

UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of April 23, 2019
FACULTY SENATE

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

Approved @ FS on 8/28/2019

Summary of Discussion

Note: The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

President Linda Rouillard called the meeting to order; Executive Secretary, Mark Templin called the roll.

I. Roll Call: 2018-2019

Present: Andreana, Ariss, Bailey, Bigioni, Bouillon, Brakel, Chattopadhyay, Compora, Dowd, Duggan, Edgington, Emonds, Ferris, Frank, Gibbons, Gilchrist, Giovannucci, Gray, Hall, Hammersley, Heberle, Hefzy, Jaume, Jayatissa, Keith, Kovach, Krantz, Lee, Longsdorf, Lundquist, Menezes, Modyanov, Molitor, Monsos, Niamat, Ohlinger, Ortiz, Reeves, Relue, Rouillard, Said, Sheldon, Stepkowski, Steven, Taylor, Teclehaimanot, Templin, Thompson-Casado, Tiwari, Tucker-Gail, Van Hoy, Weck-Schwarz, Wedding, Weldy, Woolford, Xie

Excused: Kistner, Maloney, Oberlander

Unexcused: Gibbs, Lecka-Czernik, Murphy, Schlageter, Schroeder

II. Approval of Minutes: Minutes from the Faculty Senate meetings held on March 26, 2019 and April 09, 2019.

Senator Templin: We have a quorum.

President Rouillard: Thank you. The first order of business this afternoon is the approval of the Minutes for March 26, 2019. All those in favor for approving those Minutes please signify by saying, “aye.” Any opposed? Any abstentions? **Motion Passed.** The Minutes from April 09, 2019 were sent to you. All those in favor of approving signify by saying, “aye.” Any opposed? Any abstentions? **Motion Passed.** Thank you.

Welcome to the last Faculty Senate meeting of the 2018-2019 academic year. While we still have some curriculum work to do during this meeting, I would like to take a few moments to thank several people who’ve done much heavy lifting during this year. First, I would like to thank soon-to-be president Tim Brakel. I am extremely grateful for his always dependable wisdom and insights, for his administrative experience and institutional knowledge. I look forward to passing on the gavel to him.

Faculty Senate benefitted from the collective generosity and sagacity of our executive committee: Mark Templin as Secretary, Lee Wade as OFC rep., Temeaka Gray and David Giovannucci as at-Large HSC reps., and Friederike Emonds and Jerry Van Hoy as at-Large MC reps. And I certainly, I’d like to thank Ms. Quinetta Hubbard for all her help and support this year.

Our Faculty Senate committees worked hard this year. I’d like to recognize the immense amount of work accomplished by Anthony Edgington and his committee. He was Chair of Undergraduate Curriculum;

Chair of Academic Programs, Terry Bigioni and his committee; Chair of Core Curriculum, Susan Batten and her committee; Don Wedding, Chair of Academic Regulations and his committee; Martin Ohlinger, Chair of Academic Affairs and his committee. Martin had also initiated an important discussion for next year on the process for emeritus faculty. And there was an enormous amount of work accomplished by the Elections Committee, Chaired by Sibylle Weck-Schwarz and Richard Kruzel. And the Constitution and Rules Committee, Chaired by Mark Templin continued its excellent work on constitutional revisions.

I hope you would join me with a round of applause, and thank you all.

[Applause]

We have had many stimulating conversation in Faculty Senate, most recently the discussion on freedom of expression. I am grateful to Senator Greg Gilchrist and Prof. Lee Strang for beginning that conversation, and to Prof. Ben Davis for his contribution to that dialogue, and to all Senators for their willingness to model the very freedom of expression that is a core value of our society and our campus.

I would also like to take this opportunity to thank President Gaber, Provost Bjorkman, and chiefs-of-staff Diane Miller and Matt Schroeder for their willingness to meet with us regularly. Our exchanges have always been collegial and productive.

A few updates: The Faculty Senate's Deans Survey closed on 4/18. The sharepoint files have been created and IR will load each dean's survey report to the appropriate college file. I will send out directions and links to you by the end of this week, or Monday of next week so that you have two weeks to view the report. Faculty Senate thanks Brigitte Norton-Odenthal and Robin Kulhl for their collaboration on this, along with Bill McCreary and his IT staff: Eric Szabo, Jason Rahe and Frederick Hausenfus.

Turning to today's agenda, you will notice that there is no provost report because Provost Bjorkman is out of town but we do an Athletics report and we have some curriculum items and a resolution before we adjourn and move to the new Faculty Senate. Are there any additional comments from the Executive Committee?

President-Elect Brakel: Just one---well, actually two. As many of you know, I've been running plate on this student liability insurance aspect. So just to give you a little update, tomorrow in Columbus there will be an IUC meeting where I and several other representatives from across UT will be attending a risk management insurance consortium. It is basically three topics that are going to be addressed during that time. One is understanding student organization risk; then there is going to be protection of our students; and then finally, talking about insurance coverage. We will see where that goes at the completion of the meeting, hopefully, we can get some relief for our students.

President Rouillard: And thank you, Tim. You have followed up on this all year long. I think you launched that discussion on this campus, you've followed it up and it is only for the benefit of our students. We are much appreciative. Thank you.

President-Elect Brakel: One last thing. Linda, you've been a mentor to me during the course of this year as well as taking charge of Faculty Senate in your leadership and service position at a time when you stepped up into the role of being department chair and taking on additional responsibilities. You have done these duties admirably well and on behalf on Faculty Senate, I would like to give you a plaque on our appreciation.

President Rouillard: Thank you very much.

[Applause]

President Rouillard cont'd: I would just like to say, you all make it easy; my department makes it easy to be chair--you know, piece of cake <laughter>. That is very nice. Any other comments from the rest of the Executive Committee or from Senate?

Senator Gilchrist: Yes. I just had a point of order about the agenda today which presents a new resolution on free speech. I appreciate your comments earlier on free speech and I also appreciate the leadership you had on this issue and the Executive Committee as a whole being open to the dialogue. I wanted to note that the resolution that is proposed in today's agenda is limited to affirming a particular UT policy that extends only to publically accessible outdoor areas of the university campus so it is really in no way addressing the issues that we've been talking about over the course of four meetings now.

On March 13th, a proposed resolution circulated to the entire faculty of the university and since that time we have had the opportunity to hear some opposition. We've heard opposition from the administration which is predicated on student opposition to the statement. I would suggest that if students do oppose faculty embracing freedom of speech, that is more reason for faculty to make freedom of speech important as a value for everyone. But beyond that, I think that if the College of Law experiences are indicative at all, the premise of that argument is counterfactual. The students at the College of Law recently passed the same statement we have been asking to pass at the Faculty Senate level, so the indications from my students are that they want this statement and we should support it as well. We've also heard from my colleague, Professor Davis, a number of opposition statements, both in writing and from the floor. He argued ultimately that the offered statement ultimately limits speech. I would ask everyone to read the statement--it does not limit speech. More troubling to me, when I asked for the language in the statement that is problematic, the language in the statement that limits speech, the response I got and this is a quote, "The entire statement. Every word of the statement, every word." I think we can do better than this. We've had a carefully drafted statement before us now for a period of months. That statement has been adopted now by more than 60 preeminent universities. The opposition so far has been premised on vague assertions of power plays, contentions that words do not mean what they say, and unsubstantiated claims, thus far, of student opposition. On one thing though, Professor Davis and I very much agree, and that is this statement is not "mom and apple pie." Freedom of expression is not anodized. Freedom of expression is a great social force that has the power to upset dogma and to topple authority. So it is a little bit scary, yeah,--but it is also a core value of a university. We have heard from Senator Heberle, I think the most compelling argument against the proposed statement, and that is there is no crisis so we don't need to make this statement at this time. I have two replies. One, the time to reaffirm our valuing of freedom of expression is not when there is a crisis, it is before there is a crisis. That is the value of freedom of expression: it prevents crises. Secondly, I think we sit at a time where in too many debates, both or all sides of the argument claim ultimate authority based on assertions of unique access to essential truths. Universities stand in opposition to this idea. Universities stand on the basis if there is a market place of ideas, and all ideas compete for pursuit of the truth. So I raise this because I was concerned about the new resolution and I think we've had a resolution presented. We've had plentiful time for discussion and opposition, and I would like to see at the last Faculty Senate meeting for The Faculty Senate to vote on the proposed resolution. So I would like to make a motion that we affirm the resolution that was circulated to the faculty at the University on March 13, 2019.

Senator Wedding: I second that motion. That was an outstanding presentation.

President Rouillard: Are you referring to the statement itself?

Senator Gilchrist: The statement that was circulated to the faculty on March 13th, the one that was presented by Professor Strang.

President Rouillard: Okay, but that was presented as a statement, not as a resolution.

Senator Gilchrist: Right. So the motion would be to adopt the statement as the statement of the Faculty Senate.

Senator Wedding: That's right.

President Rouillard: You can certainly propose a motion from the floor that we can vote on, but we would have to vote on this first resolution that is on the agenda because that is brought to Senate by the Faculty Senate Exec. But, if the Faculty Senate votes the first resolution down and votes the second resolution up, that is fine.

Senator Gilchrist: I guess that is my point of order. I can't find anything in Robert Rules that deems agendas governing as a binding matter unless they are adopted by a vote, so maybe there is a rule of the Senate that I am not aware of. We have a new resolution I received yesterday and another resolution that we all received months ago and so it seems if it is a matter of precedence, the original one will take precedence.

Senator Dowd: Wouldn't you have to have a motion on the floor to offer [a] substitute on the motion?

President Rouillard: The rule of our constitution specify that the Faculty Senate Executive Committee sets the agenda. I have absolutely no problem with brining forward another motion and bringing forward another resolution to vote on, but I think that would happen after we vote on the resolution that is currently on the agenda.

Senator Wedding: We can actually pass both resolutions.

President Rouillard: That is a possibility.

Senator Dowd: Point of order. At any point in time the Faculty Senate can adjust what is actually... given the agenda. So the agenda is proposed and if you wanted to follow Robert Rules, the agenda actually has to be approved by the full Faculty Senate at every single meeting.

President Rouillard: Which we have traditionally not done. We have allowed the Faculty Senate Executive Committee to set the agenda.

Senator Dowd: But the resolution that came out with the agenda, is this offered as a substitute?

President Rouillard: No. I am perfectly willing to once we discuss that resolution or rather vote on that resolution. You have already proposed a motion. We can second it now---

Senator Keith: It was actually seconded by Senator Wedding.

Senator Wedding: I seconded it.

President Rouillard: Alright. So what we can do is vote on adding that resolution to the agenda after the resolution that has already been proposed by the Faculty Senate Exec.

Senator Keith: Well, I think there is a motion already on the floor and seconded, why do we have to wait---

President Rouillard: But we need to vote.

Senator Keith: Why?

President Rouillard: We can vote on adding the resolution to the agenda.

Senator Dowd: Would you consider a friendly amendment to the resolution? We not only vote on the resolution, but also vote to move it up on the agenda to be the first order of business? Let's address the issue because we have important business today so why don't we just address the issue and get it done with?

President Rouillard: So the resolution then, well, now that you've added another layer to the resolution to move the order up, but first we will vote on the motion to add this resolution to the agenda. It's been seconded. All those in favor---

Senator Dowd: Wait. No, no, no. It was a friendly amendment to that motion; the motion was consistent with both parts.

President Rouillard: Okay.

Senator Dowd: Senator Wedding, would you care to consider that?

Senator Wedding: Yes, Sir.

President Rouillard: Okay. So all those in favor of adding the resolution on the Chicago Statement and moving it up please signify by saying, "aye." Any opposed? Any abstentions? *Motion Passed.* Okay. So can we move it up right after curriculum so it will happen before the other resolution? Is that moving it up enough? I really want to make sure we get to curriculum.

Senator Gilchrist: I really want to make sure we get to this. I think this would be quick.

President Rouillard: Will it be quick?

Senator Gilchrist: Yes.

President Rouillard: Alright, we can vote on it now then. I take it we do not need to read the statement again?

Senator Gilchrist: I agree with that. We've all had it in our mailboxes for months. I mean---

Senator Wedding: I have a copy of the Chicago Statement here if you want to show it for any reason if anybody wants to read it.

President Rouillard: Okay. The resolution before us is the Chicago Statement. All those in favor of Faculty Senate endorsing this statement please signify by saying, "aye."

Group of Senators: "Aye."

President Rouillard: Any opposed?

Group of Senators: “Nay”

President Rouillard: Any abstentions? Hearing none. I think the “ayes” have it. I think that passes but we will still consider the resolution that is on the agenda. *Resolution Passed.*

Statement on Freedom of Expression

The Faculty Senate of the University of Toledo adopted the following statement,¹ April 23rd, 2019, affirming the University of Toledo’s commitment to the principles of academic freedom and freedom of expression as essential to the University’s mission:

Because the University is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn. This free and open inquiry is fundamental to the University’s educational mission of creating new knowledge, promoting educational excellence, improving the human condition, and advancing the common good.² Except insofar as limitations on that freedom are necessary to the functioning of the University, the University fully respects and supports the freedom of all members of the University community “to discuss any problem that presents itself.”³

Of course, the ideas of different members of the University community will often and quite naturally conflict. But it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although the University greatly values civility, and although all members of the University community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. The University may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the University. In addition, the University may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the University.⁴ But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the University’s commitment to a completely free and open discussion of ideas.

In a word, the University’s fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University’s educational mission.

As a corollary to the University’s commitment to protect and promote free expression, members of the University community must also act in conformity with the principle of free expression. Although members of the University community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, the University has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

Senator Wedding: So we have passed the Chicago resolution?

President Rouillard: Correct.

¹ This Statement is based on the University of Chicago [Statement on Freedom of Expression](#).

² See American Association of University Professors, *1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Comments* (1970) (“The common good depends upon the free search for truth and its free exposition.”).

³ See, e.g., University of Toledo Faculty Senate, *Endorsed Optional Syllabi Free Speech Statement* (adopted Oct. 9, 2018) (“The University of Toledo is committed to free speech and providing an environment where students are encouraged to exchange ideas and viewpoints. The University urges every student, faculty member and staff member to respect others in the campus community while allowing for differing opinions to be shared.”).

Senator Wedding: Thank you.

[Applause]

President Rouillard: First on the agenda is Dr. Mary Powers, who will give us the faculty athletics report.

Dr. Mary Powers: Thank you, President Rouillard. Congratulations! Thank you, Faculty Senate and thank you, Executive Committee and President Rouillard for the great year that you've put in. Congratulations to the new senators coming in and President-Elect Brakel, and the year that we have to look ahead. Thank you for giving me a few moments to just give a report on our athletics. I am your Faculty Athletics Representative, which means that I am your representative to not just the athletics on campus, but also to the Mid-American Conference, which is the conference that we participate in, as well as the NCAA. I am going to be going through my slides pretty quickly. Quinetta has assured me that my slides will be available on the Faculty Senate website, so if there's a slide that I move too fast on, the slides will be available for you. Again, thank you!

Our student-athletes have gained a reputation at our Mid-American Conference for strong academics. In fact, five out of the last seven years we have been awarded with the Academic Excellence Award for our conference. This year again we have received that award, and I am happy to report that our overall student grade point average for our student-athletes for the past year was 3.266 GPA. Again, that was tops in our conference.

[Applause]

Dr. Powers cont'd: That is not all. Our women's teams were tops in our conference too. They got the MAC Faculty Athletic Representative Award for Toledo Women's highest GPA in the conference. As we are approaching the very end of our spring semester, I would just like to take a few minutes to recap on how well our athletes performed in the classroom in the fall semester. We had the second highest fall term GPA. in school history, 3.247. It was the eighth consecutive semester in which UT student-athletes had above 3.2 GPA and towards the straight semester with at least a 3.1 GPA. Thirteen of our varsity sports had a team GPA of 3.0 and eight had a team GPA of 3.5 or higher. We had 46 student-athletes with a perfect 4.0 GPA in the fall semester which is amazing because it is the second time in school history where 49 Rockets had a better 4.0 GPA, the spring of 2016. Then 44% of our student-athletes earned dean's list, which meant they had a 3.5 GPA or higher. This slide shows the team GPAs of all of our sports, starting with the highest, Women's Volleyball at 3.751 GPA. As you proceed down the slide, the grade point averages are lower. Again, I will leave it up for a second or so, but please feel free to check out the slides on the Faculty Senate website if you want to see these in greater detail or else feel free to ask Quinetta to send this information directly to you. But overall, the department GPA for athletics was 3.247 in the fall term. Our student-athletes by team are nominated for MAC distinguished academic by team. So we have had six of our student-athletes recognized at the conference level. We had two of our football student-athletes that were distinguished scholar athletes for football. We had two for Women's Soccer. We had one of our student-athletes for our Men's Cross Country and one of our student-athletes for Women's Cross Country. These are students that work hard both in and out of the classroom and are setting records and doing great things to represent the University of Toledo at the conference level. Outside of academics, our teams have done very well in the athletic competitions. Our softball team was the MAC West champion last spring. The softball championship for this spring has not been determined yet. This spring our Men's Basketball was the MAC West Champion.

More highlights: We've had a couple of second place teams in the conference. Our Women's Cross Country took second place in the MAC Championship meet in 2018 last fall. Our Women's Golf was

runner-up both last spring and just this last weekend they were second place in the MAC Championship tournament. We've had some of our student-athletes make some really distinguishing achievements on the national level: Janelle Noe, Second-team All-America. She holds the MAC record for 1500 meters and this was set at the NCAA Outdoor Championship meet. Athena Welsh was First Team All-Mac Cross Country. Clair Steigerwald was MAC Cross Country Freshman of the Year. We had three of our runners take first place at the MAC Indoor Track and Field Championship: Shanice Williams, Athena Welsh, and Atalia Lima. Our Men's Basketball had a really great season this year--second most wins in school history. They won their second consecutive MAC West Championship. They had a bid to the NIT, National Invitation Tournament. Nate Navigato set school and conference records with 309 three-point shots. Our Women's Basketball team also had a great season. They advanced to the second round of the WNIT. Our coach, Tricia Cullop now has the most wins record in school history. Kaayla McIntrye earned second-team All-MAC honors. Another thing, out of the 62 NCAA Division I Group of 5, which means they are not the power 5 but the Group of 5 that includes 5 different conferences, there were only three teams that had both football and basketball invitations to either the NCAA or NIT. That means we were one of three teams in the country, Houston, Buffalo and us. Also, our Vice President and Director of Athletics, Michael O' Brien has had a very prestigious position with the NCAA basketball committee which kept him very busy, but also got good publicity for our university and for the NCAA Men's Basketball as a whole and especially the NCAA Basketball Tournament. This picture shows him awarding the South Regional trophy to Virginia, which was the team that went on to the NCAA Championship this spring.

Just-to sort of close things out, moving back to academics: Eleven of our football athletes qualified for nomination for academic All-American. Furthermore, Cody Thompson was actually named Academic All-American from our football team. We also had Jamal Hines make the Freshman All-American Team as our defensive end. The last slide here: The MAC Team reached the quarterfinals at the NCAA final four. 3 on 3 competition at the Mall of America. The MAC Team reached the quarterfinals and Jaelan Sanford was one of three people on our MAC Conference 3 on 3 Team. So, all-in-all, we had a great year. Thank you for your support. Please reach out to me with any comments or questions that you have for athletics. Please wear your blue and gold on Thursdays. Go Rockets! Thank you for the time and good luck.

[Applause]

President Rouillard: Thank you, Dr. Powers that was good news! Next is curriculum with Senator Edgington.

Senator Edgington: So we have a small number of courses for you this time. Just four new course proposals that will be presented to you today. All four of these are from a Music program. The new courses will be part of a new minor that will be coming out of Music that Senator Bigioni will be presenting to you later on today.

We have MUS 3780, which is Vocal Acoustic Analysis in Singing. It is "an upper-division level course designed to address current research surrounding the examination of voice as an acoustic instrument consisting of power source, sound source, and sound modifiers. Focusing on the pedagogical implications of the voice as an acoustic phenomenon. This class will specifically use an acoustic strategy as an outcome of the technology VoceVista and EGG."

We also have MUS 3770, Voice Seminar III. It is "a general survey of gospel and jazz vocal styles and teaching techniques will be discussed and demonstrated. Students will also learn potential vocal faults that may accompany this style of music which will enable voice specialists to understand how to help the singer overcome possible vocal distress."

MUS 3760, Voice Seminar II. It is “a general survey of musical theater vocal style and teaching techniques will be discussed and demonstrated. Students will also learn potential vocal faults that may accompany this style of music which will enable voice specialists to understand how to help the singer overcome possible vocal distress.”

And then MUC 3750, Voice Seminar I. It is the same thing, but it will be “a general survey of Classical vocal style and teaching techniques will be discussed and demonstrated. Students will also learn potential vocal faults that may accompany this style of music which will enable voice specialists to understand how to help the singer overcome possible vocal distress.”

Senator Edgington cont’d: Any questions on these four new course proposals that are being presented to you today? Hearing none. Since there are no questions then, all those in favor of these four courses please signify by saying “aye.” Any opposed? Any abstentions? *Motion Passed.*

Next are modifications. Most of these are just a few that should have been part of a larger package that came earlier and kind of fell through the cracks a little bit. You’ve probably seen a few of these before: EEES 4950, Geology Field Course. The modification here is asking for a minimum grade of prerequisite courses to change from a D- to a C-. MGMT 4210, Leading and Managing Organizational Improvement. The modification here is the course title; the new course title will be Leading Strategic Improvement Initiatives. There will be a slight change in the catalog description. We have a few from Art. The first is ART 3950, NMDP Intensive. The modification here will be to change the course name (Design Project), changing the prerequisite from ART 3950 to ART 3900, and catalog description update. The next three courses are ART 4940, ART 4400, and ART 4910. They are all asking for the same modification, which is to add instructor permission as a prerequisite for the course. Finally, ART 4400, BFA Thesis Exhibition. The modification here will also be the course name will now be called Advanced Painting. It is a change of the prerequisite, which will be a removal of ART 2110, and a catalog description update.

Are there any questions on any of these course modifications? Alright, all those in favor of accepting the course modification please signify by saying, “aye.” Any opposed? Any abstentions? *Motion Passed.* Thank you all very much.

President Rouillard: Thank you, Senator Edgington.

Senator Bigioni: Thankfully today is not a marathon; there are only five proposals to go through today. We have one modification and four new programs. So let’s start with the modification to the BA in Middle East Studies. The rationale is: “Faculty retirements have made it difficult to offer the specialized courses that students need to fulfill graduation requirements. Modifications will make it easier for student to graduate and will also shift the focus from historical to contemporary issues.” I didn’t include [here] the old degree requirements just because of space mostly. But the new format is 19 credit hours in the major and 15 to 18 hours in a related field. The breakdown is here. These are the courses required for the major. These are five required courses, totaling 16 hours and then the students have an option of one of these three courses or perhaps another 3 hours through the advisor for, 19 hours in the major. The 15 to 18 credit hours in a related field -- this shows in consultation with an advisor, a double major or a minor eventually satisfy the requirements. So that is a total of 34-37 credit hours of that goes compared to the total requirements of 48 in the major. So just as a side here, there’s some additional college requirements that are included in that total and so they are just broken-down separately here. Are there any questions or comments regarding this proposal?

Senator Heberle: Is there someone here that is representing?

Senator Bigioni: Yes, there should be.

Senator Heberle: The course, Governments and Legal Systems of the Contemporary Middle East, where is that being taught? What department is teaching that?

Unknown Speaker: These are the new courses that were approved and are in the process of---

Senator Heberle: The existing.

Unknown Speaker: I am posted in World Languages and it is part of the Interdisciplinary Studies.

Senator Heberle: I know, but what department is Government and Legal Systems being taught through?

Unknown Speaker: That would be a new system, no new class, especially Middle East would be in our department.

Senator Bigioni: I'm sorry, I should've pointed out that those top four new courses have already been through Faculty Senate and approved. Are there any additional questions or comments? Okay then, let's put it to a vote. All those in favor of approving this proposal please say, "aye." Any opposed? Any abstentions? ***Proposal Passed.***

Program Modification
BA in Middle East Studies

Program Code: MES
College: Arts and Letters
Department: Middle East Studies
Contact: Gaby Semaan

Rationale: Faculty retirements have made it difficult to offer the specialized courses that students need to fulfill graduation requirements. Modifications will make it easier for student to graduate and will also shift the focus from historical to contemporary issues.

Summary: The new format of 19 credit hours in the major and 15 to 18 in a related field will provide students with a competitive and focused major, similar to majors at other universities. The major will include suggested new courses that are focused on the contemporary Middle East (namely MES 2400, 3200, 3800, and 4200) in addition to already existing courses (e.g. HIST 2040 and GEPL 4810). In addition, the students are required to take 15 to 18 credits in a related field chosen by student and advisor.

Courses for Major (19 hours)

Required courses:

MES 2400 Introduction to the Contemporary Cultures of the Middle East (new)	3 credit hours
MES 3200 The Contemporary Middle East: A Historical and Modern Overview (new)	3 credit hours
MES 3800 Governments and Legal Systems of the Contemporary Middle East (new)	3 credit hours
MES 4200 Current Issues in the Middle East (new)	3 credit hours
FLAN 3440 Intercultural Communication: Principles And Practice	4 credit hours

Take one of the following:

HIST 2040 Ancient Near East	3 credit hours
GEPL 4810 Political Geography	3 credit hours
PSC 4670 Governments of the Middle East	3 credit hours

Or another course approved by advisor

Courses in a related field (15-18 hours)

Courses chosen in consultation with the adviser:

Students may use another major, program or minor to meet related fields requirements. Students are encouraged to take courses in foreign languages of the Middle East (e.g. minors in Arabic, French, Spanish, German or other language of interest will meet related field requirement).

Total credit hours: 34-37 (reduced from 48)

Additional College requirements (9 hours)

Take three of the following (at least one each from humanities and social sciences):

Humanities:	FLAN 3440, HIST 2040, HIST 4390; PHIL 3500 3570 REL 2310, 2330, ARBC 1090, ARBC 1080, SPAN 1080, SPAN 1090, FREN 1080, FREN 1090; GERM 1080, GERM 1090; JAPN 1080, JAPN 1090
Social Science:	ANTH 2750, ANTH 2800, ECON 2810, PSC 2700, SOC 4340, SOC 4800

Senator Bigioni cont'd: The next is also from Middle East Studies but a minor. This is a new minor in Middle East Studies, a total of 18 credit hours. There are two options for satisfying that 18 credit hour

requirement. The first option is for the Middle East Studies classes and two language classes at 2000 level and above. So each of those will be 3 credit hours for a total of 18. The second option is two language classes and then a selection of two classes from this list, potentially an alternate to be approved by the advisor. Are there any questions or comments regarding this proposal? Okay then, let's put it to a vote. All those in favor of approving this proposal please say, "aye." Any opposed? Any abstentions? **Proposal Passed.**

New Program
Minor in Middle East Studies

Program Code: MES
College: Arts and Letters
Department: Middle East Studies
Contact: Gaby Semaan

Rationale: This new program will allow students to pursue a minor in Middle East Studies, which is not offered at any nearby universities.

Courses for Minor

Option 1: 4 MES classes AND
2 language classes (2000+)

Option 2: 2 MES classes AND
2 language classes (2000+) AND
2 elective classes from: FLAN 3440

HIST 2040
HIST 4390
GEPL 4810
PHIL 3500
REL 2310
or course approved by the adviser

Total credit hours: 18

Senator Bigioni cont'd: So here is the next new proposal. This we saw at the last meeting. This is the certificate in translation. Previously there was some business language associated with it and there was some discussion in our last meeting, and so we tabled it for the time being. But in the meantime there's been some communication between departments. The resolution is to remove that business language from the proposal so the product is what you see here. So the new title is Certificate in Spanish Translation and Interpretation. It is the same set of courses, slightly modified descriptions. Any questions or comment regarding this proposal? Okay then, let's put it to a vote. All those in favor of approving this proposal please say, "aye." Any opposed? Any abstentions? **Proposal Passed.**

New Program
Certificate in Spanish Translation and Interpretation

Program Code: SPAN
College: Arts and Letters
Department: Foreign Languages and Literature
Contact: Kathleen Thompson-Casado

Rationale: This certificate will document Spanish translation and interpretation competency on student transcripts, highlighting an in-demand skill set.

Summary: The program provides students with the language skills and cultural knowledge to do translation and interpretation. The certificate documents student outcomes relative to the underlying principles of this field grounded through in-class and out of class experiences.

Courses for Certificate

SPAN 3170 Business Spanish	3 credit hours
SPAN 4010 Syntax and Stylistics	4 credit hours
SPAN 4060 Translation and Interpretation	3 credit hours

Total credit hours: 10

Note: The certificate is made up of courses that already exist.

Senator Bigioni cont'd: The next proposal is for a new Certificate in World Languages Proficiency. I will skip all these here and go directly to the makeup of the program. So in this case there are a set of courses for each of these languages. The certificate involves completing a series of these three courses,

one at the 1,000 level and that is four credit hours and two at the 2,000 level for three credit hours each for a total of 10—for eventually some higher level courses. Once those courses have been completed then there is a test from the professional organization for teaching foreign languages. I believe it is the American Council on the teaching of foreign languages. So the results of that test they take is intermediate level of French, German and Spanish,...rating in Arabic, Japanese, and Chinese on that test that will satisfy the requirements for this certificate program. Are there any questions or comments regarding this proposal?

Senator Niamat: Why is this program called “World Language” instead of foreign language?

President Rouillard: Because we had a department name change last year and we went from being the Department of Foreign Languages and Literatures to the Department of World Languages and Cultures.

Senator Niamat: English languages is also world language, right?

President Rouillard: But these are the languages that are available for that proficiency...

Unknown Speaker: It's a theme whenever they are using the word that are including foreign languages because it have that interpretation, to be politically correct, they are moving at the word world languages ...it applies 'other than' English.

Senator Bigioni: Thank you. Other questions? I think Senator Heberle had her hand up.

Senator Heberle: I have just a question. I just need clarification. It says, “*The certificate is issued based on language proficiency level on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency scale, rather than exclusively on the course credit hours.*” There is just some confusion and I don't know if there would be in this body as well about whether or not that means students can come in and just take the test without taking any of the classes and if the department assistant administrative could be in position just to administrate the tests for the Proficiency certificate.

President Rouillard: No. I think the way it is written is you have to take at least 10 hours. We have given you the option of the course sequence or higher, but it will at least have to be 10 hours followed by the certification, if you will, by an outside group of the language proficiency.

Senator Bigioni: And correct me if I am wrong, the advantage of the outside test is that it appears on the transcript, correct?

President Rouillard: The certificate would appear on the transcript.

Senator Bigioni: Not the results of the tests?

President Rouillard: I would assume. Is anybody here from Education because your students take the outside exam, the Praxis? So does this passage of the Praxis get notated on the transcript?

Unknown Speaker: No.

President Rouillard: No? Okay, so what would be notated would be the certificate as part of the description of the certificate and it would be assumed that the student passed the exam.

Senator Bigioni: Thank you.

Senator Keith: That was essentially my question was if they tested into 2150, would they have to take additional credit hours?

Senator Bigioni: Thank you, Senator Keith. Senator Lee?

Senator Lee: Why are there levels for the different languages?

President Rouillard: Because the Western-European languages typically require fewer contact hours to reach an intermediate low, whereas the less common taught languages tend to require more contact hours and you are also using a different alphabet and so that adds to the amount of time required to reach that particular proficiency level.

Senator Bigioni: Any other questions or comments? All right then, let's put it to a vote. Those in favor of approving this proposal please say, "aye." Any opposed? Any abstentions? ***Proposal Passed.***

New Program
Certificate in World Language Proficiency

Program Code: AR-FLAN
College: Arts and Letters
Department: Foreign Languages and Literature
Contact: An Chung Cheng

Rationale: The Certificate in World Language Proficiency is a statement of student accomplishment in reading, writing, listening, and speaking in a world language, and recognizes their significant steps towards developing professional proficiency. This certificate will be of interest to students who have taken courses in a world language beyond the elementary levels and will highlight a skill set of interest to future employers in a variety of fields and professions.

Summary: The certificate is issued based on language proficiency level on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency scale, rather than exclusively on the course credit hours. Students may apply for the Certificate in World Language Proficiency after completing the second year courses in a world language. Students earn the certificate when they demonstrate a minimum of "Intermediate Low" level in French, German, and Spanish, or "Novice High" in Arabic, Chinese, and Japanese on the ACTFL proficiency scale, using the Assessment of the Performance toward Proficiency in Languages (AAPPL) test or the Avant Standards-based Measurement of Proficiency (STAMP) test in reading, writing, listening, and speaking.

Courses for Certificate

ARBC	1120, 2140, 2150, or higher
CHIN	1120, 2140, 2150, or higher
FREN	1120, 2140, 2150, or higher
GERM	1120, 2140, 2150, or higher
JAPN	1120, 2140, 2150, or higher
SPAN	1120, 2140, 2150, or higher

The 1120 courses are 4 credit hours; the 2140 and 2150 courses are each 3 credit hours.

Minimum credit hours: 10

Note: The certificate is made up of courses that already exist.

Senator Bigioni cont'd: Our last proposal is a new certificate program, The Singing Voice Specialist. It is an interesting program. Perhaps, do you want to make a quick comment to the goal of the proposal?

Unknown Speaker: So the goal of the proposal is that there is a new virgin field in the field of vocal voice, not field performance but in voice in pedagogy... The....is the singing voice specialist. The University of Iowa had a program that did it for a while but the guy that did it has retired and took it with him. So there is no current university offering a degree or certification program in this. With the opportunity for UT to be the first degree or certification program like this of its kind. It is basically 15 hours. A person can do it at their leisure or get it done in about three semesters. Hopefully there's some summer classes by Speech Pathology and they can come in under as a grad student and that is the point of Grad Council and/or an undergrad if they wanted to make themselves more employable. So after speaking to a lot of different specialists that work in this field, these are the classes that Carolyn Menezes and I felt would be beneficial to our students.

Senator Bigioni: Thank you. Question?

President-Elect Brakel: It is not a question, it is an additional comment. Also supporting this is that our National Association of School of Music about six years ago placed a greater emphasis on health issues for music and musicians and so this is also in keeping with those guidelines.

Senator Keith: Why is this a certificate and not a minor?

Unknown Speaker: That is a good question. I think because a certification is something that people in Speech Language Pathology are used to seeing and in clinical...are used to seeing, and a minor speaks to that and maybe it is not quite an expert in that field, but a certification seems more professional.

Senator Keith: And when you take this to Graduate Council, are you using the same courses?

Unknown Speaker: No, they have to be different.

Senator Lundquist: I think in considering certificates we've always made a distinction between what a certificate is and what kind of credential that is as opposed to certification that include at the different things to it, it requires some kind of test outside of--- is that true?

Unknown Speaker: I think you are thinking about licensure.

Senator Lundquist: Am I?

Unknown Speaker: Yes. Licensure like in music education or in speech language pathology, licensure require a state or federal kind of exam, proficiency exam. A certification would require like a project they are in or some sort of capstone that which is in this curriculum.

Senator Heberle: I just want to add that there's no association that certifies those two in that way.

Unknown Speaker: It's coming.

Senator Heberle: Right. The problem is if administration has [a] professional certified program or not and that is the language confusion here.

President-Elect Brakel: That said, the National Association School of Music would accredit this program.

Senator Bigioni: Are there any other questions?

Senator Jayatissa: What is the expected enrollment?

Unknown Speaker: We hope we have 10 at the beginning and we hope it grows. We have students waiting for it to happen right now; waiting to see if it happens in the fall.

Senator Bigioni: Any other questions or comments? All right, let's put it to a vote. All those in favor of approving this proposal please signify by saying, "aye." Any opposed? Any abstentions? ***Proposal Passed.***

New Program
Certificate in Singing Voice Specialist

Program Code: MUS
College: Arts and Letters
Department: Music
Contact: Denise Ritter Bernardini

Rationale: This is the future degree in the world of voice and voice science. Twenty years ago, it was Vocal pedagogy, but this has become a saturated field. With the surge of vocalists and voice science research, people are looking for new ways to serve the professional voice and especially the damaged professional voice. Because of this change in the field, a new degree/certification is beginning to garner some interest: the Singing Voice Specialist. This person would be trained in speech-language pathology, vocal pedagogy and complete some observation hours within the clinical setting. Upon completing this certification, the SVS could enter the job market as a team member within the otolaryngologist's office. The hierarchy would be the physician who would lead the team, the SLP would direct the rehabilitation process and when the group agrees, the client would then go on to work with the singing voice specialist.

Courses for Certificate

MUS 3750	Voice Seminar I (new)		1 credit hour
MUS 4850	Advanced Vocal Pedagogy Seminar (new)	3 credit hours	
MUS 3760	Voice Seminar II (new)		1 credit hour
SLP 3020	Anatomy and Physiology of Communication Mechanisms	4 credit hours	
MUS 3780	Acoustic Analysis and Singing (new)		2 credit hours
MUS 3770	Voice Seminar III (new)		1 credit hour
SLP 4600	Voice and Resonance Disorders		3 credit hours

Total credit hours: 15

Note: MUS 4850 was approved by FS (3/26/19). MUS 3750, 3760, 3770, 3780 to be approved today.

Senator Bigioni cont'd: Great! The proposal passes! I would like to acknowledge my committee for doing all that hard work of plowing through about 50 proposals this year: Gerald Natal (LIB), Hend Elsaghir (MED), Wendy Cochrane (HHS), Edward Adam Janak (EDU), Gabriella Baki (PHARM), Ashley E Pryor (HONS), Renee J. Heberle (A&L), Mohamed Samir Hefzy (ENG), Ainsworth A Bailey (COBI), Temeaka A Gray (NUR)

[Applause]

Senator Heberle: As a member of the committee I would just like to put on record that Terry did an extraordinary job keeping us organized, on task, and making it incredibly easy to be on this committee.

[Applause]

President Rouillard: Thank you, Terry and Tony! Dr. Susan Batten is up next, Chair of the Core Curriculum Committee. We have a few items here and I think we will be okay; we might go over to a little bit of the second hour.

Dr. Susan Batten: Good evening. How is everyone? We met live. We met virtual. We have a number of modifications, and we have some new designations of core curriculum along with that. I think the last time I was here I reported that we had some courses that were not in the correct place or coded correctly and so I thank Cathy Zimmer for getting those corrected very promptly in the system. I have a few program directors to get a hold of to follow-up with too. But here we are in no real big order. I put the course modifications initially in first—you know how things are reviewed—and if they had a new title that was listed. We had several courses with a new number and we managed to get those corrected as well. We had one that we kind of ran around in circles, but it was because of my fault, not the committee's fault or anyone else's in getting the right designation. We had a designation that had a number that... any special project.

We have BIOL 1220 and it is a lab course and we had to correct how it was listed for Gen Ed. In ART 1040, they are trying to get align with TAGS too to integrate with the Ohio system that is doing it right now. ART 1050 was a title change again, TAGS nomenclature. ART 1080, they changed the title so that it was clearer for the students, in other words, the population of interests, so we made that change. DTS 2020, Introduction to Disabilities, they wanted to have it designated as Gen ED. For College Algebra it was the change of prerequisites. I listed what that is including Algebra II and then for the companion course listing Algebra II and Trigonometry. The Politics of Africa course, they wanted to designate it as a non-US diversity course and it happened with the companion courses of Politics for Latin America and

the International Relations in the Middle East and Politics of Asia, they all met in criteria. And then we have two Women Studies courses to consider that wanted to add the designation of Gen Ed. The second one was to reflect global/international/ nonwestern university course. President Rouillard, is your preference is that we do all of these at once?

President Rouillard: Yes, unless people have questions.

Dr. Batten: Okay. I think there's one question here. Yes?

Senator Monsos: ART 1050 and 1080 are in the core and that is why they came to us. They are in the core now. We just have to approve the modification.

Dr. Batten: Alright, I'm not sure which computer to use. Oh, it's this one. So is that correct, Senator Monsos?

Senator Monsos: Yes.

Dr. Batten: Thank you. Any other discussion on those first two?

Senator Lundquist: In one of our iterations of thinking about core curriculum and Gen Ed., of which have been many. There was a discussion in which resulted in upper level courses not being considered for core. So it might too assume that since there's a 4000 level courses here that that is no longer a concern that we will now consider 4000 level courses as being part of the core curriculum.

Dr. Batten: I see three hands up. We are going to start with Senator Monsos.

Senator Monsos: We are all probably going to say the same thing. The diversity can be.

Senator Lundquist: The diversity can be?

Senator Molitor: Yes.

Senator Monsos: The diversity courses can be 3000 and 4000 level. It is only the social science, humanities, natural sciences, composition and math that have to be 1000 to 2000 level.

Senator Lundquist: So all of the English Department diversity courses at the 4000 level which were removed from core?

Senator Monsos: They were removed from humanities; they weren't removed from diversity.

Senator Lundquist: Oh, is that right?

Senator Molitor: I have a comment on the Disabilities Studies course. I think that should be DST, not DTS.

Senator Hall: Correct.

Senator Molitor: And I believe, and my committee colleagues can correct me if I am wrong, Gen Ed. and Humanities was the designation for that course. I know we had a discussion about the two, one was social science and one was humanities.

Senator Monsos: It says in the system.

Senator Hall: One says “somewhere.”

Senator Ferris: That is what I was wondering too.

Senator Monsos: I’ll look.

Senator Molitor: We had a discussion about that, I remember because it wasn’t clear to us whether to call this humanities or a social science.

Senator Emonds: What made you decide on humanities rather than the---?

Senator Monsos: I don’t know if we did. I think it says it in the system.

Senator Emonds: In the descriptor or?

Senator Monsos: In the curricular tracking system I think it says it.

Senator Monsos: Ask your questions about the other thing <laughter>.

Senator Thompson-Casado: Senator Heberle, do the 4000 level ‘Poly-psy’ courses have prerequisites?

Senator Heberle: No. I don’t think we do. Well, I would want to say 1200, but “no,” I don’t think they do. I don’t know how that works -- I am embarrassed.

President-Elect Brakel: The DST course 2020, the rationale, they are asking to be a social science gen ed. course.

Senator Van Hoy: Thank you, President-Elect Brakel.

Senator Heberle: Can core courses have it?

Senator Thompson-Casado: Well, the question would be diversity courses because we’re not talking about core modifying to diversity. And if they are looking at the nonwestern diversity, I thought they were not supposed to have prerequisites for those.

Senator Heberle: I am fairly certain they do not have prerequisites.

Senator Monsos: We cannot get into the system from here but we have the syllabus and a teacher of Disability Studies, who says it should be in the Social Sciences.

President-Elect Brakel: It says it in the rationale.

Senator Monsos: Oh, you got it?

President-Elect Brakel: Yes.

Senator Monsos: I’m sorry, I didn’t even hear him.

Dr. Batten: We have the opportunity to go back to make sure that is correct in the system before I sign off if we vote to approve. Okay, the remaining three courses are: ARTH 2400, that is the one where we played with the number a little bit. It is a new course. It is an introductory online course for non-specialists. We have two EEES in a sequence and what they wanted to do is to move the current courses over to have a first course and a second course. The first course focuses on energy and climate and the second course focuses on land-use of water, saying that it was reflective of what's happening in science right now. Questions?

Senator Molitor: I am pretty sure the ARTH course would be humanities and the other two are natural science.

Senator Lundquist: So I really like the title, Persuasion of Power. It seems as though a course with that title could be offered and used in any department. Are we approving this as a new course or has it already been approved as a new course and now it is being considered the core?

Dr. Batten: That is correct.

Senator Lundquist: So we wouldn't want to consider something like "persuasion power and art" or "art and history" or something like that?

Senator Heberle: Or "irresistible persuasion or sensory persuasion etc."

President Rouillard: Philosophy could easily use that title and of course, literature can easily use that title and so it might be useful to have a qualifier there.

Senator Molitor: But the courses have already been approved, we are just approving these courses for the core curriculum.

Senator Heberle: Oh, it's already been approved?

Senator Hall: Yes.

Senator Molitor: I can read the description if you want. It says "*This is an introductory online course designed for non-specialist. The course is designed to increase understanding and appreciation of visual culture. The readings, recorded lectures, documentary films and discussion reflect in critical writing and a visit to a local regional museum. The development of cognitive and critical processes as they relate to visual culture is emphasized.*"

Senator Lundquist: So it is clear in the description.

Prof. Humphrys: Dr. Batten, I am on a state committee and there were questions about some courses that apparently must appear on our curricular tracking system. I am asking for core consideration that I don't see up there. Do we know anything about ART 2800?

Senator Monsos: Is it ARTH 2800?

Prof. Humphrys: No. There is an ARTH 2980, but that was only approved up through the chair. But there was ART 2800 and there was PSC 4660 that's been approved up through the dean.

Group of Senators: 4660 is right up there.

Prof. Humphrys: Oh, I'm sorry. And then social work, do we have one up there? It's Social Work 4200.

Senator Monsos: I think the social work one is one of the ones that was incorrectly marked. The problem is the current system. It is the little radio buttons that people click. And a lot of people in working with the system look at those little radio buttons and think they have to pick one. Since it isn't WAC and it isn't this and it isn't that, it must be general. So the general button gets clicked and then it gets sent to core curriculum and we have to go back to Cathy Zimmer to unclick the button.

Dr. Batten: And we have had that happen.

Prof. Humphrys: Is that right?

Dr. Batten: Yes.

Prof. Humphrys: Because some were from Engineering?

Senator Molitor: Yes, I asked those to be removed.

Dr. Batten: We had about a half-a-dozen courses where other issues were there that we reflected that to those individuals to take care of, and we are not bringing those forward.

Prof. Humphrys: And we are saying now if they pull [them] up they should be okay on the curricular tracking system?

Dr. Batten: Yes.

Prof. Humphrys: Thank you.

Dr. Batten: Any other discussion?

Senator Jayatissa: One course changed its name and it looks a little bit better, but EEES 2015, why don't they change that course to a similar change?

Senator Molitor: I believe what it was is they modified EEES 2010 to have different content and they split this content from Intro to the Environment and made that into the separate EEES 2015 course.

Senator Jayatissa: Yeah, but that course has the content in the title, right? Why don't they add the content in the title for the second course?

Senator Molitor: The new course EEES 2015 Introduction to the Environment was already approved by the Senate. The existing course, EEES 2010 was already in the Core natural science category and the Core Curriculum Committee has to approve modifications to any approved Core course. So that is what we are doing with EEES 2010 and then EEES 2015, we are approving both for inclusion in the core curriculum.

Senator Lee: I believe the question is that currently as it stands, 2010 is Intro to the Environment: Energy and Climate and 2015 is Intro to the Environment.

Senator Heberle: It could be a little broader to clarify for students.

Senator Molitor: Okay. Hold on.

Senator Krantz: Senator Molitor, I think that is the title.

Senator Molitor: What's that?

Senator Krantz: I think the full explanation with the colon for the second course, 2015, I think that is the correct title.

Senator Molitor: Oh, so that belongs there?

Senator Krantz: So in other words, 2010, the new name is correct, Energy and Climate, and the second one as Dr. Batten is putting it. I am fairly certain that may have dropped out somewhere along the way, but that is certainly the intent.

Senator Molitor: Okay.

Dr. Batten: Anymore thoughts or questions?

President Rouillard: You can do the whole thing as a package.

Dr. Batten: Sure. Any other questions? Hearing none. All those in favor of accepting the revisions and modifications please say, "aye." Any opposed? Any abstentions? *Motion Passed.*

Course	Current	New Title	Action	Reason for change
BIOL 1220	Biological Sciences	Survey of Biology Laboratory	Course Mod	Lab course for BIOL1120; correction in how listed for Gen Ed
ART 1040	Foundations of Art Technology Studio	Foundations of Art Technology Studio	Course Mod	Course title change to more clearly align with TAGS nomenclature
ART 1050	Fundamentals of Surface	Foundations of 2D Design		Course title change to more clearly align with TAGS nomenclature; not in core
ART 1080	Perceptual Drawing	Foundations of Drawing I	Course Mod	Course title change to more clearly align with TAGS nomenclature; not in core Course title change
DST 2020	Introduction to Disability Studies		Course Mod	To designate as Gen ED
MATH 1320	College Algebra		Change Prereq.	Add high school Algebra 2

MATH 1340	College Algebra and Trigonometry		Change Prereq.	Add high school Algebra and Trig
PSC 4660	Politics of Africa		Course mod	To designate as non-US diversity course
PSC 4680	Politics of Latin America		Course mod	To designate as non-US diversity course
PSC 4740	International Relations of the Middle East	Politics of the Middle East	Course mod	To designate as non-US diversity course
PSC 4900	Politics of Asia		Course mod	To designate as non-US diversity course
WGST 2010	Intro to Gender Studies: gender, sex and difference		Course mod	Add designation as Gen ED Social Science
WGST 3010	Issues in Women's Studies	Intro to Gender Studies: gender, sex, and differences	No change in content	To reflect global/international/nonwestern diversity content of course
ARTH 2400	Persuasion and Power		New course	Introductory online course for non-specialist
EEES 2010	Intro to Environment	Intro to the Environment: Energy and Climate	Change to 2 courses	1 st course, focus on energy and climate
EEES 2015	Intro to the Environment		New Course	2 nd course, focus on land-use and water

President Rouillard: Thank you!

Dr. Batten: And I thank the committee!

[Applause]

President Rouillard: And so that brings us to the last bit of business on this agenda and that is this resolution regarding freedom of expression. Just for clarification, Dr. Gaber and Provost Bjorkman had voiced some concerns about the Chicago Statement. Diane Miller pointed out to us that the current policy, number 3364-5-14 had been drafted with using FIRE language, that FIRE had in fact sort of given it its seal of approval, which is why we brought this resolution forward because in fact we had a policy that

was informed by FIRE standards, if you will. But none-the-less, this is an opportunity for us as Faculty Senate to approve or reaffirm our commitment to that information, that policy. So you have the resolution in front of you. I don't think I need to read it.

Resolution: Whereas the discussion of freedom of expression has been renewed at the state and federal levels; Whereas The University of Toledo Faculty Senate values and upholds freedom of expression and the First Amendment; Whereas The University of Toledo has policy #3364-5-14 Expression on Campus, first signed by President Sharon Gaber on June 1, 2015 and reviewed on March 6, 2018; Whereas The University of Toledo Faculty Senate affirmed the optional syllabus statement on free speech on October 9, 2018; Whereas The University of Toledo Faculty Senate has had robust discussion on this issue; Therefore be it resolved that The University of Toledo Faculty Senate reaffirms its commitment to freedom of expression as described in UT policy #3364-5-14.

Senator Gilchrist: I wonder if this is necessary. The statement we just adopted references the policy that this resolution references as well and so it may be duplicative at this point.

President Rouillard: It may very well be, but I think it is also worth standing behind our policy. I think it is an indication that Faculty Senate has looked at this issue as it is articulated in the policy. If you feel it is duplicative, you don't have to vote for it. It is on the agenda so I think we do need to either vote it up or vote it down.

Senator Dowd: Wouldn't we just view this as reinforcing the resolution that was passed earlier in the meeting?

Senator Gilchrist: I would as long as we are clear that the matter of timing, and I understand the irony here, I asked to go first on the Chicago Statement and so I think that was good, but I wouldn't want to have the passage of this more limited statement seeking as a usurpation or undermining what we previously did, because this is significantly more limited statement dealing only with expression, public space and the outdoor areas of the university.

President Rouillard: But the policy is enforceable; the statement we just passed earlier in the meeting is not. It is an important statement and I think that it clearly articulates the values on this campus, but it can't override the policy. It can't override the institutional policy. And so all I think we would be doing with this resolution is simply reaffirming our support for the policy.

Senator Dowd: But we will also have the opportunity within the Minutes of Senate to express that concern so that if resolution is ever referred to in the future, the context, you've provided an additional context, that would be provided in the Minutes of the Faculty Senate.

Senator Gilchrist: I think we've now done that. I think this body has embraced the Chicago Statement in our previous vote. If the body now wants to make an affirmative statement that we support a policy that already exists and is affirmed in the Chicago Statement as well, I don't see a downside to that and in doing so, I just want to make clear that we're not in any way changing what we did earlier this evening.

President Rouillard: It is also important to note that in no way does the endorsement of the Chicago Statement change policy. The policy trumps a statement.

Senator Gilchrist: Yes.

President Rouillard: But I think a statement is still an important thing as well.

President-Elect Brakel: I should also point out that this resolution does refer to the optional syllabus statement and so that refer to things in the classroom, not just outside of it.

Senator Weldy: In that regard we could simply add that to this resolution, not only we are expressing as described in the policy and as stated in the Chicago Statement.

President Rouillard: So you want to make a friendly amendment to add a “whereas?”

Senator Weldy: No, not to add “whereas.” But, in the very last sentence: *reaffirms its commitment of freedom of expression as described in UT Policy, number whatever*, [add] “and as expressed in the Chicago Statement.”

Senator Dowd: As an alternative on the suggestion, not just the university policy but the resolution passed by Faculty Senate as of this date. Would that be acceptable?

Senator Weldy: Better wording, yes.

Senator Dowd: So it isn’t that we have to mention the Chicago Statement. This is the resolution before Faculty Senate and so all we’re doing is referencing the resolution passed by The Faculty Senate.

President Rouillard: Okay. So “as expressed in the resolution also passed by Faculty Senate on 4-23-2019.” Is that sufficient?

Senator Wedding: Where is that being added?

President Rouillard: The very last sentence at the end of the last sentence. Anything else?

Senator Keith: Well, this also, if it is passed, will be passed on the same date and this is also a resolution and so we need to clarify that it was the Chicago expression free speech.

President Rouillard: I don’t know. Well, is there another term we can use rather than the Chicago Statement?

Senator Weldy: We wouldn’t even have to say Chicago; we’ll just say the “expression of freedom of speech.”

Senator Gilchrist: It was circulated to the faculty of the University on March 13, 2019.

President Rouillard: Okay, “the statement on Freedom of Expression circulated to Faculty Senate?”

Senator Gilchrist: No, “To the whole faculty.”

President Rouillard: Okay. “To faculty on March”-- remind me again?

Senator Gilchrist: March 13th.

President Rouillard: Okay.

Senator Dowd: And add “passed by the Faculty Senate.”

President Rouillard: So the last sentence would read: “Therefore be it resolved that The University of Toledo Faculty Senate reaffirms its commitment to Freedom of Expression as described in the UT Policy, 3364-5-14 in as expressed in the statement of Freedom of Expression circulated to faculty on March 13, 2019.”

Senator Said: Can we add “voted on today?”

President Rouillard: “It was circulated and passed on April 23, 2019.” Anything else?

Senator Keith: It wasn’t a resolution.

Senator Monsos: Was it a resolution or an endorsement?

President Rouillard: It was a statement.

Senator Van Hoy: It was a statement.

President Rouillard: It was a statement that was endorsed. --- Oh, I’m sorry, you are right.

Senator Keith: I believe you do have to read the resolution.

President Rouillard: Okay. I would read the resolution:

Resolution: Whereas the discussion of freedom of expression has been renewed at the state and federal levels;
Whereas The University of Toledo Faculty Senate values and upholds freedom of expression and the First Amendment;
Whereas The University of Toledo has policy #3364-5-14 Expression on Campus, first signed by President Sharon Gaber on June 1, 2015 and reviewed on March 6, 2018;
Whereas The University of Toledo Faculty Senate affirmed the optional syllabus statement on free speech on October 9, 2018;
Whereas The University of Toledo Faculty Senate has had robust discussion on this issue;
Therefore be it resolved that The University of Toledo Faculty Senate reaffirms its commitment to freedom of expression as described in UT policy #3364-5-14, and as expressed in the statement on freedom of expression circulated to faculty on March 13, 2019, and endorsed on April 23, 2019

Senator Dowd: “Endorsed by the UT Faculty Senate.”

President Rouillard: Okay, “endorsed by the UT Faculty Senate.”

Senator Dowd: Is that okay, President Rouillard?

President Rouillard: Sure. Any further discussion? Alright. In that case, all those in favor of this resolution signify by saying “aye.” Any opposed? Any abstentions? ***Resolution Passed.***

Resolution: Whereas the discussion of freedom of expression has been renewed at the state and federal levels;
Whereas The University of Toledo Faculty Senate values and upholds freedom of expression and the First Amendment;

Whereas The University of Toledo has policy #3364-5-14 Expression on Campus, first signed by President Sharon Gaber on June 1, 2015 and reviewed on March 6, 2018;
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Whereas The University of Toledo Faculty Senate has had robust discussion on this issue;
Therefore be it resolved that The University of Toledo Faculty Senate reaffirms its commitment to freedom of expression as described in UT policy #3364-5-14, and as expressed in the statement on freedom of expression circulated to faculty on March 13, 2019, and endorsed by the UT Faculty Senate on April 23, 2019”

President Rouillard cont’d: Very good. Thank you! Are there any items from the floor? Is there a motion---

Senator Dowd: I want to thank you for your service this year, being in the barrel. Presiding over Senate is a very difficult job. Thank you.

President Rouillard: You’re welcome.

[Applause]

President Rouillard cont’d: It is always a pleasure to serve in a body where people share the work and I think that is the case with Faculty Senate by all means. So, I was happy to do my bit and now it is time for other people to do their bit, and we will move on to those elections<laughter>. Is there a motion to adjourn this meeting?

Senator Ferris: So moved.

Senator Van Hoy: Second.

President Rouillard: Alright, we are adjourned and will move on to the next meeting. Oh, before we do that, we do have something for the new President. President Brakel, the emblem of this position and our thanks for being willing and being so generous with your time and energy--we appreciate it! Meeting adjourned.

IV. Meeting adjourned at 5:17 p.m.

President Brakel: Thank you. I am going to ask our acting secretary, Mark Templin to call the roll.

Senator Templin: I am going to call the roll by colleges because we don’t have them in alphabetical order yet.

Melissa Gregory (absent), Sharon Barnes (absent), Patricia Case (absent), Deborah Coulter-Harris (present), Timothy Brakel (present), Renee Heberle (present), Kati Thompson-Casado (present), Daniel Compura (present), Anthony Edgington (present), James Ferris (present), Michael Kistner (absent), Sara Lundquist (present), Michael Dowd (present), Kimberly Nigem (present), Amal Said (present), Ainsworth Bailey (present), Donald Wedding (present), Mohammed Niamat (present), Eddie Chou

(absent), Ahalapitiya Jayatissa (present), Scott Molitor (present), Mohamed Hefzy (present), Lori Pakulski (absent), Christopher Roseman (absent), Eric Longsdorf (absent), Susan Maloney (absent), Caroline Menezes (absent), John Schlageter (absent), Glenn Sheldon (present), Richard Welsch (absent), Mark Templin (present), Berhane Teclehaimanot for L. Dinnebeil (present), Bryan Lammon (absent), Llew Gibbons for K. Bruce (present), Shabha Ratnam (present), Nikolai Modyanov (present), Ivana de le Serna (present), Beata Lecka-Czernik (absent), Lauren Koch (present), Joan Duggan (absent), David Giovannucci (present), Jeffrey Hammersley (present), Laura Murphy (absent), Joshua Park (absent), Joshua Park (present), Patrick Frank (absent), Jason Schroeder (absent), David Weldy (present), Stan Stepkowski (absent), James Anderson (absent), Rafael Garcia-Mata (present), Sally Harmych (absent), Terry Bigioni (present), Kevin Gibbs (absent), William Taylor (absent), Robert Steven (absent), Biao Zhang (present), Kelly Phillips (present), James Oberlander (absent), Temeaka Gray (present), Frank Hall (present), Amit Tiwari (absent), Martin Ohlinger (present), Elaine Reeves (present), Wade Lee (present)

Senator Templin cont'd: We have a quorum.

President Brakel: I did create an agenda for us today which is primarily dealing with elections. I would like have a motion to adopt today's agenda.

Group of Senators: So moved.

Past-President Rouillard: Second.

President Brakel: All in favor say, "aye." Any opposed? Any abstentions? *Motion Passed.*
So our first item of business right now is to place some nomination names for President-Elect. I will now I open the floor for---

Senator Molitor: Friendly amendment. Can we pass out the clickers and test them?

President Brakel: Yes, sorry. Thank you.

Senator Molitor: The clickers are only for members of the current new Senate.

Senator Lundquist: Can we also keep the roster up so we will know who is in new the Senate?

President Brakel: Yes. Only if you are a current member of the new Senate.

Senator Heberle: Is it possible to see the roster at the same time?

President-Elect Brakel: Yes.

Senator Molitor: Does anybody who is the new Senate not have a clicker? Alright. So what I would like to do first is run a test first to make sure I have all of the numbers I handed out. You may now press your keypads.

Senator Heberle: Just hit the green button?

President Brakel: Yes. Just hit the green button once and then you'll see an 'okay' in the little screen.

Senator Molitor: Alright. I have every number pressed, 1 through 40, except for clicker 3 and 10. Does anybody has a clicker that says number 3 or 10, or if anybody has a clicker number above 40? Okay, I have 10. Does anybody have 3? No. Alright. Okay, so we are good to go then.

Our first vote, it is on the agenda, is another test and that is are you here? So that is the first question; feel free to respond how you wish. I should have handed out 39 of these. By the way, you can press the button multiple times, it is just whatever button you press last gets registered.

Past-President Rouillard: So you don't have to clear it?

Senator Molitor: No. I have 39-- excellent! Just so you know, here is the vote: 95% are here and 5% are not <laughter>. So now we are ready to go forward with elections.

President Brakel: We will now open up the floor for nominations for president-elect for the 2019-2020 Senate. This person would then take the role as president in fall 2020-2021.

Senator Giovannucci: I nominate Jeffrey Hammersley.

President Brakel: Senator Hammersley, do you accept the nomination?

Senator Hammersley: Yes.

President Brakel cont'd: Are there any additional nominations? Hearing none, I will entertain a motion to close the floor for nominations.

Senator Dowd: Second.

President Brakel: All in favor say, "aye." Any opposed? Any abstentions? *Nomination Closed.* Since we have one here we will do affirmation vote. All in favor of Senator Hammersley becoming president-elect, signify by saying, "aye." Any opposed? Any abstentions? Congratulations to Jeffrey Hammersley.

[Applause]

President Brakel cont'd: Next is the secretary of the Faculty Senate. Per our Constitution Rules and Bylaws, the first nomination comes from the Executive Committee and I am going to call on Past-President Rouillard.

Past-President Rouillard: I would like to nominate Mark Templin.

Senator Templin: I accept.

President Brakel: Are there any additional nominations?

Senator Dowd: I move to close.

Senator Wedding: Second.

President Brakel: All in favor say "aye." Any opposed? Any abstentions? *Nomination Closed.* We are going to vote by affirmation since we only have one. All in favor of Mark Templin continuing as

Executive Secretary of the Faculty Senate signify by saying, “aye.” Any opposed? Any abstentions?
Congratulations Mark Templin.

[Applause]

President Brakel cont’d: Next we need to elect potentially two representatives from the Main Campus at-Large and two representatives from the Health Science Campus at-Large. I will open the floor up for nominations.

Nominees: *Terry Bigioni was nominated and accepted the nomination*

President Brakel cont’d: Are there any additional nominations? Hearing none. I move to close the floor for nominations.

President-Elect Rouillard: So moved.

Senator Compora: Second.

President Brakel: All in favor of closing the nominations, say, “aye.” Any opposed? ***Nomination Closed.*** We will vote by affirmation. All in favor of electing Senator Bigioni as our first Main Campus at-Large representative, signify by saying, “aye.” Any opposed? Any abstentions? Congratulations Terry Bigioni.

[Applause]

President Brakel cont’d: Now we will move to our second at-Large representative for the Main Campus. The floor is now open.

Nominees: *Kati Thompson-Casado nominated and accepted nomination*

President Brakel cont’d: Are there any additional nominations? Hearing none.

Senator Compora: I move to close.

Senator Bigioni: Second.

President Brakel: All in favor of closing the nominations say, “aye.” Any opposed? Any abstentions? ***Nominations Closed.*** By affirmation we elect Kati Thompson-Casado as a representative at large. All in favor, signify by saying, “aye.” Any opposed? Any abstentions? Congratulations Kati Thompson-Casado.

[Applause]

President Brakel cont’d: Now we move to the Health Science Campus and this nomination must come from a representative from the Health Science Campus, if I am not mistaken.

Senator Wedding: We don’t vote for the other campus. Is it nominated and voted only by the Health Science Campus?

President Brakel: Right.

Senator Wedding: Thank you.

President Brakel: That is my understanding. I open the floor up for nominations.

Nominees: *Temeaka Gray nominated and accepted nomination*
David Giovannucci nominated and accepted nomination
Martin Ohlinger nominated and accepted nomination

President Brakel cont'd: Are there any additional nominations? I move to close the nominations?

Senator Hammersley: Second.

President Brakel: All in favor from Health Science signify by saying, "aye." Any opposed? Any abstentions? *Nominations Closed.*

Senator Molitor: The only people from the Health Science Campus may vote in this election and you may now submit your response. So it's 1A for Temeaka Gray, 2B for David Giovannucci and 3C for Martin Ohlinger.

President Brakel: Congratulations to David Giovannucci.

[Applause]

President Brakel cont'd: Great! So now we move to our second representative here. Again, I will open up the floor for nominations from the Health Science Campus.

Nominees: *Martin Ohlinger nominated and accepted nomination*
Temeaka Gray nominated and accepted nomination
Nikolai Modyanov nominated and accepted nomination

President Brakel cont'd: Any additional nomination from the Health Science Campus? Hearing none. May I entertain a motion to close the nomination?

Senator Hammersley: So moved.

Senator Dowd: Second.

President Brakel: All those in favor of closing the nomination from the Health Science Campus please signify by saying, "aye." Any opposed? Any abstentions? *Nomination Closed.*

Senator Molitor: So the voting is open. It is 1A for Martin Ohlinger, 2B for Temeaka Gray and 3C for Nikolai Modyanov. Again, only the Health Science Campus.

Dr. Weck-Schwarz: It is an even split.

Senator Ohlinger: Wait. Absolutely even?

Dr. Weck-Schwarz: Absolutely even.

President Brakel: So it is an even split. Well, our constitution rules would normally say that we would take the top two --

Senator Heberle: What about some...speeches?

President Brakel: How would you like to proceed?

Senator Wedding: What is the total vote?

Senator Molitor: There were 12 votes submitted.

Senator Wedding: What's that?

Senator Molitor: 12 votes were submitted.

Senator Wedding: So 4, 4, and 4?

Senator Molitor: Right.

Senator Weldy: I suggest we simply have a re-vote and see if it changes.

Senator Molitor: Okay. The floor is open. I'm going to give a 10-second countdown if you want to change your mind.

Dr. Weck-Schwarz: Well, I'm sorry, the results are exactly the same.

Senator Weldy: The Medical Campus group, can I offer a simple solution? Random.Org. -- just put the three names in and we'll see who comes up.

Senator Molitor: I know the Faculty Senate election is decided by casting lots, but I do not know if this process applies to members of the Executive Committee.

President Brakel: I do not recall reading that.

Senator Dowd: The suggestion from Senator Heberle of that ...speech, I think that is an idea.

Senator Weldy: The other way you cast lots is to eliminate one and then vote on the other two.

President Brakel: Okay, that is an idea.

Senator Dowd: No, we are voting against someone then.

Senator Heberle: Well, I was going to suggest to voluntarily withdraw with a nominee, but obviously that is not happening.

Senator Lundquist: But the constitution doesn't say can we vote to do a random, even if it is...?

President Brakel: We could; [well] I believe so.

Senator Ohlinger: Is there a way with whatever system we're using to vote for two to narrow it down?

Senator Molitor: Well, that is a good question. I believe there is a rank choice vote, but I don't know if we're allowed to do that by Senate rules but I believe I can set it up. If you want, I will try to set one up while you decide if we can actually do that.

Senator Heberle: Prepare your speech because we're going to be ready to listen.

Senator Molitor: So this is a little more complicated, should we ask for a motion to approve this?

President Brakel: There is nothing I could find otherwise I would go with this. So that being said, we are looking at in terms of a rank order: 1, 2 and 3 in terms of these three candidates. We do need a motion because we don't have guidelines in the constitution.

Senator Weldy: So moved.

Senator Hammersley: Second.

President Brakel: Any discussion? All in favor say, "aye." Any opposed? Any abstentions? *Motion Carries.*

Senator Molitor: Again, Health Science Campus representatives only. You will hit the number in the order of your candidate choice from best to worse. So you are going to hit a sequence of three numbers; your first number is your favorite candidate, your second number is your second favorite candidate and third number is your third favorite candidate.

Unknown Speaker: Is it open?

Senator Molitor: It is open. We are gathering votes right now.

Senator Hefzy: Question. Do they have to hit three numbers?

Senator Molitor: Do they have to enter three numbers? I do not know the answer to that. We are going to find out. I can't interrupt this to look at the reference. I am going to start the countdown from 10. So according to this, these two candidates are tied. Well, at least we broke the three. Can you read that?

Dr. Weck-Schwarz: Yes. It is Temeaka Gray and Nikolai Modyanov are now the even split.

President Brakel: So we will need to vote between those two. The two candidates that are named now are Temeaka Gray and Nikolai Modyanov.

Senator Molitor: Give me one second. Okay, choice number 1. is Temeaka Gray and choice number 2. is Nikolai Modyanov. The floor is open for the Health Science Campus representatives only. I will put the 10 second timer on.

President Brakel: So we do have a majority and that is Temeaka Gray. Congratulations to Temeaka Gray.

[Applause]

Senator Heberle: Hard fought race and I really like the way you handled yourself<laughter>.

President Brakel: Thank you with regards to the elections. With regard to ‘Other Business’---

Group of Senators: We have one more.

President Brakel: Oh, I see. So this is the Ohio Faculty Advisory Committee; the individual reports and attends meetings in Columbus at the Department of Higher Education, OBOR---

Senator Wedding: I nominate Ainsworth Bailey.

President Brakel: Officially the floor is now open for nominations <laughter>.

Nominations: Ainsworth Bailey was nominated and accepted the nomination.
Martin Ohlinger was nominated and accepted the nomination.

President Brakel cont’d: Any additional nominations? Move to close the nominations?

Senator Dowd: So moved.

Senator Compora: Second.

President Brakel: All in favor say, “aye.” Any opposed? Any abstentions? *Nomination Closed.*

Senator Molitor: The polling is open to everybody from the Health Science Campus and the Main Campus. You may submit: 1. is Ainsworth Bailey and 2. is Martin Ohlinger. I am going to put the timer on for anyone who needs to vote.

Dr. Weck-Schwarz: Ainsworth Bailey.

[Applause]

President Brakel: Congratulations to Ainsworth Bailey. Okay, “Other Business”—looking at committees for next year, I would like the Constitution and Rules Committee that’s been diligently working for the last two years, if they would be so willing to continue that, I would greatly appreciate it.

Senator Templin: Sure.

President Brakel: So those people, if everybody is okay with that that is what I would like to do. I think we’ve taken care of that particular committee that’s been doing some work. Are there any other committee I am missing?

Unknown Speaker: The Policy Committee.

President Brakel: Oh, the Policy Committee? Senator Wedding, you chaired the Policy Committee last--

Senator Wedding: [I chaired] Academic Regulations.

President Brakel: Oh.

Senator Wedding: I would like to continue because we have some stud we want to do.

President Brakel: Okay. So I am hearing Academic Regulations, you want that entire team to go?

Senator Wedding: Yes.

President Brakel: So is there any comments or questions about that? Hearing none. So we will move to appoint those. Senator Bigioni — well, we will deal with that one later. Is there any other business that needs to come before us today? Prof. Humphrys?

Prof. Humphrys: No.

President Brakel: Okay. We need to put the clickers back. Before we leave we need a motion to adjourn. May I have a motion to adjourn? Meeting adjourned at 5:50 p.m.

V. Meeting adjourned at 5:50 p.m.; held on the Health Science Campus

Respectfully submitted,
Mark Templin
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Administrative Secretary

