

Minutes

September 24, 2018

4:30 PM

University Faculty Senate
Shawnee State University

1. Call to Order

UFS President Marc Scott called the meeting to order at 4:32 p.m.

2. Roll Call:

Secretary Jennifer Napper recorded the attendance (as follows):

Linda Hunt, Cathy Bailey, Sarah Minter, Mich Nyawalo, Phil Blau, Gene Burns, Cynthia Hermanson, Tom Piontek, Tony Ward, Adam Miller, Dan Johnson, Amy Grau, Georgeann Kamer, Mikel Stone, Barb Warnock, and officers: Marc Scott, Kyle Vick, and Jennifer Napper.

3. Minutes: Motion to approve March minutes was seconded by Sarah Minter.

Approved unanimously by acclamation.

Marc Scott question to the Senate: Would it be acceptable to not print out the minutes for every meeting? No one objected. The minutes will be distributed in PDF form to all of the senators 7-10 days after the meeting and also when the agenda is sent out before the next meeting.

4. Agenda: Motion to approve agenda was seconded by Tom Piontek. A minor course change was added to the agenda, item 11. Approved by acclamation.

5. Remarks from the UFS President:

Last year the Student Affairs office initiated the “I Am First Generation” program which matches first generation college students with faculty and staff mentors. I spoke with my mentee last week and as we wrapped up our conversation, he nervously asked me, “Is the university closing?” and “Is OSU going to buy us?” Based on my gut and the information I know to be true, the answer is “No” to both questions, which he appreciated because he wants to finish his degree here and he really hates the Buckeyes.

I mention this to underscore an important point. One, our students are pretty smart. They might not always do all the reading we ask them to do, but they’re smart and can read a situation pretty well. Two, our students are concerned. Their questions, concerns, and fears also underscore that if there ever was a time to reassure students and remind them that we are here for them, that time is now. I

also spent some time with area guidance counselors last week and they asked frank and pointed questions about the institution, and that also tells me that our community is concerned, and if there ever was a time to repair, establish, or strengthen our ties with our community, that time is now.

For the benefit of our newer senators, a quick summary of our charge and a few comments. The Faculty Senate is tasked with representing the faculty on academic issues and ensuring that our perspective is given due consideration by the administration and the Board of Trustees on any issue not covered by a collective bargaining agreement. It is also the purpose of the faculty senate to "advance the dignity and worth of the academic profession and of higher education." As to that latter point, I see the Shawnee Education Association as a partner and I thank them for their ongoing efforts to ensure faculty are treated fairly and with respect.

As to the shared governance of the institution, the senate provides a voice for faculty on the leadership of the institution and its direction. Speaking on behalf of the vast majority of faculty members I've spoken with in the last couple months, we do not agree with idea that we should aim for an enrollment of 2700 or even 3000 students. It ethically and morally responsibility to focus our recruitment efforts on students who have the potential to succeed at Shawnee State, but we also think that the story about the good work we do here has yet to reach its fullest audience.

In the last week and a half, we've learned a little about the administration's plans to increase enrollments and stabilize the institution. After attending last week's Budget Summit, there appears to be a more concerted effort to improve recruitment efforts and get that our story out there. More importantly, the administration appears to be thinking more about including faculty in recruitment. Speaking on my own behalf, I appreciated the president's candor and including in his address a message about growth that I found refreshing. We should not aim low. We have a great campus. We have dedicated, hardworking faculty who excel at student engagement. We have excellent student support professionals. And despite our occasional disagreements, I think it's fair to say that we have in place at this time an administration that understands the importance of this institution on our students and our community. With respect to the president's goal of increasing enrollment, I wish Dr. Bauer and his team success because in many respects, that success is also ours.

In the coming weeks and months we're going to learn details about the university's restructuring. We're also going to learn more about how the university will measure its recruitment and enrollment efforts. Due to the importance of that

topic, beginning in October each senate meeting will include data about our recruitment, enrollment, retention, and graduation. As with other topics discussed in the senate, I need you as senators to share information with your constituents and to bring their thoughts back to the senate.

Finally, I'd like to say thank you very much for your service on the senate. Your involvement makes shared governance possible and strengthens the academic quality of the institution. Again, thank you.

- 6. Treasurer's Report:** Treasurer Jim Reneau was not present at this meeting. He has been unable to access BearTrax so there is no treasurer's report for this meeting. He will have a full report and a reconciliation for last academic year's budget at the next meeting.

7. Administrative Reports

Interim-President Bauer's report: Dr. Bauer thanked everyone for sticking with the University and remarked that we are at challenging time at this institution. He mentioned that a lot of mistakes have been made by the administration. There are some problems that have to be addressed, most notably our budget. However, steps are being taken to address these problems. He and the vice presidents are working together to reorganize. They have actually finished, but they need to make sure they've touched all bases before reporting out those changes.

The division of Enrollment Management and Student Affairs is going to be eliminated in order to gain some savings and efficiencies. (This does not include eliminating all of the people employed in that division.) There will also be some other administrative changes that will accomplish some savings and will make the institution more receptive and focused on what is important for the long term. What is important right now is that we get through the budget problem and also begin to build for growth in future.

Changes are being made that will be taking place immediately. The Learning House contract was signed not long ago. By the spring, four online programs are planned to be up and running. There are no guarantees, but it will allow us to open up a new market that we've lost over the years, specifically the post traditional students. The enrollment this fall of students aged 25 and over has fallen by 150, compared to last year, because we're not offering programs in a format that fit their needs. Offering programs online will be essential for recovering some of those students.

There are also 147 fewer students from Scioto county this fall compared to last fall. If we tack on the three counties that surround us, that number rises to over

200. So, looking at the root cause of enrollment decline for this year, we're losing students right from our own backyard. How do we reach out to those students? We need to do more to engage our local K-12 partners, specifically in terms of recruitment strategies. We need to get out to the schools more and make sure we retain those students that are in our region. As of today, we are going to try to turn that around. A number of new people have been brought into our recruitment staff, which are not new people at the institution. They are being "borrowed" from other areas for the next few months for recruitment season. That will end in December. There isn't a lot of time to recoup, so using the people that are already here gives an advantage because they already understand the institution and know the quality of our programs. A minimal amount of training will be required to get them out into the field. As we move through this recruitment season, it is hoped that we can turn things around now and retain that focus in the years to come and begin to grow again.

Our demographics have been commonly used as an excuse for doing what we've been doing. Our declining enrollment. But there are other institutions in the region that are doing quite well. Therefore, it is just an excuse which has led to us losing some of the local and regional students.

A cohesive plan needs to be developed. Over the next few months, it's important for us to figure out where we are at and where we have to build. We have to plan for growth and measure that throughout the year so that we don't get blind-sided by a declining enrollment. The enrollment plan will start with a set of key performance indicators that will be shared with faculty as we move along so that everyone will know where we are at every point throughout the year. A set of actionable projects also need to be developed to help us build for the future.

Lastly, Dr. Bauer talked about the visit from the Higher Learning Commission (HLC). One thing that came up a few times was the lack of minutes that were being kept by many committees across campus. There were results that came about from meetings of the committees, but no documentation. Consequently, the institution will most likely get "dinged" on that by this visit, but Dr. Bauer hopes that we can fix this by documenting committee meetings across campus. We will get a report back from HLC by the end of the year. We've gone through an 8 year cycle, with Academic Quality of Instruction Program (AQIP) halfway through. We will no longer be an AQIP institution, that system is gone. What will be received from the HLC is a notice of: A) We are compliant, we can move forward without any issues or B) Whether we have compliance issues that we need to address. Dr. Bauer expects that this will be the case due to transitions going on at the university. But he expects that we will be able to fix those

problems if they do come up. The peer review process is very valuable because we can find out from them what we can do to improve the institution.

Question from Marc Scott: At the budget summit Eric Braun mentioned that there would be a link available on the website for people that want to get involved with recruitment. How can we get involved?

Answer from Dr. Bauer: He's going to make sure that Eric gets that information out to us. There is a plan to involve faculty in recruitment events and welcomes interested faculty to recruit students to the institution.

Question from Dan Johnson: The numbers we heard earlier projected the deficit at \$9M dollars. Is there an up dated number?

Answer from Dr. Bauer: To put in perspective, the \$9M deficit figure that we were hearing about was based on last year's expenditures and this year's projected revenues. We already have half of the revenue accounted for because we know how much money we have collected in tuition and fees from fall semester. We don't know how much we're going to collect in the spring. All we know is that it usually runs 13-15% less than the revenue in the fall. So, if this is used as an indicator and make that the revenue for this year, with last year's expenditures, it would put us at a \$9M deficit. Changes have already been made, that would reduce the operating costs for this year. Now the administration is confident that they could get that deficit down to a \$6M. The board told the administration that they need to meet a \$3M deficit for this year. So, they are looking for ways to close that gap between \$6M and \$3M. Steps are being taken to reduce cost including reducing positions in the administration. The administration intends to reduce any damage that might affect the core functions of the university, like teaching and learning.

Question from Marc Scott: The projections at the time of the August board meeting indicated that we would be down by 12-13% in enrollment. Is the current figure roughly 9%?

Answer from Dr. Bauer/Jennifer Hammonds: Not in collection. It is 9% overall if you are just looking at head count. But our degree seeking student enrollment is down 12-13%. The difference is due to the College Credit Plus students.

8. Announcements from Senate floor:

Announcements from Adam Miller: Engineering Technology and Gaming and Plastics have recently undergone a large renovation. They've received some donations from plastics companies so they've got a lot of new space and

equipment to showcase. They are holding an open house from 2-5 on Friday, September 28th. Everyone is invited.

Announcements from Marc Scott: Homecoming will take place this coming weekend and there are a number of events taking place on and around campus. There's golfing, live music, picnics, alumni functions, tailgating, and a parade.

The Residential Life office has begun a new program called "Chat and Chew" in which faculty are invited to lunch with students living in the dorms. The program kicks off this Thursday and you can expect to see some invitations to participate in the coming weeks.

In your materials for today's meeting you should find the Curriculum Committees Calendar which includes the meeting dates and proposal submission deadlines for all committees involving curriculum approval. The document will be emailed to faculty tomorrow.

The Kricker Innovation Hub ribbon cutting will take place this Friday at 11:00am at the Innovation Hub on Chillicothe Street.

A survey about expense reductions has been distributed to the campus community and has garnered over 200 suggestions. The survey should be available throughout this week.

9. Committee and Director Reports

a. Executive Committee Reports:

- **OFC Report.** (Kyle Vick and Mich Nyawalo) The last two meetings have been relatively quiet. There's not a lot of pending legislation. At the August meeting they heard from the faculty guild which is created by one of the creators of blackboard which is a peer mentoring program. At this time, it probably isn't appropriate for us due the cost of faculty members to participate (several thousand dollars). The OFC is generating a white paper about best practices for peer mentoring and faculty development on campuses.

A big issue in the most recent meeting was in regards to Ohio College Opportunity Grants (OCOG). The way it is currently set up, a student attending private institutions can get twice as much grant money as a student attending a state institution. This seems like an interesting position for the state, considering that they are already investing in student's education at public institutions and now they are in effect promoting the institutions they haven't invested in. So there is some questions arising about why our tax dollars are going to fund students attending a private institution. Another

issue is that right now the grants can only be used for tuition and fees and they get applied after Pell Grants. A student attending Shawnee, for instance, cannot claim the entirety of the grant that they would give for a public institution because the difference between our tuition and a Pell Grant is less than the grant limit that they are given. There is some discussion of changing this, allowing OCOG to be used for other academic or housing expenses which would allow students to make use of the full grant, even at a lower tuition institution. The OFC is seeking to change the law on how OCOG functions going forward.

- **GEAC Leadership Change.** Mike Barnhart has graciously agreed to step into the role of GEP Director.
- **Senate Website.** The UFS Secretary has been working on updating the senate website. Our goal is to make the site more useful by including a page for policies and documents frequently referred to. The Secretary and I are also working on creating a master list of faculty participation on Senate and university-wide committees.
- **Curriculog.** The Senate Vice President, Kyle Vick, has been working on a number of changes to Curriculog which will streamline the proposal process. Kyle will get together with the Registrar and Provost to review the changes and make some final tweaks before rolling out the changes to faculty. There will be Teaching and Learning Center session on using Curriculog that will take place on Thursday, September 27th from 4:00-5:00 in Massie 450.
- **Higher Learning Commission.** The Higher Learning Commission is conducting their site visit today and tomorrow. Members of the UFS Executive Committee, but also members of the Senate, GEAC, EPCC and DLC have been invited to a number of sessions, and we hope you were able to attend. Tomorrow there will be a session on Distance Learning at 1:00pm in UC 214/5.

10. Unfinished Business: none

11. New Business

a. Update on distance learning initiatives and Learning House partnership:

Chris Meade, Distance Learning Committee Chair, reported to the Senate. We recently signed a contract with Learning House, which is an online program management company. They will market for students for our online programs. We have a seven-year contract to develop 2 new programs a year, a total of 14. They will help fill those classes and help us develop the courses. We have an escape clause at the end of year four. If they are not bringing in enough students for us then, we can terminate the contract at that time. Likewise, if we don't meet their expectations, they can terminate the contract. The first four programs that

are going to be rolled out in the spring are: Master's in Curricular Instruction, RN to BSN program, Master's in Math, and Bachelor's of Science in Health Science.

Learning House wants to move to a seven-week term for those programs so that there will be more entry points for students to enroll in those programs. There are no details as yet of how summer will be handled.

When a course is needed for one of these online programs, the university will put a work order into Learning House. Learning House will then have an instructional designer reach out to the faculty member to help them develop the course over a 120 day period. We'll be working with master copies. So, a faculty members will develop the course and they will have intellectual property rights to everything they develop. Then the university will have that master copy that can be used by whoever teaches the course. The master copy will not be able to be changed by those that are using the material.

There will be compensation for those that develop courses, but this will be dependent on the new contract. We will continue to use our own syllabus template for distance learning. They will also continue to review courses based on the Quality Matters rubric that has been in use in the past.

Marc Scott question: Will there be any changes to the course approval policies?

Answer from Chris Meade: Within the 120 day development period, the course will be reviewed. In the past, courses are reviewed by DLC and then EPCC and then to UFS and GEAC or Graduate Council if need be. What the committee is proposing is to stream line those courses that already exist as face-to-face courses and have been approved through all of these committees. What they hope to do, is to allow these courses to be approved by the department and then go directly to DLC, and then go to Faculty Senate for approval. Their reasoning is that this is a minor course change, so EPCC and all of these other committees have already given the course their stamp of approval.

Question from Linda Hunt: Have you thought about having a Blackboard template so that when students go into Blackboard, there will be a familiar look to it?

Answer from Chris Meade: There will be a similar look and feel to the courses because of the course designers.

Question from Tony Ward: Will the courses be launched through Blackboard?

Answer from Chris Meade: They will be launched through Blackboard.

Question from John Whitaker: Online courses used to reviewed periodically, will that continue?

Chris Meade: This will depend on the new contract.

Question from Cathy Bailey: Will Certificate Programs count?

Chris Meade: yes.

b. Shawnee State University Policy and Procedures for Dual Credit Instruction:

Second to take up this agenda item was seconded by Phil Blau.

Summary CCP Procedure by Marc Scott. The ad hoc committee the Senate approved in the Fall 2017 term has established a set of procedures for high school teachers to receive approval to teach dual credit courses in their high school. The committee consulted with faculty, dual credit instructors, the university's College Credit Plus advisor, and the Director of the Student Success Center. The chair of the committee, Jennifer Pauley, can describe some of the important features of the procedure and the feedback she's received from area dual credit instructors.

The Student Success Director advised me earlier today that she has concerns about the proposal, and I'd like to provide her some time to discuss her objections to the proposal.

Jennifer Pauley: The ad hoc committee started by reviewing the Ohio Revised Code to determine the laws that were already in place regarding CCP instructors. We are required to treat CCP instructors the same way that treat our adjunct faculty. A list of procedures was then created to follow if a high school teacher was interested in teaching a dual enrollment course, what the steps would be in order for that to be completed. They also developed some best practices for mentoring which is also part of the document. They were also tasked with developing some deliverables that the CCP instructors could supply in terms of assessment. The received feedback from Glenna Heckler-Todt, Brittany Corsaro, the Provost, and from CCP instructors.

Brief description of the procedure that schools must go through to offer a dual enrollment course: The requirements are pretty much what is required of our adjuncts. We have to ensure quality, but we cannot ask anything of our CCP instructors that we don't ask of our adjuncts. We're asking that the same course outcomes be met and the same textbooks to be used, which is already required by Ohio Law. These requirements and policies are now in a single document that can

be shared with principals and teachers and can be referred to by mentors and department chairs. Part of this deals with getting official transcripts and syllabi from CCP instructors for reporting to Higher Learning Commission and Ohio Department of Higher Education. Deadlines were also established to ensure that we are offering quality instruction.

Glenna Heckler-Todt comments: These procedures and policies are very much needed, we've had no guidelines for how to go about implementing a dual enrollment course. There are few things in them that concern her.

1. High school CCP classes must observe the same course caps as those offered at SSU. We can't mandate that a high school have certain course caps. We can make recommendation, but some of the high schools are very small and they might only have one teacher that can teach the course and may not be able to have multiple sections. In addition, there can be students in the class that aren't receiving college credit.
2. Section 1.2: before the term the CCP instructor has to remind the students to get documentation to SSU for accessibility services. This is different from what we do on campus. Accessibility statement should be in the syllabus and it's up to the student to self-identify. We can't ask dual credit instructors to identify those students before the semester even starts, just like we can't. Which is something that we can't ask of our adjuncts.
3. Section 1.22: CCP instructors will send an electronic copy of their grade book when the semester ends with details of how final grades are calculated to the advisor, mentor and department chair. Is this something that we also asking the adjuncts to do? If the instructor is following the grading rubrics and standards, why is this necessary?
4. In curriculog it states that this does not have a direct impact on the University's revenue. It does. Except for the mentoring fees that we pay faculty to mentor the CCP instructors, those tuition dollars are 100% revenue. We're not paying the high school teachers to teach those courses. So if a high school finds our procedures overly cumbersome, they'll go to one of our sister institutions to offer the course.

Response from Jennifer Pauley: In response to the course caps, the committee discussed this at length. Because Ohio law mandates that students taught on high school campuses meet the same learning outcomes, they didn't think this could be possible without using the same course caps that are enforced on our campus. So, if we're treating them the same, they would have to have the same class sizes.

Also, in reference to science classes, there are safety issues to consider as well. Course caps are essential ensuring students are getting a quality college education.

In reference to accessibility services, the reason this was added to the policy was because of feedback from a CCP instructor who was having to deal with this issue. They informed the committee that there may be a lack of communication between the instructor and student regarding accessibility services. The instructor felt that it should be folded into the policy to make it more apparent what procedures students needed to follow to benefit from accessibility services here on campus.

Regarding section 1.22, grade appeals do happen in CCP courses and they do use our grade appeal process for those courses. This part of the policy is just to make sure that if a student has an appeal, they have all the information necessary to address their concerns.

Finally, the overwhelming response of the policies and procedures from CCP instructors was positive.

Phil Blau: Do IEPs supersede everything?

Jennifer Pauley: The issue is IEP is much more invasive than what we provide at the college level. We let the students self-identify whether they need services or not.

Marc Scott called the question, Shawnee State University Policy and Procedures for Dual Credit Instruction was passed unanimously.

c. Update on textbook cost reduction initiatives: tabled until next meeting.

d. Curricular Items:

Linda Hunt made a motion to bundle items 1-11 and was seconded by Tom Piontek. Passed unanimously.

No discussion on any of the items.

Phil Blau made a motion to pass all items in the bundle seconded by Adam Miller. Bundle was passed unanimously.

12. Adjournment: Motion to adjourn the meeting was seconded by Dan Johnson at 5:41 p.m.