

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of October 24, 2023
FACULTY SENATE

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

Approved by FS on 11/21/2023

Summary of Discussion

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

President Rouillard: I would like to call the fourth Faculty Senate meeting to order and ask Secretary Coulter-Harris to call the roll.

Roll call 2023-24

Present: Ammon Allred, Tomer Avidor-Reiss, Bruce Bamber, Sharon Barnes, John Bellizzi, Sheri Benton, Terry Bigioni, Timothy Brakel, Ritu Charavarti, Carmen Cioc, Daniel Compota, Deborah Coulter-Harris, Vicki Dagostino-Kalniz, Maria Diakonova, Hossein Elgafy, Elyce Ervin, Collin Gilstrap, Karen Green, Sally Harnych, Rene Heberle, Samir Hefzy, Cindy Herrera, Jason Huntley, Gary Insch, Ahalapitiya Jayatissa, Catherine Johnson, Dinkar Kaw, Lauren Koch, Revathy Kumar, Linda Lewin, Kimberly McBride, Daniel McInnis, Thomas McLoughlin, Kimberly Nigem, Mahasin Osman, Elaine Reeves, Linda Rouillard, Eric Sahloff, Paul Schaefer, Barry Scheurmann, Gaby Semaan, Kathy Shan, Chunhua Sheng, Puneet Sindhwani, Steven Suheck, Weiqing Sun, Jami Taylor, William Taylor, Kasey Tucker-Gail, Jerry Van Hoy, Randall Vesely, Don Wedding.

Excused Absence: Gabriella Baki, Holly Eichner, Mohamed Osman, Jennifer Reynolds, Lee Strang, Aela Vely

Unexcused Absence: Elissar Andari, Mitchell Howard, Mohamed Moussa, Roberto Padilla, Stan Stepkowski, James Van Hook

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

President Rouillard: Thank you.

Senator Coulter-Harris: You're welcome.

President Rouillard: Good afternoon. We have a full agenda, so this will be a short Executive report. I want to call your attention to a Faculty Senate survey that will be released tomorrow. This is a survey on faculty reaction to responses... [Insert Script] ... I would like to end the report there to give the President ample time to speak with us and to give Interim Provost also time to speak with us. Unless the Executive Committee has anything to add, I will pass this very tall podium over to President Postel. Thanks for coming.

University of Toledo's President, Dr. Postel: Thank you for the kind invitation to attend today and for the introduction. Boy, this [podium] is tall. What a beautiful day. I guess being in a room with no windows is the only opportunity we have to stay focused on the matters at hand because it would be easy for thoughts to stray. It really is a spectacular day. We don't have too many of them.

It's not every day I get a chance to address all of you. And so, I wanted to make sure that I provided an overview of a fairly broad array of topics, and I'll do it fairly quickly, so that there's time at the end for your questions. I want to make sure I hear what's on your mind. And of course, we won't be able to get into all the depth, which would be nice, but there will be other opportunities for that as well. You know, we can go ahead and get started. I just have a couple of slides, which really are for the purpose of keeping us focused on the list of topics.

So, I wanted to say a few words about enrollment. No presentation would be complete without starting with a few comments about enrollment. I wanted to again publicly thank Tomer Avidor-Reiss and his

committee for having done such an amazing job, studying the issue, compiling [believe it or not] 61 recommendations that came out of that committee. He was very thorough and compulsive putting it together, and we were very thorough and compulsive going through it and showing this to the folks who would be responsible for these areas to determine which ones are being done, which ones are being considered, and that sort of thing. Here's the document. Believe it or not, I've shown this to Linda and Kim already. It is a color coded, eight-page document where we go through all 61 of the suggestions. Green means we're already doing it. Yellow means that we're trying to figure out how to do it because we think it's a good idea. And red means we haven't quite figured it out, or it might not be a good idea. So out of the 61, 33 are green, 23 are yellow, and five are red. I think from 20,000 ft., that gives you a sense that the things on this list are very reasonable. A lot of them are on the way and many others are being contemplated, and it's just the remaining small percentage that there's some challenge or some obstacle preventing us from doing that. So, again, I think we've learned that enrollment is a lot of different things, right? It is not homogeneous like it was decades ago where we went after students [right] out of high school. Right? That is far from these days.

So, while we still do have a robust strategy for high school students, I'm happy to say that there have been hundreds of students coming to Welcome days and Preview days. I had one last week. I had one five weeks ago. And I think I saw 500 students between those two events alone. One was in the Doermann Theatre. The other one was at the Student Union. These are juniors and seniors in high school, for the most part, and their 'influencers' as we now call them. Because they may be parents. They may be grandparents. They may be other important individuals in their lives who are helping guide them around their college decision making. So, we've had a lot of interest in just sort of building the pipeline for our future Rockets. So, those strategies continue and are strong. Now, we are also putting a great deal of effort into attracting transfer students. Some of you may be surprised to know that now one out of four of our undergraduate students are transfer students. It is an extraordinary number, right? It was never this high in the past. So just in the last semester, we have visited four community colleges, which is, of course, the source to these students. We have been to community colleges. I've made friends with the presidents there. We've been to St. Clair Community College in Dayton. We've been to Monroe Community College up in Michigan. And, of course, Owens, our long-standing partner here in Perrysburg area. There are others on the schedule. There's one just north of Detroit we're going to be visiting soon. We're going over to Lorain Community College soon. Of course, they were visited by the Engineering ABET cite visitors recently when they were here doing the Engineering cite visit. So, they are well-aware of the relationship there. So this is a strategy that is alive and well.

We have a growing number of international students. We are continuing to increase the number of international agents with which we're associated. We signed an agreement with Wellspring, which is a company that employs international agents and works alongside of individual agents that we have. None of these are employees. These are individuals who are paid as they find students. They get \$3,000 per student if the student completes two successful semesters. The statistics show that if an international student finishes two semesters successfully, they have a reasonably good chance of progressing on with their education. So that strategy is going well. I won't spend the whole time talking about enrollment, but...to say that there's a story like that for each piece of the enrollment puzzle, because, in fact, it is a complex admixture of students each requiring a very different approach.

Now for students who are already here, obviously, the objective is to get them engaged, to make sure they're successful, and to get them to graduate. And then, of course, to find employment for them. I consider student success the pipeline all the way through to successful job acquisition for our graduates, or graduate school or professional school, or whatever they choose to do. So, some of the ways that

universities now are more actively engaging with current students, takes advantage of improvements in artificial intelligence. We are taking advantage of these options, and right now we're talking to four companies that each approach engagement is from a little bit different perspective. So, for instance, one of them is Campus ESP. That's a product that is made by a company, Raphael... is the vendor, and what they do is they engage with parents, both for perspective students to encourage them to look at the University of Toledo and to proceed through the application process. They also engage with the parents of existing students to find out how they're doing, are there financial issues, are the students engaged; because, you know, some of these students are extremely independent, some of them are not. I know for some students the parents remain very viable – the way that we remain in close contact with the student. So that is a product. Another product is called Main Stay. Main Stay is direct engagement with the students themselves. So the ESP is the parents, and Main Stay is the students. So there, we use social media and other platforms (if we go this route and we're talking to the company) to engage with large numbers of students. And they find that close to 2/3rds of the students they reach out to actually engage. So, it's a fairly high percentage who like this. They basically have a little A.I. friend that they start communicating with. It introduces emotional intelligence into the A.I. platforms. The company reports last year that 50 students asked their A.I. person to prom. So, the idea being that there's some relationship and it's not just a computer that they're talking to. They really feel supported, and they feel that they're engaging in a relationship with the university. What the information from that does is help us populate fields to look for, problem areas to develop key maps around things that need attention. Is financial aid the problem? Is tutoring the problem? Is housing the problem? What is the issue that any particular student may be having that could interfere with their ability to---

Professor Diakonova: Excuse me. We don't have the PowerPoint presentation online.

President Rouillard: We'll take care of it.

University of Toledo's President, Dr. Postel: And so finally on this slide before we go to the second [slide], if you can go back. It says student experience committee. So what that is, is we are creating a committee that is going to basically serve as an outlet for secret shoppers. We are going to be putting a couple of students, a person like Sammy Spann who works for Student Experience, a person from housing, Julie Fisher-Kinney, myself, and a couple of others. We will meet monthly. We will hear from students about their experiences, both on campus and commuter students. We'll hear about life in the dorms. We'll hear about the food. We'll hear about how they're being treated. We'll hear examples of good behavior and bad behavior...from staff, faculty, anyone the students encounter. And then we will bring that to life so that those experiences will not just be anecdotes, and they won't just be things that we say, like, 'well, that's the culture here; there's nothing we can do about that.' That is not acceptable. You know, each one of these stories has to be followed up on and requires some kind of action. It's going to create some discomfort and it's going to result in some very difficult conversations that I'm going to have to have with some folks who may not have student experience high enough on their priority list. But we did this in...It was really uncomfortable for a while until it started working. Right? And all of a sudden, the committee became less busy because everyone was progressively focusing on things and there were fewer issues that needed to be brought to light. So, we're going to try this. It's a way of adding transparency to the feedback process related to student experience. Okay. So now we can move on to the next slide.

We have lots of **initiatives** underway on campus. It is a busy year. The first one you'll see is there's a capital campaign that is in the planning phase. We are finishing up with an analysis of the giving capacity of the University of Toledo community. This is a look at alumni, previous donors, friends of the universities, foundations, companies, government entities, corporate entities. All of the organizations and/or people who may have the capacity to help provide support for our mission. It's called a feasibility

study, and it's the first phase of a development campaign. When that phase concludes, the campaign itself begins. It begins in a silent phase where we work with big donors, and we try to lay the groundwork for the campaign, and then usually after a couple of years, the campaign moves into a more public phase through its conclusion. Campaigns are usually seven years in length. We will be seeking a large nine figure sum. I'm not prepared to say the number yet today, because the feasibility study isn't finished. But it is going to be in the hundreds of millions of dollars in terms of what we are seeking. It is astonishing how little of this has been done ever in the history of the University of Toledo. Most universities do a capital campaign every seven to 10 years religiously. We have done two or three of them total. I'll be generous and say three, because one was aborted. One was for \$40 Million, just to give you some idea – and that was 40 years ago. There was another one 20 years ago. There was another one when Dr. Gaber was here that didn't complete. And so, they were not very well researched. Good burning platforms were not created to present to donors. 'Hope' is not a great strategy, in my opinion. You have to have a platform. You have to have something to get donors excited about. Drawings of buildings, descriptions of programs, descriptions of student success programs, discussions about scholarships, discussions about the creation of endowed chairs and professorships, and teams and researchers, and these sorts of things. There has to be a burning platform for the donors to get excited and engage, and that has never been done before. Certainly not in the last campaign. So all of that groundwork is being meticulously laid. Floyd Aikens and I met three times last week (a lone). So, he is hard at work making sure that we measure twice and cut once. This need to be a really successful donor campaign.

We have a **search underway, as you know, for a provost.** Our interim provost is doing an incredible job. If I could convince him to stay, I would. He is doing a great job -- and Scott, thank you. He really jumped up and doing a great job with very little warning. I appreciate it. But we are doing a search. We had a lot of candidates apply. It is a good job. The committee, of which there are two representatives from this body, has now narrowed the pool of candidates from close to 50 down to 10. Those 10 are being interviewed this week. There are virtual interviews taking place, I think, next Tuesday. That group will be narrowed down to a shorter list of candidates who will be invited to campus -- four or five, I don't know what the exact number will be, but some, close to half of the folks on the list from this week will end up on the list next week. Those individuals will come to campus and you'll have a chance to meet them. They'll be engaging with broader forums. So they won't be meeting so much with individuals as they will be with groups. And then those groups, we will just have to count on them to find ways to draw attendance from their ranks. Right? We're excited about it. I'm not involved in the narrowing of the candidates at this point. But obviously, when the finalists come to campus, I'll meet all of them and then we'll heavily engage in the selection process at that point. So, I'm excited about the provost search. Thank you for your service, the two members of Faculty Senate.

Campus master planning: We have a really nice effort underway with the Smith group. If any of you have ever worked with them before, this is the first-class outfit. They are out of Ann Arbor, Michigan, and all they do is campus master planning for universities. That is their whole business. We've worked with them before. They were here years ago, and so, they have some baseline knowledge and it's now been refreshed. We are working with them on a long-term vision for what needs to happen for this campus to be the kind of place that we want it to be. The kind of place that has the ability to attract students, and to attract faculty, and to attract researchers, and to attract staff and keep them. Right? We have to admit that our campus is starting to look a little rough around the edges -- I'm sorry. I'm happy to say we have a beautiful campus because we do. But I think saying that too many times causes people to gloss over the fact that we've got some real problems with some old buildings. I always say that these buildings look good from afar, but they're far from good. Right? There are lots and lots and lots of problems with these buildings. Students coming to school at University Hall, which is a neat place, are

astonished to see lockers in the hallway. Right? I mean, where do you see lockers other than in an old high school, right? You don't see that in colleges. I'm awake at night sometimes wondering about what's in those lockers -- that's not true <laughter>. But that's not the look that we want for the next 10, 20, 30 years. It is charming, right? But it is not what we want for the next 10, 20, 30 years. We have buildings like Rocket Hall where the roof leaks. We have dorms, the windows fall in on students. I was called over to a residential the other day and the thing was underwater. It flooded. They were getting students out in ankle deep water. So, you should see some of the things. The Wolf Bowman-Oddy complex on this campus where we do a lot of our high NSM kind of work-- don't take a back to a tour of that place. If you want to see the mechanical rooms or the electrical rooms of that building, you might never go back in. It is scary. It really is. That building is at end of life. The basement where we keep some of our precision instrumentation, it floods regularly. We can guarantee annually that we've got an insurance claim on damaged equipment from a flood in the basement of Bowman-Oddy. Anyone who works there will know this to be true. The HVAC in that building is insufficient to add more air handling units. And so, we're limited even bringing in additional teams of investigators. We have serious infrastructure problems. So, the Smith group is working with us and looking at residential buildings, academic buildings, and searching buildings. Basically, all of the venues that make a campus, a campus, and saying what do we need to do and in what order. In aggregate, what it costs? How do we put a financing package together that allows us to amortize the debt over a very long period of time and at the most favorable interest rate possible? We'll talk more about that. And then, how do we use the allocation of state capital that we do receive to contribute toward that debt service? Right? So that is the initiative that's underway and continue through January of 2024, which point we should have a very nice set of ideas and architectural...

City-wide innovation opportunities: I am on the executive committee of the original growth partnership, and also fortunate enough to serve on Connect Toledo, which is the CEOs of the major companies in the city. There is progressive coherence, cohesiveness rather of this group – coherence perhaps also. The group is actually working together and focused more on the wellbeing of the entire community, not just the wellbeing of their individual company. Historically, a lot of big organizations here in town have looked at for their own interests and have not thought about what's really best for the city or for the region. There seems to now be a spirit of partnership. Some key people in the city are retiring, people like Sharon Spire [who is] retiring from Huntington. Jim Hoffman is retiring from Key Bank. Paul Hoth is retiring probably next year. ProMedica is not 'the force' it was three or four years ago. You know, these were the people who drove these initiatives, and one by one they are all gone. And so, the University is being asked to take a progressive role working with the corporations in town to find ways to build bridges, to find commonalities in the work that we're doing. I'm very, very excited about the opportunity that this brings. It'll be an investment in time, but I think it will create opportunities for public/private partnerships for experiential learning for our students and many other benefits.

So, **the budget**, which is always a 'bad word;' we are not going to repeat the nightmare of last year's budget process where there was a late start and a mad scramble to the finish line and [a lot of] high blood pressure. We're not going to do that again. We are starting now. We're going to slowly and methodically sit down and work with each college individually, because everyone has a different set of realities. We have a different Provost. We now have a different process. We're going to go about it slowly and methodically. We're going to be working with each college and school. I haven't quite figured out the order in which we're going to do it. Not everybody can be first, so we're going to have to try to go through and figure out how to do this. But I don't want to wait until the spring to start what we know is always a challenging exercise. Right? There needs to be a lot of input and a lot of thought given to this process so that we have a better result. So, that's the plan. We have to focus on areas where there is significant growth for the community. We know that we can grow our computer science program. We know that we

could do well in statistics. There is a tremendous demand for cybersecurity. There are 750 pharmacy vacancies in a five-state region. There are 900 nursing vacancies in Northwest Ohio. You know, you start going down the list and the community calls. Right? I mean, there is a need. I understand the university is more than just a 'workforce producer,' I get that. But, if we can't be a workforce producer and adjust to the demands that exist, it will be awful hard to fund anything else. They used to ask Jessie James why he robbed banks. He said, "Because that is where the money is." Right? I mean, we have to figure it out. If there's going to be admission, there got to be money for admission. The money is going to be associated with large volume of students, large volumes of patients, and then you have the luxury of doing other things. Because if you can't figure out how to put the big pieces to the puzzle in place, you sure not going to figure out how to put the small ones in place. And so, we're going to be keeping an eye on opportunities and trying to capitalize on those. Some of you are in these colleges and schools that are just scraping by, in terms of accreditation because of the small number of faculty. I'm painfully aware of this. There are a couple places where they've been bumping up against accreditation standards and that's not acceptable. We have to get passed the point where that is a concern. Right? No one is in real trouble, but there are some people that could be in trouble. So, we need to make sure it doesn't get to the point where it's a real issue.

I think the last slide is the next one. Then we'll leave time for some questions. Yes, that is it. So, contrary to popular belief, I continue to wind down the number of administrators at the University of Toledo. I went through the list with Kim and Linda at our last meeting. We meet monthly. I'll be glad to talk through this with anyone. We are turning two positions into one every place we can. We are eliminating deans and vice deans, and others who while important and they've served a purpose in the past, we simply cannot have too high of a percentage of our resources going toward administrative... I'm proud of our numbers. Our numbers are low compared to state averages, considerably lower than state averages. But we are trying to drive them down further still. There are some good plans in place to do this without loss of function.

UToledo Health: Happy to say it is a going concern. The hospital is alive and well. I'm living in South Toledo and seeing more and more patients. We celebrated our 3,000 kidney transplantation at a press conference last week. The surgeries are up. The outpatient visits are up. Census is up. Now we're working with UTP to help them figure out how to provide additional position manpower because we're short in some areas. It is a good problem. Right? We are happy to say that UToledo Health is doing well. Becky Ramirez is our new Chief Physician Executive. She's doing an incredible job. She's sort of taking a new look at some old issues in UTP. They really needed a fresh set of eyes to weigh in on some things over there. She has come up with some very, very thoughtful ideas just in the two months that she has been with us.

Strategic plans for colleges: The Board approved our overarching strategic plan in the spring, which was of course, a long process. And then subsequent to that, what happens is each college and school, and each support unit then creates its own strategic plan which fits up under the main strategic plan – of course, being consistent and not in conflict with the overarching plan. So, we're in the process right now of making sure that each college and school is engaged in that process. The Provost is working with the deans. I'm working with the vice presidents. You'll hear more about that this fall and winter as we continue to push people to move these along and get them completed as soon as possible.

And finally, as we go through the winter and then into next spring, so many moving pieces here at the University. I think it's important for me to further increase ... visibility, and so I'm going to be going out and giving townhalls at each of the colleges and schools for faculty meetings or whatever forum it is that the deans feel will get the largest turnout. So that people can ask questions and hear about these things

firsthand. Rumor mills are common at universities. Every day I hear three or four stories, half of which just aren't true. And the other half of which, you know, are partly true. And so, I think that before some of those stories take on lives of their own, it's better for me to be able to get out and address them directly. It doesn't mean that people are always going to like the answers, but at least people will know the truth. I guess the last thing I'll say is that I'm trying really, really hard to make this a better place. A lot of days, it's a lousy job. I have challenges in Columbus. Any president has a challenging relationship with the Board made up of multiple people who are all bright, and independent, and have ideas about ways to do things. We have a thousand faculty who are all smart and very independent thinkers. We have lots of students. We have trouble going on in the world around us, and lots of people in pain. It's just there's a lot of days, which is a very, very tough thing to try to keep all of that balanced. But what I try to do is say, okay, if we keep focused, we will get to the North Star. We are here to help patients. We are here to help students. And we are here to increase the continuity and the reputation of the University of Toledo. So I try not to get distracted, but some days, it's not easy. I just wanted to say that. So, I do my very best. Happy to take questions at this point.

Senator Heberle: Thank you, President Postel. I'm Renee Heberle from Political Science. The student shoppers that you've listed, how does that program work? Will the student shoppers be recruited from existing programs, or will random students be asked to participate?

University of Toledo's President, Dr. Postel: Yes, great question. So some of them are selected by virtue of what they do, right? We have presidential ambassadors. There's a large group of them. Any given year, 40 or 50 presidential ambassadors. We have one of the most active Student Government association groups this year that I have seen in a long time. So, Lucas has done a great job organizing that and getting people enthusiastic about DSJ. Okay, so right there you've got a pretty good size group. I am happy to accept volunteers from anywhere else, right? We were looking for students who are having real life experiences, good and bad. Right? I'm always happy to put a broad statute of somebody out in front of the building who are doing all the right things for students. So, we want to hear the good stories and the bad storms. Let's start in the back and then we'll work up to Tomer.

Unknown Speaker from the Dept. of Mechanical Engineering: We are the largest department on campus, and we are trying to better connect... question related to... what is the process of identifying goals for various units? How can we be part of that conversation?

University of Toledo's President, Dr. Postel: Okay, if you're not already, then you definitely need to talk to your dean because for the academic units, the deans work with the Foundation and with me to identify priorities, whether they're physical priorities, or people, or programs, or scholarships, or whatever they happen to be. Right? I'll tell you that the list is far from complete. We're just now in the stage of developing these lists for what I had referred to as the 'burning platform.' So, it's not too late. Each of the deans is going to need to work with department chairs and faculty to identify these because each college has a unique set of needs and opportunities. Engineering has been blessed. I was over here last week to do a ribbon cutting for your new center sponsored by SSOE. Vince and Sandy have given \$3 Million dollars now to the College of Engineering for the Student Success Center, for DEI Center. Well, the \$3 Million was not all for that, but the last part of the \$3 Million was for that. If any of you haven't seen it, it's around the corner from here – there's a Student Success Center. The beauty of it is, it's going to provide resources for first year students who are interested in engineering but are not quite up to speed. Engineering can be hard to get into. And historically, some of those students were placed in exploratory studies programs in University College and progressively we're trying to get them out of that general exploratory studies population into a more specific program for pre-engineering, and make sure they have the prerequisites to enter the program. And so, this center is specifically designed around that. So, a very, very exciting gift

from SSOE. And several other significant gifts are being sought: One for the naming of the Engineering School, which could do a lot of things. Right? But this is the stage where people like yourselves who are department chairs or other faculty should be working with your deans to develop lists of priorities.

President Rouillard: Dr. Postel, after Tomer's question, a couple of online questions to look at. We'll let Tomer go first.

Senator Avidor-Reiss: Thank you for the very hopeful addition. I think that what you presented here is something that sounds very optimistic. I have two questions, one suggestion. I heard you say that you're going to have sitting meetings with undergrad students. I think maybe you should also have them with faculty – with assistant faculty, associate faculty, all faculty. Maybe you can meet face-to-face with faculty and hear what they are feeling, because one of the things I sense that is happening over the last year... we are living in a moment where the faculty feels desperate. So, having a meeting where you are going to engage with the undergrad students is great, but faculty are...you can work with, because we can help you. Our hope is to help administration...

University of Toledo's President, Dr. Postel: So those were the townhalls that I referred to, Tomer. Right? The very, very last item on the fourth slide.

Senator Avidor-Reiss: [Indecipherable] ... That comes to colleges that's having the one-on-one meetings. Plus, I think they would appreciate it if you had most in a group, so the assistant professor can tell you, I have nobody to open my lab. There are examples like that.

University of Toledo's President, Dr. Postel: If there are individuals who have programs that they wish to discuss, we are always open to hear. Those kinds of conversations, we have to figure out a way to coordinate all of it, because obviously we will have a thousand. You know, I can't meet with everybody one-on-one, but I mean, you know, to the extent that we can find interest groups or others, maybe their departments or others would have to help us figure out who the folks would be who want to be heard and have ideas to contribute.

Senator Avidor-Reiss: Related to that, ... very powerful vision of things to do ... How are we going to do it? ... the University of Toledo, as you mentioned, we lost a lot of people. Our muscle is the institution which is very weakened and ... faculty could get help. Everybody is exhausted. How is this going to be done?

University of Toledo's President, Dr. Postel: Well, it's a balancing act, right? Because I'm always encouraged to minimize the number of administrators, and I have been faithful about doing that. Now the flip side of that is, you know, everybody wears two or three different hats. Right? Diane is my chief of staff and is also the vice president for government relations. Katie is my administrative assistant and is also the secretary to the Board. Most institutions, those are separate jobs. Everybody's got a story like that, right? People got hats, staff. We're doing the best we can to cover these areas. I'm not trying to do this all alone obviously. There are individuals (I could tell you who they are) associated with each one of the initiatives we talked about today. But at the end of the day, I have to shepherd all day long, and make sure those folks are following through. But, we're all stressed. I mean, it's tough. I understand and I feel sorry for the faculty and the staff, how hard they're working, because I know how hard I'm working and it's no different. I go 12 months a year, and I took nine-days [of] vacation last year. It's busy. We have a lot to do. We're going to do our best.

President Rouillard: Dr. Postel, there's someone online.

University of Toledo's President, Dr. Postel: Yes.

President Rouillard: Dr. Barbara Miner is asking about ‘the University's commitment to prioritize support for the actual budgetary cost of program accreditation, going forward.’ Barbara, if you're on the line, and you want to add anything to that.

Dr. Miner: I am on the line. Thank you. But no, I tried to make that as clear as I could. So, I just look forward to a response.

University of Toledo's President, Dr. Postel: I think I understand the question. I believe that it refers to my comment earlier about our concern that there are potentially accreditation issues to staffing and that sort of thing---

Dr. Miner: Exactly.

University of Toledo's President, Dr. Postel: This is why we're going about the budgeting process, (A.) early and (B.) school by school, because it's not a one size fits all type of project. There is a distinct solution and a set of needs for every single one of the colleges and schools, and some of them are accreditation based. And obviously those are concerns that we can't bypass. We cannot afford to have programs lose accreditation. So, I mean, I think that just speaks to the need of a tailored budgetary process.

President Rouillard: And Professor Jamie Taylor has a question about strategic planning for colleges. ‘Shouldn't this wait until after decisions are made on the budget and we have added clarity on the broader direction for the University?’

University of Toledo's President, Dr. Postel: Well, you know, I don't know that there's anything wrong with doing these projects in concert. I completely agree that sometimes it is nice to do things sequentially, but they all interrelate. So, you know, the priorities of a school, which will be reflected in its strategic plan should align with the budgetary needs and what is bringing...support for those programs. And so, I think you could easily make the argument, do one before the other or vice versa, or do it all together. But again, I think the provost is going to have to work with the deans on this to understand the exact checklist. You know, I personally want to become involved in all these things before they're finalized, but in the initial state, the deans and the provost will be doing the heavy lifting.

President Rouillard: And Dr. Puneet Sindhvani has a question, and then we will come back – oh, he is right here. He wrote, ‘Now that we have UT Health, can we streamline the benefits of tuition discounts to all employees?’ ‘Historically, it was only offered to employees and not to UTP employees and their families. This will increase our enrollment by keeping our employees and their wards from going south.’

University of Toledo's President, Dr. Postel: Now that issue has been discussed before. I think it's open for a discussion again. You know, UTP is still a separate company, even though it's part of the umbrella organization called, UToledo Health. And so, we always have to be a little bit careful because we did not merge them together into a new company. There are some differences from an HR perspective -- one of which is the tuition benefit. But potentially, we can do that. I think we need to reexamine the number of dependents who would potentially be impacted by that and what result that has for the University, in terms of the availability of courses and that sort of thing. I remember there was one year an analysis was done – this was years ago—just so happened that some of the students were displaced. So that was how the decision was made, not to do it. I think it was even before I was here. We should look at that again, if we can potentially do that. If it is a benefit and it doesn't cost us anything—then why not?

Senator Sindhvani: Thank you, Dr. Postel.

President Rouillard: Senator Brakel?

Senator Brakel: With regard to Senate Bill 83 and House Bill 151, obviously IUC presidents have talked about this, I'm sure at some length, and it is still up in the air. The House is not picking it up right now; it looks like they are not going to do that till next month some time. Could you maybe talk about, at least from the IUC presidents' perspective, your thoughts about the bill?

University of Toledo's President, Dr. Postel: Sure. There's been a lot of conversation about the bill. All of the IUC presidents and all of the governmental relations representatives have been discussing this, it seems like for a year now. It's been going on for a long, long time. The bill has changed over and over and over. Right? It made it out of the Senate, but now it is stuck in the House. And so, what was done is, you know, each of the universities worked with their governmental relations representatives and produced a list of concerns that were then aggregated by the IUC and then conveyed as a single document to the general assembly, recommending things that we still wished to see change. So, it was determined that that was the best approach by the universities. I don't recall what the vote was, but the decision was not to have individual universities go out and produce their own position statements on the bill. But to do it as a whole, hopefully to have greater impact from all 14 institutions. So, to be honest with you, I can't tell you what impact that will have. Certainly, some of the changes that have taken place already since the bill was initially drafted are the result of pushback that came from the IUC, and so, I think there's been progress since the very first day the bill was introduced by Senator Cirino. Progress has been slower now, although it seems to be stalled in the House. We aren't exactly sure what principal objections are at this point. I think from the IUC's perspective, you know, we've said our peace. We've expressed concerns over a long period of time with various aspects of the bill, and I'm not sure how much further ability there is to influence the outcome.

Senator Heberle: Sorry, I have a follow-up question. I wonder if we could get more clarity about University of Toledo's policy about engagement with government entities, including the state assembly. We had Professor Strang working with the assembly to create the institute constitutional thought leadership. And as far as I can tell from what I've discovered and [am] concerned about, the Government Relations Office here is not particularly involved in that relationship that Professor Strang was developing with the leadership to suddenly make that institute happen. So, it feels to me like there should be some accountability there in terms of how faculty are engaging with the assembly. I also just heard anecdotally that quite often faculty will try to engage with the city through the MBA program or other things on campus – and yet the Government Relations Offices says, 'no, no, no, we have to be involved in that. So, if you try to invite Marcy Kaptur, we have to be involved in that.' We have to do this; we have to do that. I've been here a long time, and it is just very unclear to me how the Government Relations Office works. And I feel like it is getting more and more important. The ICTL example just kind of brought it all to the forefront in terms of what we as a university expect for ourselves, in terms of relating to the assembly and getting things done and having someone basically write a job description through legislation and have it passed in five to 10 years.

University of Toledo's President, Dr. Postel: So, interesting question. So what we try to do is not always what happens. The policy and the preferred pathway here is for individuals who have a need or a desire to interact with elected officials at the city, state, or federal level, go through our Governmental Relations Office to help make the contact and help make sure that the faculty, whoever is going to do this has all the information they need about the person they're going to talk to, and about what their background is, and what their interests are, that sort of thing, so they can go into the meeting well prepared and have the best possible chance for a good outcome. That happens all the time. So, Diane, Eli and Margie -- we have a very small Governmental Relations Office; that is it. That is the truth, right? So,

the three of them do this and they do innumerable calls and setup lots of meetings. Sometimes our advocates in Columbus get involved. Eli has an office in Columbus. He is there permanently. His office is across from the capital. Then we have two part-time lobbyists in Columbus and a part-time lobbyist in DC. So those individuals can also serve as go-betweens and the liaisons between faculty who have needs, or interests, or want to advocate for a position. Now that said, you know, the United States is a free country. And so not everyone chooses to go through that mechanism. And so, we find out on a regular basis from elected officials themselves or from people in their office –you know, they’re good about getting back to us – that ‘so and so’ (just FYI) was here for a visit, or ‘so and so’ came to Columbus today, or ‘so and so’ flew to Washington today and had a meeting to advocate. And as a United States citizen, that is everyone’s right to do. Personally, I think the reason not to do that is it results in a poorly coordinated approach to our interface with elected officials. Potentially, you can have two faculty members advocating for very different things and then you end up with nothing. Right? And so, you know, these things can sometimes cancel themselves out. And so that's why we don't recommend it, but we can't and don't try to prevent it. We just advise people not to do it. We do have some individuals on campus who have very mature relationships with elected officials, either at the federal or state level for different reasons - sometimes over very long periods of time. And sometimes decisions are made based around that. I don't know what to do about that. Right? I can't fix every problem, particularly ones that I didn't create. We're trying our best to manage that situation. So, it's not the preferred way for faculty to interact. I don't know if I answered your question.

President Rouillard: Do you have something to add?

Provost Molitor: Yes. I’m looking at the policy now and it does say, “University faculty, staff and students are free to have open communication with elected and appointed government officials with the understanding that they are not representing the University of Toledo.” So, I think that is the difference.

Senator Heberle: Yes, that is very clear. I think the faculty just needs to be a little more aware of it. It kind of felt like a black box that I wasn't clear on in terms of what government relations is.

University of Toledo President, Dr. Postel: We’re caught by surprise on a regular basis.

Senator Heberle: Not saying it is a good thing.

University of Toledo President, Dr. Postel: No, usually it is not a big deal. Another example, it's not always elect officials. Another example is approach to donors, right? We have a fundraising..., right? We have people who do this for a living. There is more of a science to fundraising than there is ‘friend-raising,’ right? I mean, fundraising is a real science. And so we have individual faculties who go out and they will call high dollar donors and advocate for themselves on a regular basis. We had a situation where we were working on somebody’s \$5 Million dollar gift. And somebody else goes to the same donor and gets a \$100 K for a pet project. Then the donor is like, well, yeah, I just gave a gift. Right? Just shoot yourself now. That happens all the time. And so, what you just described isn't much different. You know, it's just again, it's a coordinated approach -- how do you get the most out of these relationships as opposed to a bunch of one-offs.

President Rouillard: I think Senator Scheuermann has a question for you.

Senator Scheuermann: Thanks for your presentation today. My question is really, you’ve shown us a lot of initiatives. And again, we are excited about some of these initiatives you've talked about, but as you alluded to, we have a long history of a lot of half-finished projects at this university. So, what do you see

personally? What is your experience? Why are you convinced that things are going to work out differently this time than they have in the past?

University of Toledo's President, Dr. Postel: Well, A: I consider myself to be a person who follows through on things. So, I mean, I'm putting responsibility on myself. So, as long as I'm here and as long as the Board wants me to work here, these are the priorities that I'm going to spend my time on. Now, I will tell you that our Board expects a very regular cadence of reporting from me about what is going on. And so, they are very engaged and they take notes. And, you know, they ask the questions that prove that they're following the ball. Right? They know what's going on. If all of a sudden, something drops out of sight, I quit talking about it, they would be quick to remind me, 'hey, what happened to the development campaign? I thought you said that you were doing a feasibility study and getting ready for a development campaign?' So, I don't think they would allow that to happen, at least, especially with the bigger issues. They don't know everything that is going on. They know the big items. So, I think those are the reasons, Barry. I mean, I don't know what else to say. They are also sort of the nuts and bolts of running the University, right? Having a development campaign, building a budget, working on enrollment, working on your healthcare enterprise, strengthening your research, you know, government relations, you know, the kinds of things we do that are basic building blocks. These aren't unusual projects. It is just that we have a lot of needs here. And we also need to have some people in roles who stay a while. You know, the University has suffered from turnover; as I mentioned earlier, this provost search that we're doing. I think this will be the eighth or ninth provost that we had in the last 15 or 20 years (if you count all the interims), right? And that is just no way to run a university. Right? I mean, that is trying to get traction on academic programs and academic budgets. I think it's one of the reasons the enrollment slid over a 12-year period. You know, there's no consistency in how these things were being addressed, and there are a variety of reasons for that. I'm trying to find a way to make this place less of a revolving door because we have to get some traction on these initiatives.

Senator Scheuermann: I agree. It's just I'm trying to figure out what is the message when we're having hallway conversations with our colleagues and we don't see a 'light' at the end of the tunnel, other than a train? What is the messaging? But I appreciate your comment.

President Rouillard: Senator Lewin had a question as well. And we want to be mindful of your time as well.

University of Toledo's President, Dr. Postel: Thank you, Linda.

Senator Lewin: It is really good to hear that there are areas of growth. Serving on the ad hoc committee, one of things we identified was adult learners. Adult learners are often times working adults and they prefer online. Online students are being charged student fees that they do not utilize and makes our competition less expensive when we charge those fees.

Unknown Speaker: Yes.

University of Toledo's President, Dr. Postel: I agree 100%. They need to be eliminated. So, Barb Kopp Miller is working with us in a new capacity. After this year, she will not be a dean. There will not be a dean of the University College. We're restructuring. All the functions still exist. But again, we're trying to drive down the number of administrative positions. Barb is going to devote full effort to the online programming that we're developing. She has developed a very nice business plan in conjunction with...projection is to the number of students. We took the projection, we cut it in half to be conservative... the revenue and expense side of it. We've re-done the website, which is about ready to be unveiled for online programming. We are going to RFP out; we've already selected a company to do

branding and marketing for us, just for online. And then we are looking at the pricing strategy as part of that plan. What's the appropriate price per credit hour to be competitive in the online market space? And, and what do we do with these darn fees? Particularly as we bring on new students. We have to be competitive. If the students not...paying for football. It doesn't make sense. So that all is part of the capitalists. We haven't had an online strategy here. We've had online courses. The irony is they're really good. Right? I mean, they all went through the QM certification process, and they are high quality. They are all approved by the Faculty Senate. They are like any other courses that we teach. Right? They are just as good as courses that students take on campus. But we've never marketed them. We haven't decided which ones to do, which ones not to do. We haven't looked at the pricing strategy. We haven't advertised them. I tried to find the cost for tuition myself just for 'fun' on a couple of programs – and I couldn't. I was very patient. I checked around for half-an-hour and I couldn't figure out what it was. So, come on. You know, I am pretty fast with the computer, and I couldn't figure out what it costs to take a class. So, it is no wonder that we only had about 900 students in all of our online programs put together. It's just pitiful. That number can grow pretty dramatically if it is managed well. That is going to be Barbara's entire job.

Senator Wedding: Did you say 900?

University of Toledo's President, Dr. Postel: Yes.

Senator Wedding: What percent we're talking about of our total enrollment for the fall or spring? What percent of that is online?

University of Toledo's President, Dr. Postel: Nine-hundred out of 15, 400. That is headcount, not FTE. So, 1 out of 15, (which is) 7%.

Past-President Insch: Just really quick. I know you just talked about marketing for market online and we've talked in the past about two other RFP for marketing the University, and one for marketing UTMC or UTMP, or whatever. Could you tell us what that is because we are kind of missing the mark for fall of 2025?

University of Toledo's President, Dr. Postel: Thank you for asking. Well, the putting together the branding and marketing is going to take a full year, so we missed that cycle anyway. There were three RFP processes. The one for the online is pretty much done. That'll be the smallest of the three, of course. Then there are two others. One for general enrollment, and there was one for UHealth. Each of those processes began with about 15 to 17 responses that we receive back from the two RFPs that we sent out. And those have now been narrowed down to four or five each as of last week. Final selection will be made the first week of November, and we're going to start working immediately with the chosen companies to develop the programming. The online being sort of a rolling admissions process is less time sensitive, in terms of, you know, not just having to rely on one point in time for it to be effective. Same with UToledo Health, the timing is not quite as critical there. For the general marketing plan, the biggest impact will be for 2025.

Unknown Speaker: So that is the goal you're basically telling them is that we hope that would increase to fall 2025?

University of Toledo's President, Dr. Postel: Yes. It's going to be fundamentally different, right? There's going to be change in content, change in look, very careful attention to placement. Be aware we get the most bang for our buck in terms of media placement.

President Rouillard: Okay, I hope you'll join me in thanking President Postel for coming today. So now we will proceed to Provost Molitor's report.

Provost Molitor: [Insert Report] Thank you. I'll try to make this quick. I hope everyone had a relaxing and enjoyable fall break... So, thanks again for the opportunity, and I will be happy to take any questions if we have time.

Senator Heberle: I'm sorry, I'm on the Sabbatical Committee. We are having a little trouble getting started. I'm just wondering, what did you say about the Sabbatical Committee?

Provost Molitor: You're going to get proposals where deans and chairs said 'no.' And the reason is, is that I don't think this is a worthwhile proposal. The reason is, I can't help cover the cost of instruction. So, what I'm going to ask is the University Sabbatical Committee to evaluate the sabbatical proposals on their merits and then once the provost decides and then works with the president to decide which sabbatical to approve, we will then work with the colleges to make sure that they can cover the cost of instruction.

Senator Heberle: Thank you. Very nice.

Past-President Insch: Are you going to hold the same 25-ish number?

Provost Molitor: Yeah, but for the CVA, we are supposed to maintain a constant level of sabbatical approval so it will be roughly 25.

Senator Avidor-Reiss: Yes, I asked the last time. I wonder if maybe there's a focus with the Arts and Science based on recommendation. There was a committee. Are we moving forward with that?

Provost Molitor: Yes. Actually, they just submitted their third and final report. And right now, again, the number of their recommendations were things we were already doing, it's just that they haven't been communicated very well. And so, Enrollment Management is working with the colleges to develop communication plans with prospective students to basically highlight things that we are doing that Art and Science has said that prospective students are looking for to make sure that we're doing things that you're interested in. And also, the Art and Science report will probably be part of the marketing plans that would be developed by the companies that we end up contracting with. So, there are a number of initiatives moving forward there.

President Rouillard: There is a question online from Professor Sucheck. "Is there a conflict of interest for a chair to be on the Sabbatical Review Committee?"

Provost Molitor: A chair cannot be on the Sabbatical Review Committee. In fact, Dr. Sucheck, I did just identify the fact that you were on the University Committee on Sabbaticals, and they need to find a substitute for you.

President Rouillard: And I've seen this chain of emails. Mark Templin will also need to be replaced.

Provost Molitor: Yes. There are three individuals we identified.

President Rouillard: I've contacted the Elections Committee to see which procedure we use for that because the Constitution allows – oh, I'm sorry, that is a replacement for a senator. I need to go back and look at the language used for election procedures for this committee.

Provost Molitor: Yeah.

President Rouillard: But we are aware---

Provost Molitor: It is a similar process.

President Rouillard: Okay. We are aware of that, and we are working on those substitutes.

Senator Heberle: It has to be done fairly soon.

Provost Molitor: I know. I apologize about that.

Senator Avidor-Reiss: But I do want to follow-up because I am really confused. The Arts and Science Committee spent a lot of money to receive recommendations, which I can tell you, (because) I'm on the committee. The recommendations sound great. You are telling me that instead of us using the idea, this is going to another company that's going to use this for some other company?

Provost Molitor: No, no, no. It's a communication plan. It's a marketing plan. One of their big findings was that things that students were looking for and don't identify or associate with the University of Toledo about what we are actually doing. So, the idea is, find a way to communicate with prospective students and to highlight and to emphasize these things when we're marketing to them. And we are doing these things.

Unknown Speaker: And integrate that into the marketing plan, which would be a big plus.

Provost Molitor: Yes, absolutely.

Senator Avidor-Reiss: One aspect of the committee was... They said there needs to be a transformation with the University to adopt this idea that they are doing. When they spoke to us, they mentioned that they need to have a buy-in from all the faculty. Where is the buy-in from the faculty? And when would we hear from you, because they have several recommendations for administration, regarding what aspects are you taking in? Plus, when are faculty going to be informed, so we can also align ourselves with it?

Provost Molitor: So, what I'm speaking to there, I believe there were a number of different phases to this project. Two of the phases from the report I'm familiar with discussed surveys of students that were inquiries -- students who were interested, they expressed interest in the University, but did not apply. And then there were students who applied and were admitted but did not enroll. And they conducted this essentially, kind of double-blind survey that ended up identifying characteristics that the students said they were looking for in their school of choice and things that cause them to not enroll in other institutions. So, this is what I'm aware of that's been going on in the marketing plan. The phase you're talking about, I believe was an earlier phase where they did meet with a number of different constituents.

Senator Avidor-Reiss: I was thinking about the last phase when they have recommendation. They said that the most ... [Indecipherable]... innovation...

Provost Molitor: Let's talk about this offline, and I'll perhaps bring some others in who are more familiar with the process to clarify and make sure I understand what you're asking.

Past-President Insch: Is that report kind of generally available? ... [Indecipherable] Obviously, ...shared widely, I don't think.

Provost Molitor: Yes, I don't believe it is going to be shared widely.

Past-President Insch: Will the Senate's Retention Committee be---

Provost Molitor: We didn't talk about that so I can ask.

Past-President Insch: I'm on the Retention Committee and that's something that'd be helpful.

Provost Molitor: I appreciate that. I can certainly make that request.

President Rouillard: We want to be mindful of your time as well and we also have Dr. Malik who's waiting. One final question from Senator Elahinia.

Professor Elahinia: I'm not a senator.

President Rouillard: Well, nonetheless, a colleague.

Professor Elahinia: Thank you, President Rouillard. I have a question to the point raised about the budget cut. Do you know if all colleges met their targets?

Provost Molitor: Yes. In fact, we went back and made sure colleges met their targets from the previous year too, which actually added to the...

President Rouillard: Okay.

Provost Molitor: All right, thank you.

President Rouillard: Thank you very much, Provost Molitor. We appreciate your efforts. Next we have committee reports, Senator Barry Scheuermann of Academic Regulations. We can bring up the policies in question if you'd like.

Senator Scheuermann: This report will be pretty brief, and I'll explain why. First of all, thanks to the members of the committee as well as others who have already submitted their comments and any suggestions as well. They've been included in our report [and sent] back to the Provost Office. The following policies, and now procedures that we considered this last go around were the Academic Standing policy and procedures, Academic Forgiveness policy and procedures, Grade quality points and Grading policy and procedures associated with that. So, all three were listed as a major revision of the existing policy. And I believe that for the most part, it was simply because what's happening now. The policy and procedure documents are being separated out into two separate entities. So trying to make it a little more straightforward, I think for those who are needing to look at the process vs. the actual policy. I don't know if Provost Molitor will be presenting that or---

Provost Molitor: So the policy approval process ends up being a little bit onerous, and a lot of what's in these policies is not necessarily [a] kind of rules of legalities. It's more of 'here's how we're going to implement the policy.' And so, by separating those out into separate procedure documents, those can be easier to modify. They don't require the same kind of, you know, formal process. Still, certainly, we will seek input when we do modify those procedures, but it kind of helps simplify things. In a number of policies, this has already been done.

Senator Scheuermann: Thank you.

President Rouillard: I wanted to show you --- and so, what you had on the screen before was the policy, and now you have the procedure documents separate.

Past-President Insch: Do you think it is easier to amend the procedure than it is the policy?

Senator Scheuermann: Yes.

Provost Molitor: Exactly.

Senator Scheuermann: Some of the procedures documents is not really a signing off on the box. It is not formally there on a couple of them I noticed, whereas for the policies, that signing is already still in place.

Past-President Insch: I'm assuming that because we're seeing this. But do they have a disclosure for a comment period?

President Rouillard and Senator Scheuermann: Yes.

President Rouillard: This has been extended to November 1st, and so I would encourage faculty to look these up. You can just go to website UToledo.edu/policies, and you should find the policies that are posted for comment. And this one in particular is important because the procedures going from previous on probation, followed by suspension and adds an extra step, which gives the student a little bit more support, I think. So there's academic alert, academic warning, and then a suspension.

Provost Molitor: Yes. And the major change in this policy is we don't want to be suspending students after their first year.

Senator Scheuermann: There's my report.

President Rouillard: Let's also take a little bit of time to talk about the Grading, because that's got some significant changes.

Senator Scheuermann: Yes. So again, the language has changed. There's no longer the probationary period. Again, I think it is a much more student friendly approach to this process than it was in the past. I believe the language in there is just a little bit more of a college specific approach as well that can be taken, and programmatic changes as well.

President Rouillard: What I'd like to point out about the grading policy is that a pass/no pass is now – a student can grade a 'D-' and get a pass if they choose this particular option. I was actually quite glad to see this. I think it would really benefit our students. It would allow them to challenge themselves in an academic discipline that they might not be willing to try for fear of affecting their GPA. Now, there is also a caveat for programs that require a minimum grade.

Senator Scheuermann: Yes, that was part of the comment we had in there as well. For example, we have programs in our college where you have to have a 'C' or 'C+' or better to advance. And so, you can still stipulate that - this was certainly in our comments back to the Provost Office.

Past-President Insch: So is the letter grade made to work on the document? You see, I get a 'D-' and I apply for a---

Provost Molitor: That is the solution. It won't appear on the transcript, but the faculty member will be instructed to enter a letter grade. And then if the student is able to take the course, 'PSNC,' then the 'PSNC' will show up on the transcript, but we will have an internal record of what the letter grade was for prerequisites of the program.

Past-President Insch: Will the instructor know that a student has selected a 'pass/fail'? The procedure you just mentioned does not.

Provost Molitor: Yes, I believe. I forgot the approval process. And that's a good question. I'll look into that. I don't know if the instructors are made aware that that's the case.

President Rouillard: Well, something should be in the system, because when a faculty member grades a student with this option, we put in a letter grade. We don't put in 'PSNC,' so it should be somewhere.

Provost Molitor: So somewhere it will be converted to a 'PSNC.' Dr. Insch is asking if the faculty member knows it is going to be converted to a 'PSNC.'

President Rouillard: Oh, I was mistaken.

Past-President Insch: That is taking me out of the process, not that I am upset about it. I'm just saying, I wouldn't know.

President Rouillard: Right.

Past-President Insch: Anyway, you do know, you know that you have to give them a letter grade and---

Provost Molitor: Right. And I should point out that the other change to this is we used to have the 'PSNC' declaration, it had to be done by the 15th day of the semester, the census day of the add/drop. I think the policy extends it now to the withdrawal date. So the student will have more opportunity to decide that, rather than just thinking... at the beginning of the semester.

Senator Scheuermann: So the good side is that the policy is now very straightforward; they are very short and readable; the procedures' documents have that information in there. The downside is now you have to go back to both documents to kind of put everything together in terms of 'what do I do now - I know I understand the policy' So, there's 'good' and 'bad' out of this kind of system setup.

President Rouillard: May I also just interject? It is my understanding, correct me if I'm wrong, that students can use this option on gen ed. courses. Is that correct, Provost Molitor?

Provost Molitor: Yes.

President Rouillard: And I think that is an option that we don't often enough remind students about. So, the student who wants to challenge himself with a gen ed. course, but is, you know, thinking, 'I don't want to take that course because it will kind of drop my GPA.' This is a way to invite students to challenge themselves without being overly penalized. Senator Barnes?

Senator Barnes: I would just like to point out... [Indecipherable]... because I think that, because I can see writing a letter of recommendation...set of facts...

Provost Molitor: So I would encourage you to provide that comment. It is an excellent point.

Senator Barnes: Okay.

President Rouillard: Senator Scheuermann, do you want to discuss the Academic Forgiveness policy as well?

Senator Scheuermann: I did see many changes in that one. Let me also say that this committee actually reviewed two of them last year in April when they went back, the Academic Standing and Academic Forgiveness. So we had a crack at them a few months ago. I think a lot of the wording we had added at that time had been incorporated (the changes). This is a little more clarification in the procedures than what was in the past as well.

Provost Molitor: Yes. And I'm with you. I don't quite recall, and if somebody online who may know better can type in, but I believe a major change here is we're eliminating the wait time. The previous policy said a student had to be out of all university coursework for a minimum of three years or two years if they had been in the military. I believe that has been eliminated. It's just basically now, the student can apply for it if they come back and after a certain point, they have a certain GPA after a certain number of

credit hours if they've demonstrated improved performance. Then they can go back and ask for academic forgiveness on the original.

Senator Scheuermann: Yes, a lot of those comments you would see in the side panel of the tracking changes. All those things have been raised.

President Rouillard: Any other questions or comments?

Dr. Paprocki, Chief of Staff for Academic Operations: I just wanted to add to that. Can you hear me?

President Rouillard: Is this Angela?

Dr. Paprocki, Chief of Staff for Academic Operations: It is.

Provost Molitor: Go ahead, Angela.

Dr. Paprocki, Chief of Staff for Academic Operations: The point that Provost Molitor was making about the stop-out time period, that was removed. But it was also to create equity between current students and stop-outs because the policy formally was only applicable to stop-out.

Senator Scheuermann: And it clarifies summer enrollment. I think from a student's perspective, it is a little clearer and also clearer for the faculty who has to help guide them through this process to instructions.

President Rouillard: All right, thank you very much. Thank you to your committee as well for reviewing those. The next report, and I'm hoping that we're [still] going to be able to have time to hear from Alana. The next curriculum report is from the Undergraduate Curriculum Committee. This is Chaired by Lynn Hamer. I am co-Chairing with her because she teaches at this time, and so I said that I would help with presenting the reports, as well as with the CIM system, which was not in effect the last time she served on this committee. So, let me bring up those materials. There are four courses that we're presenting for your consideration today. Most of these are actually quite simple changes.

Pharmacy 3240, Cosmetic Ingredients Laboratory. The only change is the addition of a lab fee. This is the same for Pharmacy 4820, just an addition of a course fee.

MIME 3200, Senior Design Projects I. This is a name change. This is a senior project and the name change is going from Senior Design Introduction to Project Engineering to Senior Design Projects. It will now only be offered in the spring. It has a slightly different catalogue description. There's your catalog description. And it specifies that students will take MIME 4200 in the fall following this particular course. I think those are the only changes to that. Is there anyone from Engineering who wants to add to that?

Unknown Professor from Engineering: We had two courses. We kind of fixed them up in certain ways so that students have more time to focus on their exam project.

President Rouillard: So the idea is, they take 3200 in the spring and the following fall, they take 4200?

Unknown Professor from Engineering: Yes.

President Rouillard: And that has similar changes. That has a name change to **Senior Design Project II**. This will be offered only in the fall. There were some new prerequisites.

Unknown Professor from the College of Engineering: No.

President Rouillard: No, they're the same?

Unknown Professor from Engineering: The prerequisite was 3200... [Indecipherable]

President Rouillard: But 3320 should be concurrent and 3430 should be concurrent.

Unknown Professor from the College of Engineering: Yes.

President Rouillard: It has a slightly different catalog description, which you can see here. And those are the only changes that we are bringing forward to you today. Are there any other questions or comments on these courses? Hearing none. Okay. If not, then I will ask for your approval on these course modifications. Please signify by saying, 'aye,' 'nay,' or 'abstain' either voice vote or in the Chat box.

Motion Passed.

The Budget Oversight Committee has indicated that they would prefer to report next meeting. So, that would be November 07th. Okay, very good. Okay, Alana, we are only five minutes late. So, it is my pleasure to introduce Dr. Alana Malik, who's going to talk to us today about assessment.

Dr. Alana Malik: Hi everybody. Thanks, Linda. Thanks for having me. I haven't been to a Faculty Senate meeting in a really long time. We got derailed by the pandemic, so it is really nice to be back. I'm just going to give you kind of a high-level overview of what the University's Assessment Committee has been doing over the last year. Here are the things I want to talk about. There's a lot of detail in these slides that I am just going to skim over. Mostly, because I'm not really concerned about anything that I'm going to present. I just want to have you all have the details so you can look at it later if you're interested. But just know if you see, 'oh, you got a lot of slides,' we are going to run through [them] pretty fast.

The first thing is, we had a long discussion in UAC about the co-curricular assessment. The Higher Learning Commission, which is our regional creditor requires us to assess both academic programs and co-curricular programs, except in the past they were kind of fuzzy about what they meant by 'co-curricular.' And so, we learned some things from HLC. One of the things they suggested that we do is come up with our own definition of what the differences between curricular and co-curricular assessment. So, that is what we have done. We looked at curricular learning, which is pretty easy to define. Then we took a 'stab' at coming up with the definition of co-curricular learning. So those are things that are going to fall outside of the scope of a credit...course, but are still related to our mission and important to our students in their learning. And then we also went ahead and defined extra-curricular, because we wanted to make sure that we had a definition so that the things that fall outside of our scope for assessment, we could like, we needed buckets. Right? We needed a bucket to put all the other things in. So the extra-curricular learning ended up being in the bucket. So that is basically what we did with that.

Then the next thing I want to talk about is the 2021-2022 assessment. I know you're thinking, 'wow, Alana -- that is like two years ago.' But if you think about our process, right there (in the corner of the slide) in that late spring, early fall, it says, come talk to the Faculty Senate and Grad Council about what we found. And so, I'm finishing up a cycle ago in the current 2022-2023 year, which all the program reports are just now coming due. That cycle we're in that Oxford...and moving into the evaluation report phase where each college is analyzing the data that's coming in from all the programs. But if you're not familiar with our process, we take some time in the winter to meet with individual dean or VP to talk about what's happened in your college. Then we take all of that data between the programs and the meetings with the deans and we come up with some recommendations for the provost. We deliver those out in the spring. And then if we have time to come visit you all and tell you what's happening. But usually, what ends up happening is you all get really busy in the spring and we're really scrambling to get

things done in the spring and so on -- and so here I am at the end of October. So, one of the things we did was look at all the data points that came in from the program reports. I've teased out all of the undergraduate programs for you all. I've teased out the graduate programs for the Grad Council. We had 55 undergraduate programs that reported in that 2021-2022 cycle. We collected 304 data points that were related to the student learning outcomes. So, you can see where they came from. We had one certificate program in undergrad that came from the College of Medicine. But most of our data is coming from undergrad programs from the other nine colleges.

This slide is up here to show you that, because we don't dictate or require people to report on certain outcomes in a certain year. Sometimes our colleges get super excited to give us tons of data and then some of our colleges are less excited about giving us tons of data. And so, if you notice, Engineering, HHS, and Arts and Letters, if you take those three colleges, that is 2/3rds of our data that are coming in. So all of our stuff for the last...year is kind of skewed towards those colleges. Then some background on how we do assessment. We ask programs to identify direct vs. indirect measures of student learning. we also ask them, are your data that you're collecting embedded in the requirement for a course? And then we also want to know is a capstone. It doesn't have to be a capstone. It doesn't have to be embedded. It doesn't have to be direct, but we just want to know where. The other thing that we've added to the template in the past couple years is we added a stop light indicator, which is really cool because it gives you a visual of where you are with each of your outcomes in your program: Green means things are going well, the students are meeting expectations. You don't really have a lot of concerns. Yellow might be something that you're not getting the data or you're not getting the results we expect. You might need more time. We might need more data. You know, there's something missing. Then red is the indicator to you and your faculty that students aren't many expectations, and it's a priority to get on that and figure out what we can do to help our students. So, again, out of all of those data points that came in, these are how they broke out by institutional outcome. I'll give you the definition to them in a second. But overall, we did really well. So 84% were in the green, 13% was kind of in that botch area, and only 3% of those outcomes that were reported to us were in the red zone. So that was great. Then we also defined what the measures were.

Again, just for your information. These are our learning outcomes as an institution that are based off of the degree qualification profile, which is a national program of faculty that came up with outcomes for students, undergrad and master's level. So, you guys can read that later. This is how that stop light indicator fell out for each of those institutional outcomes. So again, we did really well. This is again where those strategies came into play. If it is a capstone, or embedded, or direct, that is how landed with each of the institutional outcomes. So, that is all the data we collected and then we met with the deans.

So, here's what we came up with. We have some fabulous accredited programs to do a lot of assessment because they have other folks asking them to do it. And which we benefit from, because they have an outside force asking them a lot of the work so it's great. We also had some colleges that talked about they're really trying to kind of incorporate some data from other less traditional places, and really think about how does the assessment of student learning relate to some of those other indicators that are related to students' persistence, and completion, and satisfaction. All these things kind of go together. Right? It was really nice to see that some of those other sources of data were informing their assessment. We also had some great faculty involvement and leadership. We have really supportive deans and our liaisons are fantastic. Some of our challenges were the certificate programs. We've had a lot of certificate programs that have grown and blossomed here, but we didn't have a lot of faculty to...requirement by the Higher Learning Commission that we assess those programs. So, we are working with folks to get those up and running and into our process. Co-curricular assessment was identified as the slide that I just talked about

earlier. And also talking about, because we don't require a certain outcome in a certain year to be reported on and we just ask people to tell us what they want to tell us. Sometimes it's hard to translate what's happening at the program level to the institutional level. So, we're still working on that too. And those last three things were things that the UAC doesn't really control a lot of. But we thought that was important because the deans, again, this is something that's been on everyone's mind. We know there are issues. We want to make sure that that was included in our documentation of things that were challenges for us. So based on those strengths, challenges and the data that we collected from the programs, the University Assessment Committee came up with two recommendations for the Provost. One was to look at the certificate program assessment process. And then to do more research on our particular assessment, which we're in various stages of getting those two things done.

Next is the core curriculum assessment. This gets, I'm feeling like I'm getting more into the 'weeds,' and that is okay. This is now the 2022-2023 cycle for our core courses. Those reports are due in June, so I was able to get that data for you sooner. This is really just to brag on how much this process has gotten so much better over the last few years that we've been doing it. There are 106 core courses that participated in the assessment process. They are all the courses that are designated as Ohio Transfer 36. That is where the committee ages ago now, probably in 2014 decided that is where they wanted to start. We just haven't moved from there yet. But I wanted to give 'props' to these departments because they 100% submission rates for their core courses, and so that is phenomenal. Again, these are those definitions of what those core student learning outcomes are. These are defined by the Core Curriculum Committee. For each of the core outcomes, I have defined what they are, given you whether or not students exceeded expectations, 90%, which is fantastic. I also give you which courses and which departments contributed data to this. The types of measures that they use when they were looking at this outcome. And then I also wanted to share, mostly because I want to teach people how to write good leaning outcomes, these two examples of some really well-defined learning outcomes.

The next thing on those reports they are asking for our students' strengths. I am going to go ahead and share some of those: discipline specific concepts and process, interested/engaged in learning, preparation for class, collaboration with peers etc. etc.

Next slide. I just want to say thank you to our faculty who are doing this process and are doing it well because these are great comments, you know, of some qualitative data for us to look at. It shows that our faculty are working with our students and..., which is fantastic. Next slide. Some weaknesses they identify. Some of them landed on both lists. Again, these are some of the comments I thought were very helpful from the faculty. The next thing that we asked them to talk about was, well, now that you've looked at your data for your class, what are some of the things you're going to work on for next year? I'm not going to read through all of these, but these are just really great examples of where our faculty are really thinking about how to build their courses, and design the courses, and follow-up with their students to make it the best experience that they have for their students. So, thank you for that. And then we also ask them if they had reported on the previous year and to tell us how did that work out, and where are they going from here. So, again, these are some more great comments from our faculty. I know you'll don't think about the Higher Learning Commission, but I think about it all the time. And this is great for me to be able to show the good stuff that we're thinking about.

The last thing that we ask them to talk about is, just give us an idea – are there things that we can work on as an institution? Writing Center resources and writing skills shows up everywhere, every year, and every school. And then the rest of them are kind of just hot, they could pull anything from anywhere. I did highlight multicultural, because that was the thing on the list that I'm like, oh, I think I have data on that. Let me go look.

This huge slide right here, all it says is that when the pandemic hit, you'll went back to, 'oh my gosh. I just want to get done and get through with the things that I need to get done.' And so, where we were making some strides and having our faculty report on multicultural outcomes in core courses, we've kind of fallen off on building that. Then the last two years we haven't had any data come in multicultural courses or multicultural outcomes. Notice that I didn't have a slide on that, because I didn't have any data. Then I looked at, okay, what are the courses that are already aligned with multicultural and already identified as US diversity or non-US diversity courses, and already in Ohio Transfer 36, and already a part of our assessment process. These are the courses that are listed that meet those two criteria. And I looked at enrollment. This is representing 43% of our students enrolled in our...multicultural courses. So that is okay; that is cool. These are the next 15 courses that capture the next 40% of our enrollment of students in the multicultural courses. But again, thinking about HLC. Every time I talk to faculty, we all embrace and think that multicultural competencies are good. What I need is some help gathering some data so when the HLC comes, we have the data that shows that we think is important. And we think is important enough to collect data on it and work on it to make it better. So what we talked on the UAC is asking the departments that are already offering multicultural courses, that are already a part of the OT 36, that are already a part of the process, asking them to give us at least one outcome related to multicultural...for this coming cycle. And then I think it is also appropriate for us to include those other 15 courses, because they're covering another 40 of our students enrolled in multicultural courses. They haven't done the assessment process yet so, asking them to do it. Then offering them support so that they can get into with what's happening with the process. I finally feel like we're at a point where institutional process and our core curriculum process are moving kind of like a machine. People are getting it. They understand how to do it. Thank you.

So the last thing I want to talk to you about is the Ohio Transfer 36. Remember when the President was like, yeah, we're adding more things to do to administrators? One of the things that got added to my job was to do more with our courses that we have to report to the state. So, one of my big projects is helping all the faculty of the course of the departments that provide Ohio Transfer 36 courses. The state is asking us to have them recertified with the state. We are three years in. The list there are the courses that's already been approved by the state. And then we also got that other list over there of the ones that we're still waiting on the feedback from the state. We submitted them this fall and we're still waiting to hear back from the panels from the state.

So here we are in the process. The recertification process started three years ago. Most of our courses were due in 2022. I've got 84 of them, and of that, 33% have been approved; 24% are under review, and so those 20, we are waiting to hear back from the state. Then I've got 36 of them that haven't been submitted. And the reason why, and I don't lose sleep at night over this. But if I did lose sleep over anything related to work, this is what this would be. Because when I talked to the administrator, my counterpart at the state, she says, 'well, Alana, you guys have had three years. If you don't have them approved by the fall of 2024, we're just going to take them out. We don't need them in the OT 36, because you're not interested in giving us the data to tell us rather or not it should be in the OT 36.' That is a pretty strong message to the state that we're not interested and so, they are just going to pull it. I don't really want them to pull the courses that we already have in the Ohio Transfer Module or OT 36. I don't want the state to pull them out. It hurts our students. So, this is me, I guess, 'begging'. If you know folks have overdue courses to please get them in to me by the end of the semester. I will do everything I can to help you get the materials that we need so I have time to put everything in the state system. So, we will have it all reviewed and we can tell the state that we are working on it to get it done. When we don't turn stuff in, then the state thinks we are not...

Provost Molitor: And if I can just add to that. A very ‘crabby’ Interim Provost is going to be talking to a couple of deans about this very soon.

Dr. Alana Malik: It does matter. [Indecipherable]...

Provost Molitor: And if I can also add, ...because they are going to look at our catalog and they are going to see our list of Ohio Transfer 36... courses that I want to transfer from my home institution will not transfer to your institution. Even though that is not the case. But if they don’t see the course posted there, they don’t accept it as transfer credit.

Dr. Alana Malik: Yes. So again, please help me. I really appreciate all the work that’s been done... [Indecipherable]... and we are running out of time. Thanks everybody.

President Rouillard: Are there questions? Do people have questions? Do you want to extend the meeting time?

Group of Senators: No.

President Rouillard: Do you want to send Alana your questions by email? We can also invite Alana to come again.

Senator Heberle: The slides will be available?

Dr. Alana Malik: Yes. And I’m happy to help anybody. Again, this is my job. So, if you have questions, let me know. Thank you.

President Rouillard: Thank you. We were going through some of the reports, but I don’t believe I asked for approval for the October 10th Minutes.

Senator Coulter-Harris: President Rouillard, they haven’t been sent out.

President Rouillard: Oh, they haven’t been? Well, in that case, we will delay till the next meeting.

Senator Heberle: Senator Ammon already voted yes<laughter>.

Senator Ammon: I’m already on top of it.

President Rouillard: Well, we do have early voting<laughter>. Is there a motion to adjourn?

Senator Coulter-Harris: So moved.

President Rouillard: Is there opposition? Hearing none. Thank you. I’ll see you in two weeks. Meeting adjourned.

IV. Meeting adjourned at 6:03 pm.

Respectfully submitted, Deborah Coulter-Harris
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Administrative Secretary

