just want to clarify that I do know how to this and I do this with 300 students and it is a bit of a pain in the butt. It would be very, very easy if we just had the button to click 'upload this.' I don't know, but it would be great if they were looking into it and say, 'hey we have done the analysis and this cost \$1M without doing it, or tell us that it is within reason.'

**Vice Provost for Faculty Development, Dr. Schneider:** The only problem with that is very often the data you have in Blackboard, the students you see have listed in Blackboard, do not match the students that are listed in Banner because if a student has dropped they are likely [to] still [be] in your Blackboard section and they are not going to be on your MyUT grading template. If a student was registered for a class but never showed up, you may not have any data for them and they may no longer be. So you have

to do some reconciliation between what your Blackboard site says about who is in your class and what the Grade Center says about who is in your class.

**Vice Provost for Student Success, Dr. Bartell:** And to answer your questions about resources, the unfortunate answer is that these platforms do not talk to each other very easily. So in order for us to, I am not even sure if it is possible, but if we were to do it we would have to write the program ourselves and then embed it into Blackboard in order to be able to have it talk to Banner. It is not that it is out of the question for us to consider at some point, but I would need to go to IT and sort of ask them what might be involved with being able to do it.

**Senator Steven:** So I am just requesting that you consider.

**Vice Provost for Student Success, Dr. Bartell:** I will do that.

**Senator Molitor:** Just to follow-up on that. Blackboard class list come from Banner, so obviously they are talking to each other in some way, shape, or form.

**Vice Provost for Faculty Development, Dr. Schneider:** Although, I think that once a class list get downloaded into Banner they don't get corrected by Banner.

**Senator Molitor:** Right. I understand that.

**Vice Provost for Faculty Development, Dr. Schneider:** That is why you have to reconcile your Blackboard data with your Banner.

**Senator Molitor:** But the communication link is there at least at one point before the semester starts to transmit a class list from Banner to Blackboard. So I imagine it would be possible to transmit midterm and final grades from Blackboard back to Banner on predefined dates during the semester or after the semester ends.

**Vice Provost for Student Success, Dr. Bartell:** Sure, of course. It is possible for them to communicate, but that is a different animal to automatically import a midterm grade than it is to export from Banner into Blackboard. But I will follow-up with IT and sort of get a sense of what might be involved in doing this and whether that is something we can pursue in the future.

**Senator Bailey:** I have a quick question. I am wondering whether your office has done anything that looks at best practices with regards to getting students to be proactive and recognize when they may be having academic challenges and availing themselves with all of these resources that are available to them? So in addition to what we are doing, they can also assist us and/or compliment what we are doing by recognizing when they been in trouble, because I hear that all of the time, the idea that students are afraid of talking to the instructor---

**Vice Provost for Student Success, Dr. Bartell:** I know. It is hard for us to imagine that. There is a lot of research on this and we certainly know kind of what the best practices are. There are a few things I would say if we was to sort of identify what we can do. First, is in our individual classes we need to be as supportive as possible of students actually coming and talking to us. So anything you can do to make yourself feel as someone who cares about them, and is someone worthy of trust, and is going to support them, and believes in their success, and that college is a place where they belong, that is effort that will pay off in them accessing resources. The other thing that I would say is that if you look at the first-year programs that are really moving the needle particularly on underrepresented students and student's success, there are programs that are teaching students the skills to advocate for themselves. So if you look at the FYE course pilot that we are running this Fall, this is a key part of the curriculum. Basically, we

have embedded talking to students about things like how do you have an office hour meeting, and what kind of email do you send your instructor, and how do you go in there to make sure that you actually get what you need out of that appointment, and how is that instructor going to view you if you go in without any questions vs. if you go in and say okay, here are the three things and here is what I understand about them but I am not sure if this is correct. Because one of the things that we know is a lot of students do not know what this hidden curriculum is, right? We have a lot of expectation that we evaluate students on that students who are first gen. and who are coming from lower income backgrounds, they don't necessarily understand that if they send us an email that starts with 'hey,' that we immediately wonder in terms of the seriousness which they are kind of approaching their college education. So the other thing we can do is unpack that hidden curriculum and help students to know how to access those resources, even to the point that we are walking them through a script for how to do these kinds of things.

**Vice Provost for Faculty Development, Dr. Schneider:** I will say though, in getting students trying to inculcate help seeking behavior and getting students to seek help, it is the 'holy grail.' So you have to attack it from multiple points. Everything Dr. Bartell just said is absolutely right, but if you are still feeling frustrated you are not alone. You know, I think the smartest thing you can point out to students is that the 'smart' students get help. It is not the students who are struggling in class that show up at the Writing Center—some of them do—you see the students that show up for supplemental instruction at the Learning Enhancement Center and the Writing Center, those students are already motivated to succeed. So I usually point out to students, go, you know, if you want to be one of the 'smart' kids, go, because you are paying for all of these services so go use them. At that sometimes once they recognize that they are paying for the services that are available to them, they somehow feel they have a right to access them, otherwise they feel like they are begging.

**Senator Menezes:** Just an explanation. The classes that are 1000 and 2000 are core courses and these are the classes that would probably be extra populated. These are students coming straight from high school who have never sat in class with 300 students and that is part of their...that they have. These core courses are something they have to do when they come to the university, and they believed they could choose the courses they want, but these are not the courses they can choose yet, these are the ones that get pulled. These are some of the factors that already set some people apart that have difficulties to drop out I think.

**Vice Provost for Faculty Development, Dr. Schneider:** I know when we were creating Learning Communities a few years ago, one of the things we tried to do, and this was four years ago, is we tried to give them one course in their major that first semester. But if you look at the way our major courses are structured, most of them have prerequisites, and most of their prerequisites include taking the core. So, it is more difficult than one would think to get a student into a major course.

**Vice Provost for Student Success, Dr. Bartell:** But you can sometimes do it through core curriculum and you can also do it through FYE coursework. The pilot that we are running of FYE courses this semester, these are core curriculum courses; they are not necessarily tied to the major, but students are sort of selecting [them] based on their interest. So, it may not be major related, but if they have some agency in the courses that they are able to take, it does help with motivation and with persistence. Also what happens is a lot of those courses tend to be smaller, which helps to counterbalance the impacts of the 250 student classes sometimes. So right now we have a small scale pilot, it is 13 sections and it is taught by instructors across the university.

**Senator Pakulski:** I think it would be really interesting to have faculty of their major teach those.

**Vice Provost for Student Success, Dr. Bartell:** Absolutely. I would love that.

**Senator Pakulski:** So students can begin getting to know their faculty.

**Vice Provost for Faculty Development, Dr. Schneider:** I think she just volunteered to work on this next year<laughter>. Senator Lee has something to say and then Senator Heberle got a question.

**Senator Lee:** I am teaching them.

**Vice Provost for Faculty Development, Dr. Schneider:** Oh, Senator Lee is teaching it.

**Vice Provost of Student for Success, Dr. Bartell:** Oh, another volunteer<laughter>.

**Senator Lee:** I teach math, English, and then I teach one out of University College, and Information Literacy.

**Vice Provost for Student Success, Dr. Bartell:** Then there are also Contemporary Moral Problems, Intro to African Studies, and Diversity in the Workplace---

**Senator Pakulski:** We will teach one in communications.

**Vice Provost for Student Success, Dr. Bartell:** Great.

**Senator Pakulski:** Send it my way.

**Vice Provost for Student Success, Dr. Bartell:** I am writing your name down as soon as I can.

**Senator Heberle:** I was interested when you said that most majors students cannot take classes in their majors without a prerequisite that it might be at the university's core. I didn't know that because... is not a huge major about something. Students have a gateway and students [do] get clumped in there in their first semester in their freshman year, in our gateway class to the major. I was wondering---

**Vice Provost for Faculty Development, Dr. Schneider:** Are there any prerequisites in the course?

**Senator Heberle:** No.

**Vice Provost for Faculty Development, Dr. Schneider:** Oh.

**Senator Heberle:** So I was just curious which programs will consider that, because I think that is one interesting idea, not 'the' interesting idea to keep students. It also encourages them to ask their advisors right away so every college student will know who their major advisor is.

**Provost Bjorkman:** I am sorry, I shouldn't talk, but I want to *second* that because that problem existed in Physics and Astronomy for many years. Students didn't take their first course in our department until their second year and so we were losing them in groves because they had no idea what it was about. So we instituted Frontiers in Physics and Astronomy—no prerequisites, a g-wiz kind of thing, and here are the cutting edges of physics and astronomy; getting them excited about it, getting them jazzed-up about it—it really made a huge impact on getting them connected with the department, the program, and everything else. So I second that.

**Vice Provost for Student Success, Dr. Bartell:** And there is a movement in Engineering as well. Are there any other questions. Thank you for allowing us to come and discuss this with you.

**President Brakel:** Well, that brings us then to 'Other Business.' Is there any other business that needs to come before Faculty Senate today?



**Senator Chou:** I brought up the issue about Faculty180 before, for some faculty members there is no sort button; however, other faculty members do have them, so I am wondering why some faculty members have it and others don't? The publication and grant lists shown are in random order, I wonder why they are not designed to sort automatically in chronological order.

**Vice Provost Ayres:** My understanding is this is a technical issue that Interfolio, the software vendor, is looking into it. We don't control the software and we can't get into it. We can't see what the problem is and we are working on it. We... *[Garbled]*...

**Senator Chou:** I assumed that this issue will be resolved before the ARPA deadline on September 20th?

**Vice Provost Ayres:** It was actually indicated at the last Senate meeting...information is pulled together and presented, it is not presented the way you see it. So the lack of that sort function doesn't affect how others would see your information. In that case, it will automatically be sorted. It is a different part of the software.

**Senator Chou:** I understand that, but a faculty member should also be able to see his or her information that is properly sorted.

**Vice Provost Ayres:** If you have specific screenshots, send them to [utoledo.Faculty180...](mailto:utoledo.Faculty180...)

**Senator Chou:** Is there a timeline?

**Vice Provost Ayres:** I cannot provide one at this point.

**President Brakel:** Any other issues? Any other announcements? Hearing none. As you do leave, please pick up the training schedules. Anything else for the good of the cause? May I have a motion to adjourn? Meeting adjourned at 5:51 pm.

**IV. Meeting adjourned at 5:51 P.M.**

Respectfully submitted,  
Mark Templin  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Administrative Secretary