

**FACULTY SENATE
Provost's Report
January 2018**

Administrative officer update

President search "listening tour" information (attached) was circulated late on Monday. Members of a BOT committee will invite open discussion of set questions on the profile of the next president, meeting with select groups including the Senates' executive committees, SGA, the Council of Academic Officers (deans and provost's senior staff) and will host open sessions on each campus and with the larger community over two days next week. Large turnout will give weight to the claims of urgency and demonstrate the interest and goodwill of the faculty; various virtual channels will be open for communication as well. The Faculty Senate chair has the most current information about changes in the search process, which has been modified to include more consultation with university constituencies.

Administrative senior positions—the number of which provoked SACS concern—are being filled quickly after thorough searches. [Jonathan Pruitt](#) takes over as Chief Financial Officer next week; [Joseph Han](#) has been named as Chief Operating Officer (to BOT in February with start date of March 19); and Rhonda Bishop has accepted the new position of Vice President for Enterprise Risk Management (to BOT in February with start date of April 16), a position called for in recent audits.

As you know, Dr. Postel has announced Dr. Bill Pierce's retirement, effective at the end of this month. Bill's long service in the Faculty Senate, the School of Medicine and the university central administration are models of thoughtful good citizenship and commitment in addition to his teaching and research as a regular faculty member. Dr. Rob Keynton, faculty senator from the Speed School, has been appointed as interim executive vice president for research and innovation.

Decanal searches move forward in the Speed School of Engineering, which will bring four candidates for campus visits beginning this week, and in the School of Nursing, where a robust list of applicants has developed. Appointments should be made before the end of the spring term. I am pleased to announce that Colin Crawford began as dean of Brandeis School of Law on January 2.

Decanal review of Dr. Boehm as dean of SIGS is underway. The dean's self-evaluation is complete, and the review committee has been formed and yesterday was charged to report by the middle of the spring term.

Dr. Doane was scheduled for a review this year, but a shortage of experienced deans to chair the review has delayed it. The REDBOOK sets the period of such reviews, however, so I will work with Dr. Eells and Dr. Doane to begin the review this term and to move it forward as expeditiously as possible.

Budget

Since the Senate's last meeting, many rumors have been confirmed or dismissed by events, and as you know, we are still sorting through some changes since last term: the three recently-named vice presidents will each have some responsibility for university finances and budget; the current-year state appropriation has been cut 1% (\$1.36 million) by the governor's executive order; the second quarterly report of our deficit reduction program has to be made; the General Assembly has convened with a long-term budget problem that will probably reduce our state appropriation; and a new budget has to be developed by mid-May to take all these and many enterprise issues into consideration. With all this in hand, the ATH process (including decisions on ATH requests pending at the end of the fall term) was temporarily put on hold last week. Emergency authorizations are still being processed by appeal to Susan and me.

BAC met yesterday to review the new situation, and next week it will complete an assessment matrix, based upon program alignment with the university's strategic values and principles, developed last term but deferred until we have more direction about reductions in the state appropriation and the necessity and likelihood of a tuition increase. For the next couple of meetings, BAC will also confirm or revise the priority of several strategic funding initiatives already in play—recruiting and retention initiatives through Enrollment Management, M&O funding for the new academic building, Speed School and the College of Business additional support—to recommend to university leadership.

Deans are preparing priority lists, due at the end of this week, as comprehensive overviews of unit needs. These lists will be critical in the BAC's judgment of the relative merits of proposals to address constraints in the next biennial budget. The deans have been asked to use these priorities to prepare the usual budget-cutting scenarios at 10%, 15% and 20% of state-appropriation funding per unit. In discussions with colleagues and constituents, please be careful to note that these projections are scenarios to assist in budget planning; no firm information about CAR cuts for the next biennium is

available yet. The long legislative session and the necessity of a finished, balanced budget by the May BOT workshop press upon our staff resources already.

The second quarterly report, a campus survey of budget priorities (to be distributed on Friday) and consultation with the CAO and BAC as well as campus forums in late February will inform the president's development of a plan for 5-7-year plan for resource growth and fiscal stability, based on three areas of development for new funds: (1) enrollment growth, moving the university to about 30,000 students in the shortest possible time, with the faculty lines, pedagogical infrastructure and student-service/success support that growth requires, as well as program enhancement, not just new programs but changes and innovations in curricula, departmental services and advising for the recruitment and persistence of new students (especially including non-traditional students; (2) expanded, successful donor development and advancement programs; and (3) operational savings and revenue increases at all levels.

Enrollment

Wintersession pilot term was a success, as shown in the attached initial summary. Lessons learned will be considered in reshaping the summer course schedule and its marketing.

Midway through the first week of the undergraduate spring term, overall enrollment is down about 2% (about 440 students fewer than last year's enrollment at the same relative date), primarily in undergraduate programs. Owing to the much increased enrollment in Brandeis and growth in graduate programs, tuition revenue is projected to be about even with last year's.

Undergraduate applications/admits for fall 2018 continue to run well ahead of last year's, indicating an increase of 400-500 students, a strong showing in the first full year of the new recruitment program's emphasis on regional, non-resident students. To reach a 30,000-student base, however, new programs that capitalize on existing resources (e.g., online courses) must bring in larger numbers of transfer and non-traditional students. Resources will be reallocated to promote such developments when they cohere with the university mission and strategic plan.

Retention

As noted last month, SGA has resolved that "midterm grades" (interpreted as substantive guidance about academic performance, whether in formal response to a graded assignment or by an appropriate informal means) be made available to students far enough in advance of the withdrawal deadline that they can make informed decisions whether to remain in their courses. In units where these reporting provisions are already in place, deans have reminded their colleagues about it, and deans of other units (where the pedagogy may not require graded assignments before the withdrawal deadline) have pointed out informal means already in use (for example, office-hour conferences and e-mail notes). Blackboard has a gradebook function that can be readily used for this report, but units and individual faculty are encouraged to seek other means to provide the guidance that the students have requested. This direct student/faculty contact, not mediated by advisors or other means, is known to be a powerful retention device which will promote the persistence and success of our students. Meantime, I have asked students to be active in the pursuit of the information that they request by reaching out individually to their instructors when they are uncertain about their standing in a course. E-mail notes can elicit grade standing, but without other contact, they are usually ineffective for course mentoring. Face-to-face encounters—almost always more productive by appointment or during office hours than in the hurly-burly beginning or ending of a class session—can both provide guidance and open the possibility for continued mentoring. SGA leadership and the deans in determining the faculty responsiveness to their request so that we can increase both student satisfaction with the response and increase the retention that it intends overall. I have encouraged students to ask their instructors about the availability of "midterm grades" as their classes begin.

Faculty and other instructors are already familiar with and regularly demand formative assessment as part of their career development. This SGA request differs in degree but not in kind or intent for formative assessment. I hope that all instructors will provide this information as requested and will commit to doing so this term as each course begins this week.

The student success (persistence) work described at the December meeting continues to bear good fruit. The four most recent cohorts all show increased persistence relative to their counterparts last year.

Calendar items

- Leadership Development Workshop- "Legal Issues Department Chairs Need to Know," will be presented by Leslie Strohm, Vice President for Strategy and General Counsel, and Amy Shoemaker, Associate University Counsel, Friday, January 12, 2018.

- Conflict of Interest Attestations are now required annually from all university employees:
<http://louisville.edu/conflictinterest>
- The annual Martin Luther King holiday is Monday, January 15. Classes and offices are closed, but the university offers various activities here and in the community in celebration.

Winter Session Pilot 2017

In mid-January we are administering two surveys: one to students who took an online course during the Winter Session and one to students who elected not to take a Winter Session course. This should provide us with important data as we move forward. We are not planning to survey the faculty because we are assuming we can solicit feedback from the deans regarding the experience of their faculty. After we evaluate the student feedback we will make recommendations for moving forward.

We also think it would be prudent to explore offering Study Abroad courses during the Winter Session. Based on information from the Registrar, presently students do not pay tuition for Study Abroad courses. This is a good time to explore whether or not the university wants to evaluate and begin to charge students tuition for Study Abroad courses. Many of the universities that offered a Winter Session found that the number of students grew significantly who took Study Abroad courses.

Overview

- UofL offered a pilot Winter Session that ran for three weeks over the winter break and university closure, including New Year's Day
 - Same length as the May session in Summer Term
- 5 academic units participated – A&S, Business, Education, Public Health and Kent School
- 40 online courses were offered (includes some cross-listed courses and courses that had multiple sections)
 - A&S offered the majority of courses – 20 – all undergraduate
- Both undergraduate and graduate courses were offered

Enrollment (not yet final because Registrar's office is continuing to process late withdrawals)

- Final enrollment after the drop/add period was 548
- Students from 10 different colleges enrolled – only Medicine and SIGS were not represented
- 66 Active Duty Military enrolled, mostly in the College of Education

Revenue, Overhead and Infrastructure Costs (direct costs only)

- Approximately \$812,087 in Distance Education tuition revenue was generated
- Approximately \$223,000 in faculty salaries were paid by the units
 - A&S provided us with the actual salaries
 - All other salaries were estimated based on data provided by the units in the planning phases
- Approximately \$26,000 spent on marketing from the Delphi Center's budget
- Help Desk support was in-kind by IT and the Delphi Center
- No additional staff worked outside their normal hours

Lessons Learned (student survey will be launched on January 22)

- Doing benchmarking research with other schools was important to help give us an idea of how to run a Winter Session
- Asking faculty members to partner with the Delphi Center to convert their courses into 3-week online courses helped reduce faculty time to complete course development
- Including all of the administrative support units early and often was critical (e.g. Registrar, Financial Aid, Bursar, IT, Bookstore)
- Need to partner earlier with the academic support services to identify what support will be available in the future
- Need to have a better idea of what classes students want. Some classes filled instantly while others had fewer than 5 enrollments.
- Marketing (these are assumptions – we won't know until the survey results)
 - Having a solid brand made the Winter Session materials recognizable across campus
 - Saturating the campus with yard signs and other physical materials across campus spread the word very quickly
 - Advisors were key in spreading the word
- There were many manual processes, including registration, given the quick turnaround time and due to this being run as a Session rather than its own Term. (Financial Aid requires this to be run as a session). Systems will need to be automated as this grows.

SPRING 2018 ENROLLMENT REPORT - JANUARY 8, 2018									
A	B	C	D	E	F	G	H	I	J
								Spring 2017	
								Term Count	
	SCHOOL	2017*		2018*		DIFFERENCE	% CHANGE	2017*	
		9-Jan-17		8-Jan-18				21-Jan-17	
	DENTISTRY DMD		453		455				453
	DENTISTRY DMD/MS IN OBIO		19		15				19
	DENTAL NON-DEGREE/NOT MS IN OBIO		15		14				15
DE	DENTISTRY TOTAL	487		484		-3	-0.6%	487	
LA	LAW -- DAY	283		349		66	23.3%	284	
LP	LAW - PART-TIME	10		9		-1	-10.0%	9	
ME	MEDICINE	617		623		6	1.0%	616	
	TOTAL PROFESSIONAL	1397		1465		68	4.9%	1396	
GA	GRADUATE ARTS AND SCIENCES	682		612		-70	-10.3%	709	
GB	GRADUATE BUSINESS (PhD)	10		12		2	20.0%	10	
BP	BUSINESS PROFESSIONAL (MBA, MAC)	255		272		17	6.7%	256	
GD	GRADUATE DENTISTRY	56		45		-11	-19.6%	56	
GE	GRADUATE EDUCATION	1171		1189		18	1.5%	1193	
GH	GRADUATE PUBLIC HEALTH	167		174		7	4.2%	168	
GI	GRADUATE INTERDISCIPLINARY	28		30		2	7.1%	30	
GR	GRADUATE INTERNATIONAL (SCHOOL)	44		17		-27	-61.4%	44	
GK	GRADUATE KENT SOCIAL WORK	461		539		78	16.9%	483	
GM	GRADUATE MEDICINE	280		274		-6	-2.1%	281	
GU	GRADUATE MUSIC	53		48		-5	-9.4%	56	
GN	GRADUATE NURSING	155		151		-4	-2.6%	155	
GS	GRADUATE SPEED	271		301		30	11.1%	299	
SP	SPEED PROFESSIONAL	238		283		45	18.9%	243	
	TOTAL GRADUATE	3871		3947		76	2.0%	3983	
AS	ARTS AND SCIENCES	6385		6001	**	-384	-6.0%	6499	
BU	BUSINESS	1900		1873		-27	-1.4%	1899	
CS	CONTINUING STUDIES	91		87		-4	-4.4%	105	
DS	DENTAL SERVICES	143		130		-13	-9.1%	144	
ED	EDUCATION	1923		1827	***	-96	-5.0%	1937	
IE	INTENSIVE ENGLISH LANGUAGE	8		0		-8	-100.0%	8	
XM	METROVERSIY	84		100		16	19.0%	99	
MU	MUSIC	277		290		13	4.7%	282	
NS	NATIONAL STUDENT EXCHANGE	3		4		1	33.3%	3	
PH	PUBLIC HEALTH & INFO SCIENCES	160		170		10	6.3%	160	
NU	NURSING	999		978		-21	-2.1%	1007	
SS	SPEED SCHOOL OF ENGINEERING	1945		1867		-78	-4.0%	1954	
SW	SOCIAL WORK	175		189		14	8.0%	177	
UL	UNDERGRAD INTERNATIONAL	1		1		0	0.0%	0	
	TOTAL UNDERGRADUATE	14,094		13,517		-577	-4.1%	14,274	
	TOTAL UNIVERSITY	19,362		18,929		-433	-2.2%	19,653	
* This column represents the breakdown of Dental Professional and Graduate Dentistry for this year.									
** A&S - 45 of these students are high school visitors.									
*** CEHD - 46 of these students are high school visitors.									

Here are a few questions to help start the Presidential Search Listening Tour conversation:

1. What are the major challenges and opportunities the next President will inherit? ... Both immediately and longer term?
2. What attributes should the next president of UofL possess to be successful and best serve the diverse community that works and learns here?
3. What would you say to a hesitant /reluctant candidate to get him or her to enter the applicant pool? When you think of UofL, what themes most powerfully express our identity aside from current issues and concerns?
4. Is there a question we should have asked that we did not ask?