

**THE UNIVERSITY OF TOLEDO**  
**Minutes of the Senate Meeting of April 13, 2010**  
**FACULTY SENATE**

<http://www.utoledo.edu/facsenate>    Approved @FS mtg. – 4/27/10

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**HIGHLIGHTS**

**Olivia Summons, Chair, U.T. Board of Trustees**  
**Kathleen Walsh, Sherry Andrews, CCI**  
**Dr. Steve LeBlanc, Chair, Core Curriculum Committee**  
**Dr. Steve Peseckis, Chair, Curriculum Committee**  
**Prof. Celia Regimbal, Chair, Academic Programs Committee**  
**Dr. Ben Pryor, Assistant Vice Provost of Learning Ventures**

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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 John Barrett** called the meeting to order, **Nick Piazza**, Executive Secretary, called the roll.

**I.      *Roll Call –2009-2010 Senators:***

**Present:**     Anderson, Ankele, Barlowe, Barnes, Barrett, Baumgartner, Chiarelott, Coventry, Crosetto, Denyer, Dismukes, Dowd, Fink, Gunning, Grothaus, Hoblet, Horan, Hornbeck, Jenkins, Jorgensen, Kennedy, Kistner, LeBlanc, Lundquist, Malhotra, Marco, McSweeny, Metting, Moore, Niamat, Nims, Peseckis, Piazza, Plenefish, Powers, Powless, Randolph, Regimbal, Rouillard, Skeel, Solocha, Stepkowski, Teclahaimanot, Thompson-Casado, Tietz, Wolff,

**Excused absences:**   Brickman, Dupuy, Elmer, Hottell, Humphrys, Laux, Lee, Olson, Sheldon, Shriner, Wedding,

**Unexcused absences:**   Caruso, Fournier, Giovannucci, Heberle, Nandkeolyar,  
A quorum was present.

**II.     *Approval of Minutes:*** Minutes of 3/30/2010 were approved as distributed.

**III.    *Executive Committee Report:***

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

**President John Barrett:**

**President's Report – 4/13/2010**

It is our next to last meeting, and as you can see, we have an exceptionally full schedule today, so let's get started. In addition to reports from both provosts, we have three committee reports with items to vote on. Additionally, we have the Chairman of the Board, who has agreed to speak with us for about 20 minutes. We have two representatives from CCI to answer questions about the webpage, and Ben Pryor is here to answer any additional questions about the Blackboard/DL crash. If there is any time left over, I will invite Jamie Barlowe to make a few comments about the strategic planning process, although she will be giving a fuller report next meeting.

We were going to ask Susan Pocotte and Walt Olson to give a budget report from the Finance & Strategy Committee, but it just didn't seem like there would be time. We will invite them to give a fuller report at the next meeting. As such, I will point out a couple of the major points, as they exist

in the latest proposal. First contractual commitments will be honored. There will be 3% raises for union and non-union faculty, 1% for union members at the medical center and none for non-contract non-faculty employees with salaries over \$80K. There will be a 3.5% increase in tuition. There is \$5M designated for a strategic faculty-hiring plan. The plan does not include furloughs although they are seen as likely for the following year. It should be noted that a number of aspects of the budget are geared toward beginning to deal with what is foreseen as an even worse 2012. Mandatory student community service is also being-proposed as a condition of receiving financial aid.

Provost Haggett reported on the ASU trip to the President's Advisory Committee on Transformative Change to the Academic & Student Affairs Committee of the BOT. We have invited her to make a few comments about that today. Overall, I perceive that the participants found the trip enlightening and came back excited about new possibilities for UT to consider. That being said, my sense of the ASU model that it is one with considerable flexibility, allowing those who wish to be more adventurous to do so, without requiring everyone to embrace radical change. The Committee was also told about a new campus wide no smoking policy that will be posted for comment soon, so you may want to keep your eye out for it if you wish to comment on the proposed change.

Additionally, President Jacobs reported to the committee that the tenure interviews had gone well, with some interviewees commenting, and this may not be an exact quote, that they found the experience enjoyable.

On the assessment front, unfortunately, I do not have much to report. The dean assessments closed just over two weeks ago, the time it was anticipated would be necessary to evaluate their success. I have not heard much about these and we have asked the provost's to comment on this in their reports. I also asked them when we could proceed with upper level administrator assessment, and they said this was not their decision to make. As such, I have emailed Pres. Jacobs, asking this of him, but he has been out of town all day and I have not received a response. The bottom line is we have one more senate meeting and just under a month left in the semester, so we need to make a decision. One option is to keep working with the administration on this cooperative endeavor, and hopefully additional assessments will be approved in the next week or so. While I generally favor this personally, the problem with this is that if it doesn't happen, we may not have enough time to do it ourselves before the semester is over, although it could always be done at the very beginning of the fall if that were to occur. A second option is to proceed on our own at this point. This risks undoing the progress we have made on working together. Additionally, this will still be somewhat difficult to pull off before the end of the semester, but we can give it a try. If the university will let us use its resources to conduct a survey similar to the ones used on the deans, this should be easy, but if we have to do a hand survey, this would be a massive undertaking. We could potentially use an outside web source, like Survey Monkey. Although this might cost only a few hundred dollars, I do not think we have even that much in our budget – perhaps we could pass the hat if necessary. You should be aware, and I don't want to steal Chair Summons' thunder by saying this, that the BOT is hiring an outside firm to proceed with its assessment of the President. This assessment will include a random sampling of faculty. Additionally, Chair Summons has informed me that the BOT will accept the results of our assessment of the President and will then decide what weight to give them.

As a final report matter, the Outstanding Teacher Awards will be given immediately after this meeting and there will be a reception at the Hilton next door.

On a personal note, I will have to miss the last senate meeting in two weeks, so this is my final meeting as president. I apologize for my absence, but I am sure things will run smoothly in John's capable hands. I would like to thank you for bestowing upon me the honor of serving as your president. It has been a very interesting experience and as an academic, I can say there have been few things in my adult life that have taught me as much. It has been my privilege.

I now turn things over to Provost Gold for his report.

**Senator Jorgensen:** Comments about the assessment, I think we have to discuss that, because of your suggestion that we have a decision to make. I don't see that we have a decision to make. The decision was made by the Senate in October or November that says we can work with the

administration, but if we are still going to do it this needs to be done before faculty leave for the semester. This was suggested to the Senate on August 29 of last year. We have had the entire year to do this. It has to be done before the end of the term, or the Senate will have not fulfilled one of the responsibilities given to us by the faculty.

**President Barrett:** I don't want to go over the great history of every step that has occurred. We spent months in multiple meetings deciding how we want to proceed, haggling over that and not making any real progress. We put a committee together near the end of the semester that committee negotiated a process and in the spring, we started it, and spring has flown by. There has not been any deliberate attempt to delay the process. Once the committee was created for the upper level administrators, but we also voted in the spring to not pursue an independent path and to continue to work with the administration. So we do have a decision to make of whether we want to do our own assessment at this point or continue to work with the administration and come to an agreement of opening the process over the next few weeks. At a minimum, we should hear if the provosts have any comments on this, but we can certainly open this up for discussion, then take a vote on conducting our own survey in the next three or four weeks if that is the will of the Senate.

**Senator Dowd:** The Faculty Senate Executive Committee met with the two Provosts and President Jacobs three weeks ago, and I raised this issue with President Jacobs. I asked him what date would the assessment of the provosts and President Jacobs be opened. He said that it would be opened by approximately April 10<sup>th</sup>. Those were his words. What is the administration waiting for? You spoke of good will, and we do want to work with the administration on this and other issues. If this assessment does not take place, it will not be the faculty that lacks good will.

**President Barrett:** I personally don't want to go that far, April 10<sup>th</sup> was a Saturday, it is now Tuesday afterwards. President Jacobs may call me or email me tonight telling me we are ready to open up. I do not know. We may not be proceeding. That's why we called it out, we want input from everybody and will decide how to proceed.

**Senator McSweeney:** In terms, how to proceed, these are all important points, I would want Chair Summons and the Board of Trustees to give their reports, then we can go back and pick up on this.

**President Barrett:** I think that is an appropriate way to proceed.

**Provost Gold:** Thank you Dr. Barrett. Since I will not have the opportunity in two weeks, I want to tell you what honor and pleasure it has been to work with you in that capacity as President of the Faculty Senate this year and the countless amounts of hard work.

I have a brief report for you today, I would like to start off by calling your attention to one of our students, who is not with me today, but who I would like to bring to your attention as I talk about this young lady, her name is Linda J. Andreoli. I am going to pass the magazine out. I will read a letter from an organization called Student Nurse to this member of our student body.

April 9, 2010

Dear Linda –

Congratulations! You have won the Inaugural "Nursing Student of The Year" award as the "Nation's Most Outstanding Student" of the 2009/2010 school year. Nominated by a group of your peers, faculty and Dean Gaspar, you were chosen as the most outstanding among many entries from across the nation.

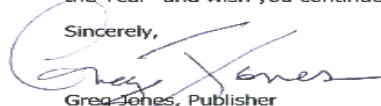
Your award includes \$1,000.00 in scholarship funds and this commemorative plaque highlighting your amazing achievement.

You were also recognized on the cover of StuNurse.com. A prestigious magazine and website reaching every nursing school and teaching hospital in the United States of America.

On behalf of StuNurse.com, ThinkAboutItNursing scholarship fund and Publishing Concepts Inc., we congratulate and thank you for your compassion, leadership and commitment to nursing excellence.

It is our honor to recognize you as the "2010 National Student of the Year" and wish you continued success!

Sincerely,



Greg Jones, Publisher  
StuNurse.com

 StuNurse.com is a member of the Publishing Concepts, Inc. family of targeted nursing magazines.

This is an extremely humble individual, a wonderful young woman, who used to be a Navy nurse who has had an interesting and complex career that has gotten her to this point. You can see her picture in the magazine. The Navy took out a two-page piece about Linda and others. The University has several pages featured in this publication as well. She knew nothing about this. She took her pre-graduation examination earlier today and at the stroke of Noon, the information was no longer embargoed and it was shared with her. Her husband was there to celebrate with her. It was one of the truly remarkable experiences. So to be singled out as 'the nurse of the year' in the United States is quite an accolade for this young woman, for the College of Nursing and for our University. I am sure you share the great pride I have in one of our students and for our University to achieve this kind of recognition.

Yesterday afternoon, Dr. Haggett was kind enough to present to the Academic Affairs Committee of our Board of Trustees the names of five members of our faculty who will be named distinguished University professors. This will bring to a total of 21, who are remarkable members of our faculty. There was a very broad pool of nominees and it was an honor to review the recommendations from the Honorary Degree Committee and to make this recommendation to the Academic Affairs Committee who voted unanimously to add it to the consent agenda for their meeting. There will be a formal recognition at the time of a Fall Faculty Senate meeting and a reception event to follow. Again, another tremendous accolade for our faculty.

Last time we met, I spoke to you about the legislation that is currently titled Health Care Reform. As one of my colleagues on a national level once said, it is not that the Health Care Reform has occurred. All it is, is a piece of legislation. It has become increasingly clear to many of us seated in this room, that this legislation not only will change how you and I will purchase health care, but it will also put a huge number of opportunities on the table in term of work force development, educational programs, clinical outcomes, efficacy research and delivery of clinical care. I also want

to share with you and want to pass around the room a list of Medicare demonstration projects that will be accessible to academic health centers. In this book, and there are many other like it, there are a hundreds of millions, maybe billions of dollars of research projects, demonstration projects, other things that our College of Nursing, Pharmacy and Medicine and others that are involved in educating future generations of health care professionals in terms of doing outcomes and efficacy research. This is just a tiny tip of the iceberg. And I mention this to you at this time because although this is next to the last Faculty Senate meetings, there are a number of projects that will have deadlines in the next several months in order to be applied for. They are not totally dissimilar to the category of ARRA or stimulus grants. We are going to need to be as a faculty and as a research team very proactively involved in trying to see which of these grants we can apply for. One of the really remarkable things about them is being a university with an academic health center. We are particularly well positioned because many of these grants will lead into inter-professional interdisciplinary research, quality care and education. I think we are particularly in a good position to be successful in taking on a good number of these. Many in the room here will be involved as we move this forward.

Last night was the annual Hesburgh lectureship sponsored by the Notre Dame Club of Northwest Ohio in Toledo. For those of you who were involved it was a remarkable evening because it brought together three individuals to speak on the topic of renal transplantation. It brought together a transplant recipient, a donor and a transplant surgeon. So sitting at a podium was Dr. Michael Rees, who has been so heavily involved in kidney donation program, a former patient of his, who has not only one but two transplants in her young life of seventeen years, who was able to speak amazingly poignantly about her experiences as a recipient of a paired donation organ and Fr. Malloy. Fr. Malloy is an immediate past president of Notre Dame University and served in that capacity for the last eighteen years, is a classically trained Catholic ethicist and spoke not only from his perspective as a University president and as a religious ethicist, but as someone who donated a kidney two and a half years ago. It was an amazing program and I think it served in many ways, to once more raise prominence of the University as it was hosted on our campus and featured our renal transplant program, which is probably one of the most prominent in the country.

While that concludes my formal remarks, I would like to take a minute and talk to you about where I believe we are with regard to the assessments process and at least answer some questions. The assessments for the deans were closed beginning of April. A relatively small number, with the exception of one college, of responses occurred, and indeed the responses on the computerized database were not only open to faculty members but certain number of other deans, students, staff and others that responded. The absolute number of faculty that responded in the individual colleges was small and was extremely little if any differentiation in the overall ratings of the individual deans. Interestingly there was more differentiation if you were to look at the scores by the source of information. The other deans were far more differentiating in their comments. They all scored well in their aggregate as well as their individual category. While Dr. Haggett and I have not done any formal assessment of this from a technical perspective, I do believe that the computer system works. From a perception of confidentiality perspective, I am not so sure that it works because the relatively small number of respondents combined with hallway conversations and answers to simple questions that I would ask, "did you participate in this," many times the answer was 'no, because I'm concerned about confidentiality and anonymity.' Certainly, from the perspective of being able to differentiate performance in various categories there was very little, if any, differentiation. Dr. Haggett and I are in the process of pulling this information together and will deliver it to the President. I spoke with him as recently as yesterday anticipating that I was going to address this subject with you today and asked his thoughts. As Dr. Barrett just told you, the assessment of President is going to be conducted by a third party outside group that the Board is going to identify. The assessment of the senior leadership and particularly of the provosts is going to be determined by him and by the Board. The Board is going to work with him and decide how the assessment of the provosts is to be done. I must say I am unaware of the April 10<sup>th</sup> date, and I apologize if I missed that. I will convey that information back to Dr. Jacobs next, I see him. I think

the decision that you will reach as a group of faculty (that you have reached as a group of faculty) to work together to attempt to do this as reasonable I think that's also completely at your discretion how you chose to do that. That does conclude my report and I am willing to take your questions.

**Senator Jorgensen:** When you said differential, does that comparing deans to deans, I don't think the Faculty Senate had an interest in doing that, what do you mean differential comparing deans?

**Provost Gold:** It doesn't seem to be a spectrum of strengths and weaknesses that are pulled up. There seems to be a very tight band of assessment. If you were to give a Chemistry exam and the score, range was between 67 and 72 % correct. It would help you if you were talking about competency-based study or if you would differentiate students, I would say there is a very tight band. I did not study them all carefully as I did one or two that I have particular responsibility for, but there seems to be a very, very tight band. All are at a very high level of performance.

**Senator Dowd:** What is the administration's reluctance to open up the assessment of the provosts and the president? And, for clarification, was the assessment of the deans conducted by the office of Institutional Research?

**Provost Haggett:** No, it was done by CCI. The instrument itself was created by faculty.

**Senator Dowd:** What is the administration's reluctance to let the faculty conduct this assessment? There is relatively no cost because it's conducted online. The issue is that we are bumping the calendar here in that we are running out of time when all faculty members will still be on campus. We need two weeks to run the assessment. We need this assessment opened up either the end of this week or beginning of next week, otherwise we will run out of semester days. I don't understand the reluctance of the administration to tell CCI to go ahead and open this assessment.

**Provost Gold:** I am not going to speak for Dr. Jacobs, I am just going to share some levels of concern that I have which is thus far the input has been very limited and there are still serious concerns of anonymity and confidentiality. It will be interesting just polling the group as to how many in the room, when I commented on the small response rate and the persisting concerns of confidentiality I will be interested to know if those concerns are widely felt in this group. Sherry is here and she can comment on it. Those of you that were involved in the process know that we could not break this code if we wanted to and nothing we could do to connect the writer to the reader. Yet, there still seems to be concern that that is the case. I would hate to be owner and the author of the assessment tool with people being genuinely concerned about the issues of confidentiality. Any comments from the group?

**Senator Fink:** I don't think very many faculty filled it out from my college. I filled it out.

**Senator Dowd:** I agree with you, that there is no way for you to link responses with an author. But this brings up another issue of why we need the assessment. Is the faculty paranoid? If so, why are they paranoid? This is just another reason to conduct the assessment.

**Provost Gold:** There is no way, I am not objecting to your comment. I am just sharing with you the concerns about the validity of the tool.

**Senator Dowd:** If you opened it up, those of us who are confident that you cannot make that connection, you will give us the opportunity to provide us comments about yourself, Provost Haggett and President Jacobs. If someone is reluctant to participate in this assessment, that's fine because that's their own decision to make. However, those of us who do want to participate should be given the opportunity.

**Provost Gold:** I hear you and I will communicate your thoughts as will Dr. Haggett.

**Senator Dowd:** Thank you.

**Provost Haggett:** Let me just begin, is there anyone in the room who doesn't know who the five new distinguished professors are, or would you like me to tell you? They are; Rane Arroyo, Dept. of English, Jiquan Chen, Dept. of Environmental Sciences, Saleh Jabarin, College of Engineering, Jon Kirchhoff, Dept. of Chemistry, Marcia McInerney, College of Pharmacy. As it is our usual practice, we will have the ceremony next fall linked to a Faculty Senate meeting. We look forward to celebrating with them at that time.

I also want to mention the Ben Carson lectures, world famous pediatric neurosurgeon, who was the first to separate conjoined twins, is one of the last speakers in the College of Arts & Sciences series celebrating the centennial of the College of Arts & Sciences. His talk will be at 7:00 pm in Savage

Arena. We are hoping to have a good crowd and I hope you will consider joining us at what I think will be an absolutely fantastic lecture.

You asked me to talk about our trip to ASU and I made this report to the Board of Trustees yesterday, but in the interest of time, I will not show you today the slides I shared with them, but at any other time, I will be happy to show it to you. Let me remind you the context of why we went to Arizona State. Last time I was here, I gave a talk about all these ideas. The different ideas were in response to the Board of Trustees resolution 10-01-01 which asked of us as a University to work together to accelerate fundamental, transformational and sustainable change to elevate the stature of our undergraduate and non-professional graduate programs. So I have proposed a series of ideas and strategies of how we might do that and one is through a changed organizational structure. We have become aware of interesting changes that Arizona State University had done since 2003 with their organizational structure and I shared some of those with you last time we spoke. I said that I felt that we needed to travel to Arizona State University to talk to people who were actually involved in this change initiative and to see how it works ‘on the ground.’

A team of faculty and administrators went to Arizona State on March 30. In addition to myself, some members who are here today went, such as Margaret Hopkins, who goes by Miggie Hopkins, Assist. Prof. in the Dept. of Management, Ann Krause, Assist. Prof. in the Dept. of Environmental Science, Kevin West, our Senior Director Faculty Labor Relations, Jamie Barlowe Chair of Women’s and Gender Studies, Deborah Davis, Chair of Art, Steve LeBlanc Associate Dean, College of Engineering and Faculty Senate and Ben Pryor Assistant Vice Provost, Learning Ventures, also here today. In addition to those individuals, four are on the President’s Commission on Institutional Transformation, the other four members from that group were asked to attend but could not. They were Berhane Teclhaimanot, Nick Piazza and John Barrett and Rick Komuniecki. The team spent an entire day meeting with Arizona State University administrators and faculty, and I could give you a list of names, titles and even their photos, but in the interest of time, I will skip that. We had a very rich discussion with these individuals and I do want to emphasize that we also talked to faculty and the president of their faculty senate. In conclusion, was it worth it? Absolutely. I think we have learned a lot about ASU and how they are organized and what the benefits to them have been. We didn’t go there to come back and model that structure. We went there to find out how a new organizational structure can change an institution. Although I am personally very intrigued, we were all very excited by the energy that is felt on campus talking to the administrators and faculty alike. I am not here to tell you that we should absolutely duplicate what they do there. However, it has been very successful for them. I am going to give you the last two slides I showed to the Board yesterday. What did we learn about structure? We learned that what Arizona State was looking to do is to create a creative campus experience. They were looking for ways that they could build new connections between their faculty, they chose to do that by creating interdisciplinary schools. Those interdisciplinary schools can be free standing and reporting directly to their provost, they may be embedded within colleges, schools may be embedded in schools. The term school means an interdisciplinary unit. To do that, they moved from having departments to schools, some of their departments remain in their organizational structure, they are few in numbers and mostly faculty is in faculties. Faculty are in faculties. They talk about groups of faculty working together and they call those faculties within the schools. We also learned that our organization and any organization should be based on outcome that we want. One of their outcomes they wanted was to increase interdisciplinary and to be more “relevant” by addressing some of the grand challenges facing society today and the titles of their schools reflect that. We learned that strategic change in organizational structure can be intellectually driven and result in budget savings. This has been budget savings model for them, and this increased flexibility has allowed them to move rapidly to change in times of increased financial stress. The day before we arrived, they received another 2.5% cut to their budget.

One of my “aha” moments was to realize that organizational structure and academic program structure are two different things. When Arizona State University formed schools, and departments

went away, degree programs did not. They have not lost a single degree program. In fact, what they have done is added interdisciplinary programs. Programs are being housed within schools. Their model, they use a university wide graduate education model, and that model for them maximizes utilization of faculty expertise. Which means that anybody in the university can participate in the graduate program where they have the appropriate expertise. What did they say about change? They have been empowered by these changes and their suggestion to us was to be bold, and to forget incremental change. To use straight talk, and to be willing to restate the obvious as we talk about change. They also told us that over a period of time you need to stop talking and start doing. They also encourage us to “maximize participation of unlikely cohorts”, which is a phrase that we borrowed from them almost a direct quote, ‘Bring together people that normally don’t hang out together, and let them be the intellectual engines behind change.’ In any organizational change, people will strive to bring everyone along but that probably won’t be possible and people will still make change without being 100% behind them.

One of the challenges that they needed to overcome and we need to overcome here on our campus is this perception that change means that we are not good now. That is not the case. It is that there is evolution of the world, things change and we must change along with it for the benefit of our students and stakeholders including the citizens of Ohio that pay us. They encouraged us to focus our discussion on the big picture and to continue to think about what is best for our students. How does this align with our values.

That would be my report to you, we continue to think about what we have learned in this process and we also talking where else can we go to learn more. I will be happy to answer any questions.

**Senator Dowd:** What is the next step?

**Provost Haggett:** One of the next steps is to continue to learn more how different universities have reinvented, increased stature of their programs and to look at other models out there, so with the encouragement of Dr. Jacobs, we are looking at another visit before the end of this academic year. But once again, this discussion is to stimulate our thinking about how we might meet the challenge that the Board of Trustees has put before us.

**Senator Dowd:** Just to follow up, what is the timeline? Are there any activities planned for the summer months or will you delay meaningful discussions or actions until fall semester?

**Provost Haggett:** We have not discussed whether or not we would continue our discussion over the summer. I understand that summer is a different time here but I think that there are some folks here like me who are here all year long, and I think we can continue some of this work with the understanding that 9-month faculty will not be here in the summer.

**Senator Barnes:** What was the attitude of the faculty when they were making these changes at ASU, and second question, did anybody talk about the relationship between the faculty and the administration at ASU prior to this change?

**Provost Haggett:** I can’t really answer either of those questions, no one talked about before, maybe because this has been going on since 2003. Let me back up, Michael Crow became the president in 2003 and Betty Capaldi, became the provost in 2005. That’s when change really picked up. The first school created was the School of Life Sciences that was around 2004, so they have had six years of evolution. They didn’t do this overnight, they started first with the School of Life Sciences and how powerful that change was, they continued to evolve and add more schools and restructured along these lines. The conversation is all about today and where they are going, whether we were talking to faculty or administrators. Jamie, do you want to add something?

**Senator Barlowe:** Sharon, I did talk to some faculty, including the Faculty Senate President, about whether there was resistance and what the morale was on campus during the reorganization. By the way, at ASU they didn’t just merge two faculty senates, they merged four faculty senates into one over the past five years. Compared to them we were speedy in our merger. Anyway, there was significant resistance in the beginning of the reorganization and worry about all those things that sweeping change brings. However, they said that no one was forced to participate, and they talked about the way in which everything at ASU was organized around the individual, whether it



be the individual student or individual faculty member. I think that alleviated some of the fears. Also, faculty were given a challenge to come up with ideas, and they were given resources to develop their ideas. They also had to have outcome measures and they had to produce results. Many faculty now tend to be the greatest proponents of the reorganization. The ones I talked to said that they felt empowered by being able to come up with new ideas and to think about new strategies for student learning and for research. The university also attracted tremendous amounts of donor money based on the reorganization around societal challenges, which helped because Arizona as a state now has significant financial problems. In addition to increasing donor monies, they increased enrollment, including underrepresented populations. Their retention rate increased; it is close to 80%. According to them, the campus morale increased. So, it was hard to find anything that was particularly negative. There may be people who still feel that way but they are not forced to join.

**Provost Haggett:** The way they put it is no one was forced to go anywhere, everybody has to be somewhere. Faculty get to decide what school they are going to be in, they are not forcing anybody to be in, but you have to be somewhere.

**Senator Barnes:** You can't be in your department because your department doesn't exist.

**Senator Barlowe:** Sharon, I did talk to some faculty, including the Faculty Senate President, about whether there was resistance and what the morale was on campus during the reorganization. By the way, at ASU they didn't just merge two faculty senates, they merged four faculty senates into one over the past five years. Compared to them we were speedy in our merger. Anyway, there was significant resistance in the beginning of the reorganization and worry about all those things that sweeping change brings. However, they said that no one was forced to participate, and they talked about the way in which everything at ASU was organized around the individual, whether it be the individual student or individual faculty member. I think that alleviated some of the fears. Also, faculty were given a challenge to come up with ideas, and they were given resources to develop their ideas. They also had to have outcome measures and they had to produce results. Many faculty now tend to be the greatest proponents of the reorganization. The ones I talked to said that they felt empowered by being able to come up with new ideas and to think about new strategies for student learning and for research. The university also attracted tremendous amounts of donor money based on the reorganization around societal challenges, which helped because Arizona as a state now has significant financial problems. In addition to increasing donor monies, they increased enrollment, including underrepresented populations. Their retention rate increased; it is close to 80%. According to them, the campus morale increased. So, it was hard to find anything that was particularly negative. There may be people who still feel that way but they are not forced to join.

**Senator Anderson:** What did you learn about any curricular changes that occurred as a result of the reorganization? The program still look like standard degree programs. Have programs been changed by, say, introducing more courses that might be interdisciplinary?

**Provost Haggett:** I will let my colleagues answer that question because I didn't get in to any curricular issues. But my impression was that the degree programs are housed within schools but people in cross schools can teach in degree programs, so there is more opportunity for variety of faculty to be engaged in any given degree program and because the schools brought together sometimes scientists and social scientists and humanists in any given school, like the School of Life Sciences they created degree opportunities.

**Senator Barlowe:** The faculty senate president told me that every curricular and programmatic change covered by the Senate Constitution came before the Senate.

**Senator Fink:** When they were doing all this was accreditation at all affected?

**Provost Haggett:** No, accreditation was not affected. They are accredited by the Higher Learning Commission. Same people who accredit us.

**President Barrett:** I have asked Chairman Olivia Summons if we can postpone her briefly in case there are any questions for Dr. Pryor, he has a family matter to attend to and has to leave, so if there are any questions about the Blackboard crashing that were not answered by John Gaboury at our last meeting, I will hand over the podium to him and then bring Olivia Summons.

**V.P. Pryor:** I'm here just to answer questions, I know John Gaboury was here for me two weeks ago, as far as the basics of the crash, I think he gave you all the mea culpa and apologies. I assure you that I gave this personally to every student who wrote to me personally about the disaster and I

explained to make sure every student and faculty understood what was going on, but we worked it through. In some ways, it was a learning experience for all of us. If you have any technical questions that I can answer, I can try and answer. I hope you received the memo that I sent, and I explained in it what happened.

**Senator Teclhaimanot:** Is there any way you can establish a faculty advisory committee in Learning Ventures, if you had a faculty committee this could have been avoided.

**V.P. Pryor:** I am not sure about that.

**Senator Teclhaimanot:** I think I do.

**V.P. Pryor:** There are some different issues there. A faculty advisory committee, I have been at this for two and a half months and I am not sure what it would be, would it be a technical advisory committee?

**Senator Teclhaimanot:** There used to be a faculty advisory committee for Information Systems and I think there should be one for the Learning Ventures.

**V.P. Pryor:** Thank you.

**President Barrett:** Now I would like to invite the Chair of our Board of Trustees, Olivia Summons, welcome.

**Chair Olivia Summons:** It's nice to see you all and it's nice to be here today, I apologize for not being here sooner, I know Kathy tried since beginning of this semester and I had conflicts with Sunoco and I was doing some travelling. So I am finally glad to be here. I don't have any prepared remarks and I will be happy to answer any questions you may have. We too, were very interested and the Academic Affairs Committee were interested to hear yesterday Rosemary's report on the trip to Arizona State, and we are looking forward to the group going to the next place, wherever that may be. I think it's exciting and something wonderful will result for this great institution.

Perhaps you would want me to address the evaluation of the president. With all due respect to Dr. Gold I have to say that the way we obtained the firm that is doing the search of the presidential assessment is not as quite as sophisticated as that. I charged the trusteeship in the Governance Committee this year to look at the board assessment of the president as well as the self-assessment of the board. We have never done that before. As you know we don't have a typical nominating process to bring people to the board, it's appointed by the Governor, I thought it would be very helpful, and the trusteeship and the governance chair felt the same way, if we could look at ourselves as a board and see how we are functioning. So it came down to how we were going to handle the assessment of the president. As John mentioned to you, it is our understanding that the Faculty Senate wants to do an assessment of the president, and we feel that it is fine if you wish to do that and we will be happy to accept it and go through your findings. What actually happened was I sat down in front of the computer and Googled CEO assessments. I saw things from McKenzie, from Mercer, from different universities from all different places and it was never quite right so I would go back and Google some more and came across an organization by the name of Board Source. The more I went into Board Source the more I found out that they are a fairly new organization, within the last ten years, that was an outgrowth of one group, I can't remember the name of it, and the association of governing boards and they came together to help nonprofit, not for profit boards function better, and they have a CEO assessment. So I called Susan Gilmore, chair of the Trusteeship Committee as well as Bill Fall who is the vice chair. I spoke to the consultant at that company and explained to her that we wanted to do a performance-based assessment of the president and that we wanted to base it on our strategic plan. So we directly correlated back to the strategic plan and to increase our engagement involvement in the community to become one of the elite 100 academic medical institutions and to improve and do everything we can to make the undergraduate experience even better than it already is and everything strategically correlates to that. So, she sent us a template and we looked at that, sent her the strategic plan, sent her the information that she provided and we have a draft that's nearly ready to go. This survey is going to go to faculty. Bin helped us through the president's office to identify so that we got all the parts of the faculty, the tenured, the lecturers, the visiting and the percentages so it will be a random survey that will go out online, Gallop is the organization that helps them do whatever they do online to make this happen. We will also be including the deans and the president's cabinet in that

assessment. Concurrently, we as a board will be getting online our assessment of ourselves. I told her this has to go out between April 22 and April 26, they usually keep this open for a couple of weeks, and we have to have everything back and everything has to be processed by the end of May. So that is what's happening on the Board assessment of the president. I have to talk to Joan Stasa to see what is your best mechanism to notify faculty, but it's going to be random. So that's what I know at this point in time. I haven't seen the final draft.

**Senator Anderson:** I understand why you would want to do an assessment based on the strategic plan, I think that's very wise to have it in that form, but at the same time I think we want some other assessment of the higher administration based on their performance as we see it, which may not be related to the strategic plan. It may be related to such simple issues as budgets and funds coming in to colleges and departments and what we need to do to get that money, things like that.

**Chair Summons:** I understand and we knew that. This has been an issue as I shared with you all in September. The Board has never in my time that I recall done a really formal assessment, so in terms of what we are doing this year it's a start with an assessment of the president. The assessment of the provosts and the other senior administrators is something that we delegate to the president and however he is going to implement that. We recognize and Bill Fall and I did meet with the Executive Committee of the Faculty Senate last fall, and we did talk about having a collegial and working together and Bill Fall, if he is elected as chair, which I believe will happen, has been with me this year as we had these discussions and the board has the option to do a comprehensive assessment which was part of the original contract for the president within three – five years, so we are within that window. Bill is aware of that, that may be something, and I recognize what you are saying and acknowledge the value of that. We just ran out of time this year and it took the committee process a while. I am just pleased we have a tool. This will be formally done, randomly done and then we will have some input and I hope it's a start so that we can get a process. My goal was for us to have a process and it can be tweaked as we go along. That is the update on that.

**Senator Barnes:** Can you talk to us about what was in Board's thinking when they charged Dr. Jacobs with significant transformational change?

**Chair Summons:** Yes, if there are other board members with me today, they would probably tell you it is very important that this university, as good as wonderful as it is, continue to improve, continue to address the challenges that are facing all of us, no matter what we do, the economy and the state funding which is very uncertain in 2012, that we are all very clear on, and the importance of elevating the stature of this university, because of the global situation, because of the way education is moving, because of the needs, the Board felt there is a sense of urgency that we needed to move this forward. There are board members who would say, we want the University of Toledo out of the fourth tier in as was reported in the U.S. News and World Report. I know that people would debate that and would say that is not the most credible source, but unfortunately, like it or not, Joe Public often turns to that publication. I know when my daughter was choosing colleges and colleges of engineering many years ago, she looked at other guides to find out where she was going to go. So we recognize that, but is a feeling that for all the hard work that all of you do that everyone does in this institution, we want to do everything possible, we want to look at technology, and we are so thrilled that the Provost is looking at these other models how we can take everybody's brain power and continue to move this institution forward. So there is urgency because of the financial situation that is looming ahead. So I think it's time and all the pieces came together. We are very optimistic that you will all be able to make these changes happen for the better and keeping with moving this institution forward. I won't be here, my term is up on the Board, I will have to leave you all cold turkey when my term is up as chair and as president, I will be watching from the sidelines and see how things are moving along.

**Senator Dowd:** I remember when you joined the Board, and I want to thank you for your service to this university. There is an issue of leadership I would like to bring to your attention. Often the administration describes the faculty as too slow to respond to different things. However, the administration is also slow to respond in some cases. For example, in February of last year the College of Arts & Sciences faculty were promised that a search would start for the dean's position. But that search hasn't started yet. Similarly, as I understand it, neither has the search for the dean

of the College of Education. Last, in the college of Arts & Sciences we have about half a dozen chairs positions that are open and the college does not appear to be that interested in naming individuals to those positions. I hope that through your position as chairperson of the Board you could expedite these processes.

**Chair Summons:** I will be happy to carry that message back. It's a large institution and I can see where there would be frustration on both ends but I will inquire about that.

**Senator Dowd:** Again, I thank you for your service to the board and to this university.

**Chair Summons:** It has truly been a privilege for me, I have learned that you can truly imagine and have met such a wonderful group of people. Any more questions while I am here? Thank you.

**President Barrett:** I will try to get to the reports because those go fairly quickly before we turn to the U.T. website. Steve LeBlanc is here to give a report from the Core Curriculum Committee.

**Senator LeBlanc:** Today I am going to talk about a couple of things, some recommendations we are making on some course proposals that have come to the Committee, and secondly, there is a large project that we have been working on this year and continue to work on, and that is assessment of the core curriculum. The Committee was charged as the overseer for the core curriculum and assessing the core and what the Faculty Senate guidelines say what the core curriculum should do. The committee is recommending approval of the four courses on top of the screen for inclusion in the core and we are recommending disapproval of the core courses at the bottom of the screen for inclusion in the core. The reason we are recommending disapproval of those courses for inclusion in the core is that they are upper division courses and/or they have pre-requisites.

**Senator Lundquist:** English 3790 shouldn't be approved in this, but I am really surprised about the other two, especially considering that all of the other upper level courses that do satisfy the core.

**Senator LeBlanc:** We will be looking at the others as well. These just happened to come forward as modified course proposals. For 4000 and 5000 level classes, that means we can have high school seniors sitting in the same class with graduate students as part of the PSEOP program.

**Senator Lundquist:** Not with the pre-requisite.

**Senator LeBlanc:** Core courses should not have pre-requisites.

**Senator Lundquist:** I think it happens that some students don't satisfy the pre-requisites, but I think many students do wait to satisfy the multicultural core requirement until they are juniors or seniors.

**Senator LeBlanc:** That doesn't mean they need to take 3000 or 4000 level classes to do that.

**Senator Lundquist:** But it seems too bad if they are ready to take the 4000 level class that wouldn't satisfy that core requirement.

**Senator LeBlanc:** As a University I think we do ourselves a disservice by putting these courses in the core, because if they are courses in the major they would earn more subsidy than if they were a gen ed course. The gen ed course is the absolute lowest subsidy course of any. If we put those courses in the core that means a student who is a senior in high school can come and take that class as part of the PSEOP program.

**Senator Lundquist:** Not if they haven't satisfied the pre-requisite.

**Senator Jorgensen:** There are core classes which have pre-requisites, mid level Math classes for instance, when they come in the middle.

**Senator LeBlanc:** When you say in the middle do you mean they come in with transfer credit?

**Senator Jorgensen:** No, from high school, if they are placed in Calculus 1 for example, could be their core Math class to meet their core requirements, but yet it has a pre-requisite of pre-Calculus.

**Senator LeBlanc:** I think Calculus 1 is considered the introductory Math class for a lot of people, particularly for engineers.

**Senator Jorgensen:** What I am saying is whether it has pre-requisites or not doesn't determine whether it's in the core. I do believe there are core classes that have pre-requisites.

**Senator LeBlanc:** The definition says it should be a foundation course for undergraduate education and it should prepare students for their degree programs. I think the 3000 and 4000 level classes violates that. That is mine and the Committee's current interpretation. If the Faculty Senate wants to vote against that, that's a possibility.

**Senator Lundquist:** That's fine with me, since you explained that all of the other 3000 and 4000 level courses that are still out there in Philosophy, History and Art, and everything else is it going to be taken out?

**Senator LeBlanc:** If I was there, that would be my recommendation. We can either vote on it now if you like, or after I finish my report.

**President Barrett:** We can vote on it after your report.

**Senator LeBlanc:** As part of the core curriculum assessment plan, this is the paragraph in the general education guidelines that charges the committee with assessing the core and we have developed an assessment plan that includes these five elements here. Annual review of the general education course offerings, review of the general education course syllabi, review of the general education course student learning outcome, student attainment of the learning outcome, and then the core curriculum overall assessment of student learning.

I picked the multicultural classes to present today as an example, this is a plot of the enrollment of the multicultural, non-western courses in Spring 2010, there are 33 courses offered this term for a total enrollment of 2,157, so over 2,000 students in 33 courses. Fifty percent of those students take two classes, World Religion and Cultural Anthropology. Eighty percent of students are in the first 14 classes and the remaining 20 classes serve only 20% of the students. There is an awfully large enrollment in the two classes. There are also a lot of classes that serve a very small population. On the next slide, here is the multicultural US diversity courses. Here is a bit broader distribution, there are 27 courses with 2,700 students approximately. Seventy six percent of those students are serviced by five courses. Enrollment in those two large classes was over 500, in multiple sections. 500 taking two classes, then the next large enrollment drops to eighty.

**Senator Dowd:** You may want to look at how many different university requirements are satisfied by each of those highly enrolled courses. For example, I believe the History of Jazz satisfies multiple university requirements.

**Senator LeBlanc:** I know it satisfies at least two, the Humanities and Multicultural, so students can take this as a 'double-dip' course.

**Senator Dowd:** So to increase enrollment in the other classes you can either let other courses satisfy such requirements, or if you want to spread the wealth, restrict the number of requirements a particular course can satisfy.

**Senator LeBlanc:** On these US multicultural diversity, 24% of the students are in the one class, The History of Jazz. After you get past the first five classes, 24% of students are in the 22 other classes. So 24% of students are in the one class, and 22 classes cover the last 24%. I have other plots for other areas, but none of them are as dramatic as this, however.

We requested syllabi for all the subject area core courses in the College of Arts & Sciences this Spring. There are 234 different courses for which we received 189 syllabi, or about 80% of the courses. We reviewed those syllabi for the four elements they are required to have. We needed a statement identifying them as part of the general education curriculum and specifying which requirement is being fulfilled, Humanities, Multicultural, US, diversity for example. They need to have learning objectives listed on the syllabus that support the general education core, they need to have course requirements listed, and they need to have an evaluation method specified for the course. Of those 189 syllabi that we reviewed, 164 were missing at least one of those. So 87% aren't in compliance with our own rules. Missing one item were 66, two items were 83. 83% percent were missing a designation saying what general education requirement they satisfied. That isn't the only one they are missing but it is an easy one to fix. I don't think it's necessarily that people aren't including the requirements willfully, they are just not aware of the fact that they need to do it.

**Senator Anderson:** That list of requirements is not know, maybe we should know it, maybe it is our fault that we don't know it, but it's not something that is right up there in front saying these are the things that need to be in your core syllabi.

**Senator LeBlanc:** I read a 13 page syllabus and most of it reads like the Ten Commandments, show shall not do this and thou shall not do that. What we need is a simple statement up front. We are worrying about being in compliance with our own rules, in particular for the assessment process. When the Higher Learning Commission comes in, the accreditors many times don't care what rules you make, but if you make rules you better follow them. So, this is our contribution to the process to make sure we follow our own rules. Now that we have done this, we are going to go back to department chairs and make them aware that these things need to be on the syllabi and these are the ones that are not in compliance. We will run it again the Fall and see what happens.

The other thing we did is we took each of the subject areas in the core as a list of student learning outcomes. After completing the Humanities course outcome requirements, students should be able to one, two, three, four, five, after completing Social Science requirement etc. One major concern is the MC courses. The students need to take only one diversity course in each of the areas. So, it is our contention as a Committee that each one of those diversity courses should satisfy every one of the required outcomes. Otherwise, students could graduate and not complete the required outcomes.

On the next slide where there is not an "X" is where that course is not fulfilling that requirement. The course highlighted with the yellow box is the History of Jazz, so we have over 500 students taking the History of Jazz in Spring Semester and we are not guaranteeing the outcomes are satisfied. That is an issue. We need to either reevaluate what the outcomes are, we may have to say something like, "achieve most of the outcomes", but if we are dead-set that these are the outcomes we want, this course better address that, or we need to take it out of the core. One of the Faculty Senate Log Items this year was for the Core Curriculum Committee to look at whether we felt the diversity curriculum was being covered sufficiently and I think that came from Sharon Barnes. This analysis is at least part of that issue and we can see that there are some holes here. As part of our Core Curriculum assessment plan for putting the different areas of the core on a cycle of analysis, we are going to come back to the diversity courses again next year.

**Senator Lundquist:** You said we are going to be looking at diversity courses next year, so the instructions that we got to save papers this spring, are they still valid?

**Senator LeBlanc:** Yes. Now, there are two more parts of the core assessment plan that I haven't mentioned, one is the attainment of student outcomes. We are having the instructors of all the courses in the subject areas this spring, save examples of student papers that document the student attainment of the core learning outcomes. Additionally, the instructors will keep a list of the class grades for that particular assignment. This will be documentation that we can show the accreditors that demonstrates attainment of the learning outcomes. We are asking this, for spring term, from all core subject area instructors. It's going to take awhile to go through all that material. We will report back the results next Fall.

The last piece was an overall look at the effectiveness of the core. We are trying to do that by looking at the analysis of the CLA, a standardized exam by the same people that do the ACT. Freshmen took the test in the fall, and we are administering it currently to seniors and the results will be available, I'm guessing, sometime in the summer. Hopefully we can draw some conclusions based on differences in performance between the two groups on the effectiveness of the core curriculum. Thank you very much

**President Barrett:** I would just like to thank the Core Curriculum Committee, this is obviously a monumental undertaking so thank you from all of us. There will be obviously more pieces to this that will need changing once we identify all the problem areas. Shall we vote whether to approve courses suggested for approval to admission to the core and disapprove those that Committee recommended disapproving? It's from the consent agenda and it does not need a motion or a second. We are just voting on all the courses.

**Senator Coventry:** Are we putting everything together, all the courses into one single vote? Don't you need to vote on everything separately? People may have different opinions on different issues.

**President Barrett:** We can do it either way, on every other proposal that has come from either the Curriculum Committee, we approved everything they suggested, so I would suggest we do an up down vote on everything, if there is one thing you disagree with vote no, and then we will do them individually. A 'no' vote then goes to vote on them individually. But if it passes on the whole proposal, why do the individual votes. If people want to do it the other way, we will do it the other way. We have three more reports, and people will also want to talk about assessments, and it's after 5:30.

**Senator Hoblet:** Do we vote on them individually?

**Senator Coventry:** He said no.

**Senator Anderson:** Vote on the two groups

**Senator Hoblet:** Individual or as a whole.

**President Barrett:** Vote on the group to be included, and vote on the group not to be included.

**Senator Jorgensen:** I only have one vote programmed in. It is to accept the Core Curriculum Committee recommendation.

**President Barrett:** All in favor to vote as a whole, please say 'aye.' All those in favor to vote individually, please say 'nay.' *Motion passes.*

We are going to vote on the whole thing.

**Senator LeBlanc:** The assessment plan, because the Committee was charged to do that, I am assuming it doesn't have to come before the Senate for approval. Any changes we would recommend to the curriculum as a result of the plan would have to come back before the Senate for approval.

**President Barrett:** It was my understanding from what you presented was that next year, in some way, either the Core Curriculum Committee on its own or through a charge from the Senate, the Executive Committee would suggest proposals for corrections, modifications, to the rules for Core Curriculum for meeting the standards of the Core Curriculum, so that's how I would look at it. *Motion carries.*

Now I would like to call on Steve Peseckis for his report from the Undergraduate Curriculum.

**Senator Peseckis:** You received a list of courses from the Health Science Health Services for some new courses and a number of course modifications. In the interest of time I ask for your vote of approval.

### **Course Modifications and New Courses Approved** **by the Faculty Senate on April 13, 2010**

#### **Health Science Human Service (HSHS) Courses**

##### **New Courses**

RCRT 2200 PRINCIPLES OF TRAVEL, TOURISM AND EVENT PLANNING 3 ch

- Lecture: 3, 40 students/semester, 40/section; Semester offered: Fall, Spring Every Year

- Normal Grading (A-F,PS/NC.PR, I)

- Catalog Description: "Travel and tourism is one of the largest industries in the world today.

Students will be introduced to the principles of tourism, industry history, types and functions of tourism sectors, the tourism distribution system, the role of stakeholders in the creation and delivery of tourism, and motivations for travel as a means of understanding tourism demand."

- Fit: RLS Track Elective

RCRT 4000 COMMUNITY EVENT PLANNING

- Lecture: 3, 40 students/semester, 40/section; Semester offered: Fall, Spring Every Year

- Normal Grading (A-F,PS/NC.PR, I)

- Catalog Description: "This course focuses on the development of special events within the community setting from the conceptual stage through completion, emphasizing factors to consider when planning a special event. Students will develop management skills required for successful event planning to include financing, organizing logistics and promoting."
- Fit: RLS Required Professional Sequence Course

RCRT 4010 PLANNING AND PROMOTION OF SPORT

- Lecture: 3, 40 students/semester, 40/section; Semester offered: Fall, Spring Every Year
- Normal Grading (A-F,PS/NC.PR, I)
- Catalog Description: "This course focuses on the basic principles of marketing to diverse sport industries with emphasis on intercollegiate athletics, professional sport, and multi-sport club operations."
- Fit: RLS Required Professional Sequence Course

RCRT 4020 POLICY DEVELOPMENT AND STRATEGIC PLANNING IN TOURISM

- Lecture: 3, 40 students/semester, 40/section; Semester offered: Spring Every Year
- Normal Grading (A-F,PS/NC.PR, I)
- Catalog Description: "This course will introduce best practices in policy development in relation to strategic planning in tourism focusing on structure and process, demand and sustainability, economic and environmental impact, and research."
- Fit: RLS Track Elective.

HCAR 3000 INTRODUCTION TO HEALTH CARE ADMINISTRATION

- Lecture: 3, 30 students/semester, 30/section; Semester offered: Fall, Spring Every Year
- Normal Grading (A-F,PS/NC.PR, I)
- Catalog Description: "Studies the structure of the U.S. health care delivery system, provider organizations, and the health care professionals who staff these organizations. Opportunities and challenges of health care administration are discussed."
- Fit: This is a required course for new Health Care Administration majors based on simultaneously submitted curriculum changes. This course will be taken as a prerequisite to the other higher level HCAR courses.
- Reason: This course focuses on the structure and function of the U.S. health care delivery system, provider organizations, and staffing issues from the perspective of health care administration. This undergraduate course is unique in its combination of content that will provide the needed foundation for undergraduate Health Care Administration majors.

**Course Modifications**

RCRT 4330	ADMINISTRATION IN RECREATION AND RECREATIONAL THERAPY	3ch
RCRT 4430	INTERPRETIVE SERVICES	3 ch
RCRT 4440	PARK AND RECREATION PLANNING	3 ch
RCRT 4450	RESEARCH APPLICATIONS IN RECREATION AND RECREATIONAL THERAPY	3 ch
RCRT 4520	URBAN PARK AND OPEN SPACE ADMINISTRATION	3 ch
RCRT 4530	RECREATION POLICY AND LEADERSHIP	3 ch
RCRT 4600	RT INTERVENTION: THERAPEUTIC ARTS	1 ch
RCRT 4610	RT INTERVENTION: HORTICULTURE THERAPY	1 ch
RCRT 4620	RT INTERVENTION: ANIMAL ASSISTIVE THERAPY	1 ch
RCRT 4630	RT INTERVENTION: THERAPEUTIC ACTIVITIES	1 ch
RCRT 4640	RT INTERVENTION: THERAPEUTIC GROUPS	1 ch
RCRT 4660	RT INTERVENTION: RELAXATION AND STRESS MANAGEMENT	1 ch
RCRT 4670	RT INTERVENTION: LEISURE EDUCATION	1 ch
RCRT 4680	RT INTERVENTION: LEISURE ASSISTIVE TECHNIQUES AND TECHNOLOGIES	1 ch



RCRT 4690 RT INTERVENTION: AQUATIC THERAPY 1 ch  
RCRT 4730 MEDICAL AND CLINICAL ASPECTS OF THERAPEUTIC RECREATION 1 ch

The above courses have the same modification:

Change prerequisite from "RLS or RECT major and junior standing." to "RLS/RECT major with Professional Sequence Acceptance, or permission of instructor or RLS Coordinator. "

Reason: Prerequisite change will prevent students from arbitrarily registering for RLS/RECT professional sequence coursework.

RCRT 4740 ASSESSMENT AND DOCUMENTATION IN THERAPEUTIC RECREATION 1 ch  
RCRT 4750 GROUP DYNAMICS IN RECREATIONAL THERAPY 3 ch

The above courses have the same modification:

Change prerequisite from "Admission into professional sequence in therapeutic recreation" to "RECT major with Professional Sequence Acceptance in Recreation Therapy, or permission of instructor or RLS Coordinator. "

Reason: Prerequisite change will prevent students from arbitrarily registering for RLS/RECT professional sequence coursework. Corrects to reflect title of professional sequence coursework which is Professional Sequence in Recreation Therapy.

RCRT 4770 PROJECT DESIGN 2 ch  
RCRT 4780 PROJECT EVALUATION 2 ch

The above courses have the same modification:

Change prerequisite from "RLS or RECT major and senior standing. Corequisite: RCRT 4930 or 4940." to "RLS/RECT major and Culminating Experience acceptance. Corequisite RCRT 4930 or 4940. Minimum overall GPA 2.7."

Reason: Prerequisite change will prevent students from arbitrarily registering for RLS/RECT professional sequence coursework.

RCRT 4790 MEDICAL AND CLINICAL ASPECTS OF THERAPEUTIC RECREATION II 3 ch

Change prerequisite from "RCRT 4730 and acceptance into the professional sequence in recreation courses." to "RCRT 4730, RECT major with Professional Sequence Acceptance in Recreation Therapy, or permission of instructor or RLS Coordinator."

Reason: RCRT 4730 Medical and Clinical Aspects of Therapeutic Recreation must be taken before RCRT 4790 Medical and Clinical Aspects of Therapeutic Recreation II. Courses are sequential. Prerequisite change will prevent students from arbitrarily registering for RLS/RECT professional sequence coursework. Corrects to reflect title of professional sequence coursework which is Professional Sequence in Recreation Therapy.

RCRT 4800 CLINICAL: PHYSICAL REHABILITATION 1 ch

Change title to "RT CLINICAL: PHYSICAL REHABILITATION"

Change prerequisite from "RCRT 4720, 4730, 4740" to "RCRT 4730, 4740, 4750, 4790, 4870 and RECT major with Professional Sequence Acceptance in Recreation Therapy, or permission of instructor or RLS Coordinator."

Reason: Title change reflects clinical is Recreation Therapy Specific. RCRT 4720 was changed to new number and pre-professional sequence course. Addition of RCRT 4750, 4790, & 4870 reflect required courses taken during junior year, clinical courses are senior year placements.

RCRT 4810 CLINICAL: PSYCHIATRIC REHABILITATION 1 ch

Change title to "RT CLINICAL: PSYCHIATRIC REHABILITATION"

Change prerequisite from “RCRT 4720, 4730, 4740” to “RCRT 4730, 4740, 4750, 4790, 4870 and RECT major with Professional Sequence Acceptance in Recreation Therapy, or permission of instructor or RLS Coordinator.”

Reason: Title change reflects clinical is Recreation Therapy Specific. RCRT 4720 was changed to new number and pre-professional sequence course. Addition of RCRT 4750, 4790, & 4870 reflect required courses taken during junior year, clinical courses are senior year placements.

RCRT 4820 CLINICAL: MENTAL RETARDATION/DEVELOPMENTAL DISABILITY 1 ch

Change title to “RT CLINICAL: MENTAL RETARDATION/DEVELOPMENTAL DISABILITY”

Change prerequisite from “RCRT 4720, 4730, 4740” to “RCRT 4730, 4740, 4750, 4790, 4870 and RECT major with Professional Sequence Acceptance in Recreation Therapy, or permission of instructor or RLS Coordinator.”

Reason: Title change reflects clinical is Recreation Therapy Specific. RCRT 4720 was changed to new number and pre-professional sequence course. Addition of RCRT 4750, 4790, & 4870 reflect required courses taken during junior year, clinical courses are senior year placements.

RCRT 4830 CLINICAL: GERIATRIC 1 ch

Change title to “RT CLINICAL: GERIATRIC”

Change prerequisite from “RCRT 4720, 4730, 4740” to “RCRT 4730, 4740, 4750, 4790, 4870 and RECT major with Professional Sequence Acceptance in Recreation Therapy, or permission of instructor or RLS Coordinator.”

Reason: Title change reflects clinical is Recreation Therapy Specific. RCRT 4720 was changed to new number and pre-professional sequence course. Addition of RCRT 4750, 4790, & 4870 reflect required courses taken during junior year, clinical courses are senior year placements.

RCRT 4840 CLINICAL: PEDIATRIC 1 ch

Change title to “RT CLINICAL: PEDIATRIC”

Change prerequisite from “RCRT 4720, 4730, 4740” to “RCRT 4730, 4740, 4750, 4790, 4870 and RECT major with Professional Sequence Acceptance in Recreation Therapy, or permission of instructor or RLS Coordinator.”

Reason: Title change reflects clinical is Recreation Therapy Specific. RCRT 4720 was changed to new number and pre-professional sequence course. Addition of RCRT 4750, 4790, & 4870 reflect required courses taken during junior year, clinical courses are senior year placements.

RCRT 4860 RT INTERVENTION: THERAPEUTIC FITNESS 1 ch

Change prerequisite from “RCRT 1310 and 4720” to “RLS/RECT major with Professional Sequence Acceptance, or permission of instructor or RLS Coordinator.”

Reason: Prerequisite change will prevent students from arbitrarily registering for RLS/RECT professional sequence coursework.

RCRT 4930 SENIOR INTERNSHIP 4 ch

Change title to “INTERNSHIP IN RECREATION”

Update prerequisite from “RLS or RECT major and senior standing. Corequisite: RCRT 4930 or 4940.” to “RLS/RECT major and Culminating Experience acceptance. Minimum overall GPA 2.7.”

Reason: Title specifies internship is in recreation. Prerequisite change will prevent students from arbitrarily registering for RLS culminating experience coursework.

RCRT 4940 INTERNSHIP IN RECREATIONAL THERAPY 4 ch

Change title to “RT CLINICAL: PEDIATRIC”

Change prerequisite from “RLS or RECT major and senior standing. Corequisite: RCRT 4930 or 4940.” to “RLS/RECT major and Culminating Experience Study acceptance.”

Reason: Prerequisite change will prevent students from arbitrarily registering for RLS culminating experience coursework.

RCRT 1310 RECREATION PROGRAMMING 3 ch

Change prerequisite from "RCRT 1300" to "PREREQUISITE OR CO-REQUISITE RCRT 1300"

Reason: Course may be taken following completion of RCRT 1300 or during the same semester as RCRT 1300.

RCRT 3310 RECREATION AND ADAPTATION FOR SPECIAL POPULATIONS 3 ch

Change title to "INCLUSIVE RECREATION"

Reason: New title reflects current terminology used to refer to recreation programming for individuals with disabilities and the shift away segregated recreational programming.

RCRT 3710 ADVENTURE PROGRAMMING IN RECREATION AND RECREATIONAL THERAPY 3 ch

Change title to "LEADERSHIP AND ADMINISTRATION IN OUTDOOR PURSUITES"

Change prerequisite from "RCRT 1310 and 2300 or permission of instructor" to "RLS/RECT major/minor and Professional Sequence Acceptance, or permission of instructor or RLS Coordinator"

Reason: New title reflects more accurately the breadth of Adventure/Outdoor Recreation activity leadership areas covered in the course. Prerequisite change will prevent students from arbitrarily registering for RLS/RECT professional sequence coursework.

RCRT 3940 RECREATION APPLICATION EXPERIENCE 3 ch

Change prerequisite from "RCRT 1300, 1310, 2300, 3310, and 3710 or permission of instructor" to "RLS or RECT major or minor and RCRT 1300, 1310, 1400, 2300, 2310 and 3310."

Reason: Majors/minor only course. Includes courses (RCRT 1400, 2310) added to Pre-professional Sequence on RLS Plan of Study and removes RCRT 3710 which is currently a Professional Sequence course.

RCRT 4340 LEISURE RECREATION AND AGING 3 ch

Change prerequisite from "RECT/RLS acceptance or junior standing and RCRT 1310 and 2300" to "RLS/RECT major/minor & Professional Sequence Acceptance, or permission of instructor or RLS Coordinator."

Reason: Prerequisite change will prevent students from arbitrarily registering for RLS/RECT professional sequence coursework.

RCBS 4510 RESPIRATORY CARE IN ALTERNATIVE SITES 3 ch

Change mode of delivery from "1 ch lecture, 1 ch lab" to "3 ch lecture"

Reason: We wish to change the course from 3 credit hours (2 hours lecture, 1 hour lab) to 3 credit hours (3hours lecture). After teaching this course for a number of years it has become clear that the material which we present in lab can better be presented in a lecture format.

***Motion carries.***

There will be more courses at the next meeting.

**President Barrett:** I now call Celia Regimbal for a report from the Academic Programs Committee.

**Senator Regimbal:** You previously received the list of these courses and I hope you had an opportunity to review them through the Curriculum Tracking System. These are on the consent agenda. I received your a request to remove the Bachelor of Art Degree in Chemistry with concentration in Biochemistry. There is some concern that it is not ready to go forward, sufficient the discussion has not taken place within the department/college.

## Academic Programs Committee Report April 13, 2010

All new programs and program modifications are posted at:

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

The Academic Program Committee met on 4/6 and approved the following:

### **A&S**

The College of Arts and Sciences proposes a new program for an undergraduate minor.

Program name: **Sustainability Studies**.

Minor: 21 credit hours

Rationale: There is growing commitment to the notion of “sustainability” as a transdisciplinary and integrative field of thought with specific questions and approaches that distinguish it from any single discipline. The program will reflect the university’s commitment to integrative learning and research and will give scholars from all disciplines new intellectual resources on which to build.

It is important to review the attachment included with the request. The attachment can be viewed at

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

\*The college asks that the FS consider and accept the following edit to the document:

- *Other courses may be selected with minor adviser’s approval.*
- *Examples of Courses that may be Included:*
- *Examples from the Arts and Humanities:*

The edited document would read:

**SESJ Electives:** Six courses selected from the following list (**18 credit hours**) with **six credit hours** from the Arts and Humanities section, **six credit hours** from the Social Sciences (and related fields, such as Criminal Justice) section and **six credit hours** from the Sciences (and related fields, such as Engineering) section.

*Other courses may be selected with minor adviser’s approval.*

*Examples of Courses that may be Included:*

*Examples from the Arts and Humanities:*

ART: 3060: Installation: The Art of Place --WAC

### **Bachelor of Arts Degree in Chemistry w/a concentration in Biochemistry**

Program name: Bachelor of Arts Degree in Chemistry with a Concentration in Biochemistry

Program name change.

To: Bachelor of Arts Degree in Biochemistry

Two new electives, biophysical chemistry 4570 and bioinorganic chemistry 4580, have been added.

Rationale: A program name change is requested so that this BA degree will parallel the new BS in Biochemistry degree.

### **Bachelor of Arts in Visual Arts**

Program Name: Bachelor of Arts in Studio Arts

Program name change to: Bachelor of Arts in Visual Art

The total of General Education requirements will change from 49 to 58 credit hours.

Rationale: In response to the Art Department’s year-long self-study regarding the structure of the degree programs, the Department established a primary goal of creating a distinctive B.A. program, renamed the Bachelor of Arts in Visual Arts.

The fundamental framework of the General Education Requirements remains the same; there is a significant augmentation with an additional 9-hour set of requirements for “visual studies” relevant courses in the Arts and Sciences. With their advisors, students would pick courses from a “Visual Studies Broadlist” These guided electives weren’t required before raising the total of General Education requirements from 49 to 58 credit hours.

Please review the attachment for further information about the program and program changes.

### **Bachelor of Fine Arts in Studio Arts**

Program Name: Bachelor of Fine Arts in Studio Arts

Program name change to: BFA 2D studies/BFA 3D studies/BFA New Media Studies

Students must choose one of the three BFA Studio streams in order to complete their degree: *BFA 3D Studies*, *BFA 2D Studies*, or *BFA New Media Studies*.

Within their area, students will complete 6 required and elective courses (**18 credit hours**) and also choose 2 courses (6 credit hours) from outside their area of concentration. The student will complete a total of 24 credit hours with the newly created Advanced Art Studies (AAS) 3000-4000 level series.

Rationale: In response to the Art Department's year-long self-study regarding advanced course enrollments and a cross-disciplinary curricular structure, it is imperative that the department creates a more meaningful degree stream through a reconfigured set of courses. The proposed revised curriculum will reflect contemporary art and pedagogical practices and more directly meet the needs of the students and teaching strengths of the Department of Art. In addition, these reforms set the stage for the integrative educational initiatives toward which the College of Arts and Sciences is moving.

There is an attachment with this request [http://cva.homedns.org/All-Curriculum\\_Docs/](http://cva.homedns.org/All-Curriculum_Docs/) as well as extensive information at <http://curriculumtracking.utoledo.edu/>

### **HHS**

#### **Bachelor of Science in Exercise Science - Applied and Clinical Physiology concentration**

Program Name: Bachelor of Science in Exercise Science – Applied and Clinical Physiology Concentration

Program name change.

To: Bachelor of Science in Exercise Science – Health Promotion and Human Performance

The request includes eliminating 15 classes, modifying 5 courses, and adding 12 new courses.

Rationale: Historically, this concentration has been used to prepare students for careers in the field of cardiac rehabilitation. Recent changes in the CHHS have resulted in the elimination of the Cardiovascular Technology program. Thus the courses and clinical experiences in this area that were previously available to these students are no longer offered. Because of this and the need to reflect contemporary trends in exercise science and programming, as well as the career goals of students, the focus of this concentration and the associated curriculum needs to be modified.

#### **Health Care Administration Program**

The department requests the following changes to the 4 yr. and 2+2 health care administration programs:

Drop Math 1270

Drop two KINE anatomy lab classes

Add HCAR 3000 – new course

Add HIM 3200 Healthcare Resources

Reduce elective hrs. by 1 hr

Add prerequisites to HCAR 4530

Change business requirement for 2+2 majors not seeking a minor in business

#### **Recreation**

The recreation department requests extensive changes to the Recreation & Leisure Studies Program  
Request to add two new tracks: Administration in Recreation & Park Services and Tourism & Event Planning

Request to change required courses for the program as well as requesting to remove several classes  
Request change of entrance GPA from 2.5 to 2.7 or greater  
Request to change culminating experience entrance GPA requirement from overall GPA 2.1 to overall GPA of 2.7 or greater

The department is requesting extensive changes to this program. It is important to review the attachment at <http://curriculumtracking.utoledo.edu/>

### **Recreation Therapy**

The recreation department requests extensive changes to the Recreation Therapy Program

Request to add a new track: Health

Request to change required courses for the program as well as requesting to remove several classes

Requesting to require a minimum grade of B- in three support courses

The department is requesting extensive changes to this program. It is important to review the attachment at <http://curriculumtracking.utoledo.edu/>

**Senator Jorgensen:** It's a consent agenda and I asked you to remove it, the Senate can still approve it, but I am asking that it be not considered today.

**President Barrett:** Let's go for an approval with that removed subject to further discussion. Any discussion at this time? If not, let's vote. *Motion passed.*

**Senator Regimbal:** I would also like to bring the following forward, as you remember at the last meeting we extracted the Nursing probation policy because there was some wording that needed to be adjusted, and we are ready to bring that forward. The wording has been changed so it reads that, *a student who earns a grade of 'C' in a Nursing course or earns a semester GPA below 2.0, would be on probation.* Current policy is highlighted in yellow on the screen, so the new policy would be put in place of the old policy.

**Senator Anderson:** So there is no mention of 'failure', right?

**Senator Regimbal:** Right, no mention of failure.

**Senator Fink:** Should it say lower than 'C', or less than a 'C'?

**Senator Regimbal:** Less than a 'C'. There are no pluses or minuses in the Nursing program, it's a consortium program so it functions a bit differently than some other University programs.

**Senator Hornbeck:** A procedure asking to be effective this terms, should the students not have been advised of that change prior to?

**Senator Ankele:** Basically it is the same thing because it says if you fail a Nursing course, because actually if you get a 'C' or less, you have to retake the course.

**President Barrett:** So it's a modification not a rule change.

**Senator Ankele:** That is correct.

**Senator Regimbal:** I think the change is that the probation policy comes into place right away in the first semester that a student would receive a grade less than 'C' or a GPA less than 2.0, so that they the faculty can begin to identify those students who are possibly having some problems. I think this is a way to assist students rather than punish students.

**Senator Ankele:** This was not meant as punishment but rather get to these students sooner so that we can get some remediation if needed.

**Senator Regimbal:** I see this as a way less stringent than before.

**President Barrett:** Any other questions? Ready to vote.

**Senator Jorgensen:** This would be a motion for.

**President Barrett:** *Motion passes.*

Now I would like to call on Kathleen Walsh and Sherry Andrews to talk to us extremely briefly and answer some questions from the senators who requested that we bring somebody here about the changes to the website.

**Kathleen Walsh:** I have a presentation about 15 min. long, but in the interest of time, I can leave my business card and anyone can talk to me anytime about the website or related issues.

**President Barrett:** Why don't we talk about the other thing and see how we are on time. My fear is that the next meeting in two weeks will be just as bad.

What do we want to do with assessment? I can write Dr. Jacobs and ask him to let us use CCI to conduct the upper level administrative assessments, whether or not he wishes to join in, we would

leave that up to him. We can discuss whether we want to do something right now in terms of using Survey Monkey and try to do a paper survey. What do you want to do at this point? We heard from Olivia Summons about what the Board is doing, we have been working with the provosts, the instruments have been created and so I think we are making progress. The question is how much we are going to press this because we are running out of academic year, and how much are we going to keep working on this even if we don't meet the academic year cycle.

**Senator Anderson:** Can we establish a back up plan if nothing happens by Friday?

**President Barrett:** We certainly can, whatever you want to do.

**Senator Jorgensen:** On a positive note, I appreciated Olivia Summons telling us they are going with external firm to do an evaluation which includes faculty and staff in their survey. That's a very good thing, we should have done that a year ago, I'm glad they are doing it. Secondly, she said they would receive and consider our report, and that is a positive thing. So, yes, I think that progress has been made, and also the fact that the deans' evaluations have been carried out. But I do think that this Senate has to carry out an assessment of the provosts and the president before the end of the term.

**President Barrett:** I will respectfully disagree with that, I think that if progress is being made and we are working on a positive precedent, whether we get a report in the first week of summer semester or we do something in September, if this isn't worked out by the Fall, there is no excuse anymore. At this point we are trying to beat the clock. I can live with the Fall. I am not trying to shake this off on the next person, I believe doing things right sometimes takes a little more time. But if we don't have the go ahead and cooperate by the end of the week, we try to do our own thing, we have to assess whether we can use CCI or try to find the money for Survey Monkey or do something with paper. Doing with paper is almost impossible, but let's discuss our options and decide how we want to proceed, it's what we, the Senate, want to do, and how we want to interpret our responsibility.

**Senator Dowd:** I think Senator Anderson is making a good point. Friday should be a drop-dead date. Chair Summons endorsed the idea of the Senate conducting this assessment. If President Jacobs says no, then the Executive Committee needs to conduct this assessment on our own.

**Senator Anderson:** I move that we set a drop-dead date of this coming Friday authorizing the Executive Committee to come up with a plan. Motion was made and seconded.

**President Barrett:** For administration to make a decision on whether it will open an assessment with us and if they do not, we will proceed with our own assessment to be completed by the end of the term. The data may not be all compiled and ready but at least the survey will be conducted during this term. *Motion passes.* We are charged.

We have about ten minutes for Kathleen Walsh and Sherry Andrews.

**Sherry Andrews:** I am the Director of the Center for Creative Instruction. We were asked to come because at your last meeting apparently there were questions specifically about the U.T. website. We strategically manage it, we are kind of behind the scene of the web so with today's presentation we want to give you a little more background as far as how complicated it is and some of the issues that we have when we are doing a re-design.

**Senator Dismukes:** The things that come up on the U.T. website are a disaster. I know that we don't have much time but I wanted to register my complaint about it. What comes up on the website is a living disaster.

**Kathleen Walsh:** One of the things that I wanted to share with you that is in my presentation is who we are, we are part of the External Affairs, part of the Marketing group, the Communications Group, the CCI, so we are a large group that works together. Our web team is myself, Kathleen Walsh, Director of Web Development, also Sharon Dietrich, she is our main point of contact, we have two people who work basically in the graphics area for the site, as well as Shible who works mostly on internet projects. From the top level of the website, we deal with a lot of the strategy and the structure and from the college level, each college owns their part of the website as well as the departments. We work specifically with colleges and with departments to make sure they have people trained. Because we are using it for college management system that allows over 400 users that have the ability to manage their websites. So if there is a concern about a webpage or a chunk of the site, we will be happy to look at it. If it's a department problem sometimes we have to work

with the department or a college to find out how to rectify some of those problems. We do not go into college website and dictate what pictures should be on it, or what other pieces need to be. The only thing is how the template looks.

Some of my responsibilities that are dictated to me as partnering with Marketing and Communications a lot of enrollment related projects as well as web applications, the web server, a tremendous amount of stuff. We have over 25,000 web pages at the University of Toledo and over 400 users that are applying content to sites, we have a tremendous amount of audiences that we have to deal with. The number one audience on the external website are prospective students, so when we redesigned the website recently one of the things we did when a prospective student is looking at our website, the first thing they want to do is see if their major is here. We are the only tier one research university in the United States that has all of their majors on the homepage. Undergraduate and graduate level. We added the graduate level because someone actually in this room pursued the subject with web development to make sure we get the graduate level on there.

We do have a lot of features there, you can apply to the university and probably half of the tier one universities don't have that feature on their homepage. We have a tremendous amount of traffic. Our design is well prepared to take over in an emergency. The history of the U.T. homepage, at the time of the merger, some of the things you couldn't do back then such as apply to the university, find out your major, a couple of versions since the merger have been enhanced. One of the things we did when we merged is we brought all the colleges to the home page because of the tremendous amount of opportunities we had when we merged and the number of degree programs in colleges.

**Senator Dismukes:** I had complaints about that you cannot find a college. It's not there.

**President Barrett:** It's on the banner and you click on Colleges and there is a drop down menu.

**Kathleen Walsh:** I will be happy to address those things with you. Every college at the University of Toledo home page listed as well as every degree program undergraduate and graduate. Some of the things we looked at when we were re-designing is we looked at our key audience, we wanted to incorporate our UT brand with the MORE Campaign. The accessibility on our new home page is also mobile deviceability. We wanted to get our admission contacts on our home page and getting students in the door, we did also enhance our search and are still working towards it but I wanted to show you what we did, we also wanted to compare ourselves and looked at every university that we compete against and also some of the number one research universities. A report from last week showed the number one item that people come to our website for major search is our undergraduate search. I think we hit the mark. The number one college they go to is DL. A lot of Admission stuff is coming up, how to understand your financial aid, so we are looking at our visitors weekly, daily, etc.

**Senator Anderson:** A question about our undergraduate majors, you have majors that are kind of generic but some of them don't have correct data on them.

**Kathleen Walsh:** The undergraduate pages are managed by Marketing, but I would be happy to help you with it. I will leave some business cards.

**Senator Lundquist:** When you get to that generic page of all the majors, there is no way to get from that to the actual department on that page.

**Kathleen Walsh:** If you picked English the whole page appears inside the College of Arts & Sciences.

**Senator Lundquist:** People go to that piece about the majors and there is no way to get from that page to the department page.

**Senator Teclhaimanot:** Another link.

**Senator Lundquist:** Yes, another link.

**Senator Anderson:** In the lower corner where it says contact.

**Senator Lundquist:** When people look at that, they think that's all the information about our department that the University has.

**Kathleen Walsh:** That's designed by Marketing, but I will be happy to address that and there is conversation whether it should be print or whether we should be more focused on the online



version. The present online version was actually designed from a print piece. So the question is should it be an online version leaving some people print.

**Senator Lundquist:** Why is that it has to be designed by somebody in the Marketing Dept.?

**Kathleen Walsh:** Because there isn't a consistency with every solitary major in the University, so it was designed so that there would be something for every college. The problem might have been resolved over time before we were able to offer the content management system broadly to everybody there were some disconnects in who would be able to update web pages. I would love to talk to you more about it and we need this kind of feedback.

**Senator Dowd:** How often do you do a major overhaul of the WebPages and would you be willing to have a couple of faculty members work with your group? Those faculty members could be appointed by Faculty Senate, give feedback and suggestions to your group and report back to Faculty Senate on the issues you are discussing.

**Kathleen Walsh:** As to an overhaul of it? The only page that we overhauled is the Home Page since the merger. I could do an hour presentation and talk about how we brought everyone to the same medium. There is a lot of strategy why our site is a little bit simpler and going in to the future we are in the middle of the content management system purchase, that will allow us to hopefully bring in more tools and bring a little more dynamics to our site.

**President Barrett:** It's 6:00 o'clock and there is a reception for the outstanding teachers, and I do want to close it. This has been informative, obviously there are some problems. I would encourage the Marketing Dept. to try to get some more faculty input on ways to improve the webpage. As you move forward, think about having a person or two appointed to your focus groups.

**Senator Barlowe:** I just found out that John will not be at our next Senate meeting. Generally, we have a little speech, and we present the outgoing president with a plaque honoring their service. So, unprepared, I'll give a little speech to thank John for being an excellent president. Leading Senate has always been a big job, but leading the merged Senate is an even bigger one, as I learned last year. It's not only a time commitment, it's an energy and engagement commitment. You have immersed yourself in the issues, you have shown immense leadership skills, and you have advanced relationships with the administration and the Board of Trustees. I want to thank you personally and on behalf of the Senate.

**President Barrett:** Thank you and I want to apologize for disrupting the normal flow by not being able to be here at the next meeting.

Any old business? Any new business?

### ***VII. Adjournment:***

Is there a motion to adjourn? ***Motion was made and seconded.***

Meeting adjourned at 6:00 pm.

Respectfully submitted,

Nick Piazza  
Faculty Senate Executive Secretary

Tape summary: Kathy Grabel  
Faculty Senate Office Administrative  
Secretary

