

THE UNIVERSITY OF TOLEDO
Minutes of the Senate Meeting of March 2, 2010
FACULTY SENATE

<http://www.utoledo.edu/facsenate> **Approved @FS mtg. on 3.30.10**

HIGHLIGHTS

Prof. Celia Regimbal, Chair Academic Programs Committee
Steve Peseckis, Chair, Undergraduate Curriculum Committee
Larry Burns, Vice President for External Affairs & Interim VP for Equity & Diversity
John Gaboury, Interim Vice Provost for Faculty & Organizational Development

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, Dismukes, Dowd, Dupuy, Elmer, Fournier, Gunning, Grothaus, Hoblet, Horan, Hornbeck, Jorgensen, Kennedy, Kistner, Laux, LeBlanc, Lee, Lundquist, Malhotra, McSweeny, Moore, Nims, Olson, Peseckis, Plenefish, Powers, Randolph, Regimbal, Rouillard, Sheldon, Stepkowski, Teclehaimanot, Thompson-Casado, Wedding

Excused absences: Ankele, Fink, Humphrys, Metting, Piazza, Powless, Shriner, Skeel, Solocha, Tietz, Wolff,

Unexcused absences: Giovannucci, Heberle, Hottell, Jenkins, Nandkeolyar, Niamat,

A quorum was present.

II.*Approval of Minutes:* Minutes of 2/16/2010 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 3/2/2010

I have a relatively brief report today to give time to our other speakers. First, as you can see from the agenda, John Gaboury is back to talk more about the library. Our proposed panel discussion with Bill Logie, Bill McMillan and Scott Scarborough will take place on 3/16, as they all indicated there was no rush to bring them in today based on ongoing developments.

I'd like you to know that the law dean assessment opened up last week and will be open through Sunday. As I understand it, Deans Early, Gaboury, Gutteridge, Lettman, and Naganathan will have their assessments opened early this week (maybe it happened Monday). I have suggested to the provosts that the assessments remain open through the Wednesday after spring break and that a reminder be sent out to faculty about this the Monday after spring break. I have also asked the

assessment committee to have the upper level administrator tool ready by March 22, so that there will be no delay on the proposed next steps coming from our end.

On the BOT resolution front, Provost Haggett will be making some comments on this and on how you can access the presentation she made to the Academic & Student Affairs Committee. In connection with this resolution, the President has formed a Presidential Commission for Faculty Input on Institutional Transformation which will meet every other Wednesday for 2 hours. He has invited the provosts, Scott Scarborough, Richard Komuniecki, Tom Barden, Debra Davis, Ann Krause, Margaret Hopkins, Clint Longenecker and the FS President to be a part of this and asked me to select two senators also to join this Committee. After consultation with the FSEC, I invited Nick Piazza and Berhane Teclehaimanot, both of whom have accepted.

There have been a number of problems with this year's FS ballots, so we have asked the elections committee to look in to ways to improve the process, including considering an electronic process.

Our pre-tenure interview resolution was sent to the provosts for submission to the president and the BOT as well as to the BOT's Academic and Student Affairs Committee.

I have also been asked to tell you that all faculty are encouraged to be part of the strategic planning process, so if you are interested in joining a committee, please contact Jamie Barlowe. We will also have a presentation on the process at an upcoming meeting.

You should also be aware that our secretary, Kathy Grabel, is retiring at the end of the semester and we are taking steps to get a replacement in place. Kathy plays a vital role in attending and keeping notes at our FSEC and Senate meetings and as our secretary, we have always felt we could speak candidly in front of her. It is very important that we get her replacement as soon as possible so that Kathy can train her.

Finally, we have three action items. Two are consent agenda items, one from the Academic Programs Committee and one from the Undergraduate Curriculum Committee. The third is a rescission of the suspension of the university's attendance policy. We have been informed by the CDC that the present threat from H1N1 does not require such pro-active measures at this time.

Andy Jorgensen will be unavailable as our computer/voting guru for our next meeting, so if anyone is willing to serve in that capacity, please let me know.

We now have a tribute to the passing of a colleague.

Prof. William O'Neal:

Professor Richard Boyer came to The University of Toledo in 1964 as an Assistant Professor of History. By 1973 he had risen to the rank of Full Professor and has already established an excellent record as teacher, scholar, and dedicated faculty member as is demonstrated by his service record. Richard Boyer was a member of the first UT Faculty Senate which was founded in 1967. He served in this distinguished group until his retirement in 1993. For twenty five years, Professor Boyer travelled to Columbus as the University Senate's liaison to the Chancellor of the Board of Regents. He went by car with another faculty member and with a colleague from Bowling Green. On these trips Professor Boyer became the designated driver and would not relinquish that duty to anyone. For six years he served on the Athletic Board of Control and for twenty years he was a member of the Military Affairs Committee. He served as a member of ACAP and UCAP and Departmental committees during his tenure here.

Professor Boyer was a scholar and produced three books, several articles and reviews. But, most especially this man was a teacher. He loved his discipline, his specific area of expertise, and most

of all his students. He was demanding and the students responded to his demands. In 1984, Professor Boyer received the Outstanding Teaching Award for UT and in 1998 the Distinguished Service Award from the Ohio Academy of History.

Professor Boyer was filled with passion and exuberance. He set goals and attacked those goals with zeal and enthusiasm. When he spoke in the Senate, it was more like a pronouncement about which there should be no debate. Professor Boyer constantly supported students and faculty and spent countless hours in working on their behalf. He was confrontational in his quests and yet willing to discuss reconciliation. His dedication to his students, his colleagues, his University was paramount in his life, and that is his legacy at this institution.

President Barrett: Thank you for those words. Now I call the Provost for the Provost's report.

Provost Haggett: Before I talk about the slides I wanted to bring to your attention this flyer that says, "More to Celebrate," a celebration of increased enrollment for the eighth consecutive semester. All faculty and staff are invited to Thursday, March 4, 9:30 to 11:00 a.m. in Rocket Hall Main Lobby recognizing your part in this important team effort. Members of the Senior Leadership Team will serve coffee to thank you for your contribution to this effort. I hope to see you there. I will personally serve you a cup of coffee. Another piece of information: people are asking about the dates for the fall break and those are October 11 and 12, 2010.

I understand there has been a lot of interest in the presentation that I made to the Board of Trustees on February 15. So giving you this presentation today is part of the Provost's remarks. So Kathy, you don't need to take notes, as this PP presentation is on my website, www.provost.utoledo.edu.

To view the PowerPoint presentation in its entirety, click on this icon.



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So why did I make this presentation to the Board of Trustees called Strategic Planning for Raising the Stature of UT Undergraduate and Nonprofessional Graduate Programs? The slide called BOT Resolution 10-01-01 is the only slide that was not part of the presentation to the Board of Trustees, I added it to today's presentation. I also made this presentation to my Provosts' Council last Thursday. The reason we started this conversation is because of this BOT Resolution 10-01-01, that has a lot of whereas, and concludes:

"....Now, therefore, be it resolved that the University of Toledo Board of Trustees charges the President to work, as appropriate, with administrators, Faculty and staff to accelerate fundamental, transformational and sustainable change to elevate the stature of undergraduate and non-professional graduate programs during fiscal years 2010-11 to create a vibrant institution thriving into the 21st century."

So my presentation to the Board of Trustees was to talk about how we might respond to this resolution. I ended my presentation with this quote:

"It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change." Charles Darwin

We need to change as the world changes around us. Any questions?

President Barrett: We have a couple of other presenters, including Larry Burns who is here with a couple of people but he has to leave to teach a class soon. So, if the Provost will be around for questions for a little longer, we will let Larry Burns do his presentation first and then we will come back to the Provost to answer any questions.

VP Larry Burns: Hello everyone, my name is Larry Burns and I serve as vice president for external affairs and interim vice president for equity and diversity and with me is Dr. Shanda Gore, Assistant Vice President for Equity and Diversity. We were asked by one of your colleagues, Prof. Morris Jenkins, to give you an update on something we created last September. So we prepared this slide presentation about minority incubator. One of the things we feel strongly about in the office at our university is reaching out on behalf of the university to the minority communities, locally, regionally and nationally starting with our local minority businesses. We created a minority business incubator and our mission is:

“The University of Toledo Minority business incubator mission is to foster and environment that offers assistance for minority-owned, early stage firms. The incubator will help nurture entrepreneurial and economic development in the Toledo community by providing office space and services, training, mentoring and a network of professional advisors.”

This is primarily for businesses owned by women and other minority in our local community. The history of this is we opened on September 30 2009, with one company. It was created and funded by the university. It involved the likes of Dr. Jacobs, Chuck Lehnert, Tom Gutteridge and many others who helped us do that. Already we are collaborating with the College of Business and other elements of our university and other elements of the community. We are hoping that this will also be a learning environment for our students. We have already placed a HR major and she is serving as an HR person for our tenants. Also Marketing students, and Public Relations students, and really trying to help businesses based upon their interests and what they are studying here at UT. Right now we have seven companies, we started with one. Currently we have filled up our current space, so we will be trying to find more space.

We are on the Scott Park Campus that was occupied by the College of Engineering Technology and we are right next to the Solar Field at Scott Park. One of the biggest issues we have heard since Shanda and I have been involved with the minority business community is the issue of having the ability to be bondable. That is a requirement to work at a university and in essence prove to the State or whoever they work with that they have the ability to financially pay for all their supplies, their workers that they are going to employ, prior to getting that contract. And as we all know, for starting the business they need a line of credit, the need to be bonded. For many it's a Catch 22, so we are working with the City of Toledo, the State of Ohio, the Port Authority and hopefully others, to create a pool of money that will be in essence a revolving line of credit for these companies so that they can get their bonding and to help them grow. We are looking to brand the incubator to more of an accelerator. As I learned, an accelerator is for companies that have been in business for several years they have proven that there is enough clients and business for them to exist and so they move out of the incubator to a more permanent space not quite ready for mainstream. Some of the companies have been in business for a number of years and are in the process of retooling their business model to stay viable. In some ways the incubator may not be the best fit for those companies so we are looking at changing that to an accelerator. For example, one company currently in the incubator led by owner Tom Bebley has many years in his field and is doing just that.

We want student involvement any of your students that can benefit from a paid or unpaid internship working with our companies. Our first tenant is a company that primarily places engineers in the oil business across the world. It's a very niche business located right here. We have two chambers of commerce, one is the African-American Chamber of Commerce, the other is the Hispanic Chamber of Commerce, we have a consulting company that specializes in alternative energy and has clients around the country.

Dr. Shanda Gore: We also have an alternative energy consulting company and a data and IT storage company called Hexistor. Hexistor is an example of how the incubator is creating company retention opportunities. Hexistor's owner started the business in Chicago but relocated here with his family. Most of his clients are still in Chicago however when the owner heard of our Minority Business Incubator, he stated he wanted to move the headquarters here instead of pursuing an incubator opportunity there. These companies want to do business with the University, are creating job opportunities here, and the incubator has provided them an opportunity to do that.

VP Larry Burns: We wanted to make you aware this effort exists and it's growing, and if you have any faculty or students who might benefit from this experience and help a business get started, please let Shanda or me know. If you have any other ideas or questions we would love to hear from you. We appreciate the opportunity and thank you for moving us up on the agenda.

President Barrett: Is there someplace the faculty can go to see who your current tenants are and what type of work they do so that they can see if there is something for their students, to match them with the businesses you have there right now.

Dr. Shanda Gore: Yes, the website is: <http://www.utoledo.edu/research/development/mbi/index.html> and you can see the listing of all those companies with web addresses. Also, if companies are interested in the incubator, there is an application on the UT Website as well. If you have students who need experience, please send them our way. We have been approached by students who cannot quite find jobs but need experience to build their resume and we welcome them. This is also a learning environment for them.

President Barrett: Thank you. We now call back Provost Haggett for any questions you might have.

Senator Rouillard: You have proposed that we offer three-year baccalaureate degrees that would feature full summer semesters. We already have summer session but traditionally have very limited funding for course offerings. How will you realize this fast track to graduation if we currently don't adequately fund our present summer session offerings?

Provost Haggett: We would have to reformat the degree programs. There are programs that already use the summer sessions, for instance in Engineering, they are a five year program and they include their co-ops in that program. So they have figured out to do that in their contract. It might be that we would have to identify particular programs where we could load the technical courses for the summer. Students would have to plan and the faculty would dedicate to do this. There is a variety of ways to do this.

Senator Barnes: Two questions, I don't have the exact wording but your slide said something about raising the stature, did the Board provide any measure for assessment and whose estimation of stature they are using?

Provost Haggett: That wording was in the resolution. They did not in that conversation when the resolution was actually passed. I have been working with the Board for the past two and a half years and I know some of the things they are concerned about. External ranking such as US News & World Report and other kinds of national rankings could be a stature indicator. One of the reasons why we remain a fourth tier institution in the US News & World Report - which I find so hard to understand, because I know we are not, you know we are not - is because of our reputation. Reputational score is some 20 % of the ranking criteria in the US News & World Report ranking. Those are some of the things I wanted to talk about in terms of this resolution.

Senator Barnes: Any sense how we measure whether we will succeed in that, other than what you are proposing? The other question is about the admission standards with regards to its impact on diversity on the campus, specifically because it affects my program and the number of students of color who are in my program: what kinds of things can you tell us about the impact the plan has on diversity on campus?

Provost Haggett: First of all I have not done any demographics other than what the Board asked us to present. We will do so at the next Academic Affairs meeting by talking about some of the demographics. We do know that the population of students in the lower ACT range that tends to be more diverse. That's in part thanks to your good work and your college who are working with

students and trying to prepare them for the colleges they may not be able to get to their college of choice right away, so we hope that ultimately they will be successful.

Senator Barnes: Several years ago in a similar conversation involving killing these programs, there were several open forums about the University's open admission policy; I don't know if the Board received that information or if they could. For some of us this is a really important part of the university's mission, because what matters is not how the students come in to the University but how they leave. I would really like to hope that the Board is aware of that. It's way more important to me to care about teaching the students I teach than to care about what tier this institution is rated by US News.

Provost Haggett: I recognize your passion, Sharon, your dedication to UT and the students is fantastic. It's a struggle, I watch the Board as they try to balance between raising academic standards and our open admission intentions. How, as an institution do we balance that? How do we look at the Northwest Ohio Region in terms of balancing that too? We are not the only institution in this part of the State. Are there ways that we could perhaps partner effectively with other institutions?

Senator Barnes: It's a question of what's behind this initiative.

Provost Haggett: Okay.

Senator Jorgensen: I was a chair of the Senate at that time when we had faculty forums on open admission. There was strong support for this policy. This information was presented to the Board of Trustees. There are schools on the list such as Bowling Green and Pittsburgh which have branch campuses. That makes them very different. So when students are admitted the existence of a branch campus changes the main campus admission results. Since we have the requirement of admitting all students with Ohio high school degrees, trying to increase standards works across purposes. I am glad that we give students this opportunity to begin college, but we need to make sure we advise them properly. We provide them with the opportunity. However, it is the outcome that matters, as Sharon was saying. Our situation is not comparable with the University of Pittsburg and the University of Toledo. Even Bowling Green and the University of Toledo is not reasonable – each of these institutions have branch campuses.

Provost Haggett: That's very important as was discussed numerous times and what that means to us because we do not have a branch campus. However, there are other institutions in Northwest Ohio who could be our partners and so we need to see what's going on in other institutions. I agree with you, I want every student that comes here to be maximally successful and that is our job.

Senator Anderson: Regarding the structural changes: that seems to be in some sense an equally cumbersome thing to do. Structuring programs or departments according to global issues of the day will result in continual change. It also seems to me that the goal of the University is to give the students the creativity and resources to address anything the future holds, not just problems facing society today. Departments in some sense do that already. Faculty and departments are free to associate now. A good university depends on the quality of its faculty, not on its structural arrangements.

Provost Haggett: There are a couple of rationales, not all from my head but from other people. One thing, I would like to call it brand, and who we are and how we talk about ourselves is an important part of our sustainability as an institution. I don't think that we can continue believing that we will be sustained as the University of Toledo forever unless we continue to think about how we evolve with change. I don't want to talk about these things today but certainly some of my ideas are being driven by the fact that we are entering a significant financial change in this institution. I believe that we need to continue to attract students to this institution to brand ourselves. Being able to approach questions in a new and different way, by now we bring people together. My intrigue is the ability to change. I don't think that every year you play the musical chairs and all the colleges that are already exposed to the organizational structural changes to move them around, but every couple of years you may want to evaluate to see if particular schools are still the schools you are affiliated with because of your research interest, or the pedagogy and what you are teaching. So I am intrigued by it and the building of the flexibility for change. Which is

not part of the traditional academic structure. Intellectually I find this an interesting idea, and how that could bring people together to build different things.

Senator Thompson-Casado: I am also attracted to the idea of change but I also realize that I need an anchor. To me my department is my anchor in a sense of identity, shared knowledge and power. If you are in a department where you feel the resources are threatened, my colleagues have to fight for that little piece of pie. Those of us who are in disciplines that don't receive that much funding, how are we going to be able to organize when we already have bits and pieces taken away, barely covering our major classes, we don't have secretaries, we can't cover our exams, and we don't have the basic anchor. How are we going to survive?

Provost Haggett: You are absolutely right about the fact that we have been nibbling away at our resources, but if we could do something that we wouldn't have to be nibbling at the piece of pie, but rather make the pie bigger. We know that it is unlikely it will come from the State. So where else is it going to come from? It's going to come from students that we can keep here, entrepreneurial things we can do, make new combinations to make that pie bigger. I understand that "the department" is very important to our identity. I felt the same way, I am a member of the faculty, I don't live in a department but have lived there before so I do understand that aspect. Especially in a competitive field, so I hear what you're saying.

Senator Dupuy: I have been a part of the Health Science & Human Services College and a lot of the discussion about creating that college sounds like the change in the organizational structure as one example of how that happened. And since that was created it has gone through multiple evolutions in terms of departments, merging with the medical school after it was established, and I'm wondering if that is on the campus and has dealt with a lot of the challenges in that evolution process whether it might be important to look at what has been learned about the restructuring because that holds disciplines from lots of different colleges together plus blending two different environments of the Main Campus and the Medical campus and I think it is still evolving. We have already tried reorganization in one very specific way and looking at how that evolution has occurred, right now they are going down from ten department to three or four,

Provost Haggett: Six.

Senator Dupuy: I would like to see some stability coming from that college. It has changed so much.

Provost Haggett. Excellent suggestion to learn from what we have done here and from what others have done. This is just my idea, it may not be appropriate for this institution at this point in time.

Senator Olson: I question the use of Arizona State University (ASU) as a role model for us to emulate. If you look at the history of Arizona State University originally it was a high school. It was called the Tempe Normal School and then in 1933 elevated themselves to a teaching college status and later to a university status. They are relatively a new university that had a lot of growing pains with four campuses and had some real scandals too. When Michael Kroll, who is now the current president he was brought in to clean up a mess. University of Toledo is a much different institution that is extremely successful university in this area. Despite the fact that the U.S. News & World report puts us at fourth tier we have had a very sound tradition providing very sound education. The vote is still out on whether or not ASU is out of their problems. Many people in academia don't think highly of ASU. I really question why you chose to use them as a role model for us to emulate.

Provost Haggett: I never called them a role model and I never said we will emulate them. They have an interesting organizational structure. Toledo had a lot of the changes too, we started, it is my understanding in 1872 as a city school, remember this is a place people used to call Bancroft High. So we have done a lot of changes too over the years. I am very proud of the institution that I am honored to be the provost of and where we are today. There are a lot of folks out there who do feel good about Arizona State University, and this is just research on one institution. So I am not saying we need to follow this. I am saying that at this point in time we have been challenged by the Board of Trustees to make a fundamental, transformational, sustainable change, and I want other

folks to think what we could do to address that change. These are ideas that I believe will transform.

Senator Dowd: I would like to return to an issue that Senator Thompson-Casado raised but I would like to place that discussion in the context of our students. I attended the Board of Trustee meeting where you first gave this presentation and, of course, I saw your presentation again today. What was missing from both presentations was a discussion of the potential impact on our students from your reorganization of departments and colleges. I agree with Senator Thompson-Casado about how a faculty member self-identifies with their department. I am an Economist working in the Economics Department and I believe students majoring in Economics view themselves as Economists studying in an Economics Department. But what happens to our students if we do as you say and dissolve existing departments and colleges and form new ones. Then dissolving them next year if they do not work out and then begin the process again of forming, dissolving, and reforming departments and colleges? What do our students say to when applying for a job --- I graduated from the “School of the most Recent Fad”? I am being a little flippant here, but we have a set of well-established, time-tested degrees and departments. You can put faculty in any school or college you want, but your presentations gave no indication as to how dissolving departments and colleges will impact our students. Students want to know not only what their degree will be but also whether the college they enroll in will even exist next year. This brings me back to the point first raised by Senator Thompson-Casado. Given your proposed changes, what will happen to students’ sense of identity? Departments and colleges are a student’s “home” while at UT. Your proposal of forming, dissolving, and reforming departments and colleges will not serve students’ sense of identity while at UT and will not serve them after they graduate. I do not have a problem with reshaping and adapting to the world, but it seems that any concern for our students has been lost in this process.

Provost Haggett: First of all, this doesn’t necessarily mean we would change any majors. There would still be majors in Economics, Astronomy majors, and History majors, all the majors we have today. It could be though, that in psychology major some psychology faculty, the people who teach it could be crossed with people in psychiatry over in the Health Science Campus with John and his colleagues, or other departments, we wouldn’t necessarily have to change any majors.

My experience with students is they kind of like new majors. In my old life when we started a forensic science major, within three years it was the third most popular major at West Virginia University. Should we create new majors just because it’s sexy or because of CSI on television? No. But if we bring people together and create new majors, maybe that would make students more attracted to our university. None of these changes mean necessarily that any of our majors would go away.

Senator Barnes: We were told at our departmental meeting yesterday, that this will affect us next fall. You said that we won’t be in our current college in the Fall.

Provost Haggett: That is a separate discussion.

Senator Barnes: Is there a timeline on all those ideas in your PP?

Provost Haggett: One idea is that the Board is challenging us with this resolution to think about what kind of changes to make. We have people already working on this. We talked about the Professional Science Masters, and we did talk about the College of Adult and Lifelong Learning and I see that as “sporulation,” if I may, of the UTLC, taking some of the same ideas for adult students.

Senator Barnes: Regarding attracting more adult students, I think it’s a great idea.

Provost Haggett: And what you and Glenn are doing will be very important in that process. Thank you very much for your attention and I will be happy to talk to any of you at any time.

President Barrett: Thank you Provost Haggett. We now have two reports and an action item relating to H1N1 and it is a motion to rescind the attendance policy. The motion reads:

Whereas, the CDC has informed us that the threat posed by H1N1 has diminished to the point where suspending class attendance policies is no longer medically necessary; Resolved, that the suspension of the university's class attendance policy is hereby terminated.

Motion passed with 30 in favor and 1 abstention.

The University attendance policy is now reinstated.

Now I would like to call Celia Regimbal to give her report from the Academic Programs Committee.

Senator Regimbal: I would like to ask that our report be delayed to the next senate meeting on March 16. The report went out to all of you, and some people got back to me and asked some questions and I don't have those answers yet, and I would like to take a look at their probation policy too.

President Barrett: We will delay that report as you wish.

Senator Peseckis: The report from the Undergraduate Curriculum Committee was sent to you previously, this is a consent agenda item coming from the committee and we are asking for your approval.

New Course and Course Modification Proposals Approved by the Faculty Senate on March 2, 2010

College of Arts and Sciences (ARS)

New Courses

ASST 4910 Directed Research 1-4 ch

- Independent Study, 1-5 students/semester, 1-5/section; Semester offered: Summer, Fall, Spring,
- Catalog Description: "Directed research on a specific topic in Asian Studies. The topic will vary depending on the instructor and the interest of student in the field."

ASST 4920 Directed Readings 1-4 ch

- Independent Study, 1-5 students/semester, 1-5/section; Semester offered: Summer, Fall, Spring,
- Catalog Description: "Directed readings in Asian Studies of various natures or special topics in Asian Studies. The topic may vary depending on the areas of the instructor and the academic interest of the students."

ASST 4980 Selected Topics in Asian Studies 3 ch

- Independent Study, 15 students/semester, 15/section; Semester offered: Summer, Fall, Spring.
- Catalog Description: "This course examines various fields with the focus on selected academic topics and substantial issues in Asian Studies. Topics may vary depending on the instructor. May be repeated for different topics."

COMM 2300 Photojournalism 4 ch

- Lec 4, 19 students/semester, 19/section; Semester offered: Fall, Spring.

- Catalog Description: “An applied study of the conceptual, ethical, philosophical, historical and commercial aspects of photojournalism.”

COMM 2900 Current Topics in Communication 3-4 ch

- Seminar 3-4, 22 students/semester, 22/section; Semester offered: Fall, Spring.

- Catalog Description: “An examination of a current communication issue, topic, or media event related to the field of communication.”

ECON 3300 Benefit-Cost Analysis 3 ch

- Lec: 3, 40 students/semester, 40/section; Semester offered: Spring.

- Catalog Description: “The study of the evaluation of competing public policy alternatives and projects to more efficiently allocate society's resources. Applications include transportation, public health, criminal justice, education, and the environment.”

The prospective demand is estimated to be 40 students, with many coming from the professional colleges.

ENGL 4560 Literature of the British Empire 1850 to the Present 3 ch

- Lec: 3, 15 students/semester, 15/section; Semester offered: Fall, Spring. Alternate years

- Catalog Description: “Studies in texts from Britain and its former colonies. Genres may include the novel, travel writing, memoir, and film. Recommended: ENGL 2800 or 3790.”

LST 4590 Law, Policy, and the Politics of Sexuality 3 ch

- Seminar: 3, 20 students/semester, 20/section; Semester offered: Spring, Alternate years

- Catalog Description: “This course explores law, policymaking, and public attitudes that affect gay, lesbian, bisexual and transgendered individuals in the U.S. Topics include hate crimes legislation, discrimination law, and same-sex marriage.”

PSC 3410 Principles of Public Policy 3 ch

- Seminar: 3, 40 students/semester, 40/section; Semester: Fall, Spring. Alternate years.

- Catalog Description: “This course provides an introduction to domestic policymaking in the United States. It also introduces students to policy analysis and evaluation.”

PSC 4220 Interest Groups in American Politics 3 ch

- Seminar: 3, 40 students/semester, 40/section; Semester: Fall, Alternate years

- Catalog Description: “This course investigates the role of interest groups in American politics. Topics include lobbying, candidate recruitment, PAC's and agenda setting.”

PSC 4590 Law, Policy, and the Politics of Sexuality 3 ch

- Seminar: 3, 20 students/semester, 20/section; Semester offered: Spring. Alternate years

- Catalog Description: “This course explores law, policymaking, and public attitudes that affect gay, lesbian, bisexual and transgendered individuals in the U.S. Topics include hate crimes legislation, discrimination law, and same-sex marriage.”

Course Modifications

COMM 3270 Radio/Television Newswriting 4 ch

- Change title to “Television Newswriting”

- Update catalog description to “Training in the skills required in the preparation, writing and editing of television news. Prerequisite: English Comp II with a C or better.”

COMM 4100 TV Journalism 4 ch

- Change prerequisite from “PREREQUISITE: COMM-2220” to “PREREQUISITE: COMM-2220 & MINIMUM 2.0 GPA”
- Catalog description will read “Developing a thorough understanding of researching, writing, and presenting television news. Includes studio and remote publications. Prerequisite: COMM 2220 and a minimum 2.0 GPA. ”

COMM 4220 Advanced Television Production 4 ch

- Change prerequisite from “COMM-2220” to “COMM-2220 & MINIMUM 2.0 GPA”
- Update catalog description to “Advanced principles and aesthetic considerations in the production of various television programs. Includes working with remote equipment and digital editing. Prerequisite: COMM 2220 and a minimum 2.0 GPA.”

COMM 4330 New technologies 3 ch

- Change title to “Media Convergence”
- Change prerequisite from “PREREQUISITE: COMM-2630” to “PREREQUISITE: COMM-2100 OR COMM-3270”
- Update catalog description to “The content is designed to develop a thorough understanding of the evolving field of media and its impact on society. Prerequisite: COMM 2100 or COMM 3270.”

PSC 4440 Budgeting and Financial Administration 3 ch

- Change prerequisites from “PSC 3420 AND KNOWLEDGE OF A COMPUTER SPREADSHEET” to “PSC 3420 OR CONSENT OF INSTRUCTOR”
- Update catalog description to “An examination of the institutions and techniques of financial administration, including government accounting, budgeting, financial management and governmental choice. Prior knowledge of spreadsheet applications recommended. ”

College of Education (EDU)

Course Modifications

GIFT 4100 Introduction to Gifted Education 3 ch

- Change pre-requisites to “Prerequisites: CIEC 3200; CIEC 4340; Professional Standing; or Permission from Instructor ”

College of Engineering (ENG)

New Courses

BIOE 4320 Biomedical Quality Control 3 ch

- Lec: 3, 20 students/semester, 20/section; Semester offered: Fall
- Catalog Description: “Statistical methods for the design, testing and manufacturing of medical devices; the application of statistical methods to quality systems and process validation.”

CET 1250 Building Systems 3 ch

- Lec: 3, 20 students/semester, 20/section; Semester offered: Spring

- Catalog Description: “An introduction to building systems and equipment technologies and their capabilities. Fundamentals of designing and sizing the building systems.”

CET 2060 Construction Estimating 3 ch

- Lec: 3, 25 students/semester, 25/section; Semester offered: Fall, Spring

- Catalog Description: “Fundamentals, concepts and strategies used in the process of construction cost estimating. Organization of materials, labor and construction methods are experienced; other information is collected, organized and utilized.”

CET 3010 Architectural CADD 4 ch

- Lec: 3, Regular Lab: 1; 20 students/semester, 20/section; Semester offered: Spring

- Catalog Description: “Computer Aided Design and Drafting (CADD) terminologies, concepts, strategies for three-dimensional drawings and presentations. Hands-on computer activities and experiences.”

CET 3160 Contracts and Specifications 3 ch

- Lec: 3, 20 students/semester, 20/section; Semester offered: Spring

- Catalog Description: “Fundamentals of construction contract documents, relationship of drawings, specifications, critical path planning, scheduling and contracts. Composition of construction specifications.”

CSET 4350 Operating Systems 3 ch

- Lec: 3, 25 students/semester, 25/section; Semester offered: Fall

- Catalog Description: “This course teaches the fundamentals of operating systems concepts. It discusses the following topics: process scheduling, memory management, kernel and user mode, system calls, context switches, inter-process communication, I/O and file systems.”

ENGT 3600 Engineering Economics 3 ch

- Lec: 3, 30 students/semester, 30/section; Semester offered: Fall, Spring

- Catalog Description: “Fundamentals of analysis of engineering projects and capital investment decisions. Review of break-even analyses, rate of return, cost-benefit ratios and tax and inflation implications will be performed.”

Course Modifications

CET 2060 Construction Estimating 3 ch

CHANGING ALPHA AND NUMERIC CODE ONLY

- Changing ALPHA Code to reduce confusion since the ARCT program no longer exists. The course is still required in the CET program. Changing the Numeric Code to reflect the level at which the course has been taught as a required course for over a decade.

CET 4469 Construction Management and Scheduling 3 ch

- Change prerequisites from “ARCT-1260, ARCT-2160” to “CET-2060, CET-3160”

President Barrett: It’s a consent agenda, does not need a motion or a second. We can just vote.
Motion passed.

We now call on John Gaboury to continue his report on the library.

Senator Thompson-Casado: Can we find out from Provost Haggett about the process and consideration of these changes?

President Barrett: I will ask her what that process will entail. This presidential commission is directed to the same Board of Trustees resolution. I assume the Faculty Senate Executive Committee will continue to talk about the ideas and proposals, the Strategic Planning is a piece of it. Send me an email telling me exactly what you want and I will make sure she gets that message.

V. Provost Gaboury: We ran through the presentation the last time and I updated the presentation for you today. There were several questions and I tried to provide some information and this presentation will be made available as part of the minutes. The next two slides show the kind of things that are going across the country as far as transforming of the libraries.

Because of the impact of the electronic environment, the libraries are being proactive. If they are not proactive, the administration is beginning to look at the space and think about using it for non academic purposes. So the message out there from my colleagues and literaturists is that libraries need to be proactive and proposing changes that keeps the space within academic affairs, provide learning environment and I wanted to show you that this is going on across the country. Within the State of Ohio, Ohio State the largest institution, their main library went through a major transformation. They had the money to do a major renovation and at that time they had one of the largest physical collections in the State. They had over 2.5 million volumes, when they re-did their space, in Ohio we have a repository system where all libraries have access in close proximity to the libraries. Repository that is shared where books that are not used that frequently but still have value and access to them within 24 hrs. Ohio State used that as part of their strategy for doing critical assessment and they actually reduced the size of their collection from 2.5 million volumes to a one million collection. They also repurposed space to enrich learning environment, more state of the art space to study and research space for their students.

I want to share with you where our guiding principals were that we were looking at to be proactive. Looking at the success that we had pre-merger with the Information Commons, I want to share additional information with you to show the impact. One of the questions was that we shared the rough drawings we call the visual program statement for repurposed space. Last time Mike asked me who the members of the Library Committee were and my mind went blank. They are now listed on the slide and it is chaired by Kathryn Pilliod-Carpenter. This committee is reconstituted and it meets as the need calls. We made the presentation to them because of the changes going on in libraries on both campuses. To start with, the Health Science Campus with the Mulford Library and at that time I talked about the concept we were using at both facilities, three different zones of study and research. We are looking at Information Commons type of approach for the 5th floor in Mulford, a consolidated quality collection that would also serve as a buffer between the 2nd zone which is a quieter space but not an ultra quiet space. One of the things that students told us from the Information Commons and also about the libraries in general, they require some type of group study space, but also ultra quiet space. What we have tried to do looking at both facilities is provide this free zone, very high intense technology type zone. The zone is more quiet and has power for the laptops. Also what we are proposing is redoing the group study rooms. At the Mulford the way it is set up now it doesn't work well. So what we are proposing is to make those spaces more useful for the College of Medicine students, Health Science students and Nursing students. The 5th floor has a very tall atrium and on either side of the atrium there are very long and narrow halls or room. What we are proposing, and last year as a pilot project, we took space and we created an ultra quiet study research zones, where we have faculty and graduate student carrels, and we found out they are very popular and they want more of those. We are proposing on the HSC creating another space, that is the ultra quiet research carrel. We are also proposing same for the Main Campus. Three, four years before we did the Information Commons, I wanted to see the

usage at the Carlson Library as we had a downward trend. We had just under 400,000 gate count before the Information Commons. After the Information Commons was completed we had a half a million students coming through. We opened up October 2007, July 2008 through June 2009, we had over 800,000 patrons come through and entered Carlson Library. We hit a home run with the students. Right now we have a six month total of over half a million patrons coming in and out of Carlson. The students are telling us we want more.

Because of the electronic environment, digital environment and journals are going electronically, on the second floor it's a sea of bound journals, it's a massive storage area. Those are all going away. One of the things we talked about is, we have heavy traffic, we have a very wide large stairway going to the 2nd floor and we are proposing several things. One, the students want more quiet space and where they can dock their laptops. They also want more group study space. Another thing, we want to make sure this space is for Academic Affairs. In the lower level of Mulford we added tutoring, and we are proposing to use some of this space dedicated to the state of the art Studio Learning Classrooms. The learning can continue here but also go outside of the traditional classroom. In other words, similar to what North Carolina State did. North Carolina State received an NFS grant, Rosemary was the director at that time. In addition to that, in Carlson Library Rom - 2000, nothing has been done to this room since the building was built. We say that libraries are the heart of a university. Why not use the space that can be used as Colloquium space for either interaction, recitals, lecture series, poetry reading. Also to interact with a video. If you haven't seen CL-2000, Marcia Sutter, my associate dean, stop in and ask her to open it up for you and show it to you and you will see that this is a major repurposing. This will become the ultimate quality space for academic affairs, available to all academic colleges and departments. Ruth Hottell asked the last time about faculty study carrels going away. My answer was partially incorrect. The faculty graduate carrels that are on the 2nd floor, I wanted to show you how many faculty currently use study carrels. This is anybody who signed up since 2007. There are 54 faculty study carrels, 33 of which are used. There are 90 graduate study carrels and 27 of which are used. What we are proposing is, we are going to move 61 of these in Mulford. Yes, we are taking some away but we are still leaving for what the demand is to a reasonable approach.

I mentioned to you studio learning, the special and unique environment. We are proposing this for the 2nd floor, two to four of these new type of classroom design. On the 4th and 5th floor in Carlson we are shifting our regular monograph collection, we are putting additional shelving on the 4th floor that allows us to shift the collection to the 4th floor. As part of that, Alice Crosetto, one of your senators has started to work with departments as far as doing our critical assessment, and the chairs are working with her and some faculty are working with the chairs also. This allows us to expand the Canaday Center, but more importantly, the ultra quiet 3rd zone, and what we want to do is take the 5th floor and re-carpet the entire 5th floor. We already have the money for this project. This will be the first time in 55 years, that floor will be re-carpeted. We are proposing to create this quality space, shift the collections down and create the space. On the slide you see the original tables that go back to Gillham Hall, they are mahogany and weigh a lot. One of the projects that I asked Barbara Floyd to do is to put a proposal, which she completed and we submitted to the University Women in Philanthropy. If you walk through Carlson Library we had the glass art work, the first donation by the Women in Philanthropy was buying that art. We are repurposing that entire floor to go ahead and have these classical tables refurbished. Barbara has been looking for classical Tiffany lamps to put two on each table, so we can honor the history, reclaim these tables and for the faculty it will be an opportunity as our fund raising project. We have eighteen tables and we estimate they will cost approximately \$5,000 a piece in donation to refinish them, put the lamps on them, to buy some chairs and also to put a brass plaque with the individual's name on them. This is the approach we are taking for the 5th floor. Originally, I thought it would be a great place to put graduate research and additional faculty research. What I am willing to do is I have taken the carrel rooms that are on that floor to have individual study rooms for students, so the faculty will now be on 3rd and 4th.

Senator Regimbal: Why not have the whole library wireless since you have the learning commons downstairs?

V. Provost Gaboury: We are doing the wireless, I already talked to IT people to put wireless system up there and supposedly that would give us the same speed.

Senator Rouillard: I am a little puzzled about the renovation expense, when you spoke to us last time, you followed a presentation on virtual labs, a project to get the students to access all the applications that they need through the internet. In terms of expense of buying all the site licenses, but since we are already starting that, I don't understand why we have to take books out of the library and put outlets for students to plug in their computers.

V. Provost Gaboury: But we are not taking all the books out of the library.

Senator Rouillard: But you are taking most of the books out. So I don't understand the need to go to the library anymore just to plug in their computers, when we have these projects to build virtual labs, to have students reach the digital tools from anywhere. So why go through all the expense to re-do the library space?

V. Provost Gaboury: We are taking some books out. You have a two part question. One, the renovation of the second floor is removing the bound journals because everything is accessible through electronically. Secondly, I believe re-purposing the space, is a good use of that space. On the 5th floor, the idea was to have a study area. We don't know if we are able to shift the entire collection. Alice has just started working with departments and make some critical decisions whether can we utilize the space we have up there. If we did nothing on the 5th floor or the 2nd floor that would be fine. But this is an opportunity and my responsibility is to find ways to be proactive to the changes.

The library has never been the top funding part of the institution. I think this approach allows us to say what we would like to do and I think we can get funding for it. What is more important is that we still have commitment to the physical collection. I ask you to go upstairs to the 4th floor and the 3rd floor because it's important to physically see it. If you look at that physically you will see that we still have a commitment to the collection. We are transitioning. While some projects got put on hold, it's feasible in our life time in the next ten years to talk about the monograph collection of UT, but we are not there. The commitment from the library is, we have a fine collection and we don't just shift the collection just to prove what we have. You have to at least give a good attempt and make some quality decisions. From that point, I agree with you, but I want you to understand that we still have a commitment and that collection will not be the physical size that it was. It's hard for us as professional librarians.

Senator Hoblet: I am from the Health Science Campus and I am very concerned when you made a statement that you have to move a lot of books. I beg to differ with you. You have moved an excessive amount of books and journals. In the College of Nursing when I go to look for resources for the college of nursing, I must admit I leave this university and I go to universities in this area that continue to have journal collections that I can access easily. I know you talked about having access to journals online. We do not have a good collection of nursing journals on line and those resources are limited. Our collection of hard copies in Mulford Library have been reduced. Shelves after shelves of nursing resources are gone. It's shameful. I do not use my University of Toledo Library. I go to Mercy College, Lourdes College and other colleges in this area to use their journals because our university does not support our professional organization as far as a college.

Senator Grothaus: I would also like to say something. We were not told about these changes that were going to be done at the Mulford Library. It comes as a surprise to the College of Nursing, I don't know about the other colleges, but in our department we were not told about these changes, and all of a sudden we were told that the College of Medicine is going to take over the entire 4th floor of Mulford Library. What is going to be left is the 5th floor which the College of Nursing students can use? For most of our faculty that is not acceptable and they are very upset about it.

V. Provost Gaboury: Okay, fair enough.

Senator Powers: In the College of Pharmacy, we were wondering about the pharmacy resources and if the pharmacy students will have library resources on the HSC.

V. Provost Gaboury: I will ask both Alice Crosetto and Mark Horan to send to each of you the electronic databases that we have added that reflect the paper journals that were replaced electronically and we will send you a detailed list. I will ask them to send you a list of every electronic resource we have in the disciplines and what they are.

Senator Anderson: I do appreciate the need for alternative classrooms using peer learning techniques. However, a building called the library should be used for collections of print materials and other reference items, not classrooms.

V. Provost Gaboury: That's the struggle we have that we maintain an adequate collection. It's a challenge.

Senator Barnes: When we talk about the three different zones, I wonder if you would consider making the 2nd floor a medium quiet zone. When I am on the main floor trying to work, the volume level there is pretty loud; it's a big computer lab and it's a noisy place. So maybe you would consider the 2nd floor at least a medium quiet zone, so people of certain vintage could have a place to work comfortably?

Senator Dismukes: Can we have access to your library presentation?

V. Provost Gaboury: Can the presentation be a part of the minutes?

Kathy Grabel: Yes. To access the library presentation, click on this icon.



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Senator Denyer: I'm assuming that. Well, I don't want to assume, so I should ask. What is happening to the special collections? I'm particularly concerned about the Sandberg Children's Literature Collection. Will that remain in Carlson. I'm hoping it that will stay in its entirety.

V. Provost Gaboury: Yes.

VII. Adjournment: Is there a motion to adjourn? *Motion was made and seconded.*

Meeting adjourned at 6:10 pm.

Respectfully submitted,

Nick Piazza
Faculty Senate Executive Secretary

Tape summary: Kathy Grabel
Faculty Senate Office Administrative
Secretary

