

**ROCHESTER INSTITUTE OF TECHNOLOGY
ACADEMIC SENATE
NOVEMBER 15, 2007: 12:05 – 1:50 P.M.
1829 ROOM OF THE SAU**

Absent: E. Boyd, M-B. Cooper, C. McKenzie, E. Mineck, H. Palmer, S. Perez-Hardy, V. Perotti, L. Quinsland, S. Manian Ramkumar, E. Saber, D. Tower DuBois, A. VanGinkel, L. Wild

1. CALL TO ORDER: Meeting was called to order at 12:10 p.m.
2. COMMUNICATION OFFICER'S REPORT – Minutes of November 1, 2007 were approved unanimously with one abstention.
3. CHAIR'S REPORT:

RMA's: The Retiree Medical Accounts were implemented in 2004. Last spring at the HR presentation to Senate, Senators were asked for feedback on the suggested changes for the existing population and none was given. This past fall HR returned and explained the implementation of these accounts. In order that feedback is an integral part of policy revisions, there will be some changes to this process in the future. At the fall and Spring Senate meetings, the HR presentation will be set-up as an open forum, taking half of the entire Senate meeting time for interaction. An email will be sent to all faculty, notifying them of the HR forum. Faculty both individually and collectively will be encouraged to send their comments to HR. A Benefits Committee, comprised of 6-8 people, will also be established. One question the committee will address is "What are the parameters in which changes can be made to existing populations?" Self-nominations for membership on this committee are encouraged, with candidates writing a statement outlining their interest in serving, their expertise and what they feel they could bring to the committee. Any other suggestions regarding the application process are welcome. Tom Policano also suggested that committee members might also be recruited for this committee. Patty Spinelli, Director of HR, will be presenting this topic at the December 6th Senate meeting.

Board of Trustees Update:

K. Waterstram-Rich reported some of the challenges President Destler noted from the last BOT meetings in November:

Low student retention and graduation rates given quality of students enrolled

- Deans will be held accountable in performance evaluations

Program mix makes it difficult for gender diversity so the following was presented:

- New programs to be developed include bioengineering and chemical engineering
- A goal to have 40% women in the freshman class by 2013 has been established
- President's Commission on Women have been charged to find ways to meet this goal

Alumni are not engaged

- The President will attend 30 events across the country within the first year
- A goal set to have 9% alumni contribution rate by the end of FY2008 has been established

Annual fund raising is below expectations for a university of RIT's size

- Each dean will have a goal to meet with respect to annual fund raising
- The overall goal is \$50 million per year within five years

Mellowing of the campus

- Good work will continue to soften the campus and make it more welcoming. The CBET Quad is new evidence of this.

Changing standards for faculty:

- Respect the old and bring in the new

Discussed national rather than regional recognition.

Research funding is low even given RIT's unique history and mission

- Plan – reduce course load modestly to encourage research and proposal submission
- Goal for sponsored research is \$100 million by 2012
- This year there is \$17 million in new contracts and grants that have been received toward a goal of \$50 million by the end of FY2008
- Should the research numbers include NTID's entire budget?
- The campus is struggling to find ways to accommodate cross college collaboration and education

Innovation University

- How does RIT stake a claim to the title?
- Changes in curricula and performance are necessary
- Construction of a student innovation center
- Annual, campus-wide “innovation festival” will take place on May 3, 2008
- Coordinated outreach, public relations and student recruitment efforts will take place to spread the word

Deans to be held accountable for progress on annual goals

- Benchmarking for diversity levels is taking place now. Those deans making real progress will see the process requirements eased.

It was noted that:

- Overall applications are up 30% from last year
- Undergraduate applications are up 1,000 from last year at this time
- Graduate applications are up 150 from last year at this time
- Applications from outside NYS are up from last year

E. Feeney Bushnell asked if creativity and innovation are being used synonymously? The Provost responded that they are interchangeable.

Tom Policano, Vice Chair, reported the following:

- The joint faculty/staff Dishonorable Conduct Committee met with Alfreda Brown, Lee Twyman, Patty Spinelli and Bobby Colon to discuss having a system of accountability in regards to Policy C6.0 (Discrimination and Harassment Policy).
- Lynn Daley, Director of the Business Continuity Office has a new emergency mass notification system in place (RIT Alert) and a link to this has been set up: emergency.rit.edu. The senate voted for students to have access to this, but the contingent faculty were left out of the system. Steps have

been taken to include them, and this is the first time in history that 600 adjuncts (contingency faculty) have access to such a system, a very positive move. The list in Oracle includes all adjuncts who have been paid in the last two years and have a valid RIT email account.

K. Waterstram-Rich gave warm thanks of appreciation to T. Policano for filling in for her as chair of the Senate during her time of illness in September and October.

4. REPORTS:

ENROLLMENT UPDATE:

Dr. Jim Miller, Senior VP of Enrollment Management and Career Services presented an overview of Fall 2007 enrollment. Jim reported that Fall 2007 enrollment exceeded projections, shared information about incoming students, and commented briefly about the challenges and opportunities that lie ahead. He said that President Destler has a vision for the university, and that RIT has enormous upside potential. However, when comparing us to peer institutions, RIT is more heavily tuition-dependent, thus making enrollment a key success factor.

The key messages Dr. Miller shared were:

- RIT is among the leading private universities in the U.S.
- RIT is selective
- RIT is becoming more diverse
- RIT is an emerging university
- RIT's well-being is heavily enrollment dependent
- Enrollment results are products of recruitment and retention efforts

Additional background information included the following:

- In the fall, new students comprised 37.4% (5,977 students) of the total headcount enrollment
- Eighty-four percent are undergraduates and 16% are graduate students
- Eighty-two percent are full-time; 18% are part time
- A 1% change in FTE enrollment creates a \$2.2M net tuition revenue change

Dr. Miller reviewed a bar graph of Fall Quarter enrollment from 1994-2007, showing both headcounts and FTE. Since 1994, headcount enrollment has risen by 31%, while FTE enrollment has increased by 48%. Headcount and FTE enrollments grew from the prior year by 2.8% and 3.4% respectively and exceeded the projections used for budget planning.

Dr. Miller noted the following factors that contributed to our enrollment growth over last year:

- This is the largest freshman class in history at RIT
- This is the largest graduate class
- Part-time enrollment decline has reversed
- International student intake is the largest ever
- There is an increase of internal transfers
- Co-op participation in Fall Quarter is smaller than in prior years
- Increased success in attracting women
- Improved persistence in numbers resulting from the large intake in 2006

Dr. Miller shared the following stats of freshmen entering RIT this year:

- 49% are from NY
- 80% of the growth in freshmen are women (Women comprise 31% of entering class)

- 20% of growth in freshmen are AALANA (AALANA students comprise 10.5% of the entering class)
- Record year for applications and enrollment of freshmen

Student profile information was reviewed for entering transfers:

- Smaller class than 20061
- Women represent 41% of class (vs. 38% in 20061)
- AALANA students comprise 8.5% of class
- 75% NYS; 11% International

The profile of entering graduate students included the following:

- 50% Full-time; 50% Part-time
- 36.5% women
- 55% NYS; 62% US; 38% International
- The increase in full-time graduate enrollment is driven by international students; especially India & China

Dr. Miller noted that diversity enrollment is also a critical success factor and reviewed stats from 1997-2007, showing that 48% of our enrollment growth since 1997 has come from AALANA, Asian-American, and International student populations.

The enrollment planning process for Fall 2008 is underway. It is expected that growth will continue to occur. Capped programs, new curriculum development, and the composition of entering class are being examined as part of the enrollment planning process. Goals established by Dr. Destler include:

- 10% increase per year in freshman applications through 2012
- 10 -12% increases per year in Graduate applications
- Freshman class should have 40% women by 2012

Dr. Miller said there are challenges ahead in implementing the Strategic Plan and moving to a 'Category of One' institution. The vision of RIT as "The Innovation University" is advancing.

Discussion and Q&A ensued.

Bob Barbato asked a couple of questions about the high school graduate demographics. Dr. Miller indicated that he would send the data from the College Board.

Discussion ensued about the statistics of women enrolling at RIT. Dr. Miller said that given RIT's academic program portfolio, the percentage of women is about what we would expect. Regarding women in STEM (Science, Technology, Engineering and Math) programs, the K-12 pipeline is a challenging problem. The Commission on Women is working on this and will be proposing initiatives aimed at increasing the number of women at RIT.

Q: Brian Thorn said as we grow to 17,000 students, would RIT be targeting programs that have access capacity or do we need more resources?

A: Dr. Miller said sometimes there is resistance to growth because of a lack of resources and that part of the enrollment planning process is to examine those programs where enrollments are capped and to make strategic decisions about resource allocation.

Q: Tom Cornell commented on RIT being an emerging university with enormous upside potential and there are several variables that will attribute to RIT's growth. Yet the critical factor for growth is a change in identity.

A: Dr. Miller said we have to protect specific elements of our brand – career-focused, technological and specialized – while at the same time redefining those elements by adding creative, global and community.

Dr. Miller also commented generally that there are the four primary principles, considered equally, that we need to be mindful of when discussing enrollments – quantity, quality, composition or mix, and net tuition revenue. These principles guide enrollment planning as RIT seeks to enroll an appropriate number of qualified students from diverse backgrounds (including geographic, gender, and socioeconomic) to generate sufficient net tuition revenue to “pay the bills” and to meet our strategic objectives.

EXAM SCHEDULING: [The Power Point is found under Working Documents on the DML Senate site.] Joe Loffredo, Registrar and George Thurston, Co-Chair of the Academic Support Committee presented the proposed exam scheduling part II. Issues raised in regard to the presentation at the last Academic Senate meeting were addressed in this new proposal, such as the possibility of 3-hour exams, the possibility of multi-section courses, and the option of having exams in the classroom (enough space is required to meet the needs of the number taking the exam).

The new proposal would be based on first weekly meeting times of each section. This method would automatically create few conflicts for those courses in the 20 standard day and time blocks, for which we use 16 exam periods. George Thurston and Joe Loffredo reviewed the results of the simulated new exam schedule and its flexibility.

Advantages of the new approach are:

- Early notification of exam schedule – as early as at the time of registration. This is the primary motivation for this proposal. This aids planning for students, faculty and staff in many ways.
- Student schedule changes during the term, within the 20 standard time blocks, will not create many exam conflicts, especially because make-up exam times are incorporated into the new schedule.
- The proposed approach is more understandable, explainable and manageable
- Creates common exam/make-up blocks
- Provides accommodations for some 3-hour exam blocks
- Exam classroom scheduling is simplified, in that room assignments can readily be completed after the exam schedule is developed

J. Loffredo reviewed the proposed method to accommodate key multi-section courses, which require additional consideration. For purposes of the simulation, scheduling officers polled departments and all common exams requested so far were incorporated in the new simulation. These include introductory calculus, introductory physics, and key engineering and computer science courses. In total, 33% of the exams in the multi-section courses have a common exam block in this simulation. The only disadvantage to the proposed approach would be that some multi-section courses would not have a common exam block.

It was determined that exam classroom scheduling can be readily accomplished using the new method.

Q: T. Policano asked how many of the multiple section classes with common exam times would need multiple classrooms and has consideration been given to the issue of there being enough resources to moderate all the exams?

A: J. Loffredo said all of them would need multiple classrooms. G. Thurston said the multi-section classes would need a big room and many large rooms are available. The exam proctor issue will need to be addressed during the pilot period.

Q: Kit Mayberry asked if this system would accommodate an anticipated increase in classrooms for multi-section exams.

A: G. Thurston said that while this system does accommodate many multi-section courses, there will be limitations to the number of multi-section courses that can be given a common exam time.

Q: Leon Reznik asked about the size of classrooms as Computer Science has unlimited growth, for example seating 150 students in a classroom for 45.

A: J. Loffredo said the room assignments presented were preliminary but they can be easily revised.

G. Thurston said the key to success for this proposal is that accurate information about the actual final exam plans will be needed at the time of registration. Also, there must be significant reduction in the number of changes and special requests.

J. Loffredo said it is possible to see this proposal go forth by Spring 2007/3 in a modified format. For spring we could use the new exam scheduling logic and make the schedule available the first week of Spring Quarter. Additionally, for the Fall 2008 (1) we would use the exam scheduling logic and we would announce the exam schedule in July 2008. There are too many course changes between April 2008 (when fall registration occurs) and September to make the exam schedule available in April. The first full implementation would occur for Winter 2008. The exam schedule would be made available at the time of winter registration in October. We would need exam plans fully documented by October 1st and would need analysis and agreement on courses using the common exam blocks by October 1st.

T. Policano moved that the proposed exam-scheduling proposal be approved on a trial basis for one year. This motion was seconded and unanimously passed with one abstention.

K. Waterstram-Rich said this will now go before Student Government for review and will return to the Senate with any updates presented.

NATIONAL SURVEY OF STUDENT ENGAGEMENT:

[Dr. Kit Mayberry, VP of Academic Affairs presented the Power Point of NSSE, which is posted on the Senate DML web site.]

Kit Mayberry reported on NSSE, a college student survey rather than a satisfaction survey such as Noel Levitz, which comes out of Indiana University. NSSE is focused exclusively on academic behaviors (it assesses the extent to which students engage in educational practices associated with high levels of learning and development). High levels of learning and development are among the strongest indicators of student retention. This survey is given every other year, alternating with the Noel Levitz survey. What is presented today is the second survey given at RIT.

K. Mayberry reviewed the NSSE indicators of effective educational practice.

NSSE has been in existence since 2001, providing a huge amount of benchmark data taken from 1200 different colleges and universities in 50 states, as well as Puerto Rico and Canada. Data has been taken from more than 1, 552,000 students, including historically Black colleges and universities, Hispanic-serving institutions, Tribal Colleges, and single-gender colleges.

Unlike Noel Levitz, NSSE is administered to random samples of first-year and senior students. It is a paper and web-based survey and is flexible to accommodate consortium questions. There are multiple follow-ups to increase response rates. More than 1 million students were invited to participate in NSSE 2007, with 323,147 responding. There were 4,932 RIT students invited to participate with 1,961 responding. Incentives were given and a lottery was created, giving those who were chosen from the lottery, gifts from Amazon.com.

K. Mayberry reviewed the average Institutional response rates of 2007 and the highest rate of 39.7% was for RIT web-only responses.

The RIT benchmark groups were reviewed as well (selected peer, Carnegie peers, etc.). The self-selected peer groups were reviewed and RIT was not listed. T. Policano asked of those schools listed, how many are on the quarter system. K. Mayberry responded: Northeastern and Cincinnati.

A bar graph was presented representing RIT students' perception of the level of academic challenge and Dr. Destler, Kit said, was struck by the relatively small difference in the levels of the bars between the schools.

A bar graph showing the level of active and collaborative learning was also displayed along with other bar graphs showing student-faculty interaction, enriching educational experience and supportive campus environment.

K. Mayberry noted that we are way below our peers in terms of the number of reading and writing assignments and very low in foreign language coursework. RIT is low in study abroad as well.

The end of the survey asked for student feedback, and at RIT in this year's survey, 97 first-year students and 113 final-year students, responded with comments.

The NSSE will be given again in 2009 and it will be broken down by college.

Discussion and Q & A ensued.

Q: K. Waterstram-Rich asked, "What do we need to work on most?"

A: K. Mayberry said that the institution needs to work on traditional academic behaviors (reading, writing, discussions), on study abroad, on diversity, etc.

Q: Paul Rosenberg asked if a lot of the comments from students were focused on advising.

A: K. Mayberry said yes they were.

ADJOURNMENT: 1:50 p.m.

Respectfully submitted,

Eileen Feeney Bushnell
Vivian Gifford
11/30/2007