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**Summary of Discussion**

Lauren Jencen, Student Government Senate Chair  
Steve Peseckis, Faculty Senate Committee on Undergraduate Curriculum  
Nick Piazza, Senate's Representative to the Inter-University Council of Ohio  
Provost Scarborough: Starting Consultation with Senate on 2013 Reorganization

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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, **Lawrence Anderson-Huang**, Past-President, called the roll.

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

**Present: Present:** Anderson, Bailey, Barnes, Cappelletty, Denyer, Dowd, Edinger, Ellis, Giovannucci, Gohara, Hamer, Heberle, Hey, Hoblet, Hottell, Humphrys, Jorgensen, Keith, Kranz, Lee, Lingan, Lundquist, Molitor, Moore, Nigem, Ohlinger, Pei Tsui, Piazza, Plenefisch, Quinlan, Randolph, Regimbal, Relue, Rouillard, Sheldon, Springman, Teclehaimanot, Templin, Thompson, Thompson-Casado Van Hoy, Weck-Schwarz, Wedding, White, Willey, Williams, Yonker

**Excused absences:** Brickman, Cochrane, Cooper, Crist, Cuckovic, Duggan, Duhon, Franchetti, Hammersley, Hill, Moynihan, Wilson,

**Unexcused absences:** Nazzal, Rooney, Tinkel,

**II. Approval of Minutes:** Minutes were not ready for approval.

**President Dowd:** I call this meeting to order. Welcome to the tenth Faculty Senate meeting of Academic Year 2012-2013. I ask that Past-President Lawrence Anderson-Huang come to the podium to call the roll.

I will try to keep the Executive Committee Report brief today because we have a rather lengthy agenda. To begin, I spoke with Professor Udayan Nandkeolyar, Chair of your Academic Programs Committee. There were some issues with the Programs Committee getting access to the curriculum tracking system. I spoke with individuals in the Provost Office about this issue and I hope to get that issue resolved soon. Everyone agrees that we need to improve the flow of curricular and program documents from the Senate to the Provost's Office.

As I reported a meeting or two ago, a committee was formed to review all governance documents including the Faculty Senate, Graduate Council and all others, including Student Government and department Bylaws. That committee is to examine whether any of those documents conflict with the Constitution of the University Council. As I mentioned at a previous meeting, the Faculty Senate Constitution and Appendixes have been reviewed by that group. I will be bringing together the Senate's

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Constitution and Rules Committee to go over particular changes that will probably have to be made to our Constitution and Appendixes. Once that committee makes the particular revisions, our Constitution and Rules Committee will submit the revised documents to Senate for approval. After that, the revised documents will be submitted to the full faculty for a final approval. This final approval must occur by June 30, 2013. The same deadline has been imposed on all organizations.

Given the discussion that occurred at the end of the last Faculty Senate meeting, I have spent every free moment talking to individuals across this university trying to get a better perspective on those issues. As you will recall, those issues included whether there should be votes of no confidence on the president, chancellor and provost, and if such votes occur, they should occur at Faculty Senate, Graduate Council, Research Council, and various College Councils. I have lost track of the number of meetings I and the other members of your Executive Committee have had with administrators since the previous Senate meeting. But it seems the discussion was the same at each meeting – talking about the teaching workload forms and the implementation of the new workload policy. As I said, there have been many, many meetings but few resolutions to the relevant issues. Sadly, I honestly do not have anything new to report to Senate. However, please note that Bill Koester, Chairman of the University of Toledo Board of Trustees, has accepted my invitation to address the Faculty Senate at our next meeting. I extended that invitation because I wanted Senators and non-Senators to have the opportunity to raise their concerns about the proposed workload policy to the Chairman of the Board.

Speaking of the Board, earlier today I presented the Faculty Senate report to the Board of Trustees' *Academic and Student Affairs Committee*. If the Senate permits, I will include in this report the issues I raised with the Board. First, with regard the workload memo, I stated that I believe faculty members have moved far-beyond the mechanics of the proposed workload policy, in particular, specific teaching assignments. Faculty members have analyzed the details of that policy and, almost universally, came to the same conclusion that execution of that policy will fundamentally change the structure and direction of the University of Toledo. I reported to the Board my belief that teaching workloads are not the central issue. At issue are all of the other activities faculty perform that must be reduced or eliminated in order to comply with the provost's/chancellor's workload memo. Over the years, I have been honored to be elected approximately 20 times to leadership positions in Faculty Senate and Graduate Council. I stated that in my experience, no single act by a UT administration has produced such a unified and extremely negative reaction from the faculty and that the workload memo sends an unmistakable signal that this administration does not value faculty members' work with students, faculty and student research, or a faculty member's service to department, college, university, and profession. I encouraged Board members to verify the above statements by reading the provost's/chancellor's workload memo, speak with other faculty members about its implications, and draw their own conclusions. I said that faculty members are concerned about whether our University will continue as a university, or simply as a business. Universities seek high ideals; while businesses seek high profits only. The provost's/chancellor's workload memo sends the clear signal that the administration's view of UT is that it is a business, without clear consideration given to academic issues.

The next issue I raised with the board is my belief that our students cannot plan ahead. Just about every year since the merger this university has "reorganized" in one way or another. Every year the

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administration creates and destroys, creates and destroys. Because everything has to start over each year, the only unwavering characteristic of the University of Toledo is significant uncertainty on all matters. This makes it exceptionally difficult for students, faculty, departments and colleges to plan for next year or subsequent years. For example, most departments begin to determine their schedule of courses for any particular academic year in November or December of the previous year. That, of course, allowed students to plan ahead. But over the past few years, department chairs have not been able to schedule in advance because they do not know whether they will be given permission to hire the necessary instructors to meet the demand for their courses. What is the true cost from all of this? Faculty cannot plan ahead so our students cannot plan ahead. When students cannot plan ahead then neither can their parents. The true cost is paid by our students. What has been the “market’s reaction” to President Jacob’s never ending cycle of “creative destruction” and the unyielding uncertainty under his management? The market “has spoken”: for years our enrollment has declined and continues to decline, and our retention rate is among the worst in Ohio.

The next issue I raised with the Board was related to the previous issue. The other feature of President Jacob’s never-ending policy of “creative destruction” is that no administrator is ever held accountable for their failures. If a new “whiz-bang” idea fails then the responsible administrator is simply moved to a different administrative position without being accountable for their failure, and allowed to follow some other new “whiz-bang” idea. I asked, again, what are the true costs from each failure? Every new “whiz-bang” idea that has failed has imposed significant costs on our students in terms of time and tuition dollars spent and progress towards their degree.

I then explained to the Board that during his December presentation to Faculty Senate, Chief Financial Officer David Dabney claimed that the total cuts to college and department budgets have summed to only \$203,000 since FY2009. I noted to the Board that CFO Dabney’s claim is incredulous because most colleges have faced budget cuts of multiple hundreds of thousands of dollars each year since 2009. I also noted that your Faculty Senate Executive Committee asked CFO Dabney to provide the financial data to support that claim but so far CFO Dabney has refused to do so. I then respectfully requested that the Board of Trustees direct CFO Dabney to provide Faculty Senate with specific and detailed financial data on each and every budget cuts each college has had to endure since FY2009.

The final issue I raised with the Board at that meeting focused on the number of sabbatical leaves submitted by the administration for approval by the Board. The Board was asked to approve 8 sabbatical leaves for next year. Only 8 sabbatical leaves. I stated that in my opinion that number is an order of magnitude smaller than what is expected of a university of our size. I stated that because detailed reports are filed by faculty members after completing their sabbatical leaves, the president, chancellor, and provost are well aware of the significant work accomplished during each sabbatical leave. Hence, approving only 8 sabbatical leaves sends another clear signal that this administration does not value the research of its faculty members. I then asked President Jacobs to enumerate the number of sabbatical leaves granted each year by peer institutions. As President Jacobs routinely asks faculty to meet or exceed “Best Practices,” I stated that he should be held to the same standard. So I asked President Jacobs to describe to the Board the “Best Practices” he followed when submitting only 8 sabbatical leave proposals for Board approval. His response to this question, and I am quoting, was “None.” When

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pressed on this issue by a Board Member, President Jacobs stated that this was a financial decision and that sabbatical leaves “are expensive.” That was it. I want to make certain that I am not misrepresenting President Jacobs’ response to those questions. I see that Chancellor Gold is in attendance. Chancellor Gold, do you remember any other specific remarks that the president made about that issue at that meeting?

**Chancellor Gold:** I don’t.

**President Dowd:** As a general point, when I brought up the teaching workload issue to the Board, I wanted to express my view that faculty members have moved well beyond specific teaching assignments. Instead, I wanted to express my belief that faculty members at this stage are focusing on the much more broad impact of the teaching workload policy. And that is its impact on the future success of the students who attend this university.

That concludes my portion of the Executive Committee Report. Do other members of the Executive Committee want to add anything at this time?

**Senator Templin:** Approval of Minutes.

**President Dowd:** Thank you for the reminder. I apologize to Senators for forgetting to address this issue earlier in our meeting. I was informed by Ms. Hubbard that the Minutes from the January 15<sup>th</sup> Faculty Senate meeting are not available at this time for approval. On this point, I want to express my gratitude to Past President Anderson for very recently assuming the responsibility of the Minutes while Senate’s Executive Secretary Duhon is away on a family matter.

Are there any other issues from Executive Committee members? Are there any questions from Senators?

**Senator Barnes:** Can you tell us a little bit about the response of the Board with our concerns about the quality of education and potential non-delivery of our majors?

**President Dowd:** Yes I can, but I really don’t want to provide quotes because I do not want to risk misquoting Board members. What I expressed to the Board was my belief that workloads will be what they will be, and faculty members recognize that truth. Faculty members are very concerned about the topics I listed earlier. Overall, for context, I expressed to the Board that my impression is that almost every comment on this issue can be wrapped up into a very sincere concern for the future and the direction of our university. The initial response from the chair of the committee was that he hoped the faculty are very concerned about the future of UT. The reason why I paused in responding to your question was because it caused me to reflect on whether I clearly convey my root message to the Board or whether the committee chair was making a different point. The concern that I heard from Board members was respect to financial issues only. Of course, they are responsible for such issues so we cannot find fault with that interest. But my impression from that Board meeting is that Board members do not want to talk about the issues that I brought up which, again, focus on the direction and future of our university. For example, it’s not just whether we are going to exist in five years, but what kind of university will we be in five years? I’m sure Board members discuss such issues among themselves, but it so discouraging

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when it appears that they will not engage in a meaningful discussion of such issues with their own faculty members. I know that is not a good answer Senator Barnes, but that is the only one I have.

**Senator Barnes:** Thank you.

**President Dowd:** Are there any other questions or comments from Senators? Are there any questions or comments from guests?

**Senator Jorgensen:** I am on the Sabbatical Committee and I understand last year those turned down for sabbatical were informed that it was due to a financial issue, which of course is specious because each of the chairs and deans signed off saying the leave would not incur additional financial commitment to the university because the department will find some way to cover it. This year the letters did not say that. The letters said that the applications had to be prioritized and only a certain number could be approved with no criteria given, at least in the one letter that I saw.

**President Dowd:** Regarding the sabbatical leave issue, I have no idea why the administration is taking such a hard line. Everyone that has ever had a sabbatical knows that it provides a tremendous benefit to the university. Sabbatical leaves “recharge faculty batteries” and provides the opportunity to accomplish a great deal of work. As I remarked earlier, the president, chancellor, and provost knows this. Yet they routinely deny the vast majority of sabbatical requests. My guess is this administration denies such requests simply because they can, telling the Board that sabbatical leaves “are expensive” but omitting the benefits to the university from such leaves.

**Senator Barnes:** Do they know we know about their bonuses, right? Do they know we know about the amount of money that they make and the amount of money that they are giving to themselves?

**President Dowd:** The Board must approve the personal action reports, which lists all such bonus, “longevity raises and bonuses,” etc. If the Board reads those personal action reports, then Board members are aware of the bonuses they are, in fact, approving. Whether Board members know the faculty also read the personal action reports and are aware of the bonuses they routinely award administrators is anyone’s guess.

With that, I need to close discussion of such issues and move to agenda items. Note that today we have the following speakers. First, Ms. Lauren Jencen, Student Government Senate Chair; second, Dr. Steve Peseckis, Chair of Faculty Senate’s Committee on Undergraduate Curriculum, and Dr. Nick Piazza, Faculty Senate’s Representative to the Ohio Faculty Council. Note the slip on the agenda distributed to Senators – I incorrectly referred to Nick as our representative to the “Inter-University Council” instead of the “Ohio Faculty Council.” I apologize for that mistake.

For our first agenda item, the Faculty Senate is honored to have Ms. Lauren Jencen, Student Government Senate Chair, address our Senate. Chair Jencen will provide us with some student perspective on current UT issues. I invite Chair Jencen to the podium.

**Lauren Jencen:** Hi. Thanks for having us. This is a fellow Senator, Shaun Flowers and he will be meeting with us today. Throughout the past year we had legislations that are considerably important, at

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least I would like to think. The first one is we now have Text-a-Tip which is a service that a senator came up with. If there are any issues with any facilities on campus you can text a certain number. I don't have the number on me, but it's pretty much like text-a-picture to the police where if something is wrong with the facilities or if there's an issue instead of filing a work request you can go ahead and text them and they can get that as soon as possible. I believe that is in full-swing as of last week. Another piece of legislation, as you know some of the student programs and student services like the sexual assault student program and the alcohol, tobacco, and other drug program are being restructured. We recently wrote a resolution for administration to reconsider their removal of the program, especially the position of Lexi..., I believe she is the ATME Specialist. Then there was another one, I am not sure if you are familiar with the UT Green Fund, it is included in the general fee; it is an opt-in \$10 per semester and then the \$10 will go to the Green Fund. Currently, they are keeping grants from students as to where and what to do with that money. For example, the addition of the water bottle stations on campus and that is to keep environment... Those are the legislations I believe that affect you guys the most. We really don't have any concerns about the Imagine 2017 Plan because the students haven't been formally exposed to that, but we are having an Imagine 2017 forum next Tuesday, February 19<sup>th</sup> at 8:15 p.m., in the Student Union, Room 2592. I can't really speak on any issues that students have not had directly. Shaun, do you have anything that you would like to comment on?

**Shaun Flowers:** Yes. We noticed that you do not have a student representative for Faculty Senate, so we wanted to explore the options for having a student representative come to the meetings and keep the target plane between Student Senate and Faculty Senate together because I believe issues that we have we should know about them. We are going to bring that up at our next meeting and hopefully we can get a representative to come to your meetings and maybe to your Executive Committee meetings too.

**Lauren Jencen:** Does anyone have any questions as to how Senate goes or legislations?

**President Elect Rouillard:** Student Senate recently repealed a motion for Concealed Carry on campus, right?

**Lauren Jencen:** Yes, that was a pretty "juicy" topic. We did turn that down. We had a legislation beforehand concerning a survey to be put on MyUT; it was a voluntary survey so the results were not totally accurate. I believe that is was 48% were for Concealed Carry and 45% were against and somewhere around 5-6% were neutral and then that piece was turned down.

**Senator Barnes:** Did you get any follow-up from your proposal asking those positions to be reinstated, the ones that come out of your student fees that you pay for?

**Lauren Jencen:** We just passed a legislation last week. I know you brought forth the legislation about the sexual assault, but I have not received any follow-up on that. I can double-check and I can email you about what is going on. Are there any other questions?

**President Dowd:** As general information for Senators, I would like to ask President Elect Rouillard, who chaired the Faculty Senate Committee on Committees, a question I already know the answer to. Did the Faculty Senate Committee on Committees appoint student representatives to all standing Faculty Senate Committees?

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**President Elect Rouillard:** Yes we did. We did that through Paulette Bongratz and she gave us all the student names, so we do have student representatives on the committees. We certainly used to have representatives from Student Government that came to Faculty Senate meetings.

**President Dowd:** Again, as general information for Senators, for years the Faculty Senate Committee on Committees has invited Student Government to appoint student representatives to each Faculty Senate standing committees. Every Student Government appointee to each Faculty Senate Committee is afforded the same rights and voting privileges as faculty members serving on such committees.

Chair Jencen, I extend a most sincere invitation to you and other Student Government representatives to attend and participate in the discussions at all Faculty Senate meetings. The more the merrier.

**Lauren Jencen:** Okay.

**President Dowd:** Chair Jencen, I also extend to a standing invitation to you to address the Faculty Senate at any or all of our remaining meetings this year.

**Lauren Jencen:** Likewise, we do have a spot on our agenda for a faculty representative, we don't have a specific person for that role, but if there's anyone that would like to come and speak about faculty concerns, or updates on Faculty Senate, or anything like that, I'll give you my email, Lauren.Jencen@rockets.edu. If you guys would like to come in and speak on behalf of Senate you are more than welcome to and we welcome that.

**Senator Lee:** I am sure my nurse colleagues would affirm the importance of resources for alcohol and substance abuse and sexual assault and so forth. I don't recall if this body has stated our endorsement of that; I am putting it out there from the College of Nursing that we fully support any effort.

**Lauren Jencen:** I know that Senator Barnes came in and spoke about it.

**Senator Barnes:** We supported as a senate virtually the same resolution that you guys passed. We have not done one for the alcohol and drug abuse and we should.

**Senator Lee:** Let's do that right now. I would propose an endorsement of all suitable resources of the University of Toledo related to alcohol and substance abuse and prevention to education.

**Group of Senators:** Second.

**President Dowd:** Please help me understand this motion. Were those positions restored? If not, is the restoration of these positions part of that motion?

**Lauren Jencen:** To my knowledge they were not being restored; a position is being removed, Lexi Blavos' and I believe that they are consolidating that program with peer consulting and the whole consulting program.

**President Dowd:** Chair Jencen and Senator Lee, would you consider a friendly amendment that includes the restoration of those positions?

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**Senator Hamer:** May I interrupt because it is actually relevant? That is actually an office, the alcohol and tobacco office which encompasses also two doctoral trained students as well. So, Lexi Blavos is in that office and then we also have two doctoral-level education students that are part of that.

**President Dowd:** Does this information alter the motion?

**Lauren Jensen:** To my knowledge I believe so.

**President Dowd:** Could we have a restatement of the motion?

**Senator Lee:** I would ask the faculty to endorse support for all necessary resources for alcohol and substance abuse prevention education and services and that we also recommend full support related to the other departments, sexual assault education and training.

**President Dowd:** Are Senators clear on the motion?

**Senator Hamer:** Could we specify restoration of the staff position and the two doctoral positions?

**President Dowd:** That is what I was asking for when I referred to a friendly amendment.

**Senator Lee:** As represented by the reinstatement of personnel and student presence for program success.

**President Dowd:** Would the Senate ask the Executive Committee to finalize the language and bring that language back to Faculty Senate as a formal resolution?

**Senator Barnes:** Let's do it now.

**Senator Regimbal:** Can we vote to an intention then pass a more formal resolution?

**Senator Hottell:** That is right.

**President Dowd:** Permit me to make a suggestion. The Executive Committee will work out the formal language and will email it to Senators.

**Senator Lee:** Yes, modify it as needed.

**President Dowd:** To clarify, we are voting on whether the Senate wants to vote electronically via email.

**Group of Senators:** Email.

**President Dowd:** Do I have a motion to have an electronic vote on this motion. Do I have a second?

**Group of Senators:** Second.

**President Dowd:** Is there any discussion? All in favor say "aye." Any opposed? *Motion Passed.* Your Executive Committee will work out the language and send it to you.

**Lauren Jencen:** Are there any other questions? Thank you very much for your time.

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**President Dowd:** Now I would like to invite to the podium Dr. Peseckis, Chair of the Curriculum Committee.

**Dr. Peseckis:** You should have received a list of course recommendations that were sent from the Faculty Senate Office yesterday. We have two grammar corrections. The courses themselves, all of those who are in favor for approving them.

**Senator Jorgensen:** You have a typo under Biology 3010, change it to be prerequisites because it is the course number that doesn't exist; you have Chemistry 1020, but I think you mean 1120.

**Dr. Peseckis:** That would be?

**Senator Jorgensen:** 3010. I think you mean 1120.

**Dr. Peseckis:** I will make sure that is correct.

*All in favor? Any opposed? Any abstention. **Motion Passed.** The following courses were approved: **New Course and Course Modification Proposals Approved by the Faculty Senate on February 12, 2013***

**College of Business and Innovation**

**Course Modifications**

**BUAD 3020**      **Principals of Manufacturing and Service Systems**      3 CHr

*Change pre-requisite from "BUAD 2070" to "BUAD 2060"*

*Reason: Faculty feel that Stats 1 is adequate preparation for the course. Also with math sequencing issues, student will not unnecessarily delay graduation.*

**FINA 2000 Finance and Business Economics**      3 CHr

*Change alpha numeric to "FINA 3000"*

*The only change is the course number. When the course was designed, the wrong level was selected. It should have been a 3000 level junior course. It is an elective for business students and non-business students.*

**MGMT 4780**      **Leadership and Managerial Comp**      3 CHr

*Change title to "Leading and Managing People"*

*Change prerequisite from "BUAD 3030" to "Jr Standing Only"*

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

**College of Natural Science and Mathematics**

**New Course**

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**EEES 2510            Advanced Computer Applications            2 CHr**

Credit hours: 2

Delivery Mode: Lecture, 1 h; Computer Laboratory, 1 h; Field, 1 h

Offered Spring; Every Year.

Grading System: Normal Grading

Pre-requisites: EEES 2500

Co-requisites: None

Catalog Description: "Collecting and analyzing spatial data, digital elevation models, mathematical modeling of natural processes and introduction to matrix operations in Excel."

**Course Modification**

**BIOL 3010            Molecular Genetics 3 CHr**

Change prerequisites from "BIOL 2170 and CHEM 1220 or 1240" to "BIOL 2170 with a grade of C or better and CHEM 1220 or 1240"

Reason: Students who complete BIOL 2170 with a grade lower than a C typically perform very poorly in this upper division course in both the major and minor. Institutional data (see attachment) shows that the mean GPA in BIOL 3010 of students who received a D in BIOL 2070 is 0.75, and that 42% fail the course. Students who perform poorly in BIOL 2070 will be encouraged to retake it to build a stronger foundation for the more advanced course, and ultimately this will lead to a more successful outcome in the course and the major for these students.

**BIOL 3030            Cell Biology            3 CHr**

Change prerequisites from "BIOL 2170 and CHEM 1240" to "BIOL 2170 with a grade of C or better and CHEM 1240"

Reason: Students who complete BIOL 2170 with a grade lower than a C typically perform poorly in this required course that is a prerequisite for most of our upper division courses. For example, institutional data shows that for students who pass BIOL 2170 with a D, the interquartile BIOL 3030 GPA is from 0.0 to 1.0 (see additional attachment). Students who performed poorly in the BIOL 2170 will be encouraged to retake it to become better prepared, and ultimately be more successful in both BIOL 3030 and ultimately in the program.

**BIOL 4030 Microbiology            3 CHr**

Change prerequisites from "BIOL 3030 and CHEM 2420" to "BIOL 3030 and CHEM 2410"

Reason: A basic knowledge of Organic Chemistry at the level of CHEM 2410 is sufficient for students to be successful in this course. A second semester of Organic Chemistry is not needed. Currently, we routinely allow students who have had OChem I but not OChem II to enroll via permission of instructor. These students' performance in the course is indistinguishable from those who have had two semesters of OChem.

**BIOL 4700 Biological Literature and Comm            3 CHr**

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*Change prerequisites from "BIOL 3030 and 3070 (or 3410)" to "BIOL 3030 with grade of C or better"*

*Change corequisite from "Senior Standing" to "Senior standing and BIOL major or permission of instructor"*

*Reason: The deep knowledge of human (BIOL 3070) or plant (BIOL 3140) physiology is not necessary for students enrolled in BIOL 4700; we routinely grant an override for this prerequisite to students enrolling in the course. Students who do not master the content of BIOL 3030 with a grade of C or better do not perform well in upper division BIOL courses that depend on being conversant with Cell Biology, most of the literature read in this course is primary literature in Cell Biology and closely related areas. Since this course is required of our majors for graduation, we want a mechanism to ensure our students are able to have priority enrollment. Students in other majors can still enroll if space is available with permission of the instructor*

**College of Pharmacy**

**New Course**

*The following MBC 3340 and MBC 3330 course proposals were reviewed by the Department of Chemistry and found to pose no issues.*

***MBC 3340 Techniques in Pharmaceutical and Medicinal Chemistry Laboratory***

*1 CHr*

*Enrollment: 20/section, 60 per term*

*Credit hours: 1*

*Delivery Mode: Regular Laboratory, 3 h*

*Offered Fall; Every Year.*

*Grading System: Normal Grading*

*Pre-requisites: Admission to BSPS program or Permission of Instructor*

*Co-requisites: MBC 3330*

*Catalog Description: "A laboratory course that fosters development of analytical and chemistry techniques useful for pharmaceutical and medicinal chemistry students."*

*Fit: This course will be required of MBC BSPS students and an elective for other BSPS tracks. The course will provide applied hands-on instruction in areas important to pharmaceutical development. Topics will include chemical and product analysis, fundamental calculations, and informatics.*

**Course Modification**

***MBC 3330 Applied Drug Design***

*2 CHr*

*Change course title to "Techniques in Pharmaceutical and Medicinal Chemistry"*

*Pre-requisites: Admission to BSPS program or Permission of Instructor*

*Co-requisites: None*

*Change catalog description to "A consideration and application of analytical and chemistry techniques useful for pharmaceutical and medicinal chemistry students."*

*Fit: This course will be required of MBC BSPS students and an elective for other BSPS tracks. The course will provide didactic instruction in areas important to pharmaceutical development. Topics will include chemical and product analysis, fundamental calculations, and informatics.*

**Dr. Peseckis:** There are some changes going on with how courses are processed leaving the Provost Office and going to the Registrar's in their transition. There are some issues with the electronic tracking system so if you are trying to add courses to the electronic tracking system the hard copies are really

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important, so please make sure everything is correct on those as they come to Faculty Senate and those will be assigned to groups as those are processing. If you could give me a heads-up if something is going into the Faculty Senate Office, if you email it to me that would be great and that way I will know that we should have received it and I will double check to make sure. Thank you.

**Senator Regimbal:** We have known about these problems with the tracking system for probably four years, maybe longer. We are always being promised that it is going to be fixed. Is it possible that the system is actually fixed or another system found?

**Dr. Peseckis:** I know they tried to launch another system twice and each time a problem occurred and failed. The present system was basically developed by somebody who is no longer here. There are incredible issues and some philosophical issues like, I cannot make changes to the form so I am not going to sign off on something that is wrong and that is why I need these hard copies.

**Senator Regimbal:** I understand that, Dr. Peseckis. But, what I am saying is, it is time to cut the “cord” and find a system that works.

**Dr. Peseckis:** We really need to and that is one of the issues that I will bring up to Margaret Traband who is taking over and trying to move that. If nothing else, I will try to bring her up to speed on things. I know the provost is aware of it and we will just have to work more on it. Yes, we do need a new system and we have known that for some time. There are all sort of issues with Banner etc., so basically the hardcopy way is still the best.

**Senator Teclehaimanot:** The curriculum tracking system appears to be working properly.

**Dr. Peseckis:** Yes, but the... is checked off.

**Senator Teclehaimanot:** I understand, however what is purpose of changing the old system?

**Dr. Peseckis:** I am not a technology person, that system was created by someone that is not here.

**Senator Teclehaimanot:** I understand.

**Dr. Peseckis:** There are things like you can no longer type the whole title of a course in there which drives me crazy and the text box doesn't show all the text, I can print the forms off and everything is not in there.

**Senator Teclehaimanot:** We have Information Technology experts at the University who might be able to fix the problem that we are facing for the past two years.

**Dr. Peseckis:** We will renew those efforts. But to be sure all of the correct information is visible please submit the hardcopies. Actually, there's another issue, the forms have not been revised in years and they

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kept revising them online, but we never had a new hardcopy form come out; so I am accepting everything that has the correct information on it practically.

**Provost Scarborough:** Peg Traband has been asked for a resolution regarding the problem. I don't know how long it's been a problem, but Peg is one of the best problem solvers in the provost staff. The last time I asked her about it she said there was a plan, but she didn't get a chance to outline a specific timeline. I think the next best thing to do is ask her the timeline, has she said anything to you?

**Dr. Peseckis:** No, I haven't discussed it with her, but I know from the past interaction that is what she said. This has been a long-standing issue and we have tried to solve it a few times. It will take some resources and somebody from Information Technology to straighten this out. We like it so everyone can see electronically, but the reality is that people think they can submit electronically and they are done and in fact, that is not the case because we really do need the hardcopies because the course descriptions are cut off.

**Senator Regimbal:** Don't we have a technology guru on staff?

**Provost Scarborough:** Who is the person that wrote the program for here?

**Group of Senators:** Michael.

**Provost Scarborough:** How long ago was that?

**Dr. Peseckis:** I believe last summer.

**Senator Regimbal:** The program was written a long time ago to serve the university and it was never written to do the amount of things that it is being asked to do now.

**President Dowd:** Note that it was also written in Mandarin.

**Dr. Peseckis:** I think he went to China after he graduated and came back. It was never made to fit Banner and we've tried to get it to fit Banner and some people actually had to pilot which was a disaster. There were some being contracted by the university and they were doing it as an extra project and it did not work out. There were different visions for it, time was going by and it was not going anywhere.

**President Dowd:** Are there any last questions for Dr. Peseckis?

**Dr. Peseckis:** Thank you.

**President Dowd:** I would like to invite Nick Piazza to give his report from the Ohio Faculty Council

**Senator Piazza:** Thank you.

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The Ohio Faculty Council held its latest meeting on Friday, February 8. The main topics of discussion were the new workload policy at the University of Toledo and contract negotiations at Bowling Green State University. There was great interest in what was happening with workload at UT. During the course of discussion, it became apparent that other universities in Ohio are claiming budget deficits and Capitol State has already increased workloads to deal with projected deficits. The consensus was that, eventually, all of the institutions in the University System of Ohio will be looking at increasing teaching loads as a deficit-reduction strategy.

Workload appears to be a vulnerable topic as Universities seem to be moving toward a very strict interpretation of the Ohio Revised Code section 3345.45 which states that faculty workload policies “are not appropriate subjects for collective bargaining” and that “any policy adopted under this section by a board of trustees prevails over any conflicting provisions of any collective bargaining agreement between an employees’ organization and that board of trustees.” I have included a copy of the URL for this section of the ORC for those individuals interested in reading the law for themselves (<http://codes.ohio.gov/orc/3345.45>).

There also appears to be some strategic coordination among the various universities in Ohio. The administrations at the University of Toledo, Bowling Green State University, and the University of Akron are all using not only the same Cleveland law firm, but the same lawyer to represent them in their contract negotiations.

The fear among members of the OFC was similar to those fears expressed to me by UT faculty. There was concern that an emphasis on teaching load would have an adverse impact on research and, consequently, on instruction. Additionally, there was concern that emphasizing teaching loads would have an adverse impact on the student experience and create problems with student recruitment and retention.

The discussion concluded with a suggestion that the OFC invite Mr. Bruce Johnson, President and CEO of the Inter-University Council, to attend a future meeting and discuss the workload issue at length.

Our agenda for the March meeting is to center on a discussion of Massive Open Online Courses or MOOCs. The discussion will be about whether and how MOOCs should factor into higher education and if students should be allowed to use MOOCs to meet all or part of curricular requirements. If you have any opinion on this I will welcome your telephone calls or emails with regard to this so I can bring those opinions to the Faculty Council. That concludes my report. Are there any questions?

**Senator Wedding:** Yes, I have a question. Was there any discussion about accountability for administrators or reducing the number of administrators or increasing the workload of administrators?

**Senator Piazza:** Mostly, we focused on the implications of increasing teaching loads and what that would have on faculty.

**Senator Wedding:** By the way, 3345.45 does not apply to workload; it is a teaching load that is published, not workload. Administration might say workload but it is teaching load.

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**Senator Piazza:** Just for clarification, it does say workload in the citation that I cited.

**Senator Wedding:** What you cited was paragraph 2 of that workload with apparently...teaching.

**Senator Piazza:** Okay.

**Senator Wedding:** They said they were going to use workload in paragraph 2. They are really referring back to teaching load.

**Senator Piazza:** Okay.

**Senator White:** Is there a sense that Ohio State University is also going to de-emphasize research in favor of more teaching? For example, other universities, some of you might want to know about those as well.

**Senator Piazza:** There was no such discussion. Although, it did occur to me during the process of discussion that if every one of the universities in the Ohio system is emphasizing teaching loads over research then we are not in a strategic disadvantage. On the other hand, can a university disadvantage itself by essentially unilaterally disarming the area of research when other institutions are not? Thank you, I just remembered something. One thing we are going to do too is we are inviting Bruce Johnson, CEO of the Inter-University Council, to come and speak with us about the workload and what is possibly occurring at other universities across the state.

**President Dowd:** Next, I would like to invite Provost Scarborough to the podium.

**Provost Scarborough:** I think the last time we were actually together I think we were in this room going over topics of the Imagine 2017 document. I have additional copies of those if you did not receive one. Would anyone like one today? Again, the last time I was here we were beginning the process to talk about what is in the plan. The conversation got a little bit steered in the direction of Strategy 9, Step 2, when you start talking about restructuring workload and the conversation was particularly focused on that issue last time we were together. I think we promised to come back and answer any remaining questions that you had on that topic and then to return with the larger documents, so I am happy to do that. Would you like to begin with a series of questions and answers continuing the conversation of workload if we are on that particular topic and then move to the larger document?

**President Dowd:** Just to clarify, to continue the discussion on workload, is that what you are talking about?

**Provost Scarborough:** Yes, the last time I was here I promised to come back and answer any remaining questions.

Why don't we do this, if you don't mind, for those who have a copy of the plan otherwise I will simply put it on the screen to help everyone else. On page 88 of the document is really kind of the core of the plan. Strategy 1-10 is the enhanced Honors College strategy. It has been a lot of work done on this

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particular strategy. Beginning tomorrow we will see a roll-out of the naming and enhancing and marketing of the enhanced Honors College and this is the name that will be given to the new Honors College. It is the logo that we used to advertise and enhance the experience to the well-prepared students and their parents and high school counselors in the area. I think you know the editor of the Blade donated an original parcel of the land for the endowing of the university back in 1872. I think that land is actually the land that Scott Park Campus is on and so we will use his name as a way of identifying and helping to market to our Honors College and well-prepared students. This is the advertising campaign billboard that you will begin to see around town. This is a copy of the print ad that will be in the newspaper and other print media. I think we also have a copy of the direct mail piece. Again, that would be sent to 25,000 high school seniors and 25,000 high school juniors about the announcing of the enhanced Honors College at the University of Toledo. In this document it highlights those portions that are going to be emphasized to the well-prepared students. How did we decide what to emphasize? If you recall we did focus group research, 18 different focus groups with students who chose to go elsewhere, such as students who chose to go to Miami. We did focus groups in Oxford, students who chose to go to Bowling Green and we did focus groups in Bowling Green, students who chose to go to Ohio State. We did focus groups in Columbus and then we also did some focus groups in the Toledo area. We also did focus groups of their parents and we did focus groups of high school counselors in the area. We have many of these on videotape for any of you who would like to watch. So, from this focus group, over a series of weeks we described and enhanced the Honors College and asked students and parents and high school counselors to react to that. Based on how they reacted we then kept revising the description and the attributes of particular colleges till we got to the point when we described the Honors College and in most cases we would get a response that said, "Had you offered this experience then I would have considered UT more strongly" and that is what we were after, a group of people that chose to go elsewhere that said, "Had you offered this educational experience we would have been more tempted to take a harder look at the university." What are some of those things that students responded back to? 100% of the students interestingly all loved the notion of experiential learning. Anything pertaining to internships, anything pertaining to co-op work experiences, or anything pertaining to study abroad, to service learning opportunities to undergraduate research- any of those concepts resonate with today's direct-from-high school well-prepared students. They get it in ways that we don't need to fully understand the history it gets that that's an incredible positive experience. So, if we can build an honors college that builds in large amounts of experiential learning opportunities, chances are we are going to attract great numbers of well-prepared students, 100% of students responded in that way.

Secondly, they loved the notion of the University of Toledo having this broad array of educational programs and we are making a point of that. They like the idea and they understand the reality of what today's market pays. They almost need an advanced degree to deploy the benefits of an undergraduate degree and what it afforded 40 years ago. The idea that the University of Toledo provides a broad array of undergraduate and graduate professional opportunities is something that they like and they get that we can leverage. Especially, when we said if we were to say, "You have preferred" not a guarantee, but a preferred mission path into an advanced degree program, how do you feel about that? Big thumbs were up, "I like the idea of that." The fear of not getting into an advanced degree program that some of these well-prepared students are expecting as part of their educational experience is a concern. So, the idea of that risk would be minimized through our Honors College at our university, which is something that is

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very attractive to large numbers of students. Interestingly, when we first began to explore the option of a three-year degree program it did not resonate well. Interestingly, it was only until we began to characterize it as an optional three-year program that it began to resonate because there is still a very large percentage of well-prepared students who would say, "Don't rush me. I am going to an experience college of all the college has to offer inside the classroom and outside the classroom." So, all this talk about a three year degree program scares me; if it is optional, great, I am all for it, but don't feature it as a part. Anytime you hear or see any of the marketing material it would refer to an optional three-year degree program. Think about it, this student population is well suited and if they want to enter an accelerated degree program they would come in with AP credit and they might be able to test out with test exams at the Department of Education Curriculum. These students are great students and they are motivated, so it is not hard to think if they so choose to get them through. The idea for some of them starting in an advanced degree program beginning at the fourth year is not attractive to everyone. Similarly what we've learned is that the idea of honor students living together, if it is optional has great appeal, and if it is mandatory has low appeal. So everything you would see in the market will be optional Honors College students living with other Honor students. Still interestingly a large percent says, "Yea, I want to live with people like me or I am going to get the experience of diversity all fully, so I may not want to live with other honor college students." Interestingly what we will not see and what we are promoting of all the things that we got feedback on that said, "Not interested." For example, if we say, how about if we selected the very best classroom professors and put them in front of you in their honors courses, how would you feel about that? Almost in every focus group it is like, "Why doesn't everyone get that?" This is a generation that is very community-oriented. This is a generation that everybody gets a trophy. This is a generation where if we are going to get anything special we just want something to fit who we are and what we want to become. So that was very important and interesting information. Interestingly this generation does not like an admission process because it is too strictly based on numbers; they don't like that concept because it makes them nervous and they don't want to think about an honors college if it is strictly about test scores and GPA. The moment you say you can earn your way into college and there are more qualitative factors that is important then all of the sudden the room relaxes and all of a sudden people say, "That is the kind of Honors College we want to be in." Now, how do you operate that? That is a challenge. We have a group working on that and kind of thinking about it now in a sense. But, it is really nothing new it is how you present it to the well prepared student population that is the key to attracting additional numbers. They like the idea of a flipped classroom, they get that. This is the text generation and this is the laptop generation so the idea that you are going to use the classroom experience is still vital and important and informational that you figured out a way to use the technology to make the classroom experience more active. They really understand this concept in classrooms. Interestingly, a well prepared student who knows what they want to major in does not like the idea of general education. However, we like it and we want it and we think it is important that they have it. In fact, it is kind of a state law that they have it so it is not an option, but it is very clear, the students who know what they want to major in don't like the idea generally of general education. On the other hand, students who are undecided and a well-prepared student pretty much like the idea and like the idea of testing various parts of our university - part of general education experience - to get a sense of what they might want to become in their life. Again, for those students who know what they want to become which a lot of well-prepared students do have a notion of that when they come in, the idea of sending them to an accredited

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assessment center where they can pay and test out some of the general education requirements – again, that satisfies a need on their part to get through the general education curriculum. It satisfies a goal on our part to get them through an advanced degree program. So, the idea of using what we already have in the College of Adult Professionals set-up is to send most of our well-prepared students through with the concept that they like a lot. You will see all of these concepts that have been tested in the promotional materials and are going to go out. We do have a new dean.

**Senator Barnes:** Did the students express any interest or preference in regard to the class size?

**Provost Scarborough:** They did not.

**Senator Barnes:** Did you ask them?

**Provost Scarborough:** We did not. There was no discussion of class size.

**Senator Sheldon:** Now the focus groups are current students, correct?

**Provost Scarborough:** No, these are all students that chose to go elsewhere.

**Senator Heberle:** I was wondering how this is going to impact a hiring plan to facilitate the kind of attention and demands that you are essentially telling these students they are going to get as honors students?

**Provost Scarborough:** I suspect it will guide the hiring plan tremendously. Our goal will be to provide this experience to attract large numbers of well-prepared students in a way that it is economically sustainable and high academic quality at the same time. We believe it is a smart strategy. If it is successful it is a way to concentrate resources in one area and indirectly benefit every aspect of the university, if it is successful. It is one of those rare places where you can invest 20% of your resources and have the potential effective of benefitting 80% of the university.

**Senator Hamer:** I am a parent of a very well-prepared high school senior. I know that if she was asked the value of liberal arts based for your professional work she would value that highly and in fact that is the main way she is making her decision is the quality of liberal arts experience and the amount of feedback that she will receive from her writing. But, if she was asked the value of general education, who would value general education? So I think you need to look at how you are describing the experience because these kids have no idea, it is like asking a five-year old do you want spinach or a cookie.

**Provost Scarborough:** Don't get me wrong, we are simply going to provide them what they want or what they think they want, or what we misunderstood what they want. This is simply a way to attract them to the university and it is our job as educators to give them what they need.

**Senator Hamer:** But you are also saying that hiring and all sorts of resource allocation will be based on what you decide the Honors College should focus on. I hear you very clearly saying they are not interested in general education. I also think I hear you saying that we are going to market our product to

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meet our customer interest. So, I think it is crucial that at least within the academy where we understand critical thinking, ethics, logic, and we understand democracy that we really need to up our language a little bit so we are communicating that this is what makes an educated citizen group, whether they are going to be a rocket scientist or a surgeon they are also going to be a citizen who votes.

**Provost Scarborough:** Right.

**Senator Hamer:** Liberal arts is what gives you that thinking.

**Provost Scarborough:** I am assuming that is what you, we will do in the classroom.

**Senator Hamer:** But that is different though. If you are saying you value general education that is not saying we value liberal arts.

**Provost Scarborough:** But that is not what we did. We let a facilitator take groups of twelve at a time and let them talk and have freeflowing conversations about their notions of value. And really, it wasn't even a planned conversation it just became a clear message - if this was a student who knew exactly what they wanted generally speaking they were less interested in what they would be taking in general education curriculum. For those students who have not decided on a major they were very much interested in this. Now, regardless what they are interested in we know the value of a set of core curriculum that informs a citizen's degree and provides all the basic knowledge generally an educated person should have; we know that. It is just you only have a small window in terms of how you are going to communicate why it is better that you know what is going to excite them when you tell them why they should come here.

**Senator White:** Thank you...to our past experience with this, but how do you perceive this letter and this concept interacting with our international students?

**Provost Scarborough:** What would be the unique issue as to whether or not it is international or domestic?

**Senator White:** I am not sure. International students get essentially the same letter.

**Provost Scarborough:** The only reason why we are not mailing it all over the world is cost. We are just trying to mail it in those portions of our current geography from the areas where we normally get students or we lose students from. If we had a population where we can mail to internationally we will be doing that.

**Senator White:** I guess we do with our sister school in China.

**Provost Scarborough:** Right.

**Senator White:** So they would be getting it?

**Provost Scarborough:** Yes.

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**Senator Relue:** Actually I have two questions. One is related to the three-year undergraduate degree programs. I know it is optional, but does it mean that it will be available in all the degree programs if a student chooses to do that? I ask specifically because coming from Engineering we have three mandatory co-ops which add one year to the degree.

**Provost Scarborough:** Yes. I don't know if we are going to convince Engineering to come up with a three-year and that is fine, but we are going to have a conversation with each of the deans and the process that we would normally go to see which program will entertain that. Even if it is simply mapping out how a person taking classes over the summer can get a typical four-year degree.

**Senator Relue:** My second question was related to the flipped classrooms and the way that the cost is going to be offered. I offer some of my classrooms with honor sections, but none of them are flipped, so is that also an option or is that a requirement for our course to continue to be.

**Provost Scarborough:** That is the goal of our university teaching center for those professors to be interested in and could there, would they benefit from it to be able to explore whether or not it would work, it would be a requirement. If it is something that we know that some of us will be curious, the last time I taught an undergraduate finance class here at the university I had enough experience in traditional lecturing format to know the students had changed on me even in the number of years I've been teaching. So I would be tempted the next time to try to offer it in a flipped form. Again, I think I told this story before- the very first class I started my first lecture and immediately a hand went up and the question was, "Are your slides available on the internet?" as soon as I said, "Yes" the phones came out and the laptops went up and I felt like I was tuned out from that point, they were certainly multi-tasking. I would be tempted the next time I hold an undergraduate finance class to try to flip the classroom to see whether or not that would work. I would pre-record my lectures and ask them to watch it before they come and then design the classroom around some type of group exercise that requires them to be engaged in some way.

**Senator Barnes:** So the assumption is, the other classes that were sitting in the classroom reading with the students out of the text book, if it is not flipped?

**Provost Scarborough:** There is no value judgment, being it is simply the fact that some university settings are finding students respond better in certain courses using the video technology to replace the lecture that usually occurs in the classroom -- has done pre-video before they show up and using the classroom experience more for active-learning exercises.

**Senator Barnes:** I apologize because I have to go; I apologize to you and to the Senate because I have to go generate some revenue for the institution. But, I want to ask and I would really love to get a clear answer and I asked Dr. Gold and he did not know, but I am curious to know the impact studies. Was there any study done on the impact of the thirty student minimum? And if there were, can we see the best case, worst case, middle-of-the-road scenario on how many majors will no longer be offered? We heard that of the Math 12 programs all twelve will be affected. I am just very curious to know about that and if there's some way of making a better decision than to say exceptions will be made. I really want to know who

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gets to decide what exceptions will be made based on what criteria they will be using. I am really sorry that I have to go, I have to teach.

**President Dowd:** Senator Barnes, before Provost Scarborough responds to your question regarding the criteria he used to determine the class-size benchmarks, may I remind Senators what those benchmarks are? Thank you. They are thirty students for undergraduate classes, fifteen students for Masters-level courses and, I believe, eight students in Ph.D. courses.

**Provost Scarborough:** There was some data that was run to show how many courses already satisfy those criteria; how many courses that two or three students come from those numbers. We have those statistics that I can bring and share with others. There was some general discussion on the fact that there was some research and it's been long-standing about pedagogy doesn't really change that many disciplines up to the thirty target. I was provided some additional information to review. I think we intended the open forum so we are in the process to re-approve that. Exceptions have been granted already in certain disciplines, for example the writing composition has been exempted from that. Really what we are trying to do in the target is to generate new conversations and those are ongoing and they will be ongoing for the next two weeks. We just have a lot of courses that have five or fewer students in them. All of them are for very good reasons. The problem is that it consumes large amounts of faculty resources and when we had \$36M extra dollars we could afford to do all that. With \$36M fewer dollars, and now we have to revisit whether or not any of that can change without sacrificing what we are trying to achieve. It might simply lead to a conversation that say, what do we need to do to grow this program so there are cohorts of students that could fill a classroom at greater numbers. If we can do that, that will seem to be a win-win.

**President Dowd:** Perhaps you would be willing to share some of that data regarding the Honors College with the Executive Committee.

**Provost Scarborough:** Certainly.

**Senator Hoblet:** I just have a comment, whether it is the Honors College or any of our colleges, we have to be really careful about how we sell our programming because these students that I deal with on a day-to-day basis are very literal and when you don't meet their expectations it creates huge amounts of conflict with them.

**Provost Scarborough:** Right.

**Senator Hoblet:** So going back to exactly what Senator Hamer was talking about, we have to be careful about creating expectations, just like the term, "student centered," we have to be careful about that and it has to be defined because I get it tossed about in my classes quite frequently. I think we create real expectations about that, including what student-centered from faculty perspective and what student-centered is from my perspective and someone else's' in the classroom may be very different.

**Senator Heberle:** I was wondering how the consideration for trying to map this plan for the Honors College to the workload class size policy. Whether or not you are attracting students and they said, yes we

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would like an accelerated path to professional degree programs and advanced degree programs. We know we need advanced degree programs on top of a bachelor's degree program and if we are without any program review or any sort of deliberate review of graduate programs and if we are going to be eliminating them on the basis of the class size of the current and teaching loads – because that is what this policy will do – how can we make promises to these students that they are going to have an array of advanced study here at the university?

**Provost Scarborough:** Well, just by virtue of, I mean, other than Medicine, Dentistry and what else? We are what we say...in the country that has this threat of academic programs under one common government structure, so we are unique in that prospect.

**Senator Heberle:** The point of competitive advantage, but I am sorry this new workload class size policy is undermining. Unless, you make exceptions across the board which means it is not a policy.

**Provost Scarborough:** It could enhance it and grow certain programs and it could shrink others. Let's see how it plays out before we jump to conclusions because it could be really attractive and it could grow certain programs.

**Senator Heberle:** What is your target number for the Honors College in terms of undergraduate students?

**Provost Scarborough:** I think we set a target for a 5% increase enrollment over last year's.

**Senator Heberle:** What is that enrollment?

**Provost Scarborough:** The entering class is about 200 and we set a modest 5% target for next year.

**Prof. Cluse-Tolar:** I wanted to ask you about this concept of a flipped classroom.

**Provost Scarborough:** Okay.

**Prof. Cluse-Tolar:** If you have an evidence base for that, I only have an anecdotal base and that is my experience and my colleagues' experience, less than 25% of the students in the class actually watch lecturers online. I find it difficult and maybe you guys can help me with my motivation strategies to get students to read their text book. To read the text book and watch the lecturer online when it is about the lecturing in the classroom. This may be about me being a social worker (I don't know), but I watch faces because if I lose somebody I want to attend to that and I can't do that when I am online and they are watching me.

**Provost Scarborough:** I will see what we can find in terms of legitimate research on these models. Most of what I heard is what I told you, but again, given my experience in the field it works out.

**Senator Jorgensen:** Thank you for coming. You are always generous with your time and very open to questions and comments. First, I would like to mention that Dr. Jacobs' request that you be placed on the agenda today for consultation on the plan is a consequence of a legal entity informing the university that such consultation was required. Second, we have this resolution about the services that are being

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cancelled. I am glad that you had these focus groups to get information, some of it is surprising, but it is very good information. With respect to the issue of colleges I think that we are digressing a little bit from the Honors College. Where did the idea of a college of communication come from? Even some faculty members in that department were not aware that this was being discussed, what is the justification and where are we with that? If I can just focus on that question for now because I have about a dozen questions.

**Senator Wedding:** Why is the university continuing to pursue this matter in the courts at an estimated cost of over \$25K?

**Provost Scarborough:** There are two pieces to that question and I am going to address the last one. The college of communication idea came out of one of the five groups that met to inform the construction of the document. I remember the conversation, it was something like, there are a lot of job opportunities and social media these days. There are other colleges that have a standalone college of communication. I happen to have attended one of those schools as a student and I happen to have worked at another standalone college of communication. There was some talk that a college of communication that was more singularly focused on the developing of all the social media integrated communication skills sets that students need today, that there will be a more flexible responsible unit that can pursue those students' needs. And it just kind of grew into an idea that this might be a way to grow enrollment and programs in an area where there is a hot job market, it's been happening for a while. So it made it to a plan and we formed an implementation team and one of their early charges was to give a next level of..., just test it. If they felt yes, this will continue to be a great idea, then by March 1<sup>st</sup> we will begin to develop an action plan that will lead to the next step of implementation. This particular issue – I think it is in Strategy 10 – that is included among some others. The feedback that I am getting from Deb Davis and others is that the group has decided that they have an interdisciplinary team that is meeting and some are on the professional side and some are on the academic side. One of the really cool ideas that is coming out of this group is the idea of creating a new relationship with WGTE and if this becomes a lab with experiential learning it will be opportunities for students in this program, but it is limited because that is only one aspect of communication that is marketed. But still, we have a way to take two important institutions and combine them into one institution. The feedback that I am getting is that the group is going to be positive in what we are going to see on March 1<sup>st</sup> is the plan that we are pursuing. But, we are not there yet.

**President Elect Rouillard:** The new college has to be effective on March first?

**Provost Scarborough:** The initial target goal is to say, if you can, be ready to open. I would honestly tell you that I don't know that I would be doing today would be any different had that ruling not come out, but it is out and I would be foolish not to follow its guidance, so I am going to follow its guidance. In the meantime we will be taking the new college structures to the Board approval and that is noted.

**President Dowd:** Part of the consultation for this year's reorganization I plan to pursue is to invite those implementation groups to Faculty Senate so they may describe their implementation plans to the Senate. I hope that they will at least consider the comments and suggestions from Faculty Senate before their plans are actually implemented.

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**Provost Scarborough:** Thank you. If I was wise I would take some of our time today to say very clearly, I am here to consult you and seek your advice to the development of this institution, in addition to those that you selected in the ninety-day period to the development.

**President Elect Rouillard:** Which one of these groups actually proposed these new colleges?

**Provost Scarborough:** They came out of different groups. One came out of the senior administration and Larry Burns is one of the early champions of the idea of a standalone college of communications and the “Mega College,” JHCE & HSHS which is actually the one that I had proposed. I was very clear and open about this, it never really did make a whole lot of sense to me to put those colleges together based on what I had learned early in the process.

**President Elect Rouillard:** And so this has been through the Steering Committee?

**Provost Scarborough:** Yes.

**Senator Teclehaimanot:** What is the difference between flipped classroom and web-assisted or blended learning?

**Provost Scarborough:** That is a good question, but I don’t know the answer.

**Senator Teclehaimanot:** Because we already do that.

**Provost Scarborough:** Blended term I think it is an accommodation of educational resources being available online combined with a classroom experience.

**Senator Teclehaimanot:** Correct.

**Provost Scarborough:** It means the same thing.

**President Dowd:** Keep in mind we are referring to the Honor College.

**Senator Humphrys:** It is my understanding that there is a new dean for the Honors College, is that correct?

**Provost Scarborough:** Yes.

**Senator Humphrys:** From what I read, it seems like that new dean didn’t really come from an academic background. So I am curious, was this new dean given tenure and if so in what area?

**Provost Scarborough:** No, she is not given tenure.

**Senator Humphrys:** It is my understanding too from attending a College of Business dean candidate forum that this is possibly a trend of not giving new deans tenure.

**Provost Scarborough:** That is not true. It will be unique to each person. In this case when we looked at her background it was an interesting combination of a terminal degree, a Masters’ in developmental education, an undergraduate degree in something and a minor in French. It was a combination of her

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having been a member of Minnesota Board of Regents for a period of time. It was a combination of her being a visiting professor overseas at some university in Thailand and having national experience. It was a combination of having corporate experience that she had of organizational change. It was a combination of her being familiar with the region by her growing up and being in a family that was very involved with the automobile industry early in her life. It was a combination of the diversity that she brought to the job. It was just that package that when you looked at it as a whole you said, is this a person that faculty would be comfortable considering granting tenure? I didn't think it met that criteria and when I went to discuss it with her it was not a major issue with her and it never became an issue. It doesn't mean that that does not become a principle that is applied. It was just unique to her background set of experience.

**Senator Humphrys:** One other question about the Honors College, over the years sometimes there has been an honors program and then an honors college with or without specific faculty assigned to it. Are you thinking that there will be additional faculty who will be specifically hired to be in the Honors College?

**Provost Scarborough:** No ma'am, no I am not. I am actually thinking in the ideal world so-called four colleges that are represented in the middle of this diagram, and if it weren't for the fact the Honors College already had appointed faculty we would certainly continue with that model that we have in the Honors College, but if we were starting over I don't know if I would have appointed faculty in any of what is in the center core and none of the others. But the intention is not to change what we got but it would not have been the original thought. What I am really saying, we are not going to move to appoint faculty into those center colleges.

**Prof. Cluse-Tolar:** I was...partly because President Dowd had asked me to represent Senate on the Steering Committee and so I did that not knowing I will be serving on the Planning Committee. Clearly, this college restructuring did not know the faculty portion of this slide analysis that you put together and we sat in on it. I have all those notes that you read. Correct me if I am wrong, it was presented at the Steering Committee meeting Imagine 2017 like this. We were encouraged to provide feedback about what challenges might be faced across campus if this went forward but I don't recall that we were ever encouraged to provide feedback if this was a good idea or not.

**Provost Scarborough:** Well, we talked about the "whys" because I remember being questioned many times, how could we do this when we have a \$36M shortfall? I recall the conversation about the reason we do this because we think it will help us grow. So that every year we don't have a deficit of \$36M. We walked through a discussion of every single element in that Steering Committee.

**Prof. Cluse-Tolar:** Well, consultation is required that, well, at least my understanding that we will come to these decisions together as opposed to being presented with these decisions and then talking about how can we get that to go forward and what obstacles we would be faced with for going forward. It wasn't necessarily bringing a group of people to the table to make sure we have the best products.

**Provost Scarborough:** Okay.

**Senator Templin:** Are these formal colleges?

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**Provost Scarborough:** Yes.

**Senator Templin:** The graduate school has its own council and it sets policies for that formal college. Do any of the formal colleges have their own graduate council? I don't know if all of them need that, but certainly would imagine that at least the Honors College becomes a lot bigger it would be...

**Provost Scarborough:** I think they do have council.

**Senator Sheldon:** No, we don't.

**Provost Scarborough:** You have some kind of a meeting of faculty.

**Senator Sheldon:** We have college meetings, but we have no college council.

**President Dowd:** Pardon me, though there is no Honors faculty council, there is a council of comprised of the College Honors Directors. However, the council of College Honors Directors has not been consulted in any way about the restructuring of the Honors College. I know this because I am a member of that Council and I am a member of that Council because I am the Honors Director for the College of Languages, Literature, and Social Sciences.

**Senator Sheldon:** The College of Honors directors, but there is not a College Council of Honors College faculty; the Council of Honors Directors is not in the Jesup Scott Honors College itself as core faculty, obviously.

**President Dowd:** Truth. Have the College Honors Directors been "kicked out" of all discussions?

**Senator Heberle:** I wonder about the development of curriculum for this college and how you foresee feedback going forward and how you have faculty doing that if faculty is not being hired in the Honors College, then how is that curriculum is going to develop?

**Provost Scarborough:** I would foresee that the new dean of the Honors College working with the "traditional" colleges and using traditional ways for developing curriculum for honor students.

**Senator Regimbal:** I believe the last time you were talking about this I heard you say that the college is going to move. So, are we no longer going to be using Sullivan Hall for the Honors College?

**Provost Scarborough:** That is correct. Thank you for asking. The long term plan, unless something changes for next fall, is to provide honor students two housing opportunities to live with their peers and their other honor students, at the Academic House and McKinnon Hall. McKinnon Hall is empty at the moment, it is getting a fresh paint job and it is being converted from a double room to a single room and it would represent a second housing option for Honors students for the Fall. We would then see if we can attract an outside development to rebuild Dowd-Nash-White with no financial obligation or monies from, we will do it on a ground basis and see if we can attract someone who will require no obligation from the university to rebuild Dowd-Nash-White at their expense and at their risk. So if it doesn't build there is no university obligation. But if we do see the growth over time then McKinnon Hall and the newly constructed Dowd-Nash-White may become the center of the Honors College housing experience. That

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accomplishes a couple of things: It moves the housing to the area that is most safe, the area on campus that has a more traditional architecture. It moves them to some of the most sought-after classrooms and it just allows us to grab a little bit more experience by putting them together on that side of the campus.

**Senator Regimbal:** A follow-up please. If you google Joseph Scott it comes up as Scott Senior High; all the people around here remember Scott as being a high school, so Tobin has his work cut out for him to change that whole view of Scott Senior High School to being the new Honors College.

**Provost Scarborough:** The students that we had in today were a little upset. They were from Akron, Cincinnati, Michigan, and they don't know anything about Scott High School and for those that do, Tobin told us to use the Jesup part to go along with it.

**Unknown Speaker:** Use the Jesup Scott College.

**President Dowd:** I would like to follow up on the important question from Senator Heberle regarding curricular development for courses associated with the Honors College or offered by the Honors College, which is also related to the points made earlier by Senator Sheldon and even earlier by Senator Jorgensen. What is your projected timeline for any such curricular changes involving the Honors College? Given there is no Honors faculty council, if the implementation team wants to recommend curricular changes, to which faculty or college body will they first make such recommendations to? After that issue is resolved, which faculty or college body will be making recommendations to Faculty Senate? As a gentle reminder to the provost, no curricular changes can occur without approval of the Faculty Senate.

**Provost Scarborough:** We are not anticipating any curriculum changes. If any, it will be next fall.

**Senator Thompson-Casado:** This is just a point of information that not all students work outside of some of the degree sections. Is there...that you guys...?

**Unknown Speaker:** Not all of them. They are blended.

**Senator Thompson-Casado:** A lot of the smaller departments we don't have honor sections; we do individual honors.

**Provost Scarborough:** What I am told is that the minimum is 33 credit hours of honor courses which is the current requirement for the honors designation.

**Senator Thompson-Casado:** Right. For those to be able to get those courses take a lot of those courses into smaller departments. So, faculty are asked by individual students to do honor contracts with them and I am doing one this semester and that takes a lot of individual time on the faculty part to do this. If new faculty workload is implemented we will not be able to fulfill those and these students will out there for not being able to fulfill their credit hours that they have to have.

**Provost Scarborough:** I have a group of people working on it.

**Senator Thompson-Casado:** So, you guys are aware of it?

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**Provost Scarborough:** Yes. We have a group of people thinking through all of that. For a while, we already had students coming in under one honors college. We had a thought that if we alter that model and offer a second different type of experience we will attract larger numbers of well-prepared students. For a while, we are going to be running two models.

**Senator Cappelletty:** I advise for honors for the pharmacy program and I am also on the Core Curriculum Committee, as I understand it your honors reading will not be accepted by OBOR as equivalent for Comp I or Comp II.

**Provost Scarborough:** No, I didn't know that. That is interesting.

**Senator Cappelletty:** So, it is going to have an impact significantly on this program...curriculum with an inability to do that because I can tell you from a pharmacy standpoint and engineering as well, we have students take Comp as well as honors reading and there is no room to make those things happen. So there will have to be changes.

**Senator Humphrys:** Just to add to that, the state has indicated that there can't be any honors courses in the OTM and thus in our core curriculum.

**Senator Hottell:** When you are working through the problems for the new honors college and the classes for professors to teach in it – I am sure you are aware that you changed the formula of the forms in November for what you are calling outside composition for faculty members.

**Provost Scarborough:** Okay. That does not ring a bell, but I am not going to say it did not happen, it may have happened.

**Senator Hottell:** Yes, it happened. It is going to be a problem for you, unless the Honors College can be allowed to fill the forms out differently you are stuck in a corner because the faculty member is in a department, so that person is not doing extra work for the department they are doing extra work for Honors. In the past they could receive extra compensation in their paycheck. What is happening now is that departments are receiving money for that person and that person can't get to it themselves.

**Provost Scarborough:** The department chairs will work it out with their faculty member, will that even the load?

**President Dowd:** Sure.

**Senator Hottell:** Well, there are two different issues, that would be up to you and the workload issue and it could be done if the chair was asked ahead of time, but in this case...because it was so often done in the past that people could do it above and beyond their workload and get extra compensation. Yes, it could be worked out, but you would have to talk to the chairs and that is part of what you need to look into as you are working through problems.

**President Dowd:** My next question is quite general. Many or most of our undergraduate students are interested in experiential learning and working towards an advanced degree. Why is this discussion focusing on Honors students only?

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**Provost Scarborough:** It is such a natural first strategy and an obvious population to have the conversation. But you are right; a lot of what you hope to learn in terms of attracting better well-prepared students, hopefully the same principles apply to other types of students as well.

**President Dowd:** The other question that I have is in terms of the reorganization the Honors College. That is, I do not understand how the issues discussed today are a discussion of a reorganization of a college. I am not clear on what you are actually proposing to change the college. There was an issue about expanding the number of honors students, but that is not a reorganization issue. I am unclear about the relevance of what is actually being discussed versus the intent of this discussion. Further, we also discussed possible curricular issues and admission issues. But these are not reorganization issues either. So I am unclear on how your discussion is addressing the issue of consultation with the Senate.

**Provost Scarborough:** Well, I would say that the general principle will be that the idea was proposed, that if a group of faculty who were like-minded in what they thought they are hoping to achieve could be put together and allowed to focus on the development of their programs to respond to a societal need, that allowing that group of faculty to come together and pursue that market in degree program would produce the level of enthusiasm that could grow the top line of enrollments and top line in diversity and the college of communications comes to mind. Not knowing that that is the case, but sensing that that is the case we are now putting it in the hands of the implementation team to see what the feedback is.

**President Dowd:** I meant just for the Honors College.

**Provost Scarborough:** The Honors College concept is recognizing a problem. Again, it is one of those issues that is a little divided, and the data was pretty clear about this. Our open admissions standard is that we attracted large numbers of under-prepared students. Unfortunately, unless someone can show me data otherwise my guess is there is a high correlation between the under-prepared population and the fact there are greater percentages of lower income households. So, what we got is more than our fair share. In fact, someone told me if the number of Pell Grant eligible students that we have is somewhere like the top 5 in the country. We have large numbers of low-income and large numbers of underprepared students. Now, half of our university gets excited about that, but the other half of the university is concerned about what it does to the rest of the university. So, not believing that we are going to walk away from that population and I personally am kind of with the group that likes the idea of giving the “underdog” a chance, but I also recognize by tracking the number of those underprepared students is hurting us in terms of completion rates and it is also hurting us in terms of the overall, and forgive me for using the term, I think it has become more acceptable now, how people think about our university in terms of when they hear the term, University of Toledo, what do they think of. Do they think of Miami University? Probably not. Do they think of Ohio State and the University of Michigan, so that is the concept of brand, how do people view you as an attractable option. We are probably never going to give up our open admission. So what we have to do is create a sub-part of our university to deem this higher brand so well-prepared students who have lots of choices and if we want to balance out our equations so we have also large numbers of well-prepared students that balance our number of under-prepared students we have to create an offering that is appealing to well-prepared students. So the idea of taking a generic honors college came from a generic honors program to create a brand of experience and then deliver all that brand ultimately puts us into a position that we will be able to attract students that are well-prepared and that is the whole idea.

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They bring better resources, completion rates, and they fill our graduate program with larger numbers. Again, this strategy seems to be almost a no brainer in terms of trying it out. It may take years to do that, you don't build a brand over night, but you don't delay in the beginning either just because it might take time. But the deal is, be smart and be good with delivering the experience over time. Then you will really build the brand.

**President Dowd:** I have to make this the last question on this issue, because the Senate has one additional agenda item that we must turn to.

**Senator Heberle:** Just briefly, what kind of models have you looked at such as the presidential colleges, the honors colleges elsewhere before putting this out?

**Provost Scarborough:** One that we studied was... College of Arizona State, one in Ole Miss, and one Penn State, those are probably the three that we focused on the most. It was also some generic writings that were in the Imagine 2017 that we talked about. The fact that other universities can use this strategy and how they not only create a little higher cash, but it also attracts to the university equally, they become larger donors later, so those are the ones that come to mind.

**President Dowd:** I see a request from President Elect Rouillard for one more question.

**President Elect Rouillard:** I just want to come back to the question of the formation of new colleges. So, March 1<sup>st</sup> is a target date, but if people aren't ready it will not happen?

**Provost Scarborough:** It will not happen now based on all the developments until probably July 1<sup>st</sup>.

**President Elect Rouillard:** Okay, you have deans that are already appointed?

**Provost Scarborough:** Well, we have interim deans that are appointed.

**President Elect Rouillard:** What happens if this...

**Provost Scarborough:** The interim deans are meeting with implementation groups. They are people who are already on our payroll. They will continue to do the developmental work subject to the Board approval which will occur after July 1<sup>st</sup>.

**President Dowd:** Do you have a question Senator Wedding? Will the question be brief?

**Senator Wedding:** Yes.

**President Dowd:** Okay.

**Senator Wedding:** I think we ought to finish it up with this, the university administration is in fact appealing the arbitration decision to the Common Pleas Court which means they are going to spend another \$25-50K fighting the decision that they should effectively consult with Senate. I don't understand why they want to spend that kind of money, particularly since we have this big deficit. I would

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think in good will that they would just go ahead with it and in the future try to effectively consult with Senate and get on with it instead sending another lawyers' kid to college.

**President Dowd:** Provost Scarborough, would you like to respond to that comment?

**Provost Scarborough:** I would acknowledge receipt of the comment.

**President Dowd:** I want to ask Senators and Provost Scarborough about the format of this discussion. That is, because this discussion will continue during subsequent Senate meetings, if anyone has suggestions on how we can improve the format of this discussion, please send those suggestions to [facultysenate@utoledo.edu](mailto:facultysenate@utoledo.edu). Although the conversation seemed to go well today, your Executive Committee wants very much to receive feedback on this discussion. Thank you, Provost Scarborough, for addressing Senate today.

[Applause]

**President Dowd:** President Elect Rouillard, would you give Senate a brief update on the evaluations of the president, chancellor, and selected deans?

**President Elect Rouillard:** The president, chancellor, and dean surveys – I would expect that these will come out to you to be filled out after spring break. Right now we are working on getting distribution lists together and getting everything lined up, but you should be seeing those surveys come out after spring break.

**President Dowd:** Are there any questions for President-Elect Rouillard?

**President Dowd:** That concludes Old Business. Is there any New Business for Senate? Are there any items from the floor? Any announcements? Any last questions?

**Senator Thompson-Casado:** So, President Dowd, we will be hearing from the implementations committee for our feedback regarding the creation of the colleges?

**President Dowd:** After hearing Senator Jorgensen question earlier, I decided right then that I would be inviting members of the implementation teams to address Faculty Senate.

**Senator Thompson-Casado:** That is what we will be seeing on the agendas forthcoming, right?

**President Dowd:** Yes, given Senator Jorgensen's remark. If the relevant discussion is taking place at the implementation team level then your Executive Committee will bring those individuals to address Faculty Senate.

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**Senator Thompson-Casado:** Yes, because I guess I don't understand implementation because that means the decisions that were made will move forward; I guess my English is not that good.

**President Dowd:** My English is probably worse. I don't understand the administration's use of the word "implementation" either.

**Senator Wedding:** We have new business. I think at some point the Senate perhaps next time can recognize the passing of Dr. David Stothers; he was in the Department of Anthropology and Sociology. He died of a heart attack last week. I had a special fondness for him. He was a very much of a curmudgeon, but a very fine scholar with an international reputation in the area of anthropology and we need to have someone come and speak for him, perhaps Nigem will do it because they were good friends, but someone over there in that college.

**President Dowd:** I apologize to the friends and colleagues of Professor Stothers. I was unaware of his passing. I will reach-out to individuals in the Department of Sociology and Anthropology to arrange a Remembrance of Professor Stothers at a subsequent Faculty Senate meeting.

Do I have a motion to adjourn? Meeting adjourned at 6:03 p.m.

Respectfully submitted by:  
Lucy Duhon  
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard  
Faculty Senate Office  
Administrative Secretary.