

THE UNIVERSITY OF TOLEDO
FACULTY SENATE
Minutes of the Senate Meeting of September 25, 2007
<http://www.facsenate.utoledo.edu>

Approved @FS mtg. on 10/9/07

HIGHLIGHTS

New Director of Center for Women
VP for Enrollment
New Dean of College of Arts & Sciences

Note: The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.
Chair Floyd called the meeting to order. **Alice Skeens, Executive Secretary** called the roll.

I. Roll Call –2007-2008 Senators:

Present: Ames (for Bischoff), Barlowe, Edwards (for Baines), Barnes, Barden, Chen, Compura (for Moorhead) Evans (for Lipscomb), Floyd, Fournier, Fritz, Funk, Greninger, Hefzy, Horan, Hottell, Hudson, Jakobson, Johanson, Kennedy, Kistner, Klein, Lambert, LeBlanc, Le (for Zallocco), Lundquist, McInerney, Monsos, Morrissey, Nandkeolyar (for Ariss), Olson, Peseckis, Piazza, Piotrowski, (need replacement for Pope), Relue, Schall, Skeens, Spongberg, Stierman, Stone (for Hamer), Teclehaimanot, Thompson-Casado, Ventura, Wikander, Wolff,

Excused absence: Byers, Cluse-Tolar, Fink, Wedding

Unexcused absence:

II. Approval of Minutes:

Minutes of 9/11/07 were approved as distributed.

III. Executive Committee Report:

Chair Floyd:

I would like to move Old Business up to the front of our agenda. The resolution from the Baha'i Student Association will be presented as a motion when Sharon Barnes arrives, as she has been working with these students and can answer questions you might have about it.

As a reminder – the Tenure and Promotion workshop flyers are on the table. Please let your junior faculty know about this very beneficial workshop, which is October 12 from 1-5. Speakers will be the Provost, Vice Provost, the past chair of UCAP, and others. This is intended for those faculty who are on tenure track under the CBA, not people on the HSC.

Executive committee report:

Now I would like to spend a few minutes discussing last Monday's Board of Trustees meeting, expand on some of the things that were reported in *The Independent Collegian*, and answer any questions you might have on the issues resulting from that Board meeting.

Immediately following our Senate meeting of Aug. 28, I forwarded the Senate resolution on the Board's resolution 07-02-02 regarding the delegation of authority to the president. As I reported to you at the last Senate meeting, the President responded that he was deeply disappointed. I assumed, perhaps wrongly, that our resolution would be forwarded on to the Trustees by the president. It doesn't appear that the president did this from comments we have since received from trustees.

This confused communication was further complicated by the sequence of actions at the Board meeting. Usually at BOT meetings, the report from the Senate chair occurs as part of the Academic and Student Affairs Committee, the first committee report on the Board's agenda. This time, it did not. I am willing to believe this was an oversight, since Olivia Summons, who usually does not chair the committee, was chairing it this time and apparently forgot.

During the report of the Trusteeship, Audit, and Governance Committee, the Board voted to approve their resolution on "Approval Authority for Administrative Policies." They also voted to table approval of the Faculty Senate's constitution, and during their discussion of this matter, indicated that they were disappointed in the lack of progress made by the Senates on completing the rules and appendices. Also, some Board members implied that perhaps we were attempting to assume control over functions that we did not have authority over, and made some further negative comments about the Senate.

It was only after these votes that the president called on me to give our Senate report. In my brief report, I made it clear that the senates had made considerable progress on the rules and appendices, and also that the main campus Senate had concerns about the resolution about the delegation of authority that they had just passed. I indicated that while we understood the intent of the resolution, we did not believe the language of the resolution addressed that intent; I also stated that the Senate believes that academic issues should be delegated to the provosts, which we believe is the appropriate office to set academic policy.

Afterwards, it became clear that the trustees had not been forwarded our resolution on this matter, and since I did not give my report until after the vote was taken, they did not hear our particular concerns. As you might imagine, this did not please the members of the executive committee. But even more concerning was the sentiments expressed by some Board members concerning the Faculty Senate which seemed to be based on misperceptions of what the Senate does and how it operates.

Those are the negatives. Now, the positive developments that have happened since that time. As a consequence of this meeting, I subsequently had a meeting with the President where I expressed our concerns, especially with the issue of communication between the Senate and the Board. On Thursday of last week, the executive committee met with the provosts for two hours where we discussed the issues of trust which have been tested by the actions as described. We also discussed the need to communicate with the Board directly.

On Friday, the executive committee met for two hours with Chair Stansley and trustee Summons and discussed many topics, most importantly the need for better communication directly between the Senate and the Board. As an outcome of that discussion:

- Mr. Stansley has agreed to meet regularly with the FSEC and talk directly to us about issues of concern.
- We will also hope to meet with the newest Board member, Dr. Amjad Hussain, as part of his new Board member orientation.
- Mr. Stansley has agreed to come to an upcoming Senate meeting to hear directly from the Senators.
- Members of the FSEC will be having a retreat with members of the senior administration and the Board to begin to build trust between all parties. We also hope to include some Senate members in that retreat
- We will also return to the topic of shared governance at a future meeting with the administration and members of the Board, but our discussions will move beyond the issue of the Senate's constitution, which has dominated past meetings, and will begin to address how governance is shared among all entities, including the Board, the president, the provosts, the deans, etc.

In conclusion, while the way we got here has been difficult, I believe that the president and the Board understand that these events and others have contributed to an erosion of trust between them and this body that stems largely from poor communication, and they have agreed to address this issue as it is a concern for them as well. We have the president on record as saying that resolution 07-02-02 will not change anything in the way decisions are made and policies are set, and we should be vigilant to ensure this is indeed the case

I would be happy to answer any questions you might have on this matter.

Senator Johanson: What was the President's reaction after your meeting, when you went to meet with him after the Board meeting?

Chair Floyd: What he and I both admitted was that we didn't know the appropriate means for transmitting the Senate's resolution to the Board. Perhaps he didn't understand that he was supposed to send it on, and I certainly didn't understand that I should have sent it on myself. I am willing to accept some of that responsibility for that miscommunication. I believed that if I sent it to the president that it would have been transmitted, and that didn't happen. This was a difficult week for many of us. It's been a test for how we work in this new University, but in the end we have put in place a process that will allow us to better communicate in the future, and for all parties to understand how we operate and for us to understand how they operate. I have to say these issues of trust are not just between us and the administration and the President and us and the Board, but we are also having some trust issues with our senators on the HSC. It's a good time for everybody to get together and come to gain some sense of where we are all coming from and why we are the way we are. I think these are cultural issues as well as educational and communication issues.

Senator Barden: Since this was passed by the Board as policy of the University of Toledo, are there going to be any practical impacts to how we operate as a Senate?

Chair Floyd: The President said in an open forum that he believes this policy will not result in any changes in the way policies are made. It was merely a record keeping resolution to make it clear that everything doesn't have to go to the Board. And having heard the Board members at their meeting last Monday, I think that is a good thing. We just have to have people understanding what their roles are and how policies are formed, how decisions are delegated down. We have a new provost, a new University, and members of the Board who are new and confusion can occur from new structures.

Senator Hefzy: I have a comment and it's just my opinion. I am not comfortable with the statement that we have trust issues with other senators on the other campus. I look at this as a

marriage. When you have a marriage, it takes two different people and some time to get used to each other. This is the same for two different organizations. Since we do things completely different here, we need to sit and talk and understand why they are doing what they are doing, and they understand why we are doing what we are doing and come to some common ground. To me that is not a trust issue. That is again, a marriage. It takes time to know each other and adopt to each other.

Chair Floyd: I think you are right, it is communication, education, and cultural. We talked about some of these issues in a meeting between the chairs of the Faculty Senates and the Provosts and there is a real need to figure out a way for the faculty cultures to begin to come together. The Executive Committee worked a lot with the executive committee on the HSC as we have gone through the process of drafting this constitution and rules and appendices, but most faculty members on the two campuses really haven't had a chance to meet each other. This has contributed to the difficulty in merging these two cultures together. It's a very different environment.

Senator Kennedy: I have a procedural question. Is there any formal mechanism by which the Faculty Senate can present its documents to the BOT, if not, should there be for the next constellation of policies?

Chair Floyd: It think that's a good point. I would have presented our resolution in my report to the Board, but at the point when I addressed them, it had already been passed, so I didn't see the point. It has been transmitted to Mr. Stansley. There has to be a way that when we do something that expresses an opinion on Board action, that it does get transmitted to them. Perhaps the rules and appendices are the way to approach this. That's a good point, thank you.

Senator Edwards: What is the status now of the rules and appendices?

Chair Floyd: Last time we shared an overview of the rules and appendices, I had hoped to be able to submit them to you this week but Kris Brickman, the chair of Faculty Senate at the HSC, was in Italy all last week and he didn't have a chance to get back with me. What we really need to do is to transmit these to everybody at the same time. I think we will be able to do that very soon. The rules and appendices look much like our rules and appendices with some important changes. I don't think this campus is going to have a hard time accepting what we show you. I am committed to moving this along and the Executive Committee is also committed to moving this along. I'm not sure that the same view is held on the HSC.

Now I will ask Sharon Barnes to present a motion on behalf of the Baha'i Student Association.

Senator Barnes: You have already received the resolution on behalf of the Baha'i students and my motion is simply that we accept the resolution as presented. Is there a second?

It was seconded.

Chair Floyd: Any discussion on this resolution?

Senator Olson: I question whether this Faculty Senate should be making a motion on a political issue. I certainly vote for the resolution but I am concerned that this resolution is out of the purview and scope of the Faculty Senate.

Senator Barden: I totally disagree with that. This is a basic thing and a universal problem when a group of students are not allowed to receive education based on religion, it's everybody's business. Certainly everybody involved in higher education.

Senator Stone: I realize that one can't change the universal difficulty with human rights, and some of the language included here in paragraph #2 where it's discussed, "... whereas the members of the U.T. Faculty Senate..." that is not a quote and as a document discussing the importance of diversity and education, I would suggest that's it's important to consider diversity in all its forms and such that I would not have to vote against the resolution and I would ask for a friendly amendment to the resolution in paragraph #2 beginning with, "...whereas..." be changed to reflect more inclusive policy, "...and sexual orientation, disability or other forms of difference."

Senator Barnes: Another way to look at it, understanding Walt's opinion, is that what has worked for people trying to make change in Iran has been international pressure, so it really is an opportunity to make a statement about the value of education and possibly make a real difference. We would be joining some very fine universities in this effort. It's part of a movement to try to put pressure on Iran and it actually might work.

Chair Floyd: There is a motion on the floor, is there a second?
It was seconded.

Chair Floyd: All those in favor, please say "aye", opposed say "nay". *Passed unanimously.*

Next on the agenda is Charlene Gilbert, Director of the Eberly Center for Women.

Charlene was an associate professor in Film & Arts at the American University in Washington D.C., during her career she has also taught at Boston College in Buffalo, Princeton and Temple University, among other institutions. She is perhaps most known for her work as an awarding winning producer of documentary films. During a residency appointment in Smithsonian University at the museum of African-American history and culture, Charlene produced and directed "Children Who Listen," an award winning documentary film of African-American history and culture, which was broadcast on PBS in 2004. She received her Bachelor of Arts degree in Economics & Political Science from Yale, and a master of fine arts degree in media arts from Temple University. She will talk to us today about her vision for the Eberly Center and some of the projects that she has already began working on.

Prof. Charlene Gilbert: Good afternoon.

Thank you for the invitation to address the senate today. I am grateful for the opportunity to report on the mission of the Catharine S. Eberly Center for Women and my vision for where I hope to take the center as I begin this journey.

As most of you may know the Center is a 29 year old institution here at the University founded and endowed by Catharine Eberly and her family members. Catharine Eberly served as a member of the board of trustees from 1974-1978 and was very committed to the progress of women.

As a social documentarian, I like to begin with history. I very much draw from the West African concept of Sankofa--the idea that "we must look back in order to go forward." So, as I thought about what I might say today I decided to spend a little time reviewing the early history of the center. I read through some of Catharine Eberly's notes and some of the early clippings from the Center. The founding of the Center appears to have been a very exciting time and the fruition of one woman's vision of how to move the struggle for women's equality forward in the context of this institution.

I was particularly moved by the humility of the following quote from Catharine Eberly's personal notes which she wrote On June 30, 1977. She writes in this entry:

Much of my work recently has been on behalf of the rights of women. I feel I haven't actually done much- however, just by speaking out and representing the women in the University community it may have made it possible for those administrators who wanted to be helpful, to do it, without criticism from their peers.

*There is still much to be done. It may be interesting some day to read these notes and to remember the kind of transition we are going through in the U.S. social structure. **Where will it lead?***

I stand here today nearly 8 weeks into my position as the 4th permanent director of the Center contemplating that very question. I do know that numbers of women, like myself, benefited greatly from the social movements of the 60's and 70's which gave us the opportunity to enter institutions and have the opportunity to simply compete on the economic and social playing fields. We still have a very long way to go. Women still earn 77 cents for every dollar earned by men. Women in Ohio still experience a significant wage gap with the current median wage for women being 22% less than that of their male counterparts.

And sadly, domestic violence continues to be the leading cause of injury to US women between the ages of 15 and 44, more than car accidents, mugging and rapes combined. Every day at least 3 women are murdered by their husbands or boyfriends in this country and battered women account for up to a third of all visits to hospital emergency rooms.

So, there is clearly much work to be done and I believe that the Center has a central role to play here at the University and in the greater Toledo community.

The Work of the center is broad, rich and diverse.

I was specifically drawn to the Center because of its interesting programs. Specifically, its Project Succeed work which has been the core work of the center for 24 years. The program has served over 6000 women in transition on campus and from the surrounding communities. This program represents a long-standing and concrete community engagement model that is rare for a university based women's centers. The Center's clear and unambiguous commitment to serving women in need is one of the primary reasons I accepted this position.

I am committed to strengthening and developing this important program. It is clear to me that, despite the 2005 state budget cut which completely eliminated the primary funding source for Project Succeed, this program is an essential component of the Center's work. This legacy of service will continue to be central to the Eberly Center and I look forward to finding ways to expand, and shape the program to address the changes we have seen in women's needs as they have embraced broader economic and social choices.

Single Moms

Towards that end, one of my first projects at the center has been the development of a single mom support group which meets on Wednesdays from noon – 1:30PM. Students who are single moms, enrolled in the university and most often also working nearly full-time jobs, face immense challenges, stress and expectations. I feel strongly that women who are trying to acquire higher education, which statistics tell us will do the most to improve their and their children's economic situation, should be supported in the University community and encouraged. So, the Center will be looking for ways to support single moms in their efforts to attain their college degrees. We are currently working on a number of projects for this particular group of women, including creating an accessible computer lab with a nearby child-friendly space.

I believe these efforts will be critical in terms of insuring the retention and successful graduation of these women who sometimes feel lost, misunderstood and isolated in a larger university context.

Community Partnerships

In addition, to serving women on campus, the center will also be looking for community partners to expand our work and outreach.

I have recently met with the Director of the Battered Women's Shelter at the YWCA in Toledo and the coordinator of the Second Chance program for women who are trying to get out of prostitution and we are now planning to have women in those particular programs participate in our Project Succeed/Women in Transition workshops.

I am really excited about this development and hope to see the expanded workshops begin in the spring semester if not earlier.

Campus Work

Brown Bag Seminars

Our campus work will continue to include the Brown Bag Seminars on Thursdays, 12:30PM – 1:30PM, which I hope will continue to be an opportunity for the sharing of faculty research projects, local expertise and resources aimed at issues affecting the lives of women.

Web

In terms of student outreach I am very excited about our plans to use a variety of new media tools to reach traditional and non-traditional students. We are beginning with an overhaul of the Eberly website which is scheduled to launch in Jan. 2008 and we are also making use of the social networking sites: Facebook and Myspace as a way to reach more students about our events and resources.

Lastly, I am interested in exploring the possibility of creating a presence for the Center in SecondLife, which could be of particular interest to students actively, engaged in distance learning.

Art

We will continue art as tool for outreach, community building and social development. Our priority will be to feature student, alum and local independent artists. I am particularly excited about the latest exhibition which includes the photography work of a student, Courtney McManus and an alum Stephanie Matthews. The reception is on October 4th from 5PM – 7PM. I hope you all will join us in celebrating the newly installed exhibit which is quite impressive.

In addition, to our art exhibit I am hoping to develop some media arts projects for women in the future.

Advocacy Work

Faculty Work – Women's Leadership Council

As the director of the Center I am the convener of the Women's Leadership Council and the work of the Council to obtain a gender pay equity study is my number one priority. As many of you know this study has been in progress for nearly 2 years and I plan to be diligent in working with

the campus leadership to make sure that this study is completed and presented to the community as soon as possible. I also believe, strongly, that pay equity issues are not just faculty issues. We have seen, at numerous other institutions, that pay equity issues can be found at all levels of staff and faculty positions. As an institution we have a responsibility and obligation to ensure that compensation is fair and equitable.

Lastly, the Center is involved in 2 major advocacy efforts aimed at addressing Domestic Violence:

First, the Center has developed a Muslim Family and Domestic Violence Task Force. The Task Force has produced an educational brochure on Muslim families and domestic violence which provides information on resources and services for Muslim women and families in need. The group is now working on a cultural competency training for police and court personnel to help them better serve Muslim families that come to them for assistance.

We also serve on the Lucas County Domestic Violence Task Force where we are most active with the Sub-committee on the hospital. This committee has successfully worked with UTMC to adopt Health Care Standards for DV victims that are almost entirely an adoption of the protocol devised and endorsed by ODVN (Ohio Domestic Violence Network.) I believe they are the first local hospital to do so. The committee will now be trying to get other hospitals in the region to follow suit.

Finally, I am very excited about developing STEMM related programs to work with girls in Toledo Public Schools. I think it is important to encourage girls to develop their interest in science, technology, engineering, math and medicine at early ages.

I believe that future UT medical students have to be nurtured, inspired, and provided with mentors in their early years and that is the place where you plant the seed and reap the most benefits.

The Center is also working with COSI on the Starlab project, which is a portable planetarium. I am currently looking for public school partners who might be interested in taking advantage of this program. I am most interested in finding ways to leverage our limited resources to strategically assist schools in addressing their most critical needs.

Lastly, all of my and the efforts of the staff will be aimed at building a porous center that celebrates and serves women in this community. Our doors are open and I plan to work very hard to ensure that women throughout the campus and the community know about our programs, services and resources. I want women to know that the Center is a safe place, a place open to new ideas and a place that will always be a resource for those in need.

Thank you again for inviting me and I hope that my comments have given you a general sense of the Center's goals and directions. This is just a sampling of our major work and I look forward to sharing the center's progress and development over the upcoming years. But most of all, I hope I have conveyed how honored I am to be a part of this inspiring university community. The idea of public higher education is a rapidly disappearing notion in this country, so, to be a part of an institution that is clearly committed to providing quality higher education to a broad and diverse group of students in the context of a public university is truly good and honorable work. So, again thank you. I will take any questions now.

Chair Floyd: Are there any services that you think we could provide to female students, particularly non-traditional students, to help attract them to the University of Toledo that we don't provide currently?

Prof. Gilbert: The first thing that comes to mind is affordable, accessible child care, it's very critical for non-traditional students. Child care that is available at student hours, evening hours, during midterm week and on Saturdays when students need the time to study. Child care, eldercare needs to be scheduled around all the members of the community. That piece is critical for many non-traditional students and that's what we plan on doing.

Senator Piotrowski: I teach Freshman Composition, do you have the resources by which you could have a representative visit my class to give an orientation to what your institution does? Many freshmen have no idea what the Eberly Center is.

Prof. Gilbert: I would be more than happy to do it. Any opportunity to speak to young women I would be glad to do that and tell them about all the services provided by the Eberly Center.

Chair Floyd: Thank you. Our next speaker is Kevin Kucera, Vice President for Enrollment Management, and he will talk about a very important subject to all of us which is our enrollment for Fall semester.

Kevin Kucera: We had a very successful year, and I'm thrilled to present to you the enrollment results and to talk about some of the initiatives for the upcoming year. On the main campus, the headcount increased by two percent, or 394 additional new students, the HSC also saw an enrollment increase, resulting in a 2% gain in headcount for the entire university. For budget purposes, Finance is interested in the full-time enrollment (FTE) count, which was up a combined 2.9%. We were also pleased that the undergraduate enrollment headcount, just as a stand-alone, was up nearly 3%, or 464 students. We are gaining momentum, and moving in a positive direction with regards to enrollment. I often speak of our new students - our DHS (direct from high school) number, which is very important, but I would also like to stress that we have a team goal in Enrollment Services for three distinct populations: DHS students, non-traditional students, and adult and transfer students. They are all very important to us even though sometimes the DHS numbers steal the show. All three populations are critical and I was very pleased that in all three the numbers were up. Equally important, we have improvement with the academic profile of the DHS population, along with significant gains in ethnicity and out-of-state student enrollment.

It's very difficult in enrollment management to have all three recruitment populations show gains in any given year. A good year is typically two out of three, but we had an exceptional year. The DHS number was up by 427 new students, which was a collective team effort. I was very pleased with the support we received from the administration, particularly from the faculty. During my first two months I visited with every college dean. We had many open houses and welcomed many new families to the university. It was an exciting community effort. In addition to our DHS gains, we experienced significant increases in transfer and non-traditional adult enrollments. The number of new undergraduate students was up 527 compared to last year, and I am very pleased with our first year efforts.

Any questions at this point?

New Students – 2007-2008

Headcount Enrollment by Campus

	Fall 2007	Fall 2006	Diff	% Diff
Main	19,768	19,374	394	2.0%
HSC	1,351	1,339	12	0.9%
Total	21,119	20,713	406	2.0%

SOURCE: Institutional Analysis System & HSC Registrar

New Students

	9/3/2007	9/4/2006	Diff	% Diff
DHS	3,595	3,168	427	13.5%
New Transfer	1,110	1,090	20	1.8%
New Adult	385	305	80	26.2%
Total	5,090	4,563	527	11.5%

SOURCE: Institutional Analysis System

DHS by Residency

	Fall 2007	Fall 2006	Diff	% Diff
Resident	3,256	2,901	355	12.2%
Michigan Reciprocity	162	138	24	17.4%
Non-Resident	177	129	48	37.2%
Total	3,595	3,168	427	13.5%

SOURCE: Institutional Analysis System

Avg. Comp. ACT Scores /HS GPA

	Fall 2007	Fall 2006	Diff
Avg. Max ACT Comp.	21.86	21.72	0.14
Avg. HS GPA	3.13	3.10	0.03

SOURCE: Institutional Analysis System

DHS by Ethnicity

	Fall 2007	Fall 2006	Diff	% Diff
African American	600	490	110	22.4%
Hispanic American	106	98	8	8.2%
Total	706	588	118	20.0%

SOURCE: Institutional Analysis System



Unidentified speaker: Has the quality of students improved?

Kevin Kucera: Yes, the next slide will indicate that the quality has improved.

Senator Fournier: How does the retention look for freshmen and sophomores for this year?

Kevin Kucera: Our freshmen and sophomore retention rate was 68.3% and that is down a little compared with the preceding year. But that is just one element of the overall enrollment number. There is always room for improvement and I know the provost wants this to be a major emphasis.

Senator B. Kennedy: Do we have any data on how our University compares with other Ohio colleges?

K. Kucera: Information on enrollment at all public Ohio universities will be available in October. Unofficially, our sources indicate that our percentage enrollment gains for the DHS population is by far the largest among Ohio public universities.

About a year ago at this time, I was introduced as the new AVP and responsible for the new student enrollment. We discussed the marketing initiatives and placed emphasis on southeast Michigan with particular interest in the Detroit area. The geography for Michigan was ideal for us. If you look at drive time to Cincinnati or Columbus compared to the drive time to Detroit, it presents a great opportunity. We developed some strong marketing campaigns and some great scholarship opportunities resulting in a significant increase with 48 additional students.

Enrollment Services worked in collaboration with Institutional Research (IR) to execute predictive modeling techniques for enrollment forecasting. Our models indicated a strong probability that we could gain 400-500 new students. IR also noted that the substantial growth of the DHS population combined with an increase in the academic profile is unprecedented.

With regards to ethnicity, we had a substantial increase in our African American and Hispanic populations. Regarding African Americans, we increased from 490 to 600 students. Combined, our African American and Hispanic DHS population increased by 20%.

Regarding retention, the provost has identified this project as a priority. We are going to utilize data to provide some fresh approaches to this opportunity. In our scholarship model, we have created six academic bands and five need bands. Thus, we have a matrix with 30 cells and the historical retention rates for each cell. This process has enabled the identification of students more likely to benefit from enhanced retention efforts. Financial need and lack of academic preparation are prime issues impacting retention.

It is our belief that our 68.3% retention rate can be improved upon. The improvement in our academic profile can alone account for a 1-2% retention increase.

Thank you. I would be happy to answer questions.

Senator Peseckis: Who decides what counties in Michigan have reciprocity with us and does that headcount count toward the state subsidy from the State of Ohio?

K. Kucera: I believe it is a function of OBOR. Carol, can you elaborate?

VP Bresnahan: It is my understanding that Ohio would like to expand reciprocity with Michigan but the State of Michigan is not willing to negotiate with us for more reciprocity. It's up to us to do more scholarship for out of state students.

K. Kucera: The second part of your question is State subsidy for students from Monroe County. I will double-check, but my current understanding is no subsidy.

Senator Hefzy: About 17% of the incoming DHS are African American, what is the percentage of the total number of students on this campus in regards to ethnicity?

K. Kucera: I would have to double check that. I believe the overall number is 15%.

Senator Edwards: Which counties do the DHS students come from around Toledo and Northwest Ohio?

K. Kucera: Lucas and Wood County continue to be very strong. The numbers that we have are preliminary and Institutional Research is working on the remaining portion of that, but we had a very strong year in Lucas County.

Senator Fournier: Our scholarships are in a form of reduced tuition. Are our competitors' tuitions also discounted?

K. Kucera: Absolutely. When we created our scholastic model, we reviewed discount rates of Ohio public universities. We increased our tuition discount rate, but not excessively. We are in the middle of the pack.

Senator Morrissey: Can you share the details of the models of retention rates?

K. Kucera: I believe that VP Carol Bresnahan is in the process of getting that information out to the colleges.

Senator Teclhaimanot: Are there any marketing plans to promote programs for College of A&S and Education especially for undergraduate and graduate students?

K. Kucera: The College of A&S was in fact one of the benefactors, particularly in our new DHS student population. In our marketing plan, we try to assess growth relative to colleges. We take into consideration each specific college because when we think about going to 20,000 students, which is our goal, we need to think carefully where that growth would be. We are planning another aggressive marketing campaign.

Senator Teclhaimanot: What about College of Education?

K. Kucera: That is one that we are going to have to work on very hard. There are always opportunities for improvement. I believe you have an excellent Education program. On the DHS side, we did bring more students this year. There are a variety of different elements that will impact any particular college, and deans perform continuous assessment.

Senator Barden: Will you tell them about the niche advertising that you are going to do, things that will be different.

K. Kucera: We will continue to pursue niche advertising for honors students. In addition, we have identified specific geographic regions for niche advertising.

Senator Chen: Do you have statistics on graduate students and international students?

K. Kucera: We do have both. In the graduate numbers the actual headcount was down; their FTE equivalency was up. The international students were up considerably from 94 to 126.

Senator Chen: What is the number of graduate students now?

K. Kucera: The number of graduate students is 3,241 compared to 3,307 last year, so they were down 66 students. On the FTE equivalency they made it up. We had 66 fewer students that were taking more credit hours. The undergraduate head count was up 460 students and that was 2.9%, so combined together, it's a 2.0% increase on headcount.

Senator Klein: Do you know what percentage of the whole undergraduate student body are Ohio residents?

K. Kucera: Approximately 80%.

Senator Relue: When you consider the amount of resources that you are putting in to increasing the new student population, if you compared this amount to what it would take to increase return of students the second year, do you think the focus of the funds should be for enhanced recruiting or increasing the student retention?

K. Kucera: The point that she is trying to make is that the easiest student to recruit is the current student right now, and that's one of the reasons why I broke things down into the 30 cell matrix, and split into the need and academic abilities of the students. We need to pick up on average 2% in retention, freshmen to sophomore, sophomore to junior, and junior to senior. So, yes, we are working on both ends.

Senator Fournier: How do you reconcile the need to increase quality with overall enrollment goals?

K. Kucera: Our emphasis will be with recruiting students with strong academic profiles which will result in a positive impact on retention.

Chair Floyd: Thank you. Our next guest is the Dean of the College of Arts & Sciences, Dr. Yueh-Ting Lee.

Dr. Yueh-Ting Lee: I am going to talk about five areas:

- My introduction to you
- Experience of sharing governance
- Challenges and opportunities in American higher education
- Serving as a C-E for NCA-HLC
- Conclusion and Q's & A's

Dr. Lee's Power Point presentation can be viewed by clicking on this icon, it will also be available on the Faculty Senate website: www.facsenate.utoledo.edu



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I was born in the central part of China and I received part of my education in China and in 1986 I moved to the United States. I received my doctorate degree in Personality and Social Psychology from the State University of New York Stony Brook. After that I went to Philadelphia where I did my post doctorate in psychology. After Philadelphia, I moved to Massachusetts where I was assistant/associate professor at Westfield State College. In 2000 I was hired as the chair and

professor in the Department of Ethnic and Cross-Cultural Studies at Minnesota State University in Mankato. I was the chair for five years. In November 2004 I was invited for an interview for the Dean and Professor in the College of Arts & Sciences at Minot State University in North Dakota. I was the dean and professor there from 2005-2007. So from China to the United States, from East to West and I look forward to working with you here for a long time.

In my career I see myself as a teacher first and I strongly support learning and teaching. Secondly, I enjoy doing research. I have numerous publications, a few books and I enjoy writing grants. Above all, I enjoy serving in Higher Education, the faculty, students, and community friends. I am here because of you and I see myself as a servant to faculty, to students and other contingencies. Now I would like to share with you my experience in sharing governance. When I was a faculty member in MTA, Massachusetts Teachers Association, and in Minnesota, an IFO, Inter-Faculty Organization, basically faculty and administrators together, I attended almost every Faculty Senate meeting. It's very important for me to learn and to share governance with faculty and other people. In our College of Arts & Sciences we will have a newsletter called *SHARE*, it stands for be *Seen*, be *Heard*, be *Appreciated*, be *Recognized* and be *Excellent*. We want our faculty, students, community friends and alumni to be seen, to be heard, to be appreciated, to be recognized and to be excellent. Secondly, it is very important for shared governance, and third, in the College of Arts & Sciences we need to work together with other colleges, work with communities, and work with different contingencies. I was invited to talk to you about the issues of core curriculum. It's a great honor to talk with you right now. And I will now present the three challenges and opportunities in American higher Education:

- The Spellings Reports
- AAA (Accountability, Affordability and Accessibility)
- Differences and relations between liberal education, liberal arts education, and general education

You may have heard about the report from Margaret Spellings, the Secretary of Education, and the title of this report *A Test of Leadership, charting the future of US Higher Education*. I would like to highlight a few things in this report. Our higher education faces many global challenges and opportunities. A recent report of the Commission appointed by Secretary of Education Margaret Spellings, *A Test of Leadership: Charting the future of US Higher Education*, states, **“as other nations rapidly improve their higher education systems, we are disturbed by evidence that the quality of students learning at U.S. colleges and universities is inadequate and, in some cases, declining.”** (see U.S. Department of Education, p. 3) Academic quality is very important. According to the report the quality is going down, but the cost is going up. That's why we are held accountable in terms of quality and excellence. I am so pleased that this year the University of Toledo had 0% increase in tuition. My job is to talk about the quality and excellence from general education perspective of core curriculum and the accountability and transparency excellence. There is much research about academic quality and academic excellence. I will talk about Derek Bok, President and Professor Emeritus at Harvard. and the role academic leaders should play in higher education. Community leaders and other professionals have concerns, for example:

- Critical thinking,
- Communication skills (written & oral),
- Computational and math skills,
- Collaborative skills and team work, diversity,
- Character building, civic engagement,
- Citizenship? Well-rounded and global,
- Broad inquiry into knowledge.

Derek Bok wrote a book, *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More*, 2006, Princeton University Press. Maybe some of you already read this book. Another research I am going to talk to you about is the AAC&U, Association of American Colleges and Universities. They hired a few agencies to do the study about general education and liberal education and their importance. One of the projects they researched was liberal education in America, and that it is not equal to liberal arts and general education:

- Liberal arts – specific and traditional disciplines, such as the arts, humanities, social sciences, and natural sciences,
- General education – which is the part of a liberal education curriculum shared by all students. Liberal education provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities,

The definition of liberal education – a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. Empowering our students. We don't want them to be just book smart; we want them to be street smart. We want them to transfer what they learn in society. Liberal education is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. Peter Hart and the AAC&U's report says that proportion of employers who say colleges and universities should place more emphasis than they do today on selected learning outcomes, their report says,

- 82% → the concept and new developments in science and technology, and
- 76% → teamwork skills and the ability to collaborate with others in diverse group settings.

The AAC&U's basic findings:

- Knowledge of human cultures and the physical and natural world,
- Intellectual and practical skills are very important,
- Personal and social responsibility,
- Integrative learning - the students know how to combine these three and that is what integrated learning is.

Liberal education is consistent with our university's mission. Our university wants to become a transformative force for the world. If we want to improve the human condition, our university's mission, we want to advance knowledge through excellence in learning, discovery and engagement, and to serve as a diverse, student-centered public research university.

I want to share with you briefly about my experience with the HLC (Higher Learning Commission) of North Central Association. Being a consulting evaluator, core curriculum is a very significant part of evaluation of any institution's accreditation. Whether research university, a comprehensive teaching institution, or a community/tribal college, there is five criteria for any institution's accreditation:

- Mission & Integrity – we want to improve human condition, and advance knowledge through excellence,
- Preparing for the Future – strategic planning is essential, they want to see the strategic planning not just on paper, but also the process,
- Student Learning and Effective Teaching,
- Knowledge – acquisition of knowledge, application and discovery of knowledge, that's why the mission at the University of Toledo is the best I know.
- Engagement and Service,

Can we guarantee that students have learned something? That's why our focus on learning. There are four themes in our educational process. Are institutions or organizations as follows:

- Future-oriented,
- Learning-Focused,
- Connected,
- Distinctive,

I would like to conclude and answer some of your questions. I want to share with you that I am a faculty member and will be more than willing to work with you and with the Faculty Senate, the faculty chairs, our council members, the provost and other administrators, as well as community friends. The faculty member is a part of the university, and the university is a part of higher education and face the AAA – the challenges and opportunities. Finally, what can we do to improve our core curriculum philosophically and practically? So, basically I ask you this question, I am new here. I have a long learning curve. I am waiting to learn from you to listen to you and work with you. Thank you very much.

Senator Hefzy: One of your slides indicated that the College of Arts & Sciences offers most basic courses for all students, meaning that Arts & Sciences plays a big role in liberal arts and general education. Do you foresee other colleges playing a big role in liberal education, or Arts & Sciences will also be the major player in liberal education?

Dr. Lee: The concept of liberal education is different—i.e., A WELL-ROUNDED EDUCATION; we have to get our students to learn more. We want to be liberated from ignorance. Fundamental or general education is the basic. It's important for the College of Arts & Sciences to work with other colleges. I have been here less than two months and I have talked to many students on the campus. My style is to talk to people, business student, continuing education students, engineering students, law students and the unanimous answer from them is English writing, mathematics is very important to their career success; and they ALL APPRECIATED GENERAL education from the College of Arts & Sciences. College of A&S should work together with other colleges because the students FROM OTHER COLLEGE TAKE our courses. Other colleges help us to recruit students FOR US SO THAT THEIR STUDENTS TAKE GENERAL EDUCATION COURSES, and THEY help us to generate students' CREDIT HOURS. That's why WE WILL BE supporting EACH OTHER and working together, WHICH is important.

Senator Teclehaimanot: My question is about technology. Do you have any resources or initiatives to empower the College of Arts & Sciences faculty in the area of technology in the classroom?

Dr. Lee: I still have to talk to different chairs, faculty and also dean colleagues and community friends and based on my judgment the College of Arts & Sciences has a long way to go in a few areas. One is space, and facilities. A few weeks ago during the last storm we received 50-60 reports of water leakage. Secondly, compared to our counterparts, sister colleges, we are understaffed, because we have three responsibilities:

- Responsibility to offer core education, general education courses for almost all students on campus,
- We are also offering those courses in nursing, pharmacy, engineering, they are required for accreditation. This is the case here and it was the case elsewhere where I was dean of the College of A & S,
- Third responsibility, we offer our own majors. Each department has its own major for post graduate and undergraduate students,

We have these three responsibilities which other colleges do not have. We are significantly limited in STAFF, space and FACILITIES, EQUIPMENT AND OTHER RESOURCES.

The College of Arts & Sciences has a long way to go in terms of working together as a team to become one of the best College of Arts & Sciences in the nation. Maybe top 50. It sometimes takes many years. At least three-five years.

Thank you for your questions.

Chair Floyd: Thank you Dr. Lee. One more business to discuss. We have previously discussed distributing the minutes electronically instead of paper copies. We will send out a message to all faculty telling them of this procedure and if anyone wishes to have a paper copy to let Kathy know and those requesting will continue to receive a paper copy. We will begin this with the September 11, 2007 minutes. Any other old or new business?

If not, Holly Monsos, Chair of Academic Programs will have an update for you.

**Academic Programs Committee Business for 9/25/07 Faculty Senate Meeting
Course Modifications approved by the Faculty Senate on 9/25/07.**

Item 1 – Modification to BA and BS in Environmental Studies

Delete EEES 2400 Oceanography and Water Resources
Add EEES 3100 Surficial Processes as a major requirement.

Item 2 – Modification to BSPS Pharmacology/Toxicology

Change number of credit hours from 24 to 18 (correction)

Item 3 –Modification to Religious Studies BA and Minor

Change and rename grouping of courses in section **B. Distribution Requirements** to better reflect current offerings.

Passed unanimously.

All future new programs and program modifications will be available for review at <http://curriculumtracking.utoledo.edu/>

Chair Floyd: Any other business? If not, the meeting is adjourned.

V. *Calendar Questions:*

None

VI. *Other Business:*

Old business: Resolution, Baha'i Student Campus Association

New business:

VII. *Adjournment:* Meeting was adjourned at 5:00.

Respectfully submitted,

Alice Skeens
Faculty Senate Executive Secretary

Tape summary: Kathy Gabel
Faculty Senate Office Admin. Secretary