

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of March 26, 2013**  
**FACULTY SENATE**

<http://www.utoledo.edu/facsenate> Approved @ F.S. Meeting on 4-24-2013

---

**Summary of Discussion**

Spring 2013 Evaluations of President Jacobs, Chancellor Gold, and Eligible Deans  
Chancellor Gold: Proposing a New College of Dentistry  
Provost Scarborough: Interns in Ohio  
Undergraduate Curriculum Committee's Consent Agenda Report  
Academic Programs Committee  
Implementation of the Proposed College of Human Service Professions  
Implementation of the Proposed College of 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 Michael Dowd** called the meeting to order, **Lucy Duhon**, Executive Secretary, called the roll.

***I. Roll Call: 2012-2013 Senators:***

**Present:** Anderson, Bailey, Barnes, Brickman, Cappelletty, Cochrane, Crist, Cuckovic, Denyer, Dowd, Duhon, Edinger, Ellis, Franchetti, Giovannucci, Gohara, Hammersley, Hamer, Heberle, Humphrys, Jorgensen, Keith, Kennedy, Kranz, Lee, Ligan, Lundquist, Molitor, Moore, Moynihan, Nigem, Ohlinger, Plenefisch, Randolph, Regimbal, Relue, Rouillard, Sheldon, Springman, Teclehaimanot, Templin, Thompson-Casado Van Hoy, Weck-Schwarz, Wedding, White, Williams

**Excused absences:** Pei Tsui, Cooper, Hoblet, Hottell, Piazza, Quinlan, Yonker

**Unexcused absences:** Duggan, Hey, Hill, Nazzal, Rooney, Tinkel, Willey, Wilson

***II. Approval of Minutes:*** Minutes from February 12<sup>th</sup> meeting are ready for approval.

I call the meeting to order. Welcome to the thirteenth Faculty Senate meeting of Academic Year 2012-2013. I ask that Secretary Duhon come to the podium to call the roll.

**President Dowd:** The Minutes of the February 12<sup>th</sup> meeting has been distributed to Senators; do I have a motion to approve those Minutes? Is there a second? Is there any discussion? All those in favor for approving the Minutes from the February 12<sup>th</sup> meeting please say "aye." Any opposed? Thank you.

***Motion Passed.***

Because our agenda contains a rather long list of important items, the Executive Committee Report will be as brief as possible. I will skip the normal description of the various meetings your Executive Committee Members attended since the last Senate meeting and, instead, move on as quickly as I can to agenda items. However, a few issues I want to bring to the attention of Senators. By now, all in this room is familiar with the open letter that was sent to the president, chancellor, and the provost. I must say that I was quite disappointed that President Jacobs chose not to respond to either Faculty Senate or to Graduate

Council or their Executive Committees. Instead he plans to discuss it at the University Council. I think not willing to speak to the individuals who wrote the letter is cowardly. However, in contrast to President Jacobs response, Provost Scarborough has invited me, Vice President Rouillard, and the Chair and Vice Chair of Graduate Council, Nick Piazza, and David Giovannucci, to a meeting tomorrow to discuss the open letter. I will report back to Senate if anything meaningful comes from that discussion.

Let me move on to the next issue. If you recall, I scheduled Cameron Cruickshank to address Faculty Senate for the past 4 or 5 Faculty Senate meetings. And each time Mr. Cruickshank agreed to attend the meeting and address Faculty Senate. However, in each instance, Mr. Cruickshank cancelled shortly before each Senate meeting. Also recall that Mr. Cruickshank is a \$1,200/day independent contractor appointed without a search to the position of Interim Vice Provost for Enrollment Management. Apparently, Mr. Cruickshank believes that he in no way has to consult Faculty Senate about the very important responsibilities he has been assigned. These include him as Team Leader for the implementation of utXnet, Interns in Ohio, enrollment management, and recruitment and retention of undergraduate students.

It is important to note that Mr. Cruickshank is not providing simple consultation to UT on these important issues. Instead, as an Interim Vice Provost, he is determining UT policy on each of those issues. Apparently, Mr. Cruickshank believes he does not need to share his thoughts on such issues with the university community before he makes all decisions on such issues. I met with Provost Scarborough to discuss Mr. Cruickshank's unprofessional behavior with regard to Faculty Senate. As a small consolation, Provost Scarborough agreed to address one issue assigned to Mr. Cruickshank – Interns in Ohio. So we have that to look forward to at today's meeting.

Putting all of that aside, I must turn to a very important issue that requires to explicit actions from Faculty Senate. For background, recall that in January I reported to Faculty Senate a committee had been formed to review the constitutions and bylaws of all organizations and shared governance bodies. That group is to identify if any possible conflicts exist between those documents and the constitution of the University Council. This review includes governance bodies such Faculty Senate, Graduate Council, Student Government, as well as all College Councils. As also described in detail at previous Faculty Senate meetings, the Board of Trustees passed a resolution stating that a supremacy clause must be inserted into each of those documents. For example, if the supremacy clause is not inserted into the Senate Constitution by June 30th, 2013, our constitution will be suspended as of that date. Because of this looming deadline, I asked Executive Committee Member, Dr. Mark Templin, to serve as a liaison between your Executive Committee and the Senate Committee on Constitution and Rules. Senator Templin has extensive experience in the writing and revision of such Constitutions. I charged that committee to consider this issue and make appropriate recommendations regarding proposed revisions to our constitution. That committee's recommendations will be made at the April 9th, 2013 meeting of the Faculty Senate. At that meeting, the Faculty Senate will decide whether to forward those recommended changes to our constitution to the full faculty for approval or disapproval.

This almost brings me to request two explicit actions from Faculty Senate. However, I need to provide Senate with even more background information. In late summer/early Fall 2012, your Committee on Committee appointed Professor John Barrett to the Senate Committee on Constitution and Rules. Given John wrote the Faculty Senate Constitution, I thought it quite appropriate to appoint him to chair that

committee. However, in Spring 2013, John Barrett was appointed to the position of Vice Provost. With his new position, John Barrett vacated that chairmanship and his membership on the Senate Committee on Constitution and Rules.

I have not had the chance to consult our Committee on Committees to appoint a faculty member as replacement for John Barrett to serve on the Senate Committee on Constitution and Rules. And, as an indication of the binding time constraint we're facing, I honestly did not have time to even consult the Executive Committee on this issue. For this reason, and because we are fighting the calendar on this issue, I need to place this in the hands of the full Senate to approve such a replacement.

To be brief, I wanted to recommend an individual to Senate that would need absolutely no time to be “brought up to speed” on this issue. I therefore turned to a faculty member with decades of experience on such university issues, and one who served as Chair of the Faculty Senate when the two Senates were merged and when our Constitution was written. I asked Professor Barbara Floyd if she would be willing to serve on our Senate Committee on Constitution and Rules. Not only has Professor Floyd chaired Faculty Senate, she serves as the University Archivist and is the Director of the Ward M. Canaday Center for Special Collections. Professor Floyd has agreed to this service, pending approval of the Senate. I move that we approve the appointment of Professor Barbara Floyd to the Constitution and Rules Committee. Do I have a second?

**Past President Anderson:** I am not sure you can move.

**Senator Wedding:** Let's just cut to the chase, I move. I need a second.

**Unknown Senator:** Second.

**President Dowd:** Past President Anderson is absolutely correct. I apologize for that temporary lapse of intelligence. Is there any discussion of Senator Wedding's motion?

**Senator Lundquist:** Has she agreed to do it?

**President Dowd:** Yes, Professor Floyd has agreed to serve on that committee. Any additional discussion? No? All those in favor of the motion say “aye.” Any opposed? Thank you very much.  
*Motion Passed.*

The second action I present to Senate is that I want to appoint Professor Floyd to chair the Senate Committee on Constitution and Rules. I bring this before Senate because she is not a current Senator, the full Senate must approve her appointment as committee chair.

**Senator Wedding:** Do you want another motion?

**President Dowd:** I greatly appreciate your motion of approving Professor Floyd as chair of the Senate Committee on Constitution and Rules.

Is there a second? All those in favor of approving Professor Floyd as chair of the Senate Committee on Constitution and Rules please say “aye.” Any opposed? Thank you very much. *Motion Passed.*

On a related issue, I have reported previously to Senate that President Jacobs insists on a “delegation clause” be inserted in every single organizational and governance documents. I met with President Jacobs to explain that by doing so he has eliminated the notion of “academic decisions” and has established “administrative decisions” on all decisions involving students. This means that individual grades, grading policy, grade distributions, etc. of every faculty member can be set-aside by President Jacobs and that he can determine each and every one of those issues as well as grade disputes, appeals, etc. I informed President Jacobs that my experience on the Academic Standing Committee has informed me that his action opens the possibility of students ignoring UT's appeal process and, instead, sue the university for any such grade dispute or charges of academic dishonesty. I encouraged President Jacobs to not believe me and instead consult university lawyers about such issues. He said he would. About a week later he called me to tell me that he consulted university lawyers about this issue and they informed him that my assessment of these issues was correct. That wasn't a surprise to me because the university lawyers were basically agreeing with themselves; because my assessment of these issues was based on advice I received from UT's lawyers years ago through my service on the Academic Standing Committee. However, President Jacobs told me that regardless of the advice he received from university lawyers, and the risks involved, he would continue to insist that the “delegation clause” be inserted into every organizational and governance document at this university. In case you were wondering, this is one way Academic Freedom dies.

At this point I must turn to our agenda items. Given the number of speakers scheduled to address Senate today, I ask a favor of each speaker and a favor of Senators. First, I ask each speaker to complete their presentation within 10 minutes. Second, I ask Senators to complete their questioning of each speaker within 5 minutes. I recognize such requests may be difficult to adhere to, but in order to get through our agenda we need to try to stick to that schedule.

That concludes my portion of the Executive Committee report. Do any members of the Executive Committee have any questions or comments that they would like to add at this time?

**Senator Wedding:** What wording does the president want when you say this delegation clause? Do you have an approximate arrangement what he wants?

**President Dowd:** Yes, I can give approximate language. But forgive me because I cannot at this time provide its exact language from memory.

**Senator Wedding:** The essence.

**President Dowd:** Perhaps a better alternative is to turn to Vice Provost Barrett, who worked with President Jacobs in determining that language. John, are you still in attendance? Could you try to summarize the delegation clause for Senator Wedding?

**Vice Provost Barrett:** Yes.

**President Dowd:** With the recognition that he is providing language from memory, it may not be verbatim language.

**Vice Provost Barrett:** Yes, I am not going to get it exactly right, right-off the top of my head, but I can look it up on my computer if you want an exact statement. Basically it says the authority for decisions to be made by whatever body we are talking about has been delegated from the Board of Trustees through the administration and in the ordinary course of events will continue to be so delegated.

**Past President Anderson:** It also says that anything in this document deemed contradictory to the University Council, the University Council has precedence.

**Vice Provost Barrett:** That is the Supremacy Clause.

**President Dowd:** That is a separate clause, but you are correct.

**Senator Wedding:** If we do not amend our Constitution to include this language the Senate will be suspended.

**President Dowd:** As of June 30<sup>th</sup>.

**Senator Wedding:** That would be a violation of the Collective Bargaining Agreement which provides for the Senate and that contract is still in force.

**President Dowd:** I am not disputing that point.

**Senator Wedding:** Okay, thank you. Maybe this is where the Senate should decide to draw the line.

**Vice Provost Barrett:** President Dowd, I would like to make a comment.

**President Dowd:** You are welcome to.

**Vice Provost Barrett:** A resolution of the Board of Trustees charged Dr. Jacobs or his designee to undertake this activity of reviewing all these documents for compliance and then President Jacobs formed our committee and asked us to do it. The Minutes from that meeting are not 100% clear. It is clear that something is suspended at the end of this fiscal year if things are not completed on time. I personally read it to mean that any governing document of a constituent body that has not been changed is suspended, not the organization itself, but there is ambiguity and it could be interpreted to mean that the organization itself is suspended. Of course, how an organization runs without any governing documents is itself a conundrum. So, it is a little more subtle than what Senator Wedding said and as a fellow lawyer, I thought you might appreciate that.

**President Dowd:** I want to clarify the point that the resolution passed by the Board of Trustees talked about the supremacy clause but it did not discuss any sort of delegation clause.

**Vice Provost Barrett:** The resolution from the Board of Trustees meeting does specifically require the creation of a supremacy type clause. It is being inserted in every document of any constituent organization indicating that in the event of a conflict with the constitution or the bylaws of the University Council, the University Council rules will prevail. The Board also charged President Jacobs with

developing other criteria for the evaluation of all these documents. Our committee got together and we had some things that we thought the committee ought to be looking at and then we met with President Jacobs. He wanted to include the delegation clause as one of these criteria, and I then reported these proposed criteria, including the delegation clause, back to the Board of Trustees at a meeting of the Trusteeship and Governance Committee.

**President Dowd:** I am sure discussion of this issue will continue at subsequent Senate meetings. However, we have to move on because the agenda is so full. At this point I invite Dr. Linda Rouillard, Vice President and President Elect of Faculty Senate to the podium to talk about Senate evaluations of the president, chancellor, and selected deans.

**President-Elect Rouillard:** Good afternoon. I hope that all of you have received the notification on more than one occasion of the ongoing administrative surveys that are being conducted by Faculty Senate for Drs. Jacobs and Gold; Deans Schmoll...and Steinbock. You should have also received a memo that indicates that the surveys will be extended until Friday, April 12<sup>th</sup> at midnight. Several of you have expressed that the timeline felt a little cramped for you and so we were able to extend that. I urge you to please complete the surveys; this is an important process for the health of our institution and the state of our institution to give us important feedback on what you find that works well and what you find that is not working so well. There's also been a concern about anonymity regarding these surveys; I was assured by the I.T. people at the Center for Creative Instruction, these are the people who are coordinating the technical parts of the survey, that the surveys are anonymous. There were repeated concerns to me and I went back to Brian Sable, Eric Szabo and asked him for more specifics which was put in one of the most recent emails and I will remind you again what he said, our UTAD credentials are used to generate a one-time access code that is tied to that ID and then tied to a field that keeps track of whether or not that code has been used. The code is not tied to the evaluation results. The code is not passed on to the URL for any kind of tracking and the database entries aren't time-stamped so they couldn't be matched up or even logged at any case. You are also able to access the survey from an off-campus computer. I have already done my survey and I know by talking to many of you that many of you have also done yours. I feel confident in what I.T. has told me is accurate and I would just encourage you again to please complete your surveys. Some people are going to be doing three surveys at this time because they are going to be evaluating President Jacobs, Chancellor Gold, and for instance, the Deans of Nursing and Pharmacy. Now, the College of Medicine faculty rather than have you evaluate the same person twice in this process we have separated them out and it will be a separate evaluation using the same survey instrument for Dr. Gold as Dean of the college. It didn't make sense to evaluate the same person twice, even as we apologize for asking some people to do three evaluations in this process. If there's any other issues with the survey please feel free to forward them to me and I will do whatever I can to straighten it out.

**Senator Barnes:** Is this the equivalent of our opportunity to vote "no confidence" on these administrators or are we going to be given a separate opportunity to do that? And, what is the consequence of a negative evaluation for either of those two possibilities?

**President-Elect Rouillard:** Those are very good questions. I think that the survey can help us better understand the health of our institution and the state of our institution. If the evaluations are overwhelmingly negative I think that would perhaps indicate a call for a vote no confidence.

**Senator Barnes:** Is there any natural consequences if they're really negative?

**President-Elect Rouillard:** In principle they certainly should be, but historically we know that is not necessarily the case. Please also note that the previous surveys are available in the Faculty Senate Office to anybody who wishes to look at it.

**President Dowd:** When the evaluations of President Jacobs and Chancellor Gold are completed the Faculty Senate will deliver a copy of each evaluation to the Board of Trustees. Evaluations of deans will be delivered to their respective boss, that is, either Provost Scarborough or Chancellor Gold.

**President-Elect Rouillard:** Are there any other questions?

**Senator Hammersley:** Who chose the questions and the way they were written?

**President-Elect Rouillard:** The survey instrument was done by the Center for Creative Instruction and it is essentially the same instrument that has been used in the past. There is one additional question that was added in last Fall's process regarding an individual being reviewed regarding that person's relationship with external constituents and that was added at Provost Scarborough's request.

**President Dowd:** The other questions were originally constructed by a group of faculty members about three years ago; it was a Senate committee that constructed the questions.

**Senator Hammersley:** Thanks for the input, but at that time the Health Sciences wasn't a part of this, is there any representation for the current questions?

**President-Elect Rouillard:** Three years ago.

**President Dowd:** We could look back to see the composition of that committee. But your statement that Health Sciences faculty members were not part of the construction of that instrument is false.

**Senator Hammersley:** My personal opinion, it seems biased to get the answer you are expecting.

**President Dowd:** I don't understand.

**President-Elect Rouillard:** The Executive Committee didn't write the instrument.

**Senator Hammersley:** Understood, but it seems to be biased and that is all I have to say as far as to how the questions are worded. It is like having the Republicans send out a memo stating, don't you think this oppressive debt is something that we have to deal with and then what the response is and what is done to it a lot of Faculty Senates seems to me written and almost pre-ordained.

**President Dowd:** First, it is unprofessional to label any evaluation instrument as "biased" without providing any sort of justification for such inflammatory language.. Second, for context, please note that when that instrument was constructed, it was submitted to the President, Chancellor, and Provost for comments and suggested revisions, which were incorporated into the final evaluation instrument. In contrast to the image you tried to present, the Faculty Senate has done its best to work with the administration to produce a fair evaluation instrument. As a testimony of its fairness, note that for all the years Faculty Senate has employed this instrument to evaluate administrative performance, Faculty Senate has not received a single complaint about the instrument from any administrator.

**President-Elect Rouillard:** And in any case it was reviewed by Provost Scarborough in the Fall when we evaluated both Deans Davis and Bjorkman. Thank you.

**President Dowd:** It is now my pleasure to introduce to you Chancellor Gold to describe his proposed College of Dentistry.

**Chancellor Gold:** First of all, thank you for the opportunity to be here. I know your schedule is very compact and I will therefore be brief and look forward to your questions. There has been for a long time discussion about the possibility of a college of dentistry associated with the Health Science programs at the university; long pre-dating my tenure here which is now entering its ninth year. All of these discussions need to somehow resonate with our strategic planning and these are the elements to go to graduate professional academic programs of which we are all aware. So, the question which became prominent recently, again, it is, what if there was a University of Toledo College of Dentistry? And these are just some of the thoughts and terms of the community synergy and the university's benefits: One, the community is really in need of health services not only in general dentistry, but in particular specialty dentistry and mostly in pediatric dentistry- there would be an expanded provided pipeline and there are fill-in profit community interest and community economic impact that would be... From the university's perspective it is that they're establishing existing pre-professional and pre-health professional programs with students that are interested in careers in dentistry. There are existing pre-clinical programs particularly in medicine, but in other colleges as well and as you may or may not know most of the dental schools in the United States have combined pre-clinical curriculum delivered by the same faculty and the same classrooms etc. There are three existing post-graduate dental programs that have been extremely successful at the university and have been up and running for decades. There are existing in-patient facilities. There are existing ambulatory facilities. There's the issue of rounding out the full spectrum of health profession education and clinical care. There's an existing state share of instruction funding line known as the Mid-One Funding Line which is not capped that we could have access to if were we to do this. There is the possibility of having a dental faculty practice the way we have a medical faculty practice right now which will generate resources for faculty and for the university. And then there are dental assistants and dental technology programs that could exist side-by-side with a typical DDS, Doctor of Dental Surgery program or dental medicine program and of course, there is the economic impact to the school and to the university which would be something that would be an obvious support to us, I don't need to tell you that.

So, what I am going to share with you now comes from these four sources: AAL which stands for "aspire, achieve, and lead" is a third-party consultant firm out of Atlanta that has done a good deal of work over the years for...colleges of dentistry across the country. There's the Commission on Dental Accreditation known as CODA. There is the American Dental Association and then there's the American Dental Education Association, ADEA, which is essentially the dean's briefing book that dental schools deans read; they'll sort of go after hours and read when they get bored and have nothing else to do with their life and they can't take any more college basketball. This is a geographic distribution of the number of practicing dentists across the United States by region. We also looked at the number of new dentists in each of the regions. There are clear geographic asymmetries and all the trends over time. This is a look at the actual number of projected professionally active dentists from 1976 through projected out to 2020. What you see is (per hundred thousand population), since 1994-1995 there's been a pretty stiff decline in the number of dentists and in spite of that there's been a substantial increase in the need based upon the



aging of the population and based upon new dental procedures that certainly didn't exist in the mid 90's. This is a geographic map of what is called a health profession shortage and these exist for medical care, but they also exist substantially for dental care. And if you look at the trends, that so-called hygienists they are substantially increasing that is to say that it is a relatively small number in 1995. But the number now in 2000, there are areas in the United States that are deemed to be below the minimum threshold of practicing dentists and dental professionals in the United States. This is a look at where all the dental schools are in the United States. What you see in Ohio is there are two: one, at the Ohio State University and one at Case. There is one in Ann Arbor and there are several others mostly on the seaboards, but nothing else in Ohio currently. This is a look at the dental shortage areas: In 2000 there were 1275 representing 28M un-served people. In 2008 there were just over 4000 representing 48M and it is currently estimated that somewhere around 65M people in the United States do not have access to dental care purely because of the demographics of the number of practicing dentists. This comes directly from the Ohio Dentists reading book and what it says is, Ohio where is the nation being faced with the recent...general perform of oral healthy is silent epidemic of oral need. I hope you know that oral health means a lot more than just healthy teeth. It is a general marker of overall health. It is a huge issue in pediatrics. The access of children to dentistry in our country is almost at the level of third world state that dental care is the number one health care need that is identified in Ohio for both children and adults; while 11% of Ohioans are uninsured for healthcare, 4.6M (41%) Ohioans do not have any insurance cards for dental care. So, not only are there not enough dentists, but the insurance coverage that provide for them is sort of missing. This is a look at the number of applicants and the number of positions you see in 2000- there were 4,234 positions, in 2011, 5186, and currently in 2011 there are just over 12,600 applicants for those positions. A good number of those students actually go offshore to be educated in the Caribbean or other parts of the world and come back to practice dentistry in the United States. This is a look at the resident and non-resident tuition tracked back to the year 2000 which you can see is the in-state resident tuition in 2009 and 2010; it was about \$33,000 per year and for the non-residents it was over \$46,000 per year, so comparable to many of our professional degrees. Since the interesting graphic also comes from the dean's reading book, the red line on the top, most of the state's subsidy goes back to 1993 on average per student. The green line looks at tuition and the purple line looks at revenue from dental clinics and that is to say the practice of dentistry in the community by both the students and by the dental faculty. What you see is the percentage of the running of the dental school that is composed of a combination of tuition and clinical care seems to be rising which is the new trend and the state subsidy has been either stable or falling and in Ohio it's been actually fairly stable.

I am not going to read all of this to you, but this comes as sort of the instructions for the new dean of the new dental school and it says, an institution will have completed a needs assessment that includes an analysis of student interest...projected dates...and employment opportunities. There are many steps that you have to go through to start dental school. So, this is some answers that we talked to this college in Atlanta, just asked some questions on the phone what they thought. What is a good class size? In its maturity it is 75-85 and typically 20-30 in the first year. How many dental schools do you need? We said for 75 students we need 125 dental laboratories and that is because you have students in both their first years and their last years using them. What is the student/faculty ratio? We said 3.5 to 1 or 5 to 1. How long should it take to have a positive return on investment? Typically, 5-7 years based of course on tuition and state subsidy and other factors etc. etc. This was actually published Wednesday December 19, 2012 in *The New York Times*. In summary, this was a presentation very similar to what we shared to the

External Affairs Committee and the Board several weeks ago. Just to sort of put a place holder to say we are interested in exploring this and that there's tremendous community' interest and there is interest in some of our old dental faculty particularly, Dr. Davis, who has been interested and the preliminary discussions with the Ohio Board of Regents and others that seem to be supportive. So, this is just the beginning of an analysis of a formal business planning to ask the question, what if? With that, I will wrap up, President Dowd. Thank you. I will take any questions if time permits it, if not I am welcome to come back.

**President Dowd:** Are there any questions for the Chancellor?

**Senator Jorgensen** I just did a little bit of research on this. A few years ago a number of dental schools closed. One of the issues they discussed was the large equipment cost. Would the state of Ohio provide some funding? As you recall, we haven't received funding for the merger - we never got that from the state, it was never put in the budget.

**Chancellor Gold:** To answer your question, Senator Jorgensen, I do not know whether the state would because we have not had a preliminary conversation with them because the next step is to build a business plan such as, this is how we would start our capitals, this is how we would start our operating, this is what the return on investments would be, and this is how long it would take to get to the breaking stage of that etc. But I would say this, there have been a number of people within our community that have come up to us and offered to support in a rather major way, some of the one-time capital needs for getting this off the ground and that is pretty exciting and what that would equal is the cost. Nobody is talking about building new buildings here just to be really clear. We have space on the Health Science Campus that could be used with the necessary operatories that would probably need some modernization etc. not to minimize the cost for doing this, but only talking about putting footers in the ground to that and probably would be a non-starter if that were to happen.

**Senator Relue:** You mentioned dental faculty, how many do we have now and how many do we need?

**Chancellor Gold:** A lot would depend on how much of the faculty that we already have to teach basic science, and pre-clinical sciences in medicines, nursing, pharmacy, and other health professions that could be used to help teach these students. If we were just looking at admissions that would probably be a much smaller number and to be perfectly honest with you, I don't know; that is what the consultancy would probably bring forward as to looking at our... They sent a ratio of somewhere and I believe I can recall the slide, between about 3.2-5.3 to 1 would be an ideal ratio. But those data are all starting from nothing. Meaning, you have to build a building and you have to hire people etc. as I say, we looked at several programs across the country and they all provide faculty and not admissions obviously, but pre-clinical faculty.

**Senator Unknown:** So a number of dental schools have research programs also. For example, where I came from we had a program that...and a graduate program as well. Are other graduate programs in the...is near, will that be considered at all?

**Chancellor Gold:** Scholarly activity on behalf of the faculty building the student body is an important component to the accreditation process. They probably would be, although to begin we would need to dig into exactly how many and what discipline. As I said, dental technology and dental hygiene are both

extremely practical career paths for young men and women and having these programs in place will allow that to be developed in our shop as well. I guess by definition, President Dowd that is the last question. As this matures I certainly commit to coming back to you and sharing additional information as we pull it together.

**President Dowd:** Thank you, Chancellor Gold. Moving to the next agenda item, please recall that Interim Vice Provost for Enrollment Management, Cameron Cruickshank, has again failed to show up for his address to Senate. In his place, Provost Scarborough has agreed to address Faculty Senate on one of the areas assigned to Mr. Cruickshank, that is, “Interns for Ohio.” I invite Provost Scarborough to the podium.

**Provost Scarborough:** Thank you, President Dowd. I appreciate the opportunity to be with you today. I am here to talk about *Intern in Ohio*. Let me begin with the history of the evolution of this particular project. When we began the strategic planning process back in September, one of the early research projects that we conducted for these focus groups that I am talking about where we surveyed students, parents, and high school counselors in Toledo, Bowling Green, Columbus, and Oxford and we tested many concepts. One of which is the idea of internships and co-operative work assignments as well as other forms of experiential learning like Study Abroad and clinical rotations etc. Interestingly, one of the fascinating take-aways from the focus groups sessions is that without exceptions the students get very excited with the idea of internships and co-ops; you don’t have to sell it, and you don’t have to talk about the potential benefits, they get it right away and they get excited about any educational experience that includes these various types of experiential learning components. As we thought about this we thought about also some of the great strengths at the University of Toledo. Obviously, our work in this area is already an existing strength. Think about some of our programs like Engineering, seriously, that is like an internship and co-op work experience on “steroids.” Those students take three full semesters of a co-op work experience as part of a required element of their degree program and many take more because of the benefits that it provides. It is a distinguishing element of the Engineering program and I think there are only eight Engineering programs in the country that have this required co-op experience and they believe it is something that distinguishes the program as a key part of their success. We have many other programs such as Medicine, Business, Nursing, and others have a huge co-operative experiential work component. We began thinking, given this existing strength, what would be the potential benefits of really taking it to the next level. What could we do for the other degree programs that do not have the infrastructure like Engineering, Business, Medicine and others if we could really go from strength to strength and begin to brand the University of Toledo as the university of experiential learning in much the same way with Northeastern University and the University of Cincinnati have attempted to brand themselves in that way. We felt like if we were able to do that it would be something that would legitimately market to prospective students and parents and high school counselors as an important reason to choose the University of Toledo for their education experience. At the time that we were thinking about these issues, we were approached by a group from Michigan who had piloted an internship program in Michigan which I think was titled, *Intern in Michigan* based on a technology that had been developed by a company called, Digerati and this particular work was sponsored by approximately 10 foundations, very impressive foundations which included Illumina, Gates, and others and they provided the seed funding of the development of this internship algorithm that would operate on the internet with a more sophisticated matching of students searching for internships and employers looking for interns. The more I learned about the company the more that I had found what they really are which is a company that solves

problems. They did not get into the business to create a sophisticated internship. In fact, they were approached by the government of the state of Michigan and essentially the executive branch was frustrated because when they went to visit the university they found students that were having a hard time finding jobs and internships and then when the governor went to visit with industry in the state of Michigan they were frustrated that they couldn't find people coming out of colleges and universities for the jobs that they had. It was a huge disconnect and the governor turned to Digerati and said, can you help me solve this problem and that is how they got into the business. So they used the foundation money to develop a prototype, a software solution that had great success. If you had the opportunity to see last month's video presentation, *Provost's Corner*, there was data in that video segment that showed the number of employers, the number of internships that were matched and the numbers were quite impressive. So they now have a track record for a system and sought to begin to roll this out to other states across the country. We also began hearing feedback from both people on this campus and around the state and those who were plugged into the Ohio Board of Regents for someone to satisfy their own efforts to create such a program which goes by the name *Ohio Means Jobs* or *Ohio Means Internships* and so we know that the folks at Digerati had conversations and we know the Ohio Board of Regents is following our particular lead in helping to roll this out. The thought is that this might eventually replace the system that is currently in play. They came to us with the proposition of being the presenting sponsors so, what exactly does that mean? That means that they would begin with our university, they will begin with our students, and area to go and recruit companies to be a part of their system that we would essentially get the advertising benefit of providing the presenting sponsorship. We saw this also as a way to gain access to their system in a way that would help. Again, those colleges programs that don't necessarily have a physical infrastructure, but one of the things they pointed out is these aren't just core internships and co-operative work assignments these are also opportunities with non-profit companies that present service-learning opportunities. These are companies really with a large background you will find quite attractive and you will begin thinking about the fact if we sponsor this program it would provide a platform that all of our degree programs, especially where in the humanities would be. They reinforce the fact that these are wonderful opportunities for those large degrees to show potential employers what they could do. Also, one of the key methods is in their pilot program in Michigan for all the internship matches that they facilitated, 65% of those internships turned into job offers for the students, so again, everyone kind of gets this and why this works. We committed ourselves to approximately \$300K a year to actually be the presenting sponsor to gain access to their systems to be the university that would present this first in our target to benefit students, and faculty, and economic region, but that this program will also roll out. The idea being that the benefits that recruit to us from a brand-name would be achieved in the first few years of rolling this out and the point which in-time became more in common we would redo our sponsorship at that point, take our marketing elsewhere. So this was a decision that was taken to the Board of Trustees and it was approved and it has begun to be rolled out.

I am joined today with a young man whose name is Brodie Theis from...and is here to answer any questions that you might have about the algorithm, I did not dig into the algorithm to see how it works. But the idea behind the algorithm this is just not about presenting a name to an employer this is about doing the kind of in-depth analysis of the particular strengths and weaknesses of the candidate with a more detailed analysis to tie us to the functions and skill sets that would lead to a successful internship. It's been commented on humorously, but this is more akin to EHarmony for internships than simply imagining a name of a student. So, I think I will end there and maybe answer any questions that you have,

but we have Broadie here as well. We have great hopes for our students, and our programs, and the branding of this university.

**Senator Lingan:** I learned about this a little bit and I think it is a really great idea. I think it would be useful. I don't know if it would be possible to arrange something like this for presentation within each college or even if it is possible at the departmental level so the way this works can be introduced to faculty so that they can bring it to their students more effectively.

**Provost Scarborough:** That is a great idea.

**Senator Relue:** I have a question in terms of how many students do you anticipate participating in this and how do we expect those numbers to ramp up? Partly, from our experience in Engineering our co-op is mandatory which means our programs had to be completely re-modified to accommodate co-ops, so if you have students that are going up on internships now and if that is not already worked into the curriculum to be flexible in terms of course offerings that would be a problem for the student.

**Provost Scarborough:** It is a great question. We have alerted President Dowd that although we do not plan to bring any curriculum changes through the deans and through the colleges to the point of proposing those this year, beginning in the Fall we will work through the college structures to actually propose some changes to the degree programs that would require some type of experiential learning as part of the degree program. I would tell you where we've started; we started our conversation with the College of Business and Innovation, why? I don't know. I asked them will they be willing to look at what it might take to take the curriculum through a series of changes to accommodate increasing amounts of experiential learning for credit that require parts of the degree program. So, we have been working with them to do a prototype; it's the accounting degree program and it will be only for honor students until we prove that it is a better "mouse-trap" than what we've got now. We now have a prototype and what it essentially does is, (1) Accounting internships and (2) is an independent study that could take various forms to the undergraduate research and something else. And what we've done with this prototype is to take those that have historically been encouraged and make those mandatory parts in the 120 hours degree program for Honors Accounting, and so that is an example of probably what I would call a multi-system process to work through the normal curricular change process, to actually propose that we do what Engineering has done, and to fill in these requirements of the degree program. We know this is the long conversation and we know that this is the path that we must take. We told Dr. Dowd that we will begin that in the beginning of the Fall to serve these programs with colleges that are interested.

**Senator Regimbal:** Provost Scarborough, I would like to point out, respectfully, that the College of Education has had students in internships from the inception of Education probably. Those places are becoming more and more difficult to find because value-added criteria that is required of teachers by the state. I am wondering, if you might consider developing relationships with districts and schools that would help us find placement for our students as well?

**Broadie Theis:** Thank you for the invitation to be here. The University of Toledo has been an incredible partner so far with *Intern in Ohio*. One of the nice things about the company that I work for,...is that they are a small company and we are more willing to take suggestions like you are saying and integrate them into our existing systems. The company that Provost Scarborough mentioned,...is about 15 people and it is smaller than this room. One of the great things about it is that I get feedback from faculty, employers,

and students. I can turn right to my software engineers and to the CEO and make suggestions like you are talking about. So, even though we presented this to different faculty they had different ideas and you had mentioned something about engineering and trying to figure out how do we make a process more seamless. One of the ways we've done it is we allow and encourage all faculty to create an account as a faculty person and you can actually see all of your students in your course load, or in your department, or in your division and you can view their matches and who they are being matched to and you can contact that employer directly if you want to work on a full credit kind of opportunity. We would love to continue to welcome your ideas and yes, I would enjoy talking to you more about how we can do that for the College of Education.

**Past-President Anderson:** When such a program is establishing, functioning, and running beyond the initial investment, what are the charges per person and who takes on that funding? Is it the lawyers? Is it the students? Is it the university? What kind of model is there?

**Provost Scarborough:** It is totally free to both the employer and to the students, so the university is bearing the entire cost of this out of our marketing budget per year. It is not inexpensive - the reason why we took it to the Board. We wanted kind of a larger brand strategy and a way to really do something that makes a difference in the pending careers of our students. It is not something that we took lightly, but it is free and I think the plan is worth it to continue to be free in the foreseeable future. We are committed to three years with Digerati and I believe it is a good use. I do want to point out very quickly that I didn't mean to imply that there are colleges that do not have really important pieces to do with experiential learning that's already in play. As I meant to say earlier, this is an existing strength in many of our programs we are just looking to go the next step. I was just reading during the first part of your meeting the numbers of these internships and co-ops that are estimated to increase which is almost 8% next year, so there is a trend and also greater opportunities to students.. If you think about it, it is a very low risk way to take a close look at potential employers without having to "pull the trigger" until the end of the internship, so it is viewed as a big win-win and I think increasing trend.

**Senator Humphrys:** By looking at the Minutes from the Finance and Audit Committee (I obtained a copy), we made a one million dollar commitment, is that correct?

**Provost Scarborough:** That is \$300K over the period of 3 years that adds up to be the \$1M commitment.

**Senator Humphrys:** By reading about this program it is open to any student in the state of Ohio. So I guess I feel it is safe to say that I am not sure that the students at the University of Toledo should have to shoulder the burden of the full cost of this when if I go to Kent State not a dime of my tuition or fees would go towards this, I can use it for free. I am not sure as a student that the whole branding explanation for doing it would mean anything to me because again, I am contributing towards a... where the other students in the state of Ohio aren't. I am wondering did we ever ask any other institutions. If they said "no" did we become a little bit suspicious as to why? Maybe they had financial issues.

**Provost Scarborough:** They would have other sponsors throughout the state. We are simply going to be presenting a sponsor, but there will be other sponsors that help find finances that are rolled out from the state. When we looked at the cost of the program the real question was, will our stimulus get value, or at least equal to, or greater to, the amount of investment that's required to make this happen? The real proof is going to be, does it result in more internship opportunities for our students that turn into great

opportunities for their careers? Does it turn into a better match internship for our students and others? Is there then also the incremental brand advantage of “you come here”? Is there this infrastructure that’s been in place that helped you participate in more opportunities for experiential learning? And again, we will look at the end of the three-year period and say, is it still worth it or not to do it? We really believe by, given where we were, and given all the opportunities that we had to spend the student tuition and fee money, this one has a very high correlation to it with direct return on investment with the student use of their money. Again, given the possibility that this can also become a statewide program that replaces *Ohio Means Internships* it seems to be a good investment. Is it a gift, is it a service to the rest of the state? Sure. But the real question is, do our students get a return with the use of their money.

**Senator Templin:** There are actually at least two problems. One, is the matching problem that you are talking about which is good to have that as a solution. The other problem is as the intern moves away from various distances at the university we will start to have to go to purely digital means to monitor that intern, does the environment include monitoring function and evaluation function so as a faculty member you could keep a handle on if the internship is going well and what kind of grades, all those kinds of issues?

**Provost Scarborough:** Let me comment on one of the points you made, it was not the part of our initial thought process of why we went into this, but it turns out that it represents another reason why this might be very helpful as well. As we begin to think about all the various international friends that we’ve got and we begin to think about how much of the international programs we’re going to have with the online component, one of the things that you will probably see in this month’s provost videos is the idea if we are going to participate in the online education market it has got to be something that is distinctive. One of the ways that we want to distinguish ourselves online is with an experiential component because it is not all online. So the idea of these internships across the state, across the country, across the world actually helps set up what you might want to do in online education as well.

**Broadie Theis:** *Intern in Ohio* is made to be a compliment to the work that you already do with the students. So we are not trying to take students that already have relationships with faculty and with employers and try to get into that. If you have those systems and processes set up please do. We understand that on average 10% of the student population actually uses career services; we want to try to give the other 90% of students an opportunity at experiential learning. We did set up the opportunity for faculty to see the students in their courseload and you can reach out directly to that employer and you can see the matches of that student...with employers.

**President-Elect Rouillard:** I also have a question for Broadie. How many students actually completed an internship having gone through your process in Michigan?

**Broadie Theis:** In eighteen months we had over 18K students register on site and there were thousands of matches. The assessment on the back end is more difficult to obtain.

**President Elect Rouillard:** So, you really don’t know exactly how many students completed an internship?

**Broadie Theis:** We know how many employers filled out a survey at the end of their experience. There is no way necessarily to force an employer to fill out a final survey. We can tell you the hundreds of surveys

that were filled out, but there may be many many more matches and successful outcomes that we haven't been able to track and we are still trying to figure out how to track that better.

**President Dowd:** I would like to thank you for coming and addressing Senate today. I invite you to return to Senate so that we can continue this conversation. The next item on our agenda is Dr. Steven Peseckis, Chair of Faculty Senate's Committee on Undergraduate Curriculum.

**Dr. Peseckis:** Yesterday, you should have gotten the list of courses that are recommended for approval. One clarification is in the course modification for the College of Language, Literature and Social Sciences, LLSS 1000 orientation, that course has been converted, one section of that has been converted to the new college 1000 and modifications is going to modify LLSS 1000. With that being said, are there any questions?

**President-Elect Rouillard:** It may be a typo, but on the very last page you have social work 1030 change the prerequisite from a 4000- level course to a 3000- level course. So you have a 1000- level course with a pre-req of a 3000- or 4000- level course, is that right or is that a typo?

**Dr. Peseckis:** That is a typo due to copying and pasting.

**President-Elect Rouillard:** What course is that supposed to mean? Is it supposed to be a 4000 or 3000?

**Dr. Peseckis:** I am not sure of that one; I can throw it out and it can be on the next one. Are there any other questions?

**Senator Molitor:** Just from a technical standpoint, if you are taking just one section of LLSS 1000 and making it YC 1000, doesn't that have to be a new course proposal?

**Dr. Peseckis:** I will make that a new course proposal.

**Senator Molitor:** I just didn't want to wipe out LLSS 1000.

**Senator Unknown:** Is this something that Senate wants to do?

**Dr. Peseckis:** All in favor of these courses say "aye." Any opposed? Any abstentions? Thank you.  
**Motion Passed.** The following courses were approved by Senate on 3-26-2013.

***New Course and Course Modification Proposals Approved by the Faculty Senate on March 26, 2013***

**College of Business and Innovation**

**New Course**

**ACCT 4250 Taxation of Business Entities** 3 CHr

*Credit Hours: 3*

*Delivery Mode: Web Assisted Instruction 3 hrs*

*Offered Fall, Spring, Summer; Every Year*

*Grading System: Grade Only (A-F, PR, I)*

*Pre-requisites: ACCT 3120, ACCT 3210*

*Co-requisites: None*

*Catalog Description: "This course covers the taxation of corporations, their shareholders, and other business entities. Topics include formation, taxation of income, and tax treatment of distributions."*



**PSLS 4500 International Sales Negotiation** 3 Chr

Credit Hours: 3

Delivery Mode: Lecture 3 hrs

Offered Spring, Every Year

Grading System: Normal Grading

Pre-requisites: BUAD 3010

Co-requisites: None

Catalog Description: "Course focuses on the understanding of selling and negotiations across cultures."

**College of Language, Literature, and Social Sciences**

**New Course**

**PSY 3740 Health Psychology** 3 Chr

Credit Hours: 3

Delivery Mode: Lecture 3 hrs

Offered Fall, Spring Summer; Every Year

Grading System: Normal Grading

Pre-requisites: PSY 1010

Co-requisites: None

Catalog Description: "This course explores the behavioral and psychological factors that affect stress and illness; topics include health-compromising behaviors (e.g., smoking), stress and pain management, alternative medicine, treatment adherence, and chronic illness."

**YouCollege**

**New Course**

**YC 1000 Orientation** 1 Chr

Credit Hours: 1

Delivery Mode: Lecture 1 hr

Offered Fall, Spring; Every Year

Grading System: Normal Grading

Pre-requisites: None

Co-requisites: None

Catalog Description: Introduction to academic success strategies within the University's community of learners. Identifies the key strategies needed to support the transition from high school to the University and also introduces campus resources, self-responsibility, academic policies and procedures, study strategies and other topics foundational to campus life.

Reason: This class was being taught by the LLSS Department of Exploratory Studies as COIL 1000 and then as a section of LLSS 1000. It is now to be a course in the new Portal College – YouCollege. The new college code has been approved per Peg Traband (3- 5-2013).

**Course Modifications**

**LLSS 1120 Career and Self Evaluation** 2 Chr

Change alpha code to "YC" (so course will be YC 1120)

Reason: This class is moving from LLSS Department of Exploratory Studies into the new Portal College - YouCollege, so the course alpha must change to reflect the correct college.

**LLSS 1150 College Study Strategies and Orientation** 3 Chr

Change alpha code to "YC" (so course will be YC 1150)

Reason: This class is moving from LLSS Department of Exploratory Studies into the new Portal College - YouCollege, so the course alpha must change to reflect the correct college.

## College of Engineering

### Course Modification

**EECS 1010 EECS First Year Design** 3 Chr

Change alpha numeric to "EECS 1000"

Reason: To make the course number consistent with that of other Introduction to Engineering courses.

**EECS 1530 Introduction to Programming** 3 Chr

Change alpha numeric to "EECS 1500"

Reason: To renumber the course to more appropriately reflect its place in the electrical engineering curriculum.

**EECS 1560 Introduction to Object Oriented Programming** 3 Chr

Change alpha numeric to "EECS 1510"

Reason: To renumber the course to more appropriately reflect its place in the computer science engineering curriculum.

**EECS 1570 Linear Data Structures** 3 Chr

Change alpha numeric to "EECS 2500"

Change prerequisite from "EECS 1560" to "EECS 1510"

Reason: To renumber the course to more appropriately reflect its level in the computer science and engineering curriculum and to incorporate the course number change to its prerequisite.

**EECS 1580 Nonlinear Data Structures** 3 Chr

Change alpha numeric to "EECS 2510"

Change prerequisite and/or co-requisite from "EECS 1570" to "EECS 2500"

Reason: To renumber the course to more appropriately reflect its level in the computer science and engineering curriculum and to incorporate the course number change to its prerequisite and co-requisite.

**EECS 1590 Discrete Structures** 3 Chr

Change alpha numeric to "EECS 2520"

Reason: To renumber the course to more appropriately reflect its level in the computer science and engineering curriculum.

**EECS 3940 Co-op Experience** 1 Chr

Change prerequisite from "EECS 2100" to "EECS 2000"

Reason: Prerequisite change in accordance with previously approved curriculum changes.

## College: JHCEHSHS

### **Criminal Justice and Social Work**

#### New Course

**SOCW 3230 Human Behavior in the Social Environment III** 3 Chr

Credit Hours: 3

Delivery Mode: Lecture 3 hrs

Offered Fall, Spring, Summer; Every Year.

Grading System: Normal Grading

Pre-requisites: Must be accepted into the Social Work Program as a major or Permission of Department

Co-requisites: None

Catalog Description: "This course provides a view of behavior of larger systems including groups, organizations, and communities through a strengths perspective, focusing on social and economic justice, and the values of the social work profession."

Fit: Course is required for social work degree, so demand is high. This course is in a sequence of courses taken in the social work program that includes human behavior in the social environment I, II, and then this course. Students are likely to be sophmores and juniors when completing Human Behavior in the Social Environment III course. This course provides the organizational and community organizing theories needed.

Course to be removed from inventory: SOCW 3250

**SOCW 3420 Social Work Research Practicum II 3 Chr**

Credit Hours: 3

Delivery Mode: Lecture 3 hrs

Offered Fall, Spring, Summer; Every Year.

Grading System: Normal Grading

Pre-requisites: SOCW 3410

Co-requisites: None

Catalog Description: "Develop student competency in use of statistical applications in applied social work research. Entails continuation and completion of community-based research project started in Research Practicum I."

Fit: This course is typically taken in the junior year for undergraduate social work majors. This course focuses on research in social work and statistical applications in order to become more evidenced based practice social workers.

**Course Modification**

**SOCW 1030 Introduction to Social Welfare 3 Chr**

Update catalog description to "Introduction to the social welfare institution, its history, relation to social values, social welfare laws and programs, and the systems characteristic of service delivery. C or better required for majors."

Reason: Catalog description change

**SOCW 2010 Survey of the Social Work Profession 3 Chr**

Change prerequisites from "SOCW 1030 with a minimum grade of D" to "SOCW 1030 with a minimum grade of C."

Update catalog description to "A beginning study of the profession of social work, values and ethics, and diversity. The generalist framework, strengths perspective and systems theory are introduced."

Reason: Catalog description change

**SOCW 2210 Field Experience and Lab I 3 Chr**

Change prerequisites from "SOCW 2010 with a minimum grade of D" to "SOCW 2010 with minimum grade of C"

Reason: Changed pre-requisite

**SOCW 3090 Social Work Perspectives on Culture and Oppression 3 Chr**

Update catalog description to "Focus is on vulnerable and oppressed groups who are among social welfare consumers. Cultural characteristics and group strengths, needs, priorities, and experiences within the context of social work are explored."

Reason: Catalog description change

**SOCW 3110 Social Work Practice I 3 Chr**

Change prerequisites from "SOCW 2210 with minimum grade of D" to "SOCW 2210 with minimum grade of C"

Update catalog description to "An overview of generalist social work practice with various system sizes. Emphasizes strengths, empowerment, social and economic justice, ethical practice and examination of self in relation to professional social work."

Reason: Catalog description change

**SOCW 3120 Social Work Interviewing and Recording 4 Chr**

Change prerequisites from "SOCW 3110 with minimum grade of D" to "SOCW 3110 with minimum grade of C"

Update catalog description to "Develop skills needed for the generalist social work interview and appropriate recording techniques. Integrates computer simulation, role-play and video recording for a participatory learning experience."

Reason: Catalog description change

**SOCW 3240 Human Behavior in the Social Environment I 3 Chr**

Change alpha numeric to "SOCW 3210"

Change prerequisites from "BIO 1120 for level UG with Min grade of D- and ANTH 2100 for level UG with min grade of D- and Psy 2510 for level UG with min grade of D- or Biol 1120 for level UG with min grade of D- and Anth 2800 for level UG with min grade of D-" to "Must be majoring and accepted into the social work program."

Update catalog description to "Theoretical social work-related approaches to understanding human behavior and related biological, psychological, social, cultural and environmental factors affecting individuals, families and groups, from infancy to adolescence, within the context of diversity."

Reason: Catalog description change; course number change. In an effort to increase knowledge and improve testing of social work theories we are separating Human Behavior I and II with #1 focusing on theories from prenatal through adolescent and II focusing on theories from young adulthood through old age.

**SOCW 3250 Human Behavior in the Social Environment II** 3 Chr

**Change prerequisites** from "SOCW 3240 with minimum grade of D" to "SOCW 3210 with minimum grade of C"

**Update catalog description** to "Theoretical social work- related approaches to understanding human behavior and related biological, psychological, social, cultural and environmental factors affecting individual, family and group behavior, from young adulthood to old age."

**Reason:** Catalog description change; course number change. Improvements to Human

Behavior II will allow students to learn more about social work and related theories. The previous content for Human Behavior II was moved to Human Behavior III a resurrected course.

**SOCW 3300 Social Policy and Legislation** 3 Chr

**Change prerequisites** from "PSC 1200 for level UG with minimum grade of D-" to "PSC 1200 with a minimum grade of C."

**Update catalog description** to "An examination of current social welfare issues and theories and the significance to the social, economic and political factors which influence policymaking and implementation."

**Reason:** Catalog description change

**SOCW 4010 Social Work Research Methods** 3 Chr

**Change alpha code** to "SOCW 3410"

**Change title** to "Social Work Research Practicum I"

**Update catalog description** to "Presentation of basic methods used in social work research. Practice based methods are emphasized. Course content will focus on scientific methods of building knowledge for evidence-based social work practice."

**Reason:** Course name change. Content still the same. Added Research Practicum II so

this course became Social Work Research Practicum I

**SOCW 4120 Social Work Practice II** 3 Chr

**Change prerequisites** from "SOCW 3110 for level UG with minimum grade of D-" to "SOCW 3110 and 3120 with minimum grade of C"

**Update catalog description** to "Provides advanced theory and skill development as a generalist social worker with organizations and communities. Emphasis is on a strengths and empowerment perspective focused on social and economic justice."

**Reason:** Pre-req change.

**SOCW 4130 Social Work Practice III** 3 Chr

**Change prerequisites** from "SOCW 4120 for level UG with minimum grade of D-" to "SOCW 4120 with minimum grade of C"

**Update catalog description** to "Provides advanced theory and skill development as a generalist social worker with individuals, families and groups. Emphasis is on a strengths and empowerment perspective focused on social and economic justice."

**Reason:** Pre-req change; Catalog description change. We flipped the content of Practice II and III.

**President Dowd:** Thank you, Dr. Peseckis for coming today to present the work from your committee. Unless I am mistaken, it appears Dr. Nandkeolyar is not in attendance today. This means that we will not have a report from the Committee on Academic Programs today. We can all look forward to seeing that report at the next Senate meeting.

**Senator Barnes:** I have to leave early because I have to teach, but I want to ask you and the Senate a question. I feel that the Imagine 2017 document has a lot of proposals and a lot of ideas that we have had presentations on over the last month or two months, but I don't feel the Senate itself has had time to convey an opinion, approve or reject those proposals. I feel that it would be really useful for us to have some time to do that. For example, it seems like the college of communication faculty are supportive of the changes to their organization, and it would be nice to endorse that and let it move forward. I think for a lot of us, the workload issue and thirty student minimums are things that we would also like to have a chance to reject, and say, no this is bad for our students and it is bad for us. I feel that it would be really useful if we can consider those different elements of the document and discuss them individually. Is this something that people want to do?

**President Dowd:** Is this the sense of the Senate?

**Group of Senators:** Yes.

**President Dowd:** I get your point. But please understand that agendas are always quite full for Senate meetings at the end of an academic year. That is, there typically is much business to conduct as the academic year winds-down and that means very full agendas for Faculty Senate.

I now invite Tom Gutteridge to the podium. Dr. Gutteridge is Senior Vice Provost & Dean of Academic Administration. He recently was named Interim Dean of the proposed College of Human Service Professionals and is the team leader for implementing that proposed college. Note that college's name is a "working name" in that the final name of the college has not yet been determined.

**Dean Gutteridge:** Thank you, Dr. Dowd and thank you Faculty Senate. As Dr. Dowd indicated, the College of Human Service Professions is a tentative name. Dr...at our request conducted some focus groups here right after Spring Break and we both came up with that name and a couple of other names and currently the College Council and the implementation task force which is part of the college are looking at evaluating two possible names which are the College of Human Service Professions and the College of Social Justice and Human Service. It is comprised of two departments that are indicated here: The Department of Criminal Justice, Social Work, and Legal Specialties and the Department of School Psychology, Higher Education, and Counselor Education. There is the college organization and everyone knows and thinks this came about because of the sub-division of the Judith Herb College of Education and Health Science and Human Service into three components. And you are going to hear from my colleague who is going to be presenting here rather shortly and of course, the College of Health Sciences is still under Dean Schmoll's direction as dean. So what you see up there even though it might be difficult for you to see, what it states is, I myself will be an intern dean. We have currently 13 executive secretaries. There are two executive associate deans and we are pleased to be working with Barbara Ann Benjamin and Barbara...and they share Dean Schmoll from the college Health Science. They each will have a part-time secretary in one case and that is again shared in terms of their respective duties. We have a shared I.T. support tech person, a shared business manager, and shared alumni, shared various liaisons, and a shared developmental officer. We have two departments and two departments chairs. Fortunately, Martin Ritchie is going to be hiring at the end of this year and Nora Jenkins is moving on to another position as a dean.

We listed here under each of the departments the degrees and certificates that were received. We offer programs at both the Bachelors and Masters level in the Department of Criminal Justice, Social Work, and Human Sociology.... Some of them will show how advocacy has evolved in criminal studies and social work. Under the Department of School Psychology, Higher Education, and Counselor Education Counseling, Higher ED., School Counseling they are primarily a Master's program with a graduate certificate. Statistics, there are 26 tenure-track faculty and six lecturers and those are serving approximately 1300 students, so that is a student/faculty ratio of about 45/1. The highest enrollment area is criminal justice and social work. There is also a 37 counselor program and again, we are speculating many of the college's...will turn over. One of the things obviously, this college is strongly focused on teaching, research, and outreach engagement, particularly in terms of the job opportunity because it's about placing these. According to the *Occupational Handbook*...is at a very robust and in all cases they

are about as fast as average so that's 19% or so and social workers are 25% faster than average, so this is a robust labor market.

In closing, we thought there might be a few things that you might be interested in, in terms of what are some of the prior points. Counseling education received a Counselor Education Program Award from the Association for Counselor Education and Supervision. School of Psychology has a relatively lower enrollment program and they are assigned by the state of Ohio and they have a 100% pass rate from the State Licensure. Higher Education houses the Russell Center for Educational Leadership and that partners with the Ohio Association Community College and with the Community College International Development League. Criminal Justice is a very probable fact that they are offering a Master of Arts. Multi-disciplinary is offering jointness as far as the doctorate degree in public law. Legal Specialty, I was not aware of this is my prior role as the business dean- I thought the ...class of the law school was the first, but the fact it is state of the art...teaching classroom there in this college. Social Work, both the BSW and the MSW enjoy full education accreditation by the Council on Social Work Education. Lastly, like many of the colleges we're going through and beginning to develop future goals and the issue of trying to work and capitalize on the labor market opportunities. They are continuing in the colleges to build certificate programs in such areas as child advocacy, patient advocacy, elder law, and Masters degree in advocacy and taking the Master of Arts in Criminal Justice and taking it totally online. So that's just a little insight into the new college. In terms of the question that always comes up, *Intern Me*, I have been talking to Provost Scarborough a little bit about that probably for the remainder of this academic year and sometime into the next academic year. I would be happy to answer any questions.

**Senator Jorgensen:** Thank you for providing the information about the respected respective programs that I know now about which I did not previously. I guess the question does come up about that small number of faculty and I think we have two departments on campus...that are larger than that and another that is pretty close in size and so the administrative level and cost involved is a point of concern.

**Dean Gutteridge:** That is a fair point of concern. I think the response that I give to that, Senator Jorgensen is the sharing that is going on; the associate deans are 50/50 shared- literally, all the resources are shared. In hiring that new secretary for the dean's office that secretary will be serving the Department of Social Work as well as the dean's office.

**Senator Jorgensen:** Then why not keep them together? We saw the former college of Arts and Sciences was divided into three colleges, but it turns out Student Academic Services are still all under one group and they are shared.

**Dean Gutteridge:** Yes, we are sharing too, I am sorry I didn't mention that, but Vice Provost Poplin Gosettit will get to that. The three of us are sharing Student Services, so at least in my mind Provost Scarborough can begin to respond to why it went from 1 to 3, it could have gone from 1 to 2 and that would be a rationale he would have to explain, but again I take my hat off to my two dean colleagues and faculty, everybody is working together to make this work.

**President Dowd:** Are there any other questions for Senior Vice Provost Gutteridge?

**Senator Relue:** I have a question on administrative structure, I have not seen the term executive associate dean before. I didn't know if that is something new or if it is something common.

**Dean Gutteridge:** That is fairly common; I had an executive associate dean in the College of Business and I think as the colleges get more and more complex I believe this is a fairly common promotion that occurred over the years when people are taking on more responsibilities. It is not going to make this college I can tell you that.

**Past-President Anderson:** I am “piggy-backing” on Senator Jorgensen’s question.

**Dean Gutteridge:** Sure.

**Past-President Anderson:** You stated the two associate deans are shared, who are they shared with?

**Dean Gutteridge:** They are shared with Dean Schmoll’s College of Health Science. I am sure everyone knows, part of it is in the same building, obviously Dean Schmoll goes over to the other campus. And for that matter, Barb also is shared by the College of Medicine.

**President Dowd:** Any other questions for Senior Vice Provost Gutteridge? Tom, thank you. I very much appreciate you coming to Faculty Senate to give Senators an update on the formation of your new college. Now, I invite Penny Poplin Gosetti to the podium. Dr. Poplin Gosetti is Vice Provost for Assessment, Accreditation and Program Review. In addition to those activities, Dr. Poplin Gosetti is also taking the additional responsibility of being the Interim Dean for the proposed College of Education.

**Vice Provost Poplin Gosetti:** Thank you. President Dowd asked me to report on what has been happening in the Judith Herb College of Education. I want to share that I did invite our council chair to join, unfortunately he was not able to, he is on the implementation team, but he sent notes with me and then Dr. Lynne Hamer who is on the Faculty Senate was not able to stay she had to leave so she is not able to make remarks. But anyway we have the college here and I would be happy to answer any questions that you have. We put together an implementation team immediately; on that team are two representatives from each department at least. I think one of the departments that had three. The Council Chair, Dale Snauwaert is on it and it is still in effect. Two representatives names by the Faculty Senate which are Laurie Dinnebeil and Lynne Hamer, and business manager, Dave Walczak, and Associate Dean, Ginny Keil. That group has been meeting weekly since the announcement came about the change and has actually done a considerable amount of work and that’s the notes that I have from Dale that he wanted me to share with you. Structurally, we have currently three departments that are named, Curriculum & Instruction, Educational Foundations and Leadership, and Early Childhood, Physical, and Special Education and those were departments that were in prior to the merger and still exist at this point. Ginny Keil is our associate dean. She had been doing undergraduate programs in the merged college and now she is doing undergraduate and graduate programs. She’s also agreed to take on a supervision of Tom BJork who is leading in the Advising Office and we will have a quality advising office. Part of our commitment, Dean Gutteridge, Dean Schmoll, and myself is that students will not be affected by this in any way. The seamlessness of service to them so the advising office is staying in Gilham Hall and we are making it very clear that the signage is for all of them not just an entrance into the College of Education. David Walczak is our business manager and he is shared right now with the College of Natural Sciences and Mathematics; it is currently about a 60/40 split, 60% with Natural Sciences and Mathematics and we will reassess that as the year goes on. They are naturally higher in some of the grand productions and some of the things that need to be done in that area, so we felt that we will give them a try at this point. Jennifer Schaefer is our development officer for all three colleges and she is continuing to work with all

three colleges' out of the Development Office and is doing a very good job of bringing us all up to speed of who are donors are and who we need to be connecting with. So that is our structure as we have it right now. I also want to mention in terms of meetings that we have been meeting with the college at least every month. We actually had an extra meeting or two thrown in order not just to have this be an implementation team discussion, but also an all college discussion and also everything that has been taken to the implementation team is also taken to the college council for conversation, we want this to be an inclusive process on all the decisions that are made.

The notes that I have from Dale that he was going to share with you were to share the established interim college council and that was done on all of the three colleges and elected leadership for the council and established committee structure and committee membership, so we are up and going with the understanding that it is on an interim basis until the end of year and then it would be formally changed over as we do a...process. So, all of our meetings are diversity meetings. The academic committees, all of those are functioning. I believe Student Affairs and the Steering Committee is staying for the three colleges for the rest of the year, but all the rest of them are up and running. We have revised, reviewed, and deliberated upon in a number of forums including council and the college...new college government documents including the college constitution, the college bylaws, and the council bylaws that actually were sent to John Barrett yesterday from Dale and I believe Mark Templin was included on that. Mark Templin did a quite a bit of work with the Constitution Committee from the college making some of those revisions. We did conduct an appreciative inquiry process to construct a new college mission and we are still working on the revision. An appreciating inquiry process actually took place during some of our focus groups as well as the college meeting where we broke into groups and we constructed exercises to walk through what our goals were going to accomplish and what we envisioned what we wanted to move forward. There was an agreement that we didn't want to go back to necessarily but was because a lot of movement had occurred during the merged process and then to take that and take advantage of that and continue to move forward. We also just accepted at the college council meeting for taking to the meeting that we have with the full college next month the formulated draft of the college diversity plan so that has been worked on and is ready to go forward to the college shortly so we can discuss. We were going to discuss approaches and strategies for potential new structure for the college. The point that we continue to make is this is not about reorganizing, but what we want to do is have a conversation about what structure makes sense for us to fulfill the mission and do the kind of work that we need to be doing. Again, this is an inclusive conversation and we will include the college council, implementation team, and we will be taking this if we need to create more colleges we will continue to do that. We also conducted the 4<sup>th</sup> constitution, college bylaws, and the council bylaws through email after we approved that through the college. So this is the work that is being done. I have to say, people have been rising to the task to become involved and stay involved and to make sure multiple voices are being heard and I am really pleased with the progress that we have made. Senators Regimbal, Denyer, and...is there anything that you want to add to that?

**Senator Denyer:** I think the only thing that I would add to that is to echo the inclusivity of the process; how faculty certainly feel like they have opportunities for their voices to be heard and obviously that is an important aspect to us.



**Senator Jorgensen:** I hope that one of the take home lessons from this, when somebody says, “hey, wouldn’t this be a great idea” and when the faculty members say, “no, this is a lousy idea,” I hope the administration will listen to it. Thank you for the hard work and bringing this together.

**Vice Provost Poplin Gosetti:** I want to say that I was not part of the decision making <laughter>.

**President Dowd:** Are there any other questions for Vice Provost Poplin Gosetti? No? Penny, thank you for addressing Senate today. We all look forward to you leading the College of Education to an even more distinguished future.

**Vice Provost Poplin Gosetti:** Thank you very much.

**President Dowd:** Is there any old business? Is there any new business? Are there any announcements?

**Senator Regimbal:** WNIT games this Thursday night.

**Senator Techlehamonit:** I would like to encourage the administration to install multimedia equipment in this room to make all future presentations user friendly.

**President Dowd:** I agree with you, Berhane. I have brought up this issue so many times with the administration without any luck. But, I will again I take this issue to the provost.

**Jenny Denyer:** I just want to add to what Provost Poplin Gosetti said about UT having a successful Woodrow Wilson visit. In particular, the part of the visit that made it successful was the tremendous response that we had from faculty in the sciences and Engineering who joined us and met with the Woodrow Wilson program officers. It is an ongoing conversation and that participation helps to make our program better. The Woodrow Wilson program officers were impressed with so many faculty members from such diverse areas interested in this program. I really appreciate their efforts.

**President Dowd:** Do we have a motion to adjourn? Meeting adjourned at 5:46 p.m.

Respectfully submitted,

Lucy Duhon  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Administrative Secretary

Meeting adjourned at 6:19 p.m.

