

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of April 09, 2013**  
**FACULTY SENATE**

<http://www.utoledo.edu/facsenate>    Approved @ FS on 09/10/2013

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**Summary of Senate Business**

Proposed Revisions to the Faculty Senate Constitution  
Undergraduate Curriculum Committee Report  
Academic Programs Committee Report  
2013 Recognized/ Implementation: utXnet World Campus  
Elimination of the Sexual Abuse Counselor and Substance Councilor

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**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: Present:** Anderson, Bailey, Barnes, Brickman, Cochrane, Cuckovic, Denyer, Dowd, Duhon, Edinger, Ellis, Franchetti, Giovannucci, Gohara, Hamer, Hill, Hoblet, Hottell, Humphrys, Jorgensen, Keith, Kranz, Lee, Lundquist, Molitor, Moore, Moynihan, Nigem, Ohlinger, Pei Tsui, Plenefisch, Quinlan, Randolph, Regimbal, Relue, Rouillard, Sheldon, Teclehaimanot, Thompson, Thompson-Casado Van Hoy, Weck-Schwarz, Wedding, Williams

**Excused absences:** Cappelletty, Duggan, Piazza, Rouillard, Springman, White

**Unexcused absences:** Cooper, Crist, Hammersley, Heberle, Hey, Ligan, Nazzal, Rooney, Templin, Tinkel, Willey, Wilson, Yonker

**II.    *Roll Call: 2013-2014 Senators:***

**III. *Approval of Minutes:*** Minutes from February 26<sup>th</sup> meetings are ready for approval.

**President Dowd:** I call this meeting to order. Welcome to the last, fourteenth Faculty Senate meeting of Academic Year 2012-2013. I ask that Secretary Duhon come to the podium to call the roll.

The Minutes from the February 26<sup>th</sup> Faculty Senate meeting have been distributed, do I have a motion to approve the Minutes? Is there any discussion or corrections of the Minutes? All those in favor say “aye.” Any opposed? Let the record show the Minutes from the February 26<sup>th</sup> meeting have been approved. Thank you.

The Executive Committee report is going to be brief. We have some very interesting topics today and I want to make sure that we get through them. I want to give you an update on an issue that you probably already are aware of. With regard to the famous delegation clause that received much discussion on campus, last Thursday I met with President Jacobs and I made a request that Faculty Senate be able to keep its delegation clause that is currently in our constitution and has been in our constitution since 2008; I think it is Section II, item E. I also made the suggestion that college councils should have a separate type of delegation clause since their authority really stems from Faculty Senate and Graduate Council. I also suggested that colleges' and departments' constitutions have a different delegation clause because those are legally defined units. They are set up by the Board of Trustees, approved by administration, the provost, the college, and the departments and he said he will get back to me. I heard back by the end of the day that he agreed to that and I asked Vice Provost Barrett to send this notification to me through email and the president actually agreed to more than what I asked for. He said the delegation clause is not prescribed. He provided three examples, but they were not prescribed. The only point that was made is that it needs to be consistent with the spirit and the intent of the delegation clause which I think is good news. What I would recommend for the college councils that have not yet submitted their documents to consider indicating that the curricular authority of each college council stems from the Faculty Senate and the Graduate Council. Other than that, your Executive Committee has been busy to the point where the number of meetings that we attend is all blurring together; it is truly the end of the academic year. If anyone has any question about specific activities I would be happy to respond to those, but at this point I would really like to go on to the agenda items. Is there anyone from the Executive Committee that would like to add anything at this point? Are there any questions from senators or non-senators?

**Past-President Anderson:** Speaking from a senator point-of-view, I understand that another letter went to the Board similar to the open letter that Faculty Senate and Graduate Council sent, so I was wondering do you have any information on that.

**President Dowd:** If you recall, the Faculty Senate and the Graduate Council sent an open letter to the president, provost, and chancellor. They also personally delivered copies to each individual Board member and I requested a meeting between the Executive committees, Faculty Senate, and Graduate Council meeting with the Board. I received a response. I have not distributed that letter because in my opinion, it doesn't answer the question or whether they are willing to meet with us. It is a four-page letter, but it doesn't say yes or no. At the Board meeting today it was noted that an individual faculty member has also sent a letter to the Board with that faculty member's views on the open letter that we had sent. The Board gave that individual time to speak about that letter to the Board, but I was not permitted to speak on the open letter to the Board. Does that answer your question?

**Past-President Anderson:** Yes.

**Senator Sheldon:** I really did not understand the last email that I received saying that we do not need to do this, but then we have three potential clauses that we could insert, so, could you clarify that for me?

**President Dowd:** Originally, there was a prescribed delegation clause. After I met with the president, Vice Provost Barrett constructed three alternative delegation clauses. He also said you don't have to use any of these; you can create your own. Then there was a follow-up email where Legal Affairs wanted to clarify one particular word in one of the three examples that were provided. That is as far as I know as far as the emails go, so there was the original, and three examples, plus, if you wanted to create your own.

**Senator Sheldon:** Those three examples, were they from Vice Provost Barrett, the president, or who?

**President Dowd:** This is perfect timing as Vice Provost Barrett just walked in the room. Hey, Vice Provost Barrett.

**Vice Provost Barrett:** Yes. I didn't hear the question whatever it is.

**President Dowd:** Last week when you sent out the clarification about the delegation clause when you provided three examples, did those examples come from you?

**Vice Provost Barrett:** Well, the first example was the original language that Dr. Jacobs had come up with. The second example was a slightly modified version from the Faculty Senate Constitution, except in the case of the letter that was sent to the Faculty Senate where it was exactly quoted, because the wording requires a slight tweak for all other bodies. The third one was a clause I came up with because President Jacobs asked me just to draft another one in the spirit of the first two to give another example. I screwed up a little as you might have seen in the follow-up memo because I added the word "organized" which has some technical ramifications so we don't want to use that, which Pete Papadimos pointed out to me the next day when he saw it. The President also said that it is fine to create your own clause as long as it is in the spirit and intent of what is in those three examples. We are trying to be flexible to create a clear delegation concept without mandating a specific set of language that might cause consternation for whatever reason within various bodies.

**President Dowd:** Does that answer your question?

**Senator Sheldon:** Yes.

**Senator Sheldon:** Are there any other questions?

**President Dowd: President Dowd:** Okay, I would like to move on to the first agenda item. Prof. Barbara Floyd.

**Prof. Floyd:** Thank you, President Dowd. There are a lot of things that you might imagine that you have a chance to do again in your life such as take a great vacation etc. I am not sure that coming back to the Faculty Senate and presenting the Constitution again is something that I envisioned, but nonetheless, here I am.

I was appointed chair of the Constitution and Rules Committee at the last meeting of the Faculty Senate just two weeks ago. On April 1, the committee met to discuss the proposed changes that are being requested to the Senate constitution. The committee voted to bring these issues to the Senate and recommend that the changes be presented to the entire faculty for a vote, as required by the constitution. Originally, there were two major changes that the administration had requested: something called the "delegation clause," which stated that the authority of the Senate to act was delegated to it by the Board of Trustees; and the "supremacy clause," which reflects the existence of the University Council, which was created by the Board of Trustees. The Board created the Council to be the "principal university body for shared governance at the University of Toledo." That body was created by Board action on May 14, 2012. Its constitution was approved on November 19, 2012. Through a Board resolution approved on June 12, 2012, the board required that each constitution, bylaw, and rule of any university governing body

be revised to state: *“Nothing in this constitution, bylaws, or rules shall conflict with the University Council Constitution as approved by the Board of Trustees of the University. In the event of a conflict, the University Council Constitution shall prevail.”*

Personally, I do not know why the Board required that every constitution on campus be amended to reflect this. It would have been much clearer if they had merely stated this in the constitution of the University Council. Perhaps, Vice Provost Barrett can explain this later on in the discussion. Since that meeting of our committee, we have gotten a clarification from the Faculty Senate executive committee that a “delegation” clause is not required because such a statement has already been in the constitution as it was approved by two-thirds of the voting faculty in 2007, so I will not be bringing that language forward to you today. The only language that will be presented to you is the insertion of a “supremacy” clause, and some clean-up language like adding the words, "chancellor," "provost," "the Board," things like that.

Now, before I move to present the proposed changes to you, I am taking the liberty to remove my hat as chair of the Constitution and Rules Committee, and instead comment on this as a faculty member, as a past chair of the Senate who fought for a new constitution and for this body in 2007, and as someone who has a profound love of this university. I am speaking as someone who preserves the records that document the actions of this Senate that date back to its creation in 1968, 45 years ago. Through those documents, I see that the discussion we are having today is not new. It is part of a long history of debate of the role of faculty in our university. To me, those documents preserved in University Archives show that the Faculty Senate has—and I hope will continued to have—a profound impact on our institution.

We are not here today to debate the University Council. That fight was one that should have occurred, in my mind, a year ago when the body was proposed. But the Council is here, and it appears it has every intention of continuing to exist and exert its power.

What we are here today to consider is whether the Constitution of the Faculty Senate should be amended to reflect the current reality of the University Council. I understand that there are some who believe that this body should not agree to move these changes forward for a full vote by the faculty, and that instead we should make a stand here by voting against these changes.

Like many of you, I do not believe that the University Council is the best way to ensure our voice as a faculty is heard. But I also believe that to risk the Faculty Senate’s very existence over a fight that is merely a reflection of the reality that already exists is an ill-conceived fight. Without the existence of the Faculty Senate, we do not even have a seat on the University Council. The elected representatives of the Faculty will have no voice at all. And since most college constitutions state that those bodies were mandated by the Senate’s constitution, if the Senate exists no more, there is a real question about whether college councils will still exist.

With that statement made, I now will put back on my hat as chair of the Constitution and Rules Committee, and present the changes to you for your consideration. Again, the recommendation of the committee is that these changes should be brought forward for a vote by the entire faculty as it is required

in the bylaws in the constitution. So, looking only at the Faculty Senate constitution, here is what the committee is recommending:

Okay, the first change is simply to include the University Council where it is appropriate in the document.

**Senator Molitor:** Just a quick question, why did you say “may act” versus deciding?

**Prof. Floyd:** I didn’t make that change. I think that must have been something that was done to simply bring it into grammatical...so grammatically the clauses are assenting, "may or not".

**Vice Provost Barrett:** It’s a parallelism issue.

**Prof Floyd:** Yes, parallelism was the issue. Thank you, Vice Provost Barrett.

**Prof. Floyd:** Again we are adding “provost;” we are taking out two provosts and adding provost and chancellor. And then this is the big change at the bottom which is required by the Board of Trustees:

*Nothing in this Faculty Senate Constitution shall conflict with the University Council Constitution as approved by the Board of Trustees of the University. In the event of a conflict, the University Council Constitution and Bylaws shall prevail.*

I had taken the liberty of adding the clause there that apparently this body approved it in 2010. I don’t know how you revised your constitution without taking it to the entire faculty for a vote, I added that there and you apparently voted in 2010 to say, “Anybody holding the rank of dean or higher is not eligible for election to the Senate,” so that is the clean-up language.

Keep scrolling, all of these just state we are adding the word, “chancellor” where appropriate. In addition, we state that the Senate has a seat on the University Council and the role of the president is to represent the faculty on the University Council. The transitional language included at the end of the constitution was supposed to be dropped in 2007 after the constitution was approved, but it was never deleted from the constitution and that is the last bit. I open the floor up for any questions.

**President Dowd:** Just one comment before we begin. We are also going to have to revise our appendixes and bylaws. However, those can be approved by the Faculty Senate and we don’t have to send those out for consideration from the full faculty; this document will be sent out to the full faculty.

**Senator Wedding:** I have a question. Will the faculty at large be able to vote on pieces on this or will they have to vote on the entire document?

**Prof. Floyd:** I think they have to vote on the entire document. There is no point in putting out six votes or eighteen votes for the faculty. If you look at the changes, 99% of them include that language and 1% of them is an insertion of a clause that is called the supremacy clause.

**Senator Wedding:** If the faculty votes down this constitution because of the supremacy clause, if the faculty votes against it, what will be the result? Will the Faculty Senate then be suspended effectively on June 30<sup>th</sup>?

**Prof. Floyd:** I have absolutely no idea; I will look to the vice provost to answer that question.

**President Dowd:** It is my understanding coming from a resolution from the Board of Trustees. Vice Provost Barrett, do you have anything to add?

**Vice Provost Barrett:** Well, unfortunately, I did not have a chance to dig back through the January Board of Trustees meeting this weekend because I've been out of town, but I think there's ambiguity here if we are candid about it. One of the Board committees met in December and passed a resolution requiring the University Council changes to occur- that Dr. Jacobs get this committee together to work on these things and to have the supremacy clause. At the end of that meeting, which I was not at because I wasn't in my current role in December, the Minutes reflect that one of the committee members put forth the notion that if any document is not in compliance by the end of the fiscal year "it" would be suspended. I am paraphrasing, but that is more or less what the Minutes say. The members of the committee agreed to this. They then, as I understand it, put the resolution and the bundle of whatever else they had agreed to there on consent agenda for the Board in January. I believe at the January Board meeting, the Board approved it as a consent agenda item. As such I think there are two ambiguities such that I cannot fully answer, and I don't like to waffle, but I think I have to here. The first ambiguity is what exactly was approved via the process of taking the stuff in the Minutes (as well as a resolution from the committee) to the full Board as a consent agenda item – because I do not believe, but I have not checked, that the January Board Minutes reflect the exactly what the board approved in the Minutes. I think the other ambiguity is what the "it" is, whether the *document* is suspended or the *body*.

**President Dowd:** That was clarified at the Board meeting. Chancellor Gold was at the meeting and he actually offered the language that improved the resolution. The discussion was, if the document is suspended, can the body meet? My recollection at the Board meeting was, if the constitution does not exist we don't have rules to meet under and that meant that if you suspend the document you also suspend the body.

**Senator Wedding:** May I ask another question, a follow-up with that? If a college or a department fails to include this language in its constitution are we saying that that college will be suspended?

**President Dowd:** We are not saying anything, the Board of Trustees is saying.

**Senator Wedding:** Is that what the Board is saying?

**President Dowd:** I don't recall that issue coming up.

**Senator Wedding:** I'm sorry.

**President Dowd:** I don't recall issues with colleges' and departments' constitutions coming up with the Board.

**Senator Wedding:** Well, the colleges and departments across campus are being told to vote in this supremacy clause and the delegation clause into their constitutions and bylaws.

**President Dowd:** College councils are, but I don't know of any college that is voting on its constitution.

**Senator Wedding:** I am sorry, but the College of Business and Administration was told to do this and the College of Business Constitution and Rules Committee voted unanimously last Thursday (I believe it was) to reject both clauses. Maybe they are the only college on campus that is doing this or the only one with the unanimity to do it, but it is going to go to our college faculty meeting and at that faculty meeting we will stand and oppose putting this into our constitution. The dean or nobody else will be able to overrule it. And at that point, my question is, will the College of Business be suspended?

**Prof. Floyd:** The council of that college will be suspended.

**Senator Wedding:** We don't have a council.

**President Dowd:** You see that is where I have to appeal to the Senate for information. The College of Business is perhaps unique; you don't have a standing college council and your council is the faculty of the whole which is part of that college constitution, whereas other colleges have a standing college council and that is what I was referring to. I don't know if other colleges are in the same situation as the College of Business where there is no standing college council. So if that is relevant for another college please let me know. But to your point, I don't know the answer whether the College of Business decides not to include these, I don't know and I can't speak on it.

**Senator Edinger:** It would be helpful for me for clarification to know what the Senate is being asked to relinquish, what are these clauses? What specific roles, responsibilities, and authority has the Senate relinquished by agreeing to these clauses?

**President Dowd:** Well, as Professor Floyd said, the supremacy clause was the only clause relevant directly to Faculty Senate and this is actually in my opinion restating the fact that it is already stated in the constitution of the University Council; it is just a restatement that if there's a conflict between Senate and the University Council, the University Council wins. Would you agree whether that's a fair statement?

**Vice Provost Barrett:** I think so.

**President Dowd:** We are not giving up anything in the supremacy clause in that respect; that is my read on it, but I welcome any senators or non-senators if you have a different view on that, please.

**Senator Edinger:** The difference is that statement was told to us and what we are being asked to do is acquiesce, so the question is, when we are being asked to acquiesce to something that is being told to us, what are we losing in the process? You are saying it is in fact done already, so it really doesn't matter or

not because we aren't losing anything anyway. I guess I am asking the prior question of we lost something when the University Council took away some things and I would like to know: if we are going to acquiesce to that, what those things are that we lost as a Senate?

**Prof. Floyd:** I would answer that by saying that if you do not approve this you will lose the Senate.

**Senator Wedding:** We don't get to approve it, the faculty as a whole approves it.

**Prof. Floyd:** Right. This needs to go forward to the entire faculty. Our recommendation is that this body approve that it go forward for a vote by the entire faculty.

**Senator Wedding:** Right, but we don't necessarily approve it ourselves. We are simply going to send it forward in a democratic way to what the faculty as a whole votes on.

**Prof. Floyd:** I would certainly hope so.

**Senator Wedding:** Yes.

**Senator Edinger:** The question is still going to be important to the faculty as a whole and I have to have an answer to that.

**Senator Wedding:** I have an answer to that in a second.

**Past-President Anderson:** It does say, "conflict with the constitution." I suppose the constitutions are changing at some point or another and the University Council Constitution could be changed in such a way that again it conflicts with whatever exists in the Senate Constitution.

**Senator Wedding:** It says, "and bylaws" too. It says, "Constitution and bylaws."

**President Dowd:** The University Council Constitution and bylaws can only be changed by the Board of Trustees. If the Board of Trustees wanted to make a change whether the University Council existed or not, they could make that change; they are the defined legal authority. Your point is right, but the membership of University Council cannot change its constitution or its bylaws.

**Past-President Anderson:** I guess my point really was, a constitution is a constitution and generally it doesn't get into detail such as curriculum, whether this course is approved or that course is approved, or whether UTXNet is included or not. What is obvious is that a body deliberates on these things and makes recommendations so in some sense unless the constitution literally says that "item article II section II-H..." our constitution will conflict with theirs.

**Senator Wedding:** I think the fact that they say bylaws in that last clause gives them a lot of latitude. They could go into their own bylaws and this body which is picked by the president.

**President Dowd:** No.



**Senator Wedding:** It is not picked by the president?

**President Dowd:** No, the University Council cannot alter its own bylaws. It's written in both of them; the University Council Constitution and bylaws must be approved by the Board of Trustees.

**Senator Wedding:** Have they been written?

**Vice Provost Barrett:** Yes. Can I make a couple comments?

**President Dowd:** Yes.

**Vice Provost Barrett:** I hope you will take in my word for it even though I have gone over to the “dark side.” President Dowd is correct; I just looked up the University Council bylaws and constitution to double-check it. They both do require a Board approval to change. The membership on the University Council is based on status positions, so the president of the university is a member, the head of each college council is a member, the president of the Student Senate is a member, etc., and so the membership is relatively set and could not be changed without the Board changing it, and it is a broad group of faculty, staff, alumni, students, and administrators with no one group holding the majority, including administrators. In fact, I haven't counted it up recently, but I believe faculty is technically the largest plurality group, but no one group is a majority. All that being said, when I look at this language, having reviewed the University Council Constitution and bylaws and having reviewed the documents of every constituent body of this university, and not only having reviewed the Senate Constitution and Rules and bylaws, but having been the primary author of them, I can find no current conflict of a meaningful sort between any of these, it is just not there. This body (University Council) is currently set up to engage in discussion of ideas and matters of concern. It is not set up to do any heavy lifting of actually getting things done along the lines of approving curriculum or things of that sort. I wanted to make sure when our committee was reviewing documents that we were not intending to change those sorts of activities to bring them up to the University Council. When we were reviewing the documents, I asked about these types curricular approvals and whether they are supposed to go to the University Council. And so President Jacobs and I sat down and he said, “No. We are not intending on moving any of those types of activities.” So currently I see no meaningful conflict and possibly no conflict at all between the University Council documents and the Senate Constitution or any of the other documents that I looked at. That being said, Past-President Anderson is completely correct, it is possible that a document could be changed with a Board approval process to do other things. But at that level, the Board can change a whole lot of things if we are going to contemplate what mischief the Board can get into if it really wants to. I am just not worried about this clause in terms of what it does in real effect.

**President Dowd:** With this, I want to go back to Senator Edinger.

**Senator Edinger:** I think the question that faculty are going to have is, so what does this mean? I think the point is that we don't lose anything because we don't have anything anyway, or what we do is not anything that they want to worry about, then I guess that is one answer.

**President Dowd:** I keep referring to the point that Professor Floyd made. The issue really was the creation of the University Council. When the Board established the University Council they established this clause, it is in the University Council's Constitution, and we are just repeating it. I also want to come back to the point that Professor Floyd made: what we risk by not approving this is the suspension of Faculty Senate and that is a real big risk to take over a simple misstatement of fact.

**Senator Barnes:** I would just like to say that under anybody's definition of shared governance the idea that we would be asked to vote for something under threat of extinction is absurd.

[Applause]

**President Dowd:** I agree.

**Prof. Floyd:** But that is reality. And the reality in my mind is what is important. It is important for this body which existed since 1968 as the voice of the faculty to continue to exist and have that voice. Everybody reads through the Faculty Senate Minutes. Everybody knows what the Faculty Senate is interested in and everybody knows its battles. I think that is important and I think that is worth swallowing what is in effect reality already, this is reality. This statement is reality. To vote it down is somehow more than the reality that already exists. I say the fight that should have been made is over the faculty and the University Council. As far as I know, this body did nothing about the creation of the University Council.

**Senator Barnes:** We were told in the Fall that it wasn't going to exist, Professor Floyd. President Jacobs stood right there and said the Board is over it and they are no longer interested in it.

**Group of Senators:** Yes.

**Prof. Floyd:** In 2012 they approved a resolution that says every constitution has to have this language in it, June 18, 2012.

**Senator Molitor:** I am going to be naïve about this because I am naïve about it. How can an outside body tell us that this group is dissolved? We are the representatives of the faculty and if we want to meet and if we want to follow our own rules who is stopping us from doing that?

**Prof. Floyd:** I think the issue is that review of curriculum for example; we would not have that power. We will not have that ability to do it.

**Senator Molitor:** But that is in the Collective Bargaining Agreement.

**Prof. Floyd:** No, that is not in the Collective Bargaining Agreement. If you would like to see what the Collective Bargaining Agreement says I can pull it up for you, it says nothing about approving curriculum.

**Senator Molitor:** Okay.

**President Dowd:** Among the items that we will lose is this: Exercise responsibility for the academic affairs of the university including academic rules, regulations, and policies...*regarding undergraduate students; the standard for graduate degrees and honors and awards and the oversight of student development and progression.* We will lose all delegated authority and the other A-F.

**Senator Molitor:** If I may just follow up with one additional question and again, I am naïve, when the University Council was created or conceived, what could we have done? It was conceived and created by the Board. They are clearly not listening to us anyways. What could we have done?

**Prof. Floyd:** I think that you could have expressed that concern. I don't think that was ever expressed as a body, but I don't know because I am not a senator, so maybe President Dowd can address that question. That was, in my mind, where you should have "drawn the line in the sand" and I don't think that was done for whatever reason.

**President Dowd:** The truth is there was an ad hoc committee that the Board put together to sort of help them create the University Council with one student on this. Just about every individual on that committee made a number of recommendations and only one that I can remember was actually adopted. They were going to call it "University Senate." A recommendation was: we have a Student Senate and we have a Faculty Senate, we don't need a university senate, call it "University Council." That was the input that they accepted.

**Prof. Floyd:** Just as a reminder, that the motion of the committee is to vote to move this to a vote by the entire faculty for these changes.

**Senator Wedding:** But without any recommendation of the Senate.

**Prof. Floyd:** I am just saying that the recommendation of the council as a committee is that this be moved forward to a vote by the entire faculty as required in our constitution.

**President Dowd:** That is the first vote.

**Senator Wedding:** I would second that.

**President Dowd:** Is there any discussion? Any further discussion?

**Senator Thompson-Casado:** President Dowd, can you tell us what the second vote would be then?

**President Dowd:** The second vote is as discussed at the Executive Committee meeting, was whether or not the Faculty Senate wants to endorse proposed changes.

**Senator Thompson-Casado:** President Dowd, I just want to make sure that as Faculty Senate we are able to vote on the democratic process, but also give our moral input on what we think about this decision being forced down our throat. So, I want to make sure that I am hearing that there are two votes on this. I

do not want my faculty to think that I sat here as a senator and voted undemocratically, but I want them to know also that I am representing their voices in my department and what I was told before I came here. So, will there be two votes?

**President Dowd:** That is what the plan is unless Senate doesn't have a motion. The first vote is, could you please re-state the motion?

**Prof. Floyd:** The motion is to move the changes as shown here forward for a vote by the entire faculty as required by our constitution.

**President Dowd:** As this is coming from a committee, so it does not require a second.

**Senator Wedding:** It does not require a second?

**Prof. Edwards:** No, it is not a committee.

**President Dowd:** Is there any further discussion?

**Senator Wedding:** I think democracy requires that this goes to the faculty as a whole; I have no problem with that. I think it would educate them (the faculty) and inform them as to what's going on, so I think letting them move on this is really important.

**President Dowd:** All those in favor please say "aye." Any opposed? *Motion Passed. It will move forward to a vote by the entire faculty as required in our constitution.*

**President Dowd:** First of all, I would like to thank Professor Floyd.

[Applause]

**President Dowd:** The second issue is whether Faculty Senate as a body would like to endorse these proposed changes. Do I have a motion? No motion?

**Senator Thompson-Casado:** President Dowd, I would like to vote that we be given a chance to vote on whether we wish to endorse these or not. I don't have a word for this, I am sorry, but do you understand what I am saying?

**President Dowd:** We can have a motion to have an up or down vote on whether the Senate would like to endorse these changes. We can also vote to not endorse it.

**Group of Senators:** Right.

**Senator Wedding:** Whether we vote to endorse it or not endorse it says the same thing. Basically, if we have a vote for a non-endorsement and it is positive we are saying something.

**Senator Relue:** I don't want to see Faculty Senate dissolved. I would like the faculty to know that we don't want Senate dissolved and from that standpoint we would like to endorse it. But I would also like them to know that we aren't necessarily happy with the changes that are being made, do you understand what I am saying? I am saying we are not happy about it, but we value Senate so we would like for it to go forward, but we are endorsing it reluctantly.

**President Dowd:** I think this is consistent with the point that Senator Barnes made that perhaps we are endorsing this under duress.

**Senator Barnes:** I am not proposing that we endorse it, but I would be happy to propose that we make a statement that this process is completely absurd and if anyone was to second on it I think we would have a unanimous vote.

**Group of Senators:** I'll second it.

**Senator Barnes:** Coerced voting is not voting.

**Senator Molitor:** I think that is a good motion right there.

**President Dowd:** What is the pleasure of Senate? If you are proposing a motion would you mind restating the motion?

**Senator Barnes:** I would like to propose that the Senate make a statement that coerced voting under the threat of extinction is grossly inappropriate.

**President Dowd:** Which statement? I am not trying to be a "stinker" here, but I need to know what exact statement. We are going to have a vote on what you are saying, but it has to be clear for the Minutes.

**Senator Barnes:** Coerced voting is inappropriate in this institution. Does anybody have other language that they would like to suggest, I am open to it?

**President Dowd:** Well, as a friendly amendment we need to add to that, the point made by Senator Relue.

**Senator Barnes:** No, I am not proposing that we endorse it; I think the faculty should decide.

**President Dowd:** Well, there is an issue with leadership and if the Senate disapproves of this.

**Senator Barnes:** You asked us if anyone wants to make a motion and have the Senate endorse it and not one person stepped up to do that.

**President Dowd:** I don't understand the language that you are proposing.

**Senator Barnes:** Does anybody else want to try it? I am saying a coerced vote under threat of extinction is an inappropriate exercise of administrative authority, it isn't fair.

**President Dowd:** That is fine, but all I am saying is, do you want to tie it to that explicatively...

**Senator Barnes:** No, I don't. I want that just to be my statement. I don't want to endorse or not endorse.

**President Dowd:** I am okay with that. I hope someone wrote that down.

**Senator Barnes:** Well, I tried it three different ways now.

**President Dowd:** Senator Duhon, did you happen to write that down?

**Senator Duhon:** "A coerced vote under the threat of extinction is not appropriate and not fair."

**Senator Barnes:** The first time I said "absurd" and then I said not fair. Anyone of those I would have been okay with <laughter>.

**President Dowd:** Under the threat of extinction if you would accept that as a friendly amendment.

**Senator Barnes:** Absolutely.

**Past-President Anderson:** Is this a recommendation, or a vote, or a motion?

**Senator Barnes:** It's a statement saying we recognize...

**Past-President Anderson:** So, are we approving the statement?

**Senator Relue:** I think the statement itself everybody in this room understands what we are trying to say, but I think it would be out of context if we are just free-quoting it in, and no one else, who is out of this room, is going to understand what the context was.

**Senator Barnes:** Yes they will, because every single entity on campus is going to be asked under threat of extinction to vote for these pieces.

**Senator Relue:** I would like to add another sentence to that in terms of clarifying exactly what it is that we are specifying; having to amend your constitution with mandated language and then asking you to vote on them.

**Senator Barnes:** It's absurd.

**Senator White:** Is there written information from the administration that explicitly states what we've been saying: "the threat of extinction" or whatever the wording is? Because if we have that written statement, that should be quoted and the source provided.

**Senator Barnes:** I am fine with that.

**Senator Unknown:** Is there a written statement?

**President Dowd:** I think the Board resolution which was passed in December actually states the fact that if it is not passed by June 30<sup>th</sup> the documents will be suspended. I think that is the written document that you are looking for.

**Senator Barnes:** Yes, that is a great suggestion, I would include that context.

**President Dowd:** Give us a break here because we have to get the language right. Senator Duhon is writing this down and Quinetta is tape-recording this so we can get the language right. So, we have the original statement from Senator Barnes<sup>2</sup> and we are going to attach the language from the Board's resolution.

**Senator White:** Whatever gives us the extinction threat.

**President Dowd:** Are there any other points?

**Senator Hill:** I have a little problem with this motion, twofold. One, it will really be easily misunderstood by the faculty as a whole. I don't want to introduce any amendments, but maybe as part of the process as presenting this, two position papers might be put forward: one, in favor of the new constitution, the constitutional changes, and one opposed to the constitutional changes. These two position papers can make it clear to an educated faculty member rather than a prejudiced faculty by this motion as to what is going on. Secondly, I don't think we will know what the outcomes as you asked earlier are going to be for at least two or three years. Look how long it has taken for us to respond and finally say in an open session that the Health Science Campus and the Main Campus have some logistical problems associated with how this Faculty Senate runs. That worked itself out and we see the problems. We really won't know those issues or those problems on this new council for maybe two or three years and I will be gone by then by the way. What I see is that it is an issue and it probably should move forward and I think it can move forward without recommendation. Maybe council can take a neutral position and there is nothing wrong with council taking a neutral position while presenting two cases, in favor or against.

**President Dowd:** Okay, as I understand, we are passing a motion to make a statement. Secretary Duhon, can you read it once more?

**Senator Duhon:** I have to piece it together, but: "A coerced vote under threat of suspension is not deemed appropriate or fair."

**Senator Barnes:** That works for me, but I accepted the friendly suggestions that we include the context language.

**President Dowd:** Or at least a reference to that.

**Senator Barnes:** I think it would be appropriate to include the language that says whatever the Board passed in January that said we would be suspended if we didn't vote for it. I hear what you are saying, Senator Hill, but I really think the faculty should vote. I don't see this statement as prejudicial. I see it as not trying to tell the faculty which way to vote. I think it is simply saying we really don't think it is appropriate for someone to ask us to vote on something with a "gun" to our head, it is ridiculous.

**Senator Lundquist:** It sounds to me as if we are saying "here is a vote before you; don't vote."

**President Dowd:** It is not a vote. It is simply a statement made by Senate. There is no link unless it is the pleasure from Senate. We are going to send these proposed changes out to the faculty and this was what I was asking Senator Barnes: does Senate want to make another statement? But, if Senate is asking that this language be included in the material distributed to faculty members....

**Senator Barnes:** I wasn't proposing that and if people think it is dangerous I am happy to withdraw it, but I do think we should make a statement.

**President Dowd:** I think it is a very important statement. I hope that it clarifies the point that you are making Senator Lundquist. There are two separate things the Faculty Senate is making a statement.

**Senator Barnes:** Or shared governance, lack thereof.

**President Dowd:** Do you want to follow-up on that Senator Lundquist?

**Senator Lundquist:** We are making that separately from any material that goes out that says this is in your hands to vote.

**President Dowd:** Right. The first vote was just to give the faculty the opportunity to decide on whether or not they wanted to accept these changes. I am going to have to move this forward because we are running out of time. Senator Wedding, you had so many comments today, is this essential?

**Senator Wedding:** My comments are all essential in my opinion. Going back to this, why can't we just say an explanation to the faculty that if the constitution is turned down by the faculty there is a possibility that the Senate will be suspended effective June 30, 2013? Why not just tell them that?

**President Dowd:** That's a great idea.

**Senator Wedding:** We don't have to make a comment one way or another if we are for or against this, they are free, they can vote.

**President Dowd:** It is my understanding, and the sense of the Senate was we are not going to say we are for it or against it at all, and that was the first thing and that came from Senator Barnes.



**Senator Thompson-Casado:** This is not an opinion it is just a clarification, what Senator Wedding suggested -- will that not be included in the material on the vote?

**President Dowd:** There was the material with the vote and then there was the issue with the statement requested by Senator Barnes. Do I have that correct?

**Senator White:** Is there now a proposal of what Senator Wedding just stated would be accompanied by or no? Is there a separate email that is going to the faculty? How is this being distributed to the faculty? Is it just in our Minutes?

**President Dowd:** It is in our Minutes. It is also available for any senator to repeat to any faculty member.

**President Dowd:** We are voting on the proposed statement. Are there any last words?

**Prof. Edwards:** We don't know what we are voting on.

**President Dowd:** We are voting on Senator Barnes' statement. Can you please repeat your statement again, Senator Barnes?

**Senator Barnes:** The preamble is the language from the Board meeting identifying that if we don't add this language to our constitution we are threatened with suspension. My feeling is that the Senate should respond to that by saying, "a coerced vote with the threat of extinction is inappropriate and unfair," period. That is what I proposed and that is what Senator Sheldon seconded.

**Senator Sheldon:** Yes.

**Senator Barnes:** I agree with you and others that it shouldn't be in any way be seen as prejudicing the way people vote on the question itself. I like the idea that we disseminate the information broadly about the consequences.

**President Dowd:** So are we all clear?

**Group of Senators:** Yes.

**President Dowd:** All those in favor for approving that statement say, "aye" any opposed? **Motion Passed.** I think we are done on this particular issue. Now, for my second agenda item I would like to invite Dr. Steven Peseckis.

**Prof. Peseckis:** You all received the list of courses for approval. It is the last list of courses for this academic year. It is a consent agenda item. Are there any questions about them? All those in favor say "aye." Any opposed. Any abstention. Thank you. **Motion Passed.** *The following are a list of courses that were passed on April 09, 2013.*

# **New Course and Course Modification Proposals Approved by the Faculty Senate on April 9, 2013**

## **College of Business and Innovation**

### **New Course**

#### **EFSB 4790 Franchising** 3 CHr

Credit Hours: 3

Delivery Mode: Lecture 3 hrs

Offered: Fall, Every Year

Grading System: Normal Grading

Pre-requisites: Junior Status

Co-requisites: None

Catalog Description: "Franchising is a major form of business ownership and a strategy for growing businesses in the United States and the world. It has been increasing rapidly which has led to increasing demand for employees with franchising knowledge. This course addresses franchising from the perspectives of the entrepreneur as a franchisee and the entrepreneur as a franchisor. Specific attention is given to the franchisor-franchisee relationship and how both sides could work together. Junior Status Required."

#### **FINA 4680 Bank Management** 3 CHr

Credit Hours: 3

Delivery Mode: Lecture 3 hrs

Offered: Fall, Every Year

Grading System: Normal Grading

Pre-requisites: None

Co-requisites: None

Catalog Description: "Examine the impact of changing competitive environment on commercial banks and banking services including government policy and regulation, bank performance measures, risk, liquidity, credit policy, and commercial and consumer loans."

#### **MGMT 4880 Sports Leadership** 3 CHr

Credit Hours: 3

Delivery Mode: Lecture 3 hrs

Offered: Fall, Every Year

Grading System: Normal Grading

Pre-requisites: Junior Standing

Co-requisites: None

Catalog Description: "The intent of this course is to provide the opportunity for the student to gain information and a better understanding of the various practices associated with sports leadership and management. Through cases, experiential exercises, teamwork, discussion, and exams, students will develop the skills needed to be effective leaders in the sports industry."

### **Course Modifications**

#### **HURM 3220 Human Resource Management** 3 CHr

Change prerequisite from "BUAD 3030" to "Junior Standing Only"

Reason: To allow broader participation across campus

#### **MGMT 3770 Ethics in Leadership and Management** 3 CHr

Change prerequisite from "none" to "Junior Standing Only"

Reason: Junior standing was judged to be required to have needed experience to perform effectively in the course.

#### **MGMT 4210 Leading and Managing Organizational Improvement** 3 CHr

Change prerequisite from "BUAD 3030" to "Junior Standing Only"

Reason: To allow broader participation across campus

#### **MGMT 4780 Leading and Managing People** 3 CHr

Change prerequisite from "BUAD 3030" to "Junior Standing Only"

Reason: To allow broader participation across campus and former BUAD 3030 prereq no longer considered important to teaching course.

**MKTG 3260 Global Framework for E-Commerce** 3 CHr

Change course title to “Mobile Commerce and Marketing Globally”

Prerequisite: BUAD 2080 and Junior standing

Update course description to “A study on the opportunities, challenges and key processes of conducting business using mobile devices, with emphasis on implications for marketing and lessons from around the globe.”

Reason: MKTG 3260 was originally designed in the early 2002 to focus on the global dimensions of e-commerce. Much has changed in the last decade. The world has gone mobile and wireless and the US is simply catching up. Also, on the rise are social media, which have transformed e-commerce itself into relationship building and brand management. The changes will benefit students majoring in Marketing, E-Commerce, and International Business.

Content: Topics include: (1) Mobile communication technology, infrastructures and emerging trends around the globe; (2) Indices of mobile connectivity; (3) Unique features, e.g., location-based services, entertainment-communication centrality; (4) Key business and marketing processes (e.g., mobile payment); (5) Migration of marketing functions and applications (e.g., social media) into the mobile world; (6) Selected public policy issues (e.g., privacy), (7) Cases studies of success and failures in mobile commerce and marketing in selected countries.

**College of Adult and Lifelong Learning**

**Course Modification**

**ALS 4910 Senior Thesis** 4 CHr

Change alpha numeric to “AL 4950”

Change title to “Senior Capstone”

Prerequisites: “Senior Standing & Instructor Permission”

**Update catalog description** to: “This course is designed to provide a capstone experience to students enrolled in CALL undergraduate degree programs. Students will have the option of designing a Senior Thesis based upon research related to the area of concentration, or developing an Educational Portfolio that encompasses total learning and its application to a specific problem.”

Reason: To provide a universal Senior Capstone class to students enrolled in CALL undergraduate degree programs.

**College of Engineering**

**Course Modification**

**EECS 2550 Operating Systems and Systems Programming** 3 CHr

Change alpha numeric to “EECS 3540”

Change prerequisites from “EECS 2100 and EECS 1580” to “EECS 2110 and EECS 2510”

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

**EECS 3100 Microsystems Design** 4 CHr

Change prerequisites from “EECS 2100 and EECS 3400” to “EECS 2110 and EECS 3400”

Reason: To incorporate a change in one of the prerequisites from EECS 2100 to EECS 2110. EECS 2110 is an approved modification of EECS 2100.

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

**New Course**

**DST 2410 Introduction to Deaf Studies** 3 CHr

Credit Hours: 3

Delivery Mode: Lecture 3 hrs

Offered: Fall, Every Year

Grading System: Normal Grading

Pre-requisites: None

Co-requisites: None

Catalog Description: “Introduces students to Deaf culture and history, varieties within deaf experiences, and contemporary issues shaping the lives of those with hearing impairments. Recommended: DST 2020.”

**DST 3060 U.S. Disability History** 3 CHr

Credit Hours: 3

Delivery Mode: Lecture 3 hrs

Offered: Fall, Every Year

Grading System: Normal Grading

Pre-requisites: None

Co-requisites: None

Catalog Description: "This course provides a historical overview of the lived experiences of people defined as disabled and changing historical definitions of disability in the region that became the United States of America. We will consider how major historical forces such as capitalism, industrialization, colonialism, and democratic ideals have impacted and been shaped by people with disabilities."

**DST 3250 Disability and Life Narratives** 3 CHr

Credit Hours: 3

Delivery Mode: Seminar 3 hrs

Offered: Fall, Every Year

Grading System: Normal Grading

Pre-requisites: None

Co-requisites: None

Catalog Description: "This course will examine a diverse selection of disability life narratives and consider what they reveal about disability and the dominant culture."

**DST 4200 Crip Arts, Crip Culture** 3 CHr

Credit Hours: 3

Delivery Mode: Seminar 3 hrs

Offered: Spring, Alternate Years

Grading System: Normal Grading

Pre-requisites: None

Co-requisites: None

Catalog Description: "This course explores disability art across media and considers its relationships both with disability culture and with the culture-at-large."

**DST 4400 Gender and Disability** 3 CHr

Credit Hours: 3

Delivery Mode: Lecture 3 hrs

Offered: Fall, Spring; Alternate Years

Grading System: Normal Grading

Pre-requisites: None

Co-requisites: None

Catalog Description: "This course examines gender and disability from both theoretical and lived perspectives, particularly as intersecting with other structures of power such as race, nationality, sexuality, and rights. Recommended: DST 2020, DST 3020."

**DST 4640 Disability Law and Human Right** 3 CHr

Credit Hours: 3

Delivery Mode: Lecture 3 hrs

Offered: Fall, Spring; Alternate Years

Grading System: Normal Grading

Pre-requisites: None

Co-requisites: None

Catalog Description: "Explores the intersections between disability rights and human rights by examining the development, the ideological framework, and the legal contexts of disability law in the U.S. and global contexts.

Recommended: DST 2020, 3020, 3030, or 3060."

**DST 4800 Autism and Culture** 3 CHr

Credit Hours: 3

Delivery Mode: Seminar 3 hrs

Offered: Fall, Spring; Alternate Years

Grading System: Normal Grading

Pre-requisites: None

Co-requisites: None

Catalog Description: "This course examines the ongoing construction of autism and the autism spectrum, exploring the many controversies around this remarkable range of human conditions."

**DST 4990 Capstone in Disability Studies** 3 CHr

Credit Hours: 3

Delivery Mode: Seminar 3 hrs

Offered: Spring, Every Year

Grading System: Normal Grading

Pre-requisites: DST 3020, DST 3030, DST 3060

Co-requisites: None

Catalog Description: "Provides students with an opportunity to engage with professionals and professors in a seminar format for the intensive study of a topic related to Disability Studies. The focus of the seminar will change from year to year."

**ENGL 3020 Readings for Writers** 3 CHr

Credit Hours: 3

Delivery Mode: Lecture 3 hrs

Offered Fall, Spring; Every Year

Grading System: Normal Grading

Pre-requisites: None

Co-requisites: None

Catalog Description: "Through the analysis of a diverse range of literary genres, this course will teach writers how to develop their own material by studying as models the formal strategies of other writers, including but not limited to language, structure, narrator or speaker, character, dialogue, plot, tone, and the many other elements of literature."

**ENGL 3670 Literature of Postcolonial, Diasporic, and Nonwhite Communities**

Credit Hours: 3 CHr

Delivery Mode: Lecture 3 hrs

Offered Fall, Spring; Every Year

Grading System: Normal Grading

Pre-requisites: None

Co-requisites: None

Catalog Description: "Introduction to study of non-white authors representing formerly colonized countries or other nonwestern and diasporic communities. May include African-American, Caribbean, Central and South Asian, or African literature. Will include texts written in English and/or translated from other languages. Intended as preparation for the English major."

**ENGL 3620 Children's and Young Adult Literature** 3 CHr

Credit Hours: 3

Delivery Mode: Lecture 3 hrs

Offered Fall; Every Year

Grading System: Normal Grading

Pre-requisites: None

Co-requisites: None

Catalog Description: "Study of the history and major themes of children's and young adult literature. Appropriate for both majors and non-majors."

Additional clarifications:

- ENGL 3620 does not require Comp II because most 3000-level courses do not require it, including ENGL 3060, 3150, 3250, 3280, 3600, 3710, 3720, 3750 (WAC), 3760, 3780, 3800, and 3810 (Shakespeare). There is no evidence that students fail these courses at a disproportionately higher rate.
- ENGL 3620 is not in any way a combination of two courses (CI4300, CI 4320) in Education. It does not overlap with them in either function or content.
- ENGL 3620 meets a longstanding need for English majors. Children's and YA literature is a major field within the discipline of English studies; it is not just for Education students. We have seen great desire for children's literature from our English majors, but CI courses do not count toward their graduation.
- ENGL 3620 exposes students to Children's and YA literature as a field of literary study, but it does not seek explicitly to prepare future teachers to teach this material.
- ENGL 3620 focuses particularly on the history of children's literature, not just the genre itself.
- ENGL 3620 is not offered frequently enough to draw from the School of Ed's courses.

**PSY 3300 Organizational Development Theory and Principles** 3 CHr

Credit Hours: 3

Delivery Mode: Online 3 hrs

Offered Fall, Spring; Every Year

Grading System: Normal Grading

Pre-requisites: PSY 1010

Co-requisites: None

Catalog Description: "Organizational Development Theory and Principles. This course uses applied behavioral science, social psychology and humanist ideologies. This course will examine organizational fundamentals. It investigates systems theory; client centered; integral and learning organizations. Conscious business models; globalization; and sustainability will be discussed. Exploration of ethics, morality, values and transforming organizations will be studied. Upon completing this course a student can think critically about organizations and synthesize and apply organizational development theory and concepts."

**PSY 3310 Organizational Development Practices** 3 CHr

Credit Hours: 3

Delivery Mode: Online 3 hrs

Offered: Every Year

Grading System: Normal Grading

Pre-requisites: PSY 1010

Co-requisites: None

Catalog Description: "Organizational Development Practices. We will examine processes, interventions, and methods for leading and participating within organizations. Topics include working with collaborative organizations; initiating and leading change; process improvement; appreciative inquiry and action research; empowerment; integration and diversity; working with teams; focus groups; managing organizational stress; renewal and reintegration and authenticity and trust. Upon completion of the course students will possess tools to intervene in organizations and make informed, reasoned and ethical choices about assisting organizations to change."

**PSY 3320 Psychology of Work** 3 CHr

Credit Hours: 3

Delivery Mode: Online 3 hrs

Offered: Fall, Spring; Every Year

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

Pre-requisites: PSY 1010

Co-requisites: None

Catalog Description: "Psychology of Work is intended to look at life inside an organization and view organizations from an interpersonal level. At the conclusion of this course students will possess a greater understanding of how they act and behave within an organization. Topics we will examine include whole life satisfaction; career anchors; influence; conflict; change; crucial and critical conversations; coaching; ownership of performance and tolerating ambiguity."

**PSY 3330 Psychology of Leadership** 3 CHr

Credit Hours: 3

Delivery Mode: Online 3 hrs

Offered: Fall, Spring; Every Year

Grading System: Normal Grading

Pre-requisites: PSY 1010

Co-requisites: None

Catalog Description: "Psychology of Leadership focuses on developing yourself as a leader. Based on the work of Warren Bennis, we discuss how to become a leader and examination of our mindset about leadership. Students will demonstrate a holistic perspective of leadership by understanding the basics of leadership; by knowing our self and knowing the world. Students will critically think about their own leadership abilities and determine if leadership is for them."

The following course proposal information groups together courses that are to be cross-listed.

**ANTH 3530 Environmental Inequalities and Opportunities** 3 CHr

**SOC 3500 Environmental Inequalities and Opportunities**

Credit Hours: 3

Delivery Mode: Lecture 3 hrs

Offered: Fall, Every Year

Grading System: Normal Grading

Pre-requisites: None

Co-requisites: None

Catalog Description: "This course trains attention on the intersection of race, class, and the environment. Students will be exposed to major studies, bodies of evidence, and competing discourses concerning race, class, and environmental hazards. The final portion of the course looks ahead in terms of rich opportunities for the environment, employment, and the economy. "

**ANTH 3600 Entrepreneurship in the Black Community** 3 CHr

**SOC 3600 Entrepreneurship in the Black Community**

Credit Hours: 3

Delivery Mode: Lecture 3 hrs  
Offered: Fall, Spring; Every Year  
Grading System: Normal Grading  
Pre-requisites: None  
Co-requisites: None

Catalog Description: "This course examines the scholarship of one of the more vexing challenges in the black community, namely, the low level of entrepreneurship. African Americans disproportionately aspire to become entrepreneurs, but they are among the least likely to reach that goal. This course critically examines that gap with the aid of historical perspective and diverse social science analyses."

**ANTH 3700 African Women and the Environment** 3 CHr  
**SOC 3700 African Women and the Environment**

Credit Hours: 3  
Delivery Mode: Web Assisted 3 hrs  
Offered: Fall, Every Year  
Grading System: Normal Grading  
Pre-requisites: None  
Co-requisites: None

Catalog Description: "This course offers an overview of the empirical evidence and interpretive models of the position of African women in global society with reference to environment. We will use documentary reviews and if possible, see actual activities of women in Tanzania and Kenya. Emphasis is given to the significant role of women in the natural environment in Africa"

**AFST 3800 Ecotourism: Studies of the Africana World** 3 CHr

**ANTH 3800 Ecotourism: Studies of the Africana World**

**SOC 3890 Ecotourism: Studies of the Africana World**

Credit Hours: 3  
Delivery Mode: Web Assisted Instruction 3 hrs  
Offered: Fall, Every Year  
Grading System: Normal Grading  
Pre-requisites: None  
Co-requisites: None

Catalog Description: "Introduce students to the field of ecotourism studies and specific challenges of community development and sustainability. The course covers ecotourism in the Africana world of Africa, the Caribbean, and Latin America."

**AFST 3850 Political Institutions and Grassroots Politics** 3 CHr

**ANTH 3855 Political Institutions and Grassroots Politics**

**SOC 3850 Political Institutions and Grassroots Politics**

Credit Hours: 3  
Delivery Mode: Lecture 3 hrs  
Offered: Fall, Every Year  
Grading System: Normal Grading  
Pre-requisites: None  
Co-requisites: None

Catalog Description: "Using a hybrid of professional experience and relevant literature, the instructor will educate students about macro and micro levels of political engagement. The course is taught by a seasoned politician, professional policy formulator, and/or experienced grassroots organizer who synergizes grassroots politics with mainstream political institutions to effect positive social change."

**AFST 3900 Perspectives on African American Education** 3 CHr

**SOC 3900 Perspectives on African American Education**

Credit Hours: 3  
Delivery Mode: Lecture 3 hrs  
Offered: Spring, Every Year  
Grading System: Normal Grading  
Pre-requisites: None  
Co-requisites: None

Catalog Description: "Covers the history and cultural heritage of African Americans and an in-depth knowledge of the experiences of African American student populations in preparation for a variety of career fields, including education, social work, criminal justice, business, nursing, and other professions. Examines key debates and policy proposals to better understand current issues impacting African American student populations. "

### Course Modification

#### **ANTH 3500 Environmental Inequalities and Opportunities 3 CHr**

Cross-list **AFST 3500, SOC 3500 and ANTH 3530**

Reason: Cross-listing with Anthropology and Sociology.

#### **AFST 3600 Entrepreneurship in the Black Community**

Cross-list **AFST 3600, SOC 3600 and ANTH 3600**

Reason: To make course more accessible to Sociology and Anthropology majors.

#### **SOC 3700 African Women and the Environment 3 CHr**

Cross-list **SOC 3700 with ANTH 3700**

Reason: To make course more accessible to Sociology and Anthropology majors.

#### **AFST 4800 Social Development in 3<sup>rd</sup> World Nations 3 CHr**

#### **SOC 4800 Social Development in 3<sup>rd</sup> World Nations 3 CHr**

Change title to "**Social Changes in Developing Nations**"

Update catalog description to "Newly emerging social, political, economic, and ideological patterns that repeat themselves and determine transformative outcomes in developing nations."

Reason: Retiring the term "third world" from the course title and replacing it with "developing nations" to reflect developments in global society and evolving subject literature. No change in course content.

#### **PSC 4220 Interest Groups in American Politics 3 CHr**

Change title to "**Advocacy Groups in U.S. Politics**"

Reason: No change in course content. "Interest Groups" has taken on a pejorative connotation that dissuades students from taking the course. New course title "Advocacy Groups in U.S. Politics" is accurate, descriptive of course content, and more appealing to undergraduate students.

### College of Natural Sciences and Mathematics

#### New Course

#### **EEES 4970 Senior Environmental Capstone 3 CHr**

Delivery Mode: Lecture 3 hrs

Offered Fall, Spring; Every Year

Grading System: Normal Grading

Pre-requisites: None

Co-requisites: None

Catalog Description: "A theme-based capstone course focused on integration, synthesis and applications of course work students have taken in their program of study, including a comprehensive assessment of that program of study. Departmental majors with different academic backgrounds work in small teams to complete a practical, interdisciplinary project for a client culminating in a scope of work, team-presentation and project report. Clients might include a conservation organization, governmental agency, private industry, school, or other."

#### Course Modification

#### **MATH 3860 Elementary Differential Equations 3 CHr**

Change alpha numeric to "MATH 2860"

Prerequisite remains MATH 2850

Reason: State transfer guidelines (essentially) mandate that MATH 3860 be a 2000-level course.

### College of Pharmacy and Pharmaceutical Sciences

#### Course Modification

#### **MBC 4880 Medicinal Biotechnology Lab 1-10 CHr**

Change credit hours to "2"

Reason: The course is being scheduled for 1 hour lecture and 3 hour lab per week and fixed at 2 credit hours. Variable or greater credit hour options will no longer be offered.



**President Dowd:** Prof. Peseckis' reports are my "favorite" reports <laughter>. Now, I would like to invite Prof. Udayan Nandkeolyar, chair of the Academic Programs.

**Prof. Nandkeolyar:** We recently had three requests for proposals for new programs out of the College of Business for a Management minor in Leadership for non-business majors and Communication for Women Studies, they are consent agenda items so if we can vote on that. All in favor.

**Senator Molitor:** Just a technical thing, was this distributed with the meeting materials, the program changes?

**President Dowd:** Okay, what I would then suggest if you can give a very brief description of each we will send the material out and we will have an up and down vote at the next Senate meeting.

**Prof. Nandkeolyar:** In the case of the Management proposal, they are actually trying to provide a minor for non-business majors.

**Prof. Unknown:** I can fill-in for the Disability Studies. It is actually listed under Communications for course content. The reason why the Disability program, the University received a lot of money to create a Disability program and frankly out of that agreement was to introduce a Disability major and that was never done and this is to fulfill the requirements of that contract to create the program. There are a number of students who are interested and who are working in Disabilities minors, but the major was never created and so that is the reason for that. It is also one of two Disability programs in the United States, so it would be significant and ground breaking in that respect.

**Senator Regimbal:** I am just wondering where the grant came from and why is this in Communications?

**Prof. Unknown:** It wasn't a grant; it was foundation funding and that foundation funding is providing faculty salaries already in the area of Disabilities. It is a significant amount of money that can do probably more than just that. So, it isn't like we are making requirements for new faculty lines or that sort of thing.

**President Dowd:** Can I jump in?

**Speaker Unknown:** We kind of took them through this in the meeting.

**President Dowd:** It is not the issue of the money. I find even relevant here, the Disability program has from its initial program had to be AY2004.

**Speaker Unknown:** Yes.

**President Dowd:** This program really has matured and that is why I think it would be appropriate.

**Past President Anderson:** But why is it under Communications?

**Prof. Ferris:** My name is Jim Ferris and I directed the program. It is listed under Communications because that was the only way we can get it into the curriculum tracking system. We had to have a particular department already in existence to list it under. Since my tenure home is in Communication and the Communication Department was fine with letting us do that and that is why it says Communication and that is the only reason.

**Dr. Peseckis:** It also has to go to the Board of Trustees and then to the state for approval, correct?

**President Dowd:** Can we go on to the next one?

**Prof. Nandkeolyar:** The last one is the Women's Studies program.

**Prof. Gilbert:** This is a proposal for a minor in Sexuality Studies. It is a 21 credit hour minor in the College of Language Literature and Social Sciences and it is an area that we have quite a bit of interest in. And I know a number of students requested this minor and it's been developing over the past few years.

**Senator Hoblet:** Just for clarity, that is not really your department abbreviation or is it in the Women and Gender studies, WGST or is it changing?

**Prof. Gilbert:** That is code for the department and the code for the courses is WGST. There is a lot of conversation about the numbers with letters.

**Senator Thompson:** I was confused like, is this a new department?

**Prof. Gilbert:** No.

**Senator Molitor:** If I can just save some time I think we can read the rest of the changes unless there is anything significant because I know we are pressed for time.

**Prof. Nandkeolyar:** So, we will just vote on this next meeting. I just had a couple of other concerns that came up during the process. The curriculum tracking system is sort of "running at best and sort of horrible at worst." So I am requesting the Senate to request whoever it is to work on it because it is very hard to read what's going on and there is no reasonable space to know why someone is proposing something and things of that sort. The other thing I am requesting is for departments to try to get these to the committee sooner because the last ones that came in during this cycle were signed the 1<sup>st</sup> of April and we are trying to solve that. I will come back next Senate meeting.

**President Dowd:** Again, please extend my gratitude to your committee members because I know this is a lot of work, thank you.

[Applause]

**President Dowd:** Now, I would like to introduce to Faculty Senate, Cameron Cruickshank, Interim Vice Provost for Enrollment Management. He has come to Senate to talk to us about UTXnet.

**Dr. Cruickshank:** Thank you, Dr. Dowd. Once again, my name is Cameron Cruickshank and I am currently serving Interim Vice Provost for Enrollment Management here at The University of Toledo. President Dowd asked me to share with this group some updates of the implementation of UTXnet, to talk a little about the goals, and some of the progress that's been made so far. I was asked to keep my comments to ten minutes so I prepared several slides that I would like to review relatively quickly, but I would be happy to respond to any questions that this group may have: The background of the implementation of the UTXnet World Campus is Strategy 3. of the Imagine 2017 Strategic Plan for the Main Campus. I've highlighted and underscored some of the key components of this strategy to create this UTXnet world campus: *“To advance branding and delivery of web-based educational content, the effective use of academic technology in all learning environments both online and potentially hybrid environments, and the awarding of competency-based credit. Partner with Apple, Higher Education and McGraw-Hill to achieve these outcomes and to engage faculty in the work.”*

If I can highlight the four different items I underscored, 1 (One), to advance branding and delivery. It is all about us being able to create high quality courses that we can use to attract, educate, and retain students. The provision of these high quality courses will enhance our academic reputation at The University of Toledo and it will allow us to recruit, enroll, and educate more for students, so that is the first component of it. The second is to more effectively utilize some of the contemporary educational technologies that are available to us. In a moment I will talk a little bit about the adaptive learning capabilities. But basically what we are contemplating is the possibility to create one high quality master course that can be leveraged and utilized by different groups of students across the institution in these different learning communities. For example, if we are able to create one high quality psychology course where there is a lead instructor and that lead instructor was vetted and forwarded by the department chair and those courses could be utilized by different groups of learning communities in different facets of the organizations. The students in the Honors College can utilize those courses, the students in Honors can utilize those courses, the students in 100% online can utilize those courses, and the students enrolled in CALL (for example) can utilize those courses. Potentially, if we were able to create these high quality courses we could utilize these courses in many ways to help meet educational needs. One possibility as was prescribed in the previous slide in these experiential learning communities (Disk change)...Faculty created and approved and the course learning outcomes were embedded in the system then perhaps students will be able to participate in this high quality course as well as demonstrating prior learning experience and potentially get credit for prior learning. Another potential option that has been proposed and could be contemplated is the possibility to offer courses in an individual learning experience that does not lead to course credit and it does not involve faculty interaction, but instead would lead to something like a certificate that say a student took a course. This is more commonly referred to as a MOOC, a massive open online course where potentially students can logon and learn the content and participate in the course, and again, have no faculty interaction but will only interact with peers and will not earn college credit. The last component is an opportunity to partner with some technology providers that can help to enhance the education and the learning experience for our students. So the image on the bottom right is intended to represent the opportunity to create high quality interactive media-rich learning resources where students could have access to simulations, 3-D images, animation, audio and video that

can really help the material come alive. Certainly, we already have faculty across this campus that are using iBooks and are delivering content in this way. The idea is that we could potentially help more faculty be able to do this. Finally, the adaptive learning platform will allow us to access students and give students a deeper and broader opportunity to learn content where the content can be offered in different ways that are more congruent with the four learning styles. With these adaptive learning courses you are able to load remedial content. So if a student has been stuck on content that they should have learned in a previous course they can go back and learn that content that they may have missed previously.

If I can just share what's been done so far: We formed an implementation team that has over 15 members; it's got faculty, administrators, and staff on that implementation team. We have been working since January, meeting every other week and there were several work groups that were formed with broad involvement from different constituencies within the institution. The pilot project that we have undertaken is to create six courses that could be offered next year in a hybrid environment and 100% online environment. We engaged faculty from six different departments and we assembled a course development team that is in place to help support the subject matter experts in the transformation of these courses.

We are proposing that there would be some mix of content delivery and active learning that happens with these courses. The content delivery component would be the work that is done by the lead instructor where we would be able to help load these audio, video, simulations, and illustrations and be able to deliver the content asynchronously and online. And then the active learning component is with faculty that works with these students and demonstrate their competencies in a synchronized environment. So if a student was learning for example, Newton's Laws of Motion throughout the week, they would come to class fully understanding what was loaded in the course and be able to talk about Newton's Laws of Motion in the class with their colleagues. The faculty members can ask the students to do presentations, to do group work, channel based learning, or any other modern pedagogy that would help demonstrate that the student understands the content that they were supposed to learn throughout the week.

**Prof. Edwards:** Excuse me.

**Dr. Cruickshank:** Yes.

**Prof. Edwards:** Does that mean that all of these online courses will have the same supremacies component to them?

**Dr. Cruickshank:** Remember we are contemplating both hybrid courses and online courses. The online courses that are 100% online would have exercises that are equal but different to what happens in a face-to-face hybrid environment.

**Prof. Edinger:** But, would an active component be synchronized is what I am asking?

**Dr. Cruickshank:** The active learning component will be synchronized for those students who are studying in a hybrid environment, but not necessarily synchronized for those students studying in a hybrid online environment.

**Speaker Unknown:** Who are the guides on the side in the learning communities, to whom would that refer?

**Dr. Cruickshank:** The guides on the side would be instructors, faculty, teaching assistants, whoever the department would assign to teach those courses, just like it happens now. The analogy is, in some departments there are the lecturers and then there are these sessions.

**Speaker Unknown:** Supplemental instructions.

**Dr. Cruickshank:** No, not supplemental instructions.

**Past-President Anderson:** Recitations.

**Dr. Cruickshank:** Yes, recitations. Thank you. There are several departments that use lectures and then recitations so that is the analogy where the content would be delivered asynchronously and 100% online instead of a lecturer, but there will still be these recitations to practice and demonstrate competency.

To share the contrast between hybrid and the 100% online to the question- the students that studied hybrid and 100% online the delivery of the content would happen the exact same way; the student would be able to leverage this high quality course for both students in a face-to-face environment and in a 100% online environment. The active learning component would be different, but equal. What I mean by different but equal, it means that the activities for students would be different in an online environment compared to a hybrid environment but equal in the course learning outcome that is achieved from that. For example, if in the hybrid learning environment there is some level of discussion that is required that level of discussion can happen in an online environment and be required as a thread of discussion. If a student happens to come to class and share their experiences that they had by going on some learning experience, they can still share their experience in an online environment by videotaping themselves and uploading the results of their learning experience. If a student has to give a presentation in a face-to-face class they can do the same thing in an online class and that is what I meant by “different, but equal.”

**Senator Lee:** Dr. Cruickshank, are there going to be any limits to how many students are going to be in the classrooms?

**Dr. Cruickshank:** Yes. What been discussed in these learning communities is approximately 20-40 learners. It's relatively a small number of students so they can have that rich interaction with their peers and with the faculty. But the larger class where the content is delivered could be very large. It could be lots of students that are educated that way, but the small group sessions would be 20-40 students.

**Senator Bailey:** I just have one question. Does this take into account the level of student motivation? I had a similar experience just this week. I sent information and they were required to go online and watch some videos and then do work that was related and of a classroom of about 20 students only about 2 of them had watched the videos that I wanted them to watch so we could talk as a whole class and so on. I am just curious as to whether or not.

**Dr. Cruickshank:** Sure, that is a great question. Hopefully, this paradigm shift of a “flip” classroom where students can do their homework at school and their schoolwork at home would be something that expectations would have to be set very early in the course. And students would have to come to understand that their time together in the class is going to be spent on doing these active learning activities and not spent on lecturing content, so I think you are right, there is some expectations that would have to be set to make sure students understand that that is the way a course like this would have to be taught.

**Provost Scarborough:** It is going to be piloted by Honor’s students because if it is not going to work there it is not going to work anywhere else.

**Dr. Cruickshank:** Dr. Scarborough reminded me that we are going to pilot this with some courses this Fall and some in the upcoming Spring. This is not a widespread implementation that’s happening anytime soon. We are going to try it out with Honor students and some online students to see how it goes and make tweaks and changes when/if necessary.

**Prof. Nandkeolyar:** Would a traditional version of that course also be offered?

**Dr. Cruickshank:** Yes.

**Prof. Nandkeolyar:** So we will have two sections? So one would be the traditional? What are we doing now because some students prefer the traditional?

**Dr. Cruickshank:** Sure. I want to say something about the course development team because I think this is an important part of the strategy. We’ve been able to assemble a group of folks that have experience, training, and expertise in instructional design, multi-media design, outcome assessment and project management. So it is not like we are asking a team of faculty or one faculty person to do all these things by themselves. We are surrounding the faculty with subject matter experts with a group of people that are helping to make sure these courses are designed well and include the best technology assets available, and excellent media, and a great outcome assessment design so that the course level objectives map to program level outcomes and obviously to the general education outcome where necessary.

**Senator Hoblet:** What software resources are you using? Are you using all of our Blackboard resources or are you using different resources than we have available to us?

**Dr. Cruickshank:** I am not sure what “available to us” mean.

**Senator Hoblet:** As faculty. Are you using resources other than what’s available to us as faculty at the present time?

**Dr. Cruickshank:** At this point we have requested some additional software to be utilized. We plan on building it on the Blackboard platform and be able to purchase some additional modules within Blackboard, for example, outcome module and the analytic module.

**Senator Hoblet:** Yes. We've wanted this for a long time.

**Dr. Cruickshank:** Well, that is what we asked for. We are also intending to pilot our work with McGraw-Hill for an adaptive learning platform which is called, Learn Smart. If anyone is interested I encourage you to watch the Provost Corner video which was published on March 25<sup>th</sup>. It's got a nice 4-5 minute video that shows the highlights of the Learn Smart platform.

Goals and Timelines: What we are trying to do is get six high quality courses built on an adaptive learning platform. We want to at least get half of the modules for each of the same courses done by the Fall so we can test some of these modules in honors course classrooms with students. I've been told that it was too aggressive for us to think we can get entire courses done by the Fall and we are shooting to get half of the content within all of the courses by the Fall and perfect for the Spring. We would like to welcome eight traditional courses in each semester, again, making tweaks and iterations to the process.

**Senator Lundquist:** Did you say what the six courses will have?

**Dr. Cruickshank:** Again, one of the work groups, the Course Selection work group recently identified ten courses that were general education courses. We narrowed them down to eight and we ended up having two departments volunteer to be a part of this. So first the volunteers are the Department of Finance and the College of Business and Innovation has asked to participate in this and create a course of BUAD3040 which is the first finance course. The First Year Experience is the second group that has volunteered to have a course built on this platform and the other four are Human Geography, World Religion, Anatomy, and Physiology, and American National Government.

**President Dowd:** Is there a chemistry course?

**Dr. Cruickshank:** No, no chemistry. I met with all of the deans, department chairs, and lead faculty on all of these things and we had our first implementation kick-off meetings with those six courses last week and those six course development teams have now begun work to transform the course.

**Senator Lundquist:** The first one you mentioned sounds like an upper level course.

**Dr. Cruickshank:** It is a course required by all students in their College of Business and again, Dr. Mark Vonderembse is the Chair of that department reached out to us for us to help them with that course.

**Senator Edinger:** Who owns the course? The faculty member works and develops the course and it is owned by whom?

**Dr. Cruickshank:** Faculty members will be compensated for their work.

**Senator Edinger:** So they are paid as a consultant and then paid by the institution?

**Dr. Cruickshank:** Yes.

**President Dowd:** What about the alternative? What if the faculty member does not accept the compensation, but is willing to build the course, will they still own the intellectual property of the course?

**Dr. Cruickshank:** I would have to defer to the provost on that.

**Senator Wedding:** Yes, the faculty will own the course so long as he/she does not accept compensation.

**Provost Scarborough:** That is right.

**Dr. Cruickshank:** Thank you.

**Prof. Edwards:** What about all the existing general education courses that are not currently online and haven't been for years? Are those going to be ignored? Are they not going to be a part of this? Will we have the same resources? I don't understand why you didn't start with the existing courses.

**Dr. Cruickshank:** They do exist. The six courses identified?

**Prof. Edwards:** No, I am talking about the existing ones that are currently online and have been for the last ten years.

**Dr. Cruickshank:** All six of those if they were mentioned are currently online. They all were approved for distance learning and they are online right now.

**Prof. Edwards:** No, I am asking about all of the other courses in the university that we are already doing.

**Dr. Cruickshank:** We would like to do eight courses per semester.

**Prof. Edwards:** We already have about fifty.

**Dr. Cruickshank:** It is course transformation; it is taking a good course and making it better.

**Prof. Edwards:** We already have fifty good courses online, so how is this different?

**Dr. Cruickshank:** Well, I think some folks might challenge whether or not all those courses that are up online are good. I am sure not all of them have been developed with the same number of resources with instructional designers, multi-media experts, and outcome assessments professionals to make it better.

**Senator Thompson-Casado:** Once these courses are up and running, what do you envision the security for student product? How are you going to make sure the students who are registering for these courses are the students doing the work?

**Dr. Cruickshank:** The authentication would be really depending upon what the faculty preference is. It is just like it is right now, some faculty require that each online course proctor and they work through Learning Ventures to make sure it is proctored, but other faculty do not require that.



**Senator Thompson-Casado:** That is why I asked the question because we have a faculty member in my department that did require high security and she did require that it was proctored. It is my understanding that these are going to be much more widespread, it is not just a single course, but the concept is to make this available to a large group of people and I would think that security in that aspect would then be a high priority.

**Dr. Cruickshank:** That would be up to individual faculty that developed the course how they want to do it.

**Senator Humphrys:** I would suggest we be cautious when we talk about our our online courses having a high level of media, It's one thing for us as faculty to have access to state-of-the-art software, but my concern would be what the students have access to. I teach 200 students per semester online and I bet 20% of them don't even have Microsoft Office, so that is a concern. The other comment that I have is that my department in the College of Business offers the most number of courses online and we have generated the highest number of DL credit hours for years; and I don't think anybody from my department was on your Implementation Committee, which is very disappointing. Could you tell us who was on that Implementation Committee?

**Dr. Cruickshank:** I sure can. The President of Faculty Senate, Mike Dowd recommended some names that we engaged that include, Berhane, Scott, Brian, Lee, Dave and others and there are several deans and associate deans that were involved as well.

**President Dowd:** Wait, I am sorry Dr. Cruickshank, can you go back?

**Dr. Cruickshank:** Absolutely.

**President Dowd:** I got a different signal when you and I met.

**Dr. Cruickshank:** President Dowd, to speak to your comment there- here are all the faculty that were actually involved with the course development. I am sorry for the size, but there are six courses here and there are several people involved such as: subject matter experts, multi-media designers, deans, department chairs. For me to get it all on one page was a little bit of a challenge. As you can see there is open education resources from the library, instructional designers from Learning Ventures, and folks from CCI.

**Senator Relue:** There are so many people involved in the development of one single course, I was wondering if you can give a "ball-park" estimate of how much it cost to take one of these courses with the position where you are at with delivering it.

**Dr. Cruickshank:** Well, we can do it as inexpensively as \$50K or as much as \$200K.

**Senator Relue:** Per course?

**Dr. Cruickshank:** Yes, per course.

**President Dowd:** Thank you, Dr. Cruickshank. Now, it is my pleasure to introduce Kay Patten Wallace, Vice President of...

**Dr. Patten Wallace:** Good afternoon everyone. I am also joined by Dr. Edwards who is directing the University Counseling Center. I just want to just briefly talk about the services that are related to sexual assault, education & prevention, alcohol tobacco and other drugs. Recent budget cuts and staff resignations provided an opportunity for us to review the services in the area of sexual assault, education, & prevention with alcohol, tobacco, and other drugs. This occurred during a recent reengineering of Student Affairs. By reengineering we recruited a development of a new model for providing services in the area of sexual assault education & prevention with alcohol and other drugs.

My presentation will begin with a brief high level overview of the new model followed by specific details. Again, sexual assault, education & prevention with alcohol, tobacco and other drugs are two key services provided in the division of Student Affairs. The overarching principal behind all service organizations delivery is a positive student experience and strong student safety. The central staff for the sexual assault and education prevention is a trained social worker and the central staff for the alcohol, tobacco prevention & other drugs is professionals with a substance abuse background. The high level education program and outreach including the student peer education program will remain. The new model provides for a stronger individual collaboration aligning the needs of students with personnel resources that are best placed to provide most effective and immediate services. Staff and key roles across the division and university who have frequent interaction with students will participate in a comprehensive training for sexual assault advocacy over the Summer. The UT model of regular collaboration, strong collaboration between key unit division of Student Affairs, the university police, and Academic Affairs is an exemplar for addressing student crisis issues. The new model includes intern divisional and community partnership. The key players include: staff, the University Counseling Center, other university partnerships as well as greater community partnership. At this time I am going to ask Dr. Edwards to talk specifically about those staff members, their background, their experience, and their roles and then I will come back and talk about the other areas across the university who we will partner with.

**Dr. Edwards:** Thank you. I will start with the sexual assault education prevention program in terms of specific staff and who will apply leadership in that area. Dr. Kay Patten Wallace mentioned Angela Scoll who is our licensed social worker will provide general oversight and specific leadership for that program. Angela has a sense of background in providing training in domestic violence as well as sexual assault. Angela's role would be to continue to build upon and work with strong...that we had in the sexual assault area. Angela will continue to provide education regarding sexual assault issues as well as an advocacy. As Dr. Patten Wallace mentioned, one of the goals over the Summer is to work with the YWCA Hope Center to train specific advocates to provide services for sexual assault survivors; also to establish a program committee or work group to ensure that we will continue to provide relevant and important programs regarding sexual assault. The other services that will always be provided at the Counseling Center is counseling services for sexual assault survivors which we will continue to do. The one thing I want to mention is that Angela's role will provide leadership, but we also will look at job descriptions of our other providers at the Counseling Center and make some modifications to those job descriptions. We will

continue to provide services at the Counseling Center around counseling for individuals that are struggling with dependent type issues as well as Dr. Will... will provide overall leadership regarding education around alcohol, tobacco, and other drug issues. He will establish a work programming committee to look at programming. We will continue to provide relevant and appropriate programs and build upon some wonderful programs that we already had.

**Senator Hoblet:** I have a couple questions.

**Dr. Edwards:** Sure.

**Senator Hoblet:** Are both of these positions full time? And will they develop programming to work with our students because prevention starts with knowledge, especially with our student population and their knowledge about violence and what culturally is acceptable?

**Dr. Kay Petten-Wallen:** The positions are not full time. However, what we have done when we looked at the responsibilities and the majority, over 80% of the education in both of these areas has been done by peer educators. We have a very strong group of students, 200 student leaders that are called SWAT, student wellness awareness team. This is a group of 200 key student leaders who are trained by a staff member at our Rec Center. These students go into the first year experience classes and they do peer education on healthy relationships, alcohol awareness, transitioning to college and 80% of that is done by students and will continue to be done by students. They will work very close with the Office of Student Involvement, so we will not lose any of that. We've also collaborated with athletics. We collaborated with other student organizations, for example, we have student organizations who sponsored the alcohol-free tailgates. I already met with a student who is responsible for that who is reaching out to make sure that happens. We will not lose any of the key programming that we had for students and education. We divided that part of the responsibility and we kept that with the SWAT as well as with the Office of Student Involvement. So we don't need a full time person concentrating on just that, the program has been separated. In addition to the staff that Dr. Edwards just spoke of in the Counseling Center, it is important to know that we have partnership with other areas across the university: Lieutenant Teresa Johnson with the University of Toledo Police Department has a Masters in counseling and she will assist students with relationship violence issues as they relate to the criminal justice system. She also teaches a Healthy Boundaries class and she serves as a rape prevention defense instructor. We work closely with Kevin West who is a Title IX representative who investigates all alleged incidents of sexual assault. We have a Student Behavior Review Committee, this is a key group that is dedicated to address all behaviors of students who conduct is deemed troubling. This is a group that meets on a regular basis. It is comprised of a representative from Academic Affairs, the chief of police, the director Residence Life, the dean of students, the student conduct officer and what we do is we come together and we are able to address any incident across the university dealing with student crisis or if we believe that a student is a danger to himself/herself or the university. We have done that very effectively. It allows us to look at repeat offenders. It allows us to look broadly across the university. In addition to the Student Behavior Review Committee, we have a management team that comes out of HR and they provide investigation assessment regarding threatening or violence situations involved with employees. We will be working as we have in the past at Rocket Launch to increase student awareness of these services and how to access them in terms of our new model. I think most importantly, we are working with the Greater Toledo community, very

specifically, Deb Scoll at the Hope Center. They have an expertise in advocacy training. She actually was on campus recently and did a sexual assault awareness training to educate multiple staff across the university. We will now identify five staff members in key areas that interact with students in the residence halls and offices in Student Involvement. Those staff will have full advocacy training. They will be working very closely with her beyond the training to make sure that our students have the resources on campus, off campus, and within the community that they need. So actually, those five advocates will actually be an expansion of full time staff available to students. The other advantage to that is we know the students relate to different staff across the university. So this will give students additional staff that they can identify with, particularly the students who live in the residence halls or work very closely to the hall directors, so some of these advocates will be hall director. Angela will be training and we have counselor who lives in the residence halls; and her purpose for living in the residence hall she will be available to students in a crisis situation and just general services that they may need. So those are the key components of this new model and again, I will be happy to answer questions.

**Senator Thompson:** I am sorry, but this is not a good idea. As we look at this you are putting this out there as like this is a “wonderful new initiative.” Thank you, Senator Hoblet for asking the question, “Are these full time positions?” These need to be full time positions. The alcohol and substance abuse position was funded by student fees; I want to know where that money is going? When we look at what is being done on the campus that position accounted for over 7000 student contacts. When that position was eliminated it also took away two GA positions and those students no longer have funding and they were brought from other places to attend school. This might look good on paper, but these are decisions that can basically result in students dying. We had a stabbing on campus that was substance abuse related. It’s one of the biggest reasons we see students dropping out of school which is because of alcohol and substance abuse issues we don’t have someone full time working on this. I am a health educator and I wish peer education worked, but it doesn’t. The literature says inclusively that we do not see peer education being effective along with substance abuse. We need to really look at this in terms of what is best for our students. When we look at overall, I mean, we are looking at bi-standard training. We are looking at training of RA’s. We are looking at educating the whole campus community on how to prevent, detect, and respond to an alcohol related event. Students are not prepared to do this. We need comprehensive alcohol prevention. You are looking at eliminating positions like sexual assault and giving people training that is substandard; it is not what needs to be happening. You can’t expect other students or people that already have full time jobs like a counselor who is already poorly staffed because we cut a counseling position already to go to court or go and get a rape kit with somebody, they are already short staffed. Our students are going to suffer from this and the Faculty Senate really needs to put their foot down and say something needs to be done about this. We’ve seen resolutions passed by Student Senate and Faculty Senate on this, so obviously we feel strongly about this and something needs to happen.

[Applause]

**Dr. Patten-Wallace:** I strongly believe that our new model will be effective. I strongly believe that we will not see an increase in sexual assault or an increase in alcohol. We actually have alcohol education which our students will continue to take. The bi-standard program that you are talking about we are going to watch that. It is primarily and has primarily been conducted by students. All the programs, and education, and training that we have done over these last few years will continue. We will assess it, we

will monitor it, and track it. If there's a situation that we feel we need to make changes we will readily do that. I also want to speak to the position in counseling that was eliminated. That position was eliminated because we are changing the focus. We will be asking for another position that would focus more on these safety issues.

**Senator Thompson:** But we already have a waiting list and it is already hard to get into the Counseling Center. And another thing is, we've already seen things like DUI's, alcohol judicial violation go down as we had a person in that staff position, why would we want to do that? The other thing that you have to have is tracking. You have to have research. You have to have people doing assessments on campus and you won't have somebody that is trained and prepared to do that. This is something that the students feels is important and it is not just me as a faculty member. The students want these positions. Are you going to be able to contact a parent and say, "I am really sorry, your kid died of alcohol poisoning or is raped on this campus?" When we could have done something to prevent this that is way more comprehensive and effective instead of trying to piecemeal this. These are full time jobs. We need to do this for our students and other college campuses have these positions. And the training that these advocates are going through, what is it, is it eight hours?

**Group of Senators:** Eight hours.

**Senator Thompson:** Eight hours, come on.

**President Dowd:** Senator Thompson, this issue was brought up and discussed briefly at the Board of Trustees and Academic Student Affairs Committee this morning. If you write your comments down I will hand deliver your comments to the Board of Trustees Office and to each individual Trustee. That is about all that Senate can do. We passed a resolution and we talked about it with the Board. Again, I will be happy to deliver any material that you may have.

**Senator Lee:** Just to follow up on that. My question is, is the University of Toledo donating financial and personnel resources that should be in place, yes or no?

**Dr. Patten-Wallace:** I believe we have personnel resources in place with this model to run an effective alcohol, tobacco, and drug education as well as sexual assault education prevention.

**Senator Lee:** I would like to reiterate the concern; it sounds like, this person who already has a full time job is going to take this on and relying on our students. I am also going to add this, it doesn't seem cohesive and I don't think it take the nurse that I am to know that these issues are critical for student welfare on any university campus. I would like to reiterate the position of Senate that we made before, for all attention and resources to be redirected now and in the future.

**Dr. Patten-Wallace:** I would like to say that we reviewed all job descriptions and in many cases we have eliminated something on the job description so these things can have a higher priority. We are not asking staff to do everything that they have done before in addition to this. We reviewed this and we re-prioritized some things we've done in the past that we don't need to do and so all of that has been taken into consideration for developing these job descriptions for this model.

**Associate Dean Polluf:** My question is for Dr. Edwards. Are we legally mandated by the licensure board that license counselors to have a certain staff to student ratio? Are we in compliance with it? How would this new plan affecting that?

**Dr. Edwards:** Are we legally mandated to have a faculty to student ratio?

**Associate Dean Polluf:** Correct. At a university of 15K people, are there a certain number of counselors that we are obligated to have, and do we have them, and will we still once this is emplace?

**Dr. Edwards:** Are accrediting body does have a recommended standard in terms of the counselor to student ratio. We are actually not quite at that ratio, but we are much closer to that ratio than we have. We sort of have been building on that ratio over the past three or four years. Three or four years ago we were well below that ratio and we worked towards that ratio. But that ratio is not just counseling centers if you are talking about counseling to student ratio, but that include any other counseling providers on campus such as the Student Medical Center has counselors there and that helps us to reach that ratio.

**Associate Dean Polluf:** Does that include our career counselors as well?

**Dr. Edwards:** That wouldn't include a career counselor, this is the Medical College.

**Associate Dean Polluf:** I just wanted to make sure.

**Ms. Lauren Merrell:** I am actually a student here at the University of Toledo. I am a senior in the Social Work Department. I was an intern for Diane Dosage in the Sexual Assault & Education Prevention program last semester. I am currently at the Hope Center as an intern with Bev Stoll. I made my position very clear several times on this, but I just feel the need to reiterate. For me it is not a matter of a position or an increase in alcohol events, it is about the support that is available to students. These people who have full time jobs are not going to be able to do as I do as an advocate such as, go to the hospital, go to court, and do all these things for students that I do when I get a call at 3am even though I have to be in class at 8 o'clock in the morning. As a student I have seen and I have had countless women come to me and say, "I don't know where to go on this campus. I don't know what is available to me." This hasn't become my internship. This hasn't become a class for me. This has become a lifestyle because people don't know where to go so they come to me. It is not right that we don't have someone for them to go to because of a bottom line, budget cuts. So, I want people to think about the bottom line, think about these women whose lives are going to be affected. I understand about having them go to the Counseling Center and that is something that is definitely needed, but it is not just about mental health it is about physical health. It is also about, is there a counselor in their classes? Do they live next door to them? There are so many factors that an advocate does that does not include counseling that needs to be considered here and it is not being considered and I am seeing the direct result of that by these students coming to me because they do not know where to go. Also a big problem that I have is all of these changes that are being made but students are not being made aware to them. If you go to the... website there is no idea of the changes. There is still Diane's phone number listed and that number is being directed to Sabina Serratos who is in Career Services now. So, if I am a survivor terrified of what's going to happen to me I am not going to

keep calling someone in Career Services who have no idea of what's going on. I am going to hang-up when that happens and I am not going to reach out for help again; rape is already statistically way under reported and so if I can't get the help that I need on the first try I am not going to continue. Plus, I don't want to be passed around like a lot of things at UT where students are trying to figure our financial aid and things like that, transferring from this office from this office to this office- a survivor will not go through that. It is already traumatizing enough reaching out the first time and they are not going to reach out more than that. For me it is not about an increase for instance it is being there for that student. I feel like this new plan is happening because of money and interest generated in getting people here, but yet, in order to do that we are cutting all of the services for people who are already here. I know that I would not be here as a student and graduating in 27 days if there weren't people like Diane, Lexi, and Bautima, all of these people who are always constantly doing everything for students and still live in fear of not knowing what they have to do the next day or the day after because of the priorities of our administration.

[Applause]

**Dr. Patten-Wallace:** I just want to say one thing, the five staff members who will be trained as advocates that will be part of their job description.

**Past-President Anderson:** We have to ask for an abstention.

**Dr. Edwards:** I just want to make one quick comment because I certainly did hear your plea. I just want to make a quick comment about the number for the sexual assault program, that number is actually not being directed to Sabina Serratos it is being directed to the Counseling Center.

**Ms. Lauren Merrell:** Do you know when that was changed because that was something that I just recently checked myself.

**Dr. Edwards:** That was changed as of last week. It was Thursday or Friday of last week.

**Ms. Lauren Merrell:** Okay.

**President Dowd:** We are beyond the time for Senate and I am asking for Senate indulgence. Do I have a motion to extend the time for Faculty Senate? All of those in favor say "aye." *Motion Passed.*

**Alexis Blavos:** Thank you and I appreciate your extended time. My name is Alexis Blavos and I am the alcohol, tobacco, and drug prevention specialist who was laid off on Thursday. I am here to clarify a few things and I am going to keep it professional, as I am not a disgruntle employee. This is me wanting to make sure that we do everything we can to fight for our students.

All of those thousands of student advocates on campus who were trained in alcohol bystander training were trained by me or one of my GA's, not by SWAT students. The SWAT students don't actually go into the residence halls, they do presentations in the beginning of the Fall semester and if you talk to any student in SWAT they will tell you that. They come and tell me that they consider that class to be a joke and like high school because all they do are those presentations. They aren't given the opportunity to go

out and speak and help educate their campus. The two people who are supposed to be taking over ATOD Prevention, Will Pecsok and James Townson are not trained in prevention, they are trained in counseling. Counseling is important and prevention is important also but they are two very different things. Prevention is not just about doing presentations to educate people. Prevention is about policy. Prevention is about working on committees to get other people thinking about prevention. I went to countless committee meetings to talk to countless faculty members, department heads about how can we make ATOD prevention a priority in their area because 25% of college students do not return to college because of alcohol and other drug issues across the United States. So, this is not just an “angry” person coming to talk, this is a person who cares about the students. I care about my students and I miss them. I want them to have what they deserve which is an effective advocate who is trained to advocate for them, not people who are thrown into it. They [Stan Edwards, Will Pecsok and James Townson] came into my office and said, “Well, we are going to have to get rid of most of your programs because we are not able to keep them up with the staffing that we have” and those are words that happened in my office by members of the Counseling Center who said, “We can’t wrap our minds around what they want us to do. We are counselors and we have full workloads already. We don’t know how we are going to do this.” Thank you all very much for your time.

[Applause]

**Dr. Patten-Wallace:** I understand and I want to show the last slide because that is basically the key programming that we had in both of these areas and this is the programming that will continue to be maintained through a competency course under the new model.

**Senator Thompson:** This doesn’t do anything to prevent it.

**President Dowd:** Are there any last questions for Dr. Patten-Wallace? I would like to thank Dr. Kaye Patten-Wallace for coming in and visiting us at Senate. Is there any other business?

**Senator Wedding:** I am interested in knowing whether any department or college is being asked to change its constitution. I know you said the college counsel, but my understanding is that departments who have had bi-laws and constitutions and certain colleges are being told to insert the supremacy clause.

**President Dowd:** In every department and in every college the administrative units in those colleges if they have any government documents they have been asked to revise them.

**Senator Wedding:** Our college constitution deals with academics. In fact, the first two clauses I showed you when we went through yesterday are now being taken out. The very essence of our college is disappearing because of some change at the Board level which we were not told about. And the entire constitution of our college is again, academics and it is under attack.

**President Dowd:** You are making a very good point. Just like John Barrett had mentioned, I also read and went through every single page of every governance document and every organizational document at this university. One passage that is common to so very many departments and colleges was the language



the College of Business reference from, 1997, that passage is no longer in the rules or Article of the Board of Trustees Bi-Laws.

**Senator Wedding:** Do the Board of Trustees dictate that the Supremacy Laws have to be installed in all of these documents across campus?

**President Dowd:** Yes, that is why your question earlier was brilliant. Is there any old business? Any new business? Do I have a motion to adjourn? *Motion Passed.* Meeting adjourned at 6:20 p.m.

**IV.** Meeting adjourned at 6:20 p.m.

Respectfully Submitted by:

Lucy Duhon  
Faculty Senate Executive Committee

Tape Summary: Quinetta Hubbard  
Faculty Senate Administrative Secretary