Minutes
January 28, 2019
4:00 PM
University Faculty Senate
Shawnee State University

1. Call to Order

UFS President Marc Scott called the meeting to order at 4:03 p.m.

2. Roll Call:

Secretary Jennifer Napper recorded the attendance (as follows):

Cathy Bailey, Sarah Minter, Mich Nyawalo, Phil Blau, Tom Piontek, Adam Miller, Dan Johnson, Amy Grau, Georgeann Kamer, Barb Warnock, Tony Ward, Cynthia Hermanson, Isabel Graziani, Kejing Liu and all officers (Marc Scott, Kyle Vick, Jim Reneau, and Jennifer Napper). SGA representative John Jackson and Audrey Stratton were also in attendance.

3. Minutes: Motion to approve November minutes was seconded by Tom Piontek. Approved by acclamation.

4. Agenda: Agenda items 9c and 9d were added to the agenda. Motion to approve agenda was seconded by Barb Warnock. Approved by acclamation.

5. Remarks from the UFS President:

The *New York Times* recently published an article about the financial struggles facing small, rural colleges and universities. I referred to the article last week in an email conversation about the Program and Curriculum Working Group, and I'll read the article into today's minutes. The article describes the budget and enrollment problems at the University of Wisconsin-Stevens Point. The university's Chancellor is considering significant cuts to academic programming so the institution might begin "doing fewer things better." The article also briefly mentions the impact of funding cuts on such institutions, which I would argue plays a significant role in the problems facing that institution and ours. The article summarizes many of the concerns and conversations we've had over the last couple years, and I'll keep an eye on what happens at Stevens Point and other institutions so we might learn more about what impact significant program closures have on small, rural public institutions.

Here at SSU, the Program and Curriculum Working Group, a committee convened by the Provost, has been charged with identifying academic programs for warehousing or closure. At the conclusion of the Working Group's last meeting, the group identified a handful of low-enrolled programs, and the Provost notified the program leaders and department chairs and asked for their thoughts and arguments for warehousing or retaining the program. At the end of the meeting, the Provost also committed to providing the data specified in the UFS approved metrics to the impacted program leaders and their department chairs. The next step will be for the Program and Curriculum Working Group to deliberate on faculty feedback and issue a recommendation to the Provost. I feel comfortable sharing with you all that most of the programs under consideration this semester are uncontroversial. Some are the result of curricular overhauls in which departments created new programs while the original program remained on the books.

So the program closures this year will be fewer in number and less controversial than last year. However, I can say as a participant in the Working Group deliberations, the current process needs significant changes particularly in our current economic environment. It's normal, I think, for programs to change and for the university to grapple with cost and enrollment, and faculty should be a part of those discussions. However, if program warehousing is considered both as an effort to prune our academic offerings to allow for the creation of innovative academic programs *and* if warehousing is an effort to eliminate faculty positions to right the university's finances, it would be *impossible* for faculty to ignore that when their program is placed on a watch list or if it was considered for warehousing. At the close of last academic year, I communicated to the administration and to the Board of Trustees that the Senate leadership supports changes to the process, and the Provost has appeared amenable to discussing changes.

As the SEA President mentioned through email last week, faculty at Wright State University are on strike as of last Tuesday. Last week the administration at Wright State petitioned the State Employment Relations Board to contest the strike authorization, but after an emergency meeting of the Board, it was determined that the strike could continue. I reached out to Dan Krane, the Chair of the Ohio Faculty Council and the Wright State University Faculty Senate Vice President, to him to let him know our faculty senate leadership is thinking of our colleagues at Wright State and their students.

I have a few information items to mention:

- Later in our meeting the Provost will discuss the Higher Learning Commission's (HLC's) preliminary findings. We've already heard from the Provost via email about the assessment issues raised by HLC. Another issue raised by our accrediting body is that the university lacks policy language defining a credit hour in online courses. The Provost has drafted a policy that's been shared with me and some of our curriculum committee chairs to see if we might head off any concerns before putting the policy through governance. We can expect to see that policy at our February or March senate meeting. Quickly addressing that issue looks good to our accrediting body.

- In the next month or two the Senate will consider an Academic Forgiveness Policy that may forgive up to 30 credit hours of poor performance for students who are returning to the institution after a five-year absence.

- The Faculty Festival of Faculty Festival of Achievement will take place from February 19th through the 22nd and a draft program was distributed by email last week. At the last meeting of the Board of Trustees in December, I invited them to attend Festival of Achievement sessions, and once a finalized program is made available, I'll also forward that on to the Board. At the Festival, Suzanne Johnson-Varney will lead a couple session about bepress. Suzanne informed me that bepress is a Google searchable publishing platform used by faculty at institutions to publish publications, presentation materials, grants, and other forms of scholarship. If you'd like to learn more about bepress, attend her sessions at Faculty Festival and/or reach out to Suzanne Johnson-Varney. I'd like to thank Pat Spradlin and the Teaching and Learning Center staff for organizing the Faculty Festival of Achievement.

- President Bauer has reinstated the Accessibility Committee and the faculty representatives are Chris Meade and Chris Raber. Professor Raber will serve as the initial faculty co-chair of the group. The group's charge is as follows:

  The Committee's charge addresses a variety of activities including training employees, increasing campus-wide awareness of ADA matters for students and employees, monitoring compliance efforts, providing technical assistance, and assuring the effective handling of concerns and complaints related to the University's ongoing efforts to adhere to the Americans with Disabilities Act.

  Professors Meade and Raber have served on the committee in the past, and they provide representation for both the colleges of Professional Studies and Arts and Sciences. Chris Meade also chairs the Distance Learning Committee, so it'll be helpful to have him on the committee so accessibility

can remain a topic of conversation for the development of new online programs.

On a somber note, late last week we learned of the passing of Jaako Naayers, a recent transfer to Shawnee State and a member of the men's Tennis Team. On behalf of the faculty, I want to express our sadness. I also want to express the faculty's appreciation for the hard work of the staff of Campus Counseling Services, the Athletics Department, and Residential Life. They do a lot of good work that we rarely see and we're thinking of them as we are also thinking of the student's family, friends, and teammates.

6. **Treasurer's Report:** Treasurer Jim Reneau reported on the expenditures to date. There are a few outstanding travel reimbursements and $400 that is encumbered for the SEA/UFS faculty party. Motion to approve report was seconded by Dan Johnson. No discussion. Approved by acclamation.

7. **Administrative Reports**

Interim President Jeff Bauer's report:

Mid-Fiscal Year Update

In September of last year, SSU ushered in new leadership. One of the first orders of business for the new leadership team was to create greater efficiencies and cost containment through reorganization. Over the first month, we streamlined our division structure by eliminating one – Enrollment Management and Student Affairs – and sharing the responsibilities of that division among the three remaining divisions. Student Affairs was combined with Academic Affairs to create greater synergy between these two important areas. In addition, enrollment management responsibilities were divided between the Division of Finance & Administration and Advancement & Institutional Relations. It should be noted that recruitment and admissions was moved to Advancement and was given top priority in the University's enrollment planning and investment.

In terms of University governance, we sought to streamline the University's committee structure. In the past, committees were large … often with over 15 members … and many. We reduced the number of University committees (with the approval of faculty through shared governance) from 11 to 6 and decreased overall membership from 130+ to 60+. As part of its initial responsibility, each committee has been asked to develop initiatives that will help the institution increase enrollment. Please note that a seventh committee has been added – Accessibility Committee.

Despite the major reduction in spending that we've achieved by RIFs and other cost containment initiatives, we have also made major investments. We've replaced a passive recruitment strategy with one that is much more aggressive, data-informed, and goal-oriented. We've increased the number of recruiters two-fold by moving some of our most talented employees from their past positions to admissions specialists. This has already provided a spark in early returns in applications and admits.

Along with recruitment, we have shifted additional funding into marketing, especially regional marketing. For instance, we have made recent investments into web design, TV, billboards, and other media to impact the local and regional market. Although we are at mid-year, I estimate that we have invested over $100K.

In the last 4 months, we have achieved cost savings through elimination of one VP, a Dean, and other lower ranking positions. In total, we have eliminated over 30 positions, or nearly 10% of our staff, since the beginning of the fiscal year. It should be noted, however, that we have some important gaps in our structure – in finance and administration (e.g. Budget Director), enrollment management (Director of Admissions), student service, and academic affairs – that we intend to address with a succession plan. This will include key hires in enrollment management, finance, and assessment that will be executed during FY 20.

Mid-year Update - Budget

Status 2nd Quarter FY2019
General Fund Budget

	Budget	Actual 12/31/18	% actual to budget	EOY
Total Revenues	$38,169,832	$28,673,289	75.1%	Revenue to date plus summer term expected to meet budget
Total Expenses & Transfers	$41,083,919	$20,478,822	49.8%	2nd Qtr. results appear to be on target at about 50% of budget; summer pay and overload must be contained; meeting budget depends on realizing health plan and salary savings through the remainder of the fiscal year
FY2019 Projected Operating Deficit	($2,914,087)			

Reserves

Date	Withdrawals
July 2018	$1,500,000
December 2018	$1,000,000
January 2019	$500,000
Expected June 2019	$1,500,000

Cash Reserve Balance as of
December 31, 2018 = $10,546,269

In a few short months, the University has taken great strides in achieving this year's budget goal – a Board-approved $3M deficit. Projections suggest that we will fall short of this goal but there are still some important variable costs that may or may not come to pass. I was very disappointed with what will likely be our State Share of Instruction (SSI) for FY 19. There has been a $500K negative swing from the mid-year SSI projection. SSU was projected to receive $300K more than the beginning year projection. The final "truing up" is now $200K less than the beginning year projection.

Beyond this fiscal year, the University's next step is to develop a revenue/cost structure that will allow us to balance our budget in FY 20. This will require some additional personnel cuts. I would like to accomplish this through normal attrition (retirements, resignations) but these are neither strategic nor will they allow us to cut deep enough to balance the FY 20 budget.

Spring Enrollment

			Spring Enrollment Comparison SP17-SP19					
			Spring 2017		Spring 2018		Spring 2019	Spring 2018
1st Day Enrollment			1st Day		1st Day		1st Day	15th day
New Undergraduate Enrollment								
	First-time in Any College		52		37		24	44
	Transfer		73		71		50	77
Total New			125		108		74	121
Difference from prior year					-17		-34	
Continuing Undergraduate Enrollment								
	Freshmen		730		549		503	558
	Sophomore		645		627		559	627
	Junior		578		574		589	580
	Senior		858		850		858	868
Total Continuing			2811		2600		2509	2633
Difference from prior year					-211		-91	
Total Undergraduate			2936		2708		2583	2754
Difference from prior year					-228		-125	
New Graduate Enrollment								
	Graduate - New		10		4		8	8
Total New			10		4		8	8
Difference from prior year					-6		4	
Continuing Graduate Enrollment								
	Graduate - 1		69		67		73	67
	Graduate - 2		36		40		36	44
	Graduate - 3		0		0		0	0
Total Continuing			105		107		109	111
Difference from prior year					2		2	
Total Graduate			115		111		117	119
Difference from prior year					-4		6	
Non-Degree Enrollment								
	NT - Visiting		1		5		1	9
	NR - Regular		6		5		5	4
	NH - Highschool		2		0		0	0
	NP - College Credit Plus		121		158		186	182
	NS - Senior Citizen		10		1		6	1
	ND - Returner		230		296		342	297
Total Non-Degree			370		465		540	493
Difference from prior year					95		75	
Grand Total			3421		3284		3240	3366
Difference from prior year					-137		-44	

SSU has performed well in our fall-to-spring retention. We have a negative bubble that is moving through and will pull down overall enrollment for the next 3 years. This is the result of the last two years of significant declines in the fall, first-time freshman (FFs) cohort. We have retained approx 85% of FFs from fall semester. Our graduate numbers have been steady (115-120) over the last three years. Spring undergraduate numbers are down by 125 students from this time last year. Non-degree (mostly CCP) is up 75 from last year.

Fall Recruitment

Recruitment for Fall 19 seems to be going well but we won't know how well until we get deeper into spring semester. We have increased applications (+ 400), admissions (+ 300), and expect significant increase in the size of the FFs cohort for the upcoming fall semester. This will help to offset the effect of the "negative bubble" for continuing students.

Strategic Enrollment Plan

University committees are developing action projects that will be part of a comprehensive enrollment plan. The plan will be submitted to UFS for review and then to the Board of Trustees in April or, at the latest, during the June BOT retreat. The plan's success will be based on its performance in impacting a set of Key Performance Indicators:

Strategic Enrollment Plan					
Key Performance Indicators					
Budget and Finance	FY 15	FY 16	FY 17	FY 18	FY 19
Revenue	$ 48,963,171	$ 44,249,360	$ 44,190,268	$ 43,635,868	$ 38,169,832
Expenses	$ 49,487,025	$ 46,668,350	$ 45,932,803	$ 45,309,650	$ 41,083,919
Auxillary Revenue	$ 6,752,969	$ 6,982,975	$ 7,161,765	$ 7,292,943	$ 6,460,607
Auxillary Expense	$ 7,156,000	$ 7,279,961	$ 7,419,053	$ 7,721,350	$ 6,537,710
SB 6 Ratio	3.4	3.2	2.6	2.1	
Discount Rate	34%	33%	32%	38%	
Recruitment	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
Applications (June)	4087	4069	3830	4091	
Enrollment (Undergrad FTE)	3266	3265	3064	2783	
Enrollment (Graduate FTE)	110	135	131	126	
Enrollment (Headcount)	3903	3772	3582	3253	
Academic Affairs	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19
Student/Faculty Ratio	16/1	17/1	15/1	16/1	
Academic Programs	-	-	82	75	66
Full-Time Faculty	147	147	151	148	142
Average Class Size	18.0	16.7	16.9	16.5	16.1
Student GPA	2.78	2.79	2.79	2.79	
Retention/Completion	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19
First-to-Second Year Retention	54%	61%	63%	64%	
Graduation Rate (B 6-Year)	29%	30%	26%	25%	
ACT Average	21.3	21.4	21.3	22.2	22.5
Course Completion	85%	84%	86%	86%	
Degrees Awarded	738	705	764	723	
Alumni/Student Affairs	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19
Alumni Donations (annual)	$ 3,251,456	$ 1,156,408	$ 751,773	$ 1,352,222	
Alumni Donations (Participants)	423	446	423	394	
NSSE Campus Environment (First Year + Seniors)					

The enrollment plan will include the following core strategies:

- Increase enrollment
- Broaden diversity of student body
- Improve retention and student success

Establish enrollment goals and operational efficiencies that ensure the University's financial sustainability

Accreditation – Higher Learning Commission

We received the final draft of HLC's comprehensive quality review of our University. Included in this draft is a recommendation that SSU be placed in the Standard Pathway. This is disappointing. In addition, we are being given a series of tasks that must be completed in order to remain in good standing. The Provost will provide additional detail; however, I want to emphasize one of the tasks that we will have to complete in short order. Over the last 10+ years, HLC has pressured us to create and implement a comprehensive assessment plan for each of our academic and co-curricular programs. The fact that this has remained incomplete has played a key role in our placement in the Standard Pathway – an accreditation process meant for institutions seeking accreditation for the first time and for those that are not in compliance with HLC's accreditation standards. We can continue the academic debate on whether assessment provides value or not; however, SSU will have to comply with the HLC directive that each academic and co-curricular program will:

- Identify a set of measurable learning outcomes,
- Map learning outcomes to the curriculum,
- Collect data demonstrating how well students are meeting learning outcomes, and
- Show how the program has been altered (or not) based on the review of data.

The HLC requests that we begin collecting data in fall 2019.

Academic Program Closures

During the current year, we will continue to review academic programming with the goal of both adding and subtracting programs based on their potential and performance. The reasons for pursuing addition and elimination might be obvious but they are worth reviewing.

First, let me state that I have been providing faculty with the rationale for program closures since the fall of 2017. This has come in the form of documents sent to all faculty in April and December 2017, presentations given to EPCC and the UFS in 2018, proceedings of the Academic Programs and Curriculum Working Group 2017-18, and meetings (11) with each academic department during the 2017-18 academic year.

The reasons for closure include:

- **Cost.** All academic programs cost money. Some programs generate money for the University because they either attract new students or provide undecided students with choice. The University can reduce expenses by eliminating those programs that do not attract new students or provide significant attraction for undecided students. Over 50% of current students are enrolled in only 20 academic programs.
- **Quality.** Difficult to measure but we might consider looking at the number of full-time faculty to program ratio. We continue to offer academic programs with two or fewer full-time faculty providing instruction and coordination.
- **BOT has directed SSU to eliminate low performing programs**.
- **ODHE and Ohio Legislature has pressed for elimination of low enrolled courses, low performing programs, and duplicative programs.**
- **Environmental pressure.** Higher education is so much different than it was when many of our current programs were developed. We added many of our programs without establishing enrollment & graduation goals. We did not conduct environmental scans to determine the need for new programs.

Over the last two years, SSU has reduced the overall number of academic programs from over 80 to the mid-60s. The average number of academic programs for an institution our size is approximately 40.

Conclusions
With change in leadership beginning in fall 2018, the institution has made changes in organization, personnel/compensation, medical insurance, and overall goals that are going to lead to an immediate reversal in negative trends in enrollment, revenue, and cost. The University has invested in and implemented a much more aggressive recruitment strategy (assisted by RNL) for traditional college students, internationals, student-athletes. The bar was not very high so we expect to experience immediate returns in Fall 19. SSU has launched its first set of online programs to reverse negative trends for post-traditional students. We will have seven by next year and 15 to 20 online programs will be available by 2025. By Fall

2019, the University is also initiating its first satellite campus at Southern State CC. SSU is proposing its first doctoral program in spring 19. Our plan is to build our graduate-level programming, most of which will be offered online.

We expect our traditional on-ground student population to level off and increase slightly in AY 2019-20. Our online population will begin growing in 2019-20 and, conservatively, we expect to have over 700 online students by 2025. Collectively, we expect our overall student population to grow to over 4000 students by 2025.

At the same time that we are growing in enrollment, the institution has put a short-term plan into action to reduce expenses. This plan includes the reduction of faculty and staff (10%). We have already achieved reduction in expenses in FY 19 and that reduction will be greater when annualized in FY 20.

The fundamentals have always been good for our institution. Regional state-supported university with low tuition, safe beautiful campus, good facilities, solid corps of academic programs, and region with very low educational attainment levels. Let me add that we have an exceptional group of faculty who have continued to provide excellent instruction even while the University is facing these difficult times.

We are now focusing our goals so we can get the most out of these fundamentals. SSU is diversifying through recruitment, academic programming, and delivery mode. We expect to see the initial results of these changes as early as the current FY but especially in FY 20.

Question from Dan Johnson: Why do you expect students to be attracted to our online programs?

Answer from Jeff Bauer: Students are looking at cost and convenience. We will have lowest cost in our region per credit hour for graduate and undergraduate courses with a few exceptions. For convenience, our goal is to have six entry points for all or most of our online programs so that students can get into those programs immediately.

Adam Miller: What is the approach for faculty/departments that disagree with the data put forth to justify warehousing of one of their programs?

Jeff Bauer: Once it goes to the program leader they will have an opportunity to respond and then the committee will review again.

Adam Miller: So the committee will review again February 6, is that the final decision at that point?

Becky Thiel: Yes, by February 6 we'll need the data back and we can deliberate one more time.

Adam Miller: To this point, we have not released to the entire campus all of the programs that are on the list to be warehoused? And at that time it will be released campus-wide?

Becky Thiel: Right.

Question from Marc Scott: Is there a target when it comes to warehousing? I see this as being a cloud over faculty in perpetuity…

Jeff Bauer: I would argue that it shouldn't be a cloud, it's a symptom of the continuing higher education environment. We have to be continually reviewing our programs for those that are no longer attractive to students. At the same time looking for new programs that are attractive and will bring new students to the institution.

Becky Thiel: At other institutions this is just a regular part of the work that you do, looking at programs and reviewing for relevance and how current it is, it's kind of like an evolution, it continues on. We've been complacent in that, in a lot of our assessments.

Dan Johnson: One of the things that we as faculty have been dissatisfied with the just the basic reasons you've given for warehousing: cost, quality and BOT directed. We have a hard time getting around that. In the last round of cuts there was never any evidence given in quality of the programs and all the arguments about the cost effectiveness were just ignored.

Jeff Bauer: I don't think they were. If your program was attracting new students to the institution, that was a big plus. We can determine that clearly by the number of first-time freshmen declaring that major. You can also evaluate a program as providing students with options by looking at how many students are graduating from the program. Those aren't the only two factors, but those are two obvious ones that we have looked at. We tried to identify those programs that the state refers to as low performing programs. Overall the institution is only capable of maintaining a certain number of programs, I can't give that number exactly, but other institutions our size have a certain number of programs that they maintain. You can't continue to add additional courses without subtracting some programs. Reducing the number of programs we have, it's not just the cost and those parts of it, but it's also opening up opportunities to bring new programs in that will bring more students in.

Dan Johnson: In theory, what is the general vision about the nature of the institution? Because this is one program by program idea that you are enforcing. Would you think that it would be possible for this process to take us to the point, just going by student demand, that we would no longer have any humanities majors at all?

Jeff Bauer: No, some of our programs in arts and sciences are some of our strongest programs we have.

Dan Johnson: But suppose student's tastes change, and they aren't. Would you be willing in principle to cut all of the humanities majors? Or all of Natural sciences, etc…

Jeff Bauer: Hypothetically, if a program doesn't attract any students, and it has no majors, I don't think you can maintain the program. You can maintain faculty in that area, because there will be courses offered in those areas. A program with no students, I don't know how you can maintain that program.

Dan Johnson: Well, the cuts have been made to programs not with no students, but with those that have few students, by your standard, which doesn't take in to account how many faculty and efficiency, etc. So the answer would be yes, I take it?

Jeff Bauer: If there is a program that has no students, I don't think the institution can maintain that program, and there is no reason to.

Dan Johnson: There are no majors that are essential to the identity of the university?

Jeff Bauer: The institution has to have academic programs available.

Marc Scott: In my comments earlier, I mentioned this double-bind that we're in where we have financial issues and we heard the president discuss them and talk about the number of faculty members that we have here and comparing it to 2002 when we had similar enrollment. I go back to the process issue, the process by which we are warehousing programs: We're using the same process for looking at warehousing programs for academic quality and allowing room for the creation of innovative new programs. This comes at the same time we're hearing that we have more faculty members than we did at a point when we had lower enrollment. It's impossible for us to ignore that as we're going through this. The process needs serious reconsideration.

Interim Provost Becky Thiel's report:

We met the criteria for accreditation with concerns. There were no sanctions recommended, however we were limited to the standard pathway. This is basically a message telling us we're in trouble. With the standard pathway, in four years we'll have to submit another self-study, the visitors will come back, and we'll have to include specific things in our self-study like assessment. So, we're on a four-year cycle.

They initially found that we met six areas with concerns. One of those areas included having benchmarks for retention and graduation rates, however Dr. Bauer pointed out that we do in our strategic plan in his response. The HLC then accepted that we meet the criteria for that area. This leaves us with 5 areas that we need to work on.

One rationale for the HLC to put us on the standard pathway, is that we will get a lot of support from the commission. We can call the commission, have a consultant or whatever, on any of the issues that we may face. The interim report is due September 1, 2022 with monitored elements.

The HLCs specific findings:

- Criterion 1 – Mission: The Institution's mission is clear and articulated publicly; it guides the institution's operations.

    o Core Components 1A - 1D - MET

- Criterion 2 - Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

    o Core Component 2A - Met with Concerns. SSU is required to provide a structured corrective active plan outlining a process to collect, address, resolve, then integrate and analyze stakeholder complaints for trends to support continuous quality improvement. Due June, 2019

        ▪ The HLC would like to see all of the complaints housed in one place that they may be analyzed for trends so that policies etc. may be re-evaluated in order to prevent the issue from happening again.

        ▪ It has been proposed that the legal counsel office be responsible for collecting all of this data. Then we might have a committee meet once or twice a year to review the data and analyze for trends.

    o Core Components 2B - 2E - MET

- Criterion 3 - Teaching and Learning: Quality, Resources, and Support. The institution provides high quality education, wherever and however its offerings are delivered.
    - Core Component 3A - Met with Concerns. To meet Federal Compliance criteria, SSU will need to develop a credit hour policy for online delivery. The current credit hour policy addresses face-to-face delivery only. Due to HLC June, 2019.
    - Core Components 3B - 3E - MET
- Criterion 4 - Teaching and Learning: Evaluation and Improvement. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes to promote continuous improvement.
    - Core Component 4A - MET
    - Core Component 4B - Met with Concerns. SSU is to develop an interim report which is to be submitted prior to and evaluated in conjunction with the year four comprehensive visit in the Standard Pathway. This report is to include 3 years of data, analysis, and improvements generated from a General Education assessment plan; an institutional plan for programmatic assessment of student learning; program specific assessment plan with 3 years of data, analysis, and improvements generated from each program's assessment plan/data; and an institutional plan for co-curricular assessment of student learning.
    - Core Component 4C - Initially Met with Concerns/changed to MET
- Criterion 5 - Resources, Planning, and Institutional Effectiveness. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.
    - Component 5A - 5B - MET
    - Component 5C - Met with Concerns. SSU is to develop an Interim report which is to be submitted prior to and evaluated in conjunction with the year four comprehensive visit in the Standard Pathway. This report is to address:

- - Focus on metrics and their use in decision making as well as continuous quality improvement.
  - A current strategic plan with established goals that are objective and measurable.
  - o Core Component 5D - Met with Concerns. SSU acknowledges consistent monitoring of the strategic plan and produces an abundance of meeting agendas; however, the institution is "light on minutes."
- SSU's processes and the use of data to support improvement efforts are at the reacting to systematic levels of maturity. Some processes appear to be in place such as around program review, while other areas such as the complaint process appear to lack structure and process.

Other announcements:

- Friday, February 1 at 10:00 am the TLC in UNC 215 there will be a workshop on program mapping. Then later there will be a workshop on assessment.
- We are currently in discussions concerning dual enrollment with Southern State Community College. The President has been in contact with Akron Eastern Gateway Kent State who already have a dual enrollment with a community college. So, we are looking at the pros and cons of dual enrollment.
- OTA program is on target for new satellite offering at Southern State Community College by fall.
- We are still looking for an E-campus director. Part of the duties would include acting as a liaison with Learning House.
- At the Board of Trustees meeting on the Feb. 8, the calendar is going to be amended to include the July 4th holiday which falls on a Saturday this year.
- Confer professor emeritus status to Tom Stead for his outstanding contributions to the university as a chairperson, instructor and artist.

Geogeanne Kamer: Was the last visit from HLC in 2008?

Becky Thiel: Yes.

Georgeanne Kamer: Was it then that they brought up assessment?

Becky Thiel: It was actually the time before that. They kept saying that we should have a plan and they could see that we had made some progress. They still said that we had met that criteria the first and the second time.

Georgeanne Kamer: So they didn't make any recommendations the last time?

Becky Thiel: No, this is the first time they have basically given us our marching orders for assessment. They did say that we had made progress.

Phil Blau: We did submit periodically system portfolios, so there were some more recent comments.

Vice President Eric Braun's report: Mr. Braun updated the senate on recent recruitment efforts. Please see his presentation slides attached to the minutes.

8. Announcements from Senate floor:
　None

9. Committee and Director Reports
　a. Executive Committee Reports:

Marc Scott: At the November UFS meeting, I mentioned that the UFS Executive Committee would convene to establish some goals and initiatives for us to work toward in the following year. Here are some highlights of that conversation:

- Administrative Evaluations/Feedback. The Executive Committee discussed designing some kind of faculty feedback mechanism for administrators in Academic Affairs. The Ohio Faculty Council is in the process of surveying all 14 public four-year institutions about this very issue, so we're going to see what we learn from the OFC before taking formal steps. We also want the feedback of those administrators to make sure the questions are fair and the data resulting from the instrument will be helpful.
- Website Changes. The university's website is going through an overhaul which should be completed in March, and the Senate Secretary has generated some ideas about the UFS site that will make it much more useful. I'll let the Secretary describe the potential changes.
    - Proposed changes to the website by Jen Napper:

    - **Links in toolbar on the left side to:**

        - Officers & Representatives
        - Page for UFS Minutes
        - Constitution
        - Page for resolutions/adopted policies
        - Page for faculty resources
            - Tutorials

- formational items
- Anything else?
    - Standing UFS committees remain listed in the tool bar. Clicking one takes you to a separate page with information about that committee. Such as:
        - The charge of the committee
        - The committee members
        - Minutes? (for EPCC, GEAC, & DLC)
    - Shared governance committees: a page that lists the University wide committees with information about them. Such as:
        - The charge
        - The committee members

- Curriculum Approval Flow Chart. The Executive Committee would like to prepare a curriculum approval flow chart to clarify what steps faculty need to take in order to put a class online, propose a new class, warehouse an old program, or establish a new program.
- Curriculog Changes. Kyle completed an overhaul of the Curriculog proposal process and has eliminated links to outdated online forms, so the proposal process appears much more streamlined and clearer. Kyle will work with the Teaching and Learning Center to offer training and possibly put together an online tutorial for how to use Curriculog. Many thanks to Kyle for taking that on and administering Curriculog.

Kyle Vick reported on the December Ohio Faculty Council (OFC) meeting: There was talk about who the faculty representatives might be to serve on a committee for HB66. HB66 is legislation (which did pass during the lame duck session) that reviews teaching load, in particular the teaching of undergraduates, with the possible sights of legislating towards that end. The original version of this bill stated that all tenure track faculty at four-year institutions would be required to have at least some contact with undergraduates. That would be a particular hardship for institutions with all graduate/professional school students. It would also be problematic for some of our programs here. The house was persuaded not to move that version of the bill f, largely by the president of the OFC. The substitute bill was to create a committee to review that, which would be comprised of faculty. Some names have been floated, but there have been no firm decisions on who will serve on that committee. The chair of the OFC or their designee will be one member. The other two members will be appointed by the speaker of the house and the leader of the senate, but the OFC are hoping that they might be willing to take some suggestions.

There's an administrator evaluation white paper comparing how different campuses across the state evaluate their administrators. That might be useful for us as we craft our own evaluation.

The OFC had a chance to meet the new President of Ohio Student Government. His agenda going forward is to reduce the cost of textbooks, perhaps seeing legislation pass that would remove sales tax from textbooks. He is also going to try to get voting rights for student representatives on boards. This might be problematic: 1) Board members with voting rights have fiduciary responsibilities to the university. 2) Voting on a policies as students may hamper their future dealings with the universities due to the fact that they participated in that vote, which could be construed as a conflict of interest.

<u>Marc Scott reported on the January Ohio Faculty Council (OFC) meeting</u>: As Kyle mentioned, there was a significant amount of discussion about the new Chancellor of Higher Education during the January OFC meeting. I'd follow up and add that former State Representative Mike Duffey was appointed as a Senior Vice Chancellor. Vice Chancellor Duffey and OFC Chair Dan Krane have a strong working relationship, and the Vice Chancellor has expressed a desire to visit Faculty Senate meetings across the state. We may have such a visit later this semester, and I'll let the Senate know via email if a visit is confirmed.

b. Academic Affairs Committee Update: Prepared by Kyle Vick and Lee Anne Pate and read into the minutes. The committee is currently working on three projects:

1. Identify student ambassadors from each department and make a directory to give to admissions/recruiters so they can identify who to ask to take with them when going to high schools and give acknowledgment for the student's participation at the Celebration of Scholarships

2. Curriculum alignment meeting with area high school teachers in Math and English to establish a better relationship with teachers/schools/and potential students

3. Update marketing materials.

c. Student Affairs Committee Update: Prepared by Monica Orlando and read into the minutes. The Student Affairs Committee has met three times over the past two months to work on our charge of developing action projects related to student recruitment and retention. We've decided to focus primarily on retention, and have done some SWOT analysis along with looking at the results of recent surveys of first-year students (the BCSSE, or Beginning College Survey of Student

Engagement) and of students at the beginning and end of their college career (the NSSE, or National Survey of Student Engagement). We have several ideas for action projects to present to the President, and are still working on developing those ideas and writing up proposals. Our current focuses are 1) hosting an event to share the results of the BCSSE and NSSE with faculty and staff on campus so that people are more aware of them and can work to address areas where we are lacking as a university and campus community, and 2) working with the Student Government Association on a project they have requested assistance with, to create some form of student handbook that compiles important policies and information students need in one easy-to-access place, since this does not currently exist.

d. Teaching and Learning Center Update: Prepared by Monica Orlando and read into the minutes. We met twice during the fall semester, and our next meeting is scheduled for January 31. The Teaching & Learning Center is now under the University College, so Dr. Chris Kacir is working with us to identify needs and develop programming. At our November committee meeting, we discussed how we might work with Learning House to put professional development materials online in a more accessible way. The TLC is also working to support faculty who will be teaching online with Learning House, particularly adjunct faculty, who (per Dr. Kacir) teach about 25% of our courses, but who are difficult to reach due to not being full-time on campus. We've also been exploring using a badge system to recognize achievement in professional development, something that is also being explored elsewhere on campus to recognize achievements, for both students and faculty, that aren't already being recognized in other ways. The TLC is hosting the upcoming Faculty Festival of Achievement February 19-22.

10. Unfinished Business

a. Revision to Distance Learning Approval Process: It was brought to my attention at the end of our November meeting that my use of the word "Tabling" to refer to the Distance Learning Approval Process changes was incorrect. I should have asked the Senate to propose and pass a motion "Postponing" the motion. My apologies for the confusion. To correct that error, might I ask a Senator to propose a motion that would take the Distance Learning Approval Process off the table and *postpone* the changes to later in the term.

Motion to postpone this conversation until later in the term was made by Georgeanne Kamer. The motion was seconded by Dan Johnson. Motion passed unanimously.

b. UFS/SEA Party: A committee to plan the event has been established and it consists of Mikel Stone, Leila Lomashvili, Thomas Piontek, Sherri Powell, and Van Lemmon. Mikel has graciously agreed to lead the group, yet she's unable to attend today. She asked that I pass along that the date for the party is tentatively set for 6:30pm on Friday, March 1st, and the party will take place at The Lofts. Negotiations are ongoing with Sonora to cater the event.

11. **New Business**

    None.

12. **Adjournment:** Motion to adjourn the meeting was seconded by Sarah Minter at 5:37 p.m.

Shawnee State University
University Faculty Senate
Treasurer's Report

As Of: 2019-01-28
Budget Per 2018-2019
Budget Acc 10-1010-30-10042-*

Object	Description	FY Budget	Committed	Obligated	Other Consumption	Expenditures	Consumption	Budget Balance	Expended %
66199	Miscellaneous	1,581.83						1,581.83	
64104	Rental		300.00				300.00	-300.00	
56101	Other Professional Svc				-150.00	150.00			
62101	Travel								
61007	Misc Supplies		100.00				100.00	-100.00	
62110	Mileage								
Total		**1,581.83**	**300.00**				**400.00**	**1,181.83**	**25.3%**

Notes: The $150.00 charge should not have been posted to 56101 in 2018-19. A previous year charge (Shannon Lawson Award) for 2017-2018 was posted after the cutoff. It is being corrected with a -150.00 in "Other" while the university reverses the charge from 2018-19 and returns it back to 2017-18. Once it is corrected it will be removed from this report.

$400,00 has been committed to the UFS/SEA joint party as approved.

Respectfully Submitted
James M. Reneau – Treasurer UFS

The New York Times

Students in Rural America Ask, 'What Is a University Without a History Major?'

By Mitch Smith

Jan. 12, 2019

STEVENS POINT, Wis. — Chancellor Bernie Patterson's message to his campus was blunt: To remain solvent and relevant, his 125-year-old university needed to reinvent itself.

Some longstanding liberal arts degrees, including those in history, French and German, would be eliminated. Career-focused programs would become a key investment. Tenured faculty members could lose their jobs. The University of Wisconsin-Stevens Point, Dr. Patterson explained in a memo, could "no longer be all things to all people."

Dr. Patterson's plan came as Stevens Point and many other public universities in rural America face a crisis. Such colleges have served as anchors for their regions, educating generations of residents.

Now student enrollment has plummeted, money from states has dropped and demographic trends promise even worse days ahead.

Universities like Stevens Point are experiencing the opposite of what is happening at some of the nation's most selective schools, like Harvard, Northwestern and the University of California, Berkeley, where floods of applications have led to overwhelming numbers of rejected students.

But critics say that in trying to carve out a sustainable path for Stevens Point — and build a model for other struggling, regionally focused universities — administrators are risking the very essence of a four-year college experience.

"Part of the fear is, is this an attempt to really kind of radically change the identity of this institution?" asked Jennifer Collins, a political-science professor, who wondered aloud whether Stevens Point would become a "pre-professional, more polytechnic type of university."

Kim Mueller, 21, a senior who hopes to become a history teacher at a Wisconsin high school, said her first reaction to the proposal was: "What is a university without a history major?"

Bernie Patterson, the chancellor at Stevens Point. Tim Gruber for The New York Times

Nestled in a city of 26,000 residents in the middle of the state, Stevens Point has seen its fortunes rise and fall with its region. Founded more than a century ago to train teachers, and distinguished by Old Main, an 1894 building with a famous cupola that overlooks the campus, the college grew as people moved to the area's paper mills and farms.

The college became a pathway to the middle class, a respected place to get a bachelor's degree without spending too much money or moving too far from home. By the 1970s, it had strengthened its liberal arts programs and joined the state university system.

But in recent decades, troubling signs cropped up. Young families left rural Wisconsin for Madison and Milwaukee, which had their own University of Wisconsin campuses. Fewer students graduated from high school in the area around Stevens Point, including a 14 percent drop in its home county from 2012 to 2016. And under former Gov. Scott Walker, a Republican whose term ended Monday, state funding declined and a mandatory tuition freeze made it hard for the college to make up the difference.

By last spring, the university, which has about 7,700 students, was looking at a two-year deficit of about $4.5 million. The state, which had provided half the university's budget in the 1970s, was now covering only 17 percent of it.

"Sometimes, I liken it to climate change," said Greg Summers, the provost, who helped come up with the plan to remake Stevens Point. "The higher-ed climate has changed profoundly and it's not going back to the old normal."

The turmoil is not unique to Stevens Point, where nearly half the students are the first generation in their family to attend college. In large parts of the Midwest and Northeast, public universities far from urban centers are hurting for students and money. And they are facing painful choices.

Almost four hours from Chicago, Western Illinois University eliminated dozens of vacant faculty positions last year and announced it would lay off 24 professors, including some with tenure.

In Maine, the state university system folded a small campus into its flagship and merged some functions at two other remote campuses.

Stevens Point students in a plant biology class. Tim Gruber for The New York Times

And in Vermont, where state funding for higher education is among the lowest in the country, officials consolidated two small public colleges into a single university to try to save about $2 million a year.

"We tried to look ahead and take action before we were not able to help ourselves," said Jeb Spaulding, the chancellor of the Vermont State Colleges System, whose colleges are also pushing apprenticeship and nondegree programs in hopes of attracting more students.

The locations of college campuses can be a reflection of a bygone America. Most universities were founded generations ago, when rural communities were thriving and when traveling across a state to a larger urban campus was more complicated. As people moved toward cities and the Sun Belt, and as cars and planes connected the country, many rural universities have fallen on hard times.

"There is and ought to be a bit of a scramble to redefine and resituate themselves," said David Tandberg, a vice president for the State Higher Education Executive Officers Association. "There's nothing they can do about birthrates. That's something they have no control about. So it's opening up different markets and offering different services."

The same trends that have led to cuts at rural public colleges, which often struggle but almost never close, have forced some private colleges out of business, including Dana College in Nebraska and St. Catharine College in Kentucky. Some historically black institutions, both public and private, have also faced financial and enrollment challenges. South Carolina State University fended off threats of closing in recent years and has struggled to recruit students to its rural campus. Wilberforce University, a private historically black institution in Ohio, has faced accreditation questions and budget deficits.

All the while, flagship public campuses in many states, including Wisconsin, have remained vibrant. Those universities often have much larger endowments and the ability to recruit high-performing students from across the country, insulating them somewhat from funding crises.

"Budget cuts will give the flagship university a cold and the regional public colleges pneumonia," said Thomas Harnisch of the American Association of State Colleges and Universities.

At Stevens Point, where flashing signs announce the next hockey game and low-slung buildings sit near evergreens, administrators are trying to make up for increasingly elusive freshmen.

Greg Summers, the provost, said that by making hard decisions now and "doing fewer things better," the university could find a more stable future.
Tim Gruber for The New York Times

Their solutions: Recruit more midcareer adults to enroll in programs such as nursing. Promote majors such as business and education with clear career paths. And invest in teaching people specialties with local appeal — forestry or fisheries management — on a campus with a 280-acre nature conservancy that doubles as an outdoor laboratory for natural resources students.

In the coming months, after a final round of campus review, Dr. Patterson will present a list of proposed changes to the University of Wisconsin regents. Dr. Summers, the provost, said that by making hard decisions now and "doing fewer things better," the university could find a more stable future.

The proposal was especially bitter for liberal arts professors, who have viewed their disciplines as the backbone of the college experience but now fear losing their jobs. Stevens Point administrators have winnowed an initial list of majors to eliminate (English and political science were among those spared), but some faculty members said they remained queasy, uncertain about what additional changes the future will bring.

"I'm afraid it's done a great deal of damage to the university's reputation with current high school students and current high school teachers," said Lee Willis, the chairman of Stevens Point's history department, who said there was already stiff competition for students with the University of Wisconsin's other four-year campuses, five of which are within 115 miles of Stevens Point.

"The fear," Dr. Willis said, "is that we're going to get into a death spiral that we won't be able to pull out of."

Across the campus, where the mascot is the Pointer, a dog, and the school colors, purple and gold, adorn sweatshirts and signs, there has been skepticism and anxiety.

"If you want a career-focused program, I think then you could look at a community college or tech school," said Madeline Abbatacola, a senior studying history and wildlife ecology. Universities like hers, she added, "have a different lane."
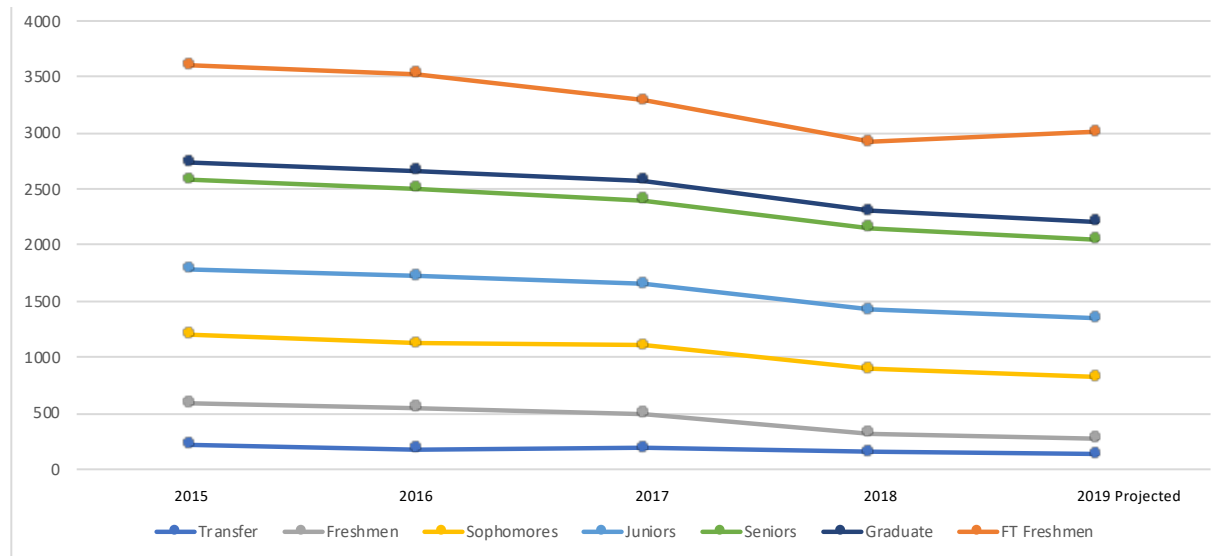
Last spring, students held a protest on the campus sundial. In the fall, some professors signed a letter seeking the replacement of university leaders, and some professors are applying for jobs elsewhere. And even those like Dona Warren, a longtime philosophy professor who did not take a position on Dr. Patterson's plan, said they believed the campus was at an inflection point.

"Everyone is just scared to death about the bottom line," Dr. Warren said. "The suspense movie music has reached its crescendo, and either something's going to jump out from the corners or something really good is going to happen."

A version of this article appears in print on Jan. 13, 2019, on Page A1 of the New York edition with the headline: At Struggling Rural Colleges, No Future for History Degrees

READ 1324 COMMENTS

Projected Fall 2019 FTEs vs Fall 2018 FTEs

	2015	2016		2017		2018		2019	
Transfer	218	176	-19.27%	185	5.11%	153	-17.30%	137	-10.46%
FT Freshmen	868	861	-0.81%	712	-17.31%	617	-13.34%	800	29.66%
Freshmen	371	373	0.54%	315	-15.55%	171	-45.71%	136	-20.47%
Sophomores	612	577	-5.72%	604	4.68%	565	-6.46%	551	-2.48%
Juniors	582	599	2.92%	545	-9.02%	537	-1.47%	524	-2.42%
Seniors	801	777	-3.00%	755	-2.83%	724	-4.11%	700	-3.31%
Graduate	153	167	9.15%	175	4.79%	156	-10.86%	158	1.28%
Total	3605	3530	-2.08%	3291	-6.77%	2923	-11.18%	3006	2.84%
Non-Deg Trad	285	229	-19.65%	283	23.58%	321	13.43%	328	5.79%
Non-Deg Non-Trad	13	9	-30.77%	27	200.00%	13	-51.85%	15	15.38%