

**THE UNIVERSITY OF TOLEDO** Approved @ FS mtg. 4/14/09  
**FACULTY SENATE**  
**Minutes of the Senate Meeting of March 31, 2009**  
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**HIGHLIGHTS**

**Provost, Health Science Campus**  
**TECHS Presentation**  
**Undergraduate Programs Committee**  
**Academic programs Committee**  
**UT Outdoor Classroom Initiative**

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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 Jamie Barlowe** called the meeting to order, **Nick Piazza, Executive Secretary**, called the roll.

**I. Roll Call –2008-2009 Senators:**

**Present:** Ankele, Bailey, Baker, Barden, Barlowe, Barnes, Barrett, Brickman, Caruso, Casabianca, Coventry, Crist, Crosetto, Denyer, Dismukes, Dowd, Duggan, Dupuy, Elmer, Fink, Floyd, Fournier, Giovannucci, Graham, Gunning, Hoblet, Horan, Hornbeck, Hottell, Humphrys, Jenkins, Kistner, Laux, LeBlanc, Lee, Lehmann, Lipman, Lundquist, McSweeny, Metting, Nims, Poling (for Niamat), Olson, Peseckis, Piazza, Powers, Randolph, Sharkey, Sheldon, Stierman, Szirony, Teclehaimanot, Wedding, Wolff,

**Excused absences:** Baines, Davis, Funk, Klein, Ragu-Nathan, Regimbal, Thompson-Casado,

**Unexcused absences:** French, Tietjen, Tietz,

A quorum was present.

**II. Approval of Minutes:** Minutes of 3/17/09 meeting approved as distributed.

**III. Executive Committee Report:**

**Executive Secretary Nick Piazza** asked the Senators to introduce themselves before speaking to get the speakers' names recorded accurately in the minutes.

**President Jamie Barlowe:**

Report of the Executive Committee, March 31, 2009:

My last report to the Senate was truncated in order to provide additional time for Dr. Haggett's report, as well as questions from the floor and discussion about the consideration of Dr. Brady's, a U.T. trustee, for the position of interim dean of the Judith Herb College of Education. If you were unable to attend the March 17 Senate meeting, the minutes provide a transcript of the discussion. During her report, Dr. Haggett explained that Dr. Jacobs had written to Governor Ted Strickland requesting a leave of absence for Dr. Brady. There is no progress to report to you today.

Two days after the Senate meeting, five members of the Senate Executive Committee met with Drs. Haggett and Gold to discuss this issue further, as well as other issues of interest and/or concern. (As an aside here, the reason only five of the ten EC members attended this meeting

with the Provosts, and later also met with the deans, is that four of the remaining EC members were out of town or in clinic, and one chose to boycott the meeting). Members of the Executive Committee attended the Board of Trustee meeting on March 23<sup>rd</sup>, which included reports on honorary degree nominations, sabbatical applicants, the benchmarking data and narrative report on the College of Arts & Sciences by the Learning Alliance, the delaying of the NCATE accreditation visit to the College of Education for one year, the concept of a school of advanced and renewable energy, the concept of Scott Park as a campus of energy and innovation, energy efficiency, and renewable energy, the internal audit department strategic plan, the second quarter financial report, and a progress report on the budget development process.

The Executive Committee also met with the Land-Use Committee on March 24, including the Poggemeyer group to hear about university, community, and neighborhood plans for further reclamation of brown fields, for construction projects and art and cultural projects that benefit neighborhoods and the community at large, and for providing better signage and access to the various university campuses, as well as more advanced and environmentally friendly forms of transportation between the campuses. The EC also met with Tom Kvale and Steven Peseckis regarding the proposal for a research-intensive undergraduate course designation that was tabled at the February 10<sup>th</sup> Senate meeting.

In addition, John Barrett, President-Elect of Senate, and I had our regular monthly luncheon with Dr. Scarborough. We discussed—actually had a lively and interesting debate about—whether the outcome of efficient and effective shared governance could be or should be consensus or whether creative conflict, a term I have used at several Senate meetings, allows for more productive, more open, and more vigorous debate—conducted, of course, within the confines of professionalism, respect, and civility for our faculty and administrative colleagues.

To close this report, I want put this lunch discussion about shared governance in a broader context and to think about how we practice shared governance at U.T. Creative conflict means that we can significantly disagree with each other without resorting to name-calling or self-righteousness accusations. We can disagree with each other as faculty and administrators and as faculty and Board of Trustee members. We can also disagree with each other as faculty senators. Disagreement among faculty is not a sign of betrayal of shared governance or a betrayal of faculty. If a group of scholars and intellectuals cannot disagree, then as an institution, we are in significant decline. There are differing ways of accomplishing goals. There are differing ways of responding to problems. There are differing ways of enacting leadership. And, there are differing ways of practicing productive shared governance.

Perhaps most ineffective is governance with the single strategy of reaction. Reaction has its place, of course, but as any good activist or democratically elected representative will tell you, a group that chooses reaction and reactionary rhetoric as its only strategy is doomed to fail at worst and futilely repeat itself at best. Reactionary rhetoric, in fact, often weakens the force of an argument and invites defensive or reactive responses. It also mires us in the status quo of because it offers no action and no solutions. Moreover, reaction as a group's only or primary strategy also mires that group in a cycle of blaming. For example, as Robert Birnbaum points out, faculty senates often “play important roles as scapegoats [for some administrators or boards of trustees]. When things go awry for unexplained reasons, the senate can easily take the blame . . .” Even faculty or academics more generally can be scapegoated and blamed as slow, obstructionist, afraid of change, and so forth. Likewise, administrators and boards of trustees can be scapegoats and blamed by faculty and by faculty senates for all university problems and particularly for enacting leadership or changes that don't fit the institutional mold or sets of expectations.

**Senator Olson:** Point of order. This is entitled as the Executive Committee Report and being a member of the Executive Committee I don't ever remember discussing this.

**President Barlowe:** Your point of order is?

**Senator Olson:** This is not the Executive Committee report.

**President Barlowe:** It is, because the Executive Committee is more than a few people. Others on the Executive Committee are concerned about the issues that I am bringing to you today. As the Faculty Senate President, I have the right to represent more than a couple of you, and that's what I am doing.

**Senator Olson:** If this is to be the Executive Committee Report, it should have been discussed at the Executive Committee meeting and it has not been.

**Senator Dowd:** I can't speak for the Health Science Campus but I can speak on this issue for the Main Campus. As a former chair of the Faculty Senate, the chair was always given latitude to speak on issues that the chair wanted to raise at Senate and, typically, this would occur during the Executive Committee report. I truly understand the issues and concerns Senator Olson has raised. However, we need to show respect to the President and her decision to bring up such issues during the EC report. In my view, that is a perk of being President.

**Senator McSweeney:** As the former president of Faculty Senate at MCO I had a quite a wide latitude to discuss what I wanted to discuss.

**President Barlowe:** I think all Faculty Senate presidents and chairs have had that latitude.

**Senator Hottell:** As a former national chair of award winning FBLA, as in business, I can tell you that in Robert's Rules or Rhonda's Rules of Order it says that there is latitude for a chair of an organization to add their comments as they see necessary.

**President Barlowe:** I appreciate all of your comments and I also want to say that I am obviously not representing Walt here today, but I am representing all ten people on the Executive Committee by giving an array of ideas and opinions. We do not all think the same way, and it is not fair for only one opinion to be represented.

**Senator McSweeney:** I think at the end you typically can call for questions and comments.

**President Barlowe:** And that's what I usually do. So, Walt, maybe you can wait on it.

This reactive cycle of blaming is unproductive and detrimental to the progress of the institution and is well documented in the research on shared governance, including work done by the AAUP. As Peter Eckel explains, "Oftentimes trouble occurs when different groups hold different implicit definitions [about shared governance or about decision-making rights]. Thus it is easy for one group to violate the expectations of another" and blame each other for the failures.

We have significant opportunities at the University of Toledo to do more than react and accuse and blame. Although Senates are more often deliberative than action oriented, we can be deliberative without being merely reactionary. We also have opportunities as faculty to *act*, to come up with innovative ideas, and to find solutions to problems that have existed for decades. If we don't find—or help find—solutions to our institutional problems, who will?

Any questions or comments?

**Senator McSweeney:** I think your message is well put and well said, one that should guide us to future deliberations.

**Dr. Jeffrey Gold, Provost Health Science Campus:** Thank you Dr. Barlowe, it is once more my pleasure to be with you and share some information specifically relevant to faculty and programs of the health sciences and to answer your questions. Last Friday was a banner day for this great university. I would like to share with you some of the events that occurred. In the morning we had the opportunity in our annual 'disaster life support course'. We educate a large number of men and women, students, faculty and others in techniques of responding to a natural man-made and terrorist types of disasters. Last year we became the largest educator in the State of Ohio, and this year we became the single largest educator in the United States. This is a

tremendous distinction to be held by a university. We are the only university in the country where every single one of our medical students is certified in disaster life support. We now certify an overwhelming majority of the primary responders, physician assistants and others. It's a tremendous point of pride.

In the middle of the day I had the opportunity to sit for the exit interview for the College of Nursing. Our College of Nursing this year underwent one of the periodic external reviews used by the CCNE, an organization that certifies colleges of nursing. As I sat in the Health Education Building what seemed to be the entire faculty of the College of Nursing, it's Dean and administration, I listened to the site visitors go to each and every one of the four categories and standards. There was not a single area of non-compliance. This was a perfect visit. So to you, the faculty of the College of Nursing, the leadership of the College of Nursing my sincerest congratulations on a spectacular survey. This took well over a year to prepare for, tremendous amount of work went into it. For those of you that were there my warmest congratulations on the tremendous achievement. So when you see nursing faculty in the hallways of our institutions and across the table of the Faculty Senate you should congratulate them on this achievement as well.

Thirdly, the evening of Friday and during the day Saturday we also hosted another what has become an annual event here. The University of Toledo is now the home of The Medical Mission Hall of Fame. The Medical Mission Hall of Fame is an international group that recognizes people who do profound medical missionary work around the world. There are approximately 20 members, 2-3 new members get named every year and the induction ceremonies occur on our campus. They occurred last weekend. I had the pleasure to chair a session on Friday afternoon when these new inductees were named. If you have the opportunity to sit with people with the likes of. the President of Project Hope and the Chairman of the Board of Harvard University just begins to paint the picture of the nature of the individuals who are honored during these events. A member of our very own Board of Trustees, who is a renown internationally regarded medical missionary, Dr. S. Amjad Hussain, was honored.

From the perspective of the things that are new and different: Under the leadership of Dr. Christopher Halasy, who as you know is the physician who runs the Medical Center on the Main Campus, we have been working on a policy to identify and to treat effectively active tuberculosis, particularly in international students and international faculty members who originate from areas of the world that are considered high risk for epidemic of tuberculosis. This is not a particularly easy problem because in many parts of the world those individuals are "immunized" so that they will test positively on a skin test, yet be potentially carrying active tuberculosis. Dr. Halasy has drafted a policy which particularly is meant to deal with students from the areas that the World Organization has designated to be high risk. What I would like to do, Dr. Barlowe, is to identify some members of the Senate who would be willing to look at that policy for both, students and faculty. I think Dr. Paul Lehmann might be a good person he has tremendous knowledge in this area, and just weigh in before we make this operational for next semester. It does have some impact on screening that's going to be required of those individuals, and we are trying very hard to take a balanced perspective on this but we are probably going to recommend treatment of people who are serologically positive, not skin test positive, just because of the conversion rate. We have done a great deal of homework, we have talked to about 10 different universities both in Ohio and Southeast Michigan and several others. We were able to reach out to and have their opinions on the policy as well. So maybe I will share the information with you and you can forward it for comments too to any individuals that you see would be appropriate and get back with us in a timely fashion. We would like to put this in the packet for international students and faculty. A similar policy is already in place for international students and faculty members and others who care for other patients at our medical center. We need to be very careful of any different types of immunization and disease carriers, so it's predicated on what I believe to be a reasonable assumption. That concludes my report and comments and now I will be pleased to take any questions.

**Senator Dowd:** For the test for tuberculosis, is this only for potential medical students or for all U.T. students?

**Provost Gold:** It's for all international students who originate from the areas of the world that are deemed by the World Health Organization to be high risk.

**Senator Dowd:** Has there been any problems at this or other universities or, in other words, are you reacting to a situation or are you being proactive?

**Provost Gold:** As you may recall we did some work on the MMR vaccine this year, in the setting of the mumps outbreak last year. We were successful implementing it in MMR screening program. TB, meningitis and other such diseases have been on the list of concerns. This academic year we identified one case of active tuberculosis in an international student from an academic area, and it prompted the question which resulted in a large amount of peer testing and a lot of concern and anxiety on the behalf of faculty and other students, I believe it was a graduate student that was involved in this, which prompted us to call the people at Ohio State and the University of Michigan and several other places and try and get a vignette of what their policy looks like for tuberculosis screening. We thought being relatively successful with the MMR policy, and highly successful with the meningitis policy, that we would like to get to the truly state of the art for TB as well.

**Senator Laux:** Health Science and Human Services College. If we assess someone with the presence of tuberculosis, are we obligated to treat them and would the student or faculty member have the option to reject treatment.

**Provost Gold:** That is the 64 thousand dollar question. Since we cannot rely on skin testing, X-rays are difficult, there is a serologic test that is now available which is quite accurate that we now offer in our own microbiology facility here. By the way, anything in the way of medical care screening we are going to do at cost. If somebody's chest X-ray is positive for active tuberculosis, they need to be treated because they are truly contagious carriers of the disease. Unlike mumps or measles which more people will survive without too much difficulty, tuberculosis is a totally different story and it can be potentially extremely difficult to treat. People can become chronically carriers and it can be quite lifetime disabling. In those people who test positive who will have a positive X-ray, what the current policy currently says in draft, would we recommend treatment and it probably would turn out to be a single drug treatment, although a lot would depend on the area they came from and any additional testing that would go on. The real question is what do you do with somebody who is serologically positive for TB and is radiographically negative. That is to say they are in that very limited window of time where there is a high likelihood going to develop radiographically positive TB. By the way, all that really means is that you haven't reached the stage that the radiograph demonstrates the disease process, but unquestionably the patient either has or in a very near future will have communicable disease. Right now the policy is drafted to say those students would have to accept treatment in order to matriculate. I will also tell you that as we have polled across the country there is division of opinion on that subject as to whether you wait for them to become radiographically positive. Dr. Lehmann, do you have an opinion on that?

**Senator Lehmann:** Generally, if you have skin test positive now you can prove which organism it is. I'm skin test positive because I had BCG as a child, many people around the world have. Now you can distinguish between this and tuberculosis, we now know if someone is skin test positive and infected by true tuberculosis. Generally speaking those people may develop tuberculosis later in life if you don't treat the early infection. It may be thirty years, but they will probably be at a much higher risk to develop tuberculosis. The normal rule is to treat people who are positive. I think that's the standard.

**Provost Gold:** Joan Duggan is actually involved with this program.

**Senator Duggan:** The risk of reactivation from latent TB to active TB is up to 4% in the first years after infection, and 5-15% lifetime risk.

**Provost Gold:** We have actually spoken with the health commissioner of Lucas County Ohio Dr. Grossman who also believes that we should require treatment. We particularly are talking

about people from the so-called WHO high risk epidemic areas, so their chance of being positive is not trivial.

**Senator Duggan:** Treatment of active pulmonary TB is mandatory under the law, but treatment of latent TB is recommended but not legally required.

**Provost Gold:** The policy as it is currently drafted, is that these people (in order to matriculate in our classrooms and living in our dorms) would undergo nine months of treatment with INH or equivalent medication.

**Senator Teelehaimanot:** Why not require testing for tuberculosis before they come to this country?

**Provost Gold:** The issue relates to the reliability of testing in other parts of the world and we only want testing done in our laboratory. When we brought this group of individuals together for this policy, the initial intent was to screen these people before they got on an airplane and exposed all sorts of other people. The highest reliability or confirmatory testing, and we asked them to fill out a form, ‘...have you ever been immunized, have you ever been treated, have you ever been exposed...’, and based upon that we would make certain recommendations. We could potentially require an electronic chest X-ray done, but unfortunately people send X-rays taken of other people. We have received X-ray that clearly could not be of that individual. They would be of a different gender or different age. Obviously they don’t send X-rays that show active TB.

**Senator Olson:** If they falsify drug tests, why wouldn’t they falsify X-rays. It’s common sense.

**Provost Gold:** Absolutely.

**Senator Sheldon:** This is starting to sound a little xenophobic, are you saying these are patterns or anomalies?

**Provost Gold:** I am not exactly sure what you are asking me about.

**Senator Sheldon:** In terms of the X-rays by international students,

**Provost Gold:** I am not sure that this institution has ever had a single example of that. No reason to believe that we necessarily would, but as I called around the country and asked whether institutions have asked for electronic chest X-rays from other parts of the world, the answer that came back is not worth doing it for these reasons.

**Unidentified speaker:** If a person is detected and going through these procedures and being treated, what is the probability of someone who is exposed to it getting tuberculosis?

**Senator Duggan:** Latent TB can not be transmitted, only active tuberculosis.

**President Barlowe:** Dr. Gold, when the policy is more established can you talk about this again to the Senate, since it generated some good discussions.

**Provost Gold:** Absolutely.

**President Barlowe:** I want to now introduce to you Dr. Dennis Lettman who is dean of the degree program in University College and a member of The Learning Collaborative and he is going to talk to us today about the TECHS program.

**Dr. Lettman:** Thank you Jamie and thank you senators for allowing time for Toledo Early College High School to give its annual update. For those who may not be familiar, TECHS is a high school operated by TPS in collaboration with UT, The school is located on the Scott Park campus. It opened in the fall of 2005 with a freshman class and added a new grade level each year. Now it has all four grade levels. This May TECHS will have its first graduating class with most if not all graduates admitted and planning to attend UT full time. TECHS is a Gates school having received a grant from the GATES Foundation. We are currently in the fourth and final year of the GATES grant. I want to thank all the faculty who have supported TECHS by teaching their students, giving advice, collaborating with TECHS faculty on various projects and participating in and attending their functions. I will now turn the program over to the principal of TECHS, Dr. Robin Wheatley who will show a video that will bring the school to you without actually bringing the school to you. It will show how TECHS and its collaboration with UT is forming and transforming the lives of students and their families and will show examples of the academic activities and collaborations that are going on. Dr. Wheatley also has some of her faculty who will share some of their projects.

**Dr. Robin Wheatley:** Thank you Dr. Lettman and thank you for having us here. This video was made specifically to promote our school. As Dr. Lettman mentioned, our first class is

graduating in May at Nitschke Auditorium, you all are welcome to come. Most of the students will graduate with up to 60 college credit hours from the University, which have been paid for with the GATES grant and partly with the State grant.

**Video:**

**Student :** Our parents, administrators, University of Toledo professors and our teachers have provided us with the necessary support and learning opportunities to be successful.

**Mona Al-Hayani, Teacher:** I teach Social Studies to a great group of students who are committed to their coursework as well as to service learning, for example, The Power of Pink campaign focuses on breast cancer awareness. Internships provide practical experience for students. This student who has been accepted to the College of Pharmacy recently completed an 80 hr. internship experience with the U.T. College of Pharmacy. She learned about diabetes testing equipment and pharmaceutical related information. She also earned one high school credit for the practical experience towards her internship. All students have the opportunity to participate in fine arts at the University of Toledo. The superintendent leadership team encourages the students to communicate their concerns and ideas to Superintendent Foley. Foreign languages, character building leadership, unique career choices in fine arts are just a sampling of the many programs and opportunities that a student can take advantage of the Toledo Early College High School and the University of Toledo. None of that would matter if we didn't have a way to go to school. One of the best and fastest way to go to our school is through you – parents and students. Even greater indication of the strength of our program is when siblings come to our school.

**Student:** We are happy that we made the decision to go to TECHS and get a jumpstart on our future. Making the transition from a normal high school to TECHS may be hard. Homework takes twice as hard and effort, and attendance is taken very seriously here. However, for our hard work we are given movie passes and gift cards. When we first came here we were worrying about not doing as well as we did in our old school, or having trouble making new friends. But people here help you every step of the way. When we first came here, the only people we knew was each other. But we are now in good company.

**Teacher:** Our students are acquiring a unique experience at TECHS. But it comes with a price, hard work, discipline, and allowing themselves to focus on their future now.

**Student:** We learn from our parents, the student's ability to focus on our future now depends on the student's ability to adopt to a competitive environment. My first year coming in I thought it was going to be like a normal school where you can slack off. So I didn't exactly apply myself as I could have been.

**Parent:** I thought when Todd went to TECHS that it would be a really good thing for him, and it was going to challenge him. I knew that it would be a matter of him understanding that this is a new level of commitment for him.

**Student:** Since then I have gotten more motivated and I am doing a lot better. My grades are reflective of my level of commitment.

**Parent:** I was trying to get Todd to understand this was really a good opportunity for him. Todd has a lot of ability so I really encouraged Todd to step up. I am really pleased how he is doing.

**Student:** This is definitely one of those schools where you see rewards.

**Parent:** That's one of those things I am trying to stress to Todd is the opportunity to earn college credits while still in high school. This is a tremendous opportunity for kids who need to be challenged. Particularly kids who have not had the opportunities. This is an excellent concept.

**Student:** I am proud to say I made the right decision coming to TECHS and I will be one of the students graduating in May. I earned 56 credits and will be a junior at The University of Toledo this Fall.

**Parent:** As parents we are real proud that she will be graduating. We recommend to any parent looking for a rigorous curriculum to look into Early College High School.

**Tim Bollin, Teacher:** I'm Tim Bollin, Science Teacher at the Toledo Early College High School. Our science research class gives our students an opportunity to conduct independent research and earn college credit. Take Lacy for example, Lacy is conducting genetic research identifying lake perch from local fish markets to determine if they are really from Lake Erie or some other place. Lacy is working with a mentor from The University of Toledo, a Ph.D. student Amanda. Amanda is providing expert advice in extracting, amplifying and sequencing DNA from perch samples she obtained from local markets. Other projects involve water quality indicator such as the amount of bacteria in fish, the effects of pH and over the counter drugs on wild life, as well as other areas including math and education. In addition to the University of Toledo, TECHS is partnering with Lowe's, BP, The Ottawa Wildlife National Refuge and the Black Swamp Bird Observatory to give opportunities to our students that not only expand their knowledge and experience, but hopefully instill interest in pursuing science related careers. Here is more on math and technology work in our classrooms.

**Emily Francis, Teacher:** I am Emily Francis, an English teacher. We strive to teach to our students in a non conditional and creative environment combining social studies and English curriculum. We often work on joint project such as creating CD's to compliment our summer reading selections and preparing students for what they were learning in English and History the following year. All of our students including incoming freshman complete summer reading journals. Later when we cover a specific piece of literature they remind us of how we keep history alive through instruction and cultural events. Our students often participated in frequent trips to the Toledo Museum of Art, a field trip to the Henry Ford Museum in Greenfield Village, musical performances. Theatre productions at The University of Toledo and the Great Lakes Theatre Festival as well as our own performances. The National History Day competition and congressional academy field school at The University of Toledo have grown. Our students have been able to prove they can be full time college students.

**UT Professor:** I have two Early College High School classes in my classes and they both performed very well. Although they were younger by three or four years, they could perform as well as their counterparts.

**Dr. Alice Skeens, UT Professor:** I have these students in my classes since the program began and they do just as well as the other students. I really wouldn't even know that they were Early College High School students, or that they need parental consent to do research projects.

**Dr. Charlene Gilbert, UT Director Of Eberly Center:** Toledo Early College High School is really a wonderful program. The students are really exceptional and the University of Toledo is very pleased and fortunate to have this program located here at the University. We have some of the best students, and I think the leadership provided by Dr. Wheatley is really impressive and we are very excited by the potential and the future of this program.

**Dr. Barbara Schneider, Director of Composition:** Because I direct the writing program, Dr. Dennis Lettman who was one of the initiators of the Toledo Early College invited me down in the



early days to collaborate with the Director of the English for the high school. And together we planned the curriculum to make certain that it was well articulated with the right program at The University of Toledo. This has given us a wonderful opportunity to refine processes in placement, to refine the ways in which to incorporate those students into the college classroom to insure that they get real college experience and our aim is to make sure that they get the experience and that we retain our students and that they succeed.

**Dr. Robin Wheatley, Principal:** In addition to our students being able to earn up to 60 college credits toward a four-year degree, they do not qualify to earn the final two years of their undergraduate degree through the UT Guarantee.

**Dr. Dennis Lettman:** Hello, I am here to talk to you about the UT Guarantee, the financial assistance program, and how to apply for students graduating from TECHS. In order to be eligible for the UT Guarantee, the Toledo Early College High School students must file the admission application to the University of Toledo, they must also file the Federal Financial Aid Application, which is called the FAFSA form by April 1, and they must meet college eligibility as a result of their financial aid application. Students who are graduating this year in 2009, additionally must have earned at least 30 credit hours of college credits while in high school. Students who will be graduating in 2010 and beyond that, will also need to earn a minimum grade point average of 2.5 when they graduate from high school. Students who meet all the eligibly requirements for the UT Guarantee will receive their tuition and fees paid through the UT Guarantee after all their grants, the Pell Grant, the Ohio Grant that have been applied to their account. Students' tuition and fees will be covered however, the UT Guarantee will not cover things like books and fees, supplies, room and board. Students will retain their eligibility to receive the UT Guarantee each year while they are at the University as long as they earn a minimum of 30 credit hours each year with a 3.0 grade point average, file a FAFSA form by April 1 each year, and continue to be eligible for the Pell Grant.

**Unidentified speaker:** Toledo Public Schools are proud of its relationship here at The University of Toledo not only for providing scholarships for our graduating seniors but also providing an opportunity for our high schools students attending the Toledo Early College. At Toledo Early College High School students earn up to 60 credit hours at the University. Recent results by the Ohio Department of Education lists Toledo Early College High School is one of the premiere high schools in Northwest Ohio. Toledo Public Schools is proud of the leadership provided by the faculty and staff as well as the hard work and determination provided of the Toledo Early College High School students. It is our hope that the parents continue to take advantage of the opportunities provided by the district, specifically the Toledo Early College High School.

**Dr. Robin Wheatley:** That concluded the video portion presentation, and as my colleagues join me I want to tell you a little about what is going to be going on in our school. On April 3, senators from Ohio will tour the school. The week of May 10<sup>th</sup> -14<sup>th</sup> is considered Early College High School week and it will culminate with the visit to the State House to testify about the merits of the Toledo Early College High School. We will also have our banquet on May 18<sup>th</sup> in the Student Union, and on May 21<sup>st</sup> is our graduation at Nitschke Auditorium. At this time I want to introduce you to two members of our department who will continue to talk about our partnerships and we will begin with Bollin, our department chair.

**Tim Bollin:** Thank you for giving us the opportunity to talk to you today. I would like to talk about a couple of collaborations that we are currently working on. The first one is the grant that we received from the Lowe's Foundation and we were able to plant some native plants in gardens on the Scott Park Campus and buy equipment that we have been using for studying water quality of the Ottawa River on campus. We have also been working with the Department of Environmental Studies on this project and with the dam removal that happen sometime ago, we have been collecting some data for them and helping them assess the effect of that as well.

Starting last year, we participated in the GK-12 grants and an SNF grant that was awarded to Dr. Carol Steppin at the Lake Erie Center and this allows graduate students and Ph.D. students in our classrooms working with myself and other from the TECHS to provide expertise in research areas primarily with environmental focus. We also from this program are teaching a science research class as a dual credit class through the Department of Environmental Studies that allow our students to learn research methods using water quality as the focus and then conducting individual research projects. The video showcased one of those students, Lacy who is working at the Lake Erie Center doing genetics work of some local perch. We also have students working with some indicators of water quality, and stream structure communities. We have students who are working with the Social Justice demographics and pollution. We have students working with the effects of over the counter medications on wild life and other education projects. We are also working with Dr. Patrick Lawrence of the Geography Department on a grant with the Stranahan Foundation and we are looking to do a restoration project on campus on the Ottawa River. We are in the initial states for applying for this grant. Our students will be participating in that project over the next 3-5 years if we are awarded that grant, and we will be allowed to construct demonstration project on campus showing the potential for urban restoration. We have a highly motivated group of students, who have a great interest in science related careers, but unfortunately they have very little experience in the sciences and they have very few role models with which to model their behavior. So I encourage and more than willing to accept any collaboration with any department on campus and feel free to contact me or any of our members if you have any ideas or potential projects that we can participate, even if it's a lecture series or just a one time program. We are more than willing and happy to participate. Thank you.

**Vicki Miller:** This is my first year in TECHS, my 7<sup>th</sup> year as teaching. I spent 20 years as an electrical engineer and decided that I really wanted to be in education. I got into education through a project with U.T. called Project Teach and I became a teacher through the Alternative Educator Program. I really have enjoyed being at TECHS, the kids are dedicated, purposeful and they know what they are there for, but they are still kids. I received a \$10,000 BP grant this year, I am working with Dr. Amanda Heddle who is in Ahmadabad, India. Our project plan was to introduce our kids to think globally about the environment and act locally about their environment. Through this project they communicated with students in Ahmadabad and other parts of the world. Dr. Heddle was in Vietnam for a while. We hope that we can expand this next year. Right now she is in London. I established communication with a school in Ahmadabad and going to be working next year and trying to establish communication with students in London. This has been an eye opening experience for our kids, many of which just don't travel. They have gotten to see the world through other people's eyes. Some of them have expressed a desire to do something with social impact in other parts of the world. The experiences they are having on campus with professors has had a lot of impact in their lives, and I want to thank you for that. I am going to have an energy symposium on April 23<sup>rd</sup>, and I may be calling some of you with this energy symposium. We also want to have a science fair, tentatively scheduled for May 6<sup>th</sup>, you are welcome to come and see what our kids are doing. In their projects they are working on alternative energy forms right now. We want to thank you for letting us come, are there any questions? Thank you very much.

**Senator Peseckis:** Chair of Undergraduate Curriculum Committee. This was sent to you previously and is on the consent agenda. The committee is recommending that you approve these course proposals. Any comments?

**Senator Lehmann:** Course number WGST 4880 Queer Theory. I don't think the catalog description is adequate, because I don't think that Queer Theory is commonly used theory that people would know what is being talked about. The description you put in to justify the course includes many things that are not in those three lines of the catalog description.

**Senator Peseckis:** The catalog description should be thirty words or less.

**Senator Lehmann:** If you look at that catalog description it doesn't tell you what Queer Theory is, and seeing the title of the course as Queer Theory, I believe it should say what the course is.

**President Barlowe:** The course is on queer theory. The queer theory has been in place for about thirty years now. Partly what it does is to examine gays and lesbians in communities and the theory is developed how the work has been done in these areas. It is a legitimate title, because it is one that connects with other universities.

**Senator Hottell:** Another thing is that you can't market a book in Humanities today, particularly that takes engaged criticism and looks at gender and race. You will all be criticized unless you also look at queer theory.

**Senator Lehmann:** Okay. I have a second comment, the next course EECS 1010, and it's called EECS First Year Design. Here is a good example where EECS should be spelled out. You have acronym for course title, you don't give a name for the course, just an acronym. Let me tell you why I find this very irritating. If I try to look things up on the computer to find out what courses are available, you can't find things because they are all in acronyms. If you just gave it a word, you could find the description by looking up the word.

**Senator Peseckis:** At the university level, we normally look for redundancy in courses. This proposal was approved by the people that teach the course, by the people in Electrical Engineering, and by the College of Engineering. We do not normally second-guess at this stage the particular choice in title of a course unless there is duplication or something.

**Senator Lehmann:** That's because they know the title. A student who is not in that program, doesn't know the acronym.

**Senator Olson:** Originally, we did this in Faculty Senate several years ago but the most recent constitution that was written specifically to avoid these kinds of discussions on the floor of the Faculty Senate. If you have an objection to a course, the courses are made available to you on the website prior to Senate meeting. You are supposed to look at the courses on the website, make your comments known to the Committee. Now we are going back to the same mode that we were two or three years ago.

**Senator Lehmann:** This is just an editorial, get rid of the acronym and put in the course title.

**Senator Peseckis:** We don't have the authority to change the titles at this level. You could petition to the College of Engineering to make a course title change. As a committee we have already met and looked at all these courses.

**Senator Hoblet:** I just want to make a point of clarification that although what Walt says this occurred and the Faculty Senate bounced this around years ago, that didn't really occur, Walt, when the Faculty Senates have merged as far as discussing the curriculum. Even though that process was well established on the Main Campus, it's a learning curve for some of the Health Science Campus faculty.

**Senator Peseckis:** So, this is as it stands and we are recommending the whole slate of courses be approved. All those in favor please say "aye". Opposed? None. Abstentions? One. *Approved with one abstention.*

**Course Modifications and New Courses**  
**Approved by the Faculty Senate on March 31, 2009**

**New Courses**

**College of Arts and Sciences (ARS)**

<b>ARTH 2001</b>	<b>History of Western Art I</b>	<b>3</b>	
<b>ARTH 2003</b>	<b>History of Western Art II</b>		<b>3</b>
<b>ARTH 3400</b>	<b>Contemporary Art</b>	<b>3</b>	
<b>DST 2980</b>	<b>Special Topics in Disability Studies</b>		<b>3</b>
<b>DST 3980</b>	<b>Special Topics in Disability Studies</b>		<b>3</b>
<b>DST 4980</b>	<b>Special Topics in Disability Studies</b>		<b>3</b>

**EEES 4400 Environmental Impacts of Alternative Energy 3**  
**LST 4990 Capstone in Law and Social Thought 3**  
**MATH 1200 Algebra for College Students 4**  
**WGST 4880 Queer Theory 3**

**College of Engineering (ENG)**

**EECS 1010 EECS First Year Design 3**  
**EECS 2110 Computer Architecture and Organization 3**  
**EECS 3210 Signals and Systems 3**  
**EECS 3220 Electric Circuits II 3**  
**EECS 3710 Electromagnetics I 3**  
**EECS 3720 Electromagnetics II 3**  
**ENGT 3600 Engineering Economics 3**  
**MIME 4410 Alternative Energy 3**

**College of Health Sciences and Human Services (HSHS)**

**HEAL 1700 Introduction to Health Careers 3**  
**OCCT 2550 Purposeful Living Role of Occupational Therapy 3**

**College of Medicine**

**PPMM 2210 Pathophysiology**  
**PPMM 2910 Research Laboratory Practicum I**  
**PPMM 2920 Research Laboratory Practicum II**

**Course Modifications**

**College of Arts and Sciences (ARS)**

**ARS 1000 Orientation 1**

- Grading of ARS 1000 is to be changed, effective Fall 2009, from P/NC to A,B,C/NC.

**ENGL 3980 Studies in English or American Literature 3**

- Change title to "Special Topics in Literature"

**ENGL 4400 Early English Literature 3**

Change title to "British Literature: The Medieval Period"

Update catalog description to "The study of British literature before 1500, often in translation. Topics vary and may include Anglo-Saxon, Norse, and Celtic literature; Norman, English, and Scots literature; or specific themes or genres. Recommended: ENGL 2800 or 3790. "

**ENGL 4800 Chaucer 3**

Update catalog description to "A study of Chaucer's major works and historical contexts, with emphasis on Troilus and Criseyde and the dream visions or on The Canterbury Tales in their entirety. Recommended: ENGL 2730, 2800, or 3790. "

**PSY 3010 Culture and Psychology 3**

- Change pre-requisites from "Any two 2000-level courses" to "PSY 2200 or PSY 2400 or PSY 2500 or PSY 2700"

**College of Engineering (ENG)**

**BIOE 1000 Orientation and Introduction to Bioengineering 2**

- Change credit hours from “2” to “3”
- Update catalog description to “Orientation to the University of Toledo, the College of Engineering and the Department of Bioengineering. This course also provides a one-semester overview of the biomechanical and bioelectrical aspects of Bioengineering. The course is broken down into unit modules that illustrate key engineering principles and concepts. A major project based on the computational modeling of the cardiovascular system integrates the course units.”

**BIOE 2200 Biomaterials 3**

- Change corequisite “BIOL 2150” to “None”
- Pre-requisites are not changed.

**BIOE 3110 Introduction to Biomechanics 3**

- Change from “PREREQUISITE: CIVE 1150. COREQUISITE: BIOL 2170.” to “CIVE 1150; BIOL 2170” (e.g. BIOL 2170 is changed from co-requisite to pre-requisite)

**BIOE 3500 Bioprocessing Laboratory 3**

- Change from “BIOL 2170; CHEM 1240; MATH 1860 OR 1930” to “BIOL 3030; CHEM 1240; MATH 1860 OR 1930” (e.g. replace BIOL 2170 with BIOL 3030 in prerequisites)

**BIOE 4100 Physiology for Bioengineers 3**

- Change from “BIOL 2170; CHEM 1240; EECS 2300” to “BIOL 3030; CHEM 1240; EECS 2300” (e.g. replace BIOL 2170 with BIOL 3030 in prerequisites)

**BIOE 4120 Biosignal Processing 3**

- Change credit hours from “3” to “4”

**BIOE 4200 Biosystems and Control 3**

- Change pre-requisites from “BIOE 4100; MATH 3820 OR 3860” to “BIOE 4100; BIOE 4120” (e.g. replace “MATH 3820 or 3860” with “BIOE 4120”)

**BIOE 4300 Analysis of Bioengineering 3**

- Change pre-requisites from “BIOL 2170; MATH 3820 OR 3860” to “MATH 2850 OR 2950; ONE HOUR OF BIOE 3940”

**CHEE 2010 Mass and Energy Balances 3**

- Change pre-requisites from “CHEE 1000 COREQUISITE: MATH 1850” to “CHEE 1000, MAJOR: CHME COREQ: MATH 1850, CHEM 1230”

**EECS 2300 Electric Circuits 4**

- Change title to “Electric Circuits I”
- Update catalog description to “An introduction to electrical circuit components and laws, including ideal op-amps, DC circuit analysis, AC circuit analysis, transient analysis of RL and RC circuits and computer-aided circuit analysis.”

**EECS 3100 Microsystems Design 4**

- Update catalog description to: “Microprocessor systems design: basic computer system, CPU, embedded assembly programming, memory and peripheral interfaces, I/O techniques, interrupt structures, DMA, memory management, hierarchies and caches”

## College of Health Sciences and Human Services (HSHS)

### KINE 2590 Microbiology and Infectious Diseases 3

- Change pre-requisites from “None” to “KINE 2560: Anatomy and Physiology I”

**Senator Peseckis:** Also from the Curriculum Committee, you should have a paper that contains two resolutions, one on Capstone Courses and another on Electronic Graduation Portfolios. These resolutions address several important curricular issues that are being discussed at the University level for which we would like the Faculty Senate to voice their support. This is so that when these issues are considered by the curriculum committees in the different Colleges, they will have our guidance. Back in 1993, the Faculty Senate on the Main Campus adopted a requirement for Capstone courses in the University. The implementation began in the mid 1990’s when we were still on the quarter system on the Main Campus. When we converted to semesters, a number of these courses were converted from the quarter to semester system, but some were not. As a result of recent faculty discussions considering ways on how to strengthen the University’s curriculum, we through a Faculty Senate resolution strengthened FYI courses as a focal point for the first year. We now want to reaffirm first the role of faculty in guiding the curricular process and to encourage departments and programs to have Capstone courses. We want to bring them up again for discussion in departments and to have departments who had decided not to have them in the past to reconsider them and their potential importance. The first motion is as written:

*“Be it resolved that the University of Toledo Faculty Senate reaffirms existing guidelines for the offering of undergraduate capstone courses. The key goals of such courses are that within them students synthesize, integrate and critically examine knowledge in their major field, apply the derived knowledge in some specific way, and create some tangible product that reflects their critical thinking. Such courses would include but are not limited to senior theses, projects, internships and practicums that include some element of reflective thinking. As possible, such courses could contain components that are College wide, team taught, collaborative learning based, research oriented, and provide a unifying group experience. The faculty of each college are content experts most familiar with the curriculum, learning outcomes, and professional standards of their discipline. As such, decisions related to the design, delivery, and evaluation criteria for capstone courses will rest with the faculty of each college.”*

**Senator Lundquist:** The resolution states that is setting guidelines. That is not the same as saying that Capstone courses are required for graduation.

**Senator Peseckis:** No. This is not requiring anything. This is just reaffirming and bringing back to the attention in the merged university. The existence of the Capstone courses and the recommendation that Capstone courses be looked at in different colleges and there will be discussion about Capstone courses in the future, and this is setting up the environment, the authority given to faculty in each college.

**Senator Wolff:** So there is no university regulation requiring Capstone courses. What are the existing guidelines?

**Senator Peseckis:** In 1993, Capstone courses were required in all Colleges. There is a caveat. In practice, that did not necessarily happen. Some Colleges argued that Capstone courses would not be appropriate in some programs. So, at this time, we are not saying that they should be a requirement. However, many Colleges have courses for undergraduates that are equivalent to Capstone courses. We want to bring them up to people’s attention because there will be more discussions about Capstone courses. Capstones have been identified as one element in a strategy that could provide students with a superior, unified educational experience at The University of Toledo. We have FYI as a beginning point and Capstone courses being recognized as an end point where many aspects of a student’s education are brought together. But, there is a diversity

of opinion as to what should be in a Capstone course. We want to affirm that each College has the authority to figure that out.

**Senator Barrett:** Given that the resolution reaffirms the existing guidelines, and given that at the bottom of the page it says, "... the letter below details the requirements..." the letter reads: "Students who began in the Fall of 1992 or students who transfer into the University and graduate in the 1994-95 academic year or after will be required to complete a capstone experience." I take this letter as being tied in, as essentially saying that if we pass this, that you are required to have capstone undergraduate course. The only way you can dodge that is if we reaffirm our commitment to the capstone concept. According to this letter, it's a requirement.

**Senator Lipman:** How would you change the resolution?

**Senator Barrett:** I would add a sentence at the bottom of the memo where it says, "The letter below sent out in 1993 from the Faculty Senate Undergraduate Curriculum Committee details the requirements for and intent of the capstone courses as approved at that time, *but it is not meant to speak to the necessity of requiring it.*" Without that, requirement comes in.

**Senator Lipman:** The other inconsistency on the back page is May 19, 1993 in the third line in first paragraph, "...conceived as an interdisciplinary course to promote a student's ability to synthesize knowledge and think critically." Then as you move down where it speaks of the goals of the capstone courses it speaks specifically of the student's field. I see that as a contradiction one is a broad cross-listed objective, and the other seems to be capstone conceived as a component of a particular discipline. I am not sure we have unified goals here.

**Senator Peseckis:** The letter is just background, it is not the proposal. This is what the Faculty Senate on the Main Campus supported in the 1990's.

**Senator Wolff:** This thing in the back, we are not approving that?

**Senator Peseckis:** No. What we have in the resolution is what we are approving.

**Senator Olson:** We are reaffirming is consistent guidelines.

**Senator Lehmann:** How do these differ from research intensive, it sounds like the same thing?

**Senator Peseckis:** No, it's not. Capstone does not have to be research.

**Senator Jenkins:** I move that we change the word "reaffirm" in that letter of 1993, I firmly support this concept of a Capstone course, but this reference to the 1993 document I can't go with, so I move that we take the word "reaffirm" from the resolution and replace it with "support."

**Senator Olson:** The real question here is whether or not past Faculty Senate Actions are binding on the future. If they are and if they are meant to continue, then we should reaffirm, but if we are making a consciousness decision that our past actions are not binding on future Faculty Senates, then we should change the language to state that this is a new action.

**Senator Wolff:** Have we researched the issue in former Faculty Senate minutes about what might have happened? I don't remember the exact details, but there were discussions about the Capstone experience and it wasn't clear that the Senate ultimately approved the idea, because I remember working on Capstone courses and then suddenly it seemed they were not going to require it so it went away.

**President Barlowe:** Some of the language that was discovered was that after conversion the requirement was relaxed, whatever that means. You could offer it if you chose to or not offer it. I believe that came not from the Senate but from the Provost's Office. Administratively but not Senately.

**Senator Peseckis:** It is important that we are able to take to Colleges a discussion about Capstone courses and affirm that the faculty have the right to determine what is in them.

**Senator Dowd:** What is the intent of this proposal? I don't mind passing resolutions but is this just a signal to colleges that we are going to bring this issue back for a full blown discussion, or is it something else?

**Senator Peseckis:** Yes, the intent is to bring up the subject of Capstone courses for discussion again and to give guidance to Colleges.

**Senator Dowd:** To resurrect this after 14-15 years, why can't we just send a memo?

**Senator Peseckis:** Do we want to leave it to some administrator to send a memo? Or, as Faculty Senate, do we want to affirm that we control the curriculum. This is the issue.

**Senator Dowd:** If this is coming from the Curriculum Committee is this lead to the resurrection of a required Capstone course? Again, why are we considering this now?

**Senator Peseckis:** Not to require Capstone courses. We want that the faculty in different Colleges look again at what their Capstone courses are. That's what we want.

**Senator Dowd:** Just a gentle reminder. Again, why not a memo?

**Senator Lundquist:** I think a memo would suffice saying each college please reopen discussion about Capstone courses

**Senator Peseckis:** But at the university level, we are saying, Capstone courses are one element that in the past was approved and in the present could perhaps serve even better to enhance student learning experiences.

**Senator Dowd:** I am not trying to challenge you on this, but if you want to discuss this issue, what is the most effective way - a resolution or a memo?

**Senator Peseckis:** Through a resolution. It's a strategic move.

**Senator Lehmann:** My concern would be that if you start requiring more of students, you would have to go to every college and see if they got the time. The semester system does not give that many opportunities, and if you are going to give a research elective experience and a Capstone course.

**Senator Peseckis:** You are jumping ahead and making assumptions about things that we did not say.

**Senator Lehmann:** So what is the point of this discussion? Why don't you sent a memo saying that Capstone courses are being asked about, why don't you think about it?

**Senator Lundquist:** Does the strength reside in the fact that colleges are being told a Capstone course is being required and you better get on it?

**Senator Peseckis:** We are not being told that yet. It could happen. Who is in charge of doing things? Do we, as Faculty Senate, want to say we are responsible for the curriculum? That we give guidance on the curriculum! Or, do we want to say that just anybody can decide what can be done with the curriculum at the university?

**Senator Dowd:** There is no question about that issue. Faculty Senate controls curriculum.

**Senator Peseckis:** But you don't want to take any action.

**Senator Dowd:** But, send a clear signal to the colleges. If Senate is going to discuss this issue, give colleges a fair warning. Otherwise, I don't understand what the end game is here.

**Senator Barrett:** Almost everything in the resolution is taken from the letter, so why don't we just strike the reference to the letter at the bottom of the page, cross out the last two sentences. Let's not reference the letter and just say, "the Senate supports offering . . .", then it's all fixed. It allows your strategy to go forward, so if people think it's too much surprise and they cannot decide on the idea at this time, then vote against it. It solves the technical issue of getting us in to backdating and whatever happened before, because you don't need it. Everything meaningful in the letter is in the resolution. Motion made by Senator Barrett, seconded by Senator Jenkins.

**Senator Dowd:** Faculty Senate does have the authority over colleges when it comes to curriculum. That's why the language here is very important.

**Senator Wolff:** Does the word "support" mean requiring?

**Senator Peseckis:** No, it means we support, it's a great idea. All those in favor of the first resolution please say "aye". Opposed? Two opposed. Abstained? Two abstained.

**Majority passed the motion.**



The resolution passed reads as follows:

*“Be it resolved that the University of Toledo Faculty Senate supports the offering of undergraduate capstone courses. The key goals of such courses are that within them students synthesize, integrate and critically examine knowledge in their major field, apply the derived knowledge in some specific way, and create some tangible product that reflects their critical thinking. Such courses would include but are not limited to senior theses, projects, internships and practicums that include some element of reflective thinking. As possible, such courses could contain components that are College wide, team taught, collaborative learning based, research oriented, and provide a unifying group experience. The faculty of each college are content experts most familiar with the curriculum, learning outcomes, and professional standards of their discipline. As such, decisions related to the design, delivery, and evaluation criteria for capstone courses will rest with the faculty of each college.”*

The second resolution is being pursued heavily at the University level, a number of colleges have adopted it anyways for reasons of assessment and accreditation. The uses of electronic graduation portfolios have been brought to the forefront of the curriculum for discussions, members of the committee have been pursuing this for a number of years and to weigh into that. We propose the following resolution:

*“Be it resolved that the University of Toledo Faculty Senate supports the use of electronic graduation portfolios to the greatest extent possible. Components of graduation portfolios are expected to be delineated in part by faculty in Colleges and by students. Any College required components of a portfolio should be cognizant of students who transfer between programs. A graduation portfolio should be designed to prompt students to assess their own learning, integrate core and major courses, and create a showcase of the learning that they have accomplished. Portfolios can be constructed by students periodically archiving artifacts (e.g. papers, presentations, activity logs) that demonstrate achievement of the learning objectives of a university undergraduate education. It is encouraged that Colleges require students to include in their portfolios written reflective essays which will serve to bind disparate learning experiences together and allow students to craft a representation of themselves as engaged intellectuals. Colleges should confirm the existence of components that they decide to require as being in a student’s portfolio as one of a student’s graduation requirements.”*

If a college decides to consider the use of electronic portfolios in their programs, if they decide to ask the students to include something in that portfolio we are trying to encourage the colleges and faculty in those colleges to strongly consider the use of electronic portfolios.

**Senator Sheldon:** No. This is coming from the Associated Writers and Writing programs (AWP), in terms of MFA programs in the United States, if you do an electronic portfolio that involves creative writing and it is electronic, it is no longer valid to be published.

**Senator Peseckis:** This is to give guidelines to faculty to discuss the use of such portfolios. If there is a circumstance in the use of certain materials, then that would be something you would not ask someone to put into it.

**Senator Sheldon:** I just don’t find the language compromising enough.

**Senator Lehmann:** The sentence I dislike is, “*Any College required components of a portfolio should be cognizant of students who transfer between programs.*”

Do you mean between colleges or do you mean programs within a college?

**Senator Peseckis:** Both.

**Senator Lehmann:** It doesn't mean anything, it's a stupid sentence and it should be deleted.

**Senator Lundquist:** I support this idea, the sentence that I don't like is the last one and it needs to be deleted.

**Senator Peseckis:** Did you have suggestions?

**Senator Lundquist:** Yes, I will work on it.

**Senator Barrett:** Two things, going back to the sentence that Paul doesn't like, I am concerned as to how a component can be cognizant. Secondly, can we work into this somewhere the word undergraduate to make it perfectly clear, I know it's from the Undergraduate Curriculum Committee but something that like “support the use of undergraduate electronic graduation portfolio” makes it clearer.

**Senator Sheldon:** Not for me, sorry.

**Senator Stierman:** Environmental Sciences. I would like to have this come up after they have a platform that works. Epsilon is not friendly. It might be ten years before they find one that works.

**Senator Peseckis:** Actually in a few weeks they will be evaluating new platform. Epsilon is not one.

**Senator Metting:** If the intent is to have a graduation portfolio specifically electronic, because if you eliminate electronic it addresses this senator's concern and nothing else in that paragraph except the first line that says electronic, so what was the intent?

**Senator Peseckis:** The advantage of an electronic as opposed to just a hardcopy graduation portfolio is that it would facilitate its sharing and make it easier to do assessments such as for accreditation reasons by the University, Colleges and programs. Ultimately, it would be something portable for students. Hence, in the future, if a student applies to a graduate program, or to a job, it would be something that they could bring with them to showcase what they have done.

**Senator Olson:** There is a problem with sharing in that between faculty and the FERPA report, and you have to worry about FERPA for that reason.

**Senator Peseckis:** Right, that has to be addressed by the faculty in their colleges.

**Senator Wolff:** So once again, we are not requiring anything, we are supporting? If a college doesn't want one they don't have to?

**Senator Peseckis:** Yes. If the argument was made that it should not be done.

**Senator Wolff:** So, if nothing is done, if things remain the same, that's okay.

**Senator Peseckis:** Yes.

**Senator Barrett:** I would suggest that you voluntarily withdraw this and take it back to the committee, or I will make a motion that you do so, because I think there are problems in wording, there is serious concern in certain disciplines, and there is a platform concern. This needs further examination before you get support, I'm in favor of the concept it just needs more work.

**Senator Peseckis:** I take that as a friendly suggestion and it won't go any further. However, now that we have discussed this, it is on everyone's radar screen. Please send me comments and suggestions. And we will bring this back to the committee. Thank you.

**Senator Powers:** The Academic Programs Committee has 12 items which are recommended for consent approval by Faculty Senate and these items were sent to you by email. Are there any questions? If not, all in favor please say “aye.” Opposed? None. Abstentions? None.

*Passed unanimously.* Thank you.

## **Academic Programs Committee Report – Approved - March 31, 2009**

All new programs and program modifications are posted at:

<http://curriculumtracking.utoledo.edu/>

### **Program Modifications:**

**Item 1 – ARS – Art Education – changes to satisfy Transfer Assurance Guidelines (TAGS)**

**Item 2 – ARS – Art History – changes to satisfy (TAGS)**

**Item 3 – ARS – English – General Literature – revised description of concentration to be consistent with current course offerings**

**Item 4 – ARS – Law and Social Thought – addition of a required capstone to replace a seminar course**

**Item 5 – ARS – Bachelor of Fine Arts in Studio Art - New Media – changes to satisfy (TAGS)**

**Item 6 – ARS – Bachelor of Art in Studio Art - New Media – changes to satisfy (TAGS)**

**Item 7 – ARS – Bachelor of Fine Arts in Studio Art – changes to satisfy (TAGS)**

**Item 8 – ARS – Bachelor of Art in Studio Art – changes to satisfy (TAGS)**

**Item 9 – ENG – Bioengineering – Cell biology course to replace Fundamentals of Life Science course**

**Item 10 – HHS – Community Health – name change to Public Health and program changes to align with current trends in public health**

**Item 11 - The committee also provided its review and endorsement of Early Admission into the M.A. in Economics, and Early Admission to M.A. in Political Science and Master of Public Administration programs. These are graduate level programs and the program modifications are to be considered by the Graduate Council.**

### **New Program:**

**Item 12 – ARS – Renewable Energy Minor - a new interdisciplinary minor program in Renewable Energy designed for students in the STEM areas majoring in the following departments: Physics and Astronomy, Chemistry, Environmental Sciences, Biology, Mathematics, MIME, Chemical and Environmental Engineering, Electrical Engineering and Computer Science, Civil Engineering and Bioengineering.**

*For future new program proposals and program modification proposals that would impact course offerings from other departments, please note the Academic Programs Committee requires that the contact person for the proposal would communicate with the affected departments about the changes and how the proposed changes could impact their course enrollments before the Academic Programs Committee would consider the proposal. Evidence of the communication should be included with the program proposal form.*

**President Barlowe:** I have asked Ashley Pryor if she would be willing to come back on April 14 and do her presentation on the Outdoor Classroom Initiative. I just wanted to announce the project that they are working on which is the Northwest Ohio Environmental. Justice Town Hall meeting this Saturday at Driscoll Alumni Center with community organizations. I apologize that

the due to lack of time today they have lost the opportunity to present this program to you today, but this particular thing is this Saturday.

**Senator Pryor:** Please come this Saturday and send your students.

**President Barlowe:** Thank you for willing to come back on the 14<sup>th</sup>.

**Senator Olson:** I would like to move to remove from table the research initiative presentation and bring it back before Senate.

**President Barlowe:** Do we have a second? *Motion was seconded and passed with two-thirds votes.*

**Senator Peseckis:** At the February 10<sup>th</sup> meeting we had a discussion on having a Research Intensive designation for courses as an option. It was tabled, we removed it. Since then, Tom Kvale and myself have met with the Executive Committee, we have talked with more faculty, and the resulting improved proposal is submitted to you by the Curriculum Committee. Now that it has been changed, we seek that it be approved. We bring it back for discussion.

**Dr. Thom Kvale, Director of Office of Undergraduate Research:** Thank you and I appreciate the opportunity to bring this back to the Faculty Senate again. Jamie, would this be a substitute or superseding proposal for the one that was originally submitted?

**President Barlowe:** Superseding.

**Dr. Kvale:** I have prepared a PP presentation highlighting all the changes. But in view of the time, most of the changes,

#1 for instance, must make serious attempts, as you can see it's a criteria that was submitted before, the main changes were made before and in the implementation of the research intensive course designation.

#2, we have acknowledged that in a lot of the research intensive courses instructors, they may have preconceived notions that what they expect the final results be, but research is needed to either confirm or negate those preconceived notions.

#3 We have also added in the criteria and or disseminate results, so that also includes just an oral presentation amongst people, but it would also include just submitting written reports, rather than face-to-face interaction.

#4 Is a fairly long criteria, it's within two parts, one, with the requirement component or the instructor just reports the demographics of the course. Number of students, research titles and how criterion 3, how the students are disseminating their results. The voluntary would be that the students would be encouraged to submit their final report to my office. Upon advice from the course instructor which could involve volunteering or other advice. My office will work with the other office as far as patent, confidentiality, etc., so that we will not publish if there are any of those issues. My office will be the depository for all the voluntarily submitted final research reports.

Implementation – the research course designation committee will consist of six members chosen by the advisory committee for the Office of Undergraduate Research and two members chosen by the Faculty Senate. Also, an ex-officio would be the director of the office of undergraduate research and the associate director. So the ten people that would form the research intensive course identification, designation committee. We then would be reporting back to Faculty Senate and we would be making our recommendations to Faculty Senate for their deliberations before we proceed to the Registrar to have it put on their transcripts.

**Senator Peseckis:** Are there any questions?

**Senator Sheldon:** I think it's a fantastic program, but I am wondering about the rationale of only two exterior members.

**Dr. Kvale:** The advisory committee for undergraduate research will select six members, they could be self-selected or whoever they select. So, eight out of the ten will be selected.

**Senator Sheldon:** Thank you for this clarification.

**Senator Dowd:** Senator Olson, at the Executive Committee meeting you made a suggestion on possible wording to resolve this issue.

**Senator Olson:** The suggestion was that after the research designation, if the course merits the research recommendation and if so would forward recommendation to the Faculty Senate for inclusion on the consent agenda

**Senator Dowd:** Does that satisfy all your other concerns?

**Senator Olson:** Yes, this is actually stronger wording than I had suggested.

**Senator Lehmann:** Will courses that are already research intensive automatically switch over? For instance, students of Fine Arts would have to work on projects, which could be seen as a research projects.

**Dr. Kvale:** Once the Faculty Senate approves the guidelines here then we would be taking it to the departments, they would be submitting it to the designation committee.

**Senator Lehmann:** Do you see courses like that in Fine Arts?

**Dr. Kvale:** Most definitely.

**Senator Lehmann:** If you would have same course given two different numbers, one allowing students to do research, and one just,

**Dr. Kvale:** It depends on the committee, it could be section numbers, or it could be something that would work with Banner in order to identify certain parts of the course.

The University of North Carolina in Chapel Hill has adopted research intensive courses several years ago and on their website they have listed 150 courses that are research intensive identification.

**Senator Peseckis:** All those in favor of adopting this as an option for designation of courses please say "aye." Opposed? None. *Passed unanimously.*

**President Barlowe:** One other report from Academic Honors Committee, and that's Barb Floyd and due to time running out we will do this at the next meeting.

**Senator Metting:** The votes have already been taken but when there was a call for a vote on the programs it went awfully fast, not a lot of time to review, and I just wanted to lodge a concern about the program community health should be changed to Public Health, not knowing if there has been a discussion with the Department of Public Health and the College of Medicine about that.

**President Barlowe:** All of the program proposals go out to the Senators earlier so that people have a chance to weigh in. There are discussions in the program committee with the departments if necessary and these originate from the department.

May I have a motion to adjourn? *Motion was made and seconded.*

**V. Calendar Questions:**

**VI. Other Business:**

Old business:

New business:

**VII. Adjournment:** Meeting adjourned at 6:05 pm.

Respectfully submitted,

Nick Piazza  
Faculty Senate Executive Secretary

Tape summary: Kathy Grabel  
Faculty Senate Office Administrative  
Secretary