

Faculty Senate Executive Committee (XC) Report Oct. 5, 2022

Report submitted by Rob Detmering, FS Vice-Chair/XC Chair.

The XC met twice during the past month (9/21 and 9/28), hosting several guests and discussing a wide range of issues. Full minutes for the meetings will be made available on the senate website. This report focuses on key XC activities and related information.

CFO Discussion

On 9/21, Dan Durbin (VP for Finance and Administration/CFO), Lisa Ennis (Director of Procurement Services), and Sally Molsberger (Chief Procurement Officer) met with the XC and responded to inquiries regarding the bookstore, enrollment, and the budget. Durbin provided specific answers ahead of the meeting (attached to this report). Highlights include:

- The removal of physical textbooks has been part of the bookstore contract since 2016, but UofL was slow to adopt this model. The change frees up space in the SAC for student use; increases floor space in the bookstore for daily sale items (clothing, etc.); and brings us in line with other university practices (including UK).
- There was substantial discussion surrounding bookstore communication with students and faculty. XC members advocated for increasing and improving communication with faculty regarding bookstore changes.
- In response to a question from the XC, it was noted that the bookstore provides \$20,000 annually in textbook scholarships and \$5,000 annually in donated books and supplies to support K-12 partnerships with the UofL Community Engagement Office.
- Durbin emphasized the importance of timely textbook adoptions/orders to meet compliance standards with the Higher Education Opportunity Act and to ensure that students have the opportunity to obtain lower-cost alternatives (digital, used, rental, etc.).
 - Fall semester books should be ordered by March 15; spring semester books should be ordered by Oct. 15 (as noted in a recent email from the Provost on 9/29).
- Durbin also responded to questions about enrollment and budget issues. Detailed responses are included below, but the key takeaway is that UofL must focus on student retention to improve our long-term financial position. Durbin mentioned several retention strategies, such as the [Cardinal Commitment](#) program for Pell-eligible students and a \$500 incentive program for identified at-risk students who utilize REACH tutoring.

- In reference to the new budget model (currently in its third year), Durbin noted that the share of general fund dollars allocated to academic units has increased and that his office has not received any complaints related to earned increases in the budget.

Disability Resource Center (DRC) and ADA Discussion

Also on 9/21, Colleen Martin (DRC Director) and David Parrott (ADA and Title IX Coordinator) met with the XC to discuss student success in relation to students with disabilities. Highlights include:

- Parrott discussed the focus on universal design in planning new buildings and spaces on campus, an approach that enhances accessibility for everyone.
- The DRC is in the process of filling a new position to serve students on the Health Sciences Campus. This will greatly improve services for students who previously had to travel back and forth between HSC and Belknap.
- Several XC members advocated for expanding DRC hours to evenings and weekends. Martin noted that the DRC budget will not currently allow for this and that the new HSC position was a higher priority. Martin also noted that the DRC works with more students every year but that their budget has not increased to accommodate a larger workload.
- Martin promoted [Blackboard Ally](#) as an important resource to help faculty improve the accessibility and ADA compliance of their courses.

Online Learning Discussion

On 9/28, the XC met with Delphi Center representatives Kristen Brown (Interim Associate Provost, Online Learning and Technology), Alicia Montgomery Dunlap (Assistant Director, Blackboard), and Aimee Greene (Assistant Director, Instructional Technology). The discussion mostly focused on technical aspects of Blackboard and other tools.

- Dunlap noted that, while storage capacity has increased, there are significant budget pressures that limit file size in Blackboard. Storage costs are incredibly high.
- Brown noted that enrollment in current online programs continues to grow; however, there needs to be greater strategic focus on online learning as a whole.
- The Delphi Center has a number of online resources that can help faculty with designing and delivering online courses, including an [Instructional Design FAQ](#) and a list of [Instructional Resources](#).

Miscellaneous Items

- The XC has been discussing the issue of Faculty Senate jurisdiction in relation to approving academic/educational policies. Last year, conversations surrounding a

proposed change to the pass/fail policy and whether the Senate would need to “approve” this change foregrounded certain ambiguities in the Redbook related to senate jurisdiction. The appropriate protocol for policy review and approval will likely be taken up by the Shared Governance Workgroup, which met on 9/14 after a long-delayed start.

- On 9/28, Cherie Dawson-Edwards (Vice Provost for Faculty Affairs) reported to the XC on several matters:
 - Proposed revisions to the Redbook are in process, and Dawson-Edwards will be forwarding chapters to the FS Redbook Committee for review.
 - Faculty Affairs will be hiring a new position focusing exclusively on part-time faculty.
 - Dean searches continue to move forward and are in various stages, depending on the search.
- In the months ahead, after technical issues are worked out, the XC expects to review a proposal from Krista Wallace-Boaz (Faculty Athletics Representative) to give advisors read-only access to Blackboard.
- Other areas the XC expects to address over the next few months:
 - Establishing better communication channels between Deans and the Faculty Senate, with the aim of improving unit-level and department-level communication.
 - Considering how UofL’s research mission aligns with or relates to other strategic initiatives.
 - Increasing awareness and understanding of the academic/student support infrastructure.
- COVID-19 Update: Rob Detmering (FS Vice-Chair) attended the COVID Committee meeting on 9/12, where it was noted that vaccine distribution is ongoing (including monkeypox vaccinations for high-risk individuals). There have been no monkeypox cases reported on campus (as of 9/8), and COVID risk has decreased in Jefferson County. The general consensus was that the situation has improved significantly on campus.

**Faculty Senate Executive Committee
Topics/Questions for Dan Durbin's Office
Sept. 21, 2022**

Bookstore

- *Why were faculty informed only through a single email in mid-July that the bookstore would no longer carry physical books on campus? Our understanding is that the administration was also surprised by this. Is the administration working to ensure that decisions of this nature cannot be made unilaterally by the bookstore and at the last minute?*

This was not a last-minute change that was dropped on us by the bookstore. This provision has been part of the contract since 2016 and we (UL) were slow to adopt the change. The change allows us to:

- **Free up space in the SAC (that can be used for student programming and use)**
 - **Increase the bookstore's floor space that can be used for daily sale items like clothing and supplies that people are seeking**
 - **Brings us in line with customary practices at other universities (including UK) across the country where systems like this minimize provider costs and helps lower ultimate textbook costs**
 - **Notification of the physical stock strategy was conveyed in several ways ranging from an information sheet given to all incoming freshman during orientation, a notice in Student News, an email from the Provost to students on 8/2/22, an email to students (and faculty) on 8/29/22 and yard signs posted throughout campus.**
- *The bookstore's approach to communication with students regarding physical stock and redemption codes for digital courseware appears to have been haphazard and confusing (see attached email). We are concerned about the negative impact on student success.*

As noted above, we attempt to communicate through multiple channels (e-mail, signs and other methods) and as simplistically as possible. In the case of the redemption coding we conveyed that message as follows.

If material has been adopted and it is a physical access code or book:

- **The student places order & will receive an email notification thanking them for their order**
- **The student will receive a 2nd notification when course materials are ready for pickup**
- **If it is a physical access code this item is placed in an envelope with the course marked clearly on a neon sticker or highlighted letting the student know this is an access code for their course and not to throw it away**

If a book has been adopted and, rather than ordering a book, the student selects the digital version from Brytewave (which appears alongside of the book):

- The student places order & will receive an email confirming their order and provides the access code within the email
- The student does not have to go to the bookstore

➤ *What can you tell us about bookstore's outsourcing of digital courseware to Brytewave? Was there communication surrounding this?*

Brytewave is Follett's preferred digital adoption platform. If course materials are available digitally, but the professor has selected a physical book, we mark the digital material as available also, if the student prefers digital and includes access to text and code, if needed.

When the student registers for the class, the professor sets up the course, the student receives an email from Brytewave letting them know how to retrieve/log in to their materials. All Brytewave material will be loaded on the student's shelf once logged into their Brytewave account.

➤ *Has Counsel's Office reviewed the bookstore contract to ensure all terms are being met, including book stock, services, etc.? Additionally, we have been told in the past that Follett is expected to contribute to UofL scholarships as part of the contract. Has this occurred? How do we obtain an accounting of this?*

Contract Administration and Procurement Services does review the terms of the contract are met. The following contributions are part of the contract:

- Provide \$20,000 in annual textbook scholarships to students administered through UL Financial Aid Office
- Provide up to \$5,000 annually, in donated books and school supplies to support local K-12 school partners through the University of Louisville Community Engagement Office

Also, regarding the bookstore - we need your help:

- Timely adoptions can help prepare the bookstore to better meet the needs of the students and keep us in compliance with the Higher Education Opportunity Act
- If books are ordered late the student may be unable to obtain a digital, used, or rental book (all sold at a significantly lower cost)
- To assure compliance and the best options for students, Fall semester books should be ordered by March 15th and Spring semester by October 15th
 - Spring 2022: On Dec. 9, 2021 only 64.5% of the adoptions were received

- **Fall 2022: On Aug. 15, 2022 98.5% of adoptions were received but 700 courses were without materials (had not been submitted)**
- **We need the Senate’s help with this**

Enrollment

➤ *Are we meeting our target enrollment numbers in relation to state funding?*

We have performed better than the sector averages every year so far, which suggests that the answer to the question is, “yes”. HOWEVER, that may not be the case in the future because our credit hour production is decreasing. If our decreases exceed the decreases (or do not increase as much) in the sector we will lose money in the funding model.

Here are the specifics:

- 1. Global view of Fall credit hours for all levels. We are down by 6.6% from 2020 and slightly less than last Fall’s numbers:**

Sum of CREDIT HOURS	Column Labels				
Row Labels	2020	2021	2022	3-Year Change	3-Year % Chng
College of Arts and Sciences	111,832	106,355	106,097	(5,735)	-5.1%
College of Business	21,271	21,735	21,226	(46)	0.0%
College of Education and Human Development	17,213	17,172	17,369	157	0.1%
JB Speed School of Engineering	16,040	15,737	14,966	(1,074)	-1.0%
Kent School of Social Work	2,504	2,525	2,465	(39)	0.0%
School of Dentistry	1,021	965	952	(69)	-0.1%
School of Medicine	297	332	335	38	0.0%
School of Music	5,210	4,917	5,245	35	0.0%
School of Nursing	8,866	9,196	8,720	(146)	-0.1%
School of Public Health and Information Sciences	3,375	2,914	2,909	(466)	-0.4%
Grand Total	187,628	181,848	180,283	(7,345)	-6.6%

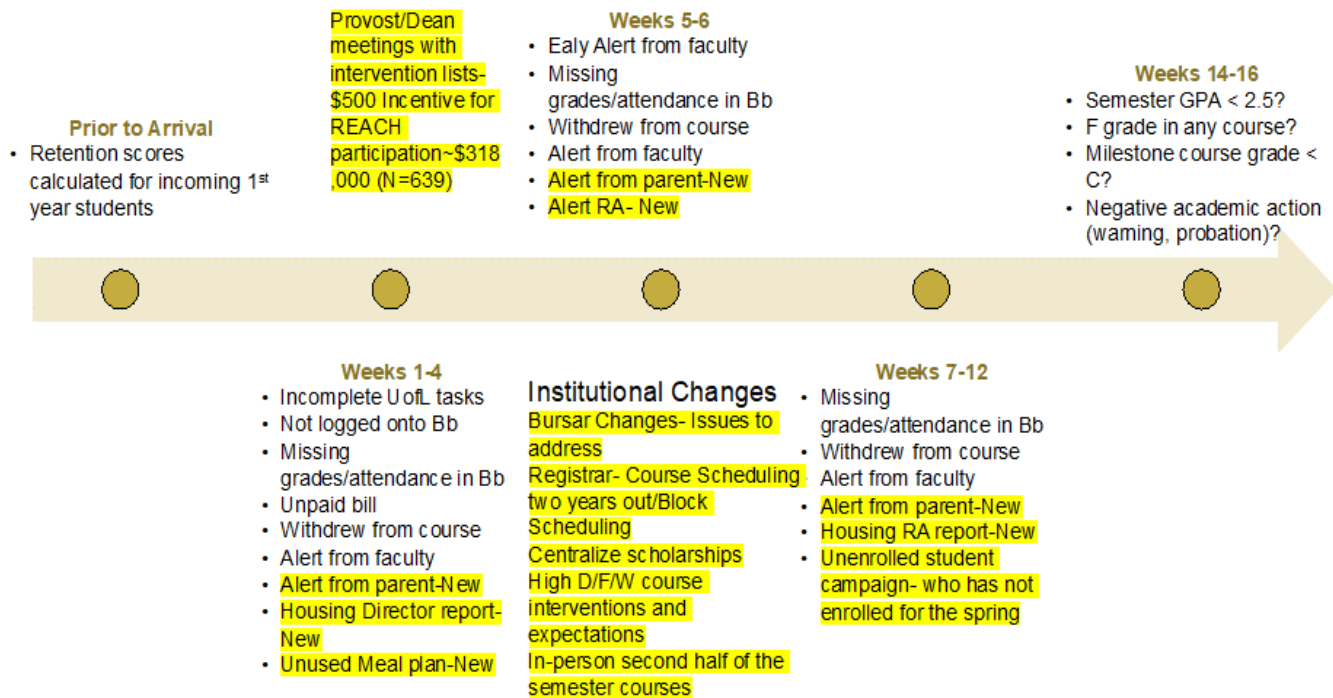
2. You will hear that the incoming freshman enrollment is better than it has been for years and that is absolutely true. The same holds true with their enrolled credit hours. However, we are experiencing a retention problem that translates to less tuition revenues:

	2020	2021	2022	3-Year Change	3-Year % Chng
High School Visitor	670	1,129	1,360	690	103.0%
Freshman	45,840	44,279	49,200	3,361	7.3%
Sophomore	39,712	36,361	35,509	(4,203)	-10.6%
Junior	43,918	42,511	40,081	(3,838)	-8.7%
Senior	53,353	53,301	50,124	(3,229)	-6.1%
2nd Degree Senior	1,860	1,819	1,943	83	4.4%
Post-Bac Non-Degree	1,337	1,432	1,230	(107)	-8.0%
Undergrad Non-Degree	930	1,017	837	(93)	-10.0%
Graduate or Professional	9			(9)	-100.0%
Total	187,628	181,848	180,283	(7,345)	-3.9%

We (everyone) need to be laser focused on retention for the spring and beyond - that will improve our financial position both today and into the future. From a central perspective, we have added different aid programs such as the Cardinal Commitment (to leverage Pell programs), partnered with other entities to attract their employees and dependents to the university, and added capacity to the REACH, Delphi, and Center for Engaged Learning programs.

Further, the office of the provost has implemented new strategies for the fall of 2022 that will dedicate additional resources and efforts directed at academic support, early identification of at-risk students, and interventions to enhance our unit retention efforts. These efforts are summarized on the following page.

Fall 2022 timeline to Enhance Student Success



We need the Faculty Senate's help to support these strategies and determine and implement ways to improve student retention. As you can see, we have recruited a good freshman class but we need to retain them in order to remain financially stable and meet our goals.

➤ *We are interested in data on year-to-year enrollment for first-year students (last five to ten years), and how this compares to other universities in the state, particular UK's enrollment of new students.*

- Ten-year change for all KY 4-year publics is -1,782 FT or -9.6%
 - UofL ten-year change is -208 or -7.7%
 - UK ten-year change is -10 or -0.0%
- (Source: CPE data center charts will be distributed)

Budget Model

- *What has been the reaction of Deans to the new budget model? Is there widespread satisfaction or dissatisfaction? Are any adjustments to the model being considered?*
- a. **First, every dean supported the transition to the new budget model three years ago to help incentivize colleges to increase their budgets through increasing enrollment. That unanimous position followed months of conversations and dialog that included recommendations made by deans to the president and her leadership team. Every year a budget committee with representatives from across campus have been charged to review and update the model. In 2021/2022 expense sharing mechanisms were approved by the committee and no structural changes to the budget model were recommended. For 2022/2023 a new committee will be charged in October.**
 - b. **The budget model was complemented by other college friendly budget strategies such as the gain share and savings programs. All are designed to reward colleges for managing their resources in a prudent manner, maintaining a clear line of sight into their revenues and the costs to produce them, and pushed budgetary decision making to the college level (as opposed to competing with other colleges for funding).**
 - c. **During the first two years of the new budget model academic unit general fund budgets grew by \$16M. By comparison, those same budgets only increased by \$1.6M over the two-year period prior to the new budget model. The share of general fund dollars allocated to academic units also increased. The budget allocations to the academic units increased and increased in a much greater proportion than non-academic units increased. Frankly, we have not heard any complaints related to the earned increases in the budgets.**
 - d. **We're in Year 3 of the new budget model. We've made a few minor adjustments to the model (e.g., adding 500/600 level courses to the allocation calculation) but the main structure remains intact. It's important to have a stable and consistent budget model. A continuously shifting set of rules does not help anyone plan better and, in fact, can be quite detrimental. While minor adjustments to improve process or transparency can and will be made from time-to-time, substantive structural changes, if there are any, should only occur every handful of years or so.**