

**THE UNIVERSITY OF TOLEDO**  
**FACULTY SENATE**

Approved @FS mtg. 10/14/08

**Minutes of the Senate Meeting of September 30, 2008**

**<http://www.facsenate.utoledo.edu>**

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**HIGHLIGHTS**

**Chair of Graduate Council**  
**Interim Dean of Arts & Sciences**  
**General Education/Experiential Learning Committee**  
**Director of Disability Studies Program**  
**Director of Canaday Center**

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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, Baines, Baker, Barden, Barlowe, Barnes, Barrett, Brickman, Caruso, Coventry, Crosetto, Denyer, Dismukes, Dowd, Duggan, Elmer, Floyd, Fournier, French, Funk, Giovannuci, Graham, Gunning, Hoblet, Horan, Hornbeck, Hottell, Humphrys, Jenkins, Kistner, LeBlanc, Lee, Lehmann, Lipman, Lundquist, McSweeny, Nims, Olson, Pasupuleti (for Dupuy), Peseckis, Piazza, Powers, Pryor, Regimbal, Sharkey, Sheldon, Stierman, Szirony, Teclehaimanot, Thompson-Casado, Tietjen, Tucker-Gail (for Laux),

**Excused absence:** Bailey, Davis, Fink, Klein, Niamat, Ragu-Nathan, Randolph, Tietz, Wedding, Wolff

**Unexcused absence:** Chaudhuri, Crist, Metting,

A quorum was present.

**II. Approval of Minutes:** Minutes of 9/16/08 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:**

Executive Committee Report to the Senate, September 30, 2008

During the past two weeks, the Executive Committee has met with the Provosts and Deans to discuss ways to integrate our campuses. We also discussed the University System of Ohio's plan for designated Centers of Excellence. Ohio's universities will compete for additional state funding for these Centers of Excellence. According to the State's Strategic Plan, "Each of Ohio's 13 public university main campuses will have distinctive missions, which include a comprehensive, high-quality education, as well as the establishment of nationally-recognized Centers of Excellence . . . [E]ach university will identify and establish goals for their Centers of Excellence," and these will be approved by their Boards of Trustees. Each university will also "specify the externally-recognized standards that will be used to measure progress." During the summer the University of Toledo developed a set of metrics for identifying and evaluating proposed COEs. Eighteen COEs were proposed and combined into broader categories that represent established research strengths with significant external funding, for example, alternative energies, environmental sustainability, advanced materials and engineering,

health care, integrated education and the learning environment, as well as a placeholder, to-be-named Center, which was discussed at the recent meeting with the Provosts and Deans. Information about this placeholder is forthcoming.

The EC met with the visiting President Emeritus of the National University of Ireland, Galway, Dr. Iognaid G. O’Muircheartaigh, who prefers to be called Iggy. His academic history is both interesting and familiar, as he worked for decades as a faculty member in Statistics. He served as president of the faculty council and of the faculty union and then moved into administrative positions, culminating in his eight-year tenure as university president. Our discussion with him focused on the importance of open communication, consensus building, shared governance in decision-making processes, the value of all disciplines, and the integration of our different campus cultures. He hoped to be here today to talk with you, but he had another obligation.

In addition, Barb Floyd and I participated in the celebratory dedication of the Memorial Field House, built in 1931, and building, which had multiple functions and then stood idle for a number of years. The renovated Field House is a remarkable space, which will house the Departments of English and Foreign Languages, as well as the Education Incubator. The building’s external façade has been maintained, evoking its rich history. I encourage you to visit the Memorial Field House.

Several members of the EC also attended the September 22 Board of Trustees Meeting. For your information, the Board unanimously passed three resolutions: Annual Review of “Approving Authority for Administrative Policies”; “The University of Toledo Veterans Memorial”; and the “Waiver of Competitive Procurement for the Purchase of Health Care Benefits.” The Waiver of Competitive Procurement states that UT is “excepted from the competitive bidding selection process for the purchases of services.” The wording of the resolution was not available until just before the Board meeting, and there was no discussion prior to the unanimous vote of approval. There has been some faculty concern about this resolution.

Dr. Scott Scarborough informed the Board about the potential impact of state budget cuts of 4.75% across the board, which will “cost higher education about \$22 million in state appropriations.” Further, although the state share of instruction (SSI), capital appropriations, and need-based aid are exempted from the 4.75% cut, the estimated “impact on UT will be approximately \$700,000, primarily in the clinical teaching line.” Dr. Scarborough also told the Board that the University is “developing a plan to reduce the 2008-09 operation budget,” a plan which will be shared with the Finance Committee on October 20. Further, Dr. Scarborough informed the Board of the status of the year-end audited university financial statements, which are due to the State Auditor by October 16, and he discussed the university’s current debt profile, including our variable rate debt and investments in Auction Rate Securities.

I also want to report to you that the University is addressing deferred maintenance on the Main Campus and the Health Science Campus, in part through state funds and in part through routine work-order requests, based on the detailed requests submitted by colleges during spring and summer. This is very good news, especially on the Main Campus where deferred maintenance has significantly accumulated over the past decade and in some instances created health and safety risks and infrastructural damage that becomes more and more difficult to repair.

Finally, I want to address an issue of significant concern. You may not know that Dr. Bernie Bopp has resigned as Director of the Center for Teaching and Learning, effective at the end of this semester. His resignation was accepted immediately, and no effort was made to keep him in the position, despite his years of service and despite the significant advancement of the CTL under his leadership and the improvement of teaching on the Main Campus. Under Dr. Bopp’s leadership, faculty shared pedagogical and technological classroom accomplishments, revised old courses and developed new

ones, (often supported with funding from the CTL), and benefited from speakers who are experts in higher education, as well as from student observers who visited and evaluated classes. Dr. Bopp elevated the status and presence of pedagogy and made us all think harder about our teaching, about what student centeredness really means, about the ways that our research informs our classes, about curricular coherence, and about cutting-edge innovations, including various technologies. Further, he set up workshops and meetings where we could learn how to use these technologies, and he raised the level of new faculty workshops and helped us mentor and support our untenured colleagues.

The future direction of the CTL is currently unknown, although the Executive Committee has learned in the past twenty-four hours that \$50,000, which supports the CTL Summer Teaching Fellowships, and \$100,000 from the former Program for Academic Excellence have been targeted as matching funds for a donation of \$150,000 to support a new fellowship, the University of Toledo Course Transformation Fellowship Program. Its RFP is forthcoming. Such a change would mean the loss of the Summer Faculty Teaching Fellowships, as well as the innovative initiatives funded under the Program for Academic Excellence. This new Fellowship Program will target high-enrollment 1000- and 2000-level courses, not individual course sections. According to the RFP draft, Faculty teams, “typically composed of 3-5 members” will redesign these courses, “infus[ing them] with technology to promote student learning outcomes and retention” and to lower costs. If the course transformations are technology focused, then other, exemplary course transformations, such as peer-led team learning used by Dr. Andy Jorgenson in Chemistry, may not be funded, despite documentation of student-success outcomes. According to the draft of the RFP, transformations of courses beyond the 1000- and 2000-level are not included, nor are smaller introductory courses. Moreover, the time-line for these proposals is tight, as they will be due in November with awards announced in December, and the first offerings of the transformed courses will be in Fall 2009.

Although there are questions about the RFP and the Fellowship, including ones about how courses infused with technology can also save money, how these courses enhance learning and promote retention, and how these transformed courses square with another initiative that will be presented to you later in this meeting by the Experiential Learning/General Education Committee, the most immediate issue for Faculty Senate is that decisions which impact courses, curriculum, programs, undergraduate teaching, faculty, and students should include faculty input and communication with Faculty Senate.

Excluding faculty or faculty representatives from the decision-making process is short sighted and inefficient. Not only do such decisions ignore the Faculty Senate Constitution and principles of shared governance, but place faculty in a reactive rather than collaborative position. We design the curricula for our departments, we develop innovative pedagogies and incorporate technologies, we teach the courses, and we know the students and assess their success. We are trained to anticipate problems and examine consequences. We also know that new ideas are the lifeblood to effective teaching and effective courses and curriculum. When we are excluded from the discussions about curricular issues and from the decision-making process, our expertise and experience is ignored. When administrators do not view us as a valuable and necessary resource, we end up questioning the process—not necessarily the ideas—and are then we are viewed as obstacles.

For two years, the Executive Committee has been relentlessly emphasizing the faculty as a valuable resource. We have further emphasized the inefficiency of all exclusionary processes and even the appearance of top-down decision-making. We have made some progress in opening up avenues of communication. Such communication during the process has alleviated reactions and obstacles, for example, with the mid-term grading initiative, the reestablishing of the university committee structure, and the mechanisms for faculty input into policy revisions and new policies. Moreover, I sit on a number of university committees where faculty input seems to be both considered and valued. Yet, the 11-hour rule remains under contestation and will be assigned as a log-item to the Senate’s Faculty Affairs Committee. As another example, there has been concern about a reorganization of the library

without adequate faculty input. This concern has generated other questions, for example who is on the Library Advisory Committee and when will it meet?

In other words, our communicative progress does not always seem to translate to the next initiative or decision. The Executive Committee does not understand why any administrators would exclude a primary university constituency in decision-making processes in areas where we have expertise and where changes have impact across the colleges. We will keep working on these governance and communication issues and report back to you.

This concludes the Executive Committee Report

Questions or comments?

**Paul Lehmann:** College of Medicine. Was Dr. Bopp asked to resign?

**President Barlowe:** No.

**Thompson-Casado:** Foreign Languages. When they made this change of the CTL grant, were they aware of this excludes almost all the professors in the Humanities?

**President Barlowe:** I have no idea because there has been no communication.

**Senator Dowd:** Just for the record, this also excludes all graduate level courses.

**Senator Olson:** Just for the record, it excludes most courses taught in Engineering.

**Senator Dowd:** Perhaps we could ask what courses will this cover?

**President Barlowe:** 1000 and 2000 level courses.

**Senator Dowd:** Can we get a list of those courses?

**President Barlowe:** Yes, that's a good idea. I will get right on it.

**Senator Lundquist:** Does this include courses like Freshman Composition which have very high enrollment overall, but where each section is not very large?

**President Barlowe:** I don't know the answer to this, but that's a very good question.

**Prof. Barbara Schneider:** I am sure there is no question about Composition. Somebody asked me about a week ago if I was interested in participating in something that sounds like the exact same program. I just have not read it thoroughly.

**President Barlowe:** So high enrollment could mean the number of sections of a 1000 or 2000 level class.

**Prof. Barbara Schneider:** The classes are small, but there are so many sections I think that counts.

**President Barlowe:** I don't think any department can compete with the number of sections of English composition, except Math.

**Senator Lehmann:** I wasn't sure how much of that is hearsay and how much is reality? How reactive should we be until we hear about it?

**President Barlowe:** It is real.

**Senator Lehmann:** Is the idea of these courses to be taught by part timers, or like physician's assistants helping a doctor, so we wouldn't need so many faculty that would be working in the Center of Excellence.

**President Barlowe:** I don't have the answer to that. One of the concerns after reading the RFP is that a number of these introductory 1000 and 2000 level courses might be turned into DL classes, but I don't think the intent of the RFP is to make most of them DL classes.

**Senator Regimbal:** College of Education. One of the other programs that Dr. Bopp took care of was introduction of new faculty to the University. Is this also being thrown out the window?

**President Barlowe:** I don't know.

**Senator Regimbal:** I wonder if whoever decided the program not to be discontinued might consider that, Dr. Bopp had a positive experience on them from what I am hearing.

**President Barlowe:** I don't think that anyone has made the decision to discontinue the CTL, but the summer grant could be discontinued.

The next order of business is the approval of the minutes from September 16<sup>th</sup> meeting.

Motion to approve was made and seconded. *Motion approved.*

We have some wonderful guests today, the first one is Dr. Patty Relue from the College of Engineering and the Chair of Graduate Council.

**Dr. Patty Relue:**

Hello Everyone,

I want to thank Chair Barlowe and the Faculty Senate Executive Committee for inviting me here today.

My name is Patricia Relue, and I am serving as the chair of the Graduate Council for this year. I would like to take just a few minutes to discuss with you the current search for the position of Vice Provost for Graduate Affairs and Dean of the College of Graduate Studies. The Graduate Council is very interested in the outcome of the search, and although Faculty Senate oversees primarily undergraduate issues, the College of Graduate Studies does interact with every college on campus and policies established by the Graduate College do impact undergraduate education.

Many of you may have seen the announcement for the position for the first time last week. What I want to bring to your attention to is that the search is on the fast track. Nominations and applications for internal candidates are currently being collected, with a deadline for applications of October 15, just two weeks from tomorrow. If we are unable to field a large and diverse enough pool of internal candidates by October 15, the search will be opened to include external candidates. As of this morning, several faculty have been nominated for the position, however, only one application has been received.

As I look around this room, I see many very talented and qualified individuals, some of whom may be considering applying for the position. I am here today to ask anyone who is considering to please apply. I am also here today to ask each of you to talk with colleagues who you feel would serve the institution well in this position and to encourage them to apply. The Dean of the College of Graduate Studies is not a glamorous position. However, it is a vital position. The person who holds this post can work with the Graduate Faculty to ensure that our current and future graduate programs prosper and grow.

At this point, I would be happy to take any questions that you may have; otherwise, I would like to thank you for your time this afternoon.

**Senator Barden:** If we want to nominate a colleague, how do we do this?

**Dr. Patty Relue:** Email it to Dr. Johnny Early in the College of Pharmacy who is chairing the committee. He will contact the people who are nominated asking them to apply.

**Senator Niamat:** Why is this search being limited to internal candidates? Why not open to both internal and external candidates and get the best person for this job?

**Dr. Patty Relue:** There was a search last academic year and an offer was made to an external candidate but that candidate went elsewhere. We are trying to see if there is a large enough pool of internal candidates, but it will go externally if the pool is not diverse enough.

**President Barlowe:** I want to welcome Dr. Nina McClelland, Interim Dean of the College of Arts & Sciences, we are very happy to have you here. She said she doesn't like people talking about her so I am not going to say anything.

**Dr. Nina McClelland:** Thank you very much. It is true that Jamie said to me I want you to talk about yourself, and I said I don't like to do that, but I like it even less when somebody else talks about me. I do welcome the opportunity to talk to you. Those of you whom I met were very warm and welcoming to me and I appreciate it very much. Somebody said to me, why did you take this job? I really had to think about that. I came up with three reasons. The first one is that I was asked. The second, is that I would hope that I might help the University and the College of Arts & Sciences. The third one is that it really is good for me. I have lost five family members and two dogs within a very short time, and my house has been a very lonely place. Now my mind has many other things to focus on other than my

loneliness. I feel like I have come home. I really welcome the opportunity the president and the provosts extended to me. I still don't know why it happened but I am truly glad it did and I look forward to getting to know each of you personally. I feel like I really have come home and I am so glad to be here. Thanks so much and good luck to all of you.

**President Barlowe:** The next report is a group presentation by the General Education and Experiential Learning Committee.

**Senator Olson:** We are pleased to bring you something special today, please don't laugh too much, it is a bit corny but it does reflect actual events.

A skit was performed.

**President Barlowe:** STOP! You are all speaking independently of each other. You are all saying something important, but you all are talking over each other. You all contributed to their solution caused by the car accident, a shattering moment in the lives of the people in that car and to the community. But in addition to addressing problems like building a bridge we need to bridge the gaps among disciplinary knowledges and discourses so that we can find ways to talk to each other. As academics and clinicians and as members of global communities in the 21-st century we cannot survive without these bridges and connections and neither can our students. What can we do?

**Prof. Barbara Schneider:** About a year ago, the Provost convened two committees. One charged with exploring experiential learning for undergraduates and the other with reviewing these general education courses by our students. As the two committee took up their charges, we discovered that we were heading in the same direction and so we merged. As we talked we came to this common ground. Most of us are convinced that our students tend to regard our general education requirements as dots on a ticket they have to get punched in order to graduate. They are never really persuaded that they are connected in any substantial way to their upper division disciplinary courses. Even when they see the connection they see these general education courses as merely preparation for what comes next, a kind of rehearsal before any kind of real performance. And beyond that we recognize that our students develop this fragmented view of their own education because we do not present it to them as part of an integrated plan to help them become the kind of persons who can contribute to building the kind of future that today we cannot even fully imagine. What we are presenting to you today is meant to be a graphic demonstration (hence the actors) of the dangers of that perception. People are so deep in their disciplinary silos that they do not readily see their position in a complex situation. So what we are aiming to do through these two committees is to strategize with the Faculty Senate about how we might do what we already do but better.

What we have in mind is a way of conceptualizing the students' time at UT as an academic journey that bridges different kinds of knowledge and that students learn to integrate. As they travel through UT they learn to connect what they learned about negotiating research databases through FYI courses with how they do research that supports their investigation in environmental sciences. They learn to bring what they were taught in Civil Engineering to bear on arguments to make public policy and they learn to apply what they learned in Ethics to the upper division Marketing courses. We are proposing to inject students' academic experience with planned moments of reflection and synthesis that can lead to their integration. We want to see this journey culminate in some kind of project in their senior year that demonstrates their ability to make the connections between the disciplinary fields and integrate them into something new, a kind of learning of a third kind. Not disciplinary knowledge not general knowledge but knowledge that integrates them both into a useful and critical perspective.

**Prof. Ben Pryor:** Now we would like to open up a discussion about this idea of an academic journey. This is something we have been working on for a long time at a fairly abstract level and deliberately stretching our imagination and seeing how we might construct at UT a singular inventive, progressive undergraduate education for all our students. The committee represents many areas and constituencies and many disciplines at our University, but it's time now to broaden our discussion and in order to

involve colleagues without whom the journey cannot begin. We can begin a conversation today and invite the members of the Faculty Senate particularly the curriculum committees to join us and to take the next steps beginning this conversation in order to take the next step to create a unique experience that our students will remember as defining their education.

**Senator Olson:** I believe we have the experiential learning committee and the general education committee really thinking on a philosophical level, but this is the purview of the faculty and the Faculty Senate. While we can think at a philosophical level when it comes to actually doing things, it's you the Core Curriculum Committee and the General Education Committee both have to be involved in this process. And that's why we brought the skit to you and that's why we talk to you about what the academic future we see and envision as is. I want to thank all those who participated in the skit and to Marcia King-Blandford for putting this together.

**Senator Barden:** One of the places where this kind of synthesizing has happened is the Capstone. Within the Learning Collaborative we have "Enrichment Area" that includes Service Learning, Undergraduate Research and Study Abroad. Those are certainly ways to enhance the academic journey. But they are not synthesizing experiences. A learning experience that synthesizes diverse disciplines is going to be a much tougher thing to deal with. The reference to faculty working within their own specialty "silos" in the skit we just saw is funny but, the disciplinary "silos" are real and will be a real barrier to synthesizing learning experiences.

**Prof. Barbara Schneider:** One of the things that might be a vehicle and that we are looking at is the e-portfolios. When they enter the FYI courses and composition courses they submit this portfolio. They will be asked to make among courses they have already taken. Hopefully as they expand on these and as faculty talks to students about the connections between their disciplinary fields, students will be seeing it better and begin to make them themselves. So, there will be a plan for reflection and synthesis incorporated into their individual journey as they go along. The e-portfolio is a way of creating a representation for themselves of what they have learned.

**Prof. Ben Pryor:** We are also looking at a fairly elaborate, what we call a Keystone Project that would take care of this issue that you get to the synthesis late. I think we put the synthesis right in the beginning and then carry it through in a series of courses, workshops, etc. in which students can draw together various aspects of their learning. For instance, Madeline Muntersbjorn in Philosophy is teaching a course on Darwin next semester that would be an opportunity for students to take a course that has something to do with evolutionary research, evolutionary Biology early on, taking that course in second or third year, and then a Capstone course in fourth year and draw together all of those things, even though the initial courses, particularly those in philosophy would be taken in order to satisfy some of the core requirements. Where as before a student takes a required course and forgets about it as soon as possible. These courses become building blocks for the synthetic experience later on.

**Senator Lehmann:** I think you are dealing with a very difficult problem here, you said right up front this was for all students. When I consider all students, I see certain things which are not being covered which would be great if everybody did, like Greek and Latin roots and students should be able to write an essay. I have been shocked at the quality of writing coming out of some graduate students coming out of this university as well as other universities. So I think you have areas you could certainly improve on in terms of requirements for students which may not require a whole course. Maybe there are things students should be required to experience like being forced to attend a football match, forced to go to one of those modern plays, a classical music concert, as well as a rock concert. Things that would show they have become socialized, so there are lots of opportunities right here that can give a student a rounded education without being strictly formal courses. Once you start talking about the other things, I have a child who went to the College of Wooster, there for graduation you have to write a thesis and basically a dissertation to graduate. The problem with that is what to do if someone doesn't do a good job. Do they not graduate? I think you have to be very careful applying things to all people unless you are ready to give support to the infrastructure to do this. Since you will need to set requirements when you test students, you will have to be very careful with what you do.

**Prof. Ben Pryor:** I think you are right. We have been aware of those kinds of concerns as we are moving along.

**Senator Peseckis:** College of Pharmacy. I have been wondering, would this experience or course be optional or required? When we talk about programs such as Pharmacy and the broadening of student experiences, how you integrate such experiences into the program could be challenging. By the fourth academic year, most courses taught in Pharmacy are professional in nature and are needed to meet accreditation standards. It may be easier for our program to embrace such an experience if we could structure it so as to also satisfy one or more of our required professional activities.

**Senator Olson:** This is precisely why the Core Curriculum and the General Education Committees need to get involved in this because perhaps what they do in Pharmacy has to be different because of your accreditation standards. At the level we were talking about those were not significant issues. But when would try to implement something like this, it would become an extremely important issue and this is the purview of faculty.

**Prof. Ben Pryor:** That's absolutely right. Pharmacy students might wander into a philosophy course and not see the connections between that course and their lives, their choices of profession, etc. Why don't we try something to make our classes a little more memorable for the students in Pharmacy or Engineering? I think that can be done and I think it's crucial for a university education.

**Senator Barden:** The notion of a senior theses may not solve this because it would be an equivalent to a Masters thesis, not a broad experience but a deep one, a focused one.

**Senator Lehmann:** But basically what it is, is that you have to write it.

**Senator Barrett:** I am not fully understanding the model you are trying to implement. It seems to me you are putting a large burden on students to synthesize and pull together these threads in different disciplines, and I worry about how well will this happen across the broad spectrum of skills, talents, backgrounds, life experiences, etc. What might be more artificial is to try more narrow ways to help this. For example, we could have, in addition to the core requirements, have every students take one, or two, or three courses that are team taught from different disciplines. I took a course on Time and Space in college taught by an Astronomer and a Sociologist looking at time and space from a social perspective, physics perspective and science perspective, and it naturally showed different approaches. Another thing we might try doing, which would be a lot more bizarre and radical and fun, is we might suspend classes for a week each semester from the traditional courses and work as team teachers with groups of students from different disciplines on a problem, where students are assigned a problem to deal with and it would bring people from different disciplines so they bring different skills and they would have to work together to solve a it, as a potential way to bring different things to the equation.

**Prof. Ben Pryor:** That is a radical idea and there are places that tried variations of those kind of ideas.

**Senator Ashley Pryor:** This is an observation but the course you cited in the interdisciplinary course on Darwin was funded by this summer teaching from the Center for Excellence

**Prof. Ben Pryor:** The instructor was able to travel to England, visit Darwin's home and do research on Darwin's papers because of funding by the CTL.

**Senator Ashley Pryor:** I wanted to note that the example that you gave of the Darwin course was funded by the CTL Summer Teaching Grants – the very grants that Dr. Gaboury apparently has moved to reallocate for grants to fund entry and introductory level course. I wonder how these important innovations will now be funded.

**Senator Lundquist:** Just to build on what Ashley is saying I get this feeling that the right hand does not know what the left hand is doing at this University. This committee is working very hard and very creatively on core curriculum and its possibilities, using faculty expertise in many areas, and suddenly another entity appears that, it seems, will effect "course transformation" on the 1000-2000 that will be "technology-driven."

**Senator Olson:** I was rather surprised by that proposal. It appears that they are taking away the CTL is for improving instruction and converting it to focus on 1000-2000 level without any thought as to what the two committees that were merged commissioned by the Provost were doing for the future of the 1000-2000 level courses. I share your frustration hearing these changes that seem like ad hoc, and we weren't invited for communication. Just the day before we made this presentation to the Faculty



Senate, we now hear that they have done this. It flies in the face of the charge given to the committees as it is mainly the 1000 and 2000 level courses that build the General Education Curriculum.

**Prof. Ben Pryor:** One thing I've noticed while working on this committee is that, when put back in charge of an innovation, we do a very good job at it. I haven't seen any other groups on campus to be that good at innovating.

**Senator McSweeney:** Perhaps people on the Main Campus have a better understanding what you are talking about in terms of decisions, who made those decisions and what led up to that. I am unclear as to what decision making process was and who was involved, or who should have been involved. Maybe more detailed information should be shared.

**Prof. Ben Pryor:** We clearly need more information.

**Senator Olson:** We heard just a couple of days ago that the Center for Teaching and Learning would be dissolved in its current form. We don't know what decisions led to that, or who made the decisions. But clearly there were people who were aware of that and did not communicate this to our committees.

**President Barlowe:** You can be assured that we will pursue this and find out about any changes precipitated by Dr. Bopp's resignation.

**Senator Jenkins:** I came to this university with the impression that there is shared governance and we make certain decisions about teaching curriculum, what should we do as a Faculty Senate?

**President Barlowe:** There are two things we can do: 1) you can charge the Executive Committee to find out as much as possible, and ask us to meet with people involved in this, ask us to find out about the direction of CTL and report back to you at the next meeting before any action is taken, or, 2) if you want to do something now, you can make a motion.

**Senator McSweeney:** I move that the Executive Committee investigate the decisions that led to the changes made in the CTL program and report back.

*Motion was made and seconded.*

**President Barlowe:** Morris, does that sound good to you or do you want us to ratchet it up a little more.

**Senator Jenkins:** I wouldn't mind a little ratcheting. Move on this first and in addition do a little ratcheting.

**Senator Hottell:** Arts & Sciences. I would like to add as a friendly amendment to further investigate the future of CTL.

**President Barlowe:** First we have to vote on your friendly amendment.

**Senator Ashley Pryor:** Can we make an amendment and also find out about the fate of the summer grants?

**President Barlowe:** We have a friendly amendment to the friendly amendment.

**Senator Hoblet:** Make a second motion

**President Barlowe:** We have an unrepeatable motion on the floor on the future of the CTL and an investigation by the Executive Committee into the impetus for the changes, what the changes might be, and the future of the grant programs, particularly the summer grants. We will have to vote on both friendly amendments. All those in favor of the friendly amendments motion please say "aye", opposed, "nay". Abstaining? *Motion passed.*

On the motion, all in favor please say "aye", opposed, "nay". Abstaining? *Motion passed.*

**Senator McSweeney:** In your report you may want to include information about the process in how this can be revised in the context of future decisions. In other words we don't want to remain in a purely reactive mode.

**Senator Lipman:** I move that the Faculty Senate Executive Committee inquire into the recent and ongoing reorganization and administrative or faculty appointments in all sectors of the UT Libraries, and in those libraries or entities that benefit from UT subvention, and subsequently report their findings to Faculty Senate.

**President Barlowe:** So, any library in the UT system?

*Motion was made and seconded.*

**Senator Lehmann:** Could we hear what the issue is?

**President Barlowe:** At this point I know that the appointment of associate deans is under way, and I think that Joel is asking us to do is get more information and report back to you.

**Senator Barnes:** The rumor on the Scott Park Campus is that they will do away with our Library as of January. For those of us who use the library it's sad, but it sounds like a done deal.

**Senator Horan:** Yes, the Scott Park Library will be closed. As far as I know the Dean's view point is that use did not call for its continuing as a library, the library collection was aimed at the courses being taught there, and the courses that were taught there are moving to the Field House on the Main Campus.

**President Barlowe:** So, it will be in Rocket Hall? Do you know the date when it will be closed?

**Senator Horan:** The courses that are taught there support fewer and fewer students. There is a cost involved in keeping the library open. It's a cost cutting measure.

**Unidentified speaker:** There are many courses being taught there, and to indicate that they don't use the library resources is surprising.

**Senator Niamat:** Also, engineering technology courses are taught on that campus and they all make use of that library.

**Senator Horan:** The circulation there is very low, and the reference statistics are very low.

**Senator Niamat:** I remember that an Engineering Technology faculty wrote a letter to the dean that this should not happen and the library should not be closed.

**Senator Piazza:** College of HSHS. I would be concerned too that taking the library facilities away would be taking the research capabilities away from faculty and taking the materials away that faculty need to develop course lectures.

**Senator Barden:** The Dean of the Library is here. Maybe he can shed some light on the matter. I just asked him if he would be willing to comment.

**Interim Vice Provost for Faculty & Organizational Development John Gaboury:** Regarding the reorganization of the library and the University Libraries associate dean. I have taken on some additional responsibilities and we met with the faculty and we talked about this with the faculty, Mark was part of that group, that one of the directors is taking additional responsibilities as an associate dean was brought to the faculty and the faculty had input and responsibilities for that, so that was vetted with the faculty before it was brought forward. So the associate dean's position had faculty input. It wasn't done secretly, so that reorganization was brought to the faculty, the college governance. In addition to that, talking about Scott Park and our Strategic Plan you remember that famous budget hearing process we went through we took a critical look at what it was costing us to support resources, and moving it to the Field House we needed to shift individuals to support classes going to the Field House and, like Mark said, the librarians took a look at it, the true usage and what it was costing us to provide access, it was not cost effective. It was vetted and talked about with several faculty, and faculty had input in this. So this was a process that was discussed as part of the Strategic Plan and initiatives. So you need to have this information and that it is not an ideal decision but for practical reality the decision was made. A decision was made on the Health Science Campus to restructure and open 24 hrs a day and that was also a part of our budget process, and we moved the Mulford Library to 5 days a week, 24 hr. access, same as what we have on this campus. So that process was expanding our services.

**Senator Dowd:** College of Arts & Sciences has approximately 300 faculty and two associate deans. How many faculty members are in the Library College and how many associate deans do you have?

**Interim Vice Provost John Gaboury:** I have twenty-two in the library, then I have Distance Learning and nonacademic support, in the library faculty I have one associate dean. Karen Rhoda's position in DL was moved from administrative director to an associate dean of Distance Learning.

**Senator Dowd:** So you have two associate deans under you and how many faculty?

**Interim Vice Provost John Gaboury:** Twenty-two.

**Senator Humphrys:** I'm in the College of Business. As a person who is chair of the department of applied organizational technology at Scott Park, the issue that I have is how cost effectiveness is being measured. My department generates 20,000 credit hours per academic year, and our students pay the

same tuition and fees as other students in the University. I think library services should be available to students. It should be up to them to decide whether to use it or not. Either that or we should discuss some sort of adjustment in tuition and fees. I think we need to have all the services available on every campus to students, as students should have the opportunity to use those services without having to leave campus to visit a library.

**Interim Vice Provost John Gaboury:** Mark Horan is in charge of the Scott Park Library, Mark can you speak to the statistics?

**Senator Horan:** Of the thousands of students that use that building every day, especially composition students, the number of students in the library portion were low. The Library Assistant, Connie Maguire has been collecting specifically for the first year students for a number of years, but when you have circulation that doesn't go beyond a thousand over the year, it doesn't speak to a lot of use.

**Interim Vice provost Gaboury:** The other thing, remember that IT has a computer lab there and that is staying open. Only the library component is closing.

**Senator Barden:** The books and are not disappearing, they are simply being moved back to Carlson, right?

**Senator Horan:** Also, the other thing about the students, they are not on the Scott Park campus eight hours every day. They may go for a class or two classes, then get on the bus and come over here. So they are not isolated.

**Senator Humphrys:** I know that students in my department take the majority of their classes at Scott Park, and it will be very inconvenient for them and the faculty not to have a library on campus. We are talking about 400-plus major students.

**Senator Horan:** One of the problems is that we don't get a percentage of money from credit hours or grants to serve everyone all the time.

**Senator Lundquist:** Many students taking Freshman Composition are sent to the library to do research and learn library skills, using both the computer there, and the reference works. This does not always necessitate checking books out. So perhaps circulation numbers are not the best gauge of library usage.

**Senator Horan:** When we made the decision and moved the collection from the second floor to the first floor there was no change in circulation numbers, which we had hoped. This change was put on the table during the last round of possible budget cuts.

**Senator Lundquist:** It is hoped that some day Scott Park will close all together, because there is this feeling about Scott Park as a secondary place, like a high school extension and not really a part of UT. Freshmen are being sent there as if they were not yet UT students, and to take away the library it intensifies that feeling.

**Senator Lehmann:** Will there be somebody in the computer lab who knows something about the library or do they just know computers? If you have somebody in the computer lab that knows databases that would alleviate quite a few of the problems.

**Interim Vice Provost Gaboury:** We do not have a staff person to do that.

**Senator Lehmann:** Do you think that could be a possibility at least in a transitional mode so that other people would see how important that is?

**Interim Vice Provost Gaboury:** That's a good point. When we did the Information Commons at Carlson Library one of the concerns the librarians had was where would the questions going to be asked would it be in the back and at the Help Desk or Reference Desk. As to whether there should be cross training of support staff to have a triage type of help to get your students started and with those type of questions we also have the ability from the Libraries web page for a student's request to be electronically submitted. So from that side, yes, point well taken.

**Senator Lipman:** First of all the floor discussion has emphasized that a full report is necessary by the Executive Report. So I would like to call a question.

**President Barlowe:** All those in favor of calling a question please say "aye". Opposed, "nay". Abstentions? *Motion passed.*

We have more speakers today. First is Jim Ferris, a new member of our faculty and the new director of UT Disability Studies Program. We want to welcome Dr. Ferris to UT. He will be joined by Barb Floyd who will speak about a new exhibit at the Canaday Center.

**Dr. Jim Ferris:**

Faculty Senate meeting  
September 30, 2008

Disability has long been studied in the academy, primarily as a biomedical issue within applied disciplines like medicine, rehabilitation, and special education. Disability Studies is different: the interdisciplinary investigation of the intricate, dynamic interplay among the cultural, social, political, economic, and physiological factors that construct the phenomenon called disability. Disability Studies focuses on disability not as a characteristic of bodies but as a social construct. Just as gender is not simply a matter of genitals and race is not merely a matter of skin color, disability is not simply a defect inherent in bodies but a way of interpreting human differences. This is not to suggest that the wide range of disabilities do not have serious impact on the lives of people; rather, it is to recognize that a major impact disabilities have results not from pain or functional limitations but from the ways those human differences are interpreted and treated by society. Disability Studies scholars consider disability as a historical system of thought that represents some bodies as inferior to others.

The University of Toledo Disability Studies Program examines the interplay among the historical, political, cultural, economic, physiological, and social factors that compose the human condition that in this place and time we call “disability.”

Courses in the Disability Studies Program explore disability as a social construction which creates an underprivileged minority status for disabled people in the U.S. and around the world. The program seeks to be interdisciplinary, cross-disciplinary, multi-disciplinary, drawing on a wide variety of methods and ways of making sense of the world to enrich our understanding of what it means to move through the world in atypical ways. At its heart, Disability Studies asks some of the most fundamental questions that face humankind: what does it mean to be fully human? Who is eligible to participate—and to what extent—in society? What is the value of a human life? These are questions fundamental to academic inquiry—and central to discourse in Disability Studies.

I will be happy to answer any questions now.

**Prof. Barbara Floyd:**

Thank you, Jamie, for allowing me a few minutes today to talk about a project that I feel is very important. It is nice to be back up in front addressing the Senate again, but I have to admit, it is nice NOT being the chair.

For the past seven years, the Ward M. Canaday Center has been developing a research collection of archival materials on the history of disability. This project was developed with the assistance of Pat Murphy, the former director of the Disability Studies Program, and the Department of History. Last week, we opened an exhibit based upon this research collection called “From Institutions to Independence: A History of People with Disabilities in Northwest Ohio.” That is what I want to talk to you briefly about today. I am especially pleased to be following Jim Ferris, the new director of the Disability Studies Program. I for one believe the Disability Studies Program has incredible potential under Jim’s guidance, and I look forward to working with him in the years to come as we further develop this collection.

Imagine for a moment, if you will, what it would be like if you had no history. Imagine if you knew nothing about the genius of our forefathers, the valor of those who fought in the Civil War, or the

bravery of our “greatest generation.” If you are an African American, consider what would be missing from your life if you knew nothing about the struggles of your ancestors to escape slavery and their fight for civil rights. As a woman, consider how you might feel if you had no knowledge of Susan B. Anthony and Elizabeth Cady Stanton and how they risked it all to gain women the right to vote. As a society, imagine if our history books told us nothing about how Native Americans resisted turning over their lands and the devastating affect that European migration had on their lives and culture.

If we had no history, there would be a huge hole in our identity as a people and as a community. That shared sense of who we are forged by where we came from helps us to understand where we are going, and that we have an important role to play in the future of our community.

But for people with disabilities, this is not a mental exercise—it is reality. Their history remains largely unknown because the rest of society has not valued their lives. Not only have historians failed to recognize their history and write about it, often times when they try, they find it impossible to do because the disabled were locked away for centuries in institutions or kept hidden by their own families who felt shamed by them. Whatever their lives were like within those walls was undocumented.

Today I want to take a few minutes to tell you just a little about the history of disabled people within our own community of northwest Ohio. Rather than try to give an overview of our exhibit, I wanted to focus on just a couple of stories.

Let me start with the story of this young boy, whose name was Alva Bunker. In 1917, a nurse from the District Nurse Association found the 14-year old playing in the streets. He had been born with no hands and no feet. He managed to get around on a board that he attached to a roller skate, and also by somehow riding a bike, as you see here. His father was described as a drunkard, and his mother overwhelmed by caring for the family. In his entire life, he had never left his neighborhood. Most believed him to be developmentally disabled as well. When the nurse asked him what he wanted most of all, his answer was simple. “To go to school.”

The nurse took the case of Alva Bunker to the Toledo Rotary, which most of you probably know is a philanthropic organization of businessmen. The year before, the Rotary had started providing some financial support to disabled children in the city, and the nurse felt they might be able to help Alva Bunker. The Rotary sent Alva Bunker to the Home for Crippled Children in Detroit because no such facility existed in Toledo at the time. After several operations and several years in school, Alva Bunker returned to Toledo four years later, and his family did not recognize him. He went on to become superintendent of the Port Huron School for Cripples. Most importantly, his success inspired the Toledo Rotary to continue its services to disabled children in the city.

In 1918, District Nurse Emma Roberts contacted Charles Feilbach, president of the Toledo Rotary, and asked for his help again, this time to found a school for disabled children in Toledo so that there might be no more Alva Bunkers. Feilbach, working with the Toledo Public Schools, helped to establish the Toledo School for Crippled Children, which later became known as the Feilbach School for Crippled Children.

Not only did Feilbach helped to found this unique school, which still exists today as the Glendale Feilbach School, but working with members of the Elyria Rotary, he helped to found the Ohio Society for Crippled Children, and Toledo Society for Crippled Children. Working with the international headquarters of the Rotary, Feilbach and other Toledo Rotarians helped to convince them to commit to assisting disabled children as a major aspect of the organization’s philanthropic work. Today, this work continues, as the Rotary works to eradicate polio worldwide. And it all started with Alva Bunker in Toledo.

The Rotary did not stop with the School for Crippled Children, however. In 1930, the group helped the Toledo Society for Crippled Children to establish a convalescent center and school for disabled children who required long-term care, which became know as the Opportunity Home. Most of the children cared for in the home were polio survivors. In the peak years for polio between 1949 and 1952, the Toledo Contagious Disease Hospital treated 468 cases of polio, with 33 deaths. In 1953, another 250 cases were reported. During this time, the hospital was understaffed because volunteers stopped showing up because of fear of contracting the disease.

The Opportunity Home provided a chance for children from all over northwest Ohio to receive treatment and therapy for polio. Located on Central Avenue just across from what is today Kenwood Gardens Shopping Center, the home operated until 1956, when the vaccine for polio meant there was less and less need for such a facility.

And I want to add just two more stories about disability history that are a little closer to home. As some of you may know, this man, Scott Nearing, was dean of the College of Arts and Sciences at UT from 1917-1919. Among some, he has almost a mythical status as a great champion of the working class. But did you know that before becoming dean, he was the author of a book entitled *The Super Race*? The thesis of the book was based on eugenics, or the idea that we must keep “defectives” from reproducing. The eugenics movement not only led to mandatory sterilization of the developmentally disabled in some states, but also influenced the Nazis to euthanize over 200,000 of their own citizens who were labeled as “defectives.” Let me quote a passage from Nearing’s book: “The murderer takes away a life; but the feeble minded parent passes on to the future the seeds of racial decay. The first step in Eugenics progress—the elimination of defect by preventing the procreation of defectives—is easily stated, and may be almost as easily attained. The price of six battleships would probably provide homes for all of the serious defective men, women, and children now at large in the United States. Thus could the scum of society be removed, and a source of social contamination be effectively regulated.”

Nearing was removed as dean of the College of Arts and Sciences in 1919, but not for his beliefs in eugenics. Rather, it was his belief in socialism that got him fired from the university.

And I want to add just one more close-to-home story of disability history. Does anyone know what this recent photograph depicts? Those of you on the Health Science Campus probably know that your campus was built on part of what was the grounds of the former Toledo State Hospital, a facility built in 1888 to care for the mentally ill. At its peak, over 3000 people were patients at the hospital. While some eventually returned to their families after receiving treatments, over 2000 of them did not, and were buried on the grounds of the hospital. What looks like a vacant lot located next to the parking lot on the HSC is actually one of two cemeteries located there. An additional cemetery is located just across Arlington. You would never know that these are cemeteries, because they are unmarked except for an occasional stone that bares nothing more than a number that correlates to the patient’s identification number on their records. No other signs in any way indicate that this is the resting grounds for these people, many of whom were from our own community.

My point here is that disability history is all around us, and we need to begin to study it, and incorporate it into our historical understanding. As disability scholars Doris Zames Fleischer and Frieda Zames noted a few years ago, “People with disabilities is the only protected class that anyone can enter at any time through birth, accident, illness, or advanced age.” Disability history is not the history of a small segment of our population, but it is part of our history as a community, and we need to begin to study it, recognize it, and celebrate it.

I would like to add that the Canaday Center has several events that coincide with this exhibit, and there is a calendar of those available on the table. There is also an exhibit catalog which is available free of charge. I would encourage you to come to see the exhibit, especially those on the Health Science Campus who deal with people with disabilities every day, but who may never have thought about their history and culture outside of the medical/scientific model.

I will now open for any questions.

**Senator Barden:** I just wanted to say that Prof. Ferris is not only a scholar and teacher but a fine poet as well. He read several of his works at the opening of the current exhibit in the Canaday Center and also recently read as an invited speaker at the Kennedy Center in Washington, D.C. Congratulations, professor.

**Professor Jim Ferris:** It was sponsored by an organization established in 1970’s to promote participation in the arts by people with disabilities.

**Senator Ashley Pryor:** Is there a movement currently in the Toledo area to create a monument?

**Prof. Floyd:** I think there is a community group that has been agitating for a while to get some kind of markings on these two cemeteries. There is an interest in getting that done.

**Senator Ashley Pryor:** I just wanted to say this, that for someone who has worked with the disabilities studies program for some time, I really encourage everyone to look at the website, go to the exhibit and talk to Dr. Ferris. It's a wonderful opportunity for so many of us to take up the challenge that you have offered.

**Unidentified speaker:** I just wanted to take a little of exception to one of your comments that the Health Science Campus needs to look really at this, and that I really think that the Health Science Campus disciplines have been in the forefront of looking at disabilities holistically. That's all I wanted to say.

**Prof. Floyd:** I should have said there are opportunities and a lot of synergies between these two programs.

**Prof. Ferris:** This is an opportunity to think about ways this class of people that we label in this particular way... I want to echo what Barb said, this thing that we call "disability" is not really separate from all of us, it's part of all of our lives. One of the things I tell the students is this notion of kind of ability/disability continuum that we all find ourselves upon in various places in various times in our lives. So that it's not something that is separate, that it really only affects a small number of people. One of the things that I started doing a number of years ago I asked my students how many of them had a disabled classmate, and early on it would be a few. But now it's just about everybody. Disabled students have been more integrated into educational system and recognized that not just everybody knows some disabled people, but that everybody has disabled people in their families and in their neighborhoods. This concept of disability can enrich our thinking across a variety of disciplines as we can see in fact on the Health Science Campus, that people there are thinking about issues related to impairment from biophysical perspectives as well as more social perspectives. So there are ways we can incorporate a broader understanding of what it means to move through the world in non-standard ways into any and all of our disciplines.

**Senator Barnes:** I'm Sharon Barnes from the Learning Collaborative. Welcome to you. I am excited to learn more about your work and also I wanted to ask if you have plans to work with the University Office of Accessibility? As a teacher I work with a lot of students with learning disabilities who often know very little about the nature of their learning disability. When I say how can I help, when they are willing to say that they need accommodations or whatever, and I ask them to tell me what I can do, how I can help, often they don't know the diagnosis and don't know much about the nature of the way that they learn. I think it might be one of those great opportunities to help students, if it's possible. And we might even help the students who don't know enough about the nature of their own disability.

**Prof. Ferris:** That's a great idea and I would hope to partner with the Office of Accessibility.

**President Barlowe:** Thank you so much. The old business is to vote on whether to have a December 2<sup>nd</sup> meeting. The December 2<sup>nd</sup> meeting did not get put on the original schedule. It would be held at Nitschke Hall Auditorium, and it's up to you whether we have that extra meeting or not.

**Senator Piazza:** I move not to meet in December.

**Senator Lehmann:** We could decide at a later time to meet if we need to. We might have important things to discuss.

**Senator Barrett:** College of Law. Because of the Thanksgiving Holiday our last meeting of the academic year would be just before the Thanksgiving Holiday, and then we don't come back for the spring session until January 12, so that's almost a two months hiatus. I think we should have the meeting scheduled and if nothing comes up and let's cancel it. But I think it's irresponsible for us to have a two month break.

**Senator Lehmann:** We have to ask Nick to withdraw his motion because then we have to have the other motion.

**Senator Olson:** I move that we table the motion, and we can consider it later if we need to.

*The motion was seconded.*

**President Barlowe:** One last point I want to make is that the General Education & Experiential Learning Committee did not really conclude its report, as we moved to another discussion. It's worth saying that this committee is not imposing a model nor encouraging a specific model. The committee wants to work in conjunction with the Faculty Senate to build on and make connection with what we already have at the University. For example, most of the departments already have some kind of culminating experience or so-called Capstone course. In addition, all kinds of other innovative work is going on, so we need to collect that information.

Any new business? If none, can we have a motion to adjourn. Thank you.

***Motion was made and seconded.***

**V. *Calendar Questions:***

**VI. *Other Business:***

Old business: Vote on additional senate meeting on December 2<sup>nd</sup>.

New business: None

**VII. *Adjournment:*** Meeting was adjourned at 5:55 p.m.

Respectfully submitted,

Nick Piazza  
Faculty Senate Executive Secretary

Tape summary: Kathy Gabel  
Faculty Senate Office Admin. Secretary