

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of October 18, 2022
FACULTY SENATE

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

Approved @ FS on 11/01/2022

Summary of Discussion

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

President Insch: Welcome to the October 18, 2022, University of Toledo Faculty Senate meeting. I call the meeting to order. The first thing on the agenda is roll call. Secretary Coulter-Harris, please call the roll.

Senator Coulter-Harris: Thank you, President Insch. Good afternoon, Senators. Can you all hear me?

Group of Senators: Yes.

Present: Ammon Allred, Elissar Andari, Tomer Avidor-Reiss, Gabriella Baki, Bruce Bamber, Sheri Benton, Carmen Cioc, Daniel Compora, Deborah Coulter-Harris, Vicki Dagostino-Kalniz, Lucy Duhon, Anthony Edginton, Hossein Elgafy, Ahmed El-Zawahry, Collin Gilstrap, Karen Green, Sally Harmych, Samir Hefzy, Cindy Herrera, Mitchell Howard, Jason Huntley, Gary Insch, Alap Jayatissa, Catherine Johnson, Michael Kistner, David Krantz, David Kujawa, Patrick Lawrence, Glenn Lipscomb, Kimberly McBride, Alexia Metz, Mohamad Moussa, Julie Murphy, Amanda Murray, Kimberly Nigem, Grant Norte, Mohamed Osman, Carla Pattin, Elaine Reeves, Jennifer Reynolds, Linda Rouillard, Barry Scheuermann, Kathy Shan, Puneet Sindwani, Suzanne Smith, Robert Steven, Steven Suchek, Weiqing Sun, Jami Taylor, Berhane Teclehaimanot, Robert Topp, James Van hook, Jerry Van Hoy, Randall Vesely, Donald Wedding.

Excused Absences: Peter Andreanna, Terry Bigioni, Lauren Koch, Lee Strang

Unexcused Absences: Jillian Bornak, Prabir Chaudhuri, Greg Gilchrist, Amanda Murray, Yvette Perry, Paul Schaefer, Stan Stepkowski

Senator Coulter-Harris: President Insch, we do have a quorum.

President Insch: Thank you very much, Secretary Coulter-Harris. I appreciate it.

Senator Coulter-Harris: You're welcome.

President Insch: All my friends just a reminder, that if you can make sure to mute yourself when you're not communicating that would be great so we don't get any background noise. I'd like now to have a motion to adopt the agenda for October 18, 2022.

Senator Huntley: So moved.

Senator Gilstrap: Second.

President Insch: All in favor say, 'aye.' Any opposed? Any abstentions? **Agenda Adopted.** I would also like now, in the interest of President Postel's time, to have an amendment to amend the agenda to move President Postal in front of the approval of the Minutes. Then we will follow the agenda as outlined. Do I have a motion?

Senator Wedding: So moved.

Senator Avidor-Reiss: Second.

President Insch: All in favor say, ‘aye.’ Any opposed? Any abstentions? I suspect that we have a winner there as well. *Motion Passed.*

I just wanted to remind you, just some rules of engagement if nothing else. So, President [Postel], I asked the faculty to give us some questions, and the faculty were very forthcoming. President Postel received over 30 questions, which have been sent to him. Now, some are thematic. Some are not. And as we discussed preparation for the meeting, some of these questions might be much deeper conversation than we might be able to have here and the time allotted to get through everything. So he kind of asked, Gary, how do you want to go about this? And so I recommended to him to kind of talk about the things that he felt that were most important to start, and then he would go through some of the questions, and then if we have some time at the end we can open-up the floor. But he is going to do his best to get through that.

And then I can assure you that President Postel has assured the Faculty Senate Executive Committee that there are some things that aren’t quite handled, and [if] we couldn’t get all the way down to what we’re looking for in this meeting that he is more than happy to follow-up with us and we will follow-up with those questions and then report back to the Faculty Senate.

I know how very, very busy President Postel is. So, the time is yours. Thank you so much for being here.

Dr. Postel, University of Toledo President: Thank you, President Insch. Good afternoon, everyone. I appreciate the opportunity to begin at this point. I’m not in a hurry, and [so] I’m happy to remain here as long as the balance of your agenda allows. That’s up to you. When you’re ready to cut me off, just feel free to go ahead and do so.

So thanks everyone for being here this afternoon and for inviting me. Thanks to those of you who came in person and braved the positively miserable weather, which I understand is getting worse by the minute. So hopefully we’ll forget about that by the weekend when it’s back up in the 70’s. We’ll keep our fingers crossed. So, as Gary mentioned, there are a lot of questions, and I like that because that means there’s a lot of interest and people are engaged in the work of the University. I did prepare some remarks which I have a couple of slides that ... So I thought I would go through some of those things first rather efficiently if I can, and then we can start into questions and answers and cover some of the items. Most of the things on the list that Gary sent are relatively quick items to cover, and so we can probably get through quite a few of them.

I think you’ll be curious about the title of this slide. This is a term that I doubt many people have heard, but I think it is an interesting term, curated liminality. What in the world is that? So, liminality is a term from anthropology. It describes the ambiguity and disorientation that people experience as they’re moving through a rite of passage. So when you’re going from one stage of evolution to the next and you’re not quite there yet, there’s a period of discomfort and disorientation that occurs throughout that transition, and that’s natural. The concept of curated suggest that you can overlay a structured and professional approach to helping an organization deal with disorientation and ambiguity that comes from the transition. So, it’s sort of a ‘fancy’ way of saying, ‘we are doing our best to provide a structured and studied approach to help the organization through a time of change and a time of discomfort.’

<Experiencing Technical Difficulty>

So if we think about it, people ask me a lot of times what creates stability and what creates continuity at a university? The answer is not what you might think. The answer is not as simple as people who are just in

jobs forever, because that's not true. You get the wrong people in jobs and have instability, right? I think what creates stability and continuity in an organization is a guiding plan that has been studied and researched and that people buy into. It could sort of be used as a true north. So at the University, we call that a strategic plan. And so, as I asked some of my friends/ colleagues who are presidents at other universities, you know, how they adapt, change, and how they make decisions. They often say, "Well, the first thing we do is we go back to our strategic plan and we make sure that whatever decision we're making to deal with this problem is in accord with the guiding principle with the strategic plan covering that period in time. That way, you have a true north. That way, you have a set of concepts that transcend the leaders." So, people come and go. Administrators come and go. But, if there's a plan that the organization adheres to, that should not waiver from month-to-month, or even most of the time from year-to-year. There should be some stability during the time period that plan covers. So, as all of you know, a great deal of the time is going into the creation of the University's next strategic plan. There's a committee that has literally spent hundreds of hours working on this. They've obtained input from - no kidding - thousands of people at various points in time. They have voluminous notes and records outlining the performance of their duties and the minutes from meetings. And so what we have done this week, I think all of you recognized that we released what I will call a relatively mature draft. I still use the word 'draft' because it's not completed to the faculty at large. [It is] sort of outlining the guiding principles, sort of, the six overarching themes that make up the plan and some of the strategies associated with those things.

The idea is though that this is still a mature draft. It is still at a point where opinions and incoming... is welcome. It is modified as needed before the plan is taken to the Board for ratification. So, we made it clear when we started this process that we wanted the plan to be bold. We didn't want something that was just going to tweak things because we know we had issues to deal with that are not going to be solved as a result of 'tweaks.' We need to make bigger changes. And so the plan, I won't spend a lot of time going through this because you've all received it and we're looking forward to continued input from the entire campus community, which we've been receiving all along. But you'll notice that we start with our students. Right? This is a university, and so this is the place to start. We've sort of gravitated toward this concept of almost a life cycle of the student. Right? So it goes all the way from when they're a prospect - so even before they're students - right through the recruitment process, the admission of the student, their college career, and then their graduation and the planning for their future. It is the entire lifecycle of the student that we wish to ensure to make sure that student success, not just numbers of students, are what we're really focused on.

The second goal, again, is student focused and this time it's looking more at the curriculum. The concept here is to make sure that the curriculum is not only of high quality, but also that the curriculum is relevant. Okay, is this material typically these things that students are interested in studying here at the University of Toledo? Are these the kinds of things that will help students go out and join the workforce? You know, can they see a path to a future based on the type of curriculum that we're offering? These are things that we hear over and over around the country on what are driving students to higher education. And if there's an absence of any of those components then that that could be problematic. This is the second goal.

The third goal - and these are really in no particular order - we add health care, which is a big part of our business. It is a combination of the care of patients, the teaching of students who are a part of that whole process, whether it's in the medical school, pharmacy school, nursing school, HHS or any of our

programs related to health sciences. And then also, of course, the research associated with the work that's done because it's a big part of our research portfolio.

The fourth is to distinguish the University of Toledo, not just locally and in the region, which, of course, has been the case for a long time, but to progressively make us more conspicuous on the national level and on the international level. So, I think everyone was thrilled to see the results in U.S. News and World Report this year. And that's one example of work that we're doing that is helping to gain better recognition for us beyond just the Northwest Ohio and Southeast Michigan region. So these are all the many things we can do to continue moving in that type of direction.

The next one, we want to make sure that this is a people centered culture. Is this a place where people enjoy working? Is this a place where students enjoy their experience? Is it a welcoming, inclusive, diverse environment? All of these kinds of concepts, because if the faculty, staff and students are not happy and don't feel welcome in the environment then success will not follow. So we know this is critically important.

And then finally, this organization has to be managed so that it is sustainable and efficient. And so, you know, I don't list this as the first goal because we want to stay focused on the students and the patients, the faculty, and the staff. But, it's not easy for us to stay focused on all of those sorts of things if we're not running an efficient operation. So we have to make sure that we're financially sustainable [and] that we're doing things in sensible ways to demonstrate operational efficiency.

So these are the six categories. Obviously, as you can see, each of them has a subset of strategies associated with the goal and then below that it drills down to tactics and metrics, things that are measurable. So as time goes by, we can assess whether the plan is being followed and whether it is gaining success.

The other part of what I wanted to say is sort of in the prepared remarks today. Many of the questions, Gary mentioned that there were over 30 robust responses, and the overarching theme was enrollment and concerns about that. I thought that was half. Wouldn't you say, Gary of the 30 questions had something to do with enrollment? So I thought I would spend a little bit of time talking about this and this will address some, but not all of the questions. So, I just wanted to create a list here to make sure that we sort of level set and that everyone understands what it is we're doing. Now I guess the first thing before I went through this list is about the work we're doing; we're not doing our work in a vacuum. We are talking to universities around the country regularly. I have probably been in one-on-one contact with 20 different institutions in the past month talking about enrollment strategies, marketing, trends, you know, new things to do just making darn sure that there isn't a thing that we are not adding to the list of responses that we have to the current situation. So we're not working in a vacuum. We've also employed, on a limited basis, some resources such as the Arts and Sciences group to help us look at our financial aid, to help us look at the way we're going to be increasing the size of our online programming. We've made selective uses of some national resources who are expert in these areas to help us develop our plan. So, it's not being done in a vacuum. But the top line I think is one that we can't ignore. We are focusing on trends now since 2010. So in the last 12 years, the number of total college students in the United States has gone from \$25M to \$21M. That's a 16% drop. And so that is sort of the average that has been experienced. Obviously, some institutions have had worse problems and some have had better experiences, but that's on average of the number of students who have been lost. And, Northwest Ohio certainly has been no

stranger to this problem. In addition to our issues here, the University of Toledo, during the same time period, Owens Community College went from 20,000 students to 6,000. So this is a dramatic change. Their student body doesn't look anything like it did 12 years ago. So they are adapting to this change. Community colleges have taken it worse around the country than four-year colleges. There are many community colleges, including some in Ohio that have graduation rates below 20%. This has become the very common problem- and one that I think is quite extraordinary. To me there's nothing worse than sending students out with a student debt but no diploma. That's a bad combination. Increase in graduation rate, now this is good news. Right? If you look at our last strategic plan, interestingly it said very little about growing enrollment. But it said a lot about improving the graduation rate. So a lot of times in life, you know, you get what you measure. The graduation rate, which was a goal very clearly in the strategic plan, has been improving. It has gone in 2010 from 42%, which is terrible for a four-year college (this is a six-year graduation rate, not a four-year graduation rate) to 57%. And so while that is wonderful at success, I'm going to show you in a couple of minutes what that has done to the head count. You can't have it both ways, right? You either graduate the students or you don't. We have been focusing on graduating the students. This 'pesky' problem called COVID came along in the middle of it and did no one any favors. We had an interesting event about six or seven years ago when the University made a decision to graduate all students who had more than 120 credit hours. Now, they didn't have them in one concentration, so they didn't have a degree in Arts and Letters or a degree in Engineering. They had 120 credit hours, and they were graduated. And so there were about 15,000 of these students who were here for extended periods of time, obviously, because they had a lot of credit hours, and they sort of 'disappeared overnight' and they had diplomas. This is untrue. They have to capture SSI and that is understandable from a business perspective, but it caused the immediate drop in headcount at that point in time. International agreements always coming and going. During the COVID era there were a lot of travel restrictions. A few years ago there were some changes by the Kingdom of Saudi Arabia around how students were engineering. We lost about 400 students through that change and the agreement with KSA. So these kinds of things can have a profound change in our enrollment.

We've talked in the past about deficiencies in execution. Those thankfully for the most part, at least have been identified in terms of systems. You know, we have a slate CRM now for both the undergraduate program and for the graduate program, which we did not have, which is a huge step ahead. We've identified a lot of problems with our marketing. We were only marketing to seniors which is an enormous stake, and so there were some real clear misses that were present there. And then, of course, there's been a lot of turnover. We've had a bunch of strategic enrollment management; I think five in the last 10 years and so that doesn't help matters either. This is actually a pretty interesting set of graphs. So, there are three things that are depicted in this graph and then you'll notice that the x-axel goes from 2010 to the present. So it's a 12-year look back. And the line that is gray that has the actual numbers on it that is sort of at the top, that is new students by academic year. So this isn't total headcount. You can see how it has dropped from just over 8,000 to the low-to-mid 4,000's over that 12-year period. That's what we spend the most time talking about, I think. Now, the blue line, what that shows you is what has happened to the National. That is the 16% decline. So that would represent an average experience if you were to look at all universities in the United States. So there's been a decline that's quite significant around the country, but you can see that our decline is greater with the one represented by the National one. Now, what is interesting is the black line down along the bottom. That is the number of graduates per year. Notice that it has not decreased. The reason being is as I mentioned earlier, the graduation rate has changed. So to the left side of this slide, it was the 42% graduation rate. And over to the right is where we are today, at 57%.

So the triangle in between the gray line and the black line - the new students that have been lost - are primarily students who were not continuing. [These were] students who were dropping out and not finishing their education. Those are the students who have been lost. So, when people say to me, what are we aspiring to? The expression, 'returning to the good old days' is not the one that comes to mind. I have no interest in just expanding the number of students, regardless of whether those students are successful, because I don't think that's ethical. I think our objective here is to bring in students and to make sure that every single one of them, to the extent that we can, is successful. So, we certainly want to increase the number of students, but not at the expense of graduation rates and retention rates, so we have to keep all of these factors in mind simultaneously.

So, some comparisons people ask me a lot of times: Why does Bowling Green University's experience look different and they're a natural sports competitor? So I guess they're a natural competitor in everything, right? Well, not really. So, Bowling Green is not the same kind of school as the University of Toledo. There are a lot of things that we offer that they don't and vice versa. It's a different population, and we don't often compete for the same students. The population of students seeking Bowling Green and the population seeking Toledo, there's some overlap. But, there's nowhere near as much overlap in those application pools as you would expect because they're different schools. They have focused for years on expanding their enrollment beyond just the narrow lens of Northwest Ohio and so they have had a broader geographic search which is smart, and they've been doing that for a long time. They have had mature recruiters in Cleveland, Columbus, and Cincinnati. We now have recruiters in those cities as well, but they are new. Their recruiters have been there for a long time and have more traction. So, it's just a matter of stability and gaining experience working with high schools and counselors in those markets. They have done a great job of developing online programs over the years. We're starting to do that as well. They got started years before we did, and they have numbers to show for it. And, they've had stable leadership. They haven't had the number of changes in leaders we have. Some interesting numbers from...about Bowling Green. When you look at their overall numbers, they are better than ours. But, if you look at some very specific things, their number of first-time undergraduate students is actually down 22%, but that is offset by the fact that they have a 14% increase in largely online graduate programs. Most of them in the business school [are] in a huge online MBA program. I think about 1000 students in that program alone, and they've had a massive uptick in their college credit plus program. So the students who are still high school students but who are enrolled and taking dual credit, they are getting high school credit and college credit at the same time, they have really made up for their loss of first-time undergrads by the growth of online students and the growth of CC Plus. It's just an interesting comparison. We are often asked what's the difference? There are a number of differences.

So hiding under the video there, I think that says, plans for enrollment. I like this Einstein quote about the overlap of difficulty and opportunity. So, what are we doing in the near term? And then what are we doing in the more midterm? Here's some of the things that you'll see that are happening today. So, for instance, we're aware that the Faculty Senate has a new committee on recruitment and retention. We're very glad to hear that. I think we need to figure out how to successfully engage with that committee to make sure that its opportunities are maximized. We want to expand the work of the Recruiting Coordinating Council, the RCC. This is interesting. This is a group - you may not even be aware of it - they meet every other week religiously. So, last week I met with Gary and Linda as I do regularly, and one of the things they asked me, they said, does Enrollment Management have a list of upcoming activities because the deans, and the faculty, and this Faculty Senate committee would like to know so

that they can help and be involved in these committees. So, interestingly, yes, of course, there is a list. I'm going to show you it in a minute. That list has been shared routinely with this RCC. Now, you might ask who is on the RCC? So there's an associate dean from every college and a key communicator from every college that make up that committee. Now, we can argue and I think we can change it anyway we want, but it is obviously not the right group, right? Because it's become clear - from the question that Linda and Garry asked - that those people are not getting the word back to the faculty, and to the Senate, and to the deans and others about what's going on. It is being regularly, actively communicated. All of the schools, all of the key communicators who were appointed by the deans, and all of the associate deans, those people are 'in the know.' But if other people are not in the know, I'm glad that I'm now 'in the know' <laughter>. But obviously, it's been some kind of a breakdown, a major breakdown in communication. So we have to fix that and think about how this RCC is positive.

Another question that Linda and Gary asked me, they said, might it be possible for the faculty somehow to become involved in educating people who work in Enrollment Management about new programs, programs in general, of what's out there so that they can - in an educated way - go out and sell the product and make sure they know what is going on? Guess what? You're going to see a common denominator here in a minute. We're doing that too. There are multiple education sessions in July and August of each year where the associate deans and the key communicators get together with SEM people and say, what's new? What's hot this year? What are we offering? What should you be pushing? Where do we need some help with enrollment? It goes on all summer. [But] we don't have the right people at those meetings. Forums [are] there, the Enrollment Management team is there. There's a reason for this. These are obviously good ideas, but we get the wrong people at the meetings. It's a good thing we know. Right? I'm not happy about the story, but I'm always happy to learn, right? Because it's an easy thing to fix, the forum already exists. So another thing, you know, we frequently hear could we have recruiters back in the colleges and schools, like, in the good old days? Sure. There's no prohibition on that. We don't have a problem with that at all. I think the question really is going to be, what would they do? What would their principal role be, you know, if a College of Engineering or Business, take your pick, had one, two or three of these college recruiters? What would those people do? We have to figure that out. And the reason I say that is because look at the kind of stuff that goes on. This week our college recruiters are visiting 89 high schools and going to 39 college fairs. That's this week. This is information from today. And tonight alone while we're here, we are at fairs in Cleveland, Columbus, and Cincinnati. This is a group that does this of 15 people. We have eight regional recruiters and we have six or seven local recruiters from a station in Libbey Hall that work the Northwest Ohio area. So these 15 people collectively are visiting 89 schools and 39 college fairs this week. This is not an unusual week. This level of activity goes on this time of year and it will continue through the early part of the holidays. This is the time of year when that is done. And so the only reason I put those kinds of numbers up, first of all, I don't want anyone to think this kind of activity is not going on, because it is. But, I also put it up to say, okay, we're going to put recruiters at schools, and we have to think about what they would do because obviously there's no way they would have the bandwidth to go to that number of places. So, we have to figure out what they would do. The other thing we have to think about is most of the colleges and schools that we visit only allow one or two college visits a year to their school. This is a post-COVID thing. They'll tell us you can have one or two times a year when somebody from the University of Toledo can come and visit us, so pick a date, make sure it's a 'good' visit, and that's it, you've had your turn. We couldn't have 14 different recruiters from different colleges and schools here at the University in a haphazard fashion, all trying to go at different times at the high schools because they won't let them in. So, we have to really think long and hard about

what those individuals would do and define the roles. And if there's a role, then great. I mean, they should go ahead and do that. There's no reason not to, but it needs to be effective. Right? We don't want to hire folks just for the sake of hiring. And then, I guess the bottom line here is, understand what your committee and what the deans would like Strategic Enrollment Management to do, in addition to the things that they're doing already. What kinds of things? We were looking for good ideas. I think very few good ideas will be rejected. So, that's the sort of the near term.

So, I mentioned a moment ago this list that has been regularly shared with the RRC. I just wanted you all to see it. Yes, in fact it does exist, and it's modified, and it's not a secret. So, we would like anyone who wishes to have a copy of this list and we will distribute it anyway we need to. We can put it on the UToledo News, for that matter. There's no reason not to.

So, what I call here are our mid-term plans. I don't want to think of these as long term because there are things that have sort-of been, not immediate future - but things that are in the near future. We are working actively in the development of online programs. We're working with ... and Barb Kopp Miller is helping us with this. There is a three-stage engagement. We have just finished the third stage as of Monday of this week. We're getting ready to have a meeting with them to look at the next steps. They've done a study of market and demand. They've done a study to help us understand where our assets really are, in terms of some of the really high quality QM certified courses that we offer that also happen to have market demand associated with them. And then what kind of marketing we would have to do, what kind of workforce we would need to apply to create more scalability in those online programs. On the international partnership, there's all sorts of work going on. We now have 80 international agents that we're working with who are paid by the head. They are not employees. They get a finder's fee for every international student they bring to us after those individuals have two successful semesters with us. Then, additionally, we're looking to work with a company Wellspring, which works alongside our international agents, and additionally helps us find students in other areas. For instance, they're staying right now in Brazil, which is a 'hot' area for recruitment. So we're very interested in seeing what could be done with undergraduate recruitment from Brazil.

Mary Humphrys and the Enrollment Management people are working hard on the transfer process. There've been an endless number of barriers there. I can tell you from personal experience, as recently as last week, that when I get involved to help bring a transfer student to the University of Toledo, it's because there are so many roadblocks that the President has to get involved and contact the dean, and they have to contact one of the advisors, and then there's an 'arm wrestling match.' And then, if I'm lucky, the student gets in. Right? I see that over and over playing out. It's not just one school. Some are better than others. But, it's not just one school. I was talking the other day to a person who had worked for many years at the University of Maryland Baltimore Campus where they have 14,000 students and 7,000 of them are transfer students. They have a reputation as being an inclusive place that offers really great education. They might not get the students on the first pass, but students become disillusioned elsewhere and they transfer to UMBC and it's now half of their student body. I'm not aspiring for that here, but I think we can do a lot better. We had 900 transfer students last year. We should be able to double that over time if we make it easy. Right? But if we make it an arm wrestling match every single time somebody wants to transfer here, we get what we get. We are refining articulation agreements with a host of community colleges from where many of these transfer students originated. Now, I've been reminded that you don't have to have an articulation agreement for a student to transfer, and it's true. It's a way of greasing the skids, making it easier, advertising it, creating a pathway for easy transition. So, we're not

just talking Owens, but we're talking Wayne County Community College, Sinclair Community College, and Monroe Community College in Michigan. You know, all the places we could potentially have transfer students who are initially in two-year programs who wish to convert to four-year education.

In conjunction with the upscale work around online development, they are creating a strategy to approach adult learners. You know, people who have stopped-out who have some credits, but not a degree and wish in an online environment to come back and complete their degree. So we're very interested in that space. I mentioned earlier, we're working with the Arts and Sciences group. We have results that we'll be looking at still this month. They recently completed work to study the way we stratify our financial aid. We give a lot of financial aid, a lot to the number of students that we have. So this is not an institution that is chintzy about handing out financial aid, by any stretch to imagination. But, are we applying it correctly? That is the question. I think the answer is 'no.' They were helping us study that and understand how that can also be a strategy for recruitment. We are looking at marketing, and I'm spending a lot of time talking to colleagues of mine about how much they spend, and the way the dollars are spent, and the way they're divided between undergraduate and graduate and online, how that is divvied up. The University of Toledo has never spent any money on online or graduate market – ever. Huge problem. Right? I don't understand that, but that's going to change in the next budget cycle. The amount of money that we were spending when I got here was actually very, very small. It was about \$1.7M. Right now we're about \$2.9M, in that ballpark. So, it's slow. Now, compared to private schools, it's... enrollment; compared to state publics, it depends on the size of the state public. Yesterday I was Miami, Ohio, and their spending is \$4M. Just to give you some ideas, they are about 30% higher than we are and have 4,000 more students than we do. So, there is some relationship most likely between the two. And then the regional recruiters; I mentioned we now have eight of these individuals. So they are in the three C's in Ohio, but they're also in Chicago and Washington D.C., Dallas, Atlanta. We're trying to put recruiters in areas where there are growing markets and opportunities. Dallas we're excited about, because Texas is a place where a lot of their students leave the state for some reason. There are a lot of high school students leave Texas for college educations and so that's a hot spot. And then focusing on yield strategy. So last year we saw that when we increased our marketing span, which we did, we increased it at \$1.2M last year, we had a lot more interest initially and a lot more applications. But it did not translate into a lot more students. And so, unfortunately the yield equation broke down and we have been studying that. So, there's a lot of work to be done at the college and school level, I think to help us with students once they express interest to help get them across the finish line and make sure that they actually come here.

I can go on for a very long time, but I won't because there were so many questions. I've probably answered 10% of them. I wanted to at least make a start, and at that point, I think I will. One thing I just want to show you because I'm real proud of it. I'm sure many of you read the Chronical of Higher Education. I'm sure some of you get it online now; of course you won't see the actual old fashion paper copy of it. But for those of you who have seen it, last week's Chronical of Higher Education, if you flip it over and look at the back of it, look what you have. There's a nice celebration of the sesquicentennial, which we celebrated last week with a really cool black and white picture of the tower superimposed on a color photograph of the rest of University Hall. I'm sure a lot of people are going to look at that and say, 'mmm.' I was at the San Diego State game hosting 30 donors at a dinner the night before the game and I met the President of San Diego State University, who was lovely. And she said at one point, she said, I hate to ask this, but she says, where is Toledo? We were there to play football, right? I was nice. I told her the truth. I had several possible ideas about how I was going to answer, but I told her it was in Ohio and

she seemed satisfied. But the point of the story is, we have to really enhance our image, and our reputation, and be known beyond the immediate region. That's a big part of the problem because the demographics and the immediate region is not going to get us where we need to go. We need a broader lens.

Okay, well, thank you for your attention. I'm happy to take your questions.

Senator Avidor-Reiss: Thank you for your presentation. You presented a lot of information we were not aware of. I think the main issue that I have is that it seems that there is a lot of committee hopes and activities, but when it comes to the action on the ground, the committee does not operate well. There are many examples, but maybe the recruitment is not helping... The example was just recruitment data... That was a completely...debacle with people running around. So, what I'm wondering is what's causing the plans to collapse? What is the issue? How come we are not succeeding if we take all those things and make them actually actionable at the end of the day...?

Dr. Postel, University of Toledo President: Yes, I've got an easy answer for you. I hope it's the right one. So, there were a lot of reasons that event was a debacle. One of them, Facilities hadn't unlocked the doors. Of course, that's never good. And then the dining people brought the food to the wrong building. So that got everybody off to a bad start. But beyond that, I think the answer to your question is that we don't have the right interface between the Enrollment Management functions, and what goes on with the colleges and schools. The people in Enrollment Management are working hard. You see the number of places they're going. This is not an issue where there's a lack of effort. But, there's a lack of functionality between what they are doing and what goes on at the college and school level. And, you know, I had given a couple of examples where we got these committees where it was supposed to be discussion about upcoming enrollment activities, but apparently there wasn't. Or there supposed to be education of recruiters, but apparently there wasn't. So, I guess the answer is, you know, maybe this new committee that you have formed can help us populate some of these existing meetings. I mean, there's no reason to have a bunch more meetings. I think perhaps we should transform some of the forums that we have into more productive forums by making sure the right people are present. And we would love to have your help and ideas. I was delighted when I found out that the Faculty Senate had created this committee, because I think it's long overdue. I mean, we've been relying on associate deans and key communicators to do these things. I mean, I think they still have a role, but we need more than that.

Senator Avidor-Reiss: Just to follow-up. I think one of the things that maybe is not clear is that there are departments and there are units of the University. Would we be staffed with people to do the work? For example, our department cut about 500...and doesn't have a secretary and so our ability to act, to communicate, and work with higher administration is...On the other hand, it seems like the system is very... It seems like Skype, you speak with the deans and there's no trickle down to the level of faculty. So, I think it would be great if there would be more opportunity and more options for faculty to speak with the higher administration without all this intermediate because it makes basically [a] barrier to communicate in terms of putting out information.

Dr. Postel, University of Toledo President: That is why I am here.

President Insch: Quinetta, can you scroll up a little bit on that Chat? There are a couple of questions in the Chat. The first question is from Renee Heberle. So basically I think you could probably read it too.

She wrote, “If this is not on the list of questions. Please ask are we downsizing to university that serves 15,000 students? Are we stabilizing enrollment or trying to get back to a number?”

Dr. Postel, University of Toledo President: So, you had asked that I repeat questions so that the mic can pick them up.

President Insch: Please.

Dr. Postel, University of Toledo President: It was a two-part question. Are we aiming to increase enrollment and if so, how much? And are we downsizing to fit the current number of students? And so I think there are two answers since there are two questions. So we are obviously aiming to increase enrollment with no question about it. But we're looking to, as I mentioned much earlier in my comments, increase it in a way where we're still focused on student success. And so what does that look like? I don't have a crystal ball, but I think that a logical answer would be to aspire to a number that more closely approximates where we would be with the national average. Right? So, if we were more up in 17 to 18,000 student range we would look more like what a typical national experience would look like given the overall decline and the availability of students, the demographics, the number of students coming out of high school, that sort of thing. Would I like to beat that? Of course, but I'm trying to also be rational in what I said as a goal. So I think about halfway between in where we were and where we are now, if we could do that over the next five years with the same focus on student success. That would be a good story. In terms of where we would need to be in terms of the number of buildings, the number of people, the number of whatever it is, probably also scale for that mid-range, right? We cannot support an institution that is geared for 21,000 students. The economy of it doesn't work. On the other hand, if we aim too low and we say, well, we're going to go to 15,000, then that doesn't give us any room for growth. Right? I mean, we have to be able to respond as the students comes back. So I think people who know me well, know that I'm not an extremist. I mean, I like to try to set reasonable goals that are compromised and that reflect in balance of reality.

So the next question that has come up on the screen has to do with regional recruiters in cities, other than Toledo, whether they're in big cities in Ohio (the three C's), or whether they're out of state. “How would you measure their success?” So, I mean, what I can tell you is that the individuals we have today have been in place about six months on average. We started looking for them about a year ago and we hired them. They moved to these areas so they actually live in these cities. They're embedded in the communities. And so I would tell you that after six months of someone working in a new city doing college recruitment, you know, it would be silly to try to measure their success because it's too early. They're in the process right now going around meeting educators in the local high schools, the counselors, principals, influencers, people who are involved with student success at the high school level and so they're developing those relationships. I think it takes about two years before you really start to see a pipeline developed in a new market. And you have to keep in mind also that we are doing selected marketing in those same regions. So, we don't just put a recruiter in place, just one person and expect them to all of a sudden make people know who the University of Toledo is. It doesn't work that way. We have to market to a selected group, and it's so expensive and it's so complicated. So just to give you one example about how hard this work is. So in Chicago, we have a person there who is very, very good. He is terrific and I think he is going to be successful. He's done this kind of work before, so he's new to working with us, but he's not new to this type of work. So, in terms of figuring out how to market in Chicago, if you saw what it cost to blast market the entire Chicago land area, given the billions of people

who live there, we would immediately be out of business. So, what we've had to do is selectively geo fence the area and figure out the types of areas where students are in high schools who would be most like students from these areas here who would potentially have an interest in going to the University of Toledo. So, we sub select portions of the city to make it affordable, but also to make sure that we're marketing to the most relevant audience possible. So that that's the kind of work and this is why six months is just not a fair period of time for a measurement.

Dr. Puneet Sindhvani: Dr. Postel, I had posted my question in the Chat Box also. Thank you for coming and giving us the update and taking time out from your busy schedule. My question is related to increasing student enrollment out of the pool that we have still untapped. UT physicians and their employees do not get the same tuition benefit that UTMC and UT College of Medicine receives, and that pool is around a thousand or so, I don't know the exact number. But the last time we discussed, it looks like we can potentially tap around 300 to 500 employees, their kids, their spouses. It is the low hanging fruit. Currently they are not getting this benefit, and they are going towards our competitors. So, respectfully, I kind of request to you to consider this pool of potential students.

Dr. Postel, University of Toledo President: So this has been brought up a couple of times. Some of you are probably more familiar with the topic than others. Obviously we offer a tuition benefit to students who are dependents of employees of the University of Toledo. This question relates to the students who are dependents of UTP employees, which is a separate company, but obviously we're in the process of working more and more closely with them as we try to coordinate the activities between the hospital and UTP. So, there's possibly nothing wrong with considering this. I'm not opposed to it at all; we would love to have these students. I think that it just has to be sort of an institutional awareness of what it means. Obviously there would be no revenue associated with the arrival of these students. So it would not help the budget. We would have to understand if it had any impact on the expense side of the equation because of more students. Does that mean instructors? More faculty? Does that mean more of anything? So, is there a possibility that the expense could go up, but the revenue not go up? That's a possibility. How many of these students would come to campus? That's a question. So, if there was a large interest and these being residential students that obviously would help the equation. So this is the sort of thing we need to think about, right? It would be, I think clearly a way to increasing the head count. But again, it just depends what our objectives is.

Dr. Puneet Sindhvani: And a follow-up to that, can we do a tuition reduction rather than just a waiver? Like a certain percent like, the University of Michigan does?

Dr. Postel, University of Toledo President: Possibility. Sure.

Senator Osman: Many faculty on the Health Science Campus hear about the academic affiliation agreement second version - revisiting the academic affiliation agreement. When the first version was made, the faculty did not have any idea what to expect and then it was kind of a surprise to them and it did affect many faculty members' jobs and lives, and it affected UTMC. As you know very well, of course, we trust that under your leadership this version will be much better. There is no doubt; proven by the track record of saving UTMC and improving the situation and everything positive happening. However, is there any mechanism in place to have the faculty input in mind during these negotiations? Because according to my knowledge, faculty input was not considered in the previous version.

Dr. Postel, University of Toledo President: So, before I answer that question, let me make sure I pick-up Linda Rouillard's follow-up question about the previous topic. She asked if it was possible that SSI calculations could change as a result of an increased headcount that could come from UTP dependents? And the answer is, down the line, yes. As they measure completion rates and to the extent of those students go through and complete a course of study over time, it could create an opportunity for some additional SSI income.

Senator Rouillard: Well, the SSI formula also includes a component course completion as well as graduation. So there's more than one way that---

Dr. Postel, University of Toledo President: Sure. I think the short answer is yes and we could calculate it based on some assumption about how many of those students there were up to the extent that they would be successful. Sure. So, I mean, I don't want to drop that topic. We can certainly run some numbers and take a look at that. I don't think the administration is closed minded about possibility of doing that. We just need to study it and make sure we understand, because it is an obligation that we would be taking on that we don't have today. And maybe it's the right thing to do. We need to think about it.

And now, to get onto the part about the triple A. There's a couple of things I can say and there's a lot I can't say because of the nature of the conversations involved. And so what I can tell you is that the University of Toledo is involved in a 50-year contract affiliation agreement with ProMedica that was signed about six and-a-half years ago. There have been things about it that have worked really well. There have been things about it that have not worked well at all. And I think that it's been clear almost since day one. 50-year deals – boy, it's a long time. I've never seen a deal like that, unless it's a lease on a Walmart or something like that. Short of that, you don't see 50-year deals for anything. So I think that implies that there's going to be some periodic revisiting of the deal, trying to understand what's working and what's not. So, I will tell you that the University and ProMedica remain committed to continuing to be partners. I've had conversations in the last week with some of our Board members and some ProMedica's Board members. Our Board members have had conversations with ProMedica's Board members. You know, we all know each other and we have belief that this is good for the community. So I'm just trying to give the impression that this is not just a business conversation, but this is a community conversation that I think that benefits everyone. So, we definitely do not want to step away from our relationship with ProMedica. We are having a conversation about some thoughtful ways to revise the arrangement. Nothing has been included. It's sort of in the early stages, it would have to be approved by our Board. It would have to be approved by their Board. We would have a limited involvement, as we do now, with some of our leaders from UTP and others in the College of medicine who are very closely affiliated with this relationship to understand the implications to the learners and the programs. So it's not being done in a vacuum. Quite a few of those people are involved. It's not the kind of thing, though that we can have a broad conversation with a huge forum of people. Because a lot of these conversations are non-disclosure agreement type conversations because of the nature of the relationship between the public entity and the private entity. So, a lot more work needs to be done. I think, though that both organizations do recognize the community benefit of the relationship, the opportunity for our learners, the opportunity to continue to produce physicians, nurses, pharmacists, HHS grads who go out and stay in the community and help populate our health care facilities. Is there another question?

President Insch: That's the last one.

Dr. Postel, University of Toledo President: Okay.

President Insch: President Postel, I have the list of all 30 of those questions. So, I do want to ask this one. I think it's a low hanging fruit one, but because it was the very first one that came in, I feel like you may want to address it. Basically it was the one that was [regarding] the patient that went to UT Physician, UTMC and there were some challenges with the records being transferred from the old system to the new system and if that's been corrected.

Dr. Postel, University of Toledo President: I saw that one, Gary. So, we went live with Epic. There are four pieces to Epic. So there's an electronic health record for the hospital, there's an electronic health record UTP, there's a billing process for the hospital and then there's a billing process for UTP. So there's four components to the Epic transition. We went live the second Saturday in September right on schedule, and things have gotten actually better than expected. I'm not exactly sure what this person was told, but I'll tell you, what did transition in terms of data. So, as of today, all of the in-patient data is transitioned. So everything that happened in-patient pre-Epic and is happening now, those data sets merged. On the outpatient side, that process is ongoing and so the data is being merged. So, perhaps someone was told that something wasn't there because the merger isn't complete. The data is still there. No data has been lost. It has been lost temporarily residing on this other system as it's being migrated on to the new system. So I think this is a very typical process when you convert from one system to another and it is brand new, it's a few weeks old.

President Insch: Staying thematically on the Medicine and just changing to health benefits real quick. I shared with you the email from a senator regarding some of the changes, the new health plan, particularly in regards to Tier 1. at UTMC and UTP. And then some gaps that could be perceived in coverage. I don't know if you had a chance to gather information on that- I know this is fairly recent.

Dr. Postel, University of Toledo President: What I can tell you is that the University has been trying to find many, many ways to be more efficient in the way it spends money. And obviously we're trying to find ways to save money that don't involve people to the extent possible because that's the least painful. So it wasn't long ago that we conducted an RFP for our TPA, Third Party Administrator. Some of you may be aware that we are self-insured for our healthcare. This is for our employees, not for our students. We are looking at doing it for our students and I think we probably will next year. But we're currently self-insured for our employees. The TPA is basically the company that administers the claims. So they process the claims when you see a doctor and obviously there is a bill and it gets paid, somebody has to manage that process. That's not something the University does. So you hire a third party administrator to do that on your behalf and it had been Huron. And so if you're an employee of The University of Toledo, and all of your mail around healthcare billing and that sort of thing would say Paramount on it. Right? It all comes from Paramount and we give you the impression if you didn't know any better that you have Paramount insurance. But you really don't. I mean, we are self-insured. Paramount is administering insurance. If there's a claim to pay, we pay the claim, right? So the time had come for us to do a RFP and we did. There were a lot of bidders, and it turns out that the Paramount TPA service we were receiving was extraordinarily expensive compared to other options we had, so that was when a decision was made to go with Medical Mutual of Ohio upon the next cycle of open enrollment, which is ongoing here this fall. There would be a conversion to MMO as the new TPA for our health insurance program. In so doing, it opens up the opportunity for employees to go actually to a broader range of facilities than they were able to before. There's always good and bad that comes with these deals. So, if the old deal there were

prohibitions, for instance, on people getting health care at a distance. If they wanted to go somewhere for an unusual problem, they want to go to the Cleveland Clinic and [they have] some weird disease that they wanted to go get a specialist in 'X. Y, or Z.' Well, that wasn't easy, whereas now it is much easier. So, things like that. So, with the new TPA, they defined tiers of service and so it's not uncommon in a setting where there is a hospital and medical practice for your own hospital and your own medical practice to constitute tier 1, which means that the co-pay is the lowest for services that you receive with your own providers. If you decide to go outside the system, that's fine. Your insurance will still cover it, but the co-pay is higher, tier 2. And I think Gary, the question that came up were around obstetrical services. I'm getting clarification on this, but it is my belief that obstetrical services outside of our system would obviously be tier 1. because we don't offer obstetrical services, so we couldn't assist or suggest rather that the employees go and seek a service that doesn't exist. Right? That doesn't make sense. So, I think that's the answer for the question. By the time you and I meet again, I'll have clarity on that. I think that would be the answer.

President Insch: Awesome. Thank you.

Dr. Postel, University of Toledo President: Yes, Sir?

Senator Avidor-Reiss: I want to go back to enrollment. I have a specific question. Do you think we have a crisis of enrollment at the University of Toledo? And if you don't think so, what do you think enrollment... will if we continue to decline down?

Dr. Postel, University of Toledo President: Well, if we get into a point where we are, despite efforts that are underway, many of which are relatively new and it's kind of hard to gauge whether they've been effective or not, just like we talked about the regional recruiters, right? If it's so new, it's hard to tell if it's effective. If we get to a point here where we see that even doing those kinds of things and doing the kinds of things that other institutions are doing does not produce any impact, then I'd say that we've got a crisis. That would suggest to me that there's something wrong. That there's something wrong with the product. That there's something wrong with the image. That there's something wrong. Why do people not want to come to the University of Toledo if we are doing things properly? That to me, would represent a crisis. I think at this point, it's a serious problem. It's a serious problem for a lot of places. We are not the only institution having this conversation. I was with the presidents of Eastern, and Central Michigan, and Western Michigan yesterday in a meeting and they all talked about the same thing. Not every place, but a lot of institutions are having a serious conversation. And I think with our graduation numbers staying relatively steady and with our new initiatives in place, it's a little bit soon to run around and say the sky is fallen. I think the time is here to say, obviously we've got a serious problem. I started saying that a couple of months after I arrived. So, we've not been bashful about admitting that there's a problem. But, just coming out of COVID and just starting all these new initiatives, and with the National situation, and look at the numbers at Owens I just told you, which tells you also something about Northwest Ohio, I think it's a crisis when we start to really divert from what others are doing dramatically, and it's a little bit too soon to say that's the case.

Senator Avidor: Reiss: I will argue that we are in a crisis because the enrollment level is so low that we cannot afford to do the things that we should. We don't have enough stuff. We don't have enough people. We cannot do the things that universities do because the enrollment does not provide the funding necessary. So, I would say we are in a crisis because right now we cannot operate totally. Do you think

we operate now as a university with the funding that we have from enrollment and other sources? Do you think we can operate and make good indication service at this level?

Dr. Postel, University of Toledo President: I think it is a struggle right now. And I guess what I would say to you is, you know, we're looking for individuals like yourself who are passionate about this to offer their ideas and help. We're doing all the things that universities around the country are doing in terms of the different ways that you approach enrollment growth; every single one of these things is being employed. And we're still open to good ideas. We're not going to turn away any volunteers. We're going to explore every idea and the work of your committee is welcome in this process. And so, if you have good ideas about things or things that you think could be done in a different way, let's talk about it.

Senator Lawrence: Back in the spring there was a lot of discussion and a lot of comments made about possibly reducing the number of colleges that exist at the University of Toledo. I know a lot of administrators shared with faculty that they were considering over the summer sort of anticipating if that would be a topic of a lot of discussion into the fall. But it seems like it's a topic, maybe for a variety of other reasons sort of not being at the forefront. I'm just wondering whether you have any thoughts or observations as to any continued discussions about reducing the number of colleges?

Dr. Postel, University of Toledo President: So no decisions have been made, but there are still conversations about this.

President Insch: Can you repeat the question?

Dr. Postel, University of Toledo President: I'm sorry. The question that was asked had to do with is there still consideration being given to reducing the number of colleges and schools at the University of Toledo. We haven't talked about it much recently. So, yes, the conversation is ongoing. No decisions have been made. We've looked at a lot of other schools, and I will tell you that we are a healthy outlier. If you look at the number of students that we have and you compare that to the number of colleges and schools that we have, you'll see an extraordinary disparity between us and other schools that are of similar size. Even if we say, okay, let's get back 17,000 or 18,000, whatever we want to say, we still have a lot of colleges and schools. So that in and of itself doesn't mandate a change, but I think it mandates a very thorough evaluation of this because we want to spend every bit of our money that we can on things that are directly related to student success, and promoting the success of our faculty and their efforts, and minimize the amount of expense we spend on overhead. Right? So, to the extent that we have too many of anything, and if there's anything that is duplicative, or things that can be done in more efficient ways and those dollars can be reapplied in a better way towards faculty salaries, towards student success initiatives, whatever they are, that's the right thing to do. And I think that's why it begs the question. You know, we have a lot of colleges and schools. Bowling Green, if you say they have more students than we do, that is true. And they've got a fraction of the number of colleges and schools than we do. Now, I understand they don't have a hospital and they don't have a medical center, so that's part of it, but they have far fewer colleges.

Senator Wedding: My pet peeve is the fact that we are ticketing visitors on this campus on Saturdays and Sundays. Now I know last weekend you did a very wise thing, you put a moratorium and there was no ticketing on Friday, Saturday and Sunday, or particular, for all the events. Is it cost effective to ticket visitors on Saturday and Sunday? Do we really have that much traffic that would support that? Because a lot of people come here on weekends to see things that are going on, even athletic events and not athletic

events. And it seems to me that if we want to be connected to the community, we ought to have a very open campus on Saturdays and Sundays, at least subject to security issues. And again, is it cost effective to have all these people out there ticketing on weekends when there's nobody in the ticket? That's a question I have no answer to.

Dr. Postel, University of Toledo President: So, Don has asked a question about parking and specifically, does it make sense for Park Utoledo to ticket on weekends when there are fewer than normal numbers of cars on campus. I wish our colleagues from Park Utoledo would help me answer this question. I would do the best I can in their absence. First thing I'll say, is that when we first started the parking arrangement with Park UToledo, the number of complaints, as you all know were extraordinary. We couldn't scale them back. They were like, flies in August in Minnesota. There were just quite a few of them. And I will tell you that today we still do get complaints, but they are, believe it or not, few and far between. The ones that we do get are usually very thoughtful questions like the one you just asked, Don. They are not just complaints, like somebody is mad because they parked in the ambulance bay and they got a ticket. If somebody is providing a really thoughtful suggestion about something we can do, we welcome it. So as a result, we have made all sorts of changes real time as we've gone along and modified things based on some of the residual complaints. You know, every time there is a request for not ticketing in a certain area, that is analyzed and Matt Schroeder has a list of 30 or 40 categories of things that they no longer a ticket for because someone has raised a concern, whether it's events at the Ritter Planetarium, or, you know, weekend activities that are hosted by colleges and schools, certainly athletic events. You know, we don't ticket at those. There's a whole laundry list of things. Basically, everything that has been suggested. And so, what you're suggesting here, we can look at this as maybe there's a moratorium on all ticketing on all weekends, right? And so we can pose that question, and maybe Matt... can easily go and find out what it would cost us. To do that we would have to pay Park UToledo to compensate them for whatever their revenue was from that activity. It'd become a new overhead cost for us, but maybe it is worth it. You know, maybe the esprit de corps and the PR benefit from it would be worth the expense that it creates. And we should do that we should do that.

Senator Wedding: We own Park UToledo.

Dr. Postel, University of Toledo President: Yes, of course.

Senator Wedding: It's us. We are paying ourselves.

Dr. Postel, University of Toledo President: Yes. There was one question said something like, why did the University giveaway its parking assets or something. We did not. I mean, we still own it. This is an operator that we brought in. We still own all of the assets. They operate it for us because that's what they do. We're in the business of teaching, doing research, and taking care of patients, not running a parking business.

Senator Wedding: Well, parents come here on weekends from Cincinnati, or wherever with their children to look at this university. I mean, we need to be open to the community. And Saturdays and Sundays is the time. The whole question is how much revenue is actually being generated? It's a cost effective issue, that all.

Dr. Postel, University of Toledo President: Let's ask Matt and find out. I'll let you know.

Senator Wedding: Thank you.

President Insch: That question also had a second issue talking about the dorms and the situation with the dorms, whether we're selling our dorms or what are we doing with the dorms? So maybe if you want to just bring us up to speed? There was a big announcement about agreement that we're going to build new doors or tear down, and all that. Just refresh our memories about what's going on with the dorms on how that's structured.

Dr. Postel, University of Toledo President: Absolutely. So I think the way the story ended up being reported, and now some of the legend that's been created around that suggests that the housing deal is off, that we're not going to do it. It's absolutely not true. We hit the pause button on the housing project for a variety of reasons. The Board approved it, but they approved it within parameters. So they said that, you know, here's what the deal is going to look like and as long as the deal is inside these parameters then the administration is authorized to go forward and execute the deal. Well, within a month after the Board approved this, four things happened: (1.) Interest rates went up by 200 basis points. (2.) Inflation went up over 8%, which affected cost of labor and materials. (3.) The enrollment numbers came in, but more interesting than the enrollment numbers is the number of students registering for housing. The number of students who registered for campus housing and for dining dropped far more than the enrollment. Okay, so there was a big drop in the number of students, and everybody who lived within a permissible radius opted out and exercised the exclusion for first and second year requirement on campus. Our dining numbers are 50% of what they were. Our enrollment is not that big of a gap, but our dining is down 50%. Housing is not quite that bad, but almost. So the registration numbers came in, inflation numbers came in, the interest rate numbers came in, and then on top of it, as we were getting started with the project; we've had three or four more air handlers that were broken all of a sudden because they are old, right? So, \$10M of new costs got added to the list. All of this happened in a short period of time. We looked at it and we said, you know, if we're going to do this, we want to do it right. And so what they started to say, well, they said, well, we could dial engineer back; we could do this on the cheap so we can make sure all of these facts don't stop the project going forward. But when we looked at what that meant, it meant that we were going to fix the air conditioning, and we're going to fix the holes in the roof, and make sure the window is closed. But, the rooms weren't going to be any nicer and we weren't going to get an increased functionality. The things that the students care about were not going to be addressed. So I said, you know, if we just do that, we're sort of defeating the purpose here, because we want to make this attractive for students, that's part of our recruitment. So that's why the conversation pivoted to, 'okay, there are other things we can do.' So we could we could sell finances, which saves us 200 basis points on the interest. That's a possibility. We could phase the construction so, I mean, why don't we just do that? It's a big dorm. We could put 600 students in there and do a really good job with that and see how the enrollment grows. So, I think what we're looking at is a phase project possibly self-funded. And the Board has asked that when we roll out our five-year financial performance to them in January that we include our plan for resuming the housing project as part of that presentation. So, I think you'll hear more about it after the first of the year.

President Insch: Well, you have '36' more. I know the conversation has been from a number of different places and I'm sure it's getting back to you, and I know you are probably 'sick' of answering this question. But, I think in fairness since it's been mentioned a couple of times, there is a challenge with the budget with athletics and the fact that students pay a significant fee that ends up going to the athletic budget. In a challenging time of tuition and fees being high and athletics having a larger deficit that they'd probably anticipated, could you just address that? I mean, there's obviously conversations. People would say, why

don't we just go down to a D2 school or just get rid of athletics all together? And I know you hear that a lot, but maybe you could reinforce the rationale as to why that's not really on the table in the foreseeable future, if that's even an accurate statement?

Dr. Postel, University of Toledo President: I think it's a very good question. It comes up and we can spend a whole hour talking about it. I spent a lot of time dealing with athletic issues as all presidents do. And so, ironically, yesterday I was in Oxford, Ohio, for a half a day and then Miami, Ohio. It was our annual all MAC Council President's meeting. We get together and we go to a university or college...IU. So, the institutions are present there. We had Kent State University, Akron University, Rodney Rogers was out of town, he couldn't make it, but normally he would have been there from Bowling Green, we had Miami of Ohio, we had Ohio University in Athens, and of course, we had Eastern, Central and Western Michigan (so, the three MAC schools in Michigan), the University of Buffalo and NIU over here in Chicago. And obviously, Toledo. So that was the group. That's sort of the MAC credits. So I guess the question you have to ask yourself, first of all, all of those schools are like us. Right? They're all division 1. We're not power five schools, like, ACC or HC schools. What they call it? The group of five, which is the next batch down of the power five in the division 1. comments. First question is, do we want to leave the company of all of these other school? Do we want to become all of a sudden dramatically unlike 'Kent, Miami, Bowling Green, Western, Eastern?' That's the question. Do we want to differentiate ourselves in that way? Other questions involve how the University is viewed and where our community base of support comes from. And, you know, I will tell you, this is not as extraordinary as what I experienced when I was at the University of Louisville, where really there's a rabid interest in athletics. Here is sort of rabid-like. Here is a tremendous amount of interest in athletics in this community. This is Ohio. There's a lot of interest in athletics in Ohio in the Midwest. Our community speaks, breaths and eats athletics. When I go out and I talk, the first five questions that I'm asked in any community setting is about athletics. I don't care if I'm with politicians, or donors, or trustees, or alumni, you pick the group; [sports are] all they want to talk about. So we would have to position ourselves to answer thousands of questions, if we were to make some kind of a dramatic downturn in what we do with athletics. That's another thing to consider. If we start looking at some facts and figures, so we have an enormous investment in facilities. So we've got a football stadium, basketball arena, we've got strength and conditioning facilities, indoor practice, which is basically an indoor football field, we've got a big footprint that we would have to figure out what to do with it. All kinds of investment that have been made. We have long term obligations to networks related to the ESPN contracts that we would have to buy out. We have long term obligations to the MAC conference, which we would have to buy our way out. We have 400 student athletes. And if you add band and cheer to that, now it is 600. We have scholarships and they're in various stages in the academic pipeline. We have obligations to them that would be difficult to manage. Then, if you start to look at some other parameters, you say, well, how much do we subsidized our program compared to other schools in the MAC? The answer is quite a bit less. The next question would be, okay, what the net/net? We could show some numbers and I could come back here some day and actually show you a separate business presentation on this. But there is more to it than just the revenue that we get from the sale of tickets, and donors, and conference proceeds and network revenue. We actually get tuition from many of our student athletes, because they're not all full scholarships. And we get tuition from the band members and tuition from the cheer teams, and so there's millions of dollars of tuition revenue that comes to the University that is also income, it's not directly income of the program. But it's income that wouldn't be there if those participants aren't there, the students? So you have to take all of those things into consideration and ask yourself, what would the cost

be associated with making yourself a significant outlier in terms of what other schools like Toledo do? And it's tough. It's tough. I'm not sure that the higher level administrator could survive closing down an athletic program in Ohio.

Senator Wedding: Let me help you out. There are 425 full time student athletes. There are only 215 scholarships, so that means, over half of the athletes are paying tuition. I'll give that to support what you're saying.

Dr. Postel, University of Toledo President: Sure.

Senator Wedding: You're right, there's a real political problem when you start talking about getting rid. But people, if they really believe in the athletic program should pony-up.

Dr. Postel, University of Toledo President: We couldn't agree more, Don. So, when Dave Nottke retired here recently, they did a great job. But we asked Brian Blair, our new Athletic Director to find a deputy who had a deep experienced in fundraising. So, he hired Al Thompson. Al came from Texas, Austin. In his career at University of Texas, Al was involved in raising \$500M for athletics. Now, that's Texas so a little bit different situation. But, nevertheless, he's been dealing with big dollar donors and these kinds of things for a long time and we've made his marching orders very clear. He has to increase fundraising and he has to help us decrease the level of subsidy that we're providing the Athletics Department. We know we have to get the level of enthusiasm I see in these donors to match the amount of money they're giving. And right now there's a little bit of a mismatch there, they're more enthusiastic than they are giving.

Senator Rouillard: Along those lines, I have a question about the student fee that they pay for athletics. I recently asked one of my students to show me what her bill looked like and I couldn't find anything in her bill that suggested exactly what she was paying for athletics. I went to our website that identified credit hour cost and both fulltime and part-time schedule costs and fees. I did not see the amount of the athletic fee. Now, maybe I'm not looking in the right place, but I am concerned that our students do not know that on an average year their fees count for nearly \$10M of the revenue of athletics and still athletics runs the deficit. And this is at a time when we're looking to save money on instructors and we're counting pennies. So, it's troubling.

Dr. Postel, University of Toledo President: So, two pieces to your question. Your numbers are good. You're pretty close to accurate in the numbers. And, you may, or may not be surprised to know that, that is exactly the experience of all the schools in the MAC. The presidents were having these conversations yesterday; and the extent to which we're using student fees to help pay for the cost of supporting the Athletics Department is right in line. We're all are. Right? But, it's right in line with what all the other MAC schools are having to do. I'm always trying to decide if we are an outlier. That's one of the first questions I like to ask. I was taught when I was learning to be a radiologist to look at an expert and say, is this normal or abnormal? Right? So if it's normal, then move on. It's abnormal, then you have to subdivide it a little bit further. So we're not an outlier. Now, in terms of where it is, it is no secret. It's just that you have to know how the budget works. The athletic fee comes out of the general fee; so you would have had no problem finding the general fee on the students' bill. It doesn't say athletics; it says general fee. And then there is a schedule for the breakdown of what the general fee is used for, and it's not a secret. We could supply it to you. As a matter of fact, a lot of our students are very familiar with it because last year we engaged a group to sort of start looking at this and helping us understand it. And so

the Student Government Association pulled together. I don't know. Diane, do you remember, 10 or 14? Flap actually helped us do it before he left. He pulled together students, and they formed a committee to look at that. And so the students, at least those who are interested in it are quite knowledgeable about how the general fee breaks down and it is used for a lot of different things. There's a laundry list of stuff that is funded by the general.

Senator Wedding: I just wanted to add to what Linda said. The actual losses by the Athletic Department are far more than \$10M. They're over \$20M. I've seen those numbers---

Dr. Postel, University of Toledo President: That's not right, Don.

Senator Wedding: Yes, they're over \$20M. Which means that ultimately the students are probably paying the full \$20M. Well, I would say that a lot of it is worth more than \$10M. I'm not speaking out against analytics. We need to know this information and need to somehow or other either live with it, or try to solve it. And there's been talk, for example, about us going to a larger conference. Well, our budget is around \$33M, the athletic budget, and if we would go to the next higher level we probably would have to be what TCU is making which is around \$65M or \$70M.

Dr. Postel, University of Toledo President: Are you talking about for the power five?

Senator Wedding: We just could not do that.

Dr. Postel, University of Toledo President: No. Well, Cincinnati just did that.

Senator Wedding: Yes.

Dr. Postel, University of Toledo President: But there's a reason. You know, it's interesting. I'm not defending it, and please don't think I'm up here suggesting that's what we're getting ready to do. But there's a reason that schools do this. So, it's interesting if you want to follow the trajectory of the University of Central Florida in Orlando. Twenty years ago it was a little state school, and then they developed an athletics program, they got a football team. They were a pretty good football team. They started getting better and better. People started getting interested in that. They're lucky also because they were in a growing city and had a couple of things going that way. But it's now, I think the largest university in United States. And they track it and they showed you how much of it was related to the visibility that was created by the whole aura around athletics, and it was a significant piece of the puzzle. I mean, it drove enrollment like crazy. So if you have a really successful athletics program, look at Alabama, places like that, it helps drive people to your institution, whether you like it or not. It's just the way it is in the United States. Look at T.V. You watch football almost every night on television. Tuesday and Wednesday are the only nights not around games. You get the high schools on Friday, colleges on Saturday, professional on Sunday and Monday and Thursday. And that's what people do in the Midwest. It is what it is, right?

Senator Rouillard: Well, just one follow-up comment. Along these lines, the athletic budget was incorrectly reported in the Huron report. The very final slide of that report, I believe says that athletics had a budget of \$21M in 2020.

Dr. Postel, University of Toledo President: Well, that's not true. I'll have to look at that.

Senator Rouillard: Exactly.

Dr. Postel, University of Toledo President: That's never been their budget since I've been here. It's over \$30M. We'll have to just look at that.

Senator Rouillard: If we're basing decisions on a report like that---

Dr. Postel, University of Toledo President: Diane, could you make a note of that so we can check on that?

Senator Wedding: What they reported was the loss. They saw a loss of \$20M and took that as the budget. As you say, it's over \$33M, maybe more---

Dr. Postel, University of Toledo President: It's about 3% of our total budget. It's \$30M out of \$1B.

Senator Wedding: And as you say, you are from Louisville and your wife is from Kentucky and so you know what it is like down there.

Dr. Postel, University of Toledo President: Their budget for...is \$100M, and it was still a small percentage but, a bigger deal. It gets expensive.

President Insch: So, are there any other questions? I wanted to give everybody an opportunity to ask a question if they have one. Senator Gilstrap, nice and loud.

Senator Gilsrap: There was a little bit of discussion, I think, towards the end of last year at Faculty Senate. We had someone from Institutional Research come and talk about goals of UToledo being an R1. I'm not really sure if that matters, but since I've been here we, the College of Business, lost a substantial number of faculty that we haven't replaced. And, we're in a situation where, you know, we've set sort of research expectations for our junior faculty as approaching R1 institutions and our pay is similar to R1, actually I would say. With this enrollment decline going forward, where do we see ourselves as a research institution in five years from now? I mean, what is the goal? Because, I think some research folks are trying to decide, you know, do we stay at the University of Toledo? We like the place. We like our colleagues. Or, do we need to start looking elsewhere?

Dr. Postel, University of Toledo President: We are literally right on the cusp between R1 and R2. And it's determined every three years. There'll be a determination in the spring of next year. And it's so close, you could almost flip a coin because obviously all schools are moving. Right? So, some are coming up and some are coming down, it's like, US World Report, it's a little hard to predict. But we are right on that line. You know, it's my belief that if we don't make it in this cycle we will in the next cycle because we're so close. It's not stem funding that the problem, it is non-stem research that we don't do enough of. And in terms of also PhD education and all that sort of thing, it needs to be enhanced in some of the non-stem fields. They were a little bit lopsided towards down stem and that is hurting us. That's why Kent at OSU got R1 status. They don't have any more near the amount of extra neuro funding we do, but they have a better balance. And so therefore, they have R1 status. Now, does it matter? Probably. But not enough to lose sleep over. I think we are headed in that direction. Frank Calzonetti, our vice president for research has some very nice plans to sort of suggest what the trajectory of research growth is going to look like between now and 2028. It shows it's growing in a nice way. Of course, it must be funded, right? Because there's, there's a cost associated with doing research, and we have to understand that, and figure out how that fits into the overall picture. Now, what I always told deans about developing research programs about faculty, you know, you have to think first, who you're recruiting, right? Our recruiting family who has an

interest in research, you have a background that suggests that they have a likelihood of success in research. And if you have that, and you wish to develop a research agenda for your college, then you have to make sure that the faculty have an agenda that includes a percentage component for research. So, in the medical school, and I would hire faculty... I would make sure that we have a 50% clinical work assignment. They would have a 25% research work assignment and 25% service, to be administrative or otherwise. Right? And so, then they got a full salary. So, they were getting paid to do research, right? They had 25% protected time from their paid salary that was for doing research. So it's not as though we weren't paying them to do research, we were as part of their total salary. And so I think, you know, a dean needs to look at the whole portfolio of faculty in a college or school, and sort of add up the percentages for the research assignments to sort of understand what the opportunity is there to develop a program in a college, like, COBI where there's not a lot of research. Maybe you wish to develop that once the potential based on the makeup of the faculty, are they given protected time?

President Insch: I think, because it is my college, I think that there's a misperception though, the College of Business does a lot of research, but it is just not funded research.

Dr. Postel, University of Toledo President: Well, that's okay.

President Insch: Well, no, it's not. SSI split that happens now is only going to funded research. Theoretically, 40% of Collin's salary, I believe, is research. Any research he does doesn't count towards the current way they do SSI, so the College of Business doesn't get that money. And that's really the challenge, I think. That's one of the questions I was going to skip, because it's too deep because we're close to 6 o'clock. But, we need to look at that funding because there are a lot of people around here who are not doing funded research, who are doing a lot of research. It's just on the research that people are recognizing.

Dr. Postel, University of Toledo President: I'll try to answer it quickly because it's an important question. I did see that one on the list. So, first of all I want to say is, you're right. Okay. I think that we have to take into account how we support research that does not have extra neuro funding associated with it. Arts and Letter, which is another perfect example. Most of that research is not funded, but there's a lot of good research that takes place. So, how is that compensated? And I'll just, I'll say two things real quick. One of them is that the SSI calculation is not cast in stone. The initial determination carves about 25% of the SSI for research press subsidization - it was based on national experience on the Huron list. Add for institutions like ours was a starting point and it was not cast in stone, it could be removed. The other thing I would say, though is that until we get the enrollment going, what we're talking about here is a little bit of a show, right? So if we say, okay, Gary, you're right; okay, we're going to change that and we're going to pull more out of the SSI, so that we can have more cross subsidy for research, and we can open up the offers and give CAL and COBI money for their non-funded research. That's going to make the dean happy there until they realize that their academic budget for instruction just got cut because the SSI that was going for that now is going to research, right? So we're moving the deck chairs around. And so we have to increase the revenue overall, or it's just an internal re-shuffling exercise. Does that make sense?

President Insch: Yeah, I can pushback on that, but not at 5:55 p.m.

Senator Wedding: I have one question on this. With respect to funded research, we do not make money on funded research?

Dr. Postel, University of Toledo President: No, we don't.

Senator Wedding: We lose. And this is probably true, unless you're University of Florida and come up with a Gatorade.

Dr. Postel, University of Toledo President: Well, that is a product. But short of that, all institutions lose 25% of the dollar. If you are Florida with Gatorade, or the University of Wisconsin Madison and you've invented Warfarin, then you're good to go. But everybody else loses money.

Senator Wedding: That's right. It's just like athletics.

Dr. Postel, University of Toledo President: It's a mission. It's part of a mission.

President Insch: Are there any other questions for President Postel? Thank you so, so much. I really appreciate you being here.

Dr. Postel, University of Toledo President: You're welcome.

President Insch: Thank you, President Postel. It is getting close to 6 o'clock so if you're okay Collin, I think we can send your stuff out and have them review it. I think Tomer, you are okay with moving to the next meeting. If it is alright, I would like to entertain a motion to table the rest of the agenda until the November 1st meeting. If there are no objections, do I hear a motion to do that?

Senator Lawrence: So moved.

Senator Avidor-Reiss: Second.

President Insch: All in favor of tabling the rest of the agenda until our next meeting say, aye. Please put aye, nay, or abstain in the Chat box. ***Motion Passed.*** Before you head out, I just wanted to let you guys know that on November 1st we are meeting on the Health Science Campus, Collier room 1000A. So, before we get of here, motion to adjourn.

Senator Huntley: So moved.

Senator Avidor-Reiss: Second.

President Insch: All in favor, say, aye. Meeting adjourned. Thank you so much for your time. We will see you in two weeks.

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

Respectfully submitted: Deborah Coulter-Harris

Faculty Senate Office Administrative Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Executive Secretary

