

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Faculty Senate Meeting of February 28, 2012**  
**FACULTY SENATE**

<http://www.utoledo.edu/facsenate> Approved@ F.S.on March 27, 2012

---

**HIGHLIGHTS**

VP Lawrence Burns, Assoc. VP Shanda Gore, Dean Jamie Barlowe,  
Dr. Steven Peseckis, Mr. Matthew Rubin and guests

---

---

**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 Lawrence Anderson** called the meeting to order, **Lucy Duhon**, Executive Secretary, called the roll.

**I. Roll Call: 2011-2012 Senators:**

**Present:** Anderson, Batten, Brickman, Cuckovic, Caruso, Dismukes, Dowd, Duggan, Duhon, Ellis, Eisler, Franchetti, Giovannucci, Hammer, Hammersley, Heberle, Hewitt, Hill, Hoblet, Hornbeck, Hottell, Humphrys, Kistner, Kranz, LeBlanc, Lee, Langan, Lipman, Lundquist, Mason, Molitor, Moore, Moore, Nandkeolyar, Nazzal, Ohlinger, Peseckis, Piazza, Plenefisch, Randolph, Regimbal, Rouillard, Sheldon Slutsky, Skeel, Teclehaimanot, Templin, Thompson, Thompson-Casado, Weck-Schwarz, White, Wedding, Yonker

**Excused absences:** Cappelletty, Christ, Cooper, Powers, Solocha, Wilson

**Unexcused absences:** Hamer, Hey, Malhotra, Moynihan, Shriner, Tinkel, Willey,

**II. Approval of Minutes:** Minutes from the ninth meeting will be approved at a future Faculty Senate meeting.

**President Anderson:** I am calling the meeting to order. Welcome to the tenth Faculty Senate meeting of academic year 2011-2012.

To start the meeting, I request Secretary Duhon to call the roll.

**II.** Welcome to the tenth Senate meeting of the 2011-2012 academic year.

You all have received the minutes for our last meeting, on 14 February. However, I am going to delay asking for an approval to 14 February draft Minutes because individuals have not had an opportunity to revise their comments.

**III. Executive Committee Report**

First, by this time the visit from the HLC team is almost over. In the meetings I attended the visitors were cordial and inquisitive, but not inquisitors. We had constructive conversations on all accounts. Does anyone have something he or she would like to add?

At our last meeting, we reported that Sharon Barnes and Barbara Floyd had submitted a Faculty Senate log item requesting that the Senate look into the issue of the Catharine S. Eberly Center for Women and

its direction and leadership. Today, we have Vice President Burns and Associate Vice President Gore with us to give a presentation on directions for the Center.

Also at a previous meeting, we raised the issue of use and misuse of the Missed Class Policy. At our Executive Committee Meeting, we had considerable discussion with Marcia King-Blandford, Vice Provost for Academic Operations, about the interpretation and application of the Policy. We concluded that the Policy should be reviewed for clarity in a number of situations. Meanwhile, please remind your constituents that a paper trail in addressing grievances is critical, and that such a trail begins with very explicit individual policies and consequences presented on the course syllabus. In most cases, the course syllabus is considered an academic contract; students remaining in the course have automatically tacitly agreed to the conditions of the syllabus.

We also discussed the State initiatives for moving the State Share of Instruction from an “in the seat” model to a performance-based completion model, and the Federal conditions for financial aid- namely, that a student must show participation in more than 60% of class activity (whether measured by attendance, assignments, or other measures). So please also strongly encourage your constituents to fill out midterm grade data on the UTAD grades page. Senator Mark Templin joined the Executive Committee for a discussion on cooperation with high schools for teaching college credit, as part of the State initiative to reduce the time and expense needed to receive a baccalaureate degree. We will continue this discussion with Dean Barlowe later on in our agenda.

Finally, Vice Provost King-Blandford, Senators Humphrys, Dowd, and myself had a lengthy conversation on complications arising in the implementation of the new competency-based core for the fall semester. Senator Humphrys will report on this conversation and other progress by her committee under Old Business on today’s agenda.

That concludes my report, are there any questions? Because they have to leave early, now I invite Vice President for External Affairs and Interim Vice President for Equity and Diversity Lawrence Burns, and Associate Vice President for Equity and Diversity Shanda Gore to present an introduction to the activities of the Eberly Center for Women and we will include discussion.

**Vice President Burns:** Thank you for having us here today. I teach at 5:30 p.m. on Tuesdays so I asked, Dr. Anderson to be put on the agenda first. I think most of you know that External Affairs consists of a number of elements of our University from enrollment to marketing communications. And three years ago diversity and community engagement were added. We really have spent a lot of effort and time trying to engage with our internal community as well as our external communities, very much within the minority communities, particularly the African-American community and the Latino community. We created a minority business and development center on the Scott Park Campus which has been very successful and it has at any given time seven to nine companies that are at very early stages of their development and we have one formal graduate company that left our facility to be on their own, as planned. So when we had the opportunity to engage with the Eberly Center, it is something that I for a number of years have thought it would be a nice fit into External Affairs because of the external and internal element of what we do and also because of Dr. Shanda Gore’s involvement within the equity and diversity element of our University. We are also are very engaged with our direct from high school recruitment, but each year we are more involved with the recruitment of adult learners. In the case of the

Eberly Center, it would be primarily women adult learners which are people who are coming back to college for their second or third time or maybe coming to college for their first time. I think that engagement is a natural fit, so I asked Dr. Gore to give you an update on what the Eberly Center is and more importantly what we are doing to try to involve our faculty, staff, and the external world as its mission indicates. I am involved on a weekly basis working with Dr. Gore and others. I am also a member of the Advisory Committee and we meet regularly with Mike Eberly, who is the son of the founder of the Eberly Center. This Thursday, for all who are interested, I will be a waiter at the major fundraiser for the Eberly Center, so I am looking forward to that. So, Dr. Gore is going to walk us through some of the things about that and time permitting we will be happy to answer any questions.

**Dr. Gore:** Thank you so much for this time. I think this is the second time that I've had a chance to address Faculty Senate, so I want to thank you for that opportunity. Also, in my role, I chair the President's Council on diversity and some of you are engaged with the Council. I think some of you sat in on some of our Higher Learning Commission meetings this week, so we are very excited about the fact that they are here and that we have been meeting with them on a regular basis. Today, I am talking about the center and how we are making a difference. How many people have actually been in the Eberly Center for women? I am talking about past the door and not just in the Training Center. How many of you have actually taken advantage of some of the courses of the classes, meaning, the classes that we've had? Has anyone volunteered at the center? I know that Dr. Barnes has actually volunteered a couple of times and we appreciate that. What I am going to do is go over our mission and goals: our initiatives are (1) programs in our classes, (2) community outreach, (3) and expansion. The mission has slightly changed for our Advisory Board, if you did not know, the Eberly Center for Women is one of the oldest centers in the United States. There is a handful that has a...and they are located in New York, so we are really proud of that. This mission statement was based on a strategic meeting with our Advisory Board and we are really happy that we have an Advisory Board involved because some centers do not have it. It consists of students, community members, faculty, and staff who come and help us; it is an advisory Board and not a governing Board. We usually talk about our mission and make sure that it is tightened up and timely. I started overseeing the center on August 1, 2011 and I did a complete research audit and a securing of funding because we needed to understand where our funding was coming from and to make sure that it was fully funded for all of the programming that we actually had. During the research audit we figured out a \$22,000 project that helps a number of women, it actually helped graduate over two hundred women that came back to our campus and are looking at a few changes to help them transition. Unfortunately, while looking at the funding for the center we found out that we did not have enough funds to help support that program, so we were going back and asking "can you fund this?" Yes, we still do fundraisers, but it's critical for you to understand what the cost of that breakdown is. We actually have a program manager who is responsible for tracking that and that is something new for our center. Dr. Davis has been very supportive, he actually gave us a large sum of funds to fund positions a couple of year ago. He just gave an additional sum of funds to help support the WISE program (Women in STEMM excelling) which is for undergraduates, which we are happy about. Usually, we'll go back to the president and ask for additional funds, but this time we built that right into our base budget and we were happy about that. Program..., the programs that we had we wanted to maintain them and we wanted to expand them..."brand strengthening". If you did not know, about 80-85% of individuals that come into the center are actually external members. Some of them may have never stepped on campus before making it their first time. Many of them are adult learners and they are kind of interested in going back to school,

but they haven't taken that leap to go and enroll into classes yet, so they are kind of putting their "toes into the water." Some instances they are in transition and maybe going through a divorce. There could be a number of things that are going on in their lives that they say "You know what, I need to make a change" and with the type of programming that we have we are there to help them. We also had problems with our grant, challenges with it, people not understanding what we do. We had confusion that we were a crisis center; we are not actually a crisis center for people to come in and ask for a voucher for a hot meal nor do we have beds in the back, but what we do have are people that come to the center that are in a crisis and need help with guidance, so we connect them to 2-1-1. Are any of you familiar with 2-1-1, United Way? We had individuals that came to us and said "I do not want to go home because I do not feel safe, could you help me figure out what resource I can use?" And in other aspects it is, "Can you help me and my children?" and they might have all of their children with them, so that does happen. I have ten goals which are my expectations for the center, but while doing research I found that we were really missing resources on the Health Science Campus. Dr. Gold who is here today was present at our meeting and it went great, he said "We need those services at our campus as well." So we finally got two Brown Bags that are not only helping on the Main Campus but are also helping on the Health Science Campus. We also discussed student debt which one of the Advisory Board members helped us with that and it was very well attended. Plus, we had caregivers who discussed taking care of elderly parents, which percentage-wise usually falls with women. However, because of the resources we needed to have someone on the Health Science Campus to be a liaison because who is more knowledgeable of the Health Science Campus than those who are actively involved on the Health Science Campus. We are very excited to have a liaison for that campus and that is, Dr. Mary Kay Smith and I am not sure if any of you are familiar with her, but she is wonderful and she stepped into that role. We are local, regional, national, and global; I put those all down because it is critical to us. For the global outreach, we had about 336 women that came into the center and used our services last year and our goal is to step that up because 80-85% of our women are from outside of our community. So sometimes they come and feel safe on our campus and like it and they sign up for college; we are excited about that and are looking to get that local presence. Regional: about two weeks ago I brought together all of the women from centers in Northwest Ohio for a lunch and to talk to them about coming together to work as a team. I know that there are a lot of resources available, so I don't want a woman who has to find a ride to go to one center when there is a center around the corner from her that has that service, to me, that makes perfect sense. So what we did is, we created a map of all Northwest Ohio women centers and we listed all of the resources that are available to them, therefore we can help promote them and they can help promote us. So again, that makes it really centered on the individual and not so much of "my" needs and/or the "individual" center needs. One of the newest ones which are on line is El Centro De Laper and their target lies with those that their first language is not English., so they service women in the Hispanic community. We actually did an expansion with them, we are bringing our services out to them with interpreters, so that is the kind of cooperation and expansion that we are talking about. Nationally: I am also on the National Women's Council. To give you a good example, we actually had this on our website and others are sharing it nationally so we are receiving great exposure as a "go to place" which is another goal of mine for the center. Globally: with Dr. Mary Kay Smith's help and if you don't know, she is in Africa quite a bit doing a lot of research and we have seen some global opportunities. I actually had past directors of the center call me and say "Hey, we need to get more globally involved," so I have a lot of recommendations such as "Hey, have you thought about this?" and I really appreciate that. Again, I encourage all of you to come into the center and see the population that we serve and to be part of the center because we really

encourage that, to get a good idea of the population. Web connection: one of the other things that I found with the new technology and getting connected to the web are these maps which are another example of how we communicate. What I am finding out is that our student population was not taking advantage of our services at all. In fact, I would ask students, "Have you been to the center?" and they would say, "I think I saw a sign," "I think it is over there" and/or "I think I've seen it" and I would say, "Why don't you just come on in?" What I am finding out is that they believe they have to be in trouble, but I tell them that they do not need to be in trouble to come to the center. So, we want to send the right message that it is a center for them too. What we are finding is that students are getting more engaged by how the way we are communicating with them such as using different network opportunities online, link-in and tweeting, that is totally youth. Some of our programs from classes, actually looking at the smiley faces are our Women's Success series from this last class and we had 38 women who graduated. If you didn't know, the success series is for personal and professional development. It sets women up for any type of transition and it is for ten weeks. Plus, I am actually proud to say that it is free of charge and we have had more than 200 graduates. I had people stop me in the store and say, "Aren't you at the Eberly Center for women?" and I would say, "Yes, I am" then they would say, "I went to your program fifteen years ago and this is what you did for me." Actually, right before I left the center today I had a lady that's been coming in and job seeking in the center because we are the only lab on campus where you don't have to be a student to use our services, anyone can come in and use the services and she got a job at Head Start and I asked her can I share it with you. That is pretty exciting because she's been job hunting and she comes to the center everyday and has been frustrated and she got a job today. I wondered what was happening because she started screaming, you know you have to think about it, you are in your office and you hear someone screaming and you say to yourself "Do I get under the desk?" but actually she was screaming for joy. Success series: is anyone here familiar with the Moody Manor? That is low and moderate income housing, Section 8 and they usually do not have rides and/or transportation to come see us so we are trying to bring that programming out to them. Actually, this was something that stopped a couple of years ago because it was part of a grant that ran out and it had no way of continuing. But, we are finding that part of our community engagement has been pretty well received there. So, you can see some of the things that we've done such as the Lucas County Reentry Coalition, they actually have a representative that now sits on there. You might say, "Entry, what?" But these are women that actually came out of prison and/or jail and they are looking for services to help them get their children back and they want to know what kind of services they can receive because they want to get jobs and citizenship, they do not want to return to jail, so we are excited about that opportunity being able to reach out to them. Per PowerPoint: the lady that is third on the left side just exhibited some art which is one of the things that is great about the center, it doesn't cost anything. She recently sold four pieces of art last week so it gave her exposure and it also gives them an opportunity to have a chance to gain that confidence to say, "This is my art and it is for sale, come take a look at it." We have: Understanding Self-Esteem, Your Life's Hidden Treasures, Speaking Skills for Women, Getting Published, art exhibits, and computer training. We actually have calendars and I am going to need your help, please promote these in your classes and reach out to students, and if they are not a student then maybe they have a friend that can use some training. We have faculty and staff members who come and take advantage of training because maybe it is a brush-up on PowerPoint that you need or even Excel. For our Brown Bags: we have a career search and interview prep on the Main Campus, Student Debt Relief, LGBTQ awareness, Taking Care of Yourself while Caring for an Aging Parent, Take Back the Night, and healthy lifestyle tips. This coming Thursday we have Being a Walking and Talking Safe Place where actually students can participate but it

is geared more towards our staff on how you can be an advocate and how you can be an advocate for yourself. Then on the Health Science Campus we have two this fall because we plan to wrap it up and through the help for promoting it, not only staff and students but also with the hospital. If you did not know it, we also give away scholarships and our deadline is March 15<sup>th</sup> so please encourage students to fill out their application for that. We do recognize our woman of the year at the Fall Legacy Celebration and last year's woman of the year was Patricia Culip, so we are proud of that. These are actually events that we continued and if you weren't aware if we do these, we do: WISE (Undergraduate Students) Domestic Violence Taskforce, Women's Empowerment Summit, Celebrity Wait Night Fundraising, Holiday Gift Card Drive, Girls in Science Day with AWIS (High School Students), ECW, Scholarships, and Ella P. Stewart Academy for girls, Power Hour support, and UT Gives Back Gala and many more. We have this great lady name Patty Trichman who volunteers her time to be a coordinator and she actually came from a woman's center in New Jersey. She has all this experience and a passion for women and she is probably the most experienced woman that I know. We also did Girl Scout campus visits, promotion and greeting, Toledo Seagate food bank, MLK Unity Day celebration, and the MLK food drive. Actually, we received approximately 3,500 pounds of food, which was wonderful. Our involvement with our Brown Bags, I noticed that students will come in and will say, "Can you sign this for me because I need to get credit?" I am perfectly fine with that and I encourage them to keep that up, but I also want to give the students something where they have to fill out surveys that ask for things. Again, this is where student debt came from because they wanted to know more about student debt. So, they started listening to those individuals who were filling out the surveys and seeing what are the topics and how we reacted to them. Again, we have volunteering opportunities. If you have not volunteered in a long time I encourage you to come out and see us and please encourage your students. Our contact information is on the back of the calendar. Like I said, it's truly been a team effort and if you have not visited some of the sessions I encourage you to do that. There's some that are specifically made and targeted at faculty and staff. Another great piece to give exposure to the Eberly Center, we have culture training institute and it is also diversity training on campus. Every time I get in front of a group of people I talk about the Eberly Center. So, it's been very exciting and that is the Eberly Center in a nutshell. Thank you very much.

**Dr. Anderson:** Okay, we have some time for some questions. We will start with one question that came from the Executive Committee meeting and that is, what is the role for the Eberly Center for advocating for women's issues particularly on campus? And how does the Eberly Center act as an advocate with any administration to promote particular issues that come up such as compliance issues, or policy issues, or anything else that strongly affects women?

**Dr. Gore:** I just mentioned some of the programming that we have.

**Vice Provost Burns:** Since I am part of administration, as the Eberly Center fits into the division of External Affairs part of my responsibility is to be an advocate for the center for people and the programs that they are involved in. So I take that very seriously and Dr. Gore meets with senior administrators throughout the week and meets with the president sometimes more than I do, which is to talk about those issues. So, when there are things that come to surface which is the one thing that Dr. Gore mentioned, the money part, we did not have enough funding and I said to her, "You are better to ask for it than me," so she asked him and he responded. If anyone has any issues that we need to be an advocate for certainly my door is always open and Dr. Gore is always available.

**Professor Floyd:** I am glad that you mentioned that, Mr. Burns. One of the issues that the Women's Leadership Forum has brought to you and the president is the staff absence policy where our staff members will take sick leave which was given to them as a benefit, but they are awarded points and after a certain number of points they are terminated from their position. We have discussed this with you I know before. We believe that this is a gender issue because of the role that women play in society as caregivers for not only their own health, but also for the health of their children and often their spouse. We brought this issue to you, and we took it to the president, and we took it to Chuck Lehnert, and the people in Human Resources, yet we have absolutely no response about this particular issue. I think this is one example of why the Women's Leadership Forum feels that there is not a person on campus who can advocate for women within our own community because now the Elberly Center is an External Affairs and as I understand it, does not have a full time director. On the matter of a full-time director, it sounds like what the Center is doing is a tremendous amount of work and I am just trying to imagine how one person has the opportunity to do that as well as all the other responsibilities, so perhaps you can address this issue.

**Vice President Burns:** Sure, I will try.

**Professor Floyd:** How can women within the campus bring forth concerns and who they should address these issues to?

**Vice President Burns:** On the full-time element, certainly Dr. Gore is certainly the full-time leader of the Eberly Center. But, the Eberly Center is not about one person, it is about the team that Dr. Gore has personally put together and is putting together and also the outreach that she is internally and externally putting together. Like many of us who have different assignments it is the team that makes the difference and in this case, literally it is that. Who to go to regarding that, I recall at the meeting that we had over at the Eberly Center regarding this issue, Kevin West was there and it was my understanding that Kevin, Chuck, and others would address that issue. If they have not I will certainly bring that up again. I know that they have been in the process of restructuring HR with the things that they do, but I will certainly bring that up regarding that.

**Senator Wedding:** Is it true what she said? Is it true that they do award a point to anyone that misses or takes off a day?

**Vice President Burns:** I don't know if that is true or not.

**Professor Floyd:** Yes, that is true. If you miss more than two hours for a doctor's appointment or because you are ill that you do not have FMLA leave for you are awarded a point and after twelve points on the Health Science Campus your position is eliminated and after fifteen points on the Main Campus your job is eliminated. Our concern is that women who are the preponderance of staff members on both the Main Campus and Health Science Campus carry a very burden for this policy which really doesn't match the issue. If there are particular people who are abusing sick leave they should be dealt with on an individual level, but this policy seem to be one that adversely affects women in particular.

**Senator Wedding:** If this is true then it also violates certain aspects of the law, Family Leave Act. It seems to me by your position you should know if this is true or not, but you never heard of it?

**Vice President Burns:** Well, I worked at the University and the Former MCO for 23 years almost and I never heard of a person going through this process, but certainly I will look into it and report back. I am not an expert in the HR elements of the University, but as a manager and as a senior person I have not heard of a person going through this process. It certainly does not mean that it does not exist and I certainly believe, Barbara that it is true. We will look into it.

**Senator Dowd:** I would like to try to connect a couple of points that were made earlier, one by President Anderson and one by Professor Floyd. To support the advocacy roll this position requires, in the past was this position held by a tenured faculty member or was it held by a staff member?

**Dr. Gore:** I can address this because I did research on the history. Actually, with the center it has a history itself, it has actually changed a number of times and different people held the role; sometimes it was Student Affairs, it has been in the Provost's Office, it has been in External Affairs and I talked to past directors from a number of years ago and I found out that this change has never been at one place. What I also found out by talking to the other centers around Ohio that there is not a model of one or another in the university. I actually tried calling the Ohio States Women's Center. I tried contacting them approximately six times and they have not answered their phone, but they are supposed to have full-time staff members there to answer the phone, but they are reported in a different area. So, depending on where the center is, if it is based on inclusion of equity then our office would report to External Affairs and Equity and Diversity. But if you go to Bowling Green, they report to an academic office and sometimes it is a full-time faculty member that also holds a full-time director position and she/he also has a teaching load as well.

**Senator Dowd:** I must apologize for not phrasing my question more clearly. I asked a different question than you answered. In this center, given its importance of advocating for women, in the past was the director of our center a tenured faculty member? I asked this because of the notion that to approach the president and argue effectively with the president, the center director should be a tenured faculty member. I ask this because I believe an untenured faculty member or a staff member would be in a completely different position when attempting to argue a point with the president.

**Vice President Burns:** Maybe we need to ask Charlene Gilbert if she's tenured, was she tenured?

**Group of Senators:** Yes.

**Senator Dowd:** Who was the Center Director before Charlene Gilbert?

**Dr. Gore:** Pat Murphey was not tenured, and before Pat Murphy was Diane, and before Diane was Arthelia, so if you go back it has changed.

**Vice President Burns:** Some have been and some have not been, is that correct?



**Dr. Gore:** Correct.

**Vice President Burns:** I do understand your concern, Senator Dowd.

**Dr. Gore:** Let me say this, I've been in to advocate for the funding and I did not have an issue once I presented the case to advocate for the center, so I went and I said, "We have this much to run this program, but we only have \$904.00, does that make sense?"

**President Anderson:** That is different from a personal issue.

**Dr. Gore:** Yes, but I have not had a challenge with not being able to advocate.

**Professor Barnes:** I just wanted to say on the matter of the tenure issue that historically the move to have this be a tenured position was a request of Pat Murphy as a consequence of not having tenure and the implications for her to be an advocate, because it was a problem for her at the Eberly Center that she was not tenured. It was her recommendation that we have someone with tenure so the person can advocate in a way that is different than coming in and saying, "Can we have money?" I think that is one of the things that the Women's Leadership Forum is asking; we would really like to see this be a full-time position with tenure because we have recognized historically the significance of that difference, and I think that it is really important. In regards to the attendance policy for staff women, the Women's Leadership Forum presented to the Equity and Diversity group as well as to the president a white paper on this issue with statistics reflecting women who have been through the process and the threats that happened when they received points. They do not have to actually get fired for this to cause serious consequences for people; something like coming to work at the hospital with pink eye because they do not want to get a point. So, I think that going all the way through the process to be fired is not a place where we want to address it; we want to address it up front as an equity issue and a problem for the people who work here, specifically the women who work here. So, if the Senate would be interested in seeing or having us present that white paper to you, we will be delighted to do that. But I also think that Mr. Burns has heard of it for over a year in the form of that white paper and Dr. Jacobs is also aware of this problem and Chuck Lehnert.

**Vice President Burns:** Are there any other questions? Okay, thank you very much. Please remember you are welcome to stop by the center, we would love to see you.

**Senator Regimbal:** Would it be addressed at the next Faculty Senate meeting?

**Vice President Burns:** What's that, you visiting the center?

**Senator Regimbal:** No, I've been to the center. I am referring to the point system.

**Senator Dowd:** Could we bring in the appropriate person to discuss this point system?

**Vice President Burns:** Sure.

**Senator Wedding:** That would be excellent. I think we can advocate Dr. Gore for tenure.

**Vice President Burns:** She does teach.

**Dr. Gore:** I do.

**President Anderson:** At the Executive Committee meeting we were given a copy of the leadership...the white paper of the...and at the President's discretion, we will enter that into the notes for today's meeting. Next, Chancellor Gold wishes to share some information on student medical insurance options as a follow-up to previous discussion.

**Chancellor Gold:** Thank you very much. It is my pleasure to introduce to you, Dr. Patricia Metting, Professor and Vice Chancellor on the Health Science Campus. I want to briefly respond to some questions that were raised at the last Faculty Senate meeting on the Health Science Campus in which there were some questions regarding the scope and nature of the student health insurance program and as well as the process by which the current negotiation is ongoing for the next generation. As we discussed at the time of the last meeting there are actually multiple tiers of student's health insurance that are available, there are three tiers as outlined in the book that is being distributed that is titled, *A Student Health Plan Customized for You*, this reflects the current student health insurance program that has been in effect for several years. It outlines three separate tiers of insurance coverage for individual students and as well as their families. I am told that all students have access to all three tiers independent of whether they are graduate or undergraduate students, in professional schools or not professional schools and it is based upon their individual needs or family's needs and they are certainly permitted to waive any type of student health insurance offered by the University based upon their family coverage or spousal coverage. In addition to that, because of the fact that the Atena contract is term limited and there has been a process underway for the better part of this academic year, it involves a form of University RFP looking for another vendor or the same vendor to look at the next generation of student health insurance. I can tell you that that is a very diverse panel of students, staff, faculty, and leadership and they have been meeting at regular intervals and they are now at the very final stage of that process. There is no question that the cost of all health insurance is extremely high and rising and that everything possible is being done in order to reduce that cost not only for our students, but our employees, and staff etc. With that said, I am open to any questions, Dr. Metting wants to expand on some of my comments; I believe Dr. Metting chairs this committee. Do you have anything to add?

**Dr. Metting:** Nothing specific, but I am willing to answer any questions.

**Senator Dowd:** Does this committee have student members? That is, do you have student representatives from Undergraduate Student Government or the Graduate Student Association?

**Dr. Metting:** Yes, the Undergraduate Student Government has students that they appointed to the group and in addition, the vice president of Student Government was invited to participate. Graduate Student Association also has their representative and that individual was actually one of the most active members on the committee advocating for students. In addition, the president of the International Student Association who is also a graduate student and was also very active in the process and there were medical

students that were elected to serve in on Student Health Insurance Advisory Committee role was also on the committee.

**Senator Dowd:** Do you have any expectation when an agreement will be finalized?

**Dr. Metting:** We hope to have it finalized by the end of next week, which is much earlier than it has been in recent years. We actually got started last spring and the committee has been working since April of last year, 2011, first spending a lot of time just on the language for the RFP and the plans and designs that we wanted and then also interviewing venders and then finally negotiation with the top selection.

**Senator Dowd:** One last comment, I very much appreciate the very quick response from Drs. Gold and Metting on this issue.

**Dr. Metting:** I just want to add one thing. In addition to the graduate student representatives and apparently that was an issue, so I met with the Graduate Council Executive Committee in September of last year, 2011 and so in addition to having graduate student members, Dr. Dowd, Dr. Sawicki, and Dr. Komuniecki were all invited to participate in the hearings and Dr. Sawicki did actually attend the hearing for the venders.

**Matthew Rubin:** I heard that medical students had to purchase Tier I insurance, is that true?

**Dr. Metting:** No, Tier I is actually the lowest level. As you read the plan the information presents that all students default is Tier II, but students have the option to waive the coverage because we don't require them to use the University sponsored plan, we require students to have health insurance, but if they have comparable? health insurance in the Toledo area they can waive the plan. All students can opt up to the highest level, Tier III and all students have the option to opt down to Tier I. We set the default program to Tier II because we think that is the best coverage and value, it provides some of the benefits which includes immunization that the medical students need and other health professional students, so that is why they are recommended to have that, but everybody has the option to opt down or up.

**Senator Batten:** Dr. Metting, what is the current situation for students who are postdocs here on fellowships? Is part of that, is any of the funding from other departments towards this insurance or is it taken out-of-pocket?

**Dr. Metting:** Postdocs aren't considered students unfortunately, but they are in a unique situation because they are in training and they are considered employees. So, they are not covered on the student health insurance plans.

**Senator Batten:** So if they want insurance, do they have to seek it independently or as an employee?

**Dr. Metting:** As an employee.

**Senator Dowd:** For our graduating students who are receiving a stipend and perhaps teaching a class, could they be put on the insurance plan as a UT employee?

**Dr. Metting:** We thought of that, but they are in this predicament where they are a student and as well as an employee and right now that employee benefit does not extend to them. However, I think it is a conversation that can be certainly opened again. It is just that not all of them have that status, so if they are a T.A. or research assistant then it is a little different.

**Senator Dowd:** I understand.

**President Anderson:** Okay, is that all? Thank you very much. Senator Peseckis has a report from the Undergraduate Curriculum Committee. I think everybody has on their table a copy of the proposal that Senator Peseckis will be presenting.

**Senator Peseckis:** Hello. We sent out a list of courses that the committee has reviewed and recommended for your approval. These are all the courses that we have. So, if there are no questions or concerns, could I have a motion for an approval?

**Senator Lipman:** There are just a few editorial observations to note: In “Art 1120,” there’s a space that makes it unclear to whether “VAI is an immersive introductory” Then it states, “wev,” but I think that it is supposed to say “level I,” so it is inaccurate and it should be editorially corrected. Then in the following part, the new course “3400,” if you look in the courses’s catalog description I think there’s a misplaced comma between “engaging” and “visiting,” it alters the context of it.

**Senator Peseckis:** I will make sure that it will be corrected on the originals. It’s funny because in the Registrar’s office when making it electronic they actually take these and retype them from the originals, so it is another place for errors to come in. Thank you.

**Senator Rouillard:** Senator Peseckis, I have a quick question on the “CSET 1100” course which is the one that has three credit-hours, is there a corresponding increase for contact time for that course?

**Senator Randolph:** Yes, in fact it is four 50-minute periods.

**Senator Rouillard:** Thank you.

**Senator Peseckis:** All in favor please say “aye.” Any opposed? Any abstentions? *Motion Approved.* The following courses were approved by the Senate on February 28, 2012:

**College of Engineering**

**Course Modification**

**BIOE 4100 Physiology for Bioengineers** 3 CHr

**Change prerequisite** from “BIOL 3030; CHEM 1240; EECS 2300” to “**BIOL 3030; CHEM 1240**”

**Change corequisite** from “None” to “**EECS 2300**”

Reason: To provide scheduling flexibility for students taking EECS 2300 Electric Circuits. Students need to be familiar with circuit models when covering electrically excitable tissues such as nerve, muscle and heart. This material is covered during mid-

semester, and students taking EECS 2300 at the same time would have enough knowledge of circuits to understand the circuit models of these tissues used in BIOE 4100.

**CSET 1100                  Unix and C                                  3 CHr**

**Change course title to “Introduction to Computer Science and Engineering Technology”**

Change credit hours from “3” to “4” (note: contact time increased from 3 to 4 hours)

Change prerequisite from “None” to “MATH 1330”

Update catalog description to “This four semester hour course is the first course in computer hardware and software for CSET majors. Introduction to Single and multi-user operating systems, command-line processing and some internet tools are covered. Most of the course focuses on introduction to programming and software development.”

Reason: ABET accreditation and program quality improvement.

**CSET 2100                  Small Computer Systems                                  4 CHr**

**Change alpha code to “ITEC 2100”**

Reason: CSET 2100 is no longer a required or elective course for the Computer Science and Engineering Technology (CSET) program of study. However, it is a required course in the Information Technology (ITEC) program of study. The change to the course alpha/numeric identifier better reflects the purpose of the course.

In tracking system

### Judith Herb College of Education and Health Sciences and Human Services (JHCEHS)

#### Course Modification

**COUN 4240                  Substance Abuse Treatment Techniques                  3 CHr**

**Change prerequisites from “COUN 3140, 3150; CMHS 3140, 3150” to “None”**

**Reason:** Removing all prerequisites because this course is no longer part of Associates Degree, it is an option in Counseling Minor, Prerequisites are not necessary.

I. .... , .....

**HHS 1000 Health and Human Services / College Orientation                  1 CHr**

**Change Grade Scale to “A, B, C, No Credit”**

Reason for Change: As a result of the merger of the College of Education and the College of Health and Human Services, the grading scale of this course needs to be changed to align with EDU 1000 College Orientation

Note : Grade scale should be changed to A, B, C, No Credit.

NOTE: UUCS does not need to approve grade format changes. Will check with Provost’s office to clarify procedure.

**KINE 3710 Clinical Skill Development III                                  3 CHr**

**Change credit hours from “3” to “2”**

Reason: The contact hours mandated by OBOR for field experience or clinical observation do not support the awarding of 3 credit hours.

**KINE 3720 Clinical Skill Development IV                                  3 CHr**

**Change credit hours from “3” to “2”**

Reason: The contact hours mandated by OBOR for field experience or clinical observation do not support the awarding of 3 credit hours.

**KINE 4710 Clinical Skill Development V                                  3 CHr**

**Change credit hours from “3” to “2”**

Reason: The contact hours mandated by OBOR for field experience or clinical observation do not support the awarding of 3 credit hours.

**KINE 4720 Clinical Skill Development VI                                  3 CHr**

**Change credit hours from “3” to “2”**

Reason: The contact hours mandated by OBOR for field experience or clinical observation do not support the awarding of 3 credit hours.

## **College of Visual and Performing Arts**

### **New Course**

#### **ART 1110                  Art Journey    3 Chr**

Delivery Mode: DL

Offered Fall and Spring, Every Year

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

No pre- or co-requisites

Catalog description: "Distance Learning course that introduces aesthetic, cultural and social interpretations of art, community and justice against the background of a "virtual" journey across the United States."

#### **ART 1120                  Visual Arts Investigation    3 Chr**

Delivery Mode: Lecture:2, Studio: 2

Offered Fall and Spring, Every Year

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

No pre- or co-requisites

Catalog description: "VAI is an immersive introductory level course with hands-on studio experiences for non-art majors. The course includes an overview of art movements, styles and issues through lectures, readings, and videos."

#### **ART 3400                  Concepts in Art, Studio and Theory (CAST)    3 Chr**

To be required course for BA in Visual Art & BFA in Studio Art

Credit hours: 3

Delivery Mode: Lecture:1, Studio: 4

Offered Fall and Spring, Every Year

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

Pre-requisites: ART 1050, ARTH 2050, ARTH 2060, Permission from Department

Catalog description: "This course surveys advanced theories and practices of contemporary art while creating a forum for engaging visiting artists and the broader art community,"

## **College of Natural Science and Mathematics**

### **New Course**

#### **MATH 1730                  Calculus with Applications to Business and Finance**

Enrollment: 90/section, 300 per term

Credit hours: 5

Delivery Mode: Lecture, 5 hours

Offered Fall, Spring, Summer; Every Year.

Grading System: Normal Grading

Pre-requisites: MATH 1320 or MATH 1260 and Permission of Instructor

Once in place, MATH 1270 will be removed from inventory

Catalog Description: "An introduction to differential and integral calculus. Topics include limits, derivatives, maxima/minima, indefinite and definite integrals with an emphasis on business applications and technology use. Prerequisite. MATH 1320 or Math 1260 and permission of instructor."

Fit: This will be a 1-year course fulfilling the accreditation TAG requirements for Business Calculus. It will replace Math 1260 (which will become a course in Finite Math for Business) and Math 1270 (which will no longer be offered). Having the calculus content split over 2 semesters has caused problems for students in COBI. It will also raise the prerequisites to Math 1320 (College Algebra) in line with the TAG. Finally it will employ computer technology in a way that is more consistent with the TAG.

#### **MATH 2190                  Foundations of Mathematics**

Enrollment: 20/section, 20 per term

Credit hours: 3

Delivery Mode: Lecture, 3 hours

Offered Spring, Summer; Every Year.

Grading System: Normal Grading

Pre-requisites: MATH 1830 or MATH 1850 or MATH 1920 or Permission of Department

Catalog Description: "This course lays the logical and set-theoretic foundations for upper level mathematics courses. Topics include logical connectives, quantifiers, techniques of proof, set operations, relations, functions, equivalence classes, partitions, cardinality, natural numbers, rationals, real numbers."

Fit: This will be the principal bridge course for math majors whose career does not include Real Analysis, as well as a foundation for those students requiring more preparation before taking Math 3190, Introduction to Mathematical Analysis. The goal is an early exposure to writing mathematics with clear and precise language. Hence the prerequisite is Math 1830 OR Math 1850 OR Math 1920 OR permission of the Department.

### **Course Modification**

#### **MATH 3190 Introduction to Mathematical Analysis 3 CHr**

Update catalog description to "This course is intended to introduce students to mathematical analysis. The focus will be on learning to write clear, rigorous proofs. Topics include set theory and logic, the real number system and its topology, sequences, limits and continuity."

Reason: The course will give a greater emphasis on the real number system, in preparation for upper-level courses in real and complex analysis. Students whose programs do not include real or complex analysis will learn the foundations of mathematics in a proposed new course, Math 2190

**President Anderson:** Finally, Student Body President Matt Rubin will give a short report on student activities. He has brought a leadership team involved in service projects.

**Matthew Rubin:** Thank you. Good afternoon everybody. We have some exciting things going on in Student Government. One thing that is important right now is Student Government elections which will be coming up in the first week of April. I will have the materials for students if they are interested in running at the Student Center tomorrow evening. We want to really make sure that we identify strong student leaders within the colleges so they can also do a good job representing students and also openly communicate their needs with everybody. With the College of Arts and Science being broken down I know it specializes those students, particularly if you are in one of those three schools it is important that the representation is strong because the number of seats has been reduced per college. So they are pretty much acting as their own president in their college as a student representative. So again, if you identify strong student leaders please encourage them to run for office and you can get the information on our website, [www. SG.utoledo.edu](http://www.SG.utoledo.edu). We have a recommendation from students to see if we can have the parking pass discount if students purchase a parking pass for the entire year instead of semester by semester. We took that idea to Dave Dabney and actually he began moving forward on it. We started discussing what that discount will be and they are actually excited on their end, Dave Dabney. I will keep you updated with any changes regarding parking passes. We are also in the process of planning the Diversity Week, March 16-20<sup>th</sup>. We are collaborating with the Health Science Campus and the College of Law, Student Bar Association just making sure we are reaching out to as many students as possible for Diversity Week activities. That is all that I have for my report, but next, I introduce Mary Page Dalrymple who is conducting a big service project that we had on this campus a few years ago and we really want to make sure that we get some faculty helping this year to help make a difference. Are there any questions?

**Senator Dowd:** I think getting a discount on the parking pass is a great idea. When you suggested that, I had a flash back to our discussion on student health insurance. I would be helpful to students if they could get insurance for the full calendar year because there is a gap in the summer when students are not covered by insurance. If you can take the same metrics and apply it to student health insurance that would be great.

**Matthew Rubin:** Sure, I look into it.

**Senator Dowd:** I believe the gap in the first couple of weeks in August; some students are just not covered during that period.

**Matthew Rubin:** Sure. I'll see what I can do.

**Mary Kay Dalrymple:** I represent "The Big Event," which is the largest student service. We actually just had 800 students sign up for this event. It is on March 24<sup>th</sup> this year and what will happen is that we will have a kick-off in the morning at Savage Arena and that will be about an hour long and you are all more than welcome to come. We will have snacks, music, and the mayor will be there to talk and Dr. Paige Armstrong about community service. Then we will disburse from there and we will be working at residential houses within a two mile radius around the University as well as shelters and organizations downtown. It is really exciting and we got some great sponsorships, so we are looking forward to it. Are there any questions?

**Senator Molitor:** Is it too late to submit names for volunteering?

**Mary Kay Dalrymple:** No.

**Senator Molitor:** Who do I submit the names to?

**Mary Page Dolenger:** Me. I will send around an interest form so if you are interested in coming and supporting us or if you have any ideas please let me know.

**President Anderson:** How many places are you working at this year, do you know?

**Mary Page Dalrymple:** I have some of the places listed: We are working at Cherry Street, Beach House, International Boxing Club, Toledo Food Bank, Toledo Gross, and Boy Scouts of America. We probably have right now approximately thirty residential houses, but anything else is more than welcome.

**President Anderson:** Is there a Board available on the website?

**Mary Page Dalrymple:** No, but there is information on the Student Government's website.

**President Anderson:** Thank you very much. Next, I invite the Interim Dean of the College of Languages, Literature, and Social Sciences, Dr. Jamie Barlowe, to give a brief report on the directions of her new College, and to discuss an innovative proposal for a three-year Baccalaureate.



**Interim Dean Barlowe:** Thank you, President Anderson. President Anderson, -very graciously invited me here today to talk about the new college and I take every opportunity to do that. I noticed he said “brief” and I will be brief, but I wanted to give you a little information about the college, some of you know a great deal about it and some of you do not know anything at all, so I am here to talk about it. At the end of this presentation I want to give you some information about the three-year degree option and answer any questions you may have about it.

- The new College of Languages, Literature and Social Sciences, established in December 2010, is comprised of the Humanities, Social Sciences, and Interdisciplinary Studies. LLSS includes five departments in the Humanities (English, Foreign Languages, History, Philosophy and Religious Studies, and Women’s and Gender Studies) and six in the Social Sciences (Communication, Economics, Geography & Planning, Political Science & Public Administration, Psychology, and Sociology & Anthropology). The interdisciplinary studies programs are part of the new School of Interdisciplinary Studies. We have three additional new, cross-college proposed schools: (1) School of Integrated Media, (2) School of Geospatial Sciences, and (3) School of Sustainability and Urban Ecology. Spring 2012 LLSS Enrollment Headcount: 19,940 students and that is because we teach 130 of the general education courses. In fact, this semester we had 53 sections of those 153 courses which will of course change next fall, 2012 when we go to the new competency-based core curriculum. But, we will still have more than 500 sessions to accommodate students. We have an enrollment of 15,168 in 553 sections of 130 general education courses and an enrollment of 3,988 in 3000- and 4000-level classes, plus an enrollment of 784 in 5000- to 8000-level classes. For Spring 2012 Undergraduate Majors, there’s 1,992 (up from 1,984 in Fall 2011) and ~~an~~ enrolled in 27 undergraduate degree program. I am going to tell you what those 27 undergraduate degree programs are because one, you need to know and two, you can go out and advocate for it: Africana Studies, American Studies, Anthropology, Asian Studies, Communication, Economics, English, European Studies, French, General Studies, Geography & Planning, German, Global Studies, Humanities, History, Law & Social Thought, Linguistics, Middle East Studies, Philosophy, Political Science, Public Administration, Psychology, Religious Studies, Sociology, Spanish, Urban Studies, and Women’s & Gender Studies. So, we have a very interesting array of degree programs. In addition to that, students may have a minor in each of the studies I just named, an undergraduate major in Disability Studies and we are currently developing an undergraduate and graduate major of Disability Studies, which will be the first in the United States. We also offer pre-professional studies in pre-law, pre-med, pre-vet, and pre-dent. Right now we have just OVER 250 graduate students enrolled in the following programs:
  - 11 Masters Programs: Economics, English, French, Geography & Planning, German, History, Philosophy, Political Science, Public Administration, Spanish, Sociology
  - 3 Ph.D. Programs: History, Psychology, and Spatially Integrated Social Sciences (SISS, an interdisciplinary doctoral degree in its second year, is a collaborative venture among the departments of Geography & Planning, Economics, Political Science & Public Administration, and Sociology & Anthropology)

- 5 Graduate Certificate Programs: Communication, Teaching of Writing, Health Care Policy & Administration, Municipal Administration, and Management of Non-Profit Organizations

### **2011 Graduation**

- First year as a new college: 502 undergraduate and graduate students were graduated
- These graduates have obtained positions in local, state, national governments (e.g., U.S. Government Accountability Office, U.S. Inspector General's Office, U.S. Air Force Acquisitions; Pennsylvania Treasury Department); local, national, and international businesses and financial institutions (e.g., Libbey Glass, Deloitte Financial Consulting, Celina Insurance Group, PNC Bank, J.P. Morgan); agencies such as the National Institute of Mental Health, the National Park Service, Oak Ridge National Laboratories, the U.S. Geological Survey, Research Institute of Industrial Economics; and at a number of U.S. school systems, libraries, and international schools and universities.
- Many of these graduates have also been accepted in graduate and professional programs at, for example, George Washington, Vanderbilt, Baylor, NYU, CUNY Graduate Center, Michigan, Wake Forest, William and Mary, Emory, Boston, Ohio State, Illinois, Michigan State, Case Western Reserve, Pittsburgh, Florida, Kentucky, North Carolina, South Carolina, Xavier, Georgia, Iowa, Arizona, Wayne State, Wright State

### **Three Examples of Recent Student Awards**

- *UT: 10 News*, student-operated television news broadcasting class, recognized as the best broadcast in the nation at the College Broadcasters Awards
- A Geography & Planning undergraduate was awarded a highly competitive National Geographic Society internship
- A graduate student in Psychology was awarded the Judy Sydenstryker Scholarship to Ohio Court Appointed Special Advocates

### **Faculty**

- 163 full-time faculty (tenured, tenure-track, lecturers)
- Examples of Faculty Accomplishments:
  - 2011 Student Impact Awards – 9 of 25 awards went to LLSS Faculty
  - In 2011, LLSS faculty published 16 books, 110 refereed journal articles, 80 refereed book chapters, 51 creative works, 209 refereed papers, and received 13 internal and 34 external grants (from, for example, NEH, USDT, NSF, USDE, NASA, EPA, Ford Foundation)
  - LLSS faculty have also won a number of national awards or prestigious appointments, and their research has been in the news.

### **Diversity**

- In addition to offering general education diversity courses and interdisciplinary degree programs focused on diversity, LLSS has increased the number of women and underrepresented minority (URM) undergraduate students:
  - Gender: 2011 – 59.6% female, 40.4% male
  - URM: 2011 – 29.7% (steady increase since 2008 – 22.8%)
- Also demonstrate commitment to diversity through 2011 public programming, engaging the Toledo and NW Ohio communities, as well as the university community

- Program in Law and Social Thought offered a Board on bullying with Senator Theresa Fedor and Dr. Morris Jenkins as keynote speakers
- Opened the new Center for Religious Freedom, housed in the Department of Philosophy and Religion. The Center offers a lecture, the Jewish-Christian-Muslim Dialogue, and student interfaith forums
- The Shapiro Distinguished Lecture Series brought the Pulitzer Prize winning jazz trumpeter, composer, band leader, and humanitarian Wynton Marsalis to campus in collaboration with community members representing health care, law, and faith-based groups
- The annual Gandhi Lecture in Peace and Non-Violence was given by a world-renowned Gandhi scholar, Dr. Douglas Allen in collaboration with the Hindu Temple of Toledo
- The Mikhail Memorial Lecture featured Dr. Gwynne Dyer, an internationally known columnist
- The Summers Memorial Lecture was given by Naomi Shihab Nye, a distinguished American poet
- The Department of History and other programs sponsored the Charles DeBenedetti Peace Conference
- LLSS Endowed Chairs gave the Murray/Bacik Annual Lecture in Catholic Studies, the Imam Khattab Lecture in Islamic Studies, and the Annual Philip Markowitz Lecture on Jewish Biblical Studies
- Two LLSS faculty, Dr. Rubin Patterson and Dr. Willy McKether are working on improving the retention and graduation rates of African-American male students. They gave a presentation on their work and have been traveling to other universities to study best practices. Dr. McKether also presented on a financial aid event aimed at retention of African-American male students, called “Brothers on the Rise”

### **Three New LLSS Initiatives**

1. **Increase Experiential Learning** to include all LLSS Students
  - Includes Internships, Externships, Field Experience, Service Learning, Community-based course and program Projects, Study Abroad, and Study Away
  - In 2011, 14 LLSS degree programs worked with 70 local and national community placement sites and sent students to 10 countries for study abroad
  
2. **Community College Connection (CCC)**  
 CCC Committee, chaired by Charlene Gilbert, is working on the following plan:
  - Academic programs that have clear curricular path to a bachelor’s degree
  - UT staff/faculty adviser
  - Degree requirements determined by year student enters the CCC Program
  - Yearly evaluation of transcripts
  - Email announcement re: co-curricular activities
  - Package of student activities
  - Access to UT libraries, writing center, and learning enhancement center
  - Discussions already underway with Owens and Terra Community Colleges

### 3. Three-Year Degree Option

- Current initiative, which serves as a recruitment tool and a mechanism for implementing the goal of shortening time to degree, articulated in *Directions 2011* and in the working draft of the LLSS Strategic Directions Plan.
- Also allows UT to meet the state mandate that 10% of every Ohio universities' degree programs have a 3-year degree option by 2012 (60% by 2014)
- Offers cost-savings, eliminating 4<sup>th</sup> year of living and traveling expenses
- Allows earlier entrance into job market or graduate schools. LLSS will be looking at 3/2 B.A./M.A. programs and 3/3 undergrad/grad programs—for example, with Law School
- Looking into funding for scholarships and other incentives for 3-year degree students
- Does not change any degree program. To accommodate an accelerated degree, some general education courses may be offered in 8-week modules
- Years 2 and 3 of degree option would entail an immersion in the major/minor, as well as provide opportunities for study abroad, study away, service learning, community projects, and internships/externships/field experience
- This degree option is for highly motivated and prepared students. LLSS put together a baseline plan for a student who would come in without any prior learning credit, AP credit, CLEP credit, early college high school credit, etc.—but it's likely any student applying for the 3-year option will have such credit. Applicants must meet LLSS admission requirements, and they will be screened for math and English preparedness. Even so, students in the accelerated degree option will require significant advising and mentoring. Our plan is that these students would take first-year, general education courses in a cohort, so that they would be traveling together to some of the courses that they have. Let me stop and let you ask me questions because this is kind of a brief outline of how we've been thinking about this.

**Senator Molitor:** What kind of courses will be offered in 8-week segments?

**Interim Dean Barlowe:** The ones that we looked at so far are the ones that the literature supports AP modules and its been a lot risks across the country such as Foreign Language for example, seems to work rather successfully in this kind of immersive model. We've looked at some courses in English Composition and there's not as much research and literature that's been done on that. So, when this moves forward, part of what we will do is do our own self-study and assessment of those comp courses. Psychology would like to offer some eight week module courses, Geography & Planning, Economics, Sociology, and Anthropology. A question that came up to me when I talked about this ~~like~~ is what happens if we put aside a number of 8-week modules and they failed for the students that are coming in; we would just open them up to our students and one of the things that we would want to look at is whether we are offering 8-week modules/general education courses to students who are here might help accelerate them through as well. Does that answer your question?

**Senator Molitor:** Yes.

**Senator Batten:** Does it necessitate some summer sessions or a lot of summer sections?

**Interim Dean Barlowe:** Great question, thank you, I should have said something about that. One possible schedule we put together, which will be for the really motivated and prepared student would require six hours of the two courses in the summer and then in the second. But a student can do this across the summer as well and they wouldn't have to take that many courses during their first year.

**President Anderson:** I have a question about scheduling, is there going to be an impact for other students in the sense that the number of sessions that are available in a program, let's say Physics, will the general education courses be within your college? Because an 8-week schedule might not accommodate the number of hours assigned to that class might no longer fit.

**Interim Dean Barlowe:** And the answer is, no, it will not impact.

**President Anderson:** But, we will have a variety?

**Interim Dean Barlowe:** Yes, remember we offer 553 sessions. So, we looked at setting aside a couple for each of the areas.

**Senator Humphrys:** I wonder, ever since I heard about this three-year degree has there been much discussion about the impact on financial aid? Because I would imagine that Financial Aid has limits to how many credits that they pay for per semester. And the other thing is, I don't think experiential credit counts towards your financial aid number of hours, they have to take twelve, and three hours for experiential credit doesn't count towards the twelve.

**Interim Dean Barlowe:** I am pretty sure that internships count as part of a degree program if you are able to receive financial aid for. Some curriculum projects, no, but most of what I've talked about has been built into the degree program and built into the courses. But the point about financial aid is a really good one because if a student is taking more credit hours or doing those eight week modules that they may be doing otherwise, we have to make sure that we don't disadvantage them in terms of financial aid. As I said before, we have several departments that will be looking at scholarships that they have in their department and offsetting cost for students who come to this campus.

**Senator Dowd:** For context, perhaps you can describe for Senators the credit hours students would register for in the fall and in the spring semesters during the first year of this program.

**Interim Dean Barlowe:** This would be the schedule for the student that comes in with zero placement credits and who wanted not to go in the summer and is going to finish in three years, with the eight week modules they would take twenty-six credit hours for the first semester and twenty-eight for the second.

**Senator Dowd:** There are certainly issues involved with that. And, Senator Humphrey's point about the financial aid is going to be critical.

**Interim Dean Barlowe:** Absolutely.

**Senator Dowd:** Do anyone know if there's a limit?

**Interim Dean Barlowe:** I called supporting offices on this campus and I called Washington D. C. where I got an answering machine and a computer voice, but I have not been able to get anybody to answer that question, if there is an absolute ceiling and there are.

**Senator Dowd:** You might consider contacting a for-profit college for such information.

**Interim Dean Barlowe:** That is a really good idea. Thank you.

**President Anderson:** Are there any other questions? Thank you very much for your time. Okay, let's move on to the Old Business of the session.

**Senator Humphrys:** Just an update for general education: There is a March 4<sup>th</sup> deadline for the courses that have been approved to go to the second step, final step. So, my piece of advice for anybody that is going to be submitting proposals for that second step and have a lot of questions about certain things whether they should be included or not, I would have to say on behalf of the committee that we are pretty new at this too. So, we do not want to disadvantage anyone and so my advice to you would be to bring forth and provide us with any information that you think that you can either locate or we're asking for, so if we do need information it won't be a disadvantage to you. Also, the committee would be meeting as President Anderson mentioned and our plan for the next Faculty Senate meeting to be able to bring to you a clear look on how this new competency-based curriculum will transition from the old to the new because there are a lot of issues and we have added a couple of advisors to our committee and that has been very helpful. We also found a few hurdles that we were not aware of in terms of the state general education requirements and what we were planning to do as a University. So, we are going to have to do some creative problem-solving to make sure this system actually would fit the general requirements from the state. So our plan is to come to the next Faculty Senate meeting with a proposal and then at a later meeting this semester we will be coming back for a final approval for courses that will be included in our new general education competency-based core. Are there any questions?

**Senator Lundquist:** March 4<sup>th</sup> is on a Sunday.

**Senator Humphrys:** That is interesting, I also noticed that. I wanted to bring that up because our committee did not write this document and if you rate the people that did, we are kind of more so the keeper of this document than the originators.

**Senator Lundquist:** Would March 5<sup>th</sup> work?

**Senator Humphrys:** Certainly, March 5<sup>th</sup> would work.

**Senator Lundquist:** March 5<sup>th</sup> is spring break though.

**Senator Humphrys:** I would put it this way; I think my fellow committee members who are here right now would agree with this too, obviously we are not going to be looking at these next week so even if you want to go into the next week it would be okay.

**Senator Rouillard:** Senator Humphrys, first of all, thank you and your committee members for doing this very hard job because I know that it was not easy. We got a response back and we weren't quite sure how to fulfill the request. There was an observation or a perceived disconnect that the student learning outcomes for the core competencies and the student learning outcomes for our courses that we proposed. We had tweaked the core competency learning outcome just a little bit to try and show how it matched with our course content learning outcome, but the request was that we change it even more to make it coincide with the course learning outcome and at that point, it is no longer a competency learning outcome; so I am a little confused how to proceed with that?

**Senator Humphrys:** Something that I should have made clearer when I sent the information, if any of you are not aware when we sent the information for a follow-up of what had to be submitted by March 4<sup>th</sup> if someone on the committee had a comment about your original proposal we included that with what we sent to you. Not to say that the committee did not agree with the comments, but individually people said "This may be an issue and we need to look into this," so we thought having the benefit for seeing the bigger picture, all the different courses then maybe we can be a little more helpful. But I think what it comes down to, is whatever you think is appropriate for your course in terms of competencies.

**Senator Rouillard:** In terms of the core competency.

**Senator Humphrys:** Exactly, that is what you should do.

**Senator Rouillard:** So, revise the core competency?

**Senator Humphrys:** Well, Senator Molitor, what do you think? He's kind of our core competency "expert."

**Senator Molitor:** What I was going to suggest is if we would have come back to you saying, "you might want to think about this being more appropriate for your core competency", then maybe we didn't fully understand what you were presenting and you may want to clarify by saying, "this is why we chose this as an appropriate core competency" related to the course objectives.

**Senator Rouillard:** Actually, you are answering another question that I have which was that it looks like the submission of core competencies were heavily weighted towards communications and critical thinking.

**Senator Molitor:** Yes.

**Senator Rouillard:** And it looks like you are looking for a certain profile of competencies to be addressed in these.

**Senator Molitor:** One of the goals of this whole process was to make sure that we had adequate representation across all of the core competencies with the courses that are going to be approved. So, that was certainly one of our objectives

**Senator Thompson-Casado:** When we sat down with the committee every single person sitting at that table agreed on those two core competencies and we didn't think of it in other terms and what we got back from the committee were other ways of looking at it, was that a suggestion?

**Senator Molitor:** I would say that if you can justify the original choice then yes, it is a suggestion.

**Senator Hottell:** To go along with some of these issues, we had some problems understanding the requested changes; for example, when you asked us to be more specific about how we assess students. We can talk about how we will assess them other than merely exams, but you said, "how about some sample tests. I don't know if you have people who are fluent in Japanese and Arabic on your committee. If not, it would be really hard for you to decide about the assessment tools,. If you want us to translate the assessment items and student performance, that would not show you their ability to express themselves in the foreign language.

**Senator Humphrys:** As part of the assessment aspect of it, again some people on the committee are definitely more adverse at what is a legit assessment and it seems to be an underlying feeling that saying that the students are going to be assessed by test, there's going to be a question whether a test is given enough information as to how it is going to be assessed. So, if you can give examples of the types of questions that would be helpful.

**Senator Hottell:** So, name the things that we'll be assessing, such as different skills and competencies as you have explained. Okay.

**Senator Humphrys:** Right. A lot of that with respect, what I've learned about assessment is from the members on our committee and also from Dr. Penny Poplin Gosetti and so I just been trying to keep people from having to come back and give us more information later. That is really what we are looking at, people saying that it is a test wouldn't be as helpful then saying these are the types of questions.

**Senator Batten:** It really opens the door for having an opportunity to be very rich. For example, you have an experience where your students are doing a poster presentation as a result of a "this, this and this will happen," so it doesn't all have to be tested, it is a broader stroke, particularly the cultural things that we are trying to reach with the core competencies. A test may not be able to tap as well as experience with an immersion type of experience.

**Senator Humphrys:** As I said, our goal is to bring something at our next Faculty Senate meeting that will be very specific about how does this fit into our current way of doing things, so you can see, hopefully how little impact that it will have on any program modifications and how it fits with the requirements that the state has for general education. I think I speak on behalf of all the members, we really don't look at this as being some sort of a "policing" group. We are looking at how to try to better departments and



courses. We just learned that what we put forward to go into this general education list, Marcia King-Blandford will have to take them to the state and convince them that these will be state guidelines.

**President Anderson:** Thank you, Senator Humphrys. This concludes today's meeting. May I have a motion to adjourn?

IV. Meeting adjourned at 5:50 p.m.

Respectfully submitted by:

Lucy Duhon  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard

Faculty Senate Office Administrative Secretary.