

THE UNIVERSITY OF TOLEDO
Minutes of the Senate Meeting of January 19, 2010
FACULTY SENATE

<http://www.utoledo.edu/facsenate>

Approved @FS mtg. on 2/2/2010

HIGHLIGHTS

Dr. Thomas Kvale, Dir. Undergraduate Research
Prof. Celia Regimbal, Chair Academic Programs Committee
Dr. Tavis Glassman, Assist. Prof. Health Education

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 John Barrett called the meeting to order, **Nick Piazza**, Executive Secretary, called the roll.

I. Roll Call –2009-2010 Senators:

Present: Anderson, Barlowe, Barnes, Barrett, Baumgartner, Brickman, Caruso, Chiarelott, Coventry, Crosetto, Denyer, Duggan, Dupuy, Elmer, Fink, Fournier, Giovannucci, Gunning, Grothaus, Hoblet, Horan, Hornbeck, Hottell, Humphrys, Jenkins, Jorgensen, Kennedy, Kistner, Laux, LeBlanc, Lee, Malhotra, Marco, McSweeny, Metting, Moore, Nims, Olson, Peseckis, Piazza, Plenefish, Powers, Powless, Randolph, Regimbal, Rouillard, Sheldon, Skeel, Solocha, Teclehaimanot, Thompson-Casado, Wolff,

Excused absences: Ankele, Dowd, Niamat, Oliver, Shriner, Tietz, Wedding,

Unexcused absences: Heberle, Nandkeolyar,

A quorum was present.

II. Approval of Minutes: Minutes of 12/1/09 were approved as distributed.

III. Executive Committee Report:

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

President John Barrett:

President's Report 1/19/2010

“Happy New Year,” and welcome back for the spring semester.

Your FSEC has been busy over the break with various meetings with the provosts and the president to help keep us informed, to pass along faculty concerns and to help promote shared governance. Of particular note, a furlough program has been created and steps will be taken in the near future to make sure all necessary approvals are in place so that it can be invoked smoothly should the need arise. As far as I know, there is no present plan to use it, however.

In the interest of helping keep the faculty better informed and to make us more accessible, we have been continuing to show up ½ hour before senate meetings. But will discontinue the practice after

this meeting due to a lack of interest. We will have a vote during the action items on whether you would like the FSEC to send a report every other week highlighting the meetings we have had with the administration. After the other reports, one of which contains an item to vote on, we will also have a vote on whether we wish to keep trying the clickers a little longer. Please remember to return your clicker to Karen Hoblet before you leave today.

In connection with this meeting, you may have noticed that items from the floor has been moved after reports. We are trying this for the time being since we were not getting to our reports in the fall and we have a backlog of speakers. Of course, we don't want to lose the engagement we had in the fall, so we will monitor this and may tweak the agenda as we go forward to try to strike the appropriate balance.

As a reminder, we have our Promotion & Tenure workshop this Friday Jan.22 from 2-4 in SU 2584 and the Getting to Professor workshop coming up Feb. 5.

Over the break we received one log item concerning what is being covered in our diversity courses and I will be sending a request to the Core Curriculum committee for them to investigate this matter. Also over the break, the Board of Trustees named faculty representatives to four of its committees, thereby joining the senate president on the Academic and Student Affairs Committee. The other representatives are Rolland Skeel from COM to the Clinical Affairs Committee, Jamie Barlow of A&S to the External Affairs Committee, Hassen Hassab Elnaby of COBA to the Audit Committee and Bina Joe of COM to the Finance committee. FSEC plans to invite them to its meetings to get faculty senate input prior to their committee meetings and once they get settled, we plan to invite them to come speak at senate.

The Assessment Committee met with Pres. Jacobs over the break and is working to find common ground. They have another meeting later this week as a committee and with the president to discuss the next steps the committee is going to take and to explore whether any sort of compromise can be found with the administration.

If we have time after the reports, Ruth Hottell is going to talk with us about an opportunity to teach abroad this summer. In any event, the deadline for applying is 2/11/2010. If you would like more information, please contact the office of Study Abroad at 419-530-8550 or go to the USAC website at usac.unr.edu. She also has copies of the information with her if you are interested.

Finally, I would like to comment how upset I have been lately at the tone of a number of discussions that have been occurring at the University. Whether it is at senate, in college meetings or on a faculty blog, I believe we as a community must stand up for respect, decorum and collegiality. I have been ashamed to be connected to this institution recently as I watched how a handful of us have behaved. As an academic and an intellectual, I believe we should all stand for the proposition that we will attack ideas, but not the person who presents them. To me this is not a matter of freedom of speech. Of course you have the right to make hateful and venomous attacks at whomever you please, but that does not mean you should. At a recent meeting of the board, one member asked why the board should promote shared governance if we cannot conduct ourselves in a civilized manner. If we do not change, I fear that we may lose all the progress we have made in gaining additional input at the board level. More importantly, we are all part of a community, and I believe that we should hold ourselves to a higher standard. Don't shy away from the hard issues but criticize them in a way that shows you respect yourself and the person whose idea you are critiquing. I call upon all of us to demand this of one another, not because we must but because we should. Doing so will make this a better place to work and will help focus us on the real problems we face rather than the way the problems are presented.

I now turn to Provost Gold for his report.

V.P. Jeffrey Gold: Thank you, and I too would like to extend a warm welcome from a holiday break. My comments are limited to a couple of topics and then I will be pleased to take any questions. I would like to briefly comment on the tragedy that has occurred in Haiti, about a week ago that has caused a huge amount of damage due to an earthquake, and recent totals now estimated at 200,000 dead, another 200,000 hospitalized and incapacitated, and approximately a million and a half to two million left homeless. Homeless of course is a relative state in that the overall economic situation in Haiti and the standard of living is not similar to what we are accustomed to in majority of this country. But that having said, starting with a very weak infrastructure and sustaining this much damage is absolutely catastrophic. It is of course critical for United States government and a number of organizations such as Project Hope, The Red Cross, to take an active role.

The University is also actively engaged on several levels. One is to identify students and students' families that may have been involved and to make sure that we provide support services where necessary. Second is more on the medical relief side, there are a number of individuals in the Health Sciences who have voiced an interest in some medical mission work. It's only of late that the medical relief teams have actually been able to enter the country. Tremendous amount of access issues. Only of late have two or three Ohio DMAT teams been deployed. Many others have been put on standby and are waiting for news of deployment at this time. However, one of our faculty members, Dr. Richard Paat has departed Northwest Ohio heading for Haiti with a team of 22 people all together with supplies and equipment. I don't know where Richard is at this time. Hopefully he will be able to get in and be effective. Many of the flights into the area have been diverted to other regions because of very limited access to the airport. We are putting together a set of projects one in collaboration with Project Hope, one with the collaboration with the Association of Medical Colleges, another in collaboration with the American Colleges of Surgeons to provide possibly a combination of faculty, students and residents when the opportunity arises. This is going to be an ongoing demand, it's not going to go away in four to six weeks. We will have great opportunity to get involved as this rebuilding has occurred. One of the needs that has arisen is for people with very specific language skills that may be able to be helpful to work with various teams in Haiti. There are apparently some very specific dialect issues. Perhaps there are members of the university community or the Northwest Ohio community would be willing to help us. It's one thing to put spectacular health care or social work for other people and another thing to have them effectively communicate them. So we have reached out to our people in the broadcast media trying to make an announcement, I think tomorrow, to contact Kris Brickman who is one of the organizing people. Kris has done a huge amount of missionary work and he is our lead person. But if any of you happen to speak Creole or know of or someone who speaks some similar dialect that would be useful.

We have a goodly amount of H1N1 vaccine currently in store and is accessible to anybody who would like to be vaccinated. It is highly unlikely that there would be another bump in the H1N1 in the spring, so this would be a good time for students, faculty and other members of the community to avail themselves of the H1N1 immunization.

The last thing that I wanted to touch on briefly relates to a College of Medicine project around the issues of a learning environment. As some of you in the room know, the LCME (Liaison Committee on Medical Education) which is the accrediting agency for all medical schools in Canada and in the United States, has recently added and increased the scope of learning standards around the so called learning environment, and that is not only the environment in the classroom in the PBL sessions and laboratories, but frankly also the environment at the bedside, in the operating room and in the clinics bringing, etc. The learning environment really relates to the professionalism and the interactions that our students have not only with faculty but with nurses and other health care delivery team. Through the hard work of Dr. Imran Ali and the Center for Creative Instruction, last November we kicked off a project where we now have a web based tool available to allow students to anonymously report both, exemplary and not so exemplary instances where the

learning environment is involved. We have now collected some thirty sets of comments responses in seven different categories with enough granularity to allow us to reach out and acknowledge and reward and thank people who have been involved in exemplary interactions and to simultaneously identify people where some education and mentoring would pay off. This is very much a work in progress and perhaps sometime in the future I will come back to you with data. We certainly do not have significant data now but it's a major step forward trying to get our hand around learning environment. Don't forget we are teaching our students in about 20 different hospitals in 240 different clinical practice sites across the Northwest Ohio. Therefore having our hands around the learning environment every single one of these educational sites is difficult and this is the way that we can get instantaneous data and act upon it. This concludes my report and I'm more than pleased to answer any questions that members of the Senate might have.

Unidentified speaker: Just to clarify the learning environment input, is that just coming from the medical students or from all?

V.P. Gold: Right now a pilot project and that's the reason I mentioned it here, we have just reached out to medical students, but if this is successful I would be very interested in piloting it more broadly, because the same challenges that the medical school has many of the other schools have in terms of experiential learning where you just can't control the environment at Blanchard Valley Hospital or whatever. The problem with it is that the student reports an event, good or bad, six months later where they can barely remember the names or dates or what happened. Secondly, it is almost impossible to respond. The idea here is to not be linked in any way to the students so that they can feel free to respond. And a good number of them have and we have been impressed with the number of responses.

Unidentified speaker: Thank you. I am sure the College of Nursing would have an interest in it.

V.P. Gold: We would be pleased to demo what we have now at any time you would like to see it. If you would like to simultaneously pilot it with some of your sites, many of your sites are our sites as well, so it's already set up, through a UTAD account which is already blinded and encrypted and the student or the respondent has the ability to indicate that they want a response, if they do want that they do have to provide the information. If they chose not, it's totally anonymous.

Senator Barnes: I was wondering, since what we know about reporting is that there will always be under reporting, if we know there is a problem, is there a reason we can't do mass education or public information about the kinds of behavior we expect, so the entire community is getting that information, rather than just waiting until we know who the individual with the problem is?

V.P. Gold: We have been doing mass education for five years since I have been here, and it's been variably effective. I will give you an example, it would be easier, in Unit 5AB is one of the nursing units in the hospital, it turns out that a large number of positive/laudatory comments come from 5AB. There are other nursing units in the hospital where some of the negative comments have come from. So it strikes us that at the time we need a little more granularity, there is no point going back to the 5AB nurses, unless we could make them better, our efforts are far more focused. We have not lost our enthusiasm to do some of this across the board. Education at all of our sites provide an annual refresher, we have monthly faculty development program that we run. We deal with the organization leadership team of our hospital all the time. The problem is that it is very, very hard to reach out to all of these other hospitals that are as far away as Cleveland or Columbus and Detroit, and so we do feed that web-based information, we have CDs and MP3 files and things along those lines, but we also feel that we are at a stage that if we are going to hold the students accountable for their professionalism and maintain their learning environment, not just their physicians and faculty but the entire health care team. I don't know of any other attempt in the country of this level of granularity to do this. So this is an experiment that I hope will result in some scholarly activity. If there are other colleges that are interested in taking a look at it are more than welcome to have it.

Senator Fink: Where can I tell my students to go and get their shots?

V.P. Gold: They can go to the H1N1 website, and if that doesn't work they could go to the Main Campus Medical Center or the Student Employee Health Center on the Health Science Campus.

They probably should call for an appointment but at the last conversation with our pharmacy, they have quite a bit of vaccines available. Thank you very much.

President Barrett: Thank you Dr. Gold. We have one Action Item that we will vote on now, and another after the reports on whether we want to keep the clickers or not. I will turn it over to Andy Jorgensen to walk us through the process. The Action Item is whether you would like an email sent on every other week basis from FSEC to report on the meetings that I and the other members of the Executive Committee have been having with the administration, and what have we been working on.

Senator Jorgensen: We are going to make sure that your clicker connects with the receiver here on the laptop and then we will run a test. If you look on the back, you will see Device ID. It's a six-digit letter-number combination, and you will see that on the screen. On the keypad hit GO, bottom left, then 33, that's my receiver, then GO and 1. Now you are ready to communicate. Once you have done that, don't hit any other buttons. We are now going to test it, but not all at once. I will test you by sections of this room. The front on the left, punch any number you want. On the screen you should see your number. If there is anyone who does not see their number, hit another number and you should see that number on the screen. At the very top is the most recent number you punched. Now the back of the left side, punch any key. If you are not sure, hit it again. Most recent one will show up on the screen. Now the front part on the right side of the room, hit any number. Your name is not recorded, just the number you are punching in. Now the back right side. There might be a slight glitch because we are using it in a mode I don't normally use in the class. And in the class it is not anonymous, they want points. Now the actual test. Hit only A if you are voting for, and B if you are not. If you hit C it will not register. If you press it twice, it will take the last one. Here is the vote, should the faculty Senate send an email report every other week summarizing the meetings with administrators. Yes, No, or Abstain. We have 44 votes. *Passed.*

President Barrett: For any of you who might have hit Abstain, to reprogram again, hit GO-33, GO-1 to re-prime your clicker. You should see green light at the end. With that, we will go to our reports for now and come back when the next issue to vote on arises. Tom Kvale, Director of Undergraduate Research will give a report on student research projects

Dr. Tom Kvale: Thank you for giving me the opportunity to address you here again. First a few announcements. If you interact with undergraduate students, or undergraduate students interact with you, in the next six weeks, a prime time for them to come by and talk about research projects. The deadline is in about five weeks. The programs will be the first year summer research experience (FYSRE), The Toledo internship (TollInterns) or the Undergraduate Summer Research and Creative Activity Program (USRCAP). These are the main programs administered through my office. Last summer we had ten first year research students, three Toledo internships, and 31 of the USRCAP students doing undergraduate research. I hope that with the strong faculty support that we had last year, that this year's summer's numbers will be very similar. Proposal writing workshops for undergraduate students will be week from today in Sullivan Hall. So please publicize this if you interact with undergraduate students. It will help with their proposals. Posters at the Capitol: Undergraduate Research in Northwest Ohio will take place on April 15, abstract deadline is after the Spring Break. Today I would like to focus for a proposal for Faculty Senate to adopt the Research Intensive (RI) Contract designation. Timeline in background, last Spring Faculty Senate approved the research intensive course designations for whole courses or sections of courses. In the Spring I had multiple meetings with the Registrar and the Assistant Vice Provost to define the RI course implementation details, and that's already in place. In the Fall 2009, I met with the Faculty Senate Executive Committee and the chair of the Curriculum Committee to put forth this proposal and I have received encouragement from them to bring it to the floor of Faculty Senate. The Research Intensive (RI) Contract designation, it allows students the opportunity to receive Research Intensive credit for regular courses by means of individual learning research contracts and the proposed RI contract is very similar to the approved and existing honors learning contract. I have Dr. Larry Connin the Honors Program here to answer any questions.

What is the RI contract? It is when a student and the course instructor agree that the student will take on more intensive exploration of the course material in a non RI designated course. That's very similar again to an honors learning contract. By successfully fulfilling the agreement in the RI course contract, the student will receive RI credit for that course, and that will appear on their transcript. This contract is totally voluntary on the parts of both the student and instructor.

The contract is taken very closely to the honors learning contract. It's very consistent with criteria that Faculty Senate approved in March for whole courses. These are: i) Students must make serious attempts to advance in order to make significant contributions to the knowledge and understanding in the field of investigation, ii) neither the students nor the instructor have prior knowledge of the final results and iii) the student investigators must present and/or disseminate their results to a wider audience than to just their class population. The fourth criterion is that a summary course report would be submitted to my office. Again, this is very similar to what was approved by Faculty Senate to a whole sections of courses. In the approval process, the student and the instructor must agree that the student will take on significant work and to do the research.

Step 1: The forms must be signed by both, the student and the instructor.

Step 2: the student must submit it to my office, we will review it and if we agree that it is appropriate and the student can receive RI credit for it, then we will submit it to the appropriate college dean for their signature. It is very similar to the honors contract. Once they have approved it, it is sent to my office and if we approve it and the college dean approves it, they are bound to that contract. If the RI contract is not approved by my office or the college dean, it will be sent back to the student and the instructor for either clarification or modification.

I have about a dozen or so copies of the RI contract, if you are interested. It's a three-page contract, the first page is just spelling out the conditions of the contract. The second page is where the student will describe the research project, and the third page is the course request form.

Thanks for your time. The proposal would be that the Faculty Senate adopt the research intensive contract for students wishing to receive RI designation of courses. This would be performance in individual courses. Any questions?

President Barrett: I'm curious in terms of the timeline that is expected to get both your office's approval and the other external approval. When do the student and the professor need to turn the paperwork in order to get approvals back in time so that they are set up and approved for the semester they are enrolled?

Dr. T. Kvale: I would like to do it as soon as possible, within the first 15 days of the semester when students can add/drop courses without penalty. We would like to have it early in the semester because if they are going to do the extra work for RI course they will want to get started on this as soon as possible.

President Barrett: So you will expect under a two-week turnaround?

Dr. T. Kvale: I expect my office could review it in about a one-day turnaround.

Dr. Larry Connin: Within a day or two we get the contract we look it over we set it up and fax it over to the Registrar's Office. It's done fairly quickly.

Dr. T. Kvale: According to my discussions with the Assistant Vice Provost, we will be sending it to the college dean for their signature. After that, the student will have a very short time before they can take it to the registrar to get the things changed.

Senator Anderson: There is no reason why they couldn't do it prior to the semester, right?

Dr. T. Kvale: That's correct. If they know there is a course coming up in the spring semester, certainly they can do it in the fall semester and we would be very happy to process it as soon as possible.

Senator Thompson-Casado: Do they have to chose between RI designation and an Honors designation or can they do dual designation for one project.

Dr. T. Kvale: The way we've set up the implementation the details is that they can have the RI designation in addition to other designations. That is, they can do research intensive in addition to

honors, and possibly they can do WAC at the same time. The RI contract is truly voluntary for the students.

Senator Anderson: The courses that are already designated by the RI designation they would not have to go through another further approval?

Dr. T. Kvale: That's correct, these are for the non-RI designated courses.

President Barrett: Is there a motion to approve the RI contract? Is there a second? Motion was made and seconded. If you came in and have gotten a clicker you need to program it. To do so, hit GO-33, GO-1. You should see a green light flash after you do that. Vote for option A, B or C. (A is for the motion, B is against, C is abstaining). Motion passes 41:2. *Motion passed.*

For our last motion, should we continue to use clickers for the time being. We can re-visit this later. Obviously at our December meeting it was an unmitigated disaster. It seems to be working a little better today. Motion passes 30:14. *Motion passed.*

Next is Prof. Celia Regimbal for her report from the Academic Programs Committee.

Academic Programs Committee Report January 19, 2010

All new programs and program modifications are posted at:

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

The Academic Program Committee met on 11/17 and approved the following:

1. Special Education Intervention Specialist – changes to General Education/Core Curriculum requirements. Change in suggested classes in core focus more on content knowledge and are directly correlated to the Ohio Academic Content Standards in English/LA, Mathematic, Science, and Social Studies. Additionally, the program modification includes an increased emphasis on literacy to satisfy professional requirements in response to a state mandate.

2. Bachelor of Science in Exercise Science Admission Standard – establishes a selective admission process for students who wish to pursue the BS in Exercise Science degree.

Following is the plan:

Direct from High School Admission into the BSES Program: Applicants must have.....

1. A minimum cumulative high school GPA of 3.0 (on a 4.0 scale)
or A minimum ACT composite score of 21 or SAT combined score of 1020
2. Eligibility for MATH 1320 or higher
3. Completed at least one year of high school biology and chemistry with an average grade of C or better in each

Those applicants who meet the above admission standards will be admitted to the university directly into the Bachelor of Science in Exercise Science degree program.

Those applicants to the university who do not meet the above admission standards will be admitted to the university as "HHS - Undecided"

1. HHS- Undecided students will be permitted to register for any KINE 1000 level courses (this includes KINE 1700 Introduction to Exercise Science and KINE 1110 Introduction to Athletic Training)
2. To be admitted to the BSES program, HHS - Undecided students must:
 - A. Complete MATH 0980 or higher with an average grade of C or better

- (unless the student has met the minimum high school math requirement)
- B. Complete CHEM 1090 or higher with an average grade of C or better
(unless the student has met the minimum high school chemistry requirement)
student has met the minimum high school biology requirement
- D. Have an overall UT cumulative GPA of 2.5 or higher
- E. File an application for Admission to the BSES program with the HHS Office of Student Services during the semester preceding the one in which they wish to be considered fully admitted BSES students

3. Bachelor of Science in Exercise Science pre Physician Assistant – creates a new concentration within the BSES program titled “Pre-Physician Assistant.” The curriculum has been designed to insure that the students complete all of the courses that are identified as admission prerequisites for the UT Physician Assistant masters program.

4. Bachelor of Science in Exercise Science pre Occupational Therapy – creates a new concentration within BSES. The curriculum has been designed to insure that the students complete all of the courses that are identified as admission prerequisites for the UT Occupational Therapy Doctorate program (a professional doctorate.)

Respectfully submitted,
Celia Regimbal, Chair

Those are the four items we ask for your approval. Are there any questions?

President Barrett: If you agree with the consent agenda item click A, click B if you disagree. Motion passed 31:13. *Motion passed.*

Next is Dr. Tavis Glassman who will report on high risk drinking among college students. Before I turn it over to him, I just want to say to all our speakers thank you for coming back and I apologize that we got so backlogged with our speakers in the fall.

Dr. Tavis Glassman: I am going to present to you what faculty need to know about high risk drinking and college students. Today we will talk about prevention. Alcohol is really probably the biggest health problem for young people. Whether it would be high school students or college students. Annually alcohol is involved in approximately 1,825 student deaths annually, 75% of sexual assaults where the perpetrator had been drinking at that time, two-thirds of all suicides, and drinking and driving is still the leading cause of deaths among young people. Some of you are familiar with the Diagnostic and Statistical Manual of Mental Disorders, 4th Edition. The data indicates nearly one-third of college students meet the criteria for a formal diagnosis of alcohol abuse. One in 17 could be classified as alcohol dependent.

What is the definition of high-risk drinking? This definition was created by the Harvard School of Health it is five or more drinks in one sitting for males and 4 or more drinks in one sitting for females. Some of you might think that’s a lot of alcohol, and some might think I have that much before I go out. The research indicates when people start to drink at these levels, that’s when they start experiencing negative results.

We have been tracking the high risk drinking at the University of Toledo since the mid 90’s and on the average about two out of every five students engages in this behavior. The national goal created by the American College Health Association is to get this number down to 20% by 2010 and you can see we have not met that goal. We need a little help from our friend, meaning you all. At the

last Faculty Senate meeting they talked a lot about student retention. I would submit to you that probably the single biggest indicator of student retention involves alcohol and drug use. We know when people drink it affects their attendance, nearly 25% of UT students missed a class due to alcohol consumption. On average, this makes sense too, the more you drink the worse your grades are going to be. They are too hung over to make it to class, start skipping, don't do your homework, etc. The national research indicates nearly one out of every four drop outs is alcohol and drug related. So if we are going to get our retention up, we need to work on prevention. This holds true in the rest of the population, that about three-quarters of all the alcohol consumed is by those who are called frequent binge drinkers. Meaning they get drunk three or more times in a two-week period. That's the group we really need to focus on. This group gets drunk often, is much more likely do something they will regret, get behind on their school work, get hurt or injured, had unprotected sex, damaged property or even got into trouble with the police. How can faculty help? Number one, if you suspect the student has a problem, with alcohol and other drugs you might be the best person to help make a referral. In my experience students are very honest about their alcohol and drug use. Shockingly honest. You can make a referral to the Student Medical Center as well as the University of Toledo Counseling Center. As far as signs and symptoms, obviously the more they have, the more concerned you should be. Not coming to class should be a red flag, skipping class, increased irritability, break in communication. Those of you who have sons and daughters entering adolescent period should be watching for red flags too. Violent behavior, emotional difficulty, withdrawn, you might have an argumentative student in class, volatile behavior, moody, they come to class with physical injuries.

One of the things that happens in our society is we tend to overestimate the drinking rates. A lot of people think that college is just a giant drunken orgy and everyone is just drunk, everyone is having sex. People tend to overestimate this, about 1/5 of college students are abstainers, 2/5 are social drinker, meaning they have four or fewer drinks, 1/5 are high-risk drinkers, and 1/5 are frequent high-risk drinkers. One thing for faculty to keep in mind is a) not everybody drinks, and we need to validate those students who chose not to drink, b) among those who do drink, most drink in moderation. So if we perpetuate this myth we are creating this social norm. That's not to say this is not a very serious issue. Director for residence life, Jo Campbell has been tracking students in the residence halls and you can see in the last academic year 750 students misconduct cases involved alcohol. An alarming rate. The last thing we want is our students transporting to the ER for alcohol poisoning. They drank so much they passed out. Nobody on our committee is anti-alcohol but this is something that really concerns me. One of the things I want to talk about is the social climate. Often times we put all the onus on the individual when we talk about the health problems. I like this metaphor, "Holding young people solely responsible for underage drinking is like holding a fish responsible for dying in a polluted stream." Our social environment very much says to drink, and there are a lot of messages but alcohol industry and other places that say drink, drink, drink, we need to begin to change that. We all contribute to the social environment and I am asking you to help to dispel some of those myths that everybody drinks excessively. If you do have a student in your class that you are concerned about, pull him aside and have a conversation with him. In your class you might want to talk about alcohol issues that affect health, economics, etc. If you want to get involved in the prevention committee, we would love to have you. Support prevention efforts. Sometimes faculty get a little carried away and they might have a party at their house, or they might go out with students, some faculty even buy alcohol, remember, if you buy alcohol or are organizing an event, and something tragic happens, first of all somebody is going to get sued. Common sense approach just be really careful of the liability involved. We really need to use good judgment on this issue. Let's all work together to make this campus safer. Any questions?

Senator Fink: To do a referral do you have to get permission from the student?

Dr. Glassman: It's going to be voluntary unless there is a judicial sanction. You would really have to persuade this student to see a counselor. I would really emphasize that it is really the normal and healthy thing to do. There are screening assessments available and the Counseling Center has screening assessments. Students can go online and take this anonymously and it will tell

them if they drink excessively and if they should meet with the counselor. At this point it would be voluntary unless they got in trouble with the university.

Senator Elmer: You had mentioned that a healthy campus goal is 20%?

Dr. Glassman: Right.

Senator Elmer: Is that a local goal?

Dr. Glassman: That's a national goal set out by the American College Health Association. Some of you may have heard of the document, Healthy People 2010 which is the government's version of trying to get all these healthy goals together. This is just a campus version of that.

Senator Elmer: How much use of our counseling services, are they well utilized at this university?

Dr. Glassman: The Counseling Center is severely understaffed from what I know, although I don't work there. College students who have alcohol and drug issues usually don't self identify that they have a problem. Only if something tragic happens like they are in a car crash, or where they are mandated to go. The university is in the process of creating a new position where they will have a alcohol and drug coordinator. Half their job will be to meet with judicial violators related to alcohol and drugs and prevention.

Senator Elmer: This is just personal perspective that in general people view counseling as a sign of weakness. If you need to go for counseling than there is something wrong with you. I personally feel like counseling has been great for myself. I wish I could get it for free. If you are not at a university setting you have to pay.

Dr. Glassman: Student can get it for free, that is worth mentioning to them. Probably everyone can benefit from it. I agree 100% that we need to shift that paradigm that there is something wrong with you if go for counseling. You could really make a wellness

Senator Grothaus: You have provided a lot of good information for us. Are other colleges having you come and speak and getting their faculty involved?

Dr. Glassman: We are trying to do more and more of that. We just created a website this past fall, I also met with all the new faculty that was hired last fall so we are trying to get the word out.

Senator Grothaus: So will you come to our faculty assembly and bring this PowerPoint.

Dr. Glassman: Absolutely.

Senator Hoblet: I see this as peer to peer can make a really big difference. You can talk to us about this but how affective is the University of Toledo getting the word out to the students? Because peers have a huge impact on other students. In fact they have the greatest impact on students.

Dr. Glassman: A couple of things, there is a peer education program called SWAT and they do some education effort. This is a very difficult issue to change. The research on peer education indicates that it works really well for peers who are doing the peer education. However, for everybody else, not so much. We haven't seen great strides in that area. Honestly, what works best is policy changes. Changing environment, increasing tax on alcohol for example. Regulating drinks specials, raising drinking age to 21. The problem is that every year you get a new batch of students, it's hard to keep up with them. One thing that the university has done is a special grant where all first year students are required to take an online alcohol education course, but it has been difficult to implement and set up. But the bottom line is that it's everybody's issue, the peers have to get involved, the faculty, the counselors, etc.

Senator Hottell: I am sure you have looked at the difference between students who live at home and who live in dorms.

Dr. Glassman: I can tell you the difference not a whole lot of variations until people get to graduate school where the drinking actually falls. Not a whole lot of difference between freshmen, sophomores, juniors and seniors. The drinking does not vary a whole lot. We know that men drink more than women and tend to experience more consequences than women, but women are quickly starting to catch up. We know in terms of racial demographics white heterosexual males drink at the highest rates. People who belong to Greek fraternities and sororities also drink quite a bit. We know whom to target, again, it's a very difficult issue to give people to regulate their behavior. Thank you for your time, if you have any more questions, email me and I can meet with whomever.

President Barrett: To those of you who are leaving, please turn in your clickers to Karen Hoblet.

Since we have a little time, I would like to invite Ruth Hottell to talk about teaching abroad opportunity.

Senator Hottell: I have a few copies of this document on teaching abroad so please share. But if I send it electronically to Kathy, she can forward it to all of you. It was in the Announcements sometime in December. The URL address is: usac.unr.edu

I want to introduce myself to those of you who do not know me, I am Ruth Hottell, Chair, Foreign Languages. I have an excellent opportunity for study abroad, and you do not have to be a foreign language professor, you don't even need to speak a foreign language. It's a best way for you to travel and to learn to speak a foreign language. This is an announcement from USAC and the upcoming deadline for application is 2/11/2010 for Summer 2011, Fall 2011 and Spring 2012. There are a lot of beautiful things about this program. About 30 years ago I was in the first study abroad program myself. And since, being a foreign language instructor and everything from teaching high school and having my kids selling candy so they could go to our sister city in France to taking my undergraduate students myself, it was a big hassle until we joined USAC. USAC stands for University Studies Abroad Consortium, it was begun by a Spanish prof of Basque origin who was in Idaho. He got a job at UN, University of Nevada, Reno. I've watched him at some of the Board meetings, the things they have done in order to make this program go and to make it interesting for you and your students, it's just amazing. There are on-site directors, students feel pretty far away from Mom and Dad, the more mature they think they are, the worse the culture shock can hit them. So it's very important to have very good on-site directors. And they have that. That's recruitment for your students. This program means that if you are a full time faculty member and this is not restricted to only tenured faculty, it's also for lecturers. So if you are a full time faculty member, you can apply. On page 2, those are summer sessions. Summer theoretically, unless you are required to be on campus and teach, you don't have to get your chair's permission. Summer means that you are paid by USAC, and on page 2 you can see the different programs available in the summer of 2011.

Fall 2011 and Spring 20102 you do need your chair's approval. If you are a chair, you need your dean's approval. Basically, you are going to have to prove that it is not going to cost your department and it will run without you. You do not have to use your sabbatical. You are as if you were teaching here as long as your colleagues can fill the void. No one can replace me because I'm the best, but that \$7,600 coming to my department might come in handy. \$7,600 goes straight to you, not through your dean, your department gets it in order to compensate for your absence. So if you are going to teach two or three classes, that's for your department to figure out. You get your trip paid, you do have to pay your own room and board. I'm a French prof, our program is in Pau not in Paris, but it's a lot cheaper than living in Paris. It is well worth it because you can take the foreign classes for free. You can go on excursions that the students go on, these are incredibly interesting cultural experiences. In Costa Rica, for example they go to [Arinar \(sp?\)](#), [you get to go to the](#) volcano and the hot water springs, it's an amazing experience to do that. If you take your spouse, partner, or dependents with you they can also take classes there for a reduced rate.

The other program that is not here is a FIDA but those deadlines are a little later. FIDA is Faculty International Development Awards and those are summertime awards strictly for studying the language. A friend of ours who has left now but was a prof in film, she went to Costa Rica on a FIDA and went back later on a visiting professorship and took her students with her. Her students were dragging their feet about taking a foreign language requirement, so she took them with her. They got their Spanish requirement taken care of in a semester and they studied underwater videography with her. These are some of the experiences for your students. We have more and more people from other colleges whom USAC is openly courting. It's very definitely worth your students while to go and especially if you like traveling, this is not to be passed up. We did not have a Study Abroad Officer last fall, Tom Barden, Cheryl Thomas and I were dividing the responsibilities and because I take part in this program I said I would love to speak to Faculty Senate. Are there any questions? If we have time I will take questions or you can email them to me.

Senator Anderson: What courses can you teach and what is required to apply?
Fall of 2011 and Spring 2012 is looking for a broad range of classes starting with Anthropology or History, Business, Culture, Economics, Education, European Studies, Psychology, Sociology, Environmental Science. They ask that you propose two classes and give a description, a sample syllabus and then you go through the vetting process here at the University of Toledo, then it's turned in to the Board of Directors at USAC. The Board of Directors meets in March and they all vote on who goes.

Senator Anderson: You don't necessarily have to bring your own students.

Senator Hottell: No, you can recruit your own students, it's part of the reason they do this, a good recruiting tool. You don't have to take your own students. On site we have thirty institutions to send students to the sites. You can propose to teach a class in English, for example, Anthropology, Geology, Astronomy, there are a lot of students there are a lot of student there for the foreign language requirement as well as the majors and minors. So the people in the first and second year they are going to be looking for what we call electives that are outside of their intensive language study.

Any other questions? I will put my name and number on this document that I will send to Kathy for distribution to you.

President Barrett: Any items from the floor? Calendar questions? Old business? New business? Is there a motion to adjourn? *Motion was made and seconded.*

VII. Adjournment: Meeting adjourned at 5:30 pm.

Respectfully submitted,

Nick Piazza
Faculty Senate Executive Secretary

Tape summary: Kathy Gabel
Faculty Senate Office Administrative
Secretary