

THE UNIVERSITY OF TOLEDO
FACULTY SENATE

Approved @FS mtg. 9/26/06

Minutes of the Senate Meeting of September 12, 2006
<http://www.facsenate.utoledo.edu>

HIGHLIGHTS

Merger Issues
Elections - Athletic Committee
Undergraduate Curriculum Committee
Core Curriculum Committee
New Center in Education

Note: The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

Chair Wilson called the meeting to order. Alice Skeens, Executive Secretary called the roll.

I. Roll Call –2006-2007 Senators

Present: Ariss, Barlowe, Barnes, Barrett (Klein), Bischoff, Bopp, Bresnahan, Byers, Chen, Cluse-Tolar, Edwards (Baines), Fink, Floyd, Funk, Hamer, Horan, Hudson, Humphrys, Johanson, Kennedy, King, Lambert, Lundquist, McInerney, Monsos, Morrissey, Niamat, Olson, Ott Rowland, Peseckis, Poling, Pope, Reid, Ritchie, Schall, Skeens, Spongberg, Stoudt, Teclehaimanot, Templin, Thompson-Casado, Traband, Tramer, Wedding, Wilson, Wolff, Zallocco (47)

Excused: Fridman (1)

Unexcused: Cave, Piazza, (2)

A quorum of incumbents was present.

II. Approval of Minutes

Minutes of August 29, 2006 approved.

III. Executive Committee Report
Report by Chair, Carter Wilson

Chair Wilson calls the Senate to order, and asked for Roll Call. A quorum was present.

The FSEC report:

- The Health Science Faculty Senate is meeting this afternoon (9/12/06) at 5:00 pm. All are invited: Rm. 110 at Health Ed. Bldg. at HSC. Maps are available.
- Discussion will be – merger of two senates issues.
- Dr. David Adamany will be key speaker.
- Initially it was to be a joint Senate meeting, but due to miscommunication the announcement did not reach everyone in time.
- FS at HSC meet only once a month, their first meeting will be in October.
- Their merger issues will not be on agenda until October.
- We wanted our discussions sooner; therefore, two separate Senate meetings. If we finish our meeting earlier, I encourage all to go to their meeting.
- This past summer a major issue arose involving having two senates:
 - the College of Health & Human Services was moved to the HSC, their undergraduate programs;
 - College of Pharmacy was moved over to HSC (undergraduate programs);
 - the Nursing Dept. was moved also to form a new college (undergraduate programs);

- The FS on the Health Science side has a long experience in dealing with graduate programs, but very little experience in dealing with undergraduate programs.
- They do not have an undergraduate curriculum committee, or undergraduate core curriculum committee, like we do.
- It was suggested since they were moved over to the HSC that they work with the HS Senate and all their curriculum issues be handled by that senate.
- This means they will be no longer under the purview of our Undergraduate Curriculum Committee and Core Curriculum Committee.
- It created a crisis; sent out letter to Dr. Jacobs explaining the problem.
- Our EC recommended that we merge the two senates.
- With two Faculty Senates, with the reorganization and the undergraduate programs shifted over to the HSC, what is the best way of configuring our senates to address these issues.
- This will push us to think more deeply on how to rearrange our Senate.
- I have five major issues that we need to talk about as to what to do with the two senates.
 1. Need to develop a permanent solution for both the Undergraduate Curriculum and the Core Curriculum to continue to serve both campuses.
 - If we decide to combine both Senates, need to have conversations about representation,
 - I favor proportional representation,
 - HSC favors equal representation,
 2. Our committee structure:
 - Keep as is,
 - Our Academic Regulations Committee to serve both campuses,
 - Other committees to serve both campuses,
 - Conversations must be in terms of serving both campuses,
 3. Jurisdictional issues. Roles and functions of FS,
 - Roles and functions of FS is codified and reflected in collective bargaining contract. FS speaks for the faculty; faculty controls curriculum. Need to make that clear through our discussions,
 - As chair of FS I would like to see it continue to serve this University,
 - I don't see us giving up anything regarding the jurisdiction,
 - As Chair, I will not allow weakening of FS,
 4. Meeting place:
 - If we merger, where to meet,
 - HSC meets once a month and we meet two times: we have 14 meetings a year, we could work out nine on main campus, five on HSC,
 - We could use technology such as videoconferencing,
 5. Calendar issue:
 - First meeting of the month – could be curriculum issues,
 - Second meeting – more general issues,

You, the Senate, have to decide on how to reorganize the Senate. We have to decide on our own future.

Senator Tramer: The size of the senate; if you combine the two senates that's about 110 members. In my opinion that's far too many.

Chair Wilson: I included in my notes the representation and size. It's not going to work if we just combine the two numbers.

Senator Tramer: Proportion and size are two different issues.

Chair Wilson: Yes.

Senator Barrett: I am not sure that we have even begun to list all the things that need to be considered right now, and I'm not sure that we need to do that right now. There are a lot of conceptual issues. **For example**, do you want to have more things put into committees for the decision making and have occasional reports given, rather than taking the time of the whole senate. It might be appropriate if we use proportional representation. There are a lot of things we can look at. If we decide we want to merge, that's appropriate for the group to look at. If we start coming up with a list **today**, we wouldn't even **stop at** fifteen items before we get done.

Chair Wilson: I would like to come up with some of those major issues, email everyone and start a dialogue via email. Eventually when we decided on what we want, then we can develop a resolution. Then eventually we will have to go to the Committee to work out the details.

Senator Thompson-Casado: After I was able to review all the information from the previous two weeks, which wasn't clear at the time, and I did go back and review it again, I want to thank the Committee for all the work they did, the emails were very enlightening. There were a lot of opinions on how to do this. Some of the things you mentioned here, like the professional schools who felt they were not represented well, are questions. Also a question is the proportional representation, who are the senators and their numbers? Who are we counting to determine the proportion? My primary question is, why are we endorsing the concept? Why don't we set up a committee to propose a model, instead of putting the cart in front of the horse, because the people that I spoke with and sent emails out to were not in favor of endorsing something they didn't have all the facts on.

Senator Floyd: Our committee never intended for the Senate to endorse anything at the last meeting. We were giving a report on the study done on the merger. What we suggested was that our committee go back and put together some sort of bare-bones structure that people could react to so that we can get feedback. From that, we can develop a more refined version of the plan for a merged senate. But to go to the full length of developing a constitution and by-laws and to put these documents out there for a vote of faculty on both campuses is a step that seems like a silly thing to do now. Assuming we proceed with this plan now and get some details sketched out that people can react to, then we can refine the plan. That is exactly what our committee proposed. At the end of the PowerPoint presentation that John McSweeney presented, we outlined exactly those steps. I think that is the best method for moving this issue forward.

Chair Wilson: Barb and I and John have talked about this and we talked a little with the EC. My thought is that we needed to begin a conversation about this first. We needed to look at the information and the surveys of what's happening at models of other universities. At the last meeting the idea was that you were to be presented with a report with no decisions. We just needed to start talking about it and get feedback. I very strongly believe in participatory democracy

Senator Horan: Barb, did your committee find any examples of bicameral senates?

Senator Floyd: Not within Ohio and Michigan. We looked at all of Ohio schools with medical schools and Wayne State University and the University of Michigan and all of them have a single senate. And all of them thought that was the best structure.

Senator Horan: Does anybody know of any place?

Senator Bresnahan: The best example I know of something similar to what we have here is University of Colorado at Denver. Two or three years ago it merged with a medical college, and now it is the University of Colorado and Health Science Center at Denver. They have a quite a large hospital. I have a colleague there who took about a year to study this merger and she would be a great contact on how the faculty governance worked out. I believe they did not merge senates, but

I'm not positive. It's a good model for us. It's a metropolitan, state, urban university that merged with a medical college. I would be happy to contact my colleague there and find out how they worked it out there.

Provost Sheehan: Do you have it in writing that the former College of HHS and Pharmacy and the former Dept. of Nursing are in fact covered by all the existing current Senate rights and responsibilities, right down to membership on committees and so forth? You talk about the length of time to disassociate with this, and I am wondering what if somebody is trying to propose a bicameral model, who would vote? Where would HHS vote on such a thing? I'm wondering what do you have that sort of locks in the past practice, and it governs present until it would actually change by changing the by-laws.

Chair Wilson: I'm not sure about that.

Senator Thompson-Casado: I thought it was stated in the merger that everyone would remain the same and their jurisdiction would remain the same.

Provost Sheehan: There was indeed a document signed by President Johnson and Jacobs that said that policies and procedures in place prior to the merger would indeed continue post merger. Those of you who are lawyers in the room, I don't know if policies and procedures as described in that kind of document would extend downward in the organization to Senate by-laws, for example. My question is eight months from now if we are still debating this, what colleges will be included in the Senate of the main campus?

Chair Wilson: Why would Senate by-laws change without election of the Senate?

Senator Peseckis: If we're talking about the College of Pharmacy and its move to the Health Science Campus, if too much time goes by and Senate by-laws are not changed to spell out what we think policies should be, administratively, things will be changed anyways. So, if there is no quick movement for effective governance, what we do finally may be outdated.

Senator Stoudt: Steve, has anyone spoken to individuals in your College about being part of the Senate at the HSC? Do you know?

Senator Peseckis: No, but we are not there. By the time we are physically there, one would hope it would all be resolved.

Senator Stoudt: By the time you are physically there, we would hope it would be resolved.

Chair Wilson: Hopefully we can have this resolved by April. We don't want to move too fast where we don't have full participation. But we don't want to move too slow and lose opportunities.

Provost Sheehan: Could an early deliverable codification of this transition period be possible?

Chair Wilson: We can put something in writing.

Provost Sheehan: Unless everyone in this room feels completely comfortable we can put things the way they are. I am just really agreeing with you that good change often takes some time. And some time, is often an opportunity for mischief. Only among the administrators.

Chair Wilson: We can put something together.

Senator Trabant: We have colleagues in the newly formed College of Nursing, who are not represented by the Faculty Senate. If they have undergraduate curriculum issues that need to be brought to the FS, we need to enact rules and regulations that will allow them to bring their issues to us for review. We can bring them through the same process that we used last year, that is bringing them through the College of Health Science and Human Service, but they are not in our college and they have their own undergraduate curriculum committee. How to bring curricular issues forward is still a concern.

Chair Wilson: Do we have representatives from the College of Nursing?

I have intended to send an invitation to the College of Nursing to join us here, we need to do that.

Senator Barrett: I am certainly not going to suggest that we endorse in principle the concept of the senates merging at this point, but I do think it's important to keep in mind that the best is often the enemy of the good, or vice versa. As we go forward, there **are** always going to be a thousand other ways we can slice this up.

There are many ways we can structure the FS, and whichever one we put forward, everyone of us is going to **think he or she can** improve upon it, by tweaking something. At some point we will have to decide if we have the political will and the psychological will to move forward and to become one, because we think **it's** a good idea- Even though we may not **have** come up with a perfect structure but **rather a** structure that serves us, and everyone, in a fair and balanced way, or do we not want to do that. I really fear we are going to bog down in infinite possibility and fighting over minutia, because I think that X is better and you think that X +1 is better, and that will kill us.

But if we are serious about it and we don't just want to engage in endless discussion on this at every FS meeting for the year, we need to get a group marching, and they need to come up with a best vision, we should get some input on it early, we should get feedback on it later, but at some point we all have to come with a sense of compromise too. If we don't, it won't work because nobody will be served. And nobody is going to be completely happy with anything that is proposed.

Senator Barnes: As a resident of Scott Park, I would like to draw a distinction between issues that revolve around the Health Science Colleges and issues that revolve around the Health Science satellite campus. Those are separate although related questions. The major issue Carter raised as to where people are going to meet if the senates merge is a campus issue, not, in my opinion, a major "should we merge Faculty Senates" issue. Nobody has ever suggested meeting at Scott Park. I work there and have to commute here to come to this meeting, but I think that's a different kind of an issue than questions related to our Senate's organizational structure. I don't know if it's useful, but we do currently have professional schools like the Law School who are part of this Senate, so it seems that we do have some models that we could look to, to see how they fit into what is a larger institution, which Health Sciences Colleges are also now a part of. That is, after all, what merging is.

Senator Morrissey: Whatever the committee structure is, I hope there can be some particular attention paid to structure of a curriculum. For example, how are the Nursing curriculum issues decided? Do they come to this body?

Senator Bischoff: Some of it is very autonomous.

Senator Traband: The Undergraduate Curriculum Committee came to the former College of Health & Human Services and they came to our undergraduate Curriculum Committee in the college and the curriculum was voted by the full faculty, but they have their own structure before it came to us. But it went through the normal way, so it wouldn't make any difference if we are talking about respiratory curriculum or nursing curriculum.

Chair Wilson: What I'm hearing is two things:

- To get something in writing on the curriculum arrangements,
- You would like to see a committee to come forth with something in writing, some proposal so that we are not endorsing the concept, but having something in writing to endorse.

So, the next step is to charge a committee with the responsibility and taking it from there. We also want to look at the University of Colorado in Denver.

Senator Barrett: I would just like to suggest in composing that committee, whatever it may be, to make sure the members of the FS of the HSC are included in it. If this model is going to be acceptable, we need feedback from everybody.

Chair Wilson: That was the idea going back to the merger committee which is made up of representatives of both senates.

Senator Stoudt: Regarding that meeting tonight at HSC, are they going to be presenting the five scenarios that we had seen here?

Senator Floyd: Yes, John McSweeney will be making the same presentation as he did here.

Senator Thompson-Casado: Dr. Adamany will be speaking, and who is this person?

Chair Wilson: Dr. Adamany was the president of Wayne State University from 1982 – 1997, and also a president of Temple University for five years. Two universities that have medical colleges attached.

Senator Bischoff: He also ran the school system in the City of Detroit.

Chair Wilson: Yes. Any other comments? If not, now to Dr. Stoudt, the Chair of the Elections Committee.

Senator Stoudt: Some changes since our last meeting on this issue. After checking around it was discovered that the Senate is electing two members of the Athletic Committee:

- One to a three-year term appointment
- One to a one-year term appointment. This individual will finish out the term of someone who resigned from the Athletic Committee.

We do have two nominees:

- Brian Hickam from Carlson Library
 - Three years with the University
 - Works with student athletes and helps them out in the library; he felt that this would be a logical extension of his current interaction with student athletes.
- Celia Regimbal from College of Education,
 - Twenty years with the University
 - Served on the Athletic Committee for a number of years, and has indicated her interest to serve again.

Everyone should have received a ballot. You can see the charge of the committee on the transparency. Other members of the committee have been appointed by other entities; I believe that, in addition to Robin Kennedy, there maybe one or two other faculty members, but otherwise they are administrators and students. Number one on the ballot is for your first choice for the three-year term, number two is for your second choice for the one-year term. Please fill out the ballots now. The highest vote getter as number one will serve the three-year term, and the second highest the one-year term.

Chair Wilson: While the ballots are being counted, Steve Peseckis is next on the agenda.

Senator Peseckis: This is an update as to where the Undergraduate Curriculum Committee is and an introduction to a web based system for course proposals. Currently, we are still awaiting the committee to be put together. What we have left from last year are two new course proposals and 36 course modification proposals that need to be processed. As far as the course submission process, everything is currently submitted on paper and we ask for 12-15 hard copies of each course to be submitted to the Faculty Senate. First a course goes to a Department Committee and then to a College Committee. Colleges have different procedures and that is OK. After they approve a course, they then deliver the 15 copies to the Faculty Senate. It used to be, until two or three years ago, that the Curriculum Committee also decided on a course's Core status, but that is no longer the case. Now, the number of hard copies for a course proposal that we receive is not sufficient for handing out to all the members of both the Curriculum Committee and the newer Core Curriculum Committee. Considering all of the courses that there are, a lot of paper is generated. We want to cut that down.

One of the course proposal sheets has to have original signatures on it to make sure that it has been properly approved. What I am proposing that we do, starting immediately, is that people go to the Provost's web site and under "Curriculum" on the left hand side they will find electronic versions of the curriculum related forms that they can download and fill out. These are the standard forms that we have been using. The most recent version to be used is the one revised in March 2006. A&S has other forms that we are dealing with but we really need to have these forms available through the Provost's office filled out because they ask for all the information that is necessary for the course catalog and the Registrar's Office.

The forms that you download are editable and one can fill in the various fields. We are proposing that you download the form, fill it in, and when done print out one authoritative copy on which you get all the necessary signatures – the Department Curriculum Authority, Department Chairperson, College Curriculum Authority, and the College Dean. Instead of making 15 paper copies, we would like a finalized electronic form for each proposal to be emailed to me, Steven Peseckis, as chair of the Curriculum Committee, and to Aileen Chou in the Provost's Office. In this way there will be two copies emailed to help insure that none are lost in the emailing process. The one signed hardcopy is then to be sent immediately to the FS office. The Colleges can process the forms however they want, using hardcopies or electronic forms, but we need only an electronic copy and a single corresponding signed hardcopy. In the end, after FS approval, we will update the electronic copy appropriately and forward it and the signed copy to the Provost's office for further processing. Because we will have an electronic copy, the box requesting consideration for Core status is checked off, we will email the form out to the chair of the Core Curriculum Committee for their processing. Ultimately, once the Curriculum or Core Committees are ready to make recommendations to the Senate, we will email out copies beforehand for your consideration. So, while we will be processing and exchanging the forms electronically, there will still be a paper trail in the form of the one signed official copy.

Now, for what is in the works for the future we actually have to thank Aileen Chou. She has been developing a better system which hopefully will be available in January. It will be a web based application process. Instead of downloading it, you will fill it in online.

The forms online will look much the same as they do now. For new courses or course modifications, you will have all the desired data fields to fill in. Included will be the option to ask for Core status. When you submit the forms, the information will be put on a routinely backed-up SQL server. So, you would go to a website, fill a form out online, and submit it. At the moment, there are a couple of ways in which the process will be password protected. We do not want just anybody off the street submitting courses. You will be able to upload documents that would be attached electronically to the form. In this way, you will be able to attach a syllabus or other supporting documents. The form will look exactly as we process them now and you will be able to paste into them from other word processing documents. One problem with a web-based form, when you paste in a long document such as a syllabus into a field, you lose the pagination. Uploading documents and attaching them electronically to the submitted forms will hopefully be a way to get around it. Main features are that the process will be easy, secure, capture all required information, and post the information online nearly immediately. All faculty and students will be able to view proposals online as they are processed from the Department level on up and see what is being done and when. And because it will be easily accessible electronically, Department and College committees could use the forms online and save paper. All the Colleges will have the benefit of seeing what proposals are going forward and could impact on their curricula. When a committee or group such as a Department or College approves a course or change, people who are officially authorized will be able to indicate such and when on the electronically accessible form so all may know. Since committees may make or request changes to proposals, it is planned that notice of those changes will be sent to the Provost's office, specifically Aileen Chou, and that she will act as the gate keeper for making official changes to the

forms. In this way, unauthorized changes will be prevented and posted forms will be kept accurate and up-to-date. There will still be one signed, hard-copy original incorporating any changes that will be processed through the system which will ultimately be the official copy. We expect that the same web-based forms will be used by the Graduate Council. Hopefully, in January, we will have the website up-and-running with information telling people what to do. Everything will be visible and transparent and people will be able to go online and check out the proposals any day of the week and see what their status is. When courses are approved by the Faculty Senate, that will be indicated on the online proposal forms for all to know, and then the processed forms will be forwarded to the Provost's Office for further processing. Any questions or comments?

Senator Barrett: In looking at the Provost's sheet from those photocopies, it might be handy to add another item, which is the instruction page that you presented that goes with what you do when you download the form: who you send it to, who you are copying it to, because not everybody will know that and they may not remember it.

Senator Olson: You also mentioned something about the Graduate Council. They will also be submitting this through this procedure?

Senator Peseckis: They are looking at the test version, and Martin and Terry were cc'd on this, and see if it works out.

Senator Olson: Martin and Terry? What about the Graduate Council?

Senator Peseckis: They may not have been approached yet, I don't know.

Aileen Chou: We can provide a link for the test version.

Senator Peseckis: We are doing some testing to see if everything works. I can't say that they'll be available now because Information Technology will submit the actual program to make sure all the field names go with it and it works.

Senator Olson: I understand what you are saying, however the Graduate Council has to weigh in on this.

Senator Peseckis: They can always decide not to do this, and decide to keep the paper. These forms are the same that had been accepted and used by the Graduate Council now. We are not changing the content, just the way they are made available. If they choose that they don't want to do this electronically, that's their choice. I think the Faculty Senate will certainly be helpful particularly so that both the Undergraduates and the Core Committee could process forms and they could get there without needing a truck load of paper. Are you anticipating some problems with the Graduate Council?

Senator Olson: No, but I don't want it to be ignored either.

Senator Peseckis: Well yes this is a developing thing. Are there any other questions or thoughts. I'm just trying to keep people informed, its' more informational than anything else. If there are no more comments, I will be going forward with this. Thank you.

(copy of Prof. Peseckis' report)

Course Submission Process for Fall 2006

- 1) Download electronic form from web at "<http://provost.utoledo.edu/index.asp?id=132>" which can be found under "Curriculum" on the Left hand Menu of the Provost's website or get form from Curriculum Committee chair
- 2) Fill in forms
- 3) Print a copy for original signatures.

- 4) Follow College rules for getting course approvals.
- 5) Once approved by College, forward one copy with original signatures to Faculty Senate Office and email updated / finalized electronic copy to the Chair of Curriculum Committee (Steven Peseckis) and Provost's Office (Aileen Chou).
- 6) Committee members will get electronic copies for processing.
- 7) Electronic copies will be shared with Core Curriculum Committee when appropriate.
- 8) When ready for recommendation by Curriculum Committee, finalized forms in Adobe Acrobat format will be emailed out to Senators.
- 9) For approved courses, signed original and electronic copy will be forwarded to Provost's office for further processing.

Spring 2007 Course Approval Processing

- 1) Faculty will go to a website and fill out a form online. Form will appear nearly identical to electronic form now in use.
- 2) Faculty on approved list (all tenured, tenure track) will be able to submit form electronically.
 - a) Form has fields that will be filled out. Working on ability to attach documents (beta version is currently being tested) such as a syllabus. Alternatively, text can be pasted into various sections from Word Documents. Uploading certain documents will be preferred since, for example, syllabi pasted into text block loose pagination.
 - b) Submitted forms are stored in a secure, SQL database that is backed-up frequently by Information Technology.
- 3) It is planned that filled out forms will be viewable by all faculty and students. Advantages include increased comments, the ability for concerned parties to monitor the process, and the option of Department and College Curriculum Committees to access the documents as part of their course processing.
- 4) Changes to course proposals will be executed by submitting requests to the Provost's office (Aileen Chou). Only the most up-to-date, approved course forms will be posted on the web. This practice will prevent unauthorized/unapproved changes from being made to course forms during processing and obviate discussion on errors or issues already addressed. The procedure will insure that the final document processed by the registrar is not an earlier, outdated version of the proposal.
- 5) The process will allow that approval of courses at various levels will be indicated on the forms as they occur – facilitating tracking by concerned parties.

6) One signed original of each new course or course modification proposal will be processed through the system to maintain an official paper trail.

7) The same forms and procedures are intended for graduate courses proposals as well, much like prior practices.

Chair Wilson: Thank you, Steve. Dr. Stoudt has election results.

Senator Stoudt: Celia Regimbal is the top vote getter and Brian Hickam is second.

Chair Wilson: Next report is from Marcia King-Blandford.

Prof. King-Blandford: My name is Marcia King-Blandford and I work with the UT Core Curriculum Committee. We are working with the same thing Steve was doing and that is updating you on the Core Curriculum Committee and what it has been doing this last academic year. I apologize we weren't able to get on the agenda in a timely fashion at the end of the year because of the other merger issues, and also because we were new at this. What Harvey and Steve do very intuitively, those of us who had to step into this, there was a lot longer learning curve. This is kind of what Steve was talking about; this is the actual page and the work that is being done on the curriculum. Thanks to Aileen's hard work we have before us now information on General Ed.

The 2006 Committee started the academic year in the Fall 2006. This information has not gotten out on a broad base sort of way, and so what we found is people creating classes to be added to the general curriculum, we're not aware of these new guidelines. So, to try to support educating ourselves and people involved, we decided that the time had come to flow chart the actual procedure and so we worked to identify the actual process that took place in terms of generating the core class, and we assigned an area of responsibility to the flow chart. In doing that what came to the forefront almost immediately is the fact that these have to interplay with the Ohio Transfer Module, and the Ohio Transfer Module is a subset of our general education curriculum and this is mandated by Ohio law. So, anytime we make changes to specific General Ed classes, there are repercussions in the Ohio Transfer Module. What we had to do is step back and look at the process. We're not looking at the content but at the process and that our General Ed classes have to be aligned with what's going on and what's coming out of the State.

What we are looking at doing this year is creating a master syllabus template that will have the guidelines that were approved by this body, which are that there must be a statement stating this is not a General Ed class, but there must be student learning outcome that are aligned by the general education guidelines that were approved. And there must be course requirements on the syllabus and there must be evaluation, at the same point in time these syllabuses are submitted to OBOR and Aileen has to cut and paste the information as it comes and so we are looking to work broad base to create a master syllabus template, just the master one that will have our guidelines and OBOR's guidelines.

I will show you an example. We have to establish an ongoing review for recommendations of this body and so we are setting up a three year review. At this point we will start with the oldest that have been the longest and our hope and goal is to create by the end of this school year a core curriculum matrix. We will be able to show a class such as ANTH 2800 which is in our General Ed and also a part of the Ohio Transfer Module we will show how that aligns not only the Social Sciences student that this body approved, but we will also be able to align OBOR student learning guidelines that designate specifically the Anthropology 2800 and we will be able to have access to the OBOR review dates.

It will all be electronic on the Provost's home page and will eliminate various offices on the campus re-duplicating information. Faculty will be able to retrieve information electronically as Steve was pointing out; this should help since we're all drowning in paper. We can eliminate making all the paper copies and sending it through the campus mail. For example, let me show you in terms of the 2800 level course, ANTH 2800. On the left hand side of the screen are the general education guidelines approved for Social Sciences General Education classes for the University of Toledo. For ANTH 2800 these are the student learning outcomes that have been identified by the OBOR for this class to transfer between institutions in the State of Ohio. The master copy of the syllabus for ANTH 2800 will align its student learning outcomes with both UT's General Education guidelines and OBOR's Transfer Module. This should make everyone happy throughout the State.

We had two courses submitted that were added to the General Ed for this coming year and the content of the classes were fine. We are trying to market the new guidelines to the faculty so they know what kind of format it has to be in when it comes forward.

Senator Ritchie: What if someone has to submit a new course this year?

Prof. King-Blandford: The forms will be available online on the Provost's website. They submit it and market it as a core, and then once it is identified as a core, it has to match the guidelines that were approved by this body.

Senator Ritchie: You would just submit a regular form?

Prof. King-Blandford: Yes, regular form.

Senator Ritchie: When I was on that site, there was a link but it was dead.

Prof. King-Blandford: We are trying to do this as fast as we can. Submit a regular form and we will have those up and available.

Senator Bresnahan: I just want to thank you and Aileen Chou for doing this. This is going to save us so much work by aligning the individual course syllabuses with the requirements for the tag, which the State mandates that we do. This may be a lot of work up front but not in the long run and thank you for making this easier.

Prof. King-Blandford: Like Steve, once you put it together it looks clean and simple.

Senator Stoudt: Marcia, just a clarification, who formulated the UT guidelines?

Prof. King-Blandford: There was a committee from this body that made the Social Science Guidelines and those are approved by this body.

Senator Stoudt: As far as course specifics?

Prof. King-Blandford: Course specifics come from the individual faculty designing the class. So this takes me to the next point. We need to do the CAAP tests again in General Education. We need to do them in Spring Semester in anticipation of the NCA visit that is coming up. We would like to come back to this body once again for your help and support in this adventure. We will have classes identified by October and will post them, we anticipate giving the CAAPs again in February timeframe. We would like to ask if on your syllabuses your courses designated as one that has a majority of core completed if you would consider giving them extra credit or something like that. We really need the students to take this seriously and we really need their Social Security numbers.

Last time we gave this as a pilot I think we had 1,300 participants, and out of that we got 200 Social Security numbers and the only way we can match ACT tests is if we have the individual's Social Security numbers, and they need to give us that willingly. We really wanted to give you heads up and would really like your support and will be doing this in the Spring term.

Speaker from the floor: I thought we were trying to get away from using Social Security numbers.

Provost Sheehan: If in fact students have student ID numbers at that point in time that's when we will be asking them and then we can translate it back. The only reason we are asking for that is we are a big, urban, metropolitan institution, and we face a lot of issues with our student population.

What we have seen with those couple of hundred that were able to join is that ACT tests actually predict there are students who do less well than when they completed the Gen Ed curriculum. So we have added a certain amount of value in this core curriculum. We add more value than many more prestigious institutions in light of the students coming in. As we get closer to having the use of the proper term student identifiers, if in fact students have those identifiers, in an effort in explaining why we want that information.

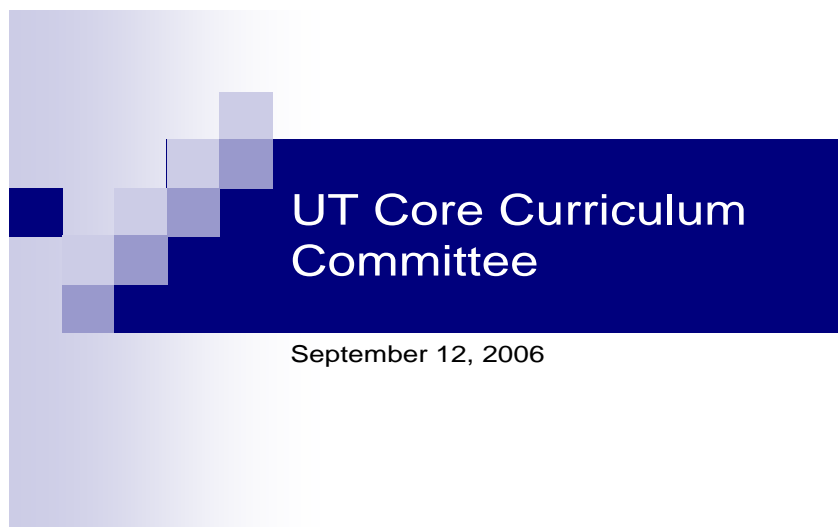
Senator Morrissey: How many students are you targeting?

Prof. King-Blandford: What I'm told is that about 3,000 students. That's actually what they targeted. The end result was about 1,300, because we don't have Social Security numbers. The results from previous CAAP show that our students did do slightly better than we anticipated, so the Gen Ed curriculum is doing something.

I am of the school of thought that asks two questions:

1. What are we doing?
2. Why are we doing it?

If we believe in doing Gen Ed curriculum and we cross examine it and we can say we are adding value to our student's education by having them take this Gen Ed curriculum, I think it's a marvelous recourse for us in the foundation of their professional development. I think we need to do more to advertise that Gen Ed curriculum adds value to all the students.



September 12, 2006



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Prof. King-Blandford's PowerPoint presentation, click on this icon →

Chair Wilson: Thank you Marcia. The next presentation is just for information purposes and Dale will talk about the Center for Nonviolence and Democratic Education Program. It's an exciting development.

Prof. Snauwaert: Thank you for inviting me. This is for your information. This past year the Research Council approved the proposal submitted for the creation of a research Center of Nonviolence & Democratic Education. It had to go to the Board for final approval.

Provost Sheehan: It already has been approved by the President and by the Research Council.

Prof. Snauwaert: That's great. The Center is going to be devoted to research and educational

initiatives around the prevention of violence in our society, and also the facilitation of democratic education focusing on citizenship engagement.

The Center will add value beyond individual activity by providing a forum for collaborative research activities concerning nonviolence, democracy and education, as well as putting on symposia, discussions groups, conferences, etc. By having the Center for Nonviolence & Democratic Education will also have a public face to the world that will signal our commitment to these issues and also provide an opportunity to develop grants and external support in research and education. So far we organized a number of affiliate organizations that will be a part of the Center, one of them is Operation Respect Ohio which is Peter Yarrow's group. Peter Yarrow, of Peter, Paul & Mary is an international school violence prevention program and the center for the activities of his group in Ohio is affiliated with the College of Education, and now with the Center. Lisa Kovach, Assist. Professor, has developed Violence Prevention Program in schools and she will be using the center as a center for her activities.

American Democracy Project of the American Association of State Colleges & Universities will be a part of the center. The University of Toledo is a member of the democracy project, which is an international project to increase citizenship education in public universities. The University of Toledo is the only chapter of the Americans for Informed Democracy in the state of Ohio. We started to promote conversation and education with the democratic affiliation education center of Teacher's College, Peace Education, as well as an abutting relationship with the UN Mandated University for Peace in Costa Rica, which I visited this Summer and have begun a relationship with the University for Peace there. We have a number of organizational affiliates already and that can grow. We have an abutting agenda already. Also currently I have thirteen faculty who expressed interest in the pilot center as faculty affiliates, members of College of Education, Arts & Sciences and Health & Human Services, and Criminal Justice have expressed their interest too. We have a growing nucleus of faculty, and I invite any of you that may be interested in being a part of this and work with the Center to contact me.

Finally, the Center is designed to be self supporting. We will be receiving external funding beyond initial seed money of \$5,000 from the College of Education and the Dean who is supporting the Center. We plan to do grant activity for the research and education.

Center for Nonviolence and Democratic Education

Summary

- The Center for Nonviolence and Democratic Education will provide an interdisciplinary forum for the study of nonviolence and democratic education.

The Center will provide an organizational umbrella under which a number of research and educational initiatives will be undertaken. The Center offers value that goes beyond the work of individual faculty members. It will add value in at least three ways:

1. The Center provides a means for the organization of collaborative research projects pertinent to the purpose of the Center. These projects will be organized in terms of research themes such as violence prevention, democracy and engagement, ethics and the use of force, etc.
 2. The Center will be a means to organize seminars, symposia, discussion groups, etc. around the central research themes of the Center, thereby enhancing the research and intellectual culture of the faculty and students.
 3. The Center offers a means for the institutionalization of its research themes thereby enhancing the prospects for externally funded research.
- Organizational Affiliates:
 - Operation Respect Ohio - Preventing, Eliminating, and Erasing Rejection in our Schools (PEERS): Violence Prevention through Peace Education
 - American Democracy Project (AASCU)
 - Americans for Informed Democracy
 - Peace Education Center, Teachers College, Columbia University
 - UN Mandated University for Peace in Costa Rica
 - Faculty Affiliates: University-wide effort

- College of Education
- Health and Human Services
- Arts & Sciences

- Funding: Self-supporting; no cost to base-budget
 - Grant writing – external support

Chair Wilson: Thank you Dale.

Can we have a motion to adjourn?

Senator Olson: Made a motion to adjourn.

The motion was seconded.

V. *Calendar Questions*

None

VI. *Other Business*

Old Business: None

New Business: None

.VII. *Adjournment:* meeting was adjourned at 4:30 p.m.

Respectfully submitted,

Alice Skeens
FS Executive Secretary

Tape summary: Kathy Gabel
Faculty Senate Office Admin. Secretary