

Oakland University 2020 State of Academic Affairs

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Dr. James Lentini presents the annual State of Academic Affairs to the campus community. The State of Academic Affairs was held March 4, 2020.

Good afternoon. Well, welcome. I hope that everyone has had a chance to grab what looks to be a delicious lunch. Welcome to this afternoon's 2020 State of Academic Affairs session. So I just thought that I would kick off today's session. I have to say that this is a bittersweet event for me as this is our Senior Vice President for Academic Affairs and Provost, Jim Lentini's last State of the Academic Affairs event. I thought it would be nice if I just had an opportunity to say a few words about Jim. This is not the last occasion that we're going to have to fete Jim, so I'm not going to say everything that I want to say about him, but I did want to say just a couple of words. So first of all, I want to welcome Dana Lentini here with us today. Let's just give Dana a round of applause, because I think all of us know that Jim wouldn't be where he is were it not for Dana. So thank you so much Dana. So I think as everybody knows, Provost Lentini is completing seven years at Oakland University and really, that has been extraordinary. He is going to be leaving behind an incredible legacy as he leaves us to become President at Molloy College in New York. For me, personally, this is truly a bittersweet moment. During Jim's seven years here at Oakland, he's made really remarkable contributions in a variety of different domains. Obviously, in student success, in research and scholarly activity, in engagement, and obviously in diversity, equity, and inclusion. Jim has played a key role in our original strategic plan and subsequently, in ensuring that we're executing on all of our strategic goals, on our mission, our vision, and now as we're establishing our values. We are so indebted to the many things that he's done. As we think about students' success, he has led our initiatives and our SEM plan and how successful we have been in student success in particular. During Jim's time, we have had a 14 percent increase in graduation rates, and we've doubled our four-year graduation rates, something that is really quite extraordinary. I think we really need to give a round of applause for that. It's really remarkable. Just last year under Jim's leadership, we were re-accredited by HLC, something again that is so important to us. None of us would be here if we didn't get HLC re-accreditation. Again, something that we're so very proud of. In research, we went from being ranked by the Carnegie Foundation to being now from an R3 institution to getting R2 designation, again, showing that we are increasing our research designation and research priority, something that we're also very proud of. Of course, our engagement in the community and in the world around us is increasing, and we're seeing evidence of this every single day. We are improving how we are standing in terms of diversity, equity, and inclusion. If you just look at our campus, you can see evidence of Jim's imprint everywhere around us. In particular, I'm so proud of the fact that our students will be learning, you won't be here to see this Jim, but they will be studying in new buildings starting, most predominantly, in South Foundation Hall, and your impact on the new appropriation for that building is so very important. But additional buildings, just look around the campus and you can see evidence of Jim's imprint, absolutely, everywhere you look. The kind of impact that you have made during your seven years here is so formidable and so impactful, and there's not a person in this room and beyond that doesn't know what Jim has done to make this university a better place. It is truly remarkable. On a personal note, I have to say that when I came to Oakland two-and-a-half years ago, you have been such a remarkable colleague and partner, and paved the way for me personally to be the president here. You have been at my side every single step of the way, and I just have to say that I will miss you tremendously. So let's invite our Senior Vice President and our Provost now to come and give us the

State of Academic Affairs here. Welcome, Jim Lentini. >> Thank you. >> I'm not sure if we're supposed to hug in this era of the coronavirus, but I made an exception for right now. >> She did hesitate, I should say. Well, as usual Ora, far too kind, but thank you for those really amazing comments, and it really mean something to me. As you might recall, those of you who were here last year, as soon as I started talking, all the screens went up. If it happens again, I'll know that was on purpose. So let's see if the technology holds this year. So we'll get into it today. I mean, it's been a remarkable seven years for me, personally. I'll talk maybe a little bit more about that at the end. I'll just start off this way though. I know a lot of you were here seven years ago, and when I had arrived, there was a long-standing precedent in place. I've been through a few changes here along with my colleagues on cabinet, and through it all, the thing that we realized at a university is that it's all of you who make the university run. I mean, you're the people who make this go, and we're going to see some things today that prove that out. Leadership does make a difference, of course. But the work that all of you do from the cabinet level, to the faculty, to the staff, and our students are really what are important to the place. So if you look, starting this way, if you look at the headlines right now, how many of you look at The Chronicle or Inside Higher Ed? If you don't get their updates every day, if it's of interest to you, just see the headlines that come at you. I bet you'll know the same ones. If I were to ask you, what are the main headlines? What are the ones that is there constantly besides the coronavirus, which we'll talk about maybe just a little bit. Enrollment crisis that's happening now. That's one of the headlines constant, you see the enrollment crisis. You see another one, student debt. Student debt is another one constant. Just this morning, another headline came out about things like the value of higher education, and is it valuable? These kinds of things that perceptions about higher ed and some of the things maybe we've done to ourselves and maybe not done a good enough job advocating, have come back to bite us. But I still think with all of these said, there's a lot of optimism for Oakland University for one thing, and for higher education. But there's no doubt that we can't ignore the dangers around us and some of the conversation will be about that. So what I decided to do today is do this a bit like a SWOT analysis. It's not a really in-depth SWOT analysis, but it gives the overarching kinds of things that are strengths, weaknesses, opportunities, and threats as I see them, having been here for seven years and looking a bit into the future. Many of you were probably here when Lorenzo was here. These things that Oakland has been able to do to bring these guests here to talk to our students and make the student experience great. Certainly, those kinds of things are wonderful. So some of the things I'll talk about today are academic programs are strong. We meet market demands. This isn't the conversation we would have been having 20 years ago, but now, we really need to talk about how we prepare our students for the market, whether they go on for further education, but what are the job opportunities? Graduates have an impact in the region and state. I've heard recently the number we're using is about a billion dollars of economic impact for our region. It's probably more than that. We're trying to do some more study on that. Enrollment has grown over a 10-year period. Now, that is remarkable, and I'll show you why. Really, when people talk to me about Oakland, and I can tell you, I've chaired the Michigan Association of State Universities Provost group for a while. In fact, I think I'm the only provost who's still intact from when I got here seven years ago. Of the 15 provosts, I think I'm the only one, and a few of them had problems we saw about in the papers, but that's okay, we won't talk about that. But having been there, people will ask me there, "Why is Oakland fighting? How are you fighting the trend? What are the things?" I think one of the thing is that some of these I just mentioned, good programs, all the excellent things we do. But we have to acknowledge as well that where we live, right here in Oakland County, is an amazing resource to us and our students, and some of these corporate partnerships and other things are really valuable to us. A

research trajectory, I'm going to show you where we're going with that and I think it's very positive. Our faculty are strong, some of the research numbers will get to. I saw Wayne Thibodeau back there. I want to thank Wayne for giving me some of the updated information on the placement rates for our graduates. The other thing we can tell parents and students, come here to OU and you will be successful. Ninety percent of you are going to find a job, you're going to go on to further education, if that's what you seek. Ninety-six percent stay in Michigan, an enormous point. A lot of great universities in the state all with different missions, but OU is one of those that make a difference right here in Oakland County, but certainly, all around this region and state. Our campaign, I see Mike Westfall here. I appreciate you being here, Mike. I just got some info from him, about \$67 million toward \$150 million-dollar goal. Unless it changed in the last couple of days. It's up tire, of course, and that's good. We're having this campaign, I think the last one that had been run was 2009. So it has been a long while since that campaign is run. This is going to be critical to the future funding model. Higher ed funding models are very much challenged. Campus safety, I put this out there. This isn't just for academic affairs, this is for the whole university. But there are a bunch of ranking systems out there in the world that I'm not necessarily keen on quoting the specific sources. I'll tell you this one, which was a security center. There was a website for this one, ranked us 10th in the country for safety. But almost no matter which ranking you look at, we're somewhere in the Top 10 and sometimes it's even higher than the Top 5. Location, I mentioned, is important. But in addition to that location, if you just go to the Oakland County website, it shows you there are 1,000 foreign-owned companies in Oakland County from 40 countries. So talk about the experience for our students to not only stay here, but branch out internationally. It is an amazing opportunity. As Ora mentioned, that we did move up to the Carnegie R2 status, that's because of all the great work the faculty and others are doing. Here, I'm just going to rattle through some of the things from each school. There's no way in a talk of this variety to tell you all the wonderful things that everyone's doing it. Dean Mazzeo's here. We don't chase rankings, but we do get rankings. Tier 1 by CEO Magazine for the SBA, best business school in Princeton Review, and they are ranked for the part-time MBA in US News & World Report. I see Dean Sharma here. He and his faculty have done remarkable things this year. Some great headlines, mechanical engineering grad, ranked third in the country for income after graduation. Maybe you saw that headline. That's remarkable. I'm going to show you in a second the schools we're talking about here that were one and two, and 10th in the country for undergraduate in electrical engineering. US News ranks them in the best engineering schools, and they have several other rankings that show up in US News and World Report. College of Arts and Sciences, US News ranks for best public affairs program, the MPA and grad program of Biological Sciences. School of Nursing, 18th in the country for nurse anesthesia. That's been a highly-ranked program for a long time. That's one of the highest rankings we have, so kudos to Dean Didion and the work that goes on there. Also, it's listed under best nursing schools in US News & World Report and DNP is also ranked. School of Health Sciences ranked in best public health schools in US News Report, same for physical therapy, and another of these online rankings. There are several. We use them, why not? They're looking at good criteria when they do this. Top 25 for environmental health and safety area, top 25 for School of Health Sciences. I didn't see Dean Mezwa here today, but I see Bob Noiva, and some others, Bob McAuley, and others in School of Medicine. It's been a big year for the School of Medicine. Every year, I don't know if you see this headline, do pay attention to it. Every year the residency placements in medicine for our graduates of the OUWB School of Medicine are absolutely amazing. Cleveland Clinic, Johns Hopkins, Harvard Medical, Mail, and I could go on and on, really amazing placements. But this year was a special challenge. So Dean Mezwa, who I want to credit and the whole team, some of whom are here, Dean

Mezwa came into a leadership transition. At the same time, we're doing a major re-accreditation, LCME re-accreditation. This was going to be a steep curve, new leadership, all the challenges that come along with that accreditation anyway. We just got word, I think it was within the last week, week and a half, that we receive the maximum eight year re-accreditation for the School of Medicine. Kudos, let's give them a hand for their great work. There will be some challenges like all accreditation and some things to tackle, but with that eight years, it's going to give us a lot to work on. Graduate school, increase graduate assistant stipends. It's been a long time coming. I think probably there's going to be more work to do there, but we're at least moving in the right direction. We have a research conference coming up this Friday, Susan, I hope is here, is the Interim Dean, in the Graduate School, 200 participants or more this Friday and eight straight year, the international grad enrollment has been up. So that's good. Honors College, I think Graeme couldn't be here, Graeme Harper, but let me mention that this always, I wouldn't have gotten in the school here with these statistics. For one thing, it has grown for eight straight years in the Honors College with enrollment. Their average GPA in the freshman class was 3.98, the highest ever. I'm not talking about presidential scholars, that's just the average incoming class. The presidential scholars, they're too high, I can't read it, 1420 on the SAT, 3.9 or higher, a lot of them over that. Libraries, really contributing to student success. Free textbooks for high enrollment classes are on course reserves. That really helps. You probably do know this, but textbooks are one of those things when you survey students about, if they're having challenges in their classes or in their academics, one of the areas is they can't afford the books. I know it seems amazing, it happens at OU as well. Food insecurity, I'm not going to sidetrack too much. You wouldn't think that happens in our county, it's here. So these are the kind of things that library are helping us with the books. We have a picture there of a new quiet space in the library, and over 4,000 students served by, of course, embedded librarian instruction. McAuley, I didn't see Julie Dichtel here. Fast track programs, they are growing. We were looking at opportunities to potentially grow them more. They had an eight percent. Oh, Julie's right here. Sorry, Julie. Julie Dichtel everyone. I'm sorry. See, when I make a fool of [inaudible] you get extra attention. There you go. Global engagement, Rosemary Max, I think is traveling actually, and that's a challenge right now with the coronavirus scare, but she is traveling internationally right now. She was able to write a grant for \$410,000, which we got to partner with Pakistan on a program, and another \$25,000 grant came through as well. So we see some global opportunities there. So I'm going to go back to the masters in engineering for a moment. I don't know if you can read this well, but this was the salary survey. I've heard a couple of these schools, MIT, they're number 1. Stanford, I think it's on the West Coast, and then Oakland University. So kudos to engineering, and Louay Chamra really is remarkable. When I said Oakland academic programs, it meet market demands. These are small, apologize for that in the left side, but look at this site sometime, comes from the State of Michigan Office. It's right after the governor's office. They list bachelor's degree or higher, the jobs that are needed. Accountants, auditors, civil engineers, computer and information systems, you'll see health care sprinkled out there, physical therapists. There's a wide range. But when you look at what most of our graduates leave OU with, 24 percent, the largest number, are in a health-related field, and that matches a lot of the job needs that we have out there. Business-related fields are second with 16.7 percent, and then engineering with 10, and it's growing. So we do offer the degrees that we need here in the State of Michigan, with all the emphasis on career tech, and shortages of manufacturing jobs, and all those things, which are real. What we do in producing four-year graduates, really helps our state in our region. Ora mentioned, the HLC, I don't want to underestimate it, it's worth saying again. Is Anne Hitt here? Anne is here. Anne Hitt led the team with Joi Cunningham. Joi's here as well. This is an enormous task to

put together all the information for a re-accreditation, which happens every 10 years. Anne didn't guarantee me she's going to be here for the next re-accreditation, but you know what she did tell me? She saved the files. It could be important to somebody in the room, because they did not save them when she had to look them up; she had to find a lot of stuff and piece it together from the last re-accreditation. So they gave us the 10-year re-accreditation with a very modest thing to do in what is a normal four-year assurance review, which is already scheduled anyway. They do a four-year assurance review. They told us just to do one thing, to survey our curriculum overview process is working, and it shouldn't be a problem. What they were looking for is, do we use external viewpoints when we assess our curriculum. So that was the only one thing they asked us. Here are some other accreditations for the university. I won't go through them all. I mentioned LCME. Having accredited programs is a big advantage for a university like Oakland, and we have a lot of them. OU is only one of five universities to grow over a 10-year period, just one of five. The two of them, Michigan and Michigan State, they're not really comparable. They draw a lot of out-of-state students. I know it's hard to read this, I highlighted the five in yellow. OU, had 18,500 plus students in 2010, and we had 19,013 in 2019 with some higher marks in between, but look at all those schools, I shouldn't mention the schools, but I'm going to mention the first one. Central Michigan, at the top of that list, 28,000 students in 2010, 19,243 in 2019. I take no solace in this, by the way, zero. This is dangerous for us when you see that kind of drop. So when we talk about enrollment crisis, it's here and it's affecting us, too, and I'll get into a little more of what we're trying to do to circumvent the challenge, but this is a scary, scary list, and at the bottom of it, the totals, 300,000 student enrollment in 2010, 280,000 in 2019. Is Dawn Aubry here? Just checking, maybe not. [inaudible] at everything. Anyway, the enrollment management team has done a remarkable job in the midst of what you just saw. Our largest class ever in 2018, largest ever freshmen, incoming class, 2,700 students. In the midst of what we're talking about here, this past year, it went down slightly, and we're just talking about freshmen, first time freshmen. So to do that in this environment, is remarkable and I'll talk about why. When we get to some of the other weaknesses and challenges, we'll talk about this a little more. For faculty, for the registrar, Trish Westergaard and everyone else. We signed a lot of transfer articulation agreements. There's Trish right there. Just two years ago, I think we did a state of academic affairs, we had dropped a fifth, and the number of transfer students compared to our peers, we're number 1 again, so congratulations to everyone for doing that. The challenge will be to stay there. That's going to be the challenge for all of these good things. Every month, every year, it's a challenge to stay there. Third in the state for adult learners, I'll come back to that, that's really interesting. Freshman class, I talked about largest freshman class ever, it also had the highest academic profile, that's not an easy feat. Typically, what we're seeing from our peers, when the enrollment drops, exactly the opposite, the academic standards lower, but we're seeing that we had the highest. We had the most applications ever, last year, it's not tracking quite that well this year, just as an FYI, but our yield is looking pretty good this year. International enrollment is at 911, that's 4.7 percent of our student body, and the goal is to get to 10. Well, I was kind to mention the graduation rate, this certainly isn't just the provost's office; this is a team effort with Glenn McIntosh and student affairs and everyone across campus, but the numbers are going the right direction, thankfully. When I arrived in 2013, the class, that was the 2007 incoming class, had just graduated in '13. The six-year rate was measured at 43 percent. It is now, with the class of '13, incoming class graduated in 19-57 percent, that's not easy to move. So to go higher than that, every inch is going to be really hard. So all the efforts we're doing now, we have to work even doubly hard to make it, and it's going to be exponential to make it move. Ora had mentioned this, it was 15 percent for the four-year rate, when I got here in '13, it is

now 30. I don't know that we take pride in 30, but at least it's moving in the right direction. Number of degrees awardees, the highest ever this past year, highest ever, this means something, students are graduating. We got 4,315 students who graduated compared in '13, 3,577. I'll talk about research for a moment. We did, since I've been here, alter how the research offices functions. We hired a person, Dave Stone, who's here, who has brought in some new strategies and ideas and working with deans and departments and faculty. The latest chart shows a three-year trend, that's really pretty good, and it's going in the right direction. We all want higher numbers, but if you take a three-year scan of it, the top total grants and contracts have gone up 40 percent, in three years. That's 7.5 million, just about 7 million in '18, and 10 million plus in '19. The other numbers reflect some, like state local government growth, for example, we weren't doing very much before. If you take a look at the third line down, 207,000 in 2017, is over a million now. So these are the kinds of numbers going in the right direction. Again, continuing to grow that way, becomes a challenge. Funded PIs, this is another really important metric. How many people are actually getting grants? Well, we've got it up to 91. It was 71 and 66, two years before, so that's moved in the right direction. The more PIs funded, the more all those other numbers are going to go up. The PI Academy, there is a little note here on the left-hand side about that, which is something Dave brought from his previous work. We've had 84 participants and 25 of those are funded now, and they brought in \$5.8 million. Let's give a hand to all the faculty and everyone who's done great work. I think Dave will be the first to say this, this is about the faculty work, but we need to provide the venue, and the support systems for them to move forward. Community engagement, Kevin Corcoran is here. Kevin, not only serves as the Dean of College of Arts and Sciences by day, but also as the Chief Community Engagement Officer, I think, by day as well, actually. I saw Dave Dulio in the room, I'm pretty sure. Dave has done a remarkable job bringing, not only Lech Walesa here, but Madeline Albright was here with Elissa Slotkin. Great, if you were able to see their talk, regardless of your political slant. What a really interesting conversation that was, and that's to the Center for Civic Engagement, it went really well. Math CORE is coming due to the good efforts of the OU-Pontiac Initiative. Math CORE is working with elementary level students in Pontiac. They're going be coming here to campus in the summer, I believe, and we're hosting that, and it really is a program that improves math performance for youngsters, and obviously, when they get to college, and we're really helping them out. OU-Pontiac partnership by Dave Strubler, I don't know if Dave's here, but we did take part in that Marshall Plan, even though we had some concerns about funding four-year degree programs. We did play, and we got a grant, and it's one that Dave Strubler helped co-lead, and we've got \$150,000 grant for some work for a pre-professional training there. I saw Judith Ableser here, Judith with CETL, has done some great work with our faculty. Our faculty do great work in CETL. Every time I'm invited to go over there to talk to our faculty. We have some of our really terrific faculty members thinking about things like, how do you evaluate teaching? I know if you do read them, mentioned in The Chronicle and Inside Higher Ed, if you read any of those, you see that student evaluation of teaching is not the only way we should be trying to measure quality teaching. We know that, and I know that. We're going to have to develop other things besides that, that show quality teaching. So one of the things we did last year, a task force got together, and said, "Let's take a look at" I'll call it evaluation or survey process, "How could we make that better, for one thing?" They came back with recommendations, which we are looking at implementing now. Taskforce 2, is in process right now of saying, "We're looking at that stuff with the teaching evaluations, but what are all the other things we should be measuring, multiple measures of looking at quality teaching?" We pride ourselves in student's success, in research scholarship, you got to be able to measure those how, and we want a fair way to do that for everyone. I saw Cynthia Miree here. If you

don't know Cynthia, she was named as our second Provost Faculty Fellow for Diversity, Equity, and Inclusion. The idea of creating this slot in the Provost office was to have faculty to faculty efforts in thinking about how can we think about how to diversify our faculty; how can we think about all the initiatives across campus that we can do, especially in Academic Affairs, in this case, to help with that goal of being a more diverse and inclusive campus. So we created something called a postdoc program. We did this for diversity. The faculty members, we were able to bring in as postdocs, indeed, brought different backgrounds to our campus than we currently had in those areas, and that's been successful. We hope to be able to continue with that program. We developed a DEI university ad hoc committee with Cynthia's help, and great help here, I should say. The diversity advocate program, 62 faculty members trained so far, and more are coming. What the diversity advocates are doing, they're sitting on search committees, and as we're looking at searches, everything from the way job descriptions are written to hiring and interviewing, the diversity advocate is helping those committees think about things differently than they had in the past. So we think that's really helping. DEI-related training for faculty we're talking about, we're doing it, created the diversity advocate online training partnership. We just saw this, it was just demonstrated to us at cabinet. It's great. it's really, really great. You can go online and look at how this training is built. We have a diversity advocate resource page. We have a template for deans that is under development, and we are going to have a diversity award now, which we're doing for the first time this semester, and you'll see that, I think, our Founders' Day Award ceremony. Professional and continuing ed, Michelle Piskulich, she has a lot to do with this, oversees it, Lori Crose does working with all of our deans; 170 percent growth. Now, percent sometimes doesn't mean much, I get it, but you need to know what you're working from. But I can tell you that it's really ramping up some of the dollars coming into the university on the non-credit side. I'm saying this because, well, it's under the strength category; it's an opportunity as well. This is something that, as we see enrollment potentially dropping, we're going to have to make up that funding in other ways, and one of them is the non-credit. An example right now, we mounted it. Dean Mezzio and Lori Crose and others put together a data analytics program for FCA, we're teaching it at FCA, 26 students involved in the program, \$300,000 of revenue for the university. So that's the kind of stuff we want more; we want to do more of it. Implementing Destiny Solutions; this is a system that will help us do better and easier non-credit registration, and we have Destiny Solutions that was being implemented. Right now, we're doing about 3,000-5,000 registrations in this area. We expect it to climb to 10,000 soon, especially with the implementation of this new software which will make it easier. We're doing more with outreach, like with the OPC and places like that through PACE, as well as and I know you've read about these things, badging, and other types of certificates programs. So we're really working on that through PACE. Now, we land on a fun topic; Facilities. I put it in the strength area, didn't I? Well, we know that it's both a strength and a weakness for OU. We could talk about almost a lot of these things in the strength and weaknesses areas. But at least a strength right now is moving very much in the right direction. South Foundation Hall, this will really be an upgrade for our teaching at OU. There was a transition at the governor's office, and just recently, I think Michelle and Pat Engle went up to Lansing to testify to the current administration about what South Foundation Hall project is because they still need to give us the funding; they will. Rochelle told me they will. So they will, and we're going to get to that project as moving forward. Wilson Hall is another one that'll help with the classrooms, consolidate offices, student services, and that's also tracking well forward. Varner Hall, I know it's on there, Varner Hall is on there, \$45 million. It won't be enough, you say that now, but I'm looking at the people who live over there. The challenge on this one will be? I'm leaving this with you. Call me when you figure it out. But I think this is

going to be a tough one. Swing space is going to be really a trick. So as we do the upgrade in Varner, we've got to put those folks somewhere, and it will be a conversation right now about plans and contingencies for being able to do that. A research building, I just put it up here, it's in the idea stage. It's in our strategic plan, it's in our master plan. We need more research space, and we're thinking about potential building on campus, potential. We've looked at running facilities, it's in the idea phase, and I'll leave it at that for now, but there will be more to come on that. It took us that long to get to weaknesses, but here we are. I'll start with the most obvious one. Well, maybe it's not the most obvious one, it's pretty obvious, we're 44th in the country for funding for higher ed. This is an article that was in the Michigan Daily. In 2001, this little chart says we were spending \$230 per resident for higher ed, and now we're spending 195 per resident. It's a lot of years later. So it hasn't gone up; it's gone completely down. Demographics in Michigan, how many times you've seen this slide? I don't know, but a lot. This is one that shows, these are the projected high school graduates in Michigan after 2030. That is going way down, folks. So for us to think we're going to continue to outpace, I hope we do, by the way, outpace the demographic. We have to be planning that we might not. So we're doing everything we can to outrecruit everyone, and we're doing it. But this tells us, if we don't have some other plans, that it's not going to probably be the only solution. Another slide that just reinforces the point, and it's a little bit of a big one, but this, nationally college enrollment, we mean college university enrollee has decreased for the eighth consecutive year. So it's going down everywhere as a whole. For your publics, I have gone down 0.9 percent this last year, but that's after some other declines. It's been in the flat range to down for four years. Look at the two-year public, we're on the right though, that's way under community colleges; they're hurting. The four-year for profits, just be glad we're not one of those. That's tough. Overall, all sectors down another point, you can see it's down every year for the eight years. So that's a tough picture. So what to do into OU? I mentioned we're recruiting these great freshmen classes, and that is really, really good. That can't do it alone for OU, because what's happening is, you can see we're losing some enrollment over, I got this circled there from '16 through '19. That's not necessarily all new students going down because you've seen some of the new students have been going up. So what's going on? We'll get to that in a second. But this is about credit generation though. Sorry, it is enrollment. I got credit generation right here. That one arrow that flew over there up at the very bottom right-hand of the screen, we were down 2.2 percent in credit generation for '17, '18, and down another 0.2 percent for this last year, '18, '19. I see John Bean in the room. What he's looking at every time we have enrollment. The headcount is interesting, good, because I usually correlate to credit generation. But if the credits are down, that's what students pay for. This is the picture that's making a challenge for OU. So when we talk out of the Provost Office, when you talk to your deans, when you think departmentally and take a look at which programs are robust, which ones are growing, which ones are not. We have to be really strategic now about where we can put faculty members, where we can teach our courses, how we can have a viable financial footing to be able to do all the great academic work that we need to do. We can't just let this float from year to year. This has to be really planned out. So it's part of the SEM process; it's part of academic planning with deans and everything else. So what's up with this, freshman class looks great, how come we're losing students? That's a good question. So this pie chart gives us a picture of it. Song Yan is here. I see Song, Director of [inaudible] and Rubin, they both do great work in getting us the data we need. This largest part of the pie shows us that overall, I don't mean just freshman class. Overall, 65 percent of our students return to school the next year. So where do the rest of them go? Well, I'll follow the bullets on the right-hand side, too. I also put an extra point, our freshmen number, this is the one that US News World Report uses and everyone else. It's the first to

second year number, that's been stuck for us and we need not to unstick it. It's been 76-78 percent since 2012. We've got to get that going in a better direction, got ideas about that. So here's a challenge it has though, we've improved our graduation rates, yay for everyone, and our students mainly, we're doing the right thing. We want them to graduate faster, but then what happens? They don't come back. So 65 percent come back, 20 percent graduated. Good. The one that worries me is the one that's in gray, did not return, but in good standing. They could have come back, they didn't. We're trying to find out why. Some of them had financial problems, some of them might have transferred to another university, some of them maybe left college. We're trying to dig deeper there. We use Clearinghouse data to find out if they registered somewhere else. Another 4.3 percent on this pie chart didn't return because they were dismissed at usually academic issues. So what does that tell us? Well, we could take two views on this, and I'm going to pontificate for one second on this. We could say, it's their problem. What we're hearing universities say instead, the ones that are really doing well and even better with students success are saying, "Let's not say it's just their problem. What if it's ours? What are we doing to try to keep those students getting off to a good start their first semester, second semester, third semester, etc? Where are the interventions that we can signal when we see somebody heading down the wrong path that we can pull them out of that? That's really important for us." Revenue, oh boy, guess what? It is on the left side, if you can't read it. Where does most of our money come from? That's all your tuition dollars at work right there. That's 80 plus percent of our revenue at the university. The second highest bars you're looking at there are state operating. That's a long way down, but that's where it is. So we'll talk about that in a minute, about what we might be able to do for that. Auxiliary activities bring in some other dollars, but because we're so tuition-dependent, we're not very different, by the way, I kindly mentioned my next move to a private, and we went to a private institution. They're about 88 percent tuition-driven, we're 81. It's not that much different, so same challenges, almost. So additional challenges; low-level of state funding, limited funding for strategic initiatives, faculty-student ratios have been challenged, staff-student ratios, because we can't hire enough people, lack of adequate space to accommodate existing and future needs. Opportunities. Yes, I know, that was me. I had an opportunity to throw a fast ball right down the middle. Didn't quite happen that way. That's okay. But I had the chance. So I want us, Oakland University, to throw the fastball right down the middle. Native Detroit, that was a big deal for me to just let you know, to be on the mountain at the Comerica Park. So Ora is right in front here. [inaudible] a credit or with, this is the first time we have ever really gone to Lansing and pushed pretty hard to say, "You know what? We're last in the state and state funding." We're last, \$3,000-ish per student. The higher level is around 9,000 per student, Wayne State has about that, and there were even higher ones, but 9,000 per student to 3,000. Now, even if you account for differences mission, activities, that's an enormous gap. So I think it's really been great strategy, strive for 45. How many know about it? Ora? Yeah, you saw Ora was here, you had to raise your hand, I know. Now, actually, every room I've gone into and mentioned it, people know, just so you know that. It seems like people have gotten it, they get it. I think the move is really great because it's not just saying, "Hey, we don't get enough money at OU" What it's saying is, "Establish a floor of \$4,500," which by the way, we had in 1999. That's what the state did for one year, 1999 I said, 4,500 per student and now we're at 3,000, because we grew, some places didn't, and the ratio went way out of whack, and they didn't keep a floor of funding in at all. So even if we go back to 45, it doesn't just help OU, it helps Grand Valley, helps Saginaw Valley, helps U of M Flint, helps U of M Dearborn. I can't remember if there's anyone else in that mix, there might be. If they established it, we would get \$24 million more in annual budget. Do you hear that? We'd had some happy people in the room for a minute, then we'd run out of money

again. No, I'm just kidding. But there are all these things to do. So this is big. Even if they don't go to 4,500 floor right away, if they start moving the right direction, so here's what you can do. Talk to your legislator. Find out who your local legislators, your senators, your congressmen are, talk to them, send them a note, tell them Oakland went out with strive for 45, support it. That's what you can do. I mentioned adult learners. This is another opportunity for all of you. We're third already, we're not even trying that hard. I say that a little facetiously. We're try hard at everything, but we just started some real specific adult learner initiatives. We're already, our enrollments third highest in the state for adult learners. Age 25 and above is for the definition. So what does that tell us? Well, there's something like 600 and the number of changes, 650,000 people around us with some college and no degree, those are our adult learners. That's our market. So what are some of the things we're doing? Enrollment and retention, SEM plan, five goals. Strengthen our FIDIC class, which already has been pretty competitive, improve student's success, measure retention and completion. You saw my pie chart. Our challenge is to get them to come back. The ones who aren't, especially that 10 percent who leave and don't have to leave. Expand credit generation, online learning. We still have big opportunities in online. We just saw a presentation from Shaun Moore and his team, faculty are working hard on this. We appreciate it. I think, some of the online part isn't a savior on itself, but it is the delivery method that a lot of our adult learners want. So we're going to really need to get there on that. Increase graduate enrollment and an improve graduate student retention is also part of it. Increase the diversity of our student populations, this is all part of SEM. We're taking part in something called EAA, Excellence in Academic Advising, and I'll just make a quick point of this one. That's an ongoing process. When I talked earlier about those students who don't come back or get dismissed, academic advisors, our faculty, everyone plays a role in this, but our advisors are really strong here and they already know a lot of good things that we can and could even do better to help those students. In this process, we're doing with the Gardner Institute and the NACADA, which is the professional organization for advising, is to try to get at those students to keep them here. We're also taking part and is leading with the APLU, some good universities that were cohort with Bowling Green, Illinois State, Kent State, Miami University, all these universities with us here, looking at a project that would increase our undergraduate degrees, that would eliminate the achievement gap between URMs and the student body at large. So also, look at how we use data in this work. That Campus Technology ran an article about us and our sister institutions here. Powered by Publics is the name of the project. There's a data literacy cohort that we're part of, and they're going to pay for training for about 20 of us to take part in this, so that's really great. Other academic affairs, [inaudible] financial aid optimization. This last year, we spent about, a year before, it was in the \$50-some million on financial aid. We get from the state about 50-some million in financial aid. This past year, it was higher. It went to 60 million that we spent plus on financial aid. So what we need to do, unless we get the strive for \$25 right away, which would be great, we're going to need to leverage our financial aid dollar better. So we're doing some good work on how to leverage the dollars. Golden Grizzlies is graduate program. This is really interesting. We're getting quick traction on this. This is for students who have "stopped out." Some of those students I was talking about, they went for, some of them, three years to a university or more. They have couple of classes to get a degree. We're reaching out to them and saying, "If we give you a \$500 break on what you owed the university, would you come back?" We've had a lot of them come back. We had about nine of them graduate, and right away, we only did it last semester. We had nine of them graduate in the December commencement. Got 30 signed up for graduation this coming semester of these students, and about a 139 of them in the pipeline right now. That we think they're going to be more. Detroit Drives Degrees is something Ora is

chairing, our President, with Detroit Regional Chamber, sorry. It's an effort to, our Governor came out. We were one of the last states to do this, that we want 60 percent attainment that means four-year degrees, but also certificates and other things. Sixty percent by 2030, and we're in the 40s right now. I forget the exact number, but we're in the low 40s, so a long way to go to get this up to 60 percent, but it's a state goal and Detroit Drives Degrees is working on it, too. Curriculum mapping. I'm throwing that out there to faculty. We haven't finished. We've got to get going on this. This is something, I think, will help our students. What does it mean? Curriculum mapping. You walk in and say, I'm getting the sign from it, it's definitely late. Curriculum mapping means how do you get your curriculum in a very seamless way without getting sidetracked? A hundred and twenty credits, some programs are doing that. We're seeing a lot of our graduates get out of school with lots of credits, 150, 160, 170, even higher. We'd like that to come down. Here's a picture, right off my iPhone from the students success conference last week, which was terrific. We do well with that, and we get some great strategies around students success. All right. Some new degrees, I won't walk through them. Here are a lot of them. I don't know what Bill Nye's doing there, but anyway. There he was [inaudible] vitality. We did a lot of new degree programs. There's some revenue that comes from those. We did some four plus ones. The fast track courses I talked about at McCombs. Online, we've got some over 6,000 enrollments in online. Shaun Moore is in the room, just updated some of this data, 20 graduate programs, two undergraduate. We're trying to grow all of these. SEHS, SON, SBA, and CAS are doing a lot of work in these areas, and these programs are ramping up. I'm not going to read through them all. I get asked this by Board members all the time, but I get asked for by others, "You're adding all of these new programs, that's nice. What are you cutting?" Just a provost question. So what we've done, and Peggy Cooke is here. Always be friendly to Peggy. She has all the money in the office. We work hard at this to try and think about shifting dollars, saving dollars. Without reading through all of them, you can see some of the work we've done and to save that. We've eliminated several administrative positions to the tune of \$1.3 million of savings. Reallocated to other positions, one million. Positions funded through reallocation, two million. Faculty positions, new positions created three allocations, 6.1 million. You get the idea? This is what we do in our office. So while you don't see it all the time and while Board members don't, I need to maybe talk to him before I leave about what we do in our office. You can have a public thing that says, "What are we going to cut if you're in budget crisis?" You could do that. We're doing it behind the scenes, and I hope we don't have to go to that public effort, like a lot of our sister institutions have to say, "We're cutting \$50 million from the budget." That's pretty extreme, but whatever it would be. But so far, we're handling it behind the scenes. New revenue, 5.2 million from some of those new programs and new revenue and differential tuition, which is something John Bean and I talked about when we first got to campus. When I first got to campus and we put it in, it's generating some dollars, \$3.7 million, not insignificant. I have to move through that here. I didn't want to show this slide in terms of faculty hires at the university. We have been able to grow the full-time faculty here since 2013. It was at 507 when I arrived in '13, it's at 560 now. That was not an easy thing to do in the budget environment, is through some of those reallocations and shifting around. When you hear a lot of universities being criticized for part-time hire and using mostly part-time faculty, we shouldn't get that criticism here. Yes, we use them, of course, we have to, but we have been able to make a move in the right direction. Student faculty ratio, I just had Song do this and Rubin in the office. When I got here, it was 22 to one. The latest figure shows us at 19 to one, so we've made a dent. This is one of those quality measures that everyone looks at. Threats, I better move quickly. But threats, this perception of higher ed, recent college graduates have highest unemployment rate in decades. Here's why universities are to blame; Forbes, thanks

Forbes. I'll just make the main point here. They're talking about underemployment, by and large, and if you look at this stuff, you can see this chart. Not surprisingly, could you be underemployed and get a degree? Yeah, you get your degree, but you don't end up in the job your degree trained you for. That's what we're talking about. So who's least likely to end up in that category? Engineers are at the bottom of that list because they are least likely to be underemployed. Computer science, communications, look at that. They're near the bottom of that list, that's pretty good. Social science, there's visual and performing arts, who expected that? That's there, and it goes on. But these are the kinds of things we're fighting it terms of threats. Forty-three percent of recent college graduates are underemployed. I'll leave this slide at that. But that's the burning glass study, but also the Fed came out with similar numbers. So there's some we're going to have to pay attention to, really, without feeling like I'm going through it really fast. The report goes on to say, "You're still better off getting a four-year degree than doing anything else." Student debt, we talked about, it went over 1.5 trillion and that was a couple of years ago. It's a lot of debt. But look at the next slide, is what I want to show you. If you get a bachelor's degree, your percent is five, nationally, for default. Sorry, I should've make be that clear, default rate. At OU, it's 4.4 percent, just three years out. So we want to be zero, yeah, I get it. But this stuff, the drama we hear about 1.5 trillion and you can't pay. If you get your degree, you get employed. Americans' views of college education, this is little scary by Gallup; 2013, 70 percent of the population said higher Ed is important; 2019, 51 percent, scarier to me, 18-29 year olds, 74 percent, said it's important; in '13, 41 percent; in '19, not a good thing. Who are these guys? Some final notes. School of Music, Theater and Dance has been, since a few since I've been here things, the School of Music, Theater and Dance; kudos to, certainly, Jackie Wiggins, Kevin Corcoran. We were able to get that done, which was great. Grad school, Chief Research Officer and some of the other things on this list. I don't need to read them all. I'm proud of what we've done, but really, it's the work everyone has done, and teamwork is really what this is all about. I got to say it, Michelle Piskulich, Peggy Cooke, Stephanie Lee, when I first got here were there. I don't think I missed anyone who was there when I first got here. Since then, Joi Cunningham, Anne Hit. Without that team, none of this happens and they're really good. The teamwork on the right-hand side was, [inaudible] got caught when we were doing your inauguration. It was actually a really dangerous moment for me because I had to reach down, and I didn't know how that would play. All I can say is, really, this has been more than an honor and a real privilege. This is a great group of deans, I can tell you that. Cabinet, these are people we don't always agree, all of us, deans too. That's what makes this a fun job, an important job. The differences of opinion get us to places. I believe that, and I think that OU will thrive because of the good people here. So I appreciate you allowing me to have the honor of being here for seven years and it's been a real treat, so thank you very much. I appreciate it. That's right, yeah? People may have to leave. A few folks asked if I'd play the guitar. I got to tell you, one thing this job isn't so good for is practice time. But can you guys turn this one off yourselves back there? So I'm going to play a tune. I grew up on the East side of Detroit. I started playing in bands when I was 15 years old or something, and I played all kinds of music, rock, jazz. I got a classical guitar degree from Wayne State University. I'm going to play a song called Here's That Rainy Day. Don't try to connect that with my outlook for the future or anything. Thank you very much. It means a lot. Thanks. Thank you.