

THE UNIVERSITY OF TOLEDO
FACULTY SENATE
Minutes of the Senate Meeting of February 5, 2008
<http://www.facsenate.utoledo.edu>

Approved @FS mtg. 2/19/08

HIGHLIGHTS

Chair of Academic Programs update
AVP Facilities & Construction update
Global Strategy update
Chair of Student Affairs update

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: Arris, Barlowe, Barnes, Chen, Cluse-Tolar, Edwards (for Baines), Fink, Floyd, Fritz, Funk, Fournier, Hefzy, Horan, Hottell, Johanson, Kennedy, Kistner, Lambert, LeBlanc, Lipscomb, Lundquist, McNerney, Monsos, Moorhead, Morrissey, Olson, Piotrowski, Skeens, Spongberg, Stierman, Teclehaimanot, Thompson-Casado, Ventura, Wedding, Wikander, Wolff,

Excused absence: Barden, Martin, Piazza, Relue, Schall

Unexcused absence: Ames (for Bischoff), Beatty-Medina (for Jakobson), Greninger, Hamer, Hudson, Le, Peseckis, Sundar (for Pope), Tierney (for Klein)

II. Approval of Minutes:

Approval of Minutes of January 22, 2008 was delayed until next time.

III. Executive Committee Report:

Chair Barbara Floyd:

Faculty Senate Executive Committee Report
February 5, 2008

The minutes have been delayed due to the large number of speakers who did not yet respond to Kathy Grabel with their required changes. We will approve these minutes at our Feb. 19 meeting.

The following are issues that the executive committee has discussed since our last Senate meeting.

Changes to Spring Commencement:

I would like to call your attention to copies of a memo from the Office of the Provost that went out last week regarding changes that will take place to our traditional commencement ceremony this spring. These changes are necessitated by the construction that will be taking place in Savage Hall which will take that building off line as soon as the basketball season is completed. On January 25, I participated in a meeting with the provost, Carol Bresnahan, Penny Poplin Gosetti, Karen Bell, Lorinda Bishop, and Mike Betz, president of Student Government (who was connected by phone). The purpose of the meeting was to figure out exactly how commencement would occur in the Spring. The only place

available for commencement on this campus that is large enough to hold all the participants and guests is the Glass Bowl Stadium. Earlier in the year, a group met and considered other locations not on campus, but none were deemed acceptable. There will be approximately 1900 students graduating in the spring, and candidates who were to graduate in the fall when the commencement ceremony was cancelled because of snow have also been invited to participate.

Given the large number of students and the unknown weather for an outside event, the group considered several options for the ceremony. Here is what was agreed to (including by Mike Betz on behalf of the students): A university-wide commencement ceremony (minus Law, Medicine, and Pharmacy, all of which want their own ceremonies) will take place Saturday, May 3 at 1 p.m. in the Glass Bowl. This ceremony will include the conferring of degrees, speeches by dignitaries, etc. It will be between 1 and 1 ½ hours in duration, followed by a reception in the Glass Bowl for graduates and guests. At this ceremony, individual names of graduate will not be read, nor will diploma cases be handed out. This activity will take place at individual college ceremonies which will take place at indoor venues on May 1, 2, or 3. The dates and locations for these college ceremonies will be announced as soon as they are set.

The ceremony in the Glass Bowl will be a rain or shine event. It will only be cancelled if there is a tornado warning or lightening. The average daily temperature for May 3 is 48 degrees, so we can expect almost anything. But regardless, the ceremony will occur, and I hope that faculty will be willing to participate in both this university-wide ceremony, and the ceremonies being planned by their college.

If you have any questions or comments about this, you should forward those to the provost's office.

Unidentified speaker: May 1, 2, and 3 are Thursday, Friday and Saturday, I think the dates are May 2, 3, and 4.

Chair Floyd: You are right, it's Friday, Saturday and Sunday, May 2, 3 and 4.

Communication with the president:

Following our last meeting and the comments expressed by many of you after the president's talk, I sent Dr. Jacobs a message outlining the concerns of the Senate. In particular, I noted that many people found his suggestion that we "lighten up" to be dismissive of the concerns the faculty had expressed to him. I also expressed to him my concerns that many operational issues are unsettled, and these issues were distracting to the faculty as we attempt to do our jobs each day. Of particular concern, I indicated, was the lack of an established committee structure.

Dr. Jacobs responded to me that he enjoyed the meeting, particularly the frank and open interchange. He said he was sorry that the use of the phrase "lighten up" had been perceived as offensive—he meant it to convey optimism and cheer. Because he perceived that there is a considerable gulf that exists between the senate and himself, he has offered to meet with us again, perhaps for a longer meeting where we and he could gain a better understanding of each other.

I would be happy to schedule such a meeting for one of our upcoming Senate meetings if you feel that such an extended conversation would be useful to both parties. Comments?

Senator Ventura: I would like to invite him back but we need to be prepared to ask relevant questions when he returns. I recommend that the executive committee formulate some questions to ask Dr. Jacobs on his next visit.

Senator Johanson: I would say we should invite him back after the contract is settled.

Senator Thompson-Casado: That will be a while.

Chair Floyd: How many people think we should invite him?

Majority responded favorably.

Chair Floyd: The Executive Committee will formulate some questions, and if you have ideas as to what we should ask the President, please let us know.

Continuing with the Executive Committee report.

Ad Hoc Policy Committee:

The executive committee discussed at length at its meeting Friday the issue of new and changing university policies and how to monitor and comment on those that impact faculty. To that end, I have asked Andy Jorgensen to serve as the faculty representative to the University Policy Committee, and he has agreed to serve on the committee for the remainder of this semester. However, he will be on sabbatical next year, and we will need to replace him in the fall. In addition, the executive committee felt it might be appropriate to create a Faculty Senate ad hoc policy committee, charged with monitoring the policy website, and bringing policies that affect the faculty to the attention of the Senate. I have asked Paula Dupuy from HSHS and Kati Thompson-Casado from A&S to serve on this ad hoc committee, but both of them have had to decline due to other pressing service commitments. I am asking two people to volunteer today for this committee. If we believe policy changes are important and need to be monitored, I hope you will agree to volunteer for this committee.

In addition, I will be asking the HSC FS if they, too, would like to participate in this committee. I hope this committee will be a way for the faculty to keep on top of policy changes, and also to know when input should be offered on proposed policies. So, who would like to volunteer for this ad hoc policy committee?

Don Stierman and Terry Cluse-Tolar volunteered.

The FSEC has also asked Bill McMillen, who chairs the University Policy Committee, to come to our next FSEC meeting to talk with him more about how the policy committee works, and specifically, how the input provided by faculty and others are considered in revisions to the policies.

Gender Equity Study:

Several years ago, the Women's Senior Leadership Forum requested that the university conduct a study of gender equity as it affects pay of female faculty and staff. Two weeks ago, the report based on 2005 data that was prepared by our Office of Institutional Research was released, and in summary concluded that there are no statistically significant gender equity issues among male and female faculty colleagues. The members of the Women's Leadership Forum had some concerns about the methodology of the study and have expressed those concerns to the provosts. But the Women's Leadership Forum believes the study is of interest to all faculty, and the FSEC is going to invite the provosts and IR staff to report the findings to the Senate at an upcoming meeting. Prior to that meeting, I will be sure that all senators receive copies of the presentation about the study. If you would like a copy sooner, I believe you can contact Charlene Gilbert in the Eberly Center, and she should be able to forward you an electronic copy. Or Jamie Barlowe.

Senator Barlowe: You cannot get a copy of the report. The report is a PowerPoint presentation which is very short.

Senator Wikander: There is no set of tables that shows the data? If I was looking for significant information, the first thing that I would want to do is look at the data.

Senator Edwards: The data also shows partial variance that related to colleges, time and rank and was removed, which of course destroys all the rest of the differences between gender and salaries.

Update on the Rules and Appendices:

Last week, the FSEC held two open forums on the proposed rules and appendices for the constitution. Neither of the sessions was well attended, with less than 15 faculty members combined at the two sessions. Most of the faculty were from the HSC. From those discussions, we received some good input as possible changes to the documents. We have also received input from the provosts and the president, and we anticipate meeting in the next week or so as joint executive committees to attempt to bring the input from all parties into the document so that we can vote on it at our March meeting, and move forward with elections in April. As soon as we get revised language drafted, I will ask Kathy to distribute it to all senators. Thank you to those who did attend—you gave us valuable input.

Senator Thompson-Casado: When the changes come out and before you send them to us, could you bracket them and highlight them?

Chair Floyd: Yes.

Kris Brickman: Do you have to have your vote during the Faculty Senate meeting?

Chair Floyd: No.

Kris Brickman: We just passed a motion in the Faculty Senate that vote can be done by mail, we were still undecided if email or paper, and we need to have this understood.

Chair Floyd: Just like the constitution, the vote needs to go simultaneously, but only to the Senates, not to the entire faculty. The two Executive Committees will meet next week and get it finalized.

Upcoming speakers:

As a reminder, Richard Stansley, chair of the UT Board of Trustees, will come to the next Senate meeting to present remarks and answer questions. I urge you to consider topics you would like to ask him, and come prepared to do so.

Log items:

Today you will hear a report from two committees which have been assigned log items. The Academic Programs Committee will be reporting on the issue of Faculty Senate oversight of certificate programs. Jennifer Rockwood will be reporting on behalf of the Student Affairs Committee on the topic of Rocket Launch, and will be presenting comparisons between last year and the previous year in regards to participant feedback. At our next meeting, we will be hearing from the Faculty Affairs Committee on the topic of faculty-authored required textbooks, and also from the University Affairs Committee on two topics: The make-up of the Research Council and the marketing and promotion campaigns of the university and whether or not they adequately represent all aspects of the university.

Faculty Senate representative to China trip:

Walt Olson has agreed to represent the Faculty Senate on an upcoming trip to China where an agreement will be signed with Yanshan University. Walt will be extending a previously planned trip by about 10 days in order to do this, and I thank him for that.

Assessment Committee:

Lastly, at the request of Penny Poplin Gosetti, I have been asked to recommend someone for the Assessment Committee which reviews the university's assessment plan. I have asked Barbara Schneider to serve on this committee, and she has agreed to serve.

Our first speaker today is Holly Monsos, Chair of Academic Programs.

Senator Monsos: You have copies of the consent agenda distributed today and additional copies are on the table. Do you have any questions?

Summary of Academic Programs Committee Agenda Items

We submit the following **program modifications** for Faculty Senate approval. Full information on each modification can be found at:

<http://curriculumtracking.utoledo.edu/>

1. Anthropology – Major AND Minor

Addition and deletion of several required courses from the Major and the Minor in order to bring program more in line with common practice in the field.

2. EKG Certificate – remove this certificate program

3. Health Information Management – changes offer additional options and electives in several categories, delete three required credits and add 3 elective credits.

Senator Wolff: On #3, is that University core curriculum or the department's core curriculum?

Marie Janes: Nothing was changed in regards to the required general core curriculum for the University. The modification comes in the form of recommending some course instead of requiring specified courses. The previous program of study was very specific in regards to which courses students should take in areas

such as Social Science and Humanities. The HIM program is a Distance Learning program and sometimes students come in with something relative to what was required, but not the same. The modifications suggest a program that is more student-centered, I left that opened-ended, so as long as students have something that fits, it can be worked into their program. For example, I recommended that they take Econ 1200, Principles of Micro Economics, but if they came in with Principles of Macro Economics, I was going around the block to get one substituted for another. So the program modification was intended to make it easier for students. It does not affect HIM accreditation requirements. What they take on a regular basis to fulfill the general core curriculum and the requirement at the University of Toledo is fine. I don't need to be this specific, I relied on mentors when I was new in this position and they identified specifics.

Senator Monsos: In most cases the courses that were required are still required, with additional elective choices now added.

Senator Wolff: She was just recommending choices within the program and not new courses.

Senator Monsos: No, just additional options.

Marie Janes: To be more student-centered. I do recommend that they look at their internal talents and skills and be able to have some electives. I want them to look at the courses that would benefit them the most, not what I would want them to take, and have them have ownership of their choices.

Senator Monsos: Are you ready to vote on the three items? The Committee moves the acceptance of these three items. All in favor, please say "aye". Opposed? "nay".

Passed unanimously.

Summary of Approved Courses by the Faculty Senate on February 5, 2008

1. Anthropology – Major AND Minor

Addition and deletion of several required courses from the Major and the Minor in order to bring program more in line with common practice in the field.

2. EKG Certificate – remove this certificate program

3. Health Information Management – changes offer additional options and electives in several categories, delete three required credits and add three elective credits.

LOG ITEM 0708-9 Report:

Report on Faculty Senate Log Item 0708-9 Faculty Senate Oversight of Certificate Programs

From: Academic Programs Committee chair Holly Monsos

Note: Graduate certificates are not part of this issue. A policy exists for graduate certificates, and all graduate certificates have a process under the oversight of the Graduate Council.

The committee determined that undergraduate certificates exist at the University of Toledo primarily in the College of Business (absorbed from the former Business Tech program): <http://www.utoledo.edu/business/aot/>. Health Science and Human Services' undergraduate EKG certificate is on the agenda today for cancellation. There is still a Nurse Paralegal Certificate apparently available in that college: <http://www.utoledo.edu/hshs/paralegal/nurseparalegal.html>. The College of Arts and Sciences began to develop a document for the oversight of undergraduate certificates in 2003, but it has not been approved by that body as of this report:

<http://astro1.panet.utoledo.edu/~ascu/0203/22aCert2.htm>. No undergraduate certificates exist in that College. **There is currently no Faculty Senate oversight of undergraduate certificates.**

The certificates have no set standards to follow, and as a result, vary greatly. For example, the Diversity Management certificate in the College of Business requires 3 2000 level courses (9 credits) while the Web Design Certificate in the same college requires 7 courses (19 credits), all but one of which are 1000 level courses. Physical certificates are issued by the College, and do not seem to appear on a student's transcript.

OBOR guidelines for the approval of all certificates, both undergraduate and graduate, call for certificate programs to be reviewed at the curricular bodies of the academic unit, the college and the "council of academic affairs" level: http://oaa.osu.edu/curriculum_manual/documents/CertificateofStudy.pdf.

OBOR's standards and guidelines for establishing certificate programs can also be found at that site. These standards and guidelines are not currently being used by the University of Toledo. Additional standards and guidelines exist through the Higher Learning Commission.

Recommendation:

The Academic Program Committee of Faculty Senate recommends that the University of Toledo act in compliance with the standards and guidelines set by OBOR for the development and approval of undergraduate certificate programs. This will require that formal guidelines be developed and approved by Faculty Senate, utilizing the standards and guidelines set by OBOR with reference to the Higher Learning Commission. That process should include final oversight by Faculty Senate, through the Academic Program Committee. Once this process is in place, all existing certificates should be examined for compliance and possible re-evaluation by the bodies that house the programs.

Chair Floyd: Our next report is from Chuck Lehnert with an update on construction projects.

AVP Lehnert: I will show you the renovation of the Field House. Vern Snyder is working with some veterans to put together some funds associated with a memorial wall in the Field House. On the slide you see the two proposed veteran memorial places. We will get the LEAD certified silver recognition on this construction, and this means a leader in energy design. LEAD stand for Leader in Energy And Sustainable Design. This will probably be the first LEAD certified building on this campus. It will be LEAD Silver. We are about six to eight weeks ahead of schedule. The whole building will be wireless. The third floor there will be a Town Hall area, classrooms and faculty offices.

By the end of next week you will see a Christmas tree on top of the Memorial Field House. Some people wonder about this, traditionally when you finish the steel in the high rise building you put a Christmas tree, it's called topping the building. This is done when all the steel is erected. There will be an article published on that.

The entire PP presentation on the renovation of the Field House can be seen on the Faculty Senate website: www.facsenate.utoledo.edu.

AVP Lehnert: If you are interested, I can arrange for a hardhat tour for anyone from both campuses and we will walk through the building.

Senator Ariss: How have you addressed the sound insulation in that building?

AVP Lehnert: [Inside the walls that were all brick, we studded those out and installed vapor barrier insulation.](#)

Senator Ariss: So you paid special attention to acoustics?

AVP Lehnert: Yes, we paid close attention to the acoustics. A lot of the spaces on the first and second floor have suspended ceilings too.

Senator LeBlanc: Can you use the basketball court somehow?

AVP Lehnert: We saved some of the pieces and they will be incorporated in the existing gym and we will try to finish the complete floor. There will be a 250 seat classroom and we will try and finish the entire floor.

Senator Chen: Can you say a few words about the efficiency and also the silver status of this building.

AVP Lehnert: The US Green Building Council recognizes colleges and universities that are energy efficient and they give you ratings. The ratings are ranked by a medal, silver medal, gold medal, and platinum. Platinum means that there is zero negative energy impact on the project, and you are not using any additional energy, or using less energy. Because we are renovating an existing facility and we did not have the luxury in selecting the site, the silver means a reasonable level of energy for this project. There is a point system and you get so many points for silver, for gold and for platinum. So in this facility when we took the bleachers out and poured the concrete you get credits for recycling that material, and if it goes back to the recycling process to remanufacture new concrete, or steel gets melted down you get credit for all that. We capture the rainwater for the lawn sprinkling system. On this particular building we will put a green roof on, a garden roof.

Senator Chen: Any new features that are used?

AVP Lehnert: The solar panels and skylights that will use natural light for electricity.

The project that we just started is the Complex for Business Engagement, a new addition to the College of Business. It will be a 54,000 sq. ft. facility, it will also be a LEAD silver certified building. It will be built on the hill between Gillham Hall and the Planetarium, and it will have a garden roof.

Senator Hottell: You keep referring to the skylight in the Field House, I heard that the budget had been cut and there will be no skylights.

AVP Lehnert: That may have been a misunderstanding, but yes, there will be a skylight. It will be all the way through the Atrium which will be on the first floor.

Senator Hottell: Do you have any information regarding floor coverings and furniture? I am one of the departments that will be moving there and quite a few of us are allergic to carpeting. Some of the buildings on the campus, like U. Hall, the carpeting has been there for over thirty years and they get cleaned once a year. That's why most people do not want carpeting.

AVP Lehnert: Thirty years is too long, and cleaning once a year is not enough. Some areas will have carpeting, some will have terrazzo and some vinyl flooring. Some classrooms and offices will be vinyl, some carpets. It will be a variation.

Senator Barnes: Will there be any work done on the upper floors in Carlson Library?

AVP Lehnert: Yes. We have to figure out what needs to be done. I would love to do the same thing on the upper floors that was done on the main floor. The Information Commons is very popular, there are always students there.

Gillham Hall turned out very, very well.

We are redesigning the laboratory research space and we were able to design the space to pick up 60% more efficiency there. This is a 200,000 sq. ft. building and we increased efficiency by 60% without adding any overhead cost. The best thing about this it's all modular, so that if somebody needs more lab space we can rearrange and put it back together.

In South Engineering we are building a lab in the warehouse.

Senator Olson: Are you putting locks on the doors?

AVP Lehnert: No locks, you come and go as you please.

Senator Lipscomb: What about ventilation?

AVP Lehnert: Since we are doing exhaust for this lab we realized we are better off doing exhaust for all the other labs.

Senator Lipscomb: Any plans for transporting people back and forth across Douglas Rd. intersection? I am really worried about somebody getting hurt.

AVP Lehnert: I am concerned too. If Barb will have me in six weeks, I can come back and give you another update

A lot of similar work is being done on the other campus.

All these projects have been going on since Dr. Jacobs has been here. Before Dr. Jacobs, and during the tenure of the last two presidents, I can say since I have been here for almost 29 years, things were very slowed down. A new pharmacy building is going up on the other campus.

Senator Fink: What are you going to do with the Pharmacy Building on this campus?

AVP Lehnert: We will make labs in Bowman Oddy.

There is new R2 building connected to Nitschke Auditorium and it sits between R1 building and Nitschke.

The Master Plan for the other campus, 7 to 15 years down the road, same thing on this campus, there is a whole body of work that will show new laboratory buildings on this campus, the Armory will go down, as well as Student Annex, the new power house will be moved.

Chair Floyd: I know you have to leave, but some people had questions about where the funding is coming from for all these projects? What is coming from capital improvement, from donors, those kind of issues. So when you come back maybe you could give us some updated information on Savage, the Field House, etc. regarding funding?

AVP Lehnert: A lot of it comes from State allocations and bonds. I will be glad to come back, and if you would like a hard hat tour of the Field House, let me know.

Chair Floyd: Next item on the agenda is Bob Cryan and he will talk about global initiatives.

Prof. Cryan: Thank you for inviting me again. I have a lot of ground to cover and the document I will be referring to will be available to you. A year ago the President asked Dan Johnson to prepare some thoughts about a global strategy for the University of Toledo based on the accomplishments up to that point and commitments that had been made, and he requested Dan and me to put this report together with some thoughts on where we have been in the past in terms of our international initiatives, our reputation, the state of international education and initiatives in the State of Ohio and nationally, and to develop recommendations for global strategy. We finished that report and submitted it to the President and it is called *The University of Toledo as a Transformative Force for the World: A Global Strategy Recommendations and Options*, dated September 2007. Rather than walk you through the entire report, I just want to focus on sections and comment from it. Starting with page 21 where we are addressing strategic questions for global engagement where Dan and I launched our research and concerns from it. The first question we will focus on is *Why a Global Strategy for UT?* Why should we be involved working as we have in the past couple of years and why should we continue? If you've read the book by Thomas L. Friedman, *The World is Flat*, as Dan Johnson referred to, I think that you can come to a conclusion that we are a lot closer to everybody else in the world today than we ever were before in many ways and for many reasons. It becomes very clear when you read this book and others that if we don't get connected internationally, we will be left behind. We felt very strongly that it would be a mistake on our part if we did not join the other great universities in the United States that are already reaching out internationally and having great success. Twenty years ago, if you were here like I was, you know that UT was already a very highly regarded internationalized university. Over the last 20 years we've lost that stature, we've lost that posture, we've lost our ranking and it seems like we should try to regain it. There were a number of obvious facts that point to the clear conclusion that UT needs to have a global strategy, needs to be connected internationally. It was the objective of this report that we prepared to offer suggestions on how to do it, where to do it and when to do it. The reasoning is very clear on why should we do it. First and foremost, our commitment to student centeredness. Universities carry the responsibility for insuring that students have opportunities to acquire and develop the knowledge needed to successfully function in a global society. Secondly, there's a very clear and strong need for a global market, in the global market, for talent and bright students. We need to think about whom we are preparing to do what. A key element in the future of The University of Toledo and other universities like it is its ability to play a leadership role in economic development. Not only are we concerned with providing bright, well educated, talented students to a global market and adding to that talent pool, we also have to work our magic on leading, taking the lead and introducing higher education to the economies of the world and using the networks that result from that introduction through higher education to bring economic development back to the Toledo area. Next, the University can't overlook the

opportunities for revenue. I said on numerous occasions that I don't see the purpose of the Office of Global Initiatives to solve the enrollment problem at The University of Toledo. Furthermore, I've been told at embassies that I've been in, not just in China, but in other embassies, please don't ask us to change our visa requirements so that you can solve your enrollment management problem. That's not what Dan and I are saying in our paper, but we are saying that there are obvious advantages to internationalizing our campus and enrollment is one of them. Let it be clear that we are talking about high quality students in areas at The University of Toledo where the students can benefit and so can we benefit. Finally it is important to recognize the long-term value of having foreign students educated in American universities. These people become alums, and alums in many cases leave the US and go to other places in the world. Their representing their experience at The University of Toledo is extremely positive for us. We have created, just recently, an alumni chapter of The University of Toledo in Shanghai. There are 21 former UT students, now alumni members there thinking positively about and working on developing their identity. One of the exciting parts about that new alumni chapter and how it represents The University of Toledo is that they are going to raise scholarship money, which they are going to control in Shanghai for students who have been accepted to come to The University of Toledo. They are going to use the wealth gain from their experience at Toledo in their own country to raise money to send students here. This can certainly be a model that can be established all over the world. We expect the same thing to go on in Malaysia and we expect opportunities for this in India and in the Middle East in the years to come.

The second question we asked is "*What should UT be doing globally?*" Until recently, The University of Toledo and many other universities have followed what might be called 'the process of allowing a thousand flowers to bloom.' That shows up in the form of international activities for faculty and students without much regard to institutional and community needs or interests. The University of Toledo leadership recognizes that now is the time to make a change in that, and we need to be focused and committed instead of random and unorganized. We believe that international education and global programs for The University of Toledo should come from a wide variety of arenas, colleges and departments. These include advancing internationalization efforts, international exposure for faculty, generating new revenue, increasing institutional prestige, and contributing to nation building by helping to meet the educational needs of other countries. It is appropriate to say that The University of Toledo must give serious consideration to the list that I show on page 23 (*A Global Strategy*). I think you can see this list of eight basic suggestions for global programmatic options for The University of Toledo. Some of these are already in existence, others are suggested alterations, or new initiatives. Study abroad, full scholars, Kohler Grants. Secondly, recruiting foreign students, both graduate and undergraduate. Offering academic programs at the graduate and undergraduate level overseas and other locations and collaborative opportunities with other universities in other countries. International collaborative research, there are those of you in our midst right now who are involved in international collaborative research and have been hugely successful, but you are a minority. We need to redevelop and refocus the opportunities to get collaborative research by changing our climate in other nations with other universities. It is hugely fruitful and has huge long-term pay off. Institutional joint ventures with foreign universities, we have 83 agreements of one type or another in the file drawers in my office where we have made a connection with somebody else in another country to do something. With about 20 exceptions, they are all dead. Meaning nothing has been done with regard to those initiatives in a minimum of 15 years. We need to get those out of the files, re-determine and reevaluate whether we need to keep these and get the parties involved and get some action going in areas of interest on both sides of the world. Economic development and trade missions. The University can take the lead to sponsor trade missions to other parts of the world, *not only its own faculty but also the business and agency representatives for the whole community as well as* The University of Toledo. Health and medical services in third world countries, this is an area where we have a huge advantage and a lot to offer, both in terms of service model, service delivery and technology transfer. Number eight, educational travel and tours. My wife, an OU graduate and a UT graduate, received a flyer from OU announcing over 30 international tours and travels that the alumni and affiliates of Ohio University could take. Have you ever seen such a thing from UT? Do you

want such a thing from UT? I'm proposing that we think about becoming an arena for encouraging international travel. I can tell you that I personally planned, supervised and brought home safely a trip that had 85 people on it. We are getting good at planning trips. We've taken seventeen Board of Trustees members and UT deans and faculty and six other delegations to China and Japan. I am sure you know, the President will take a delegation to China and India in April.

Where should we be globally engaged is the next question we have faced. This is a question that comes from a lot of research and a lot of collaboration with other people. If you look at the statistics of graduate enrollment in this country from outside the US, and we do seek graduate students, we seek international graduate students because they are in many cases the strength of our programs. A fact that I want to share with you that I found astounding, I was in Beijing at the end of November at the embassy and I met the new vice consul at our embassy at Beijing, his name is Perry Chen, and Chen is the fourth largest family name in China. Perry and I talked about what Toledo is doing globally, and what are they doing in China? He wanted to get an understanding of what we are doing. I said we've had our problems getting graduate students that we highly recruited into the US. And I said the problem is, you know it and I know it, you guys are scared to death they are all going to stay here. He said, they are changing. We are rethinking that model, because I was really complaining. He said, we have concluded as you have just mentioned that it is valuable for many students from foreign countries to stay in the US, become a part of the US economy, contribute to the US economy, and also it is a time in the world where many third world countries, such as China and India, where it is good for them to go back because they can make more money in their own country than they can in the US. So, the embassy is starting to believe that it is not their job to throw a concrete barrier against all of our applicants, so we should see an increase in graduate enrollment from other countries where we have labored to get them in the past. If you look at the statistics, the graduate council report identifies the top three countries that send graduate students to America. The top three countries in 2006 were China, India and Korea sending graduate students to the US. We have the fewest students in the university at the graduate level from Korea.

Where should we be globally engaged should be determined by two factors. One, what are the programs that we have to offer, and how are those programs most attractive to international students? Secondly, where can we get students to come to those programs with the best bang for the buck? So we should be engaged globally where we can have a chance to recruit successfully to the programs in UT where those students are wanted.

Departments and deans need to decide who they want to bring here, for what programs for a graduate level study and that we need to focus our policy in support of that. We need to formulate the policy based on needs and desires of the faculty. That is the primary statement that I want to make about that. Given the looks of things in the world and given some expectations, we would say that we've got to time our international initiatives to our strategic plans, and there is a way to do that if you look at the University's Strategic Plan, you'll find internationalizing of our campus and all those processes are clearly identifiable. How do we decide to go abroad? How do we decide to become more active? We should first look at our longstanding relationships. That's where we should go first. Where are we most active for the longest amount of time? Are those productive, and how can we make them more productive?

Secondly, we need to look at our sister cities. The City of Toledo has ten sister cities. Some of these relationships go back to 1985, such as Yanshan and Qinhuangdao, our Chinese Sister Cities. Toledo, Spain goes back to 1935. So it isn't that we haven't been involved until recently. Those are our strong cultural, economic and governmental connections and this should be our focus of potential international opportunities. Also *International Branches of Toledo-based Corporations & Companies*, such as SSOE are one of the most successful companies in Toledo and one of the oldest that is internationally engaged. Where are they in the world, what are they doing and how are they beneficial to us or any college that has

a national link with Toledo based businesses and corporations. Fourthly, *Countries/Regions in Need of UT Programs & Services*. The mission of The University of Toledo to “improve the human condition” suggests that there are nearly unlimited opportunities for students and faculty to be globally engaged. Obviously there are things that we do real good that other nations and regions of the world can benefit from our expertise. And finally, *Significant Emerging Opportunities for Mission-related Activity*. As the world and economies are globalized there are opportunities for students and faculty for meaningful engagement, and we should encourage these projects and stimulate economic development on both sides and work in that area.

Strategic locations and our recommendations at a minimum should begin in:

- North America - Canada and Mexico are the obvious ones. If we think it’s valuable for every student to have an international experience, let’s begin at home. You can get to Canada really easily, so we need to capitalize on the nearness of opportunity.
- South America - we are already engaged in departments in Brazil, Chile, Argentina and Peru.
- Central America - countries such as Honduras, Guatemala.

North and South American countries are of value to us and extremely attractive where we have huge expertise among faculty in those areas and we need to capitalize on them, enhance them and move it forward.

- Europe - Western and Eastern countries
- Asia - we are already heavily connected there. We need to reconnect with Japan, where we have so few activities going on and it doesn’t make any sense. We have the fewest number of students coming from Japan. We need to reconnect.
- Southeast Asia – we need to rekindle our Malaysian connection. In the early 90’s we used to have a huge population from Malaysia until the economic downslide and 9/11.
- Middle East connection where we have a relationship with Al-Zaytoonah University in Amman, Jordan. I will be there in three weeks to talk to President Nasr Saleh and figure out what we can do, besides the College of Business, College of Engineering and other colleges.
- Africa (South Africa, Sub-Saharan Africa). I listed it last because to me this is one of the most difficult regions and we are going to have to work real hard to get to Africa. Don’t you think Berhane?

Senator Teclhaimanot: I didn’t think so. I think we will need to catch up while the Chinese are there. It might be too late.

Prof. Cryan: They are there for a reason, aren’t they?

Senator Teclhaimanot: That’s right. They have all the resources.

Prof. Cryan: Those are the international initiatives that need to be determined by you and stimulated by you. Who should oversee and provide administrative support for UT’s Global Strategy? We are strong in this report about the need for market research. We are a business and we have a product - wonderful, educated, highly talented students. An outcome of our work. To conduct market research will require additional personnel and a budget under the Office of Marketing and Communication, under Larry Burns’ office that looks like the one for Ohio and Michigan, Pennsylvania and Indiana to create visibility through official presence. We market really well in the U.S. We almost do no marketing in the international arena. We need to do that. I made a statement when I went to China two years ago that if we were successful we could put U.T. in front of every single Chinese person that wanted to study abroad. We are getting there. There is 1.4 billion people there so we have our work cut out for us. There is a billion people in India, so we have our work cut out for us there, too. If you know anything what happens when one international student comes to America and we do a good job, that brings us four or five more the next year, and four or five more the year after that. Market research tells us reach out, do a good job and attract them. Once they get here, our job will be half over, because they will go home and tell others.

- We've got to have an administrative leadership level that's identifiable that we are going to work on developing the office of global initiatives and all of its elements within that office to become more visible and more functional.
- International recruitment. There is a difference between marketing and recruitment. So we have to look at what is our plan for how to recruit. Just send people such as Mark Schroeder or Jamilla Jones of the graduate school on Linden trips around the world to talk about UT. How we are going to recruit different from that. Because that's not enough and in some cases that's not necessary.
- The Office of International Scholars and Student Services, that's currently the Office of International Services Office and we changed the title to Scholars and Student and change the focus. We will support international scholars as well as students. We will broaden the benefits and the actions of that program where Keith Thomas now provides leadership. Steve Perry used to be the director.
- American Language Institute – it will grow. It will grow in the number of students that we serve here and teach English. Right now we have very few Saudi students and that may disappear when the Saudis decide there are too many students studying here from Saudi Arabia, so we have to be prepared to attract more students. And bring other students to U.T. and reach out to the community and talk about teaching English for people who need it and don't speak it very well. We are going to offer English language instructions in other countries under the auspices of the American Language Institute of The University of Toledo. So students who want to come here but will pass the test there, will not need to tie up their time in an expensive situation at ALI, waiting to get in to your classes. So we will have English language instructions in other places around the world. Those have not been determined yet and there have not been any contracts. It's a concept that I think will work and your thoughts about that are welcome.
- The Office of International Exchange Programs is renamed from the Office of Study Abroad programs. Studies abroad will be broadened to include exchanges not just the one way facilitation students leaving UT and going to other countries to study. I'm not critical of what we are doing, I just think we are not doing enough. We are going to market it, encourage it and reach out and change the number of students and grow from 180 students going abroad each year to 2,000 students in five years going abroad to study. It's a huge effort, and we will have to have the resources, so I have my work cut out for me.

Those are the initiatives and the ways in which we expect to move forward from the Office of Global Initiatives as the central office responsible for providing leadership and internationalizing the UT campus. The final section of the report is the recommended strategies implementation timetable. In the next five years we have our work cut out for us. The Provost is anxious to have the number of students that come from other countries grow significantly. We are also anxious to have the number of students who leave the University of Toledo and go study elsewhere, to increase that significantly. To do that we will have a massive job on our hands that will require coordination and interaction from each and every one of you and your departments and your deans because all of this is an academic function of the university. I hope to provide the leadership, the stimulation, and the interested development that supports the things that you want us to do.

Also the Global Initiatives has that as its mission and I own it for the time being. The timetable is simple, in the next year or so, we hope to have an outreach to India, you already know we have a huge outreach in China with offices in two cities. We're looking to establish an office in India. We have Ambassador Rath in our midst for one year. He is the former Indian ambassador to Argentina and Chile. He is residing in the College of Business and will be a resource for the next year to us. He is a career diplomat, a huge gentleman, a wonderful personality and I'm hoping that if you get a chance you will go to the College of Business and seek him out and introduce yourself. We hope this year to also begin recruiting

and marketing efforts in South Korea and the Middle East, and enhance our efforts in South America. That is in the next year. The rest is four and five years from now, I'll let you read it.

Senator Morrissey: I think that one of the difficulties with recruiting graduate students is that as quickly as we are trying to recruit graduate students in other areas, these areas are building their own universities and one of the problems in Latin America is that students can go to very fine universities in Latin America. I was just in Costa Rica for a semester, and I really tried to recruit students to come here and of course, they politely asked for all the information, but they can go to Mexico and not have a language difference and really, the quality of education is certainly as good. They are more likely to get some financial assistance as well. I think that's going to happen in China, it's going to happen in the Middle East, it's probably happening in Japan. So, in the long term I wonder if we don't have to think a little bit more about some kind of academic exchange and opportunities to bring students from degree programs to take some courses here. This is what has happened to Europe. European students are not going to come here because they have now the whole European community to study in. But they might come for a suite of courses. That kind of recruitment and development really engages our graduate programs. I wonder what your thinking is about that, do you see that as a component now or five years hence? I think that we have to think about globalization and the internationalization of students coming in quite differently than we have in the past. Internationalization of the curriculum is so important, that will increase the interest in our students in going abroad.

Prof. Cryan: Let me comment on the first. The exchange agreements are the powerful opportunities and the Office of Study Abroad, which is going to become the Office of International Exchange Programs, is going to have that mission, to develop that exchange. When Rob was here last year, I think he commented to you that we have to have parity. We can't just be always bringing people here, using up our resources in support of them, and nothing going in the other direction. We're actively trying to get parity, trying to get a number here and to get a number to go there and have a balance. The shared services and the complimentary offerings that we give such as offices and computers and library privileges and so on, we'll get the same benefit at the other end, so that's the number one priority for the Office of Study Abroad. Your second point as far as the curriculum, we mentioned in the report that that is a key item of faculty involvement to diversify and internationalize curriculum. Curriculum committees in the colleges and departments at the university level were stimulated to support them, and my expectation is to try to meet with the deans and ask them, what's your plan for that and how can we publicize that plan to make it obvious to the whole university that that's what we are doing.

Senator Funk: A few years ago the Graduate Council approved an MBA program in India, delivered by UT faculty; can you give me a report on how that is going?

Prof. Cryan: Sure, I have worked so much with them over the past two years. In Coimbatore, which is in Southern India, south of Bangalore, is PSG University, which is a private university where we have a joint program. Their students receive instructions from their own faculty for the MBA and our faculty from the College of Business go there routinely each year. A third cohort is graduating this April 26 and the program is growing, it will be double in size next year, so I think that there may be as many as 60 to 80 in the program next year and it is just growing rapidly. These are students that can afford to go to school. We are not giving away anything, we are making money, or I should say that the college is making money. It is a great program. Our faculty are enthusiastic about going there even though India is a difficult country for American's to go to and to work in. I expect that I will be there on the 24th of this month to check it out and then President Jacobs will be there for graduation on April 26th. It is going very well and it is a great model.

Chair Floyd: We need to move on, but thank you so much for coming and talking with us.

Prof. Cryan: I'm willing to come back, this is the love of my life for the last couple of years, and I'm happy to come and interact with you and get involved with you.

Chair Floyd: The last item on the agenda is a calendar question which was referred by the executive committee to the Student Affairs Committee earlier this year and it concerns the change that occurred in Rocket Launch last year. We asked the Student Affairs Committee to look at the evaluations of the

Rocket Launch as it was changed this past year with those of the previous summer to see what was successful, what wasn't. Jennifer Rockwood is the chair of the Student Affairs Committee and she is going to report on behalf of the committee.

Jennifer Rockwood: I'm going to introduce Michele Martinez who did the evaluation that the Student Affairs Office put together about Rocket Launch, and she was the one who held a lot of sessions for Rocket Launch. The Rocket Launch program in 2007 was changed significantly from the 2006 program. The Student Affairs Committee should ask to review the evaluations done by those attending in 2007 and compare them with evaluations done in 2006. Since Rocket Launch now falls under the Vice President for Student Affairs, rather than Academic Affairs, it is important that the faculty remain comprised of its success. The committee should contact those responsible for Rocket Launch this year for feedback and comments as well, and I do know that they are looking for a person to run Rocket Launch. I also want to read to you something that is in Michele's report that is a quote that I brought originally to the orientation committee. It's about what is important about orientation from my old friend Richard Mullendore and Leslie Banahan. "Orientation is about new beginnings for first year students and their families and the institution. It can be the defining moment in the transition to college for the student and family. A timing basic habits are formed that influence students' academic success and personal growth and mark the beginning of a new educational experience. Orientation is the college's best opportunity to introduce a strong learning environment, build the foundations for academic success, welcome students and families to the campus community, promote student interaction between faculty and staff, and convey the values and traditions of their new institution." Michele Martinez put together the presentation from surveys from 2006-2007 Rocket Launches.

Michele Martinez: Good afternoon, thank you for having me, I'm the Interim Special Projects Manager and Assistant to the President, and I've worked with the orientation programs since last spring. The PP presentation shows the difference between Rocket Launch and Rocket Transition. Rocket Launch is offered to our Direct from High School (DHS) students. Rocket Transition is the program for transfer students. We had 26 of those programs in 2007 for DHS. Some of the orientation objectives is to help students become familiar with the University, and for them to be excited about the transfer from high school to college, and to see what it is like to be a new student at the University of Toledo. One of our purposes during the orientation is to explain to them what to expect when they get to campus and most importantly, to prepare them for their academic experience, to give them the opportunity to meet with their advisors, to register for classes and to have their questions answered related to being a new student. I sent an email to you yesterday which provided the raw data from the evaluations from 2006 Rocket Launch and 2007, and we looked at some of the comments from 2006 and some of the comments were from families stating they wanted a shorter program, so that was one of the reasons for a change. Also, we listened to what the undergraduate students want. Basically what they want is to come in the summer and be advised, go through registration, learn how to finance their education and (learn) where they will live. Their parents want to be assured that they will be in safe hands. We recognize we have other programs here on campus like the First Year Experience, and the FYI classes that also play a role in orientation, and those are courses that help students get acclimated to the institution. So some of the major changes we made from 2006 to 2007 is a shorter program, it's not 8:00-5:00, it's 10:00-4:00. It's a little faster paced, and we separated students from the parents and I think the major change, at least the comments that we received from the people who attended were that it did look a little different. I would like to say, "thank you," to the faculty who came to Rocket Launch and presented. We offered more dates in 2007. One change is that the talks were scripted. The reason we did that is no matter what program they attended, the first one in June or the last one in August, they got the same information and the exact expectations about their academic experience. That was the goal of the scripted talks that every one would be consistent. So, what were the results? This was the information that was emailed to you. Over 80% of the parents and students agreed that they would recommend UT to a friend, and they felt better about attending UT because they attended the orientation. Over 25% of students and families filled out evaluations of our program.

In addition to getting feedback from parents and students, we also took our evaluation on the road. We offered ten focused groups, three were open to faculty and staff who participated in Rocket Launch and offered their thoughts on what worked, what didn't work, what we can do to make it better. In addition, we took it to residence halls too. Two student groups which unfortunately were not well attended but we did gain some insight from the students. We also spoke with the assistant deans' groups and other groups on campus that perhaps see orientation in a different way. For instance from the Bursar's Office, what kind of questions they get from first year students after orientation. So we were able to get a lot of information on what worked, what didn't work and what to improve on. Some comments we heard from the students and parents, and those were our objectives, were that parents were engaged, the timing of the activities worked well and that there was a lot of enthusiasm for the University. So what is 2008 going to look like? One of the things we are doing is we are strengthening the office in terms of staff and are in the process of hiring a director and I'm in charge of that search. We have some great candidates. One thing this office never had was another staff member. It was always a one person show. This office relied quite a bit on student staff, which is not very consistent. Having an assistant director helps run the office, while the director is out looking at all the collaborative issues on campus and it also helps with consistency. We want to strengthen the program. We will identify those areas from our focus groups and from the parent and student evaluations of Rocket Launch and our steering committee is reviewing that. From those suggestions we are trying to be more strategic. Last year we had a very short time in order to do some things differently. One of the things that Rocket Launch's steering committee decided to do is to open up our membership to other groups and we just recently asked the ICA group, which is the advisor's group on campus to appoint representative to the steering committee, assistant deans will have representatives on the steering committee, and we would like to know if Faculty Senate would like to have a representative on the steering committee. At this point I can answer any questions you might have.

Senator Fink: One of the concerns that came up concerning the last Rocket launch is that many faculty members are uncomfortable reading pre-scripted speeches. I certainly understand our desire to provide consistent information across sessions but I think you may need to consider providing an outline of topics and issues rather than a script for those areas you want covered. My experience is that people don't like hearing or reading scripts. Again, I know you need consistency so that is a tough balancing act.

Michele Martinez: We have people here in the audience who did the script.

Senator Barnes: I did modify my notes, and I know Alice did too; it's hard to be someone you are not.

Jennifer Rockwood: The script although it was well written, we were working on consistency, doesn't work with the people who are asked to do it. A certain professor has a certain teaching style that might be a little different, the students might like it, but it loses its passion and quirkiness in the script. So then it's not a naturally performing kind of faculty member. So, you lose it by forcing faculty into script, but if you gave them, like Larry said, an outline, and you have four minutes to do it in, a script cramps our gregarious and charming faculty members.

Senator Barnes: In my case the warning about plagiarism which was in my speech and I was just uncomfortable, that being my welcome as a writing teacher to give a little lesson about plagiarism. I understood that it was about academic seriousness, so I just took it in that direction. Not to fault the script. We all know why it was there. But to welcome people and in the same breath to say this, I was uncomfortable.

Jennifer Rockwood: But the faculty are the ones that are teaching academic success, so teaching it they should give a little leeway to talk about academic success in their world, as opposed to a blanket script.

Senator Fink: I want to say that I am sympathetic to your desire for everyone to use one script since parents want a shorter speaking period and not longer and you don't want faculty running on too long. If you give an outline, you may also have to set time limits for talks to stay on schedule.

Michele Martinez: Having a representative from this group is a step in the right direction.

Senator Barnes: I also had a family at my table who were concerned whether they would get lunch and whether they paid for it. I told them I'm sure you will get lunch.

Jennifer Rockwood: The committee felt that there were a lot of improvements from 2006 to 2007.

Senator Lipscomb: I used the script as a guide. I ad lib almost all of mine.

Michele Martinez: One suggestion was to have just a couple of faculty members maybe pick four or five faculty to do at all the programs, but we know that's a big commitment from faculty. Also families want to see a diversity of faculty.

Senator Wikander: I had a script and I stuck to it. But the worst part of the script were the parts where there were scripted improvisational where we were supposed to say, do you know anyone here who behaved dishonestly and plagiarized in high school, please raise your hand. And there was a dead moment.

Senator Fink: If you could focus on just two or three things to make the next Rocket Launch better what would they be?

Zaayah Waite: I am the Dean of Students and I oversee all the orientation programs. There is one thing that we probably need to put more focus, which is financial matters, and we really have to do a better job with that. That's the most important information the parents want to know and that is what kind of resources the University can offer.

Chair Floyd: Any old business? Any new business? If not, can we have a motion to adjourn?

Motion was made and seconded.

V. Calendar Questions:

See reports above.

VI. Other Business:

Old business:

New business:

VII. Adjournment: Meeting was adjourned at 5:00 p.m.

Respectfully submitted,

Alice Skeens
Faculty Senate Executive Secretary

Tape summary: Kathy Gabel
Faculty Senate Office Admin. Secretary