

THE UNIVERSITY OF TOLEDO
FACULTY SENATE
<http://www.facsenate.utoledo.edu>
Minutes of the Senate Meeting of October 25, 2005

Apprv'd @ FS mtg 11-08-05

HIGHLIGHTS

UT Community Charitable Campaign
FS Academic Programs Committee
Study Abroad Program, Koehler Program
Toledo Early College High School
Old Business

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 Jorgensen called the meeting to order. **Senator Steve Martin, Executive Secretary**, called the roll.

I. Roll Call –2005-2006 Senators

Present: Barden, Barlowe, Barnes, Barrett, Bischoff, Bopp, Bowyer, Cluse-Tolar, Edwards (Sullivan), Floyd, Fournier, Fridman, Hoover, Humphrys, Jorgensen, Kennedy, King, Komuniecki, Kozlowski, Kunnathur, Lambert, Lipman, Lipscomb, Lundquist, Martin, Morrissey, Niamat, Olson, Poling, Pope, N Reid, Ritchie, Schultz, Sherman, Skeens, Spongberg, Stoudt, Suter, Teclehaimanot, Templin, Traband, Tramer, Wilson, Wolff (43)

Excused: Bresnahan, D. Reid, Thompson-Casado (3)

Unexcused: Hottell, Hudson, Piazza, (3)

A quorum was present.

II. Approval of Minutes–Minutes of the October 11, 2005 meeting were approved as distributed.

III. Executive Committee Report by Chair, Andy Jorgensen:

- **Walk-about.** I was one of a number of people including administrators, with RA's that participated in the residence halls walk-about on October 11 and 12. We were able to visit 470 rooms between the two nights, and talked to approximately 1,000 students. Students were asked what the best feature was for living on campus and what could we do to make it better. The most popular feature was meeting other people and being part of a community, and the second was the convenience of living on campus and third was the dining options available the students. For suggestions for improvements, students listed food-related issues, followed by temperature; and third was cleanliness. This may seem surprising since we have some beautiful new residence halls but we also have some old halls that could use some improvement. This was a very rewarding and interesting survey and we found the students appreciated our asking them.

Executive Committee Report continued:

- **FSEC meeting with President Johnson.** At our meeting with the President on October 19, we talked extensively about the faculty hiring plan as well as the early retirement incentive plan and the replacement of those faculty members who choose to participate in that program. Also discussed was the marketing plan and the comments we had forwarded to President earlier in response to Jeanne Hartig's presentation at the September 13 Faculty Senate meeting.
- **Athletic absence policy.** We are still working on the athletic absence policy. If you are interested in this issue and would like more information on this subject, I will be happy to discuss it.
- **Strategic Plan for Academic Technology.** The FSEC reviewed the Strategic Plan for Academic Technology and sent our comments to the authors of that document. The next round will be sent to the Faculty Senate through a presentation, but that will not be until early next year.
- **Prioritization.** We have viewed a draft of the next generation of prioritization and have included it on the agenda for a future FS meeting. The FSEC will be discussing this issue further.
- **October 27, FSEC meeting.** The Oct. 27, regular FSEC meeting will include the Fiscal Advisory Committee faculty representatives who are Walter Olson, Harvey Wolff, and Linda Bowyer. Vice President William Decatur has been asked to join this meeting along with the regular attendance of Provost Goodridge. We will be discussing faculty governance issues related to such committees. Vice President Decatur will give a presentation on the University budget at the next Senate meeting, on Nov. 8.
- **BOT Committee meetings.** The FSEC represented you in the Board of Trustee meeting last Tuesday, October 18 and will represent you at the full Board meeting tomorrow, Oct. 19. The Senate Chair gives a report at the BOT Academic Affairs Committee meeting, I will be happy to share this with anyone interested, but, for the first time in several years the Faculty Senate Chair has been invited to give a brief oral report to the Board. You are welcome to forward and ideas or thoughts you may have to me before tomorrow morning.
- **Open Records Laws.** We have invited the Legal Office to speak to the Faculty Senate on the open records law. Currently we are trying to work out a date for a presentation.

IV. Reports: Chair Jorgensen: I would now like to now move to the agenda. Dr. Martin Ohlinger, a faculty member from the College of Pharmacy, is our first speaker today. He will be speaking on the UT Community Charitable Campaign.

UT Community Charitable Campaign www.charitablecampaign.utoledo.edu

Dr. Martin Ohlinger, Co-Chair UT Community Charitable Campaign: On behalf of President Dan Johnson, Dan Saevig and myself, I would like to thank you for inviting me to speak before you to share some information on the Charitable Campaign. It is known that many in our community are in serious need and that donations are down. This is an opportunity for us to step up and support the community that has stood by us in the past and who we will continue to rely on for support. [PowerPoint presentation]

UT Community Charitable Campaign continued:

Last years, we gave \$148,000 back to selected charitable organizations, and this year the needs of community-based agencies are even greater. Our goal this year is \$155,000. Maybe some of you have seen the thermometers around campus indicating we have reached a little over 50% of our goal.

You may have heard the term Expanded Campaign. This campaign used to be called the United Way Campaign. It has now been expanded to include other charitable federations upon the input and recommendation of many faculty and staff to expand the giving opportunities beyond what the United Way of Greater Toledo offers. There are now more than 200 organizations supported by the expanded campaign.

Briefly I will go over who these organizations are, what they do and who is supported by your contributions:

United Way of Greater Toledo <http://www.uwgtol.org>

Donations support:

- Funds more than 135 caring, result-driven programs at local health and human services agencies in Lucas, Wood and Ottawa Counties
- Builds a strong community by developing resources to help children, families and individuals build better lives for themselves

Community Health Charities of Ohio <http://www.healthcharities.org>

Donations support:

- Patient services and research
- Outreach at 34 of the country's premier health organizations
- Beneficiary organizations include:
 - Cancer Research Institute
 - Hospice Organizations of Ohio
 - Juvenile Diabetes Research Foundation
 - Ohio Sickle Cell & Health Association
 - Leukemia & Lymphoma Society

Earth Share of Ohio <http://www.earthshareofohio.org>

Donations support:

- Earth Share's 63 organizations work to safeguard public health and the environment.
- Combating global warming, protecting forests and saving endangered species.

Beneficiary Organizations:

- Rails to Trails Conservancy
- Clean Water Fund
- Great Lakes United, Inc.
- Ohio Wildlife Center
- Black Swamp Bird Observatory

Northwest Ohio Community Shares

<http://www.communitysharesnwohio.org/index.html>

Donations support:

- The only social and economic advocacy and environmental education and action workplace giving federation in the Toledo area.

Northwest Ohio Community Shares continued:

- The federation supports 26 local non-profit organizations.

Beneficiary Organizations:

- Collingwood Arts Center
- Old West End Association
- Maumee Valley Save-a-Pet
- Planned Parenthood of Northwest Ohio
- Assistance Dogs of America, Inc.

How to pledge The pledging process is similar to past year with an emphasis on E-pledging. For individuals who prefer a paper trail, we also have the printed pledge cards.

- *E-Pledge:* Every Monday, from Oct. 10 until Nov. 14, you will receive an e-mail from employeecharitablecampaign@uwtol.org. The E-mail is a personal link enabling you to pledge, just click on the link and follow the instructions. Upon making a pledge, will receive e-mail confirming donation.
- *Printed Pledge Card:* Cards are available from your team leader or from Christine Smallman at ext. 8212, if you prefer to write out your pledge. Return the paper pledge cards to your team leader or to Liz Tanesky in Wolfe Hall, Suite 1246, MS 609.

Designating you pledge.

There are nine different ways to designate your pledge money, splitting it any way you prefer. One question we receive frequently is can I give to Monroe or Findlay or can my money go to the United Way in the area where I am from -you certainly can do that.

We would like to thanks for all you've done in the past and will do in the future! Your generosity is greatly appreciated.

Dr. Jorgensen: Thank you, Martin. Our next speaker is Dr. Ella Fridman, Chair of the Academic Programs Committee. Her report was posted on the Faculty Senate web page for you to view prior to today's meeting.

FS Academic Programs Committee Report

Ella Fridman, Chair, Faculty Senate Academic Programs Committee: Thank you Dr. Jorgensen. Today for your approval, my committee presents proposals from the College of Engineering, The College of Arts and Sciences and a program name change request from The College of Health and Human Service. We will be voting on the proposals after each presentation.

The first proposal is from the College of Engineering asking for a replacement of professional electives with breadth electives to meet accreditation standards.

College of Engineering

Program: Computer Science and Engineering program

Proposal: Replace a 3 cr. hr. Professional Elective with 3 cr. hr Breadth Elective.

Rationale: This is necessary due to requirements for accreditation.

Questions/Comments

Senator Lipman: I have never encountered the term "Breadth Elective".

Dr. Fridman: This was also a new term to me. The College explained this term as any elective outside of the student's major. Professional electives are technical electives.

Senator King: A Breadth Elective is considered as “other”. It is not Science, Math, not Engineering or any major.

Senator Lipman: If this term is to become part of our lexicon, make sure it is included in the right place so people know what it is.

Senator Niamat: It is not a term suggested by the Accreditation Board for Engineering and Technology (ABET), is it?

Senator King: It is suggested by the CAC, Computer Accreditation Commission.

Chair Jorgensen: Since the motion is coming from the Committee, no second is needed on the vote.

Approved by unanimous voice vote.

College of Arts and Sciences

1. Program: Communication

Proposal: require students to have “C” or better in each of the required courses.

Rational: It is a positive move that will strengthen the major.

The catalog presently reads: “Requirements for the General Communication Major”

1. All general communication majors complete the following communication classes COMM 2000, COMM 2400, COMM 2600, and COMM 4910

The requested changes: “Requirements for the General Communication Major”

1. All general communication majors **must complete each of the following classes with a “C” or better** complete the following communication classes COMM 2000, COMM 2400, COMM 2600, and COMM 3870. It will also be necessary to achieve a Pass in COMM 4910

Approved by unanimous voice vote

2. Program: Law and Social Thought

Proposal: Add to existing LST Program Concentration in Women’s and Gender Studies

Rationale: To provide an opportunity for undergraduates in LST to study the way gender-related issues structure law, its interpretation and the social and political forces that surround gender.

LST students may pursue a concentration in Women’s and Gender Studies by taking:

1. For LST Electives
 - a) WGST 3010 (Issues in Women’s Studies)
 - b) WGST 4870 (Feminisms)
2. For LST Upper Division Seminar
WGST 4890 (Research and Methods)
3. The remaining electives and seminars will be selected from the “Law, Difference, and Social Practices” path within LST.
4. WGST students will be required to engage in at least 3 units of “Field Experience” conducted in collaboration with either an LST or a WGST faculty member.

Approved by unanimous voice vote

3. Program: Chemistry

Proposal: Create new Biochemistry Concentration within existing B.A. in Chemistry

Rationale: To fill the gap in the UT degree coverage in the area of biochemistry by taking advantage of existing elements of the chemistry and biological sciences course offerings. Students will receive a solid grounding in the principles of chemistry by enrolling in the same General Chemistry, Organic Chemistry and Analytical Chemistry courses taken by all chemistry majors. The biochemistry concentration will include a full year of biochemistry lecture courses as well as the laboratory. In addition the students will be required to take at least one specialized course in biochemistry.

Existing BA in Chemistry Curriculum	Biochemistry Concentration Modifications
CHEM 3710 (3) Phys Chem Biosciences I	CHEM 3510 (3) Biochemistry I
CHEM 3720 (3) Phys Chem Biosciences II	CHEM 3520 (3) Biochemistry II
CHEM 3510 (3) Biochemistry I or CHEM 3610 (3) Inorganic Chemistry I	CHEM 3710 (3) Phys Chem Biosciences or CHEM 4500 (4) Advanced Biological Chem or CHEM 4510 (4) Protein Chem or CHEM 4520 (4) Enzymology or CHEM 4530 (4) Nucleic Acid Chem
CHEM 3860 (2) Advanced Lab I	CHEM 3560 (1) Biochemistry Lab (new course)
MATH 1850 (4) Single Var Calculus I	MATH 1750 (4) Math for Life Sciences I or MATH 1830 Math for Sciences I or MATH 1850 (4) Single Var Calculus I
MATH 1860 (4) Single Var Calculus II	MATH 1760 (3) Math for Life Sciences II or MATH 1840 Math for Sciences II or MATH 1860 (4) Single Var Calculus II

Questions/Comments

Senator Bowyer: This is a B.A.; is there a B.S. in Biochemistry and if not, why?

Dr. Max Funk, Distinguished Univ. Professor, Chemistry: No there is no B.S. We are working our way up to that.

Chair Jorgensen: This is a new concentration in an existing degree. Once you pass this today, then it will be in existence. We have a number of students ready to graduate in May with this degree.

Senator Bowyer: Why would it be more complicated to get a B.S. in Biochemistry?

Dr. Funk: We have to adhere to the rules of the American Chemical Society for a B.S., not a B.A.

Senator Komuniecki: I was wondering about the scheduling of the biochemistry lab-would it be fall and spring terms? Or just one term each year? I am asking just so the students that are interested know.

Dr. Funk: It is going to be offered this spring.

Senator Barrett: Can you clarify your table? Are all the courses listed on the left-hand side all needed to get a B.A. in Chemistry, or just the ones being affected by the concentration?

Chair Jorgensen: The latter. The general and organic are all the same.

Senator Barden: What department will the faculty come from that teach this new lab-Chemistry or Biology?

Dr. Funk: The faculty will come from the Chemistry Department.

Senator Fournier: Are there students asking for this?

Dr. Funk: Yes, I have students calling me on a daily basis.

Chair Jorgensen: The biochemistry lab course has already been approved-in fact many years ago we had a biochemistry lab course. Today we are approving just the concentration of the degree. This will be of interest to students who are going to medical school.

Senator Komuniecki: I can certainly attest that there are Biology majors doing double majors that would be very delighted to have this put in place.

Chair Jorgensen: To have the words biochemistry on a student's transcript is very valuable.

Senator Fournier: Can Biology student get the distinction of the Biochemistry concentration without majoring in Chemistry?

Chair Jorgensen: One must major in chemistry to get this concentration.

Approved by unanimous voice vote

Senator Fridman: The following item does not require action of the Academic Programs Committee but the committee has been asked to bring this to the Senate floor for a discussion. The Counseling and Mental Health Department has proposed to change its name of the Department of Counselor Education and School Psychology. It is felt this name would be accepted better and is preferred. There are no objections to this change within the college. Letters of support from the Deans of the College of Education and the College of Arts and Sciences were presented to our committee.

College of Health & Human Services

Program: Counseling and Mental Health Services Department

Proposal: Change name to “Department of Counselor Education and School Psychology”

Rationale: Counsel Education is the preferred and commonly used title for graduate programs in counseling. It is the title used by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the national accrediting body. Counselor Education programs are recognized as programs leading to licensure as a professional counselor. School Psychology is the preferred title for graduate program in

school psychology. It is used by the National Association of School Psychologists (NASP), the national approval body. The new title would include “school psychology” to reflect the graduate program offered by the Department.

Questions/Comments

Senator King: Will this entail renumbering all of the course numbers?

Senator Ritchie: No course renumbering changes will be involved but the prefix alpha codes will be changes.

Senator Barden: This has the words education and school in it, but your requests is from Health and Human Services; is there approval from the College of Education?

Senator Ritchie: We have correspondence from the Dean of the College of Education, Thomas Switzer, indicating there is no problem with this name change. The School Psychology Departments sometimes are in the College of Education, sometimes they are in Psychology Depts. sometimes they are in colleges like ours.

Senator Fridman: Our Committee had received a letter of support from Dr. Switzer in Education, and the College of Arts and Sciences as well.

Approved by unanimous voice vote.

Chair Jorgensen: Dr. Ron Pirog, Director of the Study Abroad Program, will speak on that program and the related Kohler Grants.

Study Abroad

Dr. Ron Pirog, Director of Study Abroad: Thank you, Dr. Jorgensen. Today I have brought with me two handouts, the International Opportunities for Faculty and Information About Study Abroad at UT for Academic Advising. There is also our newest brochure for you to take with you titled The University of Toledo Office of Study Abroad which gives a summary of what study abroad is all about on the UT campus.

Before I talk about the Kohler International Faculty Travel Grants and other international opportunities open to UT faculty and professional staff, I would like to talk about the three different opportunities available through The University Studies Abroad Consortium (USAC), of which UT is a board-member institution.

In speaking with students, the first thing emphasized is the first word in Study Abroad: “Study.” This ensures that the students deal specifically with the academic portion of their studies and that their chosen destination matches up with their academic program on campus. Students must have their courses approved in advance. If the student has a very structured major, there may be fewer programs from which to choose.

The basic requirements for students studying abroad are:

- students should have one year of college level courses behind them
- a GPA of between 2.5 and 2.75

Students should start planning about a year before they expect to study abroad. This allows students the time to locate programs with courses that will fit well into their on-campus program in order to maintain continued progress towards graduation. We do not want students to fall behind.

UT offers three basic types of study abroad programs: First, there are the direct exchange programs. Under agreement with several institutions overseas, students take regular classes with host-country students. The advantage here is that students pay their

tuition and fees, as if they were staying here. They work out housing and their meal plan overseas, since there are so many variables. The three programs we use most often include two in England with a concentration in biological science, or another in environmental sciences, and a third program in Germany. Obviously, a student must be fluent in German in order to enroll in regular classes.

The second type of study abroad programs, that are very popular at UT, are short-term faculty-led. These programs are primarily held during spring break or during the summer and usually correlates directly with current courses students are enrolled in on UT's campus. Students know when they sign up for their on-campus courses that they will be going overseas. We can't make them go, but chances are that is the big draw for these students into these courses.

The third option for students are the study-abroad programs offered by the University Studies Abroad Consortium (USAC). Through the consortium, students may choose from 37 programs in 25 countries around the world. These programs consist of two basic types; *Specialty Programs* that are at the University. Students would be required to take foreign language at their level and take related courses in an American-style system. The other type of program is the *Partner Programs* in which students take all their courses in the English language without extensive knowledge of the native language (e.g., in Denmark, Sweden, Norway, and The Netherlands). These students would be required to take survivor (basic) language.

In general, there are over more than 2500 undergraduate study-abroad programs. We recommend our own programs first, but, if student can afford it, they can go on any program approved by the Study Abroad Office. There are deadlines to meet for grants and scholarships that are available to students depending on what will be studied and where. Most scholarship programs are for programs outside of English-speaking areas and outside of Western Europe (e.g., in Eastern Europe, Asia, Latin America, South America). Students wishing to go away for a full year should have money to us by mid-April. If a student wishes to study abroad for just the spring semester applications are due mid-October. For summer study, applications are due the third week in February.

Students continue to pay general fees on campus, which gives them some priorities such as staying registered here. All their courses, or at least most of them, get equivalents before they leave so they have the same alpha codes here with the suffix stating the course is being taken overseas. By staying registered here students know what classes they will get credit for (pass/fail), and that keeps them registered for financial aid. Their entire package goes with them just as if they were staying on campus.

The Study Abroad Office also makes sure students are aware of alternative programs such as internships, field experiences, or other practical applications. If the students would like to return to the country again later, this enables them to make connections. We also deal with work abroad, volunteering abroad and teaching abroad. I am also the student Fulbright advisor, so I provide opportunities for students to enroll in courses, conduct research, or teach around the world.

Questions/Comments

Senator Pope: I am aware of Study Abroad Fairs at other universities, similar to our job fair, where the entire faculty who are involved can come around and shop. Does UT do anything like that?

Dr. Pirog: Since we do not use many outside vendors or third party providers, we do not have a need for that type of fair. We do have a study abroad information session in conjunction with the Department of Foreign Languages each semester that attracts a number of students. We also have former students involved that give a student perspective of the program.

Senator Pope: This type of fair does not involve third party vendors either, just on-campus programs.

Dr. Pirog: We have a lot of available programs, unlike a lot of other universities.

Dr. Dowd: You touched on an issue about the fees students pay when they are abroad. Could you describe which of the university fees they pay?

Dr. Pirog: Students pay just the general fee; the rest they pay to whichever program they are going on. We process their financial aid, which helps so the money does not get shut off. Again, they are getting services from our office. They pay a minimal administrative fee to us to mail everything out, but the only on-campus fee they pay to the university is the general fee.

The general fee does go to the Student Government. We are one of the only universities in the states where the Student Government gives back a part of those fees to the students and helps them out with a travel grant. So students do get some benefit from that; they don't, however, get all the money back in all cases. Again, it depends where they are going, the length of time they will be there and how much the flight costs. In the past, study-abroad students did not pay general fee, but that changed, when the financial situation of the university changed.

Senator Morrissey: You might want to remind people that there is a work experience abroad meeting on Wednesday, November 16th, regarding work and internships.

Senator Barden: As a parent, not a senator, I would like to say this program is really worth it in benefits received. Students get the scholarship application opportunities, a lot of hand holding for your child and yourself as a parent beforehand. You don't pay the Recreation Center enrollment or for any of the other things you can't use because you are not here, but all the other stuff - the apparatus of the university - still can be extended on your behalf.

Chair Jorgensen: There are even transient students who help pay for the airline ticket.

Dr. Pirog: It doesn't pay for the whole thing; it depends again on where students go and when, but we do get some. Unfortunately, the amount of money for travel grants has not gone up for awhile; we have more and more students going, but Student Government still only gives us a set amount. Again, we are one of the few schools in the United States that actually gives travel grants based on money back from student fees.

Senator Lipman: If a student has a program that does not allow for the flexibility to study abroad for a year or even a term, is it possible for them to take a post-baccalaureate year and do this? What are the options for someone in a narrow program?

Dr. Pirog: For many of the very structured programs, students can only get away in the summer. We also have a category called "undergraduate with degree" that allows students to study abroad immediately after they have graduated and they still can get all of the rights and benefits that a full time enrolled student gets.

Study Abroad International Opportunities for Faculty

Dr. Pirog: I would like to introduce the international opportunities that exist for full-time faculty and, in some cases, professional staff at UT. The Office of Study Abroad acts as a primary resource center and plays an important role in the advertising as well as the selection of candidates. I have two different categories of grants; one is the Kohler International Faculty Travel Grant and second are the opportunities offered by the University Studies Abroad Consortium (USAC).

Kohler International Faculty Travel Grants: The travel grants are intended to facilitate research, teaching, and other activities that lead faculty members to internationalize the campus and/or curriculum.

1. Funding Categories:

- a. International Research and Teaching Grants: Available only to full-time (non-visiting) faculty, superannuate faculty, and department chairs. No one above a department chair can receive this grant.
- b. Junior Faculty Grant: Available only to full time, assistant, tenure-track professors in order to support research presented at international conferences. One stipulation for this grant is the recipient must give a presentation during this visit.

2. Deadlines:

- a. Round one: mid-November (award must be used by 31 August)
- b. Round two: mid-March (award must be used by 31 December)

NOTE: For detailed information and an application consult the website at: www.kohlergrant.utoledo.edu

University Studies Abroad Consortium (USAC)

1. **Faculty International Development Award (FIDA):** Participation as a student in a month-long, summer language program at one of the following sites: Chile, China, Costa Rica (2 sites), Czech Republic, France, Germany, Ghana, Italy (2 sites), Mexico, or Spain (3 sites). *Deadline: mid-February.*
2. **Group/Individual Site Visits:** USAC arranges a group site visit of 4-5 days each fall and spring during the academic year. Individual site visits lasting 1-3 days must be arranged with the overseas staff. As Director of Study Abroad, one of my responsibilities is to travel to these countries and do site visits. There are some sites, however, that I have already visited and so I look to faculty or professional staff to participate in the site visits. One of the key items for these awards obviously, is that this is going to be something that is going to generate interest for you so you can pass this on to your students. *Deadline: mid-February.*
3. **Teaching Abroad Opportunities:** Positions are available for summer sessions or semester-long programs (for a list of available sites, please contact the Office of Study Abroad). This opportunity does require extensive advanced planning. This past March we have made the assignments for 2006-07, so the current opportunities will be for 2007-08. Unfortunately, there does seem to be a tendency for the faculty to sign up for this program then back out due to unforeseen circumstances. That is one of the problems we are running into with this advanced scheduling however, we must do this because it takes that long to select individuals, coordinate overseas travel and make sure your courses are advertised in time for students to enroll for them. We

have had faculty that have recruited their own classes taking 4-5 students with them to ensure there class runs no matter what. This is a good practice in order to make sure that your class is not cancelled. *Deadline: Mid-February 2006 for 2007-2008.*

Questions/Comments

Chair Jorgensen: Anyone interested in doing some teaching for a semester might want to talk to Senator Mary Ellen Edwards who just returned from one of the faculty teaching programs.

Senator Edwards: Yes, I spent the spring semester in Costa Rica teaching and it went very well.

Dr. Pirog: We have many other types of faculty development opportunities available but they are usually pay as you go type opportunities, so we don't have a lot of takers for these types due to the expense.

As I close, I would like to add, that I have been invited by several faculty members to speak to their classes about the Study Abroad. So, any time you would like me to speak to any one of your classes, I would definitely do that. I thank you for your time and interest.

Chair Jorgensen: Dennis Lettman is the Associate Dean in University College and he is going to be talking to us today about a special program called Toledo Early College High School.

Dr. Dennis Lettman, Associate Dean, St Access/Success Pr, Toledo Early College High School: Thank you Andy. I appreciate being here this afternoon to talk about a new and very exciting program that is going on here at the University of Toledo working directly with the Toledo Public School (TPS) called the Early College High School. I would like spend some time talking about the need that led up to this program and some of the things that have gone on to implement the program and what the goals and challenges are. Some of the statistics nation-wide, as we look at high school groups going on to college, have served as a basis or rational as to why this particular program should be in place. We notice that for whatever reason, opportunities are just not there in great numbers for students of color and low income. [PowerPoint presentation]

Toledo Early College High School

Addressing Concerns

- Although nearly three-quarters of high school graduates go onto some form of further education, over half who enter a two-year or four-year college fail to complete; one-third never make it to year two
- Only 18% of African Americans and 10% of Hispanics complete a four-year college degree by age 29, compared with 34% of Whites.
- Upper-income students are seven times more likely than low-income students to earn a Bachelor's degree by age 24.

The Mission

- To increase the number of first generation, low income, English language learners, and students of color attain up to two years of college credit and the opportunity to complete a four-year college degree.

The Core Principles

- Make higher education more accessible, affordable, and attractive by bridging the divide between high school and college.
- Maximize the use of time during the junior and senior years of high school by integrating, wherever possible, high school and university work. We are currently working on plan to accomplish this particular principle.
- Provide needed guidance and support through the first two years of college.

The Desired Outcomes

- Result in higher high school graduation and college completion rates
- Reduce college freshmen and sophomore attrition rates
- Produce college ready students, eliminate remediation
- Make college more affordable for low income students and families.
- Demonstrate that in an appropriate environment, 16- and 17-year-old students can and should be engaged in serious intellectual work.

The Opportunity

- An opportunity came about for a call for a proposal that was sent to all urban colleges and universities and their surrounding school districts to consider applying for an Early College High School grant, funded by KnowledgeWorks and the Gates Foundation. KnowledgeWorks which is the main agency that works with our Early High School program, as well as other Early High School programs in Ohio, and administers the grant to make sure that we are being successful and working toward achieving our goals.
- The University of Toledo and the Toledo Public Schools jointly developed and submitted an Early College High School application
The application was funded for the full amount of \$400,000 over three years.

Planning for the Toledo Early College High School

- The 2004/05 school year was used by a small team of University of Toledo and Toledo Public School staff to plan for an August 2005 Toledo Early College High School opening.
- Among the key members of this planning team were Wendell McConnoha, Craig Cotner, Tom Switzer, Jan Kilbride, John Foley, Val Napieralski, Dawn Rhodes, and Lorinda Bishop.

Implementation

- Valerie Napieralski was appointed as principal of the Toledo Early College High School. She was a former principal of Bowser High School in Toledo.
- Four teachers were identified through an interview process. Two of these teachers are with us today and I would like to introduce them to you now. Paul Tierney is the Math teacher from TPS and Randy Nissen is the social studies teacher. We also have two additional teachers, a science teacher, and an English teacher.

I know that you all agree that the faculty are what makes an academic program a success. There are a number of early college programs in the state and even some nationally, that I found out have assigned teachers to an early childhood program based on seniority or by what the teacher's union decides. In Toledo's particular case teachers were able to volunteer through the TPS system for this program. I truly believe that we have four of the very best teachers among the Toledo Public Schools working in this program. Some of their plans of instruction are really very creative and innovative.

- Student applications were returned and reviewed and initial 100 freshmen slots were filled. There was a great deal of screening done to determine which students would become part of the tide pool. Students had to demonstrate they were from a low income background, English was not your primary language and that you are the first generation to go to college. Parents were also interviewed to determine that they needed to be very, very committed to this program. Parental support is a key element in this program.
- Dennis Lettman was appointed as UT coordinator of TECHS July 1, 2005. My roll is to work with the TPS faculty, principal and UT faculty and staff, bringing them together to make this a very successful program. We want the students well prepared as they go through high school and begin to take college level courses.
- A combined UT/TPS team identified and resolved such issues as location (Scott Park), transportation, parking, phones, lunch, joint enrollment, etc.
- The school opened with students on August 22, 2005. Right now it is 10 weeks old, still in its infancy, and got off to a real good start. The program is housed on the southwest end of the Scott Park campus where the allied wing used to be. Currently there are four main classrooms, offices and a storage area. The instructors have done a very nice job of transferring these rooms into a high school atmosphere.

Student Demographics

- The initial cohort of students is 91 freshmen. Up to one hundred freshmen will be added each year until a maximum total of 400 students are enrolled in the school.
- Applications were made available to all current eighth grade students residing within the City of Toledo. The students were test and interviewed, and initially 100 freshmen were selected to become the inaugural class.
- Of the first freshman class, 80% are current TPS students, 10% are from private/parochial schools and 10% are from area charter schools.
- 52% of the students are on free or reduced lunch, 63% are the first in their family to attend college, 70% are female, 30% are male, and 2% are special needs students
- 53% of these students are Black, 34% White, 10% Hispanic, 2% Multi-racial and 1% Asian.

Funding Overview

Funding sources are:

- KnowledgeWorks \$400,000 grant over a 3 year period.
- Toledo Public Schools' Per Pupil Funding from the state of Ohio, portions of which will follow the students for the purposes of high school courses and payment to the University of Toledo for earned college credit. It also pays teachers salaries, principle's salary, operating expenses etc.
- In-kind allocations from both The University of Toledo and the Toledo Public Schools.
 - Examples of In-kind:
 - University of Toledo: Facilities at Scott Park
 - Toledo Public Schools: Facility and Staff
- Estimated 2005/06 cost for operating the Early College High School: \$836,000

- Both The University of Toledo and the Toledo Public Schools are seeking additional funding sources for this joint venture.
 - State line item will provide additional funds in next biennium. This really is an opportunity because the state of Ohio has budgeted specific funds for Early College HS in this current biennium, and we will have an opportunity to gain additional resources this year and next year for instructional support up to and including paying for students' tuition.
 - Purpose additional funding from KnowledgeWorks Foundation
 - Solicit private donations

Goals for AY06

- Establish governing/advisory board. This is within the requirements and is currently being worked on.
- Apply for supplemental state funding. We should receive the letter in mid-November telling it is OK that we want the funds and what we will want to use them for. The funds will become available in early January.
- Establish faculty teams for curriculum development: math, natural science, English, social science. The idea for this is as the students are proceeding through high school, they will pick more and more college courses that will satisfy both high school and college degree requirements.
- Develop a five-year plan of study for high school completion and achievement of 60 college credits. This goal was set for us by KnowledgeWorks; that at least 60% of all the students enrolled in the high school will have earned at least 60 credit hours by the time they graduate.
- Implement mentoring program
- Establish research agenda and assessment plan

Challenges

- Funding
- Space and facilities (computers, labs)
- Food and transportation
- Academic preparation of students for success in college coursework
- Social and physical maturity level of students as they integrate into University environment and culture

Other Ohio Locations

- Dayton Early College High School (oldest program @ 2 yrs)
- Lorain/Elyria Early College High School
- Youngstown Early College High School
- Columbus Early College High School
- Akron Early College High School
- Canton Early College High School

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Comments/Questions

Senator Sherman: Are students obligated to enroll in UT or can they go to another university?

Dr. Lettman: They are not obligated to attend UT once they graduate high school but we would like and hope the majority of them will stay here.

Senator Fournier: This sounds to me like a Charter School under a different name. I'm concerned about the space needed if you plan on adding 100 students each year. Another concern of mine is I feel you will need more than \$400,000 for this program and I'm wondering where the additional money will come from. There are lots of ways to help young children that don't have an opportunity to go to college like scholarships. What is the history of this program and how did UT became involved and what are the long range goals of this program? The last thing I want to see is for us to build up expectations in these young students and not be able to fulfill these promises.

Dr. Lettman: This is not a Charter School; it is owned and operated by the Toledo Public Schools. The other issues you brought up are certainly concerns. Right now the students are in a space at Scott Park and for the most part will be confined to that particular space. As the students move up the rank, they will be less and less in the high school facility and more in the college facilities. So, although we will increase in student numbers, there will not be 400 students located in that space.

In terms of who decided on the location and how this came to the University, the way it was expressed to me was that TPS and UT got together and decided to apply for this opportunity and it when forward from there.

Senator Hoover: What opportunity is there for these children to participate in music, art and drama, and athletics?

Dr. Lettman: There is every opportunity. These students are in college but they have every opportunity to participate in any of those courses.

Mr. Paul Tierney, Toledo Early College HS Math Teacher: These students are still initially enrolled in their home high schools. We have students that play football for Start HS and girls that play volleyball for Woodward. These students are included in just about every opportunity the athletes have back at their home high school to play. These students did have to give up some activities, like orchestra. We do not see, at the present moment, an opportunity to accommodate that.

Chair Jorgensen: They can take their physical ed classes and here, music classes here and TPS would pay their tuition. When they take UT credits they pay tuition for it.

Senator Morrissey: I understand these students can not be classified as PSEOP (Post-Secondary Education Opportunity Program) students so what standards are they compared to? Standards used like GPA's would be used for PSEOP students.

Dr. Lettman: At this point and time we are not using the PSEOP model. There is going to have to be criteria established for these students as to what is considered appropriate. Whether or not it will be the same as PSEOP, I don't know. I doubt it will be based on a high school grade point average.

Dr. Pirog: When mentioning the other schools that have already started their programs, what are the thoughts about some type of consortium to learn from each other, or is there a competition for this grant money?

Dr. Lettman: There is not competition between the schools; in fact there have already been meetings with other schools that I have attended for us that KnowledgeWorks has put together. Funding is an issue here as it is for everybody.

Dr. Pirog: Maybe a good idea would be to contact some of these schools that have already started to see where their problems were early on in order to avoid them here.

Senator Niamat: How do other schools compare to our own retention rate of 90%?

Dr. Lettman: We do not have a retention rate since we just started.

Senator Barden: I would like to applaud this program, what this represents, and what it has set out to do. This is not the same as a Charter School. It will only use teachers with full accreditation. This is the real deal as far as TPS goes. Finances are not the issue. This is a life changing possibility for 400 students that is costing us almost nothing except heating an area at Scott Park, which we will have to do anyhow, so, let's look at this in the right perspective; this is a very good thing to do. There are other sources of money potentially from Columbus and more from KnowledgeWorks, so what's the problem here? This is a win-win situation as far as I am concerned.

Senator Barrett: I certainly wish this program every success. What worries me is that at the end of the program your students graduate from high school and are essentially half way through with college. There is a socialization issue I worry about. We have talked about what students like best about UT and it is the community. I worry about these students integrating into the community. They are a year older than the average freshman but two years into their technical studies towards completing their degree. Even more than that, I worry about taking at-risk students and saying you can get by with essentially graduating from college a year before non at-risk students. These students, after five years of high school and two years of college, are going to be able to graduate as opposed to being in college for four years. For advanced students that makes sense, but how much can you expect non-exceptional, at risk student to learn? What are we doing in terms of devaluing the college degree if we say you can do that?

Dr. Lettman: These students are not academically under prepared students. I do not want to misrepresent what kind of students these are. These are students that have scored at certain levels on achievement tests in TPS, who have demonstrated good attendance, good discipline and have all of the qualities needed to succeed. The unique quality these students have is that they primarily come from disadvantaged backgrounds. They represent a type of student that traditionally does not go on to college. I am not saying that automatically means they will be successful, but they are not academically under prepared.

Senator Barrett: You are still telling these students that they can complete college a year sooner than most students can.

Chair Jorgensen: The percentage was 60% of these students that will have 60 hours of college credits, 40% will not have 60 hours, and some may have no credit hours. They must meet all the prerequisites for our courses before taking our courses for credit. They can not be in my Chemistry class unless they pass the placement test.

Senator Wilson: My concern is comparing very successful high school students in a strong college materials program to this high school. Can this high school prepare a college preparatory program? This would mean the students take strong biology, algebra, and math, high school chemistry that prepares them adequately for college chemistry, physics courses, and many of the other courses?

Mr. Lettman: We feel our faculty are the very best. Our faculty work with students and sit down to figure all that out; what needs to be offered and how these schools operate.

All or most of the students are currently taking a course in a foreign language right now. They are taking Spanish in addition to all of their other courses.

Senator Wilson: What college course are the students taking?

Dr. Lettman: They are not taking any yet other than FYI.

Senator Bowyer: If there is \$130,000 a year coming from the KnowledgeWorks grant, of the \$800,000 total, how much is coming from TPS? That is the teacher's salaries etc.

Dr. Lettman: All of it. The principle and the four teachers are included in the total \$800,000. Toledo Public Schools provides the amounts above the grant award.

Senator Bowyer: So the \$130,000 a year you get from the grant is going to whom?

Dr. Lettman: That money goes to TPS. The Toledo Public Schools are the fiscal agent.

Senator Bowyer: Then the only thing the University is contributing is your time, which is a contribution on this University towards this project, and the donation of the classroom facility. If for some reason TPS cannot afford to continue this program, the University has no obligation to continue it.

Dr. Lettman: We are providing my time as Director, we are also providing crew for them, but other services are being charged back like parking passes for example, lunches, transportation. All the associated costs are paid to us by Toledo Public Schools and right now we are in the process of finalizing an agreement with TPS.

Senator Bowyer: I have some philosophical problems with high school students taking college courses that cause you to essentially spend all your day at another location away from the high school experience. I prefer students to be in high school, being well taught by high school teachers, not sitting in a classroom with students talking about where they went out the night before, and the dedication you probably get in a small high school class vs. a much larger class here at UT. How a 15- or 16-year-old student integrates into a college class is something that should be discussed no matter how exceptional the student might be.

Mr. Paul Tierney: I think that the other part you are missing is that money does come from the state but also 35% to 40% of TPS funding comes from property taxes as well.

Senator Lipman: In thinking down the line at all of the numbers, when these students begin to come to UT will they go as a cohort group into a college class? Will I encounter a group of 5-6 high school students down the line or will the streaming into college classes be handled in some other way, or is this something the advisory committee will have to grapple with?

Dr. Lettman: The students will be mainstreamed and integrated into the University classes. They will not be in classes developed separately just for them. They will not all be sitting in the same classes; there may be some in any professor's class. The main thing we are concerned about is the student progress from high school and begin to take college courses. The first thing we are going to try to accomplish is teaching them that the university is for them. That takes 20-30 hours roughly and then beyond that other courses but that has not been worked out.

Let me just say one thing in terms of other schools that have been doing this program. The counter-parts have told me that the students they have had in college classes have done well. There does not seem to be any type of a pattern issue evolving with these students indicating they are not succeeding in college classes and they are very similar students.

Senator Lipman: My experience with PSEOP students has been very good. They are well prepared and I often do not know they are in class other than by their size. This is a different experiment and I am looking forward to how that piece of it fits.

Mr. Randy Nissen, Toledo Early College HS Social Studies Teacher: We are committed at first to sending the students out in a kind of buddy-system. Also you might not realize that if a student flunks out or drops the class, the parents get the tuition bill. So we are very careful not to send these students out until they are socially and academically prepared.

Dr. Martin Ritchie: I would like to say I am very supporting of this and really think we can succeed with this program. It is a wonderful opportunity for our school to give student that otherwise might not have a chance at a college education a tremendous opportunity.

Senator Barrett: On the economic front, what are the projections on the cost per student and how they change once they start taking the college courses? I assume the cost for students taking credit hours is considerably higher than just being in the high school. Is that accurate? Is the program going to suddenly go up by 1/3 in price per student or something?

Dr. Lettman: The students will pay tuition but I do not know if that has actually been discussed yet. The cost per student might be different between for a freshman, sophomore, junior and a senior because they will be taking different levels of classes.

Senator Spongberg: It sounds like a good idea and would love to have these students in my class, but I think that we monitor which courses they take. Will we be aware we have these students in our classrooms? I personally would like to know that.

Dr. Lettman: They will be registered for your class just like any students would be and included in you classroom roster. I do not know whether they will be identified on the roster as a TECH student.

Chair Jorgensen: We don't get notified when we have post-secondary student in our class. Thank you very much, Dennis for your presentation.

V. *Calendar Questions:* None

VI. *Other Business:*

Old Business: FS Confidential Reporting System proposed statement

Chair Jorgensen: As promised at the last meeting the Faculty Senate Executive Committee proposes the following statement in response to your questions that came from the confidential reporting system proposal:

**Faculty Senate Proposed statement on the University of Toledo Fraud & Ethics
Confidential Reporting System**

The Faculty Senate endorses the proposal by Mr. Kwabena Kankam, CPA, University Internal Auditor, for a confidential reporting system for The University of Toledo. However, because many other University functions already have the means for confidential review in place, it is the view of the Senate that the new system should only be for financial matters at the present time. We also strongly encourage establishing an entry point into the reporting system that is outside The University for

the protection of the individual reporting the occurrence, and the guarantee of review of the complaint.

These are the two items you asked to improve on. This is a motion from the Faculty Senate Executive Committee that needs not second and is open for discussion:

Questions/Comments

Senator Barden: This is a good reaction to a lot of messy issues that came in response to the presentation by Mr. Kankam on Sept 27th Faculty Senate meeting. This is a healthy thing, all sorts of issues coming under this one person that had nothing to do with finance, was a scary thought.

Senator Niamat: Could you please elaborate on what is meant by an entry point outside the university?

Chair Jorgensen: So that a person could call an external group for whistle-blowing outside the university rather than call someone inside the university. The issue you wanted to raise was that we would not have to follow UT entity where your identity could be perhaps traced, but an external. That thought was addressed in the last sentence.

Passed by unanimous voice vote.

FS Elections: UCAP Election results.

Chair Jorgensen: The University Committee on Academic Personnel (UCAP) election for which you voted on, results for the College of Law: the winner of that election was Lee Pizzimenti.

College of Business Election

Chair Jorgensen: Ballots have been distributed for nomination of a representative from the College of Business Administration to fill the remaining year of David Reid's term. Final nomination ballots are due Wednesday, October 26, so if you know anyone in the College of Business, please encourage them to return their ballot.

New Business: None

VII. Adjournment: Chair Jorgensen adjourned the meeting at 4:47 p.m.

Respectfully submitted,

Steven J. Martin
FS Executive Secretary

Tape summary: Betsy Welsh
Office Admin. Secretary