

THE UNIVERSITY OF TOLEDO Approved @ FS mtg. on 4/28/09
FACULTY SENATE
Minutes of the Senate Meeting of April 14, 2009
<http://www.facsenate.utoledo.edu>

HIGHLIGHTS

Vice Provost for Graduate Affairs & Dean of Graduate Studies
Provost, Main Campus
U.T. Outdoor Classroom Initiative
Academic Honors committee Report
Academic Programs Committee Report
Vice President for Student Affairs

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.

President Jamie Barlowe called the meeting to order, **Nick Piazza, Executive Secretary**, called the roll.

I. Roll Call –2008-2009 Senators:

Present: Bailey, Barden, Barlowe, Barnes, Barrett, Brickman, Caruso, Coventry, Crist, Davis, Dowd, Dupuy, Fink, Floyd, French, Funk, Graham, Hoblet, Horan, Hornbeck, Humphrys, Jenkins, Kistner, Klein, Laux, LeBlanc, Lee, Lehmann, Lipman, McSweeney, Nims, Poling (for Niamat), Olson, Peseckis, Piazza, Pryor, Randolph, Regimbal, Sheldon, Szirony, Teclehaimanot, Thompson-Casado, Wolff,

Excused absences: Ankele, Crosetto, Denyer, Giovannucci, Gunning, Hottell, Metting, Powers, Ragu-Nathan, Sharkey,

Unexcused absences: Baines, Baker, Casabianca, Dismukes, Duggan, Elmer, Fournier, Lundquist, Stierman, Tietjen, Tietz, Wedding,

A quorum was present.

II. Approval of Minutes: Minutes of 3/31/09 meeting approved as distributed.

III. Executive Committee Report:

Executive Secretary Nick Piazza asked the Senators to introduce themselves before speaking to get the speakers' names recorded accurately in the minutes.

President Jamie Barlowe:

Report of the Executive Committee, April 14, 2009:

My report today has two sections: Section I addresses Executive Committee activities and issues of concern; and Section II addresses some issues from a broader perspective and some broader issues.

Section I – Executive Committee Report

Since the last Senate meeting on March 31st, the Executive Committee met with Board of Trustee members, Rick Stansley, Board Chair, and Olivia Summons, Board Chair-Elect, to discuss various issues, for example, including more faculty members on Board committees. Currently,

only the Academic and Student Affairs Committee of the Board has direct faculty input. As President of the Senate I sit on that committee, as will John Barrett next year. The Faculty Senate the Executive Committee and the Board to ensure greater faculty input into the decision-making processes was also discussed, including evaluations and contract renewals of those in leadership positions.

Yesterday, some of the Executive Committee members attended Dr. Jacobs' annual address on the state of the university and the special Board of Trustees meeting that followed the speech. In addition to discussing the significance of Dr. Jacobs' address on the "Role of the University in 21st-Century America," Board members passed a resolution (No. 09-04-03) expressing their President also gives a report to the Board via the Academic and Student Affairs Committee on the activities and concerns of the Faculty Senate. Opening other avenues of communication between "deepest gratitude to Dr. [Tom] Brady for his service to the University, acknowledging his resignation from The University of Toledo Board of Trustees, and . . . transmit[ing] his resignation to the Governor."

The Board also passed a resolution (No. 09-04-05) creating a "School of Solar and Advanced Renewable Energy and direct[ing] the President to organize the School as appropriate with the essential elements to position it to become a leading school of advanced renewable energy not only for the State of Ohio but for the Nation."

I have asked Dr. Haggett to talk about the School, and you will have an opportunity to ask questions about it and/or about Dr. Brady's resignation from the Board. I can report, however, that there are currently no specific negotiations with Dr. Brady about the position of interim dean of the Judith Herb College of Education.

The Executive Committee will have at least two or three more meetings with the Provosts of the Main and the Health Science campuses before the end of this academic year. A number of issues remain under discussion or are yet to be discussed with the Provosts. In the interests of efficiency and transparency, I can address several of these concerns here on the floor of Senate.

Although personnel issues do not fall under the purview of Faculty Senate, at least one Executive Committee member has expressed concern about "a lack of both a Bursar and a Registrar . . . among the most critical positions in the University." After checking into this issue, I can report to you that in an effort to reduce administrative costs and positions, a new bursar will not be hired. LeSha Thorpe, the University Treasurer, will continue to oversee the Bursar/Treasurer's Office and the two assistant bursars. In a further budget-reduction effort, as well as in an effort to eliminate duplicative positions on the two campuses, Penny Poplin Gosetti from the Main Campus and Patricia Metting from the Health Science Campus are working to merge the MC and HSC registrar activities.

Some EC members have expressed concerns about what they describe as the arbitrary assignment of overhead costs to programs. After checking into this issue, I can report to you that the assignment of overhead costs is based on four variables: the number of employees in a college, the square footage occupied by a college, student headcount, and semester credit hours taught by its faculty. A committee devised this methodology, and another committee is reviewing the methodology. This reviewing committee includes business managers from Arts & Sciences, Education, and Engineering.

Another concern is about budget priorities. One claim is that administrative costs are increasing while academic budgets are being decreased. While the 2009-2010 budget development process is not complete, I can say that administrative costs decreased in the 2008-09 budget, as you have seen in the various budget reports presented to Senate by Dr. Scarborough. I can also say that administrative costs will decrease further in the 2009-10 budget.

A number of other issues will be discussed with the Provosts in the next three and a half weeks, and if you have issues or your constituents have concerns you would like addressed, please let me know as soon as possible.

Section II – President’s Report

Although I will continue addressing Executive Committee concerns for a few more paragraphs, I will do so from a broader perspective. Some remain concerned about what was described as “wasting” a Senate meeting on a discussion of diversity when diversity “is not one of the critical issues facing the university.” On the contrary, diversity remains a critical issue at this university and at most other universities across the country. As evidence of the continuing problem, I quote from this year’s report from the American Association of University Professors: This report “also adds to the AAUP’s ongoing analysis of gender equity in faculty employment with fresh data on trends in women’s advancement through the faculty ranks. Although many colleges and universities are approaching parity between men and women in entry-level assistant professor appointments, the report notes that progress in advancing women to senior professor ranks is slower. At universities granting doctoral degrees, there are still four men full professors for every woman holding that rank. The substantial remaining impediments to women’s advancement as faculty members reinforce the AAUP’s longstanding call for higher education to renew its commitment to complete equality of opportunity for women”—and thus to diversity. The statistics for professors of color, and particularly for women professors of color, are even bleaker. If you are interested in more evidence, let me know. Diversity is always a critical issue, not only in terms of hiring, but also in retaining faculty and students from underrepresented populations. Further, despite strongly stated, zero-tolerance university policies, overt and covert forms of discrimination—including racism, sexism, ableism, and homophobia—and sexual harassment continue to be very significant university issues.

Others on the Executive Committee are concerned about what they see as the continuing prioritization of Main Campus issues on the Executive Committee and on the Senate agendas. From my ongoing discussions with Senators, I consider this to be one of the single most important issues of this Senate—a challenge during this transition year of the merged Senate that we have not met. Although we merged structurally, we have, as I have mentioned a number of times this year, failed to merge culturally. As I have also argued for a long time, the implementation of structural revisions and changes do not have the direct or even indirect consequence of cultural change. One way to address this challenge is for the Senate to pay close attention to the election of its officers and Executive Committee members at the April 28th Senate meeting. Electing a diverse group of officers and EC members with a diversity of ideas and perspectives is an important strategy for cultural integration. I would also urge that next year’s Senate and its President, John Barrett, pick up this challenge and find more effective ways of addressing it.

In my last report to the Senate on April 28th, I will outline some of our accomplishments for this year, as well as outline other challenges we face as a Senate and as a university, including the issue of stewardship, which Dr. Jacobs discussed in his annual address yesterday. Educating 21st-century students means that we must reframe and rethink what we already do, for example, using interdisciplinary frameworks, problem-solving skills, critical thinking, and various technologies and social networking to address the challenges and problems we face in the 21st century and, further, to invent the jobs of the future.

Finally, I want to make a few important announcements:

- (1) On April 28th a reception will be held in the Atrium of the Dana Center, from 3:00-4:00—the hour just before our last Senate meeting of the academic year. This reception

honors all of you for your work as University of Toledo Senators for this year and welcomes our new members for AY 2009-2010.

- (2) Spring elections for the Senate closed last Friday, and the votes are currently being tabulated. We should have the results soon.
- (3) Breanne Democko, who visited the Senate at an earlier meeting, asked me to remind you that the Dance Marathon begins this Friday at 8:00 p.m. and continues until noon on Saturday. Faculty/staff hour is from 8-9:00, but you are welcome at any time during the marathon.

This concludes the report. Any questions or comments?

Senator Lehmann: Clearly this is a very important area but I think the problem with that particular Senate meeting was the quality of that presentation on diversity and it was unfortunate that one lady wouldn't answer questions.

The other item I would like to bring up as you asked for input is that this is a problem we have in a non-unionized campus and a unionized campus is that people have heard that material put in an electronic format, such as our lectures, will be things we will no longer retain rights to. The University will be able to use it without paying any future royalties, where as in the past if we put together textbooks we would get royalties. Now that it is electronic, the University will have free usage of it. This has come up at least on the other campus as being a new policy which hasn't been discussed yet.

President Barlowe: There is a question on the floor from Dr. Lehmann about the proposed University policy that if lectures or other materials are put online, the individual faculty member loses the copyright to those and/or possibilities of royalties.

Senator Dowd: The proposed policy was brought to Research Council, discussed and revised to address our concerns. The original language I objected to dealt with the provision that the University would essentially have a perpetual ability to license to distribute all material you use in the classroom. I believe that language has been stripped from the policy document. The Research Council was told that statement was originally included to cover the case of a faculty member leaving the university in the middle of a semester and the need of the University to continue teaching his or her courses. With the revision, if a faculty member leaves the University in the middle of a semester the University will have the right to use the course materials in the related course for one calendar year only. Further, the University will not have the right to license or distribute that material for any other purpose. At this point we need to wait until the actual policy is posted for review to verify that such changes were made. Are there any other Research Council members present?

Senator Lipman: I think you got it right

V. Provost for Graduate Affairs: I think you captured the essence.

Senator Dowd: Note, however, that I don't know if the policy has yet been posted.

V. Provost for Graduate Affairs: It's being revised.

Senator Dowd: I'm sure this policy will very soon be posted for comments. This is a very important issue and I encourage everyone to review this policy and provide comments on it.

V. Provost for Graduate Affairs: It will be posted for only 30 days, so if you do see it, please do respond.

Senator Lehmann: So this is not a union issue?

Senator Dowd: Actually it is my understanding that the Collective Bargaining Agreement supersedes some of the language of this policy, though I'm not an expert on the CBA. That said, this policy is extremely important for non-union faculty members and that word needs to get out to them.

Senator Lehmann: So, this would only apply then to people that decide on leaving during the course rather than before the course began.

Senator Dowd: What about a faculty member who is not a good sport and decided to not tell her or his chair that they are leaving the University until the day before the semester begins. Such issues comes up very infrequently and have to be addressed on a case by case basis. I have ask Senator Lipman and V.P. Komuniecki if they remember anything else on that special case.

Senator Lipman: The only thing you didn't mention is the academic misconduct formulation. That's a separate set of policies.

Senator Dowd: Yes. Though that is an issue Research Council will be addressing in the next few weeks.

Senator Lehmann: Many of us were very concerned about that, not only because it took away our rights, but also the concern if you were to retire, it would reduce the incentive to be rehired, the other thing that came up is as things were being taken over, would there be a chance to edit things.

Senator Dowd: The University should not be able to copy and distribute any material you have unless you have an agreement with the University such as you received extra compensation to develop a distance learning class. I think that's the limit of it.

Senator Lehmann: What about using it for a repeat class?

Senator Dowd: The University should not be able to copy and distribute any material you have unless you have an agreement with the University such as having received extra compensation to develop a distance learning class. I think that's the limit of the policy.

Senator Lehmann: Good. Thank you.

President Barlowe: During the course of this year, I have introduced all of the new deans of our various colleges, and today I want to introduce Dr. Patsy Komuniecki. Many of you know her. She was formerly the chair of Biological Sciences and now a double title of Dean of Graduate Studies and Vice Provost of Graduate Affairs. Please welcome Dr. Komuniecki.

Dr. Patsy Komuniecki, V. Provost for Graduate Affairs & Dean of the College of Graduate Studies: For some reason Jamie thought that a lot of people didn't know my background so here is my synopsis of my background and I would like to share a few thoughts with you of my vision for the College of Graduate Studies and some of the challenges we are facing currently. I am from the East Coast and did my undergraduate and graduate degrees in Massachusetts with my bachelor's from Boston College, master's from Mount Holyoke College and the Ph.D. from UMass at Amherst. Subsequent to that I, and my partner in crime, Dr. Richard Komuniecki migrated to the Midwest for the first time and we went to The University of Notre Dame, which took us both in separate post doctoral positions. We spent three years at Notre Dame during the Joe Montana years. Then Toledo beckoned - my husband was recruited here to The University of Toledo to become assistant professor in the Department of Biology and I was recruited to the former Medical College of Ohio as a post doctoral fellow working with Dr. Keith Schlender, whom some of you from the Health Science Campus will recall as the recently retired dean of the

graduate school at the Medical University of Ohio. We have been in Toledo since 1980 and I have been associated with the Main Campus of the University of Toledo since 1985 when I became a faculty member –up through the ranks from the assistant, associate and then full professor. Along the way I served in several administrative capacities, I was associate dean for the Colleges of Arts & Sciences for six years in the early 90's, serving three different deans. I was involved with the building project of what is now known as the Wolfe Hall, a \$33 million project. Max Funk would remember that as he was representing Chemistry and I worked with the College of Pharmacy on that. After that I went back to the faculty for a while trying to get my research program invigorated and spent several years on the faculty doing that.

Then there was a chance to step up for one year to help out the department and serve as an interim chair in the Department of Biology. That was Fall of '98. Those of you who were around on the Main Campus will remember that was the Fall that Vik Kapoor became president. I ended up serving as chair for ten years, just until this recent appointment. During that time I had a chance to do a lot of faculty hiring, making a new department with my colleagues, doubling the size of the graduate program, revising the graduate curriculum. Throughout my years on faculty, I have been intimately involved with graduate education. I served fifteen years on Graduate Council, and was the first female chair of Graduate Council from '98 to 99 during that transition year with Vik Kapoor, and that was the year that we approved the College of Health and Human Services. So I have had a lot of experience with various programs both on this campus and the Health Science Campus. I am really excited about this new opportunity to serve the university as Vice Provost and Graduate Dean. There is no shortage of things to do in this position. It's been a bit of an interim position in the past and that means that some things weren't addressed in a timely fashion so we are trying to get everything back on track. The Graduate Council has been fabulous during the past year. The two councils have merged, they used to be separate graduate entities - on the Main Campus it was called the Graduate Council, and on the Health Science Campus- it was called the Graduate Executive Committee, and it had a completely different structure and charge. We were able to maintain that latter group as an entity by allowing and encouraging that group to continue as a membership, and the curriculum committee for the Health Science Campus, and there is currently a senior associate dean for graduate studies on the HSC, some may know Mike Bisesi very well and I'm sorry to say, we will be losing his services to the University of Toledo as he is accepting an exciting position for him, as an associate dean at the Ohio State University where he will be assuming the position of associate dean of the College of Public Health there. So we will be replacing his position and I actually proposed during the budget process this year a parallel structure having an associate dean both on the HSC and on the Main Campus. I think that will allow for a lot more responsiveness to student concerns in particular because with this new vice provost position one of the activities I am being asked to do is to start addressing national norms, looking at state compliance, looking at how U.T. measures up with other universities. It does mean a lot of the day-to-day work may not be addressed immediately. Stay tuned for more on that as we wait and see what happens with the budget process and see if there will be an opportunity to create that structure. I am cautiously optimistic. I think you know the graduate programs are pretty healthy right now. We have approximately 3,500 students across the two campuses in colleges that have graduate programs. The programs that don't report to this office include the PharmD programs and the MD programs, and also the JD programs. The College of Law, College of Medicine and the College of Pharmacy, PharmD programs are not governed by COGS. All the other graduate programs-masters programs, doctoral programs, certificate programs - all report to the College of Graduate Studies. There will be a lot of opportunity to learn about new programs. I am happy to say that since I have been on this campus for a few years I have friends and colleagues across the two campuses and they have been wonderful in helping me in this new role and I look forward to working with all of you on the Senate on any issues that are important relative to the graduate programs in the future. One big issue that will start to be addressed during the fall term is to take stock of our graduate programs and get a sense where our strengths and weaknesses of our graduate programs exist. So, I will be rolling out a program review in some form that will be starting this year. As you

know, since '98 on the Main Campus there has been no systematic program review and it's very hard when the provost or the president says to you, where will you invest more money if we give you more money if you don't know where the strengths and weaknesses are in all the different programs. So as part of my learning curve this spring is to meet with every dean in his/her own territory and get a sense of their priorities and their concerns. We are really trying to address their concerns about communication that maybe has slipped a bit over the years. So, I will now be happy to stop and answer any questions you might have.

Senator Lehmann: Alternative energy program will it be on this campus or the medical campus.

Dr. Komuniecki: I know that Provost Haggett will speak more directly about that program, I have been a part of a group of deans that have been working on developing of that programs with the Colleges of Engineering, Business and Arts & Sciences, so it's primarily focused on this campus.

Senator Lehmann: Another concern is combining programs now that we are one university, because there are many courses which are duplicated.

Dr. Komuniecki: You have raised a really important point. It has not escaped my notice as the universities have grown in parallel side by side, there wasn't an easy opportunity to reach out across the campuses and now there is. Again, with the new vice provost role, I believe it will be possible to allow for some conversations to begin. I look forward to those opportunities. Maybe we can enrich programs by blending faculty on both campuses. I agree completely that is something to explore. Thank you.

Dr. Rosemary Haggett, Provost, Main Campus: Thank you for inviting me. Let me begin by following up on what Dr. Komuniecki just said. Dr. Gold and I are very fortunate to have such a distinguished faculty member as our new vice provost and dean of graduate study. Patsy brings to this position a wealth of knowledge about this institution and a great deal of enthusiasm. We are really looking forward to her leadership in building a high quality graduate education.

FACULTY SENATE

April 14, 2009

Report by Dr. Rosemary Haggett, Provost, Main Campus

1. Introduction

- Thank you for the opportunity to speak to you Faculty Senate, always a pleasure.
- Share some good news and updates with you as we approach the end of the academic year.

2. End of the academic year - Commencement

- Sunday, May 10 in Savage Arena
- faculty encouraged to attend morning, afternoon or both
- morning will begin at 9:30 am and will include: Arts & Sciences, HSHS, Nursing; speaker will be Sam Abell, photographer and author for National Geographic (and Sylvania native)
- afternoon will begin at 2:00 pm and include: Business Administration, JHCOE, University College degree programs, University Libraries; speaker will be Dr. Norman Johnston, CEO of Solar Fields/Calyxo USA

3. Thanks and congratulations to our colleagues

a) Distinguished University Professors

- six faculty members have been nominated to be the next class of DUPs.
- look for an announcement in next Monday's, April 20, UT News.
- their names will be presented to the BOT Academic and Student Affairs Committee at their meeting on Mon April 20.
- Assuming a positive recommendation, final approval will be at the May BOT meeting
- A reception in their honor in the fall.

b) Main Campus Outstanding Teacher, Researcher, and Advisor Awards

Outstanding Teachers:

- Sakui Malapka, JHCOE, Special Education
- James Kamm, Engineering, Engineering Tech
- Sally Harmych, A&S, Biology
- Paul Fritz, A&S, Communications

Outstanding Researchers:

- Abdul-Majeed Azad, Engineering, Chemical and Environmental Engineering
- Neil Reid, Director of the Urban Affairs Center and has a faculty appointment in Geography and Planning, A&S.

Outstanding Advisors:

- David Wilson, Dept of Poli Sci, A&S, faculty awardee
- Chanda Filipek, academic program coordinator for the Department of Chemical Engineering

Edith Rathbun Award for Outreach and Engagement
2 recipients who have yet to be notified.

These people will be recognized at an awards ceremony on Monday, April 20, 5-6 pm in Ingman Room

3. Special Board Meeting yesterday

School of Solar and Advanced Renewable Energy (resol. For T. Brady)

- resolution 09-04-05 resolved " that the Board of Trustees of UT endorses and supports the creation of a School of Solar and Advanced Renewable Energy and authorizes the President to promote the School with the essential elements to become a leading school of advanced renewable energy not only for the State of Ohio but for the nation
- The BOT approved the formation of the school, what they approved is a shell

- details are still being worked out
- I am grateful to the implementation task force: Deans of Colleges of Arts & Sciences, Business Administration, Engineering, and Graduate Studies, Drs. Robert Collins, Abdy Afjeh, Karen Bjorkman, Anand Kunnathur, Mark Vonderembse, Lee Heritage, Mike Heben, and Frank Calzonetti for their planning document.
- envisioned to begin as a collaborative effort between 4 colleges (next year's distinguished professor in R. Haggett's report)

The director of this School of Solar and Advanced Renewable Energy will report directly to me. The idea is that since this is a collaborative effort between colleges, there would be an advisory board consisting of those deans. We will complete an agreement as to which faculty will be members of the school and what percent of the time are they going to participate in the school. We are still working out the details, and still are looking to identify the budget for this new school. I think the intention is clear, the goals are clear to build in our area of advanced renewable energy to strengthen our efforts in science, education and engineering and commercialization. Commercialization - this will be a very important component to the school, so that we can advance concepts and working solutions that lead to the prototypes and "bring the stuff to market."

Senator Barden: If it is going to be a school, as opposed to a research center or a college, that implies there will be programs that lead to degrees. Has this been discussed as far as the implementation goes? Will this lead immediately to curricula innovations and new degrees and new programs, graduate and undergraduate?

Provost Haggett: If you mean immediately like next Fall I don't think it will lead immediately to any new degree programs. There has been a new degree program in the works, a Ph.D. program in advance renewable energy. It would seem to me that would be a very logical degree program to launch in this school. But that program or any other new curriculum would have to go through all the approval processes. I don't see students enrolled in this school immediately, but certainly that would be the goal. That's why we are calling it a school and not just a research institute.

Senator Barden: With postdoctoral degrees as well?

Provost Haggett: Right. You could have people in post doctoral and other research associate type positions being assigned primarily or solely to the school. Their appointment could be in the school. Faculty would have immediate or joint/shared appointments. There is some disagreement about that, should faculty have full time appointments in the school. What we are trying to do is to not duplicate administrative structures and administrative costs as we get this to ramp up quickly. But eventually the goal is to spin this off as an independent school, and that would be over a three to five year period.

Senator Lehmann: I noticed you said bio fuels, and given the history of microbiology over at the Health Science Campus, I was wondering if you would expand that program you would build new microbiology program over here (on Main Campus) which would deal with bio fuels. It does seem one of those areas where the .the two campuses have somewhat overlapping interests.

Provost Haggett: Certainly if there is an interest in folks from the Health Science Campus to participate in the school, it is not meant to be exclusively a Main Campus endeavor. When I'm talking about bio fuels it would be done primarily in the College of Engineering, we have researchers in the College of Engineering doing that work. Microbiology, we could look into that and explore the possibility.

Senator Peseckis: Is this school going to eventually become a college?

Provost Haggett: We are not ready for it to be a college. I think we can launch this to be more than a research institute or a center so we thought the school concept was something that we could get into quickly and eventually if this builds to a level that we think it might, it could evolve into a college.

Senator Lipman: What's the impact on departments? Is there a model in the advanced set of standards working up to other initiatives?

Provost Haggett: The deans have been very supportive of this, and we have been trying to do this as a collaborative effort and try to identify budget so that we can make sure the colleges are not harmed budgetarily by taking people away, we believe that this is the best way to launch this. So far the people who have been involved in this, the leadership of the colleges, have been working collaboratively to get this started and we are sensitive to the impact on the departments, and making sure as we give people time to the school, that we are not leaving a void in the department. In terms of collaborative activities, this could be a model for other collaborative ventures across the university. The president and I have talked about the need for holding up, some people call it peaks or spires, and I think anybody, even people in Toledo, thinks of us as that solar energy place, so this is a good place to start with a school. There may be other activities within the university that are equally cross-college, cross-disciplinary that would warrant this type of an approach. And we can learn from this.

Senator Dowd: If you would, please clarify a point you mentioned. Would the academic programs that could be proposed over the next year or so be submitted to Faculty Senate and Graduate Council for the normal review and approval process?

Provost Haggett: Yes.

Senator Dowd: Thank you.

Provost Haggett: Any other questions about anything? Thank you for your attention.

President Barlowe: At the last Senate meeting two reports were omitted because of time constraints. One of them was the U.T. Outdoor Classroom Initiative, and today Ann Krause and Stacy Philpott from the Department of Environmental Sciences and Ashley Pryor from the Department of Women's and Gender Studies will present information about the initiative. The other omitted report was from the Academic Honors Committee, and following the Outdoor Classroom Initiative report, Barbara Floyd will report for that committee.

Dr. Ashley Pryor: I'm from the Department of Women's and Gender Studies and I'm here with Dr. Ann Kraus and Dr. Stacy Philpott from the Environmental Sciences to talk about gardening and to share with you the U.T. Outdoor Classroom Initiative which now will be planted here on the main campus is truly a garden which we hope will be used by the Health Science Campus as well. And potentially we will have application with the School of Renewed Energy. This is an exciting year for gardens with the Obama gardens going in at the White House. We have been thinking about this for some time of a demonstration of ways that the different disciplines across campus can share space and schedule courses outdoors. For instance, if you are a professor of philosophy, we invite you to schedule a class at the garden space, bring your students out. Or perhaps you are in the College of Pharmacy and you want to look at the different medicinal plants that will be in the garden. Some of the proposed courses that could be taught in the outdoor garden are Plants and Society, Environmental Problems Laboratory. We are trying to improve our sustainability rating here on campus and there are lots of things going on right now regarding renewable energy. When we look at our rating it's unfortunately a D+ this year other.

One of the things that we see when we compare University of Toledo with other universities, such as University of Buffalo it's gardens and also composting and local foods in the dining halls. We are hoping that this garden will also help to complement some of these initiatives with renewable energy and improve our sustainability rating. Finally, this ties in with the different parts of U.T.'s mission, from our emphasis on discovery, learning and communication, engagement, outreach and service, and we could talk about each of these points in depth, but in the interest of time we want to show you some of the collaborations in the slides.

Dr. Ann Krause: The new associate dean of the College of Arts & Sciences hobby is to design gardens and has designed a garden for us. Unfortunately the site that we picked doesn't exactly fit that, so he has developed alterations of this. The main idea is to have companion plants, so it's mostly vegetable garden and the vegetable garden has companion plants as well as having flowers so that to maintain beauty throughout the growing season. We will also have a herb garden. How are we going to use this garden?. There are classes that have already been identified starting next year we are ground breaking next week, the sod will be removed on Friday. In celebration of the Earth Day next week, we will be creating this garden. Some of the classes proposed for the outdoor garden are from the Environmental Studies but there will also be classes in the Women and Gender Studies who will be using the garden as well. There might be an Engineering class as well that will be utilizing the garden as well. We are going to be seeking ways to develop interdisciplinary course work. One other thing we are doing is trying to put in an Edison Grant for course curriculum and laboratory improvement where we have a person from the College of Business, Department of Public Health on the Health Science Campus, Engineering as well and Environmental Sciences and Women's and Gender Studies, and we all will be putting together ways to use the garden in our classrooms, and how we will be able to share this with the community here on campus so that we are actually going to have how you can incorporate the garden in your curriculum regardless of where your background is, because we have the diversity of backgrounds, we didn't want it to be strictly science. We want it to be as broad as possible. We will give everyone on campus an opportunity to join a network shop and find ways to incorporate this in the classrooms and your teaching.

Dr. Stacy Philpott: We have several departments already involved, the grounds people to help in ground breaking, approve the garden initiative, and we are very grateful for that. We also have partners in the community organization such as the ToledoGrows that run the herb garden programs within the City of Toledo. One of the things we want to improve is the Sustainability Report Card and our current grade of D+. Many universities around the country with higher ratings who received the highest score of A- do incorporate campus gardens in their programming in education. There are certain resources that we will need in order to create this garden such as supplies, tools, soil, rainwater collection capabilities. We have a grant proposal and hope that we will get some funding for that. We won't hear about it until next week. Labor will presumably come mainly from volunteers, faculty, staff, students, the Department of Environmental Sciences dedicated two summer TAs to help with the garden, so we have secure sources of labor to keep the weeds out. We are inviting everyone who is interested in participating with the garden, please contact us. We want this to be a very open place. Some people get scarred that Women and Gender Studies don't want men participating in the garden, anybody from campus is welcome to participate. The timeline is basically what is listed on the slide, but the first year we hope that we learn from it, evaluate our successes and plan for next year.

Senator Lehmann: Where will this garden be?

Dr. Stacy Philpott: The site that we have been approved for by the Beautification Committee is right off Secor Rd. entrance, when you are on the Main Campus and you are driving off Secor Rd. entrance it is on your left a grassy lot that's the site we have picked out. It is one of the few sites on campus that has real soil.

Senator Dupuy: There is an extensive community garden in the State of Ohio, I know there is a two-year waiting list to get garden patches, have there been any discussions about opening up gardens in the greater Toledo area.?

Senator Pryor: We hope this is one of many gardens. When we presented this to Arts & Sciences Council months ago, we talked about plain gardens, rain gardens, we had some discussions with representatives from the Dorr Street Corridor Initiatives talking about important ways to integrate the knowledge of gardening and through preservation. So this is definitely a hope that this will continue to grow, and again this is for all of you to decide what garden you want to see next and how you are going to get it started.

Senator Regimbal: You did mention something about getting more local food into the University campus so do you think you can be successful working with the food service companies that we have.

Senator Lehmann: Will you be using any restrictions like pesticides and weed killers, or are you going to make it organic?

Dr. Stacy Philpott: We definitely would like to make it all organic practice, we won't be using any Roundup, the sod will be removed by a machine.

Senator Lehmann: Are you not planning on having beehives?

Dr. Ann Krause: This is something that has been proposed for the long term planning for the garden. This could be something down the road, initially we are starting small. But I don't know how many people would want beehives directly on campus. We are very grateful to the Beautification Committee for their support and effort with more ideas.

Senator Sheldon: In some ways I want to almost demand a piece of what is left of Scott Park. It seems like a perfect land for this type of experiment. Also in terms of the Adult Liberal Studies program which is now The Learning Collaborative one of the most popular classes that has existed in that program for seven years is Food & Eating in U.S. Culture, which I teach and I would like to see more field experience in however we may be restricted by these new classes minimums. We would like to get involved. Dr. Barnes and I are both co-coordinators of the Adult Liberal Studies Program and we would definitely be interested in a conversation with all of you.

Dr. Ashley Pryor: We would like to talk to you about a timeframe to schedule your time in the garden and also have the students do some gardening on the site. Thank you.

Senator Barbara Floyd, Academic Honors Committee: The Academic Honors Committee has been asked by the Provosts on both campuses to look at the issue as to whether we should combine the faculty honors programs that exist on the two campuses as two separate events: one which is held on the health science campus in the Fall; and one which is held on the main campus in the Spring. The committee met several weeks ago and talked about this issue. As you may know, at the present time the Health Science Campus holds its awards program as a dinner and the awards that are presented are college specific awards. On the Main Campus the awards ceremony this year it will be a reception and awards that are given out that are campus wide awards for outstanding teacher, outstanding adviser, outstanding researcher, and outstanding community outreach. In addition, some colleges had their own faculty awards programs that are separate events. The committee members expressed some concerns about bringing all these award programs together, and one idea discussed was for a combined program for teaching awards, a combined program for service awards, and a combined program for research awards--have three separate programs yet combining those like kinds of awards together. Since the health science campus currently does not have campus-wide awards, we would need to find out whether or not they would want to join in the competition for outstanding teacher, outstanding researcher, and service awards. The other issue is whether colleges that currently have their own programs

for outstanding teaching within their colleges would like to join in with this larger awards program. My purpose today is to ask you, as representatives of faculty in your colleges, if you think that we ought to be moving towards having combined programs, and whether you like the idea of separate programs for teaching, for research, and for service. I want to take your suggestions back to the committee.

Senator McSweeney: On the Health Science Campus we do have the campus wide service awards. We now have two awards one for the Health Science Campus and for the Main Campus.

Senator Barnes: Considering Jamie's remarks about merging cultures I think the idea of splitting it but not by campus is a good idea.

Senator Floyd: I think the reason the Provosts thought it would be a good idea is to finally begin to bring the two cultures together.

Senator Regimbal: My comment is an observation, for a very long time we had a program recognizing years of service, and just this year, the President decided that those awards would be discontinued, people would get a slip of paper, a T-shirt and two tickets to a game. I think when we recognize people who achieve research, service and other things, they should also keep in mind that some people have been here 25, 30, 45 years and I think we should work as faculty to bring those awards back. Recognizing faculty and staff's achievements is a great idea. Discontinuing the programs and the service awards program was a bad idea in my opinion.

Senator Lehmann: I want to say it's stupid to combine all teaching awards for faculty the size of this university and in fact the small number being offered is ludicrous. There is no way a teacher with a small class of students can get a teaching award. It's a crazy system. What you need is a lot more teaching awards. It's stupid the ways it's being done.

Senator Floyd: At the last meeting of the Academic Honors Committee, several members noted that those who receive the teaching awards really value those awards more than any other honor they receive in their career.

Senator Lehmann: I don't want to say that people who get them are not worthy. It's just that there are many worthy people, I know when I was the course director and had five people in mind, they all deserved teaching awards.

Senator Floyd: If you have any other comments, please email them to me. The Academic Honors Committee would like to move on this rather quickly so please send your comments.

President Barlowe: Some of us in Senate were on the Outstanding Teacher Awards Committee. We had the most nominations in the history of U.T., 447 on the Main Campus. Tom Barden will now give the Academic Programs report.

Senator Barden: I am giving this report in the place of Mary Powers, who is chair of the Academic Programs Committee. The report was emailed to you earlier this week. There are six items from three different colleges, and all were approved by the committee unanimously. One course from the College of Education is basically a change made to conform with TAG requirements from OBOR, there are two in the College of Engineering and both involve changes to course majors. There are three in the College of Nursing involving changes in the total number of hours for a degree, essentially lowering several courses from 6 credit hours to five credit hours and realigning one semester part time study. All in favor of approving these program modifications, please say "aye." Opposed? None. *Passed unanimously.*

Academic Programs Committee Report – April 14, 2009
Approved by Faculty Senate on 4/14/09

All new programs and program modifications are posted at:
<http://curriculumtracking.utoledo.edu/>

Program Modifications:

Item 1 – EDU– Bachelor of Education in Art Education – Education – changes to satisfy Transfer Assurance Guidelines (TAGS)

Item 2 – ENG – Bachelor of Science in Computer Science and Engineering – changes to courses in the major

Item 3 – ENG Bachelor of Science in Electrical Engineering – changes to courses in the major

Item 4 – NUR – Baccalaureate of Science in Nursing – adjustments to course credit hours, adjustments to required credit hours for program, and realignment of courses

Item 5 – NUR – BSN – Changes in prerequisites and corequisites

Item 6 – NUR BSN Program – Changes in admission standards

For future new program proposals and program modification proposals that would impact course offerings from other departments, please note the Academic Programs Committee requires that the contact person for the proposal would communicate with the affected departments about the changes and how the proposed changes could impact their course enrollments before the Academic Programs Committee would consider the proposal. Evidence of the communication should be included with the program proposal form.

President Barlowe: We have an addition to the agenda, a short report from Steve LeBlanc, Chair of Core Curriculum, who was inadvertently left out of the agenda.

Senator LeBlanc: I have a brief report from the Core Curriculum Committee, one of the things the Core Curriculum does is evaluate core curriculum offerings, and the quote from the general education guidelines approved by Faculty Senate originally in 2005 and then revised and approved again in 2008:

“...Ideally, a course designated as general education should be offered at least once a year, unless a given department offers a large number of different general education courses, generally which fulfill the same competency area, each term. A course which has been accepted into the general education curriculum must be offered at least once every two years, barring extenuating circumstances such as sudden loss of teaching faculty or resources which prevent the offering of a particular course. “

So, we went through the core curriculum classes analyzing the offerings over the past several years and that’s what I want to present to you now. The chart below shows 51 courses that we inactivated that have not met the minimum enrollment over the past two years of 15 for an undergraduate course or 10 for an upper division course. We counted everybody in the same room same time, so if there was a course that was cross-listed between several departments, we counted everybody in the same room at the same time, so if there were three cross-listings, we counted all the listings in those three courses and then checked to see if they met the minimal enrollment. If we had used 15 for all lower division and 15 for upper division courses, an additional 7 courses would have been added to the list.

Senator Wolff: Did you contact the departments to see if there were any extenuating circumstances?

Senator LeBlanc: No. Most of them haven't been offered in over a year. Most of the enrollments were zero in both years.

Senator Dowd: Just to clarify a point, if one of these classes is inactive, and the department wants to offer it again, the only action necessary to re-activate the course is to send a letter to Faculty Senate?

Senator LeBlanc: That is correct. If we get enough people to enroll in a course, we will find somebody to teach it.

Senator Dowd: This is not eliminating a particular course, it is just making it inactive.

Senator LeBlanc: That is correct, but it will come off the catalog listing.

Number	Core Course ID	Course Title	2007 Enrl	2008 Enrl	Cross-List	Crosslist enrollment 2007	Crosslist enrollment 2008	Total Enroll 2007	Total Enroll 2008	Status
1	AFST3220	GEOGRAPHY OF AFRICA	0	0	GEPL3220	0	0	0	0	INACTIVE
2	AFST3250	AFRICAN-AMERICAN HISTORY TO 1865	0	0	HIST3250	0	0	0	0	INACTIVE
3	AFST4570	AFRICA TO 1800	0	0	HIST3630	0	0	0	0	INACTIVE
4	AFST4580	AFRICA SINCE 1800	0	0	HIST3640	0	0	0	0	INACTIVE
5	AFST4670	AFRICAN AMERICANS IN THE UNITED STATES	0	0	SOC 4670	0	0	0	0	INACTIVE
6	ANTH4730	BIOCULTURAL ECOLOGY	0	1	None	0	0	0	1	INACTIVE
7	ANTH4890	PEASANT SOCIETY	0	0	None	0	0	0	0	INACTIVE
8	ARTH2100	ASIAN ART	0	0	None	0	0	0	0	INACTIVE
9	ARTH3270	TOPICS IN ETHNOGRAPHIC ART	0	0	None	0	0	0	0	INACTIVE
10	BIOL1340	THE NATURE OF SCIENCE	0	0	PHYS1340	1	0	1	0	INACTIVE
11	CHEM1210	CHEMISTRY FOR THE LIFE SCIENCES I	0	0	None	0	0	0	0	INACTIVE
12	CHEM1220	CHEMISTRY FOR THE LIFE SCIENCES II	0	0	None	0	0	0	0	INACTIVE
13	CHEM1260	CHEMISTRY FOR THE HEALTH SCIENCES LABORATORY	0	0	None	0	0	0	0	INACTIVE
14	CHIN2140	INTERMEDIATE CHINESE I	7	11	None	0	0	7	11	INACTIVE
15	CHIN2150	INTERMEDIATE CHINESE II	1	11	None	0	0	1	11	INACTIVE
16	CLC 1010	CLASSICAL HUMANITIES	0	0	HUM 1010	0	0	0	0	INACTIVE
17	ECON3500	COMPARATIVE ECONOMIC SYSTEMS	0	0	None	0	0	0	0	INACTIVE
18	FLAN3440	INTERCULTURAL COMMUNICATION: PRINCIPLES AND PRACTICE	1	0	None	0	0	1	0	INACTIVE
19	FREN1090	FRENCH & FRANCOPHONE CULTURE IN THE MODERN WORLD	0	0	None	0	0	0	0	INACTIVE
20	FREN1500	REVIEW OF ELEMENTARY FRENCH	5	9	None	0	0	5	9	INACTIVE
21	FREN3400	CROSS-CULTURAL UNDERSTANDING	0	0	None	0	0	0	0	INACTIVE
22	GEPL3220	GEOGRAPHY OF AFRICA	0	0	AFST3220	0	0	0	0	INACTIVE
23	GERM1500	REVIEW OF ELEMENTARY GERMAN	0	0	None	0	0	0	0	INACTIVE
24	HIST1120	MIDDLE EAST CIVILIZATION	0	0	None	0	0	0	0	INACTIVE
25	HIST1200	MAIN THEMES IN AMERICAN HISTORY	0	0	None	0	0	0	0	INACTIVE
26	HIST2640	MEDIEVAL RUSSIA	0	0	None	0	0	0	0	INACTIVE
27	HIST2700	JAPAN AND WORLD WAR II	0	0	None	0	0	0	0	INACTIVE
28	HIST2720	HISTORY OF TOKYO	0	0	None	0	0	0	0	INACTIVE
29	HIST3250	AFRICAN-AMERICAN HISTORY TO 1865	0	0	AFST3250	0	0	0	0	INACTIVE
30	HIST3550	HISTORY OF THE MIDDLE EAST SINCE 1500	0	0	None	0	0	0	0	INACTIVE
31	HIST3630	AFRICA TO 1800	0	0	AFST4570	0	0	0	0	INACTIVE
32	HIST3640	AFRICA SINCE 1800	0	0	AFST4580	0	0	0	0	INACTIVE
33	HIST4210	WOMEN IN EARLY AMERICA	0	0	None	0	0	0	0	INACTIVE
34	HIST4310	HISTORY OF NATIVE AMERICAN RELIGIOUS MOVEMENTS	0	0	None	0	0	0	0	INACTIVE
35	HIST4450	THE UNITED STATES AND LATIN AMERICA	8	0	None	0	0	8	0	INACTIVE
36	HIST4750	EUROPE AND ASIA: EXPLORATION AND EXCHANGE, 1415-1800	0	0	None	0	0	0	0	INACTIVE
37	HIST4760	COLONIALISM AND IMPERIALISM IN THE 19TH-20TH CENTURIES	0	0	None	0	0	0	0	INACTIVE
38	HUM 1010	CLASSICAL HUMANITIES	0	0	CLC 1010	0	0	0	0	INACTIVE
39	HUM 1200	FRAMING CULTURES, BUILDING COMMUNITIES	0	3	None	0	0	0	3	INACTIVE
40	HUM 2220	TELLING STORIES, VALUING LIVES	0	0	None	0	0	0	0	INACTIVE
41	JAPN1080	JAPANESE CULTURE AND COMMERCE	8	0	None	0	0	8	0	INACTIVE
42	MUS 2250	MUSICAL DIVERSITY IN THE UNITED STATES	0	0	None	0	0	0	0	INACTIVE
43	PHIL3510	ZEN PHILOSOPHY	0	0	None	0	0	0	0	INACTIVE
44	PHIL4500	BUDDHIST PHILOSOPHY	0	0	None	0	0	0	0	INACTIVE
45	PHYS1050	THE WORLD OF ATOMS	0	7	None	0	0	0	7	INACTIVE
46	PHYS1340	THE NATURE OF SCIENCE	1	0	BIOL1340	0	0	1	0	INACTIVE
47	PSC 4660	GOVERNMENTAL & POLITICAL INSTITUTIONS OF AFRICA	0	0	None	0	0	0	0	INACTIVE
48	PSC 4690	GOVERNMENT OF CHINA	1	0	None	0	0	1	0	INACTIVE
49	REL 3510	COMPARATIVE RELIGION: LIVING NON-WESTERN RELIGIONS	0	0	None	0	0	0	0	INACTIVE
50	SOC 2100	AMERICAN SOCIETY	0	0	None	0	0	0	0	INACTIVE
51	SOC 4670	AFRICAN AMERICANS IN THE UNITED STATES	0	0	AFST4670	0	0	0	0	INACTIVE

Senator Thompson-Casado: If the departments haven't been notified, and as Harvey said, there could be extenuating circumstances as to why these haven't been offered.

Senator LeBlanc: We are bringing this to the Senate first, then we will post it or make available through the Provost's office.

Senator Dowd: I believe the College of Arts & Science did contact its departments on this issue.

President Barlowe: They did contact every chair.

Senator Dowd: If there were no extenuating circumstances, the course was taken off the inactive list.

Senator Thompson-Casado: I haven't taught a course in three years, Spanish for Healthcare,

Senator LeBlanc: Is it a core course? These are only core curriculum courses we are talking about.

Senator Lehmann: Are any of these courses required for programs in the some curriculum later on? If any are a requirement, you would never be able to do it.

Senator LeBlanc: All we are doing is inactivating these courses so that they aren't a part of the core curriculum.

President Barlowe: Thank you for your report. Our last agenda item for the day is Dr. Kay Patten Wallace, Vice President for Student Affairs, assisted by Michele Martinez.

Dr. Kay Patten Wallace, V. President for Student Affairs: Good afternoon. I want to give you a brief report on a mentoring program that we will be piloting this Fall. It is an initiative that is university-wide in terms of collaboration. It is called the Rocket2Rocket Peer Mentoring Program. The goal is to have every first-year student be assigned a peer mentor. The peer mentors will be trained as part of a structured mentoring program. The program objectives are to have a transformative effect on retention of first-year students, have the assistance of continuing students throughout the school as a peer mentors, and to have peer mentorship ingrained in the UT culture. The goal is to have first-year students mentored by peer mentors who will be able to assist with adjustment to the university, help the students get connected to the university, and provide information and encouragement to the students about UT programs and services. We know that research shows us that peers have more influence on students than anyone else. We will be asking for faculty and staff to serve as mentors for the peer mentors. Faculty and staff will be accountable for additional resources they need for the first-year students. It is important to point out that this is a collaborative effort and it expands across the university. I worked very closely with Peg Traband at UTCL as well as other divisions and units across the university. The goal is to take existing programs and student organizations that are already involved in student leadership training and mentorship, and bring them under the umbrella of the Rocket2Rocket Peer Mentorship Program. We will be recruiting faculty and staff and others across the university asking them to mentor one to five students. We will work with the Admissions Office to notify students who are admitted to the mentorship program and we will also be providing information and signing students up for the program at Rocket Launch. A Rocket2 Rocket Mentor Center will be established in the Student Union, in the basement where the computer labs used to be. This will be a facility where the mentors can meet with their mentees, where programs can be offered, and where students can hang out and interact with their peer mentors. It will be open in the late evenings and on weekends. We are also working through the Academic Journey Committee to talk about the FYI classes and to work closely so that they can support the peer mentorship program. As they interact with students, they can say to the student, "are you seeing your peer mentor?" or if they see a student who is having a problem and they feel the student needs to get into a tutoring program, they can reinforce the whole notion of the peer mentorship program and access University-wide services. The benefits to first-year students obviously will be that they will have the opportunity of working with other students who have "been there, done that," and provide information from their own experiences. This will also provide a friendly name and a person they can relate to if they have problems. A knowledgeable thing is that they can connect to the university services. It does not matter if their problems are in residence halls, is a roommate problem, or is a tutoring problem.

Students, who want to go beyond just the peer mentoring piece, can enroll in the program and will actually earn credit. Another advantage and incentive is to gain more information about the university culture, traditions and resources. Again, we want students, when they leave here, to think about the UT experience and traditions such as song fast, dance marathon and homecoming. Those are the kind of things they will remember about the UT experience and will tell other students. We actually believe this will help in the recruitment of other students. Peer mentors will also receive a faculty and/or staff mentor, who they will be able to connect with. We had a

series of information meetings and one of the suggestions that came up was to have campus-wide recognition, whether it's a team shirt, a pin, or a lanyard that will identify the mentor, so if students see that across campus, they will know, "this is a peer mentor", a friendly face of someone I can go to and get support and information regarding resources that I need. Another benefit for the peer mentors is that we are actually working with the Academic Journey group in terms of e-folio software so that the students can have a co-curricular transcript. So, when they graduate, in addition to their academic transcript, they will actually have an official document, their co-curricular transcript, which will be very attractive to potential employers. Internships and practicums are also something we believe in. Students who are interested in internships and practicums can help build, create, and develop around the whole peer mentorship experience. We are also looking for an opportunity to develop a peer mentor certification. We have done the research; there is no program like it in the country, and we think this again would put us on a cutting edge. The faculty and staff at The University of Toledo have an opportunity to connect with students outside of the classroom, and direct, support, and encourage peer leaders.

Feeder programs: These are current programs, such as Camp Adventure, ROTC, Catholic Campus Ministry, and any program that has a mentorship component or leadership component. We will go to these programs and ask for students already trained in leadership to receive additional training, lifeline training to get resources. So, any program that has five of their students serving as peer mentors will be given a small financial incentive of \$50 so they can have the resources to get additional training. We will have a huge recognition ceremony at the end of the year.

Peer mentor qualifications: Each peer mentor will have to be recommended by a feeder program because that will let us know they already have some basic training and qualities. They must complete an online commitment letter we established on the Rocket2Rocket website. Students can go on the website and complete a commitment letter and then a lifeline training course, which is an 8-hr. course. We're going to offer it in multiple ways. It can be offered a whole day, a half day, or in one-hour increments, whatever the student needs. Every student involved in peer mentoring will have some basic knowledge about the university resources, culture, tradition, the university mission and vision statement. We will have a minimum GPA that will be reflected the same as the GPA required for the student government or student organization leaders. We don't want the peer mentor commitments to be overwhelming for the students. We want the commitments to be built into their academic structure.

So, we will begin with a kick-off party on Friday, before classes at the Rec Center. It will be the first opportunity that students will have to meet their peer mentees. We're asking the faculty/staff peer mentors to communicate with their mentees once a month, and we're asking them to connect with one to three mentees; they have a choice. Some students can do three and some only one-to-one. We're asking them to check with their mentees during the school year, to see whether or not they have had a personal conversation at least once a week. We have some programs already available on campus that we will ask them to take their mentees to. These are programs that have information about resources already available on campus and we will add more as we connect so that they are a part of the campus life. We are going to ask them to do a weekly journal consisting of one or two sentences. The purpose of the journal is to make sure they are connecting with their mentees and to be able to red-flag a behavior that we might need to be on top of. At the end of the year there will be a recognition ceremony. I think when we talk about connecting and journaling and conversations, a lot of this will be done through social networks such as Facebook, text, Twitter, email - however they want to connect with their mentee. The faculty and staff mentor qualifications are a strong commitment to student centeredness. We will also ask faculty and staff to complete a short online commitment letter and be willing to be mentors for one to five students. We want this to be ingrained in the UT culture. We really believe this could make a significant impact on retention. The faculty and staff mentors are encouraged to attend a kick-off party and we are asking each mentor to have at least

one check-in conversation every month. The whole notion is to bring people together to what we already know will be a success.

We have five launch teams. Recruitment and Outreach teams will be recruiting mentors and matching mentors to mentees and marketing the program. Our Accountability team will be training mentors and reviewing journals on a weekly basis. The program teams will be referring mentors to the existing programs we have on campus as well as creating other programs where we see a deficit in information programs that students will need. The Recognition team will work on certification and recognition ceremonies and the co-curricular transcript. Finally, we know that assessment is really critical, and the academic team will look at and assess evaluation and internship for class. I had the opportunity to talk about this to the Academic Journey Committee at a meeting and there was a lot of enthusiasm for this program. Ben Pryor has some ideas for making the academic connection much stronger and has volunteered to serve on the academic team. I am really excited because it is an initiative for across campus and not just academic affairs, but a university- wide initiative and our students will clearly benefit. Our notion is to pilot this program this fall with the UT Guarantee students. We chose that group because it is a manageable group and they are getting scholarships. We would like to send a letter to them letting them know there is another benefit in addition to the scholarship, which is to have the benefit of a peer mentor. And next year, their second year, they would automatically serve as peer mentors. The peer mentorship would be required as part of receiving the scholarships. We have already over a 100 peer mentors who have participated in the UT leadership program, which is a four-year program. Students coming in their freshman year are trained as leaders and they stay in the program for four years. Some of you may be familiar with our SWAT program, another leadership program. We have at least 75 students in the program. So the point is we have almost 200 students who are eager to serve as peer mentors who already have significant leadership training. We will be sending out a call for faculty and staff members to sign up as well. If you want information, there will be a website and we will be sending out a communication across the university within the next couple of days asking each dean to have a college liaison. A couple of deans have expressed an interest in customizing this program to the particular programs in their colleges. This program can be as flexible as possible and can be customized to an individual college or department need. So our notion is to have trained peer mentors who have valuable information and who can help our students be successful here at the University of Toledo. Thank you.

Senator Barden: How many of those UT Guarantee students are we getting?

Dr. Kay Patten Wallace: 300-400, but we will also include international students. Next year we expect every freshman student have a peer mentor.

President Barlowe: Any old business? None. Any new business? None
May I have a motion to adjourn? *Motion was made and seconded.*

V. Calendar Questions:

VI. Other Business:

Old business:

New business:

VII. Adjournment: Meeting adjourned at 5:50 pm.

Respectfully submitted,

Nick Piazza
Faculty Senate Executive Secretary

Tape summary: Kathy Grabel
Faculty Senate Office Administrative
Secretary